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## The influence of perceived competence, activity importance, and barriers on adolescent leisure participation: Exploring the potential for negotiation

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**Hyams, Amy Lynn, M.S.**

**University of Nevada, Las Vegas, 1994**

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**The Influence of Perceived Competence, Activity Importance, and Barriers  
on Adolescent Leisure Participation:  
Exploring the Potential for Negotiation**

**by**

**Amy L. Hyams**

**A thesis submitted in partial fulfillment  
of the requirements for the degree of**

**Master of Science**

**in**


**Sport and Leisure Service Management**

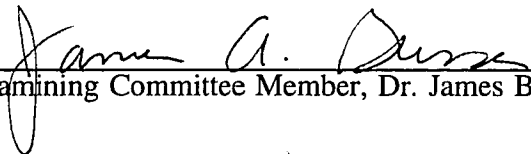
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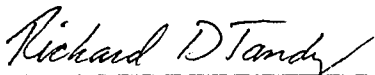
**August 1994**


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The Thesis of Amy L. Hyams for the degree of Master of Science in Sport and  
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## **ABSTRACT**

Recent research on leisure constraints proposes that leisure participation is not dependent on the absence of constraints, but rather on the ability to negotiate through them. This alternative view not only identifies the various effects that the negotiation process may have on leisure participation, but recognizes the role of individuals in controlling their leisure behaviors. The purpose of this study was to expand this concept by identifying individual factors that may facilitate or inhibit the negotiation process. Specifically, this study examined the influence of perceived self-competence, activity importance, the absence of perceived barriers, and various demographic factors on adolescent leisure participation. Results of this study will be presented along with theoretical implications and recommendations for future research. This paper will conclude with a discussion of the practical implications for service providers and activity programmers with the goal of helping adolescents develop a pattern of leisure behavior that will contribute positively to their development and well-being.

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## **CHAPTER I**

### **INTRODUCTION**

A review of the literature reveals a myriad of benefits that may be derived from leisure experiences. There is evidence that participation in leisure experiences may have a positive effect on an individual's physical health and development, mental health, spiritual well-being, and social interactions (Edgington, Hanson, & Edgington, 1992). Leisure provides opportunities for activity, exercise, skill enhancement, and cardiovascular conditioning. Psychological benefits such as anxiety and depression reduction have also been associated with leisure participation (Wankel & Berger, 1990). Spiritual growth may result from opportunities for contemplation, self-discovery, and reflection (Edgington et al., 1992). In addition, it is suggested that leisure activities may enhance social harmony and facilitate social development and integration (Wankel & Berger, 1990). Leisure may provide the opportunity for social bonding through shared experiences and the development or improvement of new or established relationships. In addition, it has been suggested that leisure participation affects leisure satisfaction, which impacts overall life satisfaction (Sneegas, 1986).

This brief review of potential benefits provides justification for the persistent efforts of professionals and researchers to increase and enhance leisure participation. Despite the many opportunities and avenues available for one to experience leisure,

some individuals remain constrained by perceived barriers that either limit or prevent their participation, therefore denying them such benefits. This notion of constraints to leisure has received increased attention over the years (Jackson, 1988; Jackson, Crawford & Godbey, 1993; Kay & Jackson, 1991). Researchers and practitioners realize that in order to increase participation, a greater understanding of the formation and effects of barrier perceptions is required.

A review of the constraint literature reveals progress in the understanding and conceptualization of barriers to leisure, although gaps still exist. The major thrust of past research has been to identify variables that may constrain one's leisure and to explain the effects of such constraints on leisure behavior (Jackson et al., 1993). For instance, early studies proposed that participation in an activity was evidence of a lack of constraints (Jackson, 1988). It was assumed that in the presence of constraints, the individual would not participate. As a result, practitioners addressed reported constraints of "lack of time to participate" or "lack of money" by modifying program schedules or price structures in an attempt to increase participation. Unfortunately, these structural changes did not address the entire cause for non-participation, and were therefore only partially effective (McGuire & O'Leary, 1992).

Later studies began to explore the notion of varying constraints. Researchers recognized that constraints may influence different components of an individual's participation behavior, affecting either preferences or actual participation (Jackson, 1988). This realization led to the identification of "antecedent" constraints which affected one's preference for a particular activity, and "intervening" constraints which

influenced the nature and extent of participation once the activity preference was established (Jackson, 1988). For example, social anxiety may decrease the desire to participate in group activities. Therefore social anxiety would be considered an antecedent constraint. On the other hand, once an activity preference is established, intervening constraints may limit the extent of an individual's participation. For instance, job or family obligations may limit the time that a person has available to participate in their favorite activities. Constraints were also labeled as "internal" or "external" (Jackson, 1983). Self-perceptions, attitudes, and certain personality constructs were classified as "internal" constraints, whereas outside forces such as money, time, or significant others represented potential "external" constraints.

Crawford and Godbey (1987) combined the distinctions between internal/external determinants, and antecedent/intervening constraints and identified three levels of constraints: structural, interpersonal, and intrapersonal. They suggested that each level affected different stages of leisure participation. For instance, intrapersonal constraints were identified as "internal forces" that may affect preferences based on individual perceptions or attitudes. Interpersonal constraints result from interactions with significant others and affect either actual participation or preferences for involvement. Finally, structural constraints were identified as external forces such as time, transportation, or money and affected one's actual participation. Crawford, Jackson, and Godbey (1991) later expanded upon this conceptualization and suggested that these levels of constraints operated on a hierarchy. Based on this hierarchical model, an individual would first encounter intrapersonal constraints. Once



preference was established, interpersonal constraints could become salient based on interactions with significant others. Even after interpersonal constraints are satisfied, structural constraints imposed by external forces might intervene and limit participation.

Although the hierarchical model recognizes the variability of constraints, it does not explain the incongruence between reports of barriers and actual participation. Kay and Jackson (1991) found that "participants" as well as "non-participants" reported constraints to leisure. In addition, Kay and Jackson (1991) suggested that participants may actually perceive more constraints due to their increased exposure to additional situations in which barriers could arise.

Jackson et al. (1993) attempted to resolve this conflict by introducing the process of negotiation. They suggested that an individual may choose to negotiate through a constraint rather than concede to it. This concept of negotiation countered the traditional notion that all constraints are insurmountable. In other words, a constraint may serve to alter the activity or experience, but will not necessarily prevent leisure participation.

This conceptualization provides greater insight into the factors and processes that influence leisure behavior. Not only does it acknowledge the heterogeneity of constraints and subsequent effects, but it also recognizes the role of the individual in relation to the constraint. In other words, a person is not always a "victim" to such constraints, and may actually play a role in determining their impact. Kay and Jackson (1991) suggested that an individual can either take a reactive role, passively

accepting the constraint, or a proactive role and attempt negotiation. Taking a proactive role involves strategies such as acquiring additional information on alternative opportunities, altering schedules to allow for participation, or learning the skills necessary for participation (Jackson et al., 1993). They suggested that interpersonal and structural constraints coming from external sources are temporary and may be relatively easy to negotiate; whereas internal forces creating intrapersonal constraints may be less identifiable, more stable, and difficult to overcome. Consequently, structural and interpersonal constraints may simply alter participation as a result of the negotiation process, but intrapersonal constraints may be strong enough to actually prevent negotiation and therefore participation.

If actual participation depends upon one's ability to negotiate through constraints, then it becomes necessary to determine what individual or environmental factors promote successful negotiation. Jackson et al. (1993) claimed that an individual's response to a constraint is a function of the balance between the perceived barrier and the individual's motivation to participate in the activity. This suggests that an individual who has a high desire to participate and perceives a barrier to be insignificant will likely choose a proactive approach and attempt negotiation. Consequently, either the individual will make personal modifications or the context of the experience will be altered. For instance, a person may have the desire to exercise but may not have the money to join a gym. If the motivation to exercise is strong enough, the individual may develop a regimen at home given the resources that are available. On the other hand, an individual who does not consider the involvement to

be important may be less willing to invest the energy to negotiate a barrier.

Consequently, the person in the previous example would be less likely to create a home-based exercise regimen. This lack of motivation for involvement functions as an intrapersonal constraint and may arise from a lack of knowledge or perception of the importance of the activity, or by low perceptions of competence. Whitehead (1993) suggested that a person will be intrinsically motivated to initiate and maintain involvement in those activities that are expected to result in the successful demonstration of competence. A low perception of competence may undermine a person's intrinsic motivation to participate. In addition, the individual may anticipate failure in negotiating through the barrier and will be less motivated to approach it proactively (Jackson et al., 1993). Consequently, passive acceptance of the barrier will most likely result in non-participation (Jackson et al., 1993).

The concept of negotiation recognizes the individual's role in determining the ultimate effect of perceived barriers on his or her leisure. Unfortunately, the individual factors that may influence the decision to negotiate have not been identified. Consequently, the purpose of this study is to examine the individual factors that may be associated with one's potential for negotiation, and therefore influence leisure participation behaviors.

Competence and cognitive evaluation theories support the notion that self-perceptions of ability and control affect outcomes and behaviors (Weiss & Chaumeton, 1992; Iso-Ahola, 1986). Specifically, a relationship between perceived self-competence, perceived control and leisure participation has been demonstrated (Ellis &

Witt, 1984). Perceptions of competence may also influence the importance or value that an activity has to an individual (Fox, 1988). In other words, if an individual does not believe that he/she can be successful in an activity, the importance of the activity is likely to be minimized in a self-serving way. Weiss and Chaumeton (1992) suggested that perceptions of competence will interact with motivational orientations to determine activity importance. As a result, those who consider themselves competent will be intrinsically motivated to demonstrate their ability and will therefore value activities that provide them the opportunity for mastery. In addition to motivational orientations, activity importance can be influenced by social forces and significant others (Csikszentmihalyi, Rathunde, & Whalen, 1993).

Perceptions of competence and activity importance may also influence the effect of barriers on participation. Jackson et al. (1993) proposed that the initiation and outcome of the negotiation process are dependent on the strength and interactions between the constraint and motivations for participation. Consequently, individuals who are highly motivated to participate in an activity are likely to negotiate the constraint. Conversely, those who are less motivated may not be willing to put forth the effort. This is supported by social exchange theory which suggests that an individual will compare the costs and benefits to determine the favorability of the activity (Weiss & Chaumeton, 1992). Therefore, negotiation is more likely to occur if more benefits (desired outcomes) than costs (effort) are expected. Jackson et al. (1993) suggested that future research should focus on identifying specific variables that are related to the initiation and success of negotiation.

Although leisure plays an important role in the lives of all individuals, Kelly (1987) proposed that leisure behavior and involvements should be examined from a developmental perspective. This approach recognizes the central role of leisure during the different stages of human and social development (Kelly, 1987). Iso-Ahola and Crowley (1991) suggested that leisure activities are especially important to the identity formation of adolescents. During adolescence, the individual has to learn to cope with physical and sexual maturation, gender roles, independence, and increased social relations (Romney & Bynner, 1992). These forces may have a sizeable impact on the adolescent's self-beliefs and behaviors. It is suggested that adolescents are particularly vulnerable to negative self-perceptions due to increased self-consciousness and social comparison (Fenwick & Smith, 1993). Leisure activities provide opportunities for the demonstration of competence that may facilitate healthy identity development through this period of transition to adulthood (Kelly, 1987).

Serrano (1993) suggested that the health and well-being of adolescents depends upon the development of healthy behaviors and positive social involvements. Studies reveal that the adolescent population is becoming more unfit, illustrated by increases in the occurrence of obesity, body fat percentages, and a trend toward decreased activity (Hill, Randle, & Mullen, 1992). In addition, boredom with leisure involvements has been associated with adolescent drug use and abuse (Iso-Ahola & Crowley, 1991). These trends are particularly distressing in light of the fact that patterns of leisure and health behaviors for adulthood are normally established during these early years (Dishman & Dunn, 1988).

Examining adolescent leisure behaviors from a developmental perspective will provide insight into the factors that influence participation. This approach considers the individual and social forces that influence self-perceptions, values, and opportunities for leisure participation. Consequently, understanding leisure within the context of adolescence will assist professionals in the implementation of strategies designed to increase and enhance adolescent leisure involvement. Ideally, increasing participation will not only contribute to a positive transition into adulthood for the adolescent, but may also develop healthy leisure behaviors that extend into their later years.

The purpose of this study is to examine the psychosocial variables that may influence an adolescent's leisure behavior. Specifically, this study will explore the roles of gender, grade level, perceived competence, activity importance, and perceptions of barriers on the leisure participation behavior of adolescents. It is proposed that these variables may also influence the adolescent's potential for negotiation of constraints to their leisure involvement.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

The purpose of this study was to examine the relationships between gender, grade level, competence perceptions, perceived activity importance, and perceptions of barriers on adolescent leisure participation behaviors. Based on the constraint literature (Jackson et al., 1993), it is suggested that an adolescent's potential for negotiation will be influenced by his or her perceptions of self-competence, activity importance, and barriers. Specifically, adolescents will assign higher levels of importance to those activities which they believe they are competent in. Consequently, they will take a proactive approach towards involvement in these activities. Conversely, those activities that the individual feels unable to perform successfully will be considered less important and perceived barriers are likely to prevent participation. This chapter addresses the importance of positive leisure involvement during adolescence and provides insight into the psychosocial variables that may influence participation.

#### **Adolescence and Leisure Participation**

The period of adolescence is characterized by physical, psychological, and social changes. It is suggested that participation in leisure activities plays an

instrumental role during this period of development (Kelly, 1987). In fact, the nature of adolescent participation in leisure may contribute to the success of the transition into adulthood.

Participation in leisure activities may promote positive physical health and development. Specific benefits that may result from physical activities include cardiovascular and physiological functioning, reductions in stress, improved body composition, resilient skeletal and muscle structure, and motor skill development (Friedman, 1993). Additional findings claim that the development of basic and fine motor skills through sport and physical activities provides the foundation for the development of more sophisticated perceptual and cognitive behaviors (Larson & Kleiber, 1993). Larson and Kleiber (1993) also suggested that participation in leisure activities provides the opportunity for attention development. Specifically, they found that attentional direction and control was increased during voluntary participation in leisure activities.

The physiological benefits that adolescents receive from leisure participation may also have a positive effect on their health as adults. It is suggested that a low level of aerobic fitness and activity during adolescence may increase the risk for cardiovascular disease, obesity, and related conditions in adulthood (Ainsworth, Berry, Schnyder, & Vickers, 1992). In one study examining leisure attitudes and behaviors, Hultsman (1993) found that out of the ten most important leisure activities identified by adults, half of them were initiated during childhood and adolescence.



Psychological development may also be enhanced through leisure experiences. Serrano (1993) suggested that leisure activities can decrease health risks and improve later life wellness by building "resilient bodies and well-oriented minds." The physical changes that occur during adolescence may have negative psychological consequences. Changes associated with sexual development may increase self-consciousness and feelings of inadequacy (Fenwick & Smith, 1993). Since the rate of sexual development will be different for each teen, negative emotions may be initiated and exaggerated by social comparisons. Those that develop earlier may feel awkward and self-conscious whereas "late bloomers" may feel inadequate and different. Female teenagers may be particularly vulnerable during this period due to the increase in body fat that accompanies puberty (Fenwick & Smith, 1993). Media messages and society's obsession with thinness may perpetuate negative emotions and self-consciousness.

Participation in leisure activities may alleviate some of the negative emotions that may arise during this stage of development (Kelly, 1987). Physical activity and exercise may help adolescents become more comfortable with their bodies. Fitness and sport activities can prevent excessive weight gain that may create physique anxieties (Crawford & Eklund, 1994). In addition, creative and cultural leisure activities may help teens develop talents and interests that will decrease the importance of physical attractiveness. It is suggested that healthy identity development is facilitated through participation in a variety of activities and experiences (Coleman, 1991; Csikszentmihalyi et al., 1993).

Other psychological benefits that have been associated with leisure participation include increased perceptions of competence, esteem, and ability, reductions in anxiety, increased autonomy and self-reliance, and a sense of belonging (Coleman, 1991; Duda, Smart, & Tappe, 1989; Holland & Andre, 1987; Serrano, 1993; Coleman, 1991). In addition, Fenwick and Smith (1993) proposed that participation in leisure is especially important for the self-esteem of the "non-academic" adolescent. Those teens who fail to demonstrate academic success may be able to develop positive competence perceptions through successful leisure participation.

In addition to personal identity development, leisure activities may provide adolescents with opportunities for social development. The majority of teen activities occur within social networks including peer groups, family occasions, school related activities, and community programs (Holland & Andre, 1987). Consequently, social interactions are a major component of their leisure experiences. Coleman (1991) suggested that when presented in the proper context and at the appropriate developmental stage, participation in team sports can lead to a respect and understanding for the values and rules of society and its institutions. Conversely, if introduction to sport is conducted in a developmentally inappropriate manner, anti-social behavior and identity foreclosure may result (Coleman, 1991).

Greendorfer (1992) and Gill (1992) provided additional support for the notion of "socialization through sport" and the effect on participation behaviors. Their theoretical studies of social development through sports recognized the potential for both positive and negative effects of participation. Specifically, Greendorfer (1992)

claimed that situational factors such as the type of experience, program, organization and significant others would influence social development through sport participation. Gill (1992) suggested that gender and racial stereotypes may be perpetuated depending on the social context of the activity. Holland and Andre (1987) took an alternate perspective and claimed that for many adolescents, sport and leisure may provide the only opportunity for cross-racial interactions. Depending on the contextual and situational factors, participation may enhance or inhibit racial relations and social cooperation.

To summarize, various findings suggest that participation in leisure activities may facilitate the positive physiological, psychological, and social development of adolescents. Despite these potential benefits, it is suggested that participation in structured leisure activities actually declines during the teen years (Ewing & Seefeldt, 1990; Prokhorov, Perry, Kelder & Klepp, 1993; Stephens, Jacobs & White, 1985). Studies have shown that adolescents spend much of their leisure time in unstructured activities such as watching television or just "hanging out" (Ewing & Seefeldt, 1990). Kelly (1987) suggested that adolescents have a need for novelty and exploration that may be satisfied by positive leisure experiences. If the desire for novelty and exploration is not satisfied through positive leisure engagements, the adolescent may adopt health risk or delinquent behaviors to fulfill such needs. Iso-Ahola and Crowley (1991) identified a direct relationship between drug involvement and available unstructured leisure time. In addition, they indicated that adolescent substance abusers experienced more boredom during their leisure involvements. It was concluded that

these teens used drugs during their leisure in an attempt to satisfy their needs for excitement and novelty. Although there is no evidence that non-participation will "cause" delinquent or self-destructive behaviors, it was proposed that significant amounts of "idle" or unsupervised time increases the likelihood that these negative behaviors will occur (Iso-Ahola & Crowley, 1991). The literature also suggests that participation alone will not necessarily provide a positive and satisfying experience. Holland and Andre (1987) indicated that it is what happens during participation that may determine if the outcome is positive or negative. For instance, Weissinger, Caldwell, and Bandalos (1992) found that individuals are less likely to experience boredom when involved in leisure activities that are intrinsically motivating. Such involvements may provide the opportunity for skill development, social interactions and enjoyment. Therefore, it is more likely that positive developmental outcomes will result from those experiences that provide intrinsic rewards such as positive affect, competence, and novelty.

The apparent decline in structured leisure participation has generated a need to understand leisure behaviors within the psychosocial context of the adolescent. Many researchers have focused their efforts on examining what happens during leisure and sport participation to facilitate adherence and satisfaction. On the other hand, few studies have investigated the antecedent variables that may influence the initiation and maintenance of instrumental adolescent leisure involvements outside of sports.

### Perceived Competence

The literature suggests that leisure behavior may be influenced by self-beliefs and person's self-perceptions (Harter, 1982). The "self-concept" refers to the set of beliefs and attitudes that individuals have about themselves. It has been identified as a major component of a person's identity, influencing emotions as well as predisposing individuals to certain behaviors (Romney & Bynner, 1992). Motivation theories suggest that behavior is driven by the desire to maintain a positive self-concept and therefore preserve identity (Romney & Bynner, 1992). In addition, the preservation of identity is not a temporary motive but a stable factor that continually directs a person's behavior (Romney & Bynner, 1992; Seligman, 1992). Competence motivation theory illustrates how behavior is initiated by the desire to preserve one's identity.

Specifically, competence motivation theory suggests that an individual's behavior is driven by the need to demonstrate competence and success and avoid failure (Weiss & Chaumeton, 1992). By avoiding instances of failure, the individual is able to maintain a positive sense of self. Consequently, individuals are more likely to participate in those activities in which they believe that they will be competent. Whitehead (1993) suggested that satisfying feelings of competence are the intrinsic rewards for such successful involvements. On the other hand, participation may be avoided if the individual perceives him or herself to be incompetent in the activity. In addition, amotivation may result because "perceptions of incompetence lead to a sense of futility" (Whitehead, 1993, p. 1). Consequently, the individual may be denied a complex range of experiences which may negatively affect his or her life satisfaction

(Sneegas, 1986). A closer look at some of the factors associated with perceptions of competence will provide a greater understanding of its effect on leisure participation. Specifically, the literature indicates that high competence perceptions are associated with intrinsic motivation, perceptions of control, and positive affect (Weissinger et al., 1992; Whitehead, 1993).

### *Intrinsic Motivation*

Tinsley and Tinsley (1986) proposed that leisure experiences only occur if a person is motivated to participate by factors inherent to the activity. In other words, the individual participates because he or she wants to and not because of some external coercion. Researchers refer to this condition as "intrinsic motivation" (Tinsley & Tinsley, 1986; Weissinger et al., 1992; Whitehead, 1993). In addition, Tinsley and Tinsley (1986) suggested that psychological needs largely determine what will be motivating to the individual. The need to demonstrate competence may therefore intrinsically motivate a person to participate in a leisure activity. Whitehead (1993) suggested that when the conditions of high perceptions of competence, autonomy, and positive affect are present, the individual will be intrinsically motivated to participate. In addition, the anticipation of the demonstration of competence, feelings of control, and positive affect are perceived as intrinsic rewards that may not only affect the initiation of participation, but may also encourage continued leisure involvement (Whitehead, 1993).

The relationship between competence, intrinsic motivation, and participation in leisure is supported throughout the literature (Csikszentmihalyi et al. 1993; Deci &

Olsen, 1989; Weissinger et al., 1992; Whitehead, 1993; Witt & Ellis, 1985). Deci and Olsen (1989) suggested that situations or events that threaten an individual's feelings of competence and control will decrease the intrinsic motivation to participate in an activity. On the other hand, when perceptions of competence and control are enhanced, participation is more likely to occur. Witt and Ellis (1985) also suggested that individuals with high perceptions of competence and control are more likely to be intrinsically motivated to participate in leisure. Their experiences will be more enjoyable and they will be intrinsically motivated to continue their involvement. Conversely, individuals with low levels of competence will perceive a sense of helplessness in their leisure and will have less enjoyable experiences. Witt and Ellis (1985) further proposed that if these individuals engage in leisure activities at all, they will be extrinsically motivated. In other words, they will not be doing the activity simply for the enjoyment of the experience (Tinsley & Tinsley, 1986), but perhaps because they are forced to by significant others or persuaded by extrinsic rewards.

Wilfley and Kunce (1986) found that exercise environments that enhanced intrinsic motivation encouraged participation and program adherence. According to their study, providing feedback and activity options that enhanced perceptions of competence and control increased the participants' levels of intrinsic motivation. Consequently, those persons were more likely to begin and adhere to the exercise program.

Other studies have found that external forces that threaten a person's perception of competence may also decrease intrinsic motivation. Whitehead (1993) suggested

that competitive environments or extrinsic rewards (trophies, prizes) tend to decrease intrinsic motivation. Those who feel less competent would be less likely to participate because of the emphasis placed on their performance. On the other hand, situations that promote feelings of enjoyment, fun, and self-development may positively effect competence perceptions, intrinsic motivation, and ultimately participation behavior.

The relationship between intrinsic motivation and adolescent leisure participation is clearly supported in the literature (Ewing & Seefeldt, 1990). In their study on adolescent sport participation, Ewing and Seefeldt (1990) found that "fun" and "skill development" were the most reported reasons for participation. They also found that adolescents did not consider "competition" and "winning" to be important. In addition, some of the adolescents who participated in their study indicated that pressure from coaches and parents and "lack of fun" prompted them to drop out of specific sport involvements. Consequently, intrinsic rewards such as skill development and fun encouraged participation, whereas external pressures from significant others tended to discourage such involvements (Ewing & Seefeldt, 1990).

### *Perceived Control*

Perceived freedom has been also been identified as a necessary component for one to experience leisure (Samdahl, 1987; Tinsley & Tinsley, 1986; Witt & Ellis, 1985). Freedom implies that the behaviors and outcomes of the leisure experience are determined by the individual. In other words, the participant feels in control. Perceived control is also related to intrinsic motivation. Consequently, individuals will only experience leisure when they perceive themselves to have freely chosen to



participate in the activity to satisfy their own needs. On the other hand, if they feel coerced or controlled in their involvement, intrinsic motivation and perceived control will be undermined (Whitehead, 1993).

Attribution theory provides an explanation of how perceptions of competence are related to perceived control (Weiss & Chaumeton, 1992). According to attribution theory, individuals have either an internal or external locus of control. Internals perceive their behaviors to be of their own volition and believe that they have the ability to achieve a desired outcome. On the other hand, externals believe that their actions are under the control of outside forces. In a sense, they are conceding to a lack of competence in directing their own behavior (Romney & Bynner, 1992). Persons with low competence perceptions may develop a sense of helplessness due to their perceived inability to control the events in their lives (Seligman, 1992). Seligman (1992) suggested that the inherent need to demonstrate competence may actually be driven by the desire to avoid the anxiety associated with feelings of helplessness.

The relationship between perceived competence, perceived control, and leisure participation is supported in the literature. Seligman (1990) proposed that the motivation to act comes directly from a person's expectation that his or her efforts will result in the desired outcome. Feelings of helplessness and lack of control based on low competence perceptions will ultimately decrease the motivation to act. Cognitive evaluation theory asserts that the motivation to participate in leisure will be enhanced by events and situations that promote autonomy and feelings of self-determinism (Deci

& Olsen, 1989). On the other hand, events that are perceived to be controlling may make the individual feel less competent. Consequently, these persons will be less motivated to participate.

A study conducted by Weissinger et al. (1992) provided empirical support for the proposed relationship between perceptions of competence, control, and adult leisure participation. Results from their study indicated that persons with positive feelings of competence and self-determination were less likely to become bored during leisure experiences. Consequently, these persons were most likely to continue participating in leisure activities.

The influence of perceptions of competence and control on adolescent leisure behavior is also clearly supported in the literature (Csikszentmihalyi et al., 1993; Kelly, 1987; Page & Tucker, 1994; Seligman, 1992). Kelly (1987) suggests that the transitional period of adolescence is characterized by the need for independence and self-expression. Those who feel less competent and externally controlled are likely to avoid novel experiences that may facilitate expression, autonomy, and healthy development. Ultimately, these low competence perceptions may decrease their leisure participation, leisure satisfaction, and life satisfaction (Neto, 1993).

Page and Tucker (1994) identified perceptions of competence and control as indicators of adolescent participation behavior. They found that adolescents with low perceptions of self-competence experienced feelings of helplessness, shyness, and psychosocial discomfort that inhibited their exercise behaviors. Page and Tucker's (1994) study also illustrated the influence of perceived social competence on

adolescent behavior. It was suggested that adolescents with lower perceptions of social competence experienced discomfort in social settings and were therefore reluctant to participate in group exercise activities (Page & Tucker, 1994).

Unfortunately, there is little opportunity for autonomy and competence development in the lives of many adolescents. Csikszentmihalyi et al. (1993) suggested that the school environment in which adolescents spend most of their time does not promote or encourage free expression and exploration. Social comparisons and the need for peer approval may perpetuate negative feelings of competence, self-consciousness, and helplessness. Consequently, challenges and experiences that could positively affect identity development may be limited if not totally avoided.

### *Affect*

Leisure experiences also have an affective component that may be directly related to perceptions of competence. For instance, expectations of success and mastery may facilitate feelings of pleasure and satisfaction. On the other hand, expectations of failure have been shown to generate feelings of anxiety and helplessness (Seligman, 1992). Consequently, individuals are more likely to participate in an activity in which they perceive themselves to be competent because they expect it to be more pleasurable.

The relationship between perceptions of competence and affect is clearly supported in the literature. Csikszentmihalyi et al. (1993) suggested that "optimal experiences" occur when there is a balance between the demands of an activity and the skills of the participant. He refers to this condition as "flow." When the demands of

an activity outweigh the participant's ability, anxiety may result. On the other hand, if the demands do not provide enough challenge and arousal, the participant may become bored. Consequently, "flow" experiences are more enjoyable and more likely to be repeated (Csikszentmihalyi et al., 1993). In addition, Ellis and Witt (1984) suggested that individuals have a physiological need to experience optimal arousal. The optimal level of arousal is dependent on the novelty and complexity of the task. Therefore, optimal levels of complexity will generate positive feelings of affect, whereas complexity levels that are too high may create feelings of anxiety.

Empirical studies have provided support for the relationship between fear of failure, low self-esteem, and negative affect. Passer (1983) identified a strong relationship between children's performance expectancies and competitive trait anxiety (CTA). Specifically, fear of evaluation and fear of failure were identified as sources of threat to children who experienced CTA. In addition, high CTA participants were more likely to expect poor personal performances. Passer (1983) also identified a relationship between self-esteem and CTA and suggested that poor performance expectancies were likely to be the result of "an underlying perception that they are faced with somewhat greater situational demands" (p. 184). Consequently, if the individual perceives that the demands exceed his or her abilities, negative affect may result. This is supported by "flow theory" and the proposed relationship between perceptions of competence, perceived demands, and affect (Csikszentmihalyi et al., 1993).

Low perceptions of social competence may also generate feelings of anxiety that could prevent participation. Crawford and Eklund (1994) found that self-perceptions and self-satisfaction were predictors of exercise setting preferences. Individuals with low self-perceptions experienced more social anxiety and developed self-presentation strategies. Specific strategies employed were avoidance of group exercise settings or wearing less revealing clothes. Page and Tucker (1994) also found that negative body image perceptions were related to psychosocial discomfort, shyness, helplessness, loneliness and consequently decreased participation in physical activities.

Wankel and Berger (1990) proposed that the affective component of leisure may also influence the initiation of involvement. Results from their research indicated that expectations of fun and enjoyment were the most frequently reported reasons for initiating involvement. In addition, the lack of fun and enjoyment were identified as reasons for dropping out of an activity. Results from these studies suggest that high competence perceptions are associated with positive affect. Conversely, low competence perceptions may create feelings of anxiety or helplessness. An individual who feels competent in an activity will anticipate enjoyment and success and will be more likely to participate. On the other hand, a person who feels less competent will anticipate negative feelings associated with failure and are less likely to participate.

This discussion of intrinsic motivation, perceived control and positive affect provides support for the relationship between competence perceptions and leisure participation. When individuals feel capable of demonstrating success in an activity they may perceive more control over their behavior and the outcomes of their

performance, and are intrinsically motivated to participate. Therefore, those activities will be chosen simply because they are expected to be more enjoyable. On the other hand, low levels of perceived competence may generate feelings of helplessness or anxiety. If participation occurs at all, it will most likely be the result of external pressures and the experience will be less pleasurable.

Perceptions of competence have an especially significant influence on the behaviors of adolescents. Eisert and Kahle (1982) identified self-evaluation as a central construct of adolescent development. Concerns with peer group acceptance and popularity not only perpetuate self-evaluation but may also determine the adolescent's level of self-satisfaction. In addition, the school environment in which they spend the majority of their time provides constant information on their performance and success. Grading systems and norm scales encourage social comparison and self-evaluation. Consequently, the adolescent's self-concept may be constantly threatened.

#### Perceived Activity Importance

Social learning theorists suggest that the potential for a behavior to occur is not only a function of the individual's perception of their ability to perform the behavior successfully, but also on the perceived value of its outcome (McCready & Long, 1985). This perspective identifies the individual as an active agent in making choices and directing his or her behavior. In addition, the social learning approach recognizes the influence of external forces on a person's behavior. While individual needs may initiate the drive to action, actual behavior will be influenced by the interactions of

these needs with various external forces. These external forces include significant persons, social norms, and available opportunities (Greendorfer, 1992). Regardless of the source, these external forces will affect self-perceptions, attitudes, values, and behaviors.

Social Exchange Theory illustrates how values and attitudes may influence leisure behaviors (Small, Silverberg & Kerns, 1993). Initially, an activity will be assigned a perception of value based on the individual's needs and self-perceptions. External forces will either reinforce or alter this perception. The individual may then compare the perceived costs of participating in the activity to the perceived value of the potential benefits. If the perceived benefits (satisfaction of needs) outweigh the perceived cost (effort, likelihood of failure) participation is likely to occur (Iso-Ahola & Buttner, 1981). Therefore, Small et al. (1993) suggested that understanding leisure behavior requires a knowledge of how the individual determines the value, costs, and benefits of an engagement. In addition, the variability of individual perceptions and values calls for a developmental perspective. It has been suggested that identity development is an ongoing process (Kelly, 1987). Therefore the factors that influence a person's perceptions, values, attitudes, and behaviors will vary according to the stage in the development process (Romney & Bynner, 1992).

The literature identifies parents and peer groups as the significant forces influencing adolescents' leisure behaviors (Greendorfer, 1992; Romney & Bynner, 1992; Small et al., 1993). These significant persons will influence adolescents' self-beliefs, as well as their attitudes towards different activities. Consequently, leisure

behavior will not only be determined by an individual's belief that his or her own intrinsic needs will be satisfied by participation, but will also be influenced by the beliefs and attitudes of parents and peer groups.

### *Importance to Self*

It is suggested that a person's behavior is driven by their desire to satisfy certain intrinsic needs (Romney & Bynner, 1992). Consequently, those activities that are expected to satisfy these needs will be of greater importance to the individual. For instance, the intrinsic need to demonstrate competence may cause a person to value those events or activities that are expected to result in success. Seligman (1992) suggested that the functional significance of an event to the individual will be determined by its relation to the satisfaction of the individual's needs. Consequently, the expectation that the involvement will satisfy a personal need will increase its perceived importance.

Frederick and Ryan (1992) found that the motivational orientation of an individual will determine the perceived importance of an activity. Specifically, they found that persons who were especially concerned with body image and self-presentation perceived fitness activities to be more important than sports or less physical activities. The concern for self-presentation has also been shown to influence adolescents' perceptions of activity importance. Kleiber, Caldwell, Shaw (1993) found that adolescent girls considered maintenance tasks (related to clothes and cosmetics) important leisure activities. On the other hand, boys did not perceive these activities to be "leisure-like." The adolescents in this study also indicated that social activities



were the most important to their leisure. Kleiber et al. (1993) concluded that adolescents have a need for social interactions. Consequently, autonomous activities were considered to be less important.

The need for "optimal arousal" may also affect perceptions of activity importance. Iso-Ahola and Crowley (1991) found that if the need for arousal is not satisfied during leisure, the individual will become bored and choose other activities that provide more stimulation. According to their study of adolescent substance abusers, boredom in leisure was positively related to drug use. Therefore, drug use became more important to the individual because it satisfied the need for stimulation and arousal.

Perceptions of importance will also influence the effort, persistence, and commitment that the individual devotes to an activity. Deeter (1987) proposed that "commitment" is based on subjective perception of the importance of the benefits to the individual. Deeter (1987) also suggested that increasing a person's perception of competence would increase perceived activity importance. In addition, commitment was found to predict involvement in physical activity. Consequently, perceived activity importance may positively affect one's commitment and participation in a particular leisure involvement.

Support for the relationship between self-perceptions, activity importance, commitment and participation is found elsewhere in the literature (Iso-Ahola, 1986; Ragheb & Tate, 1993; Scanlan, Simons, Carpenter, Schmidt, & Keeler, 1993). Ragheb and Tate (1993) found that a person's attitude towards his or her involvements

strongly influences motivation, participation, and satisfaction in leisure. Specifically, they examined the affective and cognitive components of a person's attitude. The affective component was defined as the individual's feeling of like or dislike for specific involvements. On the other hand, the cognitive component referred to the belief that the activity would contribute to the quality of the individual's life. It was suggested that knowledge of a person's attitude toward involvement would provide information related to the aspects of participation that are of importance to the individual (Ragheb & Tate, 1993). Therefore, those activities that are "liked" and perceived to contribute positively to the quality of one's life, will be of greater importance to the individual than those activities that are less enjoyable. These findings support the proposition that feelings towards an activity will influence a person's participation behaviors.

#### *Importance to parents*

Social learning theories assert that involvement in leisure activities is influenced by others that serve as role models. The literature identifies parents as the significant forces affecting a person's socialization into leisure (Csikszentmihalyi et al., 1993; Greendorfer, 1992; Hultsman, 1993). Parents not only direct participation behaviors, but may also influence attitudes, values, initial activity options, as well as the extent and duration of involvement (Greendorfer, 1992). Parents may influence leisure attitudes and behaviors by providing role models for the child to emulate and by supporting and encouraging activity involvement. Parents may also negatively affect leisure behaviors by limiting the child's opportunities, over-emphasizing

competitive outcomes, or perpetuating stereotypical attitudes of appropriate activity involvement (Greendorfer, 1992).

In one study measuring the various influence on the leisure activity of early adolescents, Hultsman (1993) found that parents were the strongest determinants of a child's decision to not join an activity (76.1%). On the other hand, parents had less influence on the decision to drop out of activity (19.1%). Hultsman's (1993) findings suggested that parents have a definite influence on the initiation of leisure involvements. Once parental support is provided, contextual factors will have a greater influence on continued involvement. Consequently, a child's introduction to leisure activities is likely to be limited to those activities that parents believe to be important or appropriate.

Howard and Madrigal (1990) provided additional evidence of the influence of parents on a child's leisure behavior. They found that a child's introduction into formal or institutional recreation was primarily a product of the mother's influence. In addition mothers often screened programs and opportunities before involving the child in the decision process. Hultsman (1993) and Howard and Madrigal (1990) provided evidence indicating that parental involvement in leisure decisions decreases as the child ages. Consequently, parents have less influence over which leisure behaviors are perceived to be important as the child matures into adolescence. Although parents might not be as directly involved in the older adolescent's leisure choices, it is suggested that the behavior patterns set during childhood and early adolescence will

influence behavior throughout adolescence and into adulthood (Greendorfer, 1992; Howard & Madrigal, 1990; Hultsman, 1993).

The influence that parents have over leisure attitudes and participation may not always be positive. Gill (1992) suggested that parents may instill gender beliefs in children that perpetuate stereotypical attitudes and behaviors. Activities that contradict their gender beliefs and stereotypes will therefore be devalued. These negative attitudes can also reduce the child's level of enjoyment when participating which reduces the likelihood of continued involvement. Consequently, the adolescent may reject activities that are considered to be less gender appropriate. Power and Woolger (1994) suggested that when parents support the child's involvement, the child becomes more enthusiastic and effort, persistence and commitment will increase. The intrinsic rewards associated with such involvements will increase the perceived value and importance of the activity to the individual. There is also evidence that boys are given more encouragement, support and instruction when socialized into sports (Greendorfer, 1992). Consequently, their involvements will be more enjoyable and participation will become more important to them (Greendorfer, 1992). On the other hand, girls receive less encouragement and training and are less likely to perceive the importance of sport involvement.

It is clear that parental influence on adolescent leisure behavior goes far beyond simply choosing between activities. Positive or negative leisure attitudes may develop as a result of parents' behaviors and attitudes. These attitudes may influence the adolescent's perception of the importance of an activity (Ragheb & Tate, 1993).

In addition, parents may influence the affective outcomes of leisure involvements which could determine future participation. As the child matures through adolescence and into adulthood, these attitudes will continue to influence leisure behaviors.

### *Importance to Peers*

As the child matures through adolescence, their leisure activities become primarily social in nature. In fact, "hanging out with friends" is the most commonly reported leisure activity among adolescents (Ewing & Seefeldt, 1990; Hultsman, 1993). Consequently, their leisure behaviors are greatly influenced by peer relations and social networks. Association with a particular group facilitates social identity development and helps adolescents establish independence from their parents. Social acceptance and popularity can also effect their perceptions of self and social competence (Fenwick & Smith, 1993). In order to "fit in" adolescents will take on those activities and attitudes that are valued and perceived to be important according to their peers' standards.

The influence of peer groups on the adolescent's self-perceptions and leisure behaviors is strongly supported in the literature. Hultsman (1993) suggested that the sense of belonging provided by such social groups is crucial to healthy identity development. Through stable peer relations, the adolescent develops a sense of security and self-concept. Peer recognition and group "status" may generate positive feelings of self-worth, accomplishment, and competence (Coleman, 1991). Therefore, adolescents will consider those involvements that provide them with peer recognition as more important. In Csikszentmihalyi's et al. (1993) study of talented teenagers,

athletes indicated that one of the reasons they engaged in sports was because their friends liked it. In addition, Harter (1982) found an adolescent's popularity was largely dependent on his or her athletic ability. These studies suggest that adolescents are more likely to participate in those activities that are recognized and considered to be important to their peers.

Peer groups may also influence adolescents' leisure attitudes. Social and cognitive theorists suggest that an individual will refer to significant others for reinforcement and support of one's own values and behaviors (Greendorfer, 1992; Weiss & Chaumeton, 1992). The theory of reasoned action asserts that a person's intentions and behaviors are determined by personal attitudes as well as the values of significant others (Wankel, Mummery, Stephens & Craig, 1994). It has been suggested that adolescents look to their peers for reinforcement of their own attitudes and beliefs (Fenwick & Smith, 1993). In addition, Coleman (1991) suggested that whereas parents provide the initial opportunities for skill development and socialization into leisure, peers provide an affective climate through feedback and recognition. Consequently, adolescents' perceptions of the importance of different leisure involvements will be influenced by the amount of social support and reinforcement that they receive from their peers.

The literature provides empirical support for the influence of peers on adolescents leisure behaviors. Jackson and Rucks (1993) investigated adolescents' reasons for not joining or dropping out of an activity. Results from this study revealed that 18% of respondents did not join an activity because of "friends

disapproval" of the activity. In addition, 24% claimed that they did not participate in an activity because their friends did not. In another study of adolescent sport participation, Ewing and Seefeldt (1990) found that students would be more likely to participate if "there was no conflict with social life." These studies suggest that peers can have both a positive and negative influence on an adolescent's behavior. Sport and activity involvement may be supported and valued thereby encouraging participation. On the other hand, adolescents may be discouraged from participating in those activities that are not supported or considered to be important by their friends.

Finally, peer groups may perpetuate gender beliefs and stereotypes that could influence leisure behaviors. Gill (1992) suggested that significant social groups may convey gender beliefs and discourage sexually inappropriate behavior. Although parents may initially influence opinions of "gender appropriate behavior," peer groups may reinforce such beliefs. Consequently, friends' attitudes and perceptions will influence adolescents' perceptions of importance and gender appropriateness of different leisure involvements.

Whether positive or negative, it is clear that peer groups have a considerable influence over leisure attitudes and behaviors during adolescence. The need for acceptance and recognition will encourage the adolescent to develop behavior patterns that will be positively supported and reinforced by their peers. Consequently, the adolescent is more likely to participate in activities that are perceived to be important and valued by their peers.

### Perceived Competence and Perceived Activity Importance

Various needs may be satisfied through involvement in leisure activities. As previously suggested, participation may satisfy the individual's need to demonstrate competence. Therefore, those activities that are expected to result in success and competence demonstration will be perceived as more important. Seligman (1992) suggested that an individual may alter the perceptions of an activity or event in order to preserve his or her identity and maintain self-beliefs. Consequently, perceptions of activity importance will be influenced by an individual's self-perceptions. Those activities that support one's perceptions of competence will be considered more important, whereas those that threaten self-beliefs will be devalued in a self-serving way.

The relationship between perceived competence and activity importance is supported in the literature. Long and Haney (1986) suggested that persons with high competence perceptions have an internal locus of control. They found that internal locus of control was directly related to positive attitudes and perceived value of an activity. On the other hand, low levels of perceived competence and an external locus of control was associated with negative affect and low perceptions of activity value and importance. Seligman (1992) suggested that pessimism is characterized by negative self-competence perceptions and external locus of control. In addition, an individual will cognitively alter perceptions of an event in a self-serving way that will preserve his or her identity. For example, if a person feels incompetent in golf the importance of the game may be cognitively minimized with pessimistic thoughts such



as "Golf is a useless sport" or "There are much more important things in life than golf." This cognitive strategy may be employed to reduce the negative affect that may result from negative self-perceptions. Jackson et al. (1993) suggested that an individual may devalue an activity in which they feel unable to participate successfully to reduce this "psychic discomfort." In addition, attitudes and self-perceptions are also influenced by social forces and significant others. Consequently, perceptions of importance may be reinforced or altered through social interactions. The desire for social acceptance may encourage the adolescent to alter their own perceptions to conform with peer values. Consequently, perceived activity importance may be reduced if positive peer support is not provided.

#### Perceived Barriers

Researchers have recognized that a greater understanding of leisure behavior may be gained by examining those factors that prevent participation (Jackson, 1988; Kay & Jackson, 1991). The many studies in this area provide information about the different factors that may be perceived as barriers and the potential influence on participation. In spite of these efforts, researchers have been unable to come to a consensus on the effect of barriers on leisure participation. Whereas most studies focus on the actual barrier, Hultsman (1993) suggested that it is the individual's perception of the barrier that will determine how leisure behavior is affected. Unfortunately, few studies have examined the influence of barriers from the perspective of the individual's perceptions. A review of the literature on leisure constraints provides support for the proposal that a psychosocial approach would

facilitate a greater understanding of the influence of perceived barriers on leisure behavior.

Early studies of leisure constraints assumed that barriers were unsurmountable obstacles that would prevent participation (Jackson, 1991). In one study, Jackson (1983) attempted to identify differences in barriers to participation among various types of leisure activities. Jackson (1983) concluded that constraints may differ and attributed the variance to the different activities. In other words, it was assumed that certain barriers were inherent to specific activities. For example, economic barriers were associated with downhill skiing. Jackson's conclusions could be interpreted to suggest that most persons would therefore experience financial constraints when attempting to participate in this activity.

Crawford and Godbey (1987) took a more sophisticated approach and suggested that leisure barriers were not simply obstacles inherent to an activity, but were a combination of psychological factors and external restraining forces. To support this conceptualization, they identified three different types of barriers; intrapersonal, interpersonal, and structural. In addition, they suggested that barriers could affect the formation of leisure preferences, as well as actual participation behaviors. This classification system represented a major departure from earlier studies that assumed all barriers were unsurmountable and only affected participation. Crawford and Godbey (1987) proposed that intrapersonal barriers involved the individual's psychological states and included such factors as self-beliefs, stress levels, and perceived skill abilities. These barriers could negatively influence an individual's

preference and choice for a particular activity, as well as interfere with involvement. Interpersonal constraints were considered to be the result of social interactions and could affect both preferences for an activity as well as participation. For instance, the inability to find a partner could constitute an interpersonal barrier. The presence of this type of barrier may cause the individual to select more autonomous activities, limiting their participation in companionate activities. Finally, participation could be negatively affected by structural barriers that involve external factors such as financial constraints, lack of time, or lack of facilities. Structural barriers could either limit or prevent participation altogether.

This conceptualization contributed greatly to the understanding of leisure barriers. First, all barriers were no longer considered to be unsurmountable. Crawford and Godbey (1987) also proposed that barriers were influences upon rather than determinants of leisure behavior. In addition, by introducing intrapersonal and interpersonal barriers, consideration was given to the individual rather than simply focusing on the activity or the specific barrier. In spite of these contributions, this classification system was not without certain shortcomings. For instance, no explanation was offered for why certain individuals may be more likely to perceive the different types of barriers. Instead, it was assumed that all individuals would experience and be affected by each type of barrier in the same way. Therefore, the ultimate effect of the barrier was still considered to be a function of the barrier itself. For instance, all intrapersonal barriers that were not overcome would prevent the formation of activity preference, regardless of the individual or their perceptions. In

addition, no empirical evidence was provided to support the proposed classifications of barriers (Jackson, 1988).

In a later expansion article, Crawford et al. (1991) attempted to address these criticisms by developing a conceptual model based on their classification system. They suggested that intrapersonal, interpersonal, and structural barriers operated on a hierarchy of importance. In addition, they proposed that leisure decisions and behaviors were determined by the sequential negotiation of each type of barrier. According to this hierarchical model, intrapersonal barriers were considered to be the most important because they addressed the formation of activity preferences. This type of barrier was the first to be experienced and could involve self-perceptions, skill abilities, or physical health (Crawford et al., 1991). Once all intrapersonal barriers are overcome and activity preference is established, the individual may then experience interpersonal barriers. This type of barrier could include the lack of a partner for companionate activities or the lack of support for participation from significant others. For instance, a parent might forbid a child to participate in a particular activity. According to the classification system, the child would be experiencing an interpersonal barrier. In addition, these barriers could affect either activity preference or participation behavior. In the example of the child, future preferences may be limited to those activities of which his or her parents approve. Consequently, participation would be limited to those activities as well.

According to the model, once all intrapersonal and interpersonal barriers are negotiated, the individual may then experience structural barriers (Crawford et al.,

1991). These could include financial, time, or transportation constraints and would affect actual participation. For example, the child may have permission to participate in an activity but no form of transportation to get to the event. Consequently, the child's participation would be limited by a structural constraint.

Crawford et al. (1991) proposed that socioeconomic status (SES) would largely determine the types of barriers that a person experienced during leisure engagements. Specifically, they suggested that persons of low SES would experience more intrapersonal constraints that would limit their leisure preferences and options. Consequently, these individuals would experience fewer structural constraints because they were less likely to reach that level on the hierarchy. On the other hand, persons of higher SES would experience fewer intrapersonal constraints, thereby increasing their opportunities and involvements. Consequently, they would be exposed to a larger range of structural barriers (Crawford et al., 1991; Kay & Jackson, 1991).

This hierarchical model of leisure constraints attempted to provide a more integrated conceptualization of the different types of barriers that may limit or prevent leisure participation. However, many of the same questions were still left unanswered. Specifically, why are some individuals able to overcome intrapersonal barriers and some are not? Crawford et al. (1991) suggested that the ability to overcome the different barriers was a function of the person's SES. This implies that all persons of a particular SES would be affected by the constraint in the same way. The literature fails to provide evidence for this assumption. Shaw, Bonen, and McCabe (1991) suggested that it is not the individual's status or position in society that determines

behavior, but rather the meaning and perception of that placement. Consequently, objective demographic variables may not fully explain the varying influence of barriers on different individuals.

The limitations of the hierarchical model of constraints are supported in the literature. For instance, in a theoretical article of leisure constraint research, Jackson (1991) proposed that most constraint research failed to consider the subjective meanings of different barriers to the individual. In addition, Jackson (1991) suggested that future research examine subgroups of different populations to ascertain the varying nature of leisure barriers among individuals. A developmental approach was suggested to provide an understanding of the change in barrier perceptions between groups of cohorts.

Shaw et al. (1991) offered empirical support for these criticisms. In a study examining self-reported constraints to leisure, they found that demographic variables such as gender and age did not consistently explain the presence and effect of barriers on participation. In addition, results from their study demonstrated an inconsistency between self-reports of barriers and actual participation behaviors. Specifically, persons who claimed to experience barriers participated in leisure as much, if not more, than those who reported fewer barriers. Shaw et al. (1991) concluded that more reported constraints did not necessarily mean that less leisure was experienced. They suggested that future research should examine the individual's perception of the barrier rather than simply counting the number of reported barriers. In addition, self-reports of barriers to leisure were found to represent the factors that may limit a person's

participation inaccurately. It has been suggested that a person may not be aware of or willing to verbalize all possible constraints that may be influencing his or her leisure behaviors (Jackson, 1991; Shaw et al., 1991). For instance, an individual may claim that a "lack of interest" prevented participation in an activity. Some may interpret this response to mean that the individual had no desire to participate and was therefore not constrained. On the other hand, this response could indicate that intrapersonal barriers are preventing the development of an activity preference. The individual may also be unwilling to admit to certain intrapersonal barriers. For example, a male adolescent may feel incompetent in baseball and therefore not join a team. If someone asked him why he was not participating, rather than admit to not believing he is good enough, he might simply claim that he was not interested. A person may not even be consciously aware of certain intrapersonal constraints. Gill (1992) suggested that gender beliefs formed during socialization may influence a person's behavior. Consequently, beliefs of gender appropriate behaviors may influence activity preferences and choices without the individual even realizing it. Therefore, it is not possible to understand leisure behaviors fully without considering the individual's self-beliefs in conjunction with social influences.

In a recent theoretical article, Jackson et al. (1993) acknowledged the need for constraint research to examine personal perceptions. As a result, they shifted their focus from the barrier to the individual to provide a greater understanding of the influence of barriers on leisure behavior. In addition, they attempted to clarify the negotiation process that was implied by the Crawford et al. (1991) hierarchical model

of leisure barriers. Jackson et al. (1993) proposed that "participation is dependent not on the absence of constraints (although this may true for some people), but on the negotiation through them. Such negotiation may modify rather than foreclose participation" (p. 4).

Perceptions influence the anticipation of the constraint, as well as the individual's perception of his or her own ability to negotiate. Consequently, either perception could determine the extent to which an individual's leisure is affected by potential barriers. This conceptualization recognized that the effect of barriers on participation is determined by the individual's self-perceptions and perceptions of social influences. In addition, the psychosocial factors that may influence an individual's motivation orientation were considered. Consequently, perceptions of competence, expected affect, and the influence of others could direct the negotiation process and determine the effect of the perceived barrier on the individual's leisure participation. The negotiation process also takes into account the individual's motivation for participating in the activity. Jackson et al. (1993) stated that "both the initiation and the outcome of the negotiation process are dependent on the relative strength of, and the interaction between, the constraint on participation in an activity and the motivation for such participation" (p.9). Although Jackson et al. (1993) suggested that persons may either assume a proactive or reactive approach in the presence of barriers, they did not discuss the psychosocial variables that may determine the chosen negotiation strategy. They concluded their article with the recommendation that future research address this particular issue.



Only one study has been conducted that examines the psychosocial factors that may affect adolescents' barrier perceptions. In a recent study, Raymore, Godbey, and Crawford (1994) examined the influence of self-esteem, gender, and socioeconomic class on adolescents' perceptions of constraints to leisure. By incorporating the previously developed hierarchical model of constraints (Crawford et al., 1991), they found that adolescents with a lower level of self-esteem perceived more barriers to their leisure. In addition socioeconomic status was negatively related to perceptions of intrapersonal constraints. Gender differences in barrier perceptions and self-esteem were also reported. Specifically, females were found to have lower levels of self-esteem and perceived more constraints to their leisure. This study provided insight into issues that previous constraint research had failed to address. First, Raymore et al. (1994) recognized that "lack of interest" indicated a subset of intrapersonal constraints that an individual would not or could not verbalize in self-reports. Therefore, instead of having the subjects generate a list of perceived constraints, the adolescents were to indicate the extent that they perceived their leisure to be affected by a predetermined set of constraints. This eliminated the chance of the receiving a "lack of interest" response that would reveal very little. Consequently, insight into the intrapersonal reasons that may perpetuate a "lack of interest" was gained.

In addition, rather than consider gender and SES to be determinants of a person's behavior, Raymore et al. (1994) examined these demographic variables as they related to a person's self-esteem. This took into consideration the person's status within their social environment as well as their feelings about that position. For

instance, rather than assume that gender would determine a person's perceptions of barriers, this study examined subgroups within the populations of each gender. Females were not considered to be one group that would experience all constraints equally. Instead, the group was differentiated by their level of self-esteem and SES. This approach provided a more comprehensive understanding of the variables that influence a person's barrier perceptions. Specifically, the results from this study indicated that females of lower SES demonstrated lower levels of self-esteem and perceived more barriers to leisure participation.

While this study attempted to overcome previous deficits in constraint research, certain issues have yet to be addressed. Raymore et al. (1994) did not extend their investigation to ascertain how the psychosocial variables and perceptions of barriers actually affected leisure participation. Previous studies have failed to identify a positive relationship between reported constraints and participation (Kay & Jackson, 1991; Shaw et al., 1991). On the other hand, persons with low self-esteem have been found to participate in fewer activities (Seligman, 1992). Examining these variables together may provide a more thorough understanding of the process of leisure behaviors, taking into consideration the development of preferences, the negotiation process, and the outcome behavior. In addition, Raymore et al.'s (1994) application of the psychosocial construct of global self-esteem did not fully reveal how perceptions of barriers may vary. Harter (1982) suggested that a person's self-perceptions will vary according to the different domains in their lives. Applying the global self-esteem construct provided results that may lead one to assume that the individual would

experience the same self-perceptions and barrier perceptions in all leisure situations. Whereas it appears that self-esteem does have an impact on leisure behaviors (Raymore et al., 1994), a more situation specific measure of self-beliefs would facilitate a greater understanding of the formation of barrier perceptions in different activity domains.

Finally, previous studies have suggested that a developmental approach may provide insight into the influence and outcomes of barrier perceptions (Jackson, 1988; Shaw et al., 1991). Whereas Raymore et al. (1994) recognized that adolescents form barrier perceptions unlike adults, they did not distinguish between the different stages of adolescence. The research indicates that identity development is an ongoing process (Kelly, 1987). Therefore, self-beliefs and perceptions of the environment will change as one matures through the life span. In addition, the influence of significant others changes during adolescence (Hultsman, 1993). Specifically, parents are the dominant influence during early stages of adolescence, whereas peer groups become the predominant referent in the later stages (Hultsman, 1993). The opportunities for involvement may also change during the stages of adolescence. Younger adolescents may rely on parents for permission, money, and transportation to facilitate participation. On the other hand, older adolescents may not need to receive parental approval, may have jobs that provide them with spending money, and are legally able to drive an automobile. Consequently, the groups may be exposed to different sets of barriers and have different perceptions.

Although the literature clearly supports the individual relationships between perceptions of competence, perceived activity importance and perceived barriers on leisure participation, findings on the precise nature and outcomes of these relationships are inconsistent and inconclusive (Jackson et al., 1993). These inconsistent findings indicate that some other factor or combinations of factors may influence an individual's leisure behavior. Consequently, Jackson et al. (1993) suggested that an understanding of the negotiation process may better explain the influence of individual and social forces on leisure participation. The present study examines the psychosocial factors that may represent the adolescent's willingness to negotiate leisure constraints. Specifically, it is proposed that perceptions of competence, perceived activity importance, and the strength of perceived barriers represent the adolescent's potential for negotiation of constraints to leisure and will influence their leisure participation patterns.

### Demographic Variables

Understanding human behavior from a developmental perspective requires an investigation of individual needs and differences, societal influences, and personal histories (Kelly, 1987). Consequently, researchers have explored a variety of demographic variables that may influence leisure behaviors. While demographic classifications have not been able to be used to consistently predict leisure involvement, there is evidence that certain groups may be exposed to similar opportunities and experiences that may influence their perceptions and behaviors (Shaw et al., 1991).

Cann (1991) suggested that gender stereotypes develop into "role schemas" that influence a person's expectations, behaviors, and self-beliefs. According to this theory, the gender schema will establish expectations and perceptions of "appropriate" behavior. Consequently, the individual's behavior and beliefs will be influenced by these expectations. In addition, stereotypes and gender schemas will influence social interactions. The attitudes and expectations of others may determine opportunities and support for different involvements. Gender schemas develop and are influenced by the socialization process (Gill, 1992). For example, Cann (1991) suggested that boys are more supported and encouraged in their activity involvements. Consequently, they are provided with more opportunities for participation. Increased participation may facilitate additional mastery experiences to enhance a boy's perception of competence. In addition, boys are provided with more male role models that encourage, support, and instill positive perceptions of the value of participation (Cann, 1991). On the other hand, girls may be less encouraged to become involved in many physical activities. Consequently, they are denied extended opportunities to demonstrate competence. In addition, the lack of support and encouragement may decrease a female's perception of the value of participation.

Cann (1991) suggested that stereotypical beliefs and expectations will influence activity choices and behaviors. As a result, females may be denied the opportunity to participate in activities that are traditionally male oriented. In addition, the attitudes of others may influence her own perceptions of "appropriate" behaviors, discouraging exploration and attempts at new challenges and involvements. Consequently, the lack

of support and limited experiences may decrease the opportunities for the adolescent to develop high perceptions of competence.

Studies have demonstrated that women report more constraints that limit or prevent their leisure involvements (Kay & Jackson, 1991; Raymore et al., 1994; Shaw et al., 1991). Specifically, Raymore et al. (1994) found that female adolescents had lower levels of self-esteem and reported more intrapersonal constraints to their leisure. It has also been suggested that females have more body related concerns that not only influence their preference for fitness related activities (Frederick & Ryan, 1992), but also increase the likelihood that they will experience body dissatisfaction and physique anxieties (Crawford & Eklund, 1994). Fernandez-Balboa (1993) suggested that the limited opportunities and support for females in sport and physical activities is perpetuated by their lack of role models. With fewer women than men participating in these activities, younger females are not provided with role models to emulate. Consequently, the support, opportunities, and positive attitudes conducive to increased participation involvements are less likely to be present.

The developmental approach emphasizes the changes that occur throughout the life span. Such changes are not necessarily based on chronological age, but more on role changes that are inherent in different life stages. Kelly (1987) suggested that leisure behaviors are affected by the developmental changes and life transitions. Specific aspects of leisure involvements that may be altered by life stage transitions include: changes in skills, altered competence perceptions, different social

opportunities and expectations, different friends and social influences, modified value systems, and changes in styles of participation (Kelly, 1987).

The literature provides evidence of the changes in leisure behaviors that may be attributed to life stage transitions. Iso-Ahola and Buttner (1981) indicated that positive leisure ethics develop as the child matures through adolescence. They suggested that during early adolescence, teens are more influenced by parents who encourage positive work ethics rather than leisure involvements. On the other hand, older teens are more influenced by peer groups and social networks that encourage leisure experiences. The shift from parental to peer influence during adolescence is supported elsewhere in the literature (Kelly, 1987; Hultsman, 1993; Maggs & Galambos, 1993). In addition, early adolescents were found to value leisure activities for fun and enjoyment whereas older adolescents used their leisure time to satisfy more instrumental needs such as body improvements and social interactions (Kleiber et al., 1993).

Hultsman (1993) suggested that early and late adolescents are exposed to different sets of constraints on their leisure. Specifically, younger adolescents required more parental support in terms of permission, money, and transportation. On the other hand, older adolescents' activity choices were more influenced by peer values. In addition, older adolescents may have more time constraints limiting their leisure due to increased responsibilities, household chores, or employment (Hultsman, 1993).

The transition from elementary school to junior high school may influence the perceptions and behaviors of adolescents. Stephens et al. (1985) proposed that the

transition to junior high school was a particularly turbulent time for younger adolescents. First of all, the students are introduced to a much larger environment that is farther away from home. Secondly, rotating classes and changing teachers makes establishing stable and supportive relationships more difficult. In addition, Kelly (1987) suggested that the importance of heterosexual relationships during this period may increase self-consciousness, social comparisons, and negative self-perceptions. Prokhorov et al. (1993) also suggested that older adolescents are less interested in participating in physical activities. Stephens et al. (1985) attributed this decline in interest to the fact that most high school students are not required to participate in physical education classes.

While gender and age have been associated with various leisure attitudes and behaviors, they can not be viewed as the "cause" of such differences. Instead, they should be considered within the context of the psychosocial factors that influence a person's behavior. For example, Shaw et al. (1991) stated that "it is not the fact of being female, or being elderly, or unemployed per se which is the constraint [to leisure participation], but rather the way in which this social location is experienced..." (p. 299). Consequently, demographic differences provide insight when examined in conjunction with the psychological characteristics and societal influences that direct human behavior.

### Summary

To summarize, the literature supports the following assumptions of this study:



1. Positive leisure involvements play an integral role in healthy adolescent development.
2. Competence perceptions influence leisure behaviors.
3. Positive perceptions of competence are positively related to intrinsic motivation, perceived freedom, positive affect and leisure participation.
4. Participation is more likely to occur if the individual believes that the activity will satisfy personal needs and is perceived to be important to significant others.
5. Parents and peer groups are the dominant influences on adolescents' leisure behaviors.
6. Perception of competence in an activity is positively related to perceptions of the importance of the activity.
7. Perceptions of competence, activity importance, and perceived barriers will vary according to activity types, developmental stage and gender.
8. Persons with high competence perceptions are likely to perceive fewer barriers to their leisure involvements.
9. Perceptions of competence and activity importance will influence the effect of barrier perceptions on leisure participation.
10. A relationship exists between perceived competence, perceived importance and motivation.
11. The individual's motivation to participate will influence the initiation and effect of the negotiation process.

Based on these findings, this study sought to understand the psycho-social variables that may influence an adolescent's leisure participation. Specifically, the purpose of this study was to examine the relationships between gender, perceived self-competence, perceived activity importance, barrier perceptions, and the leisure participation behaviors of a group of adolescents. In addition, the following hypotheses were investigated.

1. Perceived self-competence is related to the perceived importance of an activity
2. Perceived self-competence is related to perceived barriers to an activity.
3. Perceived activity importance is related to perceived barriers to an activity.
4. Gender, grade level, perceptions of competence, activity importance, and barriers influence leisure participation.
5. Relationships exist among perceptions of competence, activity importance, perceived barriers, gender and grade level.

## CHAPTER III

### METHODS

#### Subjects

This study was conducted in conjunction with a needs assessment survey for the Clark County Parks and Recreation Department in Las Vegas, Nevada. The five urban high schools located within the unincorporated county area served by the department were asked to participate in this study. As it was not possible to include all students, the principal from each high school randomly selected one class from each grade level. Consequently, 555 high school students participated in this study.

#### Instrument

The instrument used in this study was designed to measure adolescents' competence perceptions, perceived activity importance, perceived barriers, and participation behaviors in two different activity domains.

#### *Leisure Participation*

The literature suggested that individual attitudes, perceptions, and behaviors will vary according to the particular leisure involvement (Jackson et al., 1993). For instance, a person may enjoy, feel competent, and participate frequently in artistic activities but not in sports or more physical activities. Consequently, two different

activity domains were investigated in this study. As this instrument was administered in conjunction with a larger needs assessment survey, activity domains were limited to Physical Activities (including team sports, individual sports, and fitness activities), and Creative Activities/Hobbies (including drama, music, reading, and art). Personal interviews were conducted with ten adolescents to confirm that these activities were a part of adolescents' leisure. Support for the inclusion of these two activity domains can be found in the literature (Harter, 1982; Jackson, 1983; Witt & Ellis, 1989).

The students participating in this study were first asked how many times a week they currently participated in each activity domain outside of required class time. Response categories were "0," "1-2 times," "3-4 times," and "more than 5 times." Response items were assigned scores of 1 through 4 respectively. In addition, there is evidence of seasonal variations in the leisure participation behaviors of adolescents (Janz, Phillips, & Mahoney, 1992). Janz et al. (1992) suggested that adolescents may have more free time to participate in leisure activities during the summer months when school is not in session. Therefore, students were then asked how many times a week they thought they would participate in each activity domain during their upcoming summer vacation. Response categories were "0 times," "1-2 times," "3-4 times," and "more than 5 times." Once again, scores of 1 through 4 were assigned to each response item. Finally, the mean of these two scores (current and expected summer participation) was determined to represent the subject's "average" participation rate. This accommodated the possible seasonal variations suggested in the literature (Janz et

al, 1992). Possible scores for "average" participation rate ranged from 1 (indicating non-participation) to 4 (indicating a high frequency of participation).

### *Perception of Competence*

A scale consisting of eight modified items from the Leisure Diagnostic Battery Short Form Version A (LDB) for adolescents (Witt & Ellis, 1989) was used to address perception of competence. Witt and Ellis (1989) constructed this short form of the LDB with those items from the long form version that had the highest reliability. For this study, four items were included to measure self-competence perceptions and four items addressed perceived social competence. For each of the eight items, subjects were instructed to choose from two statements "the one that sounds most like you." These responses were constructed so that one would indicate a high competence perception and one would reflect a low competence perception. For instance, the subject would choose either "I'm pretty good at activities like these" or "I'm not very good at activities like these." Each response item was given a score of 1 or 2, where a score of 1 indicated low perceived competence and 2 reflected high perceived competence.

Parallel procedures were used to measure competence perceptions for both creative and physical activity domains. Slight word modifications were made for application to the different activities. For instance, "I am pretty good at these types of activities" for the creative activities domain was changed to "I am pretty good at most physical activities" for the physical domain.

### *Perceived Importance*

To address the area of perceived importance, a scale of eight items was developed using the same question format described for the perception of competence scale. Items were selected from the Leisure Needs Scale of the Leisure Diagnostic Battery Long Form Version A for adolescents (Witt & Ellis, 1989). Four items represented importance to self (e.g., "Doing creative activities makes me feel good when I'm in a bad mood"/ "Doing creative activities doesn't make me feel any better when I'm in a bad mood.") Three items addressed perceived importance to friends (e.g., "My friends think sports are important"/ "My friends don't think sports are important.") One item addressed perceived importance to parents (e.g., "My parents want me to do these activities"/ "My parents don't care if I do these activities."). Each response item was given a score of 1 or 2 where a score of 1 indicated a low level of perceived importance and 2 reflected a high level of importance. Parallel procedures with slight word modifications were applied to assess perceived activity importance for both activity domains. For instance, "Hobbies and creative activities can help me to be smarter" for the creative activity domain was changed to "I need to do physical activities to be healthy" for physical activities.

### *Perceived Barriers*

The Perception of Barriers Scale was designed to address the individual's belief that certain factors would prevent his or her participation in leisure. The items used in the scale were developed from Jackson and Rucks' (1993) list of leisure constraints and the Leisure Barriers Scale of the Leisure Diagnostic Battery Long Form A for

Adolescents (Witt & Ellis, 1989). The same question format used for the perception of competence and activity importance scales was employed. For each of the eight response items, students were instructed to choose the statement "that sounds most like you." Five intrapersonal barriers were included to address issues of gender appropriateness, personal ability, perceived choice, and self consciousness. For example, "All of these activities should be done by both boys and girls" / "Some of these activities should not be done by both boys and girls," would indicate if perceptions of gender appropriateness may be limiting their leisure behavior. The literature supports these self-beliefs as possible influences on leisure participation (Jackson & Rucks, 1993; Witt & Ellis, 1989 ). Two interpersonal constraints were included to determine perceptions of peer support and ability to find a partner for the activity (e.g., "I would do an activity even if my friends didn't" / "I would only do an activity if my friends did."). Finally, one item was included to address potential financial barriers to leisure participation (e.g., "I would be able to do an activity even if it cost money" / "I would not be able to do an activity if it cost money."). Rationale for the unequal attention to the different sources of barriers is found in the literature. Jackson and Rucks (1993) justified expanding the number of intrapersonal constraints and eliminating structural items due to the relevance of self-beliefs to the leisure behavior of adolescents.

Each response item was given a score of either 1 or 2, where a 1 indicated a perceived barrier to leisure and a 2 reflected the absence of a perceived barrier. Parallel methods were employed to examine barrier perceptions for both physical and

creative activity domains. Once again, slight word modifications were required for application to the different domains. For instance, "I would do an activity even if my friends didn't" for the creative activity domain was changed to "I would play a sport even if my friends didn't."

### *Demographic Factors*

Previous studies have identified different demographic factors that may influence leisure behaviors (Harter, 1982; Jackson & Rucks, 1993; McCarville & Smale, 1993). Therefore, demographic data pertaining to gender and school grade level were obtained to examine individual differences and the influence on the variables of interest. Males were coded with a "1" and females were coded with a "2." Grade levels were used instead of age. It is suggested that students in the same grade level share common experiences regardless of their chronological age making the "psychosocial developmental concept of age" more appropriate for this study (Holland & Andre, 1987).

The instrument used for this investigation was designed to overcome some of the shortcomings of alternate question formats. For instance, it is suggested that children may be unable to distinguish between the response categories of 5 point Likert scales (Ellis & Witt, 1984). This criticism would also apply to rating scales and semantic differential formats that normally include three to seven response categories (Romney & Bynner, 1992). In addition, open-ended formats have been criticized for producing socially conditioned responses (Wankel & Kreisel, 1985). Open-ended question formats are particularly inappropriate for measuring self-



perceptions, beliefs and attitudes (Wankel & Kreisel, 1985). Not only might the respondent be reluctant to reveal negative self-perceptions, but they may not even be consciously aware of the existence or influence of such feelings on their behavior. The literature provides support for the forced choice format used in this instrument. Wankel and Kreisel (1985) suggested that when measuring the attitudes of children, a forced choice format is preferable to methods that require the subject to choose from various items.

### Procedures

The instrument developed for this study was administered in conjunction with a Needs/Interest Assessment survey sponsored by a local government recreation agency. Consequently, permission to administer the instrument to the students was granted by the school principals to the sponsoring agency. Prior to administration, a pilot study of the instrument was conducted with one class of 6th graders and one class of 9th graders to check for clarity and understanding of the test items, as well as the time required for completion. The pilot test resulted in minor modifications to accommodate the vocabulary levels of the younger participants. Completion times ranged from 20-40 minutes.

The sponsoring agency delivered the survey packets to the five senior high schools that participated in this study. Teachers from the selected classes were recruited to administer the instrument during their class period. All students present in the classes on the day of administration participated in this study. The sponsoring agency returned to the schools on the following day to retrieve the questionnaires.

### Data Analysis

The analyses performed in this study sought to examine the relationships between the independent variables (gender, grade level, perceived self-competence, perceived activity importance, and perceived barriers) and the dependent variables (physical and creative leisure participation). The relationships between these variables were examined separately for physical activity participation behaviors and creative activity participation.

An initial analysis of the high school sample was performed to determine its demographic characteristics. This analysis revealed the gender and grade level distribution of the students included in the sample. In addition, frequency distributions of the levels of involvement in physical and creative activities were conducted. Once an "average" participation rate was determined, the subjects were classified by their participation status. Those subjects who received a score of 1 were identified as "non-participants." A score of 1.5-2.5 indicated "occasional participants." Finally, those who scored a 3.0 or higher were classified as "frequent participants." Parallel procedures were performed to measure participation in both activity domains.

Factor analyses were conducted to determine the dimensionality and construct validity of the subscales used to measure perceived competence, perceived activity importance, and perceived barriers for physical and creative leisure activities. Spector (1992) indicated that factor analysis provides empirical support for the structure of subscales used to measure psychological constructs, and indicate the "fit" of the data with respect to the formulated subscales. Consequently, factor analyses were

conducted to determine if the items used to measure each construct formed the originally intended subscales. Factor solutions were pursued in which the items loaded at a level of .30 or greater, as well as made conceptual sense according to previous research and theory. Solutions at both two and three factors were examined through these analyses.

Cronbach's alpha procedures were then conducted to analyze all of the items included on the scale. The physical and creative activity domain scales were each subjected to this analysis. Internal consistency describes the strength of the relationship between the items and the extent to which they "elicit the same meaning to individuals" (Witt & Ellis, 1989, p. 28). Cronbach's alpha is a measure of the internal consistency of a scale and provides empirical evidence to support the intercorrelation of the items (Spector, 1992).

The internal consistency of the identified factors was also determined using Cronbach's alpha coefficient. It is important to note that the internal consistency and coefficient alpha level is not only a function of the intercorrelation between the items comprising the subscales, but is also influenced by the number of items contained in the scale (Spector, 1992). Due to the potential variations and influences on the alpha level, Spector (1992) suggested that internal consistency reliability statistics need to be validated by empirical methods such as factor analysis, as well as supported by a clear theoretical and conceptual framework.

The degree of the relationships between the variables was assessed using Pearson product moment correlation (Pearson  $r$ ). These procedures provided insight

into the relationships between the factor structures, the demographic variables and leisure participation.

Finally, the relationships between the factors, the demographic variables, and leisure participation behaviors were investigated using stepwise multiple regression techniques. One of the benefits of stepwise multiple regression is that it allows the researcher to examine the influences of the different independent variables on the dependent variable being measured (Schroeder, Sjoquist & Stephan, 1986). For the purpose of this study, the stepwise multiple regression technique was used to examine the relationships between gender, grade level, perceived competence, perceived activity importance, and perceived barriers on physical and creative leisure participation. While this technique provides empirical support for the relationships between the variables, theoretical and conceptual validation should also be provided. Schroeder et al. (1986) suggested that "without careful thought, stepwise regression analysis can turn into a fishing expedition that is void of theory." (p. 70) All of the variables included in the stepwise regression analyses have been investigated in previous leisure participation studies and have demonstrated some, although inconsistent, influence on leisure behavior. Therefore, this investigation departed from previous studies as it examined the combined influence of these particular variables on the leisure participation behaviors of adolescents.

The analyses described were performed separately for the physical activity domain and the creative activity domain. The literature suggests that participation behaviors in the distinctive domains may be influenced by different social-

psychological variables (Csikszentmihalyi et al., 1993). In addition, the different types of involvements may have different meanings or importance for the participants which may influence their responses on self-reports (Barnett & Zucker, 1990). Therefore identical procedures were employed to confirm the factors, determine the internal consistency reliability scores of the subscales, and investigate the proposed relationships between the subscale factors and demographic variables on physical and creative leisure participation behaviors.

## CHAPTER IV

### RESULTS AND DISCUSSION

This study sought to examine the relationship between gender, grade level, perceptions of competence, perceived activity importance, barrier perceptions, and leisure participation in adolescents. This chapter presents a description of the sample, the statistical analyses of the instrument developed for this study, and the results of the data analyses.

#### *Description of the Sample*

A total of 555 subjects were included in this study. The sample had the following characteristics: males comprised 46.8% of the sample; females 52.8%. Gender information was not provided by two of the subjects. Grade level distribution for the high school sample was as follows: 9th, 18.2%; 10th, 46.5%; 11th, 19.6%; and 12th, 15.7%.

#### Physical Activity Participation

##### *Frequency of Participation*

Participation patterns in physical activity involvements was determined by summing the frequencies of current and summer participation and determining the mean of the two scores. This process accounted for the seasonal differences in leisure

participation behaviors suggested in the literature (Janz et al., 1992), and provided an "average" participation rate. Table 1 describes the participation behaviors and seasonal variations indicated by the subjects included in the high school sample. The subjects were then classified as "non-participant," "occasional participant," or "frequent participant" according to their "average" participation rate. The distribution of participation categories by gender is presented in Table 2 which illustrates that differences in physical activity participation existed between males and females. While only 59% of females were classified as frequent participants in physical activities, 75% of the males frequently participated.

**Table 1**  
**Participation in Physical Activities**

	0 times/wk	1-2 times/wk	3-4 times/wk	5+ times/wk
<b>Current Participation</b>	5%	31%	28%	36%
<b>Summer Participation</b>	4%	15%	33%	48%
<b>Seasonal change in participation</b>	(-1%)	(-16%)	+5%	+12%

**Table 2**  
**Physical Activity Participation Status by Gender**

<b>Participation Status</b>	<b>Male (N=258)</b>	<b>Female (N=292)</b>
<b>Non-participant</b>	7 (3%)	4 (1%)
<b>Occasional participant</b>	56 (22%)	116 (40%)
<b>Frequent participant</b>	195 (75%)	172 (59%)

### *Scale Analysis: Physical Activity Domain*

The physical activity domain scale demonstrated a fairly high level of internal consistency. The Cronbach's alpha level was .80.

### *Factor Analysis: Physical Activity Domain*

The factor analysis resulted in a three factor solution that met the criteria of items loading on a factor greater than the .30 level and making conceptual sense. Table 3 describes the three factors, the items within each factor, and the factor loadings for the included items. Although the factor loadings deviated from the intended subscales, the factors maintained the proposed conceptual base. For instance, the items that loaded on Factor I addressed perceptions of activity importance. Consequently, this factor was labeled "Perceived Activity Importance". Specific items included "I need to do physical activities to be healthy," "Doing my exercise makes me look better," and "Sports and fitness can help you in all parts of your life." A total of nine items loaded on Factor I. Factor loadings ranged from .33 to .62.

Factor II comprised of eight items that formulated a "Perceived Competence" subscale. Specific items that loaded on this factor include "I am good at a lot of physical activities," "I'm better than most of my friends at physical activities," and "If I was on a team, we would most likely win." The factor loadings for the items included in this subscale ranged from .36 to .73.

The items that loaded on Factor III represent an "Absence of Perceived Barriers" subscale. Factor loadings ranged from .34 to .61. Specific items that formulated this factor include "I can do most activities that I want to," "I could do an



activity even if it cost money," and "My friends think sports are important." A total of seven items loaded relatively strongly on this factor.

**Table 3**  
**Factor Loadings from Varimax Rotation to Three Factor Solution of**  
**Perceptions Related to Physical Leisure Participation**

Factor I: Perceived Activity Importance		Factor Loadings		
Factor Items		I	II	III
35.	I need to do physical activities to be healthy.	.62		
42.	I have some friends who would do physical activities with me.	.59		
40.	Doing my exercise makes me look better.	.58		
29.	I have more fun doing group activities.	.57		
39.	Being part of a group/team makes me feel good.	.54	.39	
37.	Sports and Fitness can help you in all parts of your life.	.49		
46.	I prefer team sports because you have a chance to win.	.47		
25.	I'd rather exercise with friends.	.41		
47.	All physical activities should be done by both boys and girls.	.33		

**Factor II: Perceived Competence****Factor Loadings**

<b>Factor Items</b>		<b>I</b>	<b>II</b>	<b>III</b>
27.	I am good at a lot of physical activities.		.73	
32.	I'm better than most of my friends at physical activities.		.64	
26.	If I was on a team, we would most likely win.		.60	
30.	If I try, I can be good at sports.		.56	
45.	Most sports are easy for me to play.		.52	.40
28.	I would make a good team captain/leader.		.50	
41.	I would play a sport even if my friends didn't.		.42	.41
48.	It would be fun to have people come watch me play sports.		.36	

**Factor III: Absence of Perceived Barriers****Factor Loadings**

<b>Factor Items</b>		<b>I</b>	<b>II</b>	<b>III</b>
33.	My friends think sports are important.			.61
44.	I can do most activities that I want to.			.58
43.	I could do an activity even if it cost money.			.53
38.	Playing sports would give me more time to spend with my friends.			.50
36.	Sports are a good way to make friends.			.40
31.	I like meeting new people.			.36
34.	My parents think it's important to do physical activities.			.34

*Internal Consistency of the subscales*

The internal consistency of each of the three factors was then determined using Cronbach's alpha. The reliability coefficients for each of the factors were: Factor I (Perceived Importance) .67; Factor II (Perceived Competence) .75; and Factor III (Absence of Perceived Barriers) .63.

*Pearson Product Moment Correlation*

A Pearson r analysis was employed to examine the degree of the relationships between the independent and dependent variables investigated in this study. The correlations between the variables are presented in Table 4. The correlation coefficients indicate a relatively strong positive relationship between perceived competence and the absence of perceived barriers (.59), and perceived competence and perceived importance (.33). Of interest also are the negative relationships that were demonstrated between gender, perceived competence, and physical activity participation. As males were identified with a score of "1" and females were identified with a "2," these results indicate that the males who participated in this study demonstrated higher perceptions of competence, and more frequent participation in physical activities.

**Table 4**  
**Correlations Between the Psychosocial and Demographic Variables Associated**  
**With Physical Leisure Participation**

	Perceived Importance	Perceived Competence	Absence of Perceived Barriers	Physical Participation	Gender	Grade Level
<b>Perceived Importance</b>	1.00	.33**	.33**	.14**	(-.05)	(-.01)
<b>Perceived Competence</b>	.33**	1.00	.59**	.31**	(-.15)**	(-.002)
<b>Absence of Perceived Barriers</b>	.33**	.59**	1.00	.28**	(-.07)	(-.03)
<b>Physical Participation</b>	.14**	.31**	.28**	1.00	(-.22)**	(-.03)
<b>Gender</b>	.05	(-.15)**	(-.07)	(-.22)**	1.00	(-.03)
<b>Grade Level</b>	(-.01)	(-.002)	(-.03)	(-.03)	(-.03)	1.00

\*p<.05; \*\*p<.01

#### *Stepwise Multiple Regression*

A stepwise multiple regression analysis was employed to examine the relationships between gender, grade level, perceived importance (Factor I), perceived competence (Factor II), and absence of perceived barriers (Factor III) on physical activity participation behaviors. The results of this analysis are presented in Table 5. The multiple regression summary table includes: (1) the independent variables that made a statistically significant contribution to the variance in physical leisure participation behaviors; (2) standardized Beta weights indicating the change in the participation behaviors associated with each of the independent variables; (3) Multiple R; (4)  $R^2$  which represents the amount of total variance explained by the independent

variables; (5)  $R^2$  Change which indicates the amount of variance attributed to each of the independent variables.

All of the independent variables except for grade level and perceived activity importance made a statistically significant contribution to the explained variance in physical activity participation. In addition, the largest percentage of the variance was explained by perceived competence (9%). Interpretation of the  $R^2$  value indicated that the combined effect of gender, perceived competence, and the absence of perceived barriers explains only 12% of the total variance. Consequently, these independent variables demonstrated statistical significance, although their ability to predict participation behavior is not very strong.

**Table 5**  
**Summary of Stepwise Multiple Regression: Perceived Competence, Perceived Importance, Absence of Perceived Barriers, and Demographic Variables against Physical Activity Leisure Participation**

Step	Variable	STD Beta	Multiple R	$R^2$	$R^2$ Change
1	Perceived Competence	.30	.30	.09	.09
2	Gender	(-.17)	.34	.12	.03
3	Absence of Perceived Barriers	.16	.37	.13	.01

**Overall F=19.86**

### Creative Activity Participation

#### *Frequency of Participation*

Participation patterns in creative activity involvements were determined by summing the frequencies of current and summer participation and determining the mean of the two scores. This paralleled the procedures used to measure participation in physical activities. As previously suggested, this procedure provided an "average" participation rate, taking into account the possible seasonal variations in leisure participation. Table 6 describes the participation behaviors and seasonal variations indicated by the subjects included in the high school sample. As with physical activity participation, the subjects were then categorized as "non-participants," "occasional participants," and "frequent participants."

The distribution of creative activity participation status by gender is presented in Table 7 which indicates that both males and females are more likely to be classified as "occasional participants" in creative leisure activities. In addition, females were more likely to be "frequent participants" in creative activities than males, although the difference was slight.

**Table 6**  
**Participation in Creative Activities**

	0 times/wk	1-2 times/wk	3-4 times/wk	5+ times/wk
<b>Current Participation</b>	34%	39%	15%	12%
<b>Summer Participation</b>	30%	34%	20%	16%
<b>Seasonal change in participation</b>	(-4%)	(-5%)	+5%	+4%

**Table 7**  
**Creative Activity Participation Status by Gender**

Participation Status	Males (N=257)	Females (N=291)
Non-participants	70 (27%)	70 (24%)
Occasional participants	128 (50%)	147 (51%)
Frequent participants	59 (23%)	74 (25%)

*Scale Analysis: Creative Activity Domain*

The Cronbach's Alpha level of .81 indicated that the Creative Activity Domain scale demonstrated a high internal consistency.

*Factor Analysis: Creative Activity Domain*

Factor analyses were conducted to determine the dimensionality of the subscales used to measure perceived competence, perceived importance, and perceived barriers associated with participation in creative leisure activities. Once again, factor solutions were pursued in which all of the items loaded at a level of .30 or greater and made conceptual sense. Two and three factor solutions were examined. The three factor solution was chosen as it met the predetermined criteria. Although the factor solutions deviated from the original subscale structures, all item loadings met the set criteria and the formulated factors remained fairly clear conceptually. In addition, the factor structures formulated for the creative activity domain were different from the physical activity domain structures. Table 8 describes the factors, the items contained in each factor, and the factor loadings that satisfied the set criteria.

**Table 8**  
**Factor Loadings From Varimax Rotation to Three Factor Solution of Perceptions**  
**Related to Creative Activity Leisure Participation**

Factor I: Absence of Perceived Social Barriers		Factor Loadings		
Factor Items		I	II	III
14.	Doing activities like these would take away time that I could spend with my friends.	.65		
9.	My friends never want to do activities like these.	.63		
7.	I don't like being around people I don't know.	.61		
15.	I am not interested in joining any club.	.58		.30
18.	None of my friends want to do activities like these.	.55	.42	
16.	Doing creative activities don't make me feel any better when I'm in a bad mood.	.46	.33	
1.	I'd rather do these activities with a group.	.45		
5.	I have fun doing group activities.	.43		
24.	If I couldn't do an activity well, I wouldn't do it at all.	.42		
12.	I don't think of hobbies as a way to make friends.	.37		

Factor II: Perceived Importance		Factor Loadings		
Factor Items		I	II	III
6.	With practice/lessons I could be good at these types of activities.		.61	
22.	I like to try new activities.	.33	.60	
13.	Creative activities can help me in other areas in my life.		.59	
20.	I am able to do most activities that I want to.		.51	
11.	Hobbies/Creative activities can help me to be smarter.	.31	.50	
23.	All of these activities should be done by both boys and girls.		.37	
10.	My parents want me to do these activities.		.32	



Factor III: Perceived Competence		Factor Loadings		
Factor Items		I	II	III
8.	I'm better then most of my friends at these types of activities.		.32	.58
3.	I'm pretty good at activities like these.		.36	.50
21.	Most creative activities are easy for me to do.		.35	.48
4.	I'd enjoy being a club leader.	.44		.45
19.	I could do an activity even if it cost money.			.40

Although the Factor I subscale was originally intended to measure perceived barriers, the solution formulated by the factor analyses included items from the other subscales that addressed issues of social support and peer group influences. For instance, item 14 ("Doing activities like these would take away time that I could spend with my friends"), was originally included in the perceived importance subscale, but loaded more strongly on the barriers subscale. This change occurred with seven of the items that formed the revised Factor I subscale. Consequently, Factor I was labeled "Absence of Perceived Social Barriers." A total of ten items loaded on this factor, with loadings ranging from .37 to .65.

Factor II was also altered from the intended subscale. Although it retained some of the original items to comprise a perceived importance subscale, this factor was less conceptually clear. Specific items that loaded on this factor include "I like to try new activities," "Creative activities can help me in other areas of my life," and "I am able to do most activities that I want to." A total of seven items formulated this factor. Factor loadings ranged from .32 to .61. Although this factor contained items other than those which represent perceived importance, the subscale retained its label of "perceived importance." A rationale for retaining this label will be presented in the Discussion section.

Factor III also retained much of its original components to formulate a perceived competence subscale. Only one item, "I could do an activity even if it cost money," greatly deviated from the intended structure. Originally, this item was included in the perceived barriers subscale. As a result of the factor analyses, this

item demonstrated a greater correlation with the items on the perceived competence subscale. Explanations for the subscale modifications will be proposed in the Discussion session. A total of five items loaded on this factor. Factor loadings for this subscale ranged from .40 to .58.

#### *Internal Consistency Reliability Measures*

Once the factor solutions were obtained, the internal consistency of each of the solutions was determined using Cronbach's alpha. Cronbach's alpha values for each of the subscales are: Factor I (Absence of Perceived Social Barriers) .74; Factor II (Perceived Importance) .59; and Factor III (Perceived Competence) .58.

#### *Pearson Product Moment Correlations*

Pearson  $r$  procedures were employed to provide additional insight into the degree of the relationships between the independent and dependent variables investigated in this study. The correlation coefficients indicate a relatively strong positive relationship between absence of perceived social barriers and perceived importance (.47), and perceived competence and absence of perceived social barriers (.37). Significant correlations between the other variables examined are presented in Table 9. Once again, gender differences were demonstrated. Specifically, perceptions of competence was negatively related to gender suggesting that males indicated higher perceptions of competence in creative activities. On the other hand, a positive relationship between gender and the absence of social barriers and creative leisure participation was demonstrated. This indicates that the females in this study perceive

fewer social barriers to creative activity participation and participate in those activities more frequently.

**Table 9**  
**Correlations Between the Psychosocial and Demographic Variables Associated With Creative Leisure Participation**

	Absence of Perceived Social Barriers	Perceived Importance	Perceived Competence	Gender	Grade Level	Creative Participation
Absence of Perceived Social Barriers	1.00	.47**	.37**	.14**	.01	.26**
Perceived Importance	.47**	1.00	.33**	.09	(-.01)	.22**
Perceived Competence	.37**	.33**	1.00	(-.11)*	(-.05)	.24**
Gender	.14**	.09	(-.11)*	1.00	(-.03)	.06
Grade Level	.01	(-.01)	(-.05)	(-.03)	1.00	.02
Creative Participation	.26**	.22**	.24	.06	.02	1.00

\*p<.05; \*\*p<.01

### *Stepwise Multiple Regression*

A stepwise multiple regression analysis was employed to examine the relationships between gender, grade level, absence of perceived social barriers (Factor I), perceived importance (Factor II), perceived competence (Factor III) and creative activity participation. The results of this analysis are presented in Table 10. All of the variables except for grade level and perceived importance made statistically

significant contributions to the variance in creative activity participation behaviors. Interpretation of  $R^2$  indicates that Absence of Perceived Social Barriers (Factor I) explained most of the variance (7%). In addition, gender and perceived competence combined explained an additional 3% of the total variance. Consequently, all of the independent variables except for grade level and perceived importance demonstrated a statistically significant influence on creative activity participation, although a relatively weak ability to predict participation.

**Table 10**  
**Summary of Stepwise Multiple Regression: Absence of Perceived Social Barriers, Perceived Importance, Perceived Competence, and Demographic Variables against Creative Activity Leisure Participation**

Step	Variable	STD Beta	Multiple R	$R^2$	$R^2$ Change
1	Absence of Perceived Social Barriers	.26	.26	.07	.07
2	Perceived Competence	.16	.30	.09	.02
3	Gender	.11	.31	.10	.01

**Overall F=12. 96**

### Discussion

The results from this study suggest that there is a statistically significant although weak association between perceived competence, absence of perceived barriers, and physical leisure participation. In addition, gender had some utility in predicting physical leisure participation. Specifically, the results indicate that males reported more frequent participation than females in physical leisure activities.

Finally, grade level and perceived importance were not found to have a significant influence on physical activity participation for this high school sample.

Similar results were found for creative leisure participation. Absence of perceived social barriers and perceived competence demonstrated a statistically significant but relatively weak association with creative activity leisure participation. Gender differences were also detected, although the relationship was weak. Specifically, females perceived fewer social barriers to creative activities and participated more frequently than males. As with physical activities, grade level and perceived importance did not significantly contribute to the variance found in creative activity participation behaviors of this high school sample.

#### *Leisure Participation Frequency*

The adolescents in this high school sample reported more frequent participation in physical activities than in creative activities. These findings are supported in the literature. Csikszentmihalyi et al. (1993) suggested that students are more likely to initiate involvement in events that provide immediate extrinsic rewards. On the other hand, intrinsic rewards will increase the likelihood that those involvements will be continued and enjoyed over a period of time (Csikszentmihalyi et al., 1993). In addition, Csikszentmihalyi et al. (1993) suggested that athletic involvements provide immediate feedback and extrinsic rewards such as trophies, recognition, and social support. On the other hand, creative pursuits and hobbies provide less immediate feedback and extrinsic rewards. Consequently, students are less likely to voluntarily

initiate involvement in creative activities if social support is not provided (Csikszentmihalyi et al., 1993).

The frequency distribution of participation patterns also suggests that there are seasonal variations in the leisure participation behavior of the adolescents. While 64% of the subjects indicated that they currently participated in physical leisure activities at least 3 times a week, over 80% intended to participate in them frequently over their summer vacation. An increase in anticipated participation was also found in creative activity pursuits. Specifically, 26% of the high school students indicated that they currently participated in these activities at least three times a week, while 35% expected to participate at this level over their summer vacation. These findings may suggest that structural barriers such as time, opportunity, or work/school obligations may be limiting the students' leisure involvements during the school year. Over summer vacation, these constraints may be less salient allowing for an increase in participation.

### *Gender*

The results from this study suggest that gender differences may be related to the leisure participation behaviors of the adolescents in this high school sample. Specifically, being male was associated with more frequent physical activity participation. On the other hand, being female was more strongly associated with frequent creative activity participation. Additional findings also indicated that a stronger relationship exists between gender and physical activities than between gender and creative activities. These findings are consistent with previous studies that suggest

that girls and boys are socialized differently into leisure (Greendorfer, 1992). Specific studies have found that males are encouraged and supported in physical activities and sports, while girls receive more encouragement for participation in expressive involvements (Cann, 1991; Greendorfer, 1992). It is also possible that the adolescents in this study perceived the activities identified on the questionnaire as "gender typed." Barnett and Zucker (1990) suggested that responses on self-reports are greatly influenced by personal perceptions, item relevance, and symbolic meanings. Consequently, these perceptions may have influenced their responses.

Although gender differences in participation were found, their ability to predict leisure behaviors is relatively weak. This may indicate that traditional gender stereotypes that could limit one's involvement in leisure may be less salient for the adolescents in this high school population. Consequently, females may be provided with the opportunities and support to engage in more physical activities that were traditionally considered to be more appropriate for males. In addition, males may feel less confined to traditional "macho" or "instrumental" activities (Cann, 1991), and may be more willing to pursue more expressive and creative involvements. On the other hand, the fact that gender was found to be more strongly related to physical activity participation may indicate that gender stereotypes and "appropriate behavior" are more salient in physical leisure pursuits.

It is also possible that the gender differences in physical activity participation were partially accounted for by the perceptions of competence and barrier variables. Low perceptions of competence and the presence of barrier perceptions were



associated with less frequent participation. Females demonstrated lower perceptions of competence and more perceived barriers. Therefore, the influence of gender on physical activity participation may be better explained by the influence of perceptions of competence and barriers. Although adolescents of either gender who have low perceptions of competence and high perceptions of barriers may have reported less frequent participation, it is females that appear to be more susceptible to these negative outcomes. This explanation is supported by a previous study which found that females demonstrated lower self-esteem and reported more barriers to their leisure (Raymore et al., 1994).

#### *Grade Level*

Contrary to expectations, grade level was not found to be a significant determinant of the physical or creative leisure participation behaviors for this high school sample. Although these findings appear to be inconsistent with developmental theories, an alternate interpretation may reduce the apparent discrepancies. For instance, developmental theories propose that leisure behaviors and attitudes are influenced by the different social and psychological factors that are salient during the different life stages (Kelly, 1987). While the progression from junior high school to senior high school has been identified as a major life transition for adolescents (Stephens et al., 1985), the high school students included in this study may be at similar developmental stages. In addition, the institution of high school may provide similar experiences for the students. For instance, high school students may have similar opportunities for extracurricular involvements or club memberships. On the

other hand, grade level differences in leisure participation may be more apparent if the participation behaviors of the high school sample were compared to those of junior high school or college students. Weiss and Chaumeton (1992) indicated that younger participants may withdraw from sport involvements because of "lack of fun" or "other interests." Consequently, those who may "drop out" from sports participation are likely to do so before or as they enter high school. Therefore, a complete understanding of the developmental differences in participation may require a comparison of different groups of cohorts.

*Perceived Competence: Perceived Activity Importance*

The proposed relationship between perceived competence and perceived activity importance as measured in this study was supported by the correlation analysis. Although the results of this study do not show a causal or predictive relationship between these two constructs, there is evidence of a relatively strong positive relationship. This relationship between perceived competence and importance was identified for both physical and creative activity domains.

*Perceived Competence: Perceived Barriers*

It was suggested that higher perceptions of competence would be associated with fewer perceived barriers to physical activity participation. For physical activity pursuits, a relatively strong relationship was found between perceived competence and the absence of perceived barriers. This relationship is consistent with previous findings that have associated self-perceptions with intrapersonal constraints to leisure.

Specifically, Jackson et al. (1993) suggested that psychological constraints such as perceptions of competence and motivational orientations largely determine the perceptions and influence of leisure barriers. In addition, the emphasis on performance and self-presentation that is often associated with physical activity pursuits may increase the salience of self-perceptions of activity related competence (Passer, 1983; Brustad, 1988; and Crawford & Eklund, 1994).

A significant relationship between perceived competence and the absence of perceived social barriers for creative activities was demonstrated. It is important to note that the perceived barriers subscale for creative activities was considerably different than the barriers subscale for physical activities. As a result of the factor analysis, the barriers scale for the creative activity domain was constructed to include more items associated with social and interpersonal barriers. This suggests that interpersonal barriers such as peer support and acceptance may be more strongly related to these types of leisure pursuits. The literature provides support for the distinctive factor structures which represented the perceived barriers for the different activity domains. Csikszentmihalyi et al. (1993) suggested that adolescents may be less likely to pursue involvements in art or music because they do not provide the immediate extrinsic reward of social recognition as do athletic pursuits. In addition, creative activities may not be subjected to the performance evaluations and self-presentation that are characteristic of physical pursuits. Therefore, the performance orientation of many physical activities may increase the salience for adolescents of

competence perceptions and intrapersonal barriers, while creative activity pursuits may be more constrained by perceived social and interpersonal barriers.

*Perceived Activity Importance: Perceived Barriers*

The proposed relationship between perceived activity importance and the absence of perceived barriers was also supported by this study. Specifically, a relationship was found between perceived importance and the absence of perceived barriers for physical activities and between perceived activity importance and the absence of perceived social barriers for creative activities. These positive correlations support the proposal that persons with higher perceptions of importance for an activity will be less likely to perceive barriers as constraining to their leisure.

*Perceived Competence, Perceived Importance, Perceived Barriers: Physical Activity Participation*

Perceived competence demonstrated the strongest association with physical activity participation for the high school sample. While only explaining a small portion of the variance, it is clear that perceptions of competence will have some influence on an adolescent's participation in physical activities. The strong positive correlation between perceived competence and physical activity participation provided additional support for this relationship. This relationship is also supported in the literature. Specifically, perceptions of competence have been found to influence the initiation and maintenance of participation in sports and fitness related activities (Weiss & Chaumeton, 1992). The fact that only a small portion of the variance was explained by perceived competence is also consistent with previous findings. Harter

(1982) suggested that competence is not an independent construct and competence perceptions may be influenced by other variables such as perceptions of control, motivation, and social support. Therefore, one's perception of competence can not be clearly determined without considering the various social, personal, and situational influences. In addition, competence perceptions are not static and will vary according to the different social and situational factors that are salient (Harter, 1982). Consequently, perceived competence alone will not be able to predict one's participation behaviors.

Although perceived importance correlated with physical activity participation, it failed to demonstrate a significant association with participation. Therefore, when combined with the other independent variables examined in this study, perceived importance does not appear to contribute uniquely to the variance in the physical activity participation of the high school students included in this study. In addition, the factor analyses results provide insight into the way adolescents may formulate their perceptions of importance. For instance, the item, "I have more fun doing group activities," was initially included in the competence subscale as a measure of perceived social competence. Instead, it loaded strongly on the perceived importance subscale. The item, "I have friends that would do these activities with me," also loaded on the perceived importance subscale although it was originally intended to provide a measure of perceived interpersonal barriers. These results may be interpreted to suggest that the adolescents in this study consider the potential for group involvement and peer support when developing perceptions of importance with respect to their

physical activity leisure involvements. These findings are consistent with previous research that identify peer groups as the strongest influence on adolescent leisure behaviors (Coleman, 1991; Greendorfer, 1992; Jackson & Rucks, 1993). In addition, developmental theories identify the need for intimate peer relations, support, and acceptance as particularly salient during this stage of life (Kelly, 1987).

In sum, although perceived importance did not demonstrate an ability to predict physical participation behavior, a relationship between the two variables was identified. In addition, it appears as though the original subscale failed to address the issues that are relevant to the formation of the adolescents perceptions of importance. Specifically, the results suggest that perceptions of importance are more strongly influenced by peer groups and social belonging needs for this sample of adolescents.

Perceived barriers demonstrated a statistically significant although weak association with physical activity participation. These findings are consistent with previous research that have failed to find a strong predictive relationship between reported barriers and actual participation behaviors (Jackson et al., 1993). The correlation procedures also identified a relationship between perceived barriers and physical activity participation.

It is also important to note that the factor analyses resulted in a slight reconfiguration of the original perceived barriers subscale for physical activity participation. For instance, the item, "My friends think sports are important," was originally intended to be a component of the perceived importance subscale. Instead, this item loaded strongly on the perceived barriers subscale. The item, "My parents

think sports are important" also loaded on the perceived barriers subscale rather than on the perceived importance subscale. It was expected that adolescents would be more likely to participate in those activities that are perceived to be important by their peers and parents. These results suggest that peers and parents may instead create interpersonal barriers to an adolescent's leisure participation. If peers or parents do not perceive such activities as important, adolescents may not feel supported in those involvements. Consequently, they may be less likely to participate. In addition, parents may not provide the resources (permission, transportation, money) that may be necessary for certain involvements if they do not believe it to be important. The influence of peer groups and parents on the participation behaviors of adolescents is clearly supported in the literature (Coleman, 1991; Ewing & Seefeldt, 1990; Greendorfer, 1992; Hultsman, 1993).

While gender, perceived competence, and the absence of perceived barriers demonstrated a statistically significant relationship with physical activity participation, their ability to predict participation behaviors is relatively weak. However, these variables were significantly correlated and their proposed relationships are strongly supported by previous research and theory. Consequently, these weak results from the regression analyses may be attributed to measurement errors. For example, the low reliability scores of the subscales may have reduced the ability and strength of the instrument in measuring the intended constructs. While some theoretical and empirical support was provided for the construct validity of the subscales, the relatively few items contained in each scale may have reduced their reliability. In addition, the

overlapping of items between some of the subscales may have compromised the interpretation of the results of this study. As previously suggested, specific items that were originally intended to measure one construct actually ended up loading with a different set of items. While the formulated constructs remained fairly clear conceptually, it is evident that overlapping items were present in the subscales. Spector (1992) suggested that when scales share item content, caution should be taken when interpreting the results due to the intercorrelations of the items comprising each subscale. Consequently, these limitations must be taken into consideration when interpreting the results of this study.

*Perceived Competence, Perceived Importance, Perceived Social Barriers: Creative Activity Participation*

The results from this study indicate that a statistically significant although weak relationship exists between competence perceptions and creative activity participation for the adolescents in this high school sample. Although this relationship does not appear to be very meaningful, a comparison of the association between perceptions of competence for physical versus creative activities increases the importance. For instance, while perceived competence demonstrated a relatively small effect on creative activity participation behaviors, it explained a larger portion of the variance for physical activity participation. This makes conceptual sense considering the evaluative component of many sports and physical activities. As previously suggested, performances in creative activities and hobbies are less likely to be subjected to evaluation and social comparison. This interpretation is consistent with previous



research. Specifically, performance and evaluation anxieties have been associated with sport involvements (Passer, 1983; Brustad, 1988). In addition, self-presentation and social physique anxieties have been found to influence exercise behaviors (Crawford & Eklund, 1994). Consequently, perceptions of competence may have a greater influence on physical activities due to the emphasis placed on performance and evaluation. As previously suggested, the potential for measurement error must be considered when interpreting these results. Although the literature supports these findings, the perceived competence scale for creative activities had a fairly weak reliability score.

Although perceived importance and creative activity participation demonstrated a positive relationship, perceived importance did not significantly contribute to the variance in the creative activity participation behaviors of the students in this sample. This is most likely due to the lack of conceptual clarity and relatively low reliability of the subscale used to measure this construct. This low reliability score may also be attributed to the fact that relatively few items comprised this subscale. In addition, the items may not have addressed issues that were relevant to the adolescents' perceptions of importance. Consequently, the findings pertaining to the influence of perceived importance on creative activity participation cannot be considered very meaningful.

The absence of perceived social barriers demonstrated the strongest influence on the creative activity participation behaviors of the high school students. In addition, a positive correlation between the absence of perceived social barriers and creative leisure participation was identified. The subscale that was initially developed to measure perceived barriers contained more items that addressed intrapersonal and

psychological barriers. As a result of the factor analyses, interpersonal items were added to this original scale. Consequently, the construct was renamed "perceived social barriers" to take into account these results. As previously suggested, peers and parents have been identified as significant influences on adolescent leisure participation behaviors (Greendorfer, 1992). These social forces may be particularly influential on the creative activity participation of adolescents due to the lack of extrinsic rewards normally associated with such involvements (Csikszentmihalyi et al., 1993). The importance of peer acceptance and affiliation associated with adolescence may limit those involvements that do not provide peer recognition and support. Consequently, significant social influences may constrain an adolescent's involvement in creative activities.

Results from the regression analysis indicate that gender, perceived competence and the absence of perceived social barriers were only able to explain a small amount of the variance in the creative activity participation behaviors of the adolescents in this high school sample. Once again, the methodological limitations of this study must be considered when interpreting these results. Specifically, the relatively few items that comprised the subscales may have decreased the reliability scores of the instrument used to measure the competence, importance, and barrier perceptions of the high school students who participated in this study. In addition, the inclusion of overlapping and intercorrelated items may have decreased the instrument's ability to measure the intended constructs accurately. On the other hand, the fact that these variables were able to explain a portion of the variance justifies further examination of

the influence of these variables. The statistically significant results combined with the strong theoretical support for the influence of these variables on leisure participation warrants further examination using more sound measurement techniques and more sensitive research design.

### *Negotiation Potential*

While the findings from this study are inconclusive, they do provide additional insight into the individual and social factors that may represent an adolescent's potential for negotiation of constraints to their leisure involvements. For instance, gender was found to be related to perceptions of competence, activity importance, the absence of perceived barriers, and participation in both physical and creative activity domains. Perceptions of competence also demonstrated a significant relationship to these variables in both activity domains. Therefore, it is suggested that gender and competence perceptions may have some utility in predicting the likelihood that an adolescent will negotiate constraints in order to participate in leisure activities. Specifically, females that have low perceptions of competence may be least likely to engage in negotiation.

The results of this study also suggest that the role of barrier perceptions on the negotiation process may vary according to the type of activity. Whereas intrapersonal barriers may determine the negotiation potential for physical activities, perceived social barriers may be more salient for creative activities.

Although grade level and perceived activity importance did not demonstrate a significant influence on leisure participation, their relation to the negotiation process

should not be discounted. The literature clearly supports the relationship between these factors and leisure participation. In addition, the apparent nonsignificance of perceived importance for both activity domains is most likely the result of methodological limitations. Consequently, this factor should be investigated using a more valid and reliable measurement instrument.

### Implications of the Study

#### *Theoretical Implications*

This study explored the personal and social variables that may influence an adolescent's leisure behavior. It was also suggested that these variables may represent an adolescent's ability and willingness to negotiate through potential constraints that may limit their involvements. Adolescents who are constrained in their leisure may be deprived of experiences that could positively contribute to their physical, psychological and social health and development. Although the findings from this study are relatively weak, they do suggest that gender, self-competence perceptions, the absence of perceived barriers and significant social agents may play a role in the leisure participation behaviors and negotiation potential of adolescents. Future research should focus on these issues to provide a better understanding of factors that may determine an adolescent's involvement in leisure activities. In addition, particular emphasis should be placed on identifying the intrapersonal factors and individual differences that may influence a person's response when confronted with potential constraints to their involvements.

Jackson et al. (1993) suggested that self-perceptions and beliefs not only affect activity and participation preferences, but also influence the way an individual perceives and anticipates potential constraints to future involvements. Therefore, low self-perceptions may perpetuate feelings of helplessness that could negatively influence one's potential for negotiation. Consequently, the individual may anticipate additional constraints and an inability to negotiate through them. A perpetuating cycle could develop as negative self-perceptions may not only prevent current leisure participation, but may also discourage future involvements. Future studies should examine these internal forces, how they influence current leisure behavior and attitudes, and if they are generalized to affect future involvements negatively.

Future studies should also examine the role of motivation and its relationship to an adolescent's potential for negotiation. Jackson et al. (1993) proposed that negotiation is an "exercise of human will." Consequently, the decision of whether or not to attempt negotiation is under the individual's control. Whereas previous studies have explored the role of motivation to participation behaviors, none have addressed the potential relationship between motivation and the negotiation of constraints. Specifically, researchers should investigate the psychological factors that may determine or influence one's motivation to negotiate potential constraints. In addition, studies should examine whether or not the motivation to negotiate can be generalized to different activities or it is situation specific.

Csikszentmihalyi, et al. (1993) suggested that while personality and motivation play a large role in determining human behavior, an individual's social environment

also has a considerable influence. Therefore, future research should examine different significant persons and social institutions that may determine adolescents' ability and willingness to negotiate leisure constraints and their resultant leisure involvements. Family environments, peer groups, and school institutions have been identified as significant social influences on adolescents' behaviors (Csikszentmihalyi, et al., 1993). Csikszentmihalyi et al. (1993) suggested that environments that provide both stability and differentiation enhance an adolescent's ability to adjust to change and confront challenges. Specifically, they found that family environments that provide support and allow for autonomy, and school environments that provide a wide array of learning experiences and opportunities, enhance the adaption and coping skills of adolescents. The literature also clearly supports the influence of peer groups on adolescents' behaviors and attitudes (Greendorfer, 1992; Kleiber et al., 1993). It is therefore logical to assume that peer groups may play a role in adolescents' leisure involvements. Consequently, the role of these social forces on adolescents' leisure participation and negotiation potential should be considered.

Finally, a developmental approach may provide greater understanding of the factors that represent an adolescent's ability and willingness to negotiate. Raymore et al. (1994) suggested that adolescents perceive constraints differently than adults do. Kleiber et al. (1993) found that leisure has a unique meaning for adolescents. Consequently, their potential for negotiation may be represented by factors that are uniquely salient during this stage of development. In addition, gender differences may also affect the ability and willingness to negotiate constraints to leisure. The present

study identified gender differences in perceptions of competence, absence of perceived barriers, and leisure participation. There is also evidence supporting gender differences in perceptions of barriers and the meaning of leisure (Kleiber et al., 1994). Consequently, future research should consider the gender and developmental differences that may influence an adolescent's potential for negotiation. In addition, developmental research may provide insight indicating the most appropriate and effective method and time for implementing interventions that may enhance an adolescent's negotiation potential.

### *Methodological Implications*

The methodological difficulties that were encountered during the present study are not unique to this type of research. Developing a valid and reliable instrument for measuring the various factors that influence leisure behaviors requires numerous stages of retesting and revisions. In addition, Barnett and Zucker (1990) suggested that the dynamic nature of human thoughts and behaviors makes their precise measurement almost impossible. This problem is compounded when attempting to assess the thoughts and behaviors of children and adolescents. Barnett and Zucker (1990) indicated that these stages of development are particularly characterized by change. Specifically, the attitudes and beliefs that are present at these stages are not yet concrete and habitual patterns of behavior have not been developed.

Although the instrument developed for this study demonstrated fairly strong internal consistency, the reliability levels of the individual subscales were not as high. Developing a reliable instrument for this type of research is difficult. Obtaining

consistent results from children and adolescents is particularly problematic. As previously suggested, these developmental stages are characterized by continuous change. In fact, while Spector (1992) suggested a value of .70 is needed for an instrument to be considered reliable, Barnett and Zucker (1990) indicated that the average reliability score for the responses of 10-13 year olds is only .60.

An additional methodological problem involves the use of self-reports for the assessment of leisure attitudes and behaviors of adolescents. Although the literature consistently identifies the limitations of such procedures, self-reports remain the most widely used and practical method of collecting data (Stephens et al., 1985). Some of the specific problems associated with the use of self-reports in research involving children and adolescents include the vulnerability to socially desirable responses, the degree of content relevance, the degree of a young person's conscious awareness of the beliefs and perceptions that influence their own behavior, and the interpretation of words and ambiguous terms (e.g. occasionally, sometimes) (Barnett & Zucker, 1990). In addition, Barnett and Zucker (1990) suggested that testing situations in which a child is required to respond to a measurement scale may result in thoughtless responses by children who are indifferent to the subject matter of the study. Consequently, their responses may not be particularly revealing.

The literature identifies different strategies that may be incorporated into the research process to avoid some of these shortcomings. For instance, Harter (1982) modified the forced choice format by legitimizing each of the responses, therefore decreasing the vulnerability to socially desirable responses. Barnett and Zucker (1990)



offered additional suggestions such as performing numerous pilot tests to assess the content relevance and item interpretation of the instrument as well as considering the atmosphere of the testing situation. They indicated that certain testing situations may cause the child or adolescent to experience embarrassment, hostility, or indifference which would bias their responses. Also, item and scale analyses should be performed to provide empirical support for the construct validity and reliability of the instrument. Spector (1992) suggested that factor analysis and Cronbach's alpha procedures should be performed when appropriate to confirm the instrument's validity and internal consistency reliability score. Finally, pilot tests should be conducted with the confirmed scales. Spector (1992) proposed that the process of instrument development should be continuous. The dynamic nature of human behavior and a person's perceptions will alter the interpretation and response to test items. Consequently, the instrument should be subjected to continuous evaluation to ensure that its validity and reliability are maintained.

### *Practical Implications*

The issues and findings of this study have practical implications for persons involved in the provision of leisure services for adolescents. First, professionals need to be aware of individual, social, and environmental factors that may prevent an adolescent from participating in different leisure activities. Second, professionals need to assist adolescents in the development of strategies that may improve their negotiation potential.

Positive leisure experiences have the potential to improve the physical, psychological, emotional, and social well-being of adolescents. For service providers to be successful in promoting positive leisure behaviors and attitudes in adolescents, they must consider their particular needs and interests. The results of this study suggest that gender, perceptions of competence and the absence of perceived barriers may have an effect. Activities that decrease the importance of performance and outcomes and provide optimal challenges to match the adolescent's abilities may enhance their perception of competence and increase the likelihood of participation. Optimal challenges are likely to provide the positive affect and intrinsic rewards which may facilitate their continued involvement. In addition, enhancing the adolescent's perception of control over their leisure may also increase their perception of self-competence. Consequently, providing the adolescent with a variety of activities to choose from may positively influence their participation patterns. Finally, professionals should provide activities that are "fun." Ewing and Seefeldt (1990) found that adolescents consider skill development a crucial aspect of "fun." Consequently, service providers should design activities that ensure enjoyment by promoting the process of skill development and self-improvement, rather than emphasizing the importance of "winning" and competitive outcomes.

Increasing perceptions of competence may also influence an adolescent's willingness and ability to negotiate through perceived barriers to their leisure. Consequently, designing leisure experiences that improve their self-perceptions may increase the negotiation potential of adolescents. In addition, professionals should

educate adolescents on the importance of positive leisure experiences to increase their perceptions of the value of such involvements. Unfortunately, the school institutions in which adolescents spend the majority of their time do not appear to demonstrate an appreciation for the importance of leisure. Csikszentmihalyi et al. (1993) suggested that high schools provide limited experiences and opportunities for the development of interests and competence perceptions. In addition, Janz et al (1992) indicated that traditional team sports that emphasize competitive outcomes are the usual activities offered. As a result, adolescents are not educated on the importance of engaging in healthy lifetime activities. Furthermore, they are not made aware of the wide range of leisure experiences that may improve the quality of their lives, promote mastery experiences and facilitate the development of positive competence perceptions.

Professionals and service providers also need to identify certain groups that may be more likely to perceive constraints to their leisure. The results from the present study suggest that females may be particularly vulnerable to low self-perceptions and perceived constraints. Consequently, activities and involvements that consider the abilities, interests, and expectations of the participant should be provided to facilitate the development of positive self-perceptions and minimize barrier perceptions. Rather than simply providing the traditional "gender-typed" sport activities, alternate involvements that consider their different interests, abilities, and personal needs should be available.

Raymore et al. (1994) suggested that recreation service providers need to assume the role of the leisure educator. Rather than simply organizing "games,"

professionals must provide a variety of enjoyable experiences that promote skill development, positive competence perceptions and an appreciation for the importance of leisure involvements.

### Conclusion

This study examined the psychosocial factors that may influence the leisure participation behaviors of adolescents. In addition, it was suggested that perceptions of competence, the absence of perceived barriers, and gender may play a role in the negotiation potential and leisure participation behaviors of adolescents.

The proposition of negotiation potential requires further examination and empirical verification. Specifically, the relationship between self-perceptions and the ability and willingness to negotiate leisure constraints should be investigated further. In addition, a more valid and reliable measurement of perceived activity importance should be developed to clarify its role and impact on leisure participation and negotiation potential. Cognitive theories indicate that perceptions of importance and value will influence a persons behavior (Jackson et al., 1993). Consequently the role of these cognitions on participation behaviors and negotiation should not be discounted.

This study also recognized the importance of peer groups and social forces on the leisure behaviors of adolescents. These significant social agents may not only determine adolescents participation in leisure activities, but may also affect their competence and barrier perceptions. Consequently, significant social influences may be related to the adolescent's negotiation potential.

The theoretical and practical implications of this study were also presented. It was suggested that the concept of negotiation potential be further explored using more sound methodological procedures. Finally, the need for service providers to consider the needs and interests of adolescents when designing leisure activities was proposed. In order to increase and enhance their involvements, consideration must be given to the psychosocial factors that appear to influence adolescents' leisure behaviors.

## **APPENDIX I**

### **COVER LETTER**

## **"There's Nothing To Do...."**

How many times have you and your friends said that? Or maybe on Monday morning your friends ask you what you did over the weekend and you say "Nothing". We all know that there is always "something" to do, but are they really things that you would like to do? And over the weekend, you probably did "something", but was it really fun or would you have enjoyed doing something else?

Well here is your chance to do something about that. The Clark County Park and Recreation Department would like to help to bring some fun activities to your neighborhood. To do this, we need YOU to tell us what you want to do.

You can help us to help you by answering the questions on the next few pages. This will help us find out what kinds of things you enjoy doing. Once we know this, we can do a better job at providing those activities.

If we all work together we can bring some new and exciting activities to Las Vegas. With summer vacation coming up, we're sure there are all sorts of things that you might like to do....JUST TELL US!!!

So....if you do your part by answering the following questions.....and we do our part by listening to your suggestions.....Monday morning will come around and you will say to your friends, "You'll never guess the great things that I did this weekend!!!"

Thanks for your help....we can't do this without YOU!!!

Let's have a great summer vacation together.

**APPENDIX II**  
**SURVEY INSTRUMENT**



**PLEASE ANSWER THE FOLLOWING QUESTIONS**

1. Gender: Male\_\_\_\_\_ Female\_\_\_\_\_
2. Grade: 5th\_\_\_6th\_\_\_7th\_\_\_8th\_\_\_9th\_\_\_10th\_\_\_11th\_\_\_12th\_\_\_
3. Zip Code:\_\_\_\_\_
4. Race/Ethnicity:

\_\_\_\_\_American Indian/Alaskan Native                      \_\_\_\_\_White  
\_\_\_\_\_Asian/Pacific Islander                                      \_\_\_\_\_Hispanic  
\_\_\_\_\_African American    \_\_\_\_\_Other

5. What do you normally do after school and on weekends?
6. Who do you normally do these things with? (friends, family, etc.)
7. Are you a member of any club or sport team?  
If so, which one(s)?

Some people like to do different physical activities outside of PE class. Some do team sports like volleyball, softball, baseball, football, and soccer. Others do individual activities like, weight lifting, aerobics, dance lessons, gymnastics, and jogging.

8. About how many times each week do you do physical activities?      \_\_\_0                      \_\_\_1-2                      \_\_\_3-4                      \_\_\_5 or more  
(Don't include P.E. class.)

9. Over summer vacation, about how many times each week will do you do physical activities?      \_\_\_0                      \_\_\_1-2                      \_\_\_3-4                      \_\_\_5 or more

Some people have hobbies or do creative activities outside of school. Some examples of these activities are drama, music lessons, reading, arts and crafts, etc.

10. About how many times each week do you do activities like these? (Don't include class)      \_\_\_0                      \_\_\_1-2                      \_\_\_3-4                      \_\_\_5 or more

11. Over summer vacation, about how many times a week will you do these activities?      \_\_\_0                      \_\_\_1-2                      \_\_\_3-4                      \_\_\_5 or more

**PLEASE TAKE A MOMENT TO THINK ABOUT SOME CREATIVE ACTIVITIES OR HOBBIES THAT SOME PEOPLE ENJOY (DANCE, MUSIC, ART, ETC.). PLACE AN "X" NEXT TO THE SENTENCE THAT SOUNDS MORE LIKE YOU.**

	I'd rather do these things with a group.	I'd rather do these things by myself.	
	If I create something, I want others to see it.	If I create something, I wouldn't want others to see it.	
	I'm not very good at activities like these.	I'm pretty good at activities like these.	
	I wouldn't want to be a club leader.	I'd enjoy being a club leader.	
	I have fun doing group activities.	I prefer activities that I can do alone.	
	With practice/lessons, I could be good at these types of activities.	Even with practice/lessons, I wouldn't be very good at these types of activities.	
	I don't like being around people I don't know.	I like meeting new people.	
	I'm better than most of my friends at these types of activities.	Most of my friends are better than me at these types of activities.	
	My friends never want to do activities like these.	My friends do these types of activities a lot.	
	My parents want me to do these activities.	My parents don't care if I do these activities.	
	Hobbies/Creative activities can help me to be smarter.	Hobbies/Creative activities won't make me any smarter.	
	I don't think of hobbies as a way to make friends.	Having hobbies is a good way to make friends.	
	Creative activities can help me in other areas in my life.	Creative activities couldn't help me in life.	
	Doing activities like these would take away from time that I could spend with my friends.	Doing activities like these would give me more time to spend with my friends.	
	I am not interested in joining any club.	I would like to be a member of a club.	
	Doing creative activities/hobbies makes me feel good when I'm in a bad mood.	Doing creative activities don't make me feel any better when I'm in a bad mood.	
	I would do an activity even if my friends didn't.	I would only do an activity if my friends did it.	
	I have some friends who would want to do these activities with me.	None of my friends would want to do these activities.	
	I would not be able to do an activity that cost much money.	I could do an activity even if it cost money.	
	I am able to do most activities that I want to.	I am unable to do most activities that I want to.	
	Most creative activities are too hard for me to do.	Most creative activities are easy for me to do.	
	I like to try new activities.	I would rather do activities that I already know.	
	All of these activities should be done by both boys and girls.	Some of these activities should not be done by both boys and girls.	
	If I couldn't do an activity well, I wouldn't do it at all.	I would do an activity even if I wasn't good at it.	

PLEASE TAKE A MOMENT TO THINK ABOUT DIFFERENT TYPES OF PHYSICAL ACTIVITIES (SPORTS, EXERCISE, ETC.) PLACE AN "X" NEXT TO THE SENTENCE THAT SOUNDS MORE LIKE YOU.

	I'd rather exercise with friends.	I'd rather exercise alone	
	If I was on a team, we would most likely win.	If I was on a team, we'd probably lose.	
	I am good at a lot of physical activities.	I'm not very good at a lot of physical activities.	
	I wouldn't make a good team captain/leader.	I would make a good team captain/leader.	
	I have more fun doing group activities.	I enjoy activities that I can do by myself.	
	If I try, I can be good at sports.	Even if I try, I'm not very good at sports.	
	I don't like being around people I don't know.	I like meeting new people.	
	I'm better than most of my friends at physical activities.	Most of my friends are better than me at physical activities.	
	My friends don't think sports are important.	My friends think sports are important.	
	My parents think it's important to do physical activities.	My parents don't think it's important to do physical activities.	
	I need to do physical activities to be healthy.	I don't need to do physical activities to be healthy.	
	I don't think of sports as a way to make friends.	Sports are a good way to make friends.	
	Sports and fitness can help you in all parts of your life.	Sports and fitness can't really help you in life.	
	Playing sports would take away from time with my friends.	Playing sports would give me more time to spend with my friends.	
	Being part of a group/team makes me feel good.	Being part of a group/team makes me feel uncomfortable.	
	Doing my exercise makes me look better.	Exercise doesn't really make me look better.	
	I would play a sport only if my friends did.	I would play a sport even if my friends didn't.	
	I have some friends who would do physical activities with me.	None of my friends would do physical activities with me.	
	I would not be able to do an activity if it cost much money.	I could do an activity even if it cost money.	
	I can not do a lot of activities that I want to.	I can do most activities that I want to.	
	Most sports are too hard for me to play.	Most sports are easy for me to play.	
	I prefer team sports because you have a chance to win.	I prefer individual fitness activities because no one has to lose.	
	All physical activities should be done by both boys and girls.	Some physical activities shouldn't be done by both boys and girls.	
	I wouldn't like having people watch me play sports.	It would be fun to have people come watch me play sports.	

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