Leisure attitudes of selected female populations

Barbara Ames Hawkins

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LEISURE ATTITUDES OF SELECTED
FEMALE POPULATIONS

by

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Director: Lloyd A. Heywood

The purpose of the study was to delineate and compare the leisure attitudes of married working women and married non-working women. In addition, comparisons to a norm group were made.

The Neulinger-Breit leisure attitudes questionnaire--"A Study of Leisure"--was utilized to determine the leisure attitudes of the married female sample for each of the five factor dimensions:

1. affinity for leisure,
2. society's role in leisure planning,
3. self-definition through work or leisure,
4. amount of perceived leisure,
5. amount of work or vacation desired.

The results indicated no significant differences between the leisure attitudes of the total female sample and the norm, between married working women and the norm, between married non-working women and the norm, and between married working and married non-working women.
ACKNOWLEDGEMENTS

My deepest gratitude is extended to Dr. Lloyd Heywood for his guidance, understanding and friendship that enabled me to successfully complete this study in a rather brief time period. Appreciation is expressed to Dr. Maureen Ullrich for her caring and inspiration which enabled me to face and deal with the problem at hand. To Dr. John Dayries sincerest thanks are extended for all his help and consideration. Extended to my sister, Merrilee Hawkins, is recognition of her genuine lack of understanding and appreciation for her unending willingness to cut and paste.

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B. A. H.
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CHAPTER I

INTRODUCTION

The United States is at the threshold of leisure-centered living. In an age of increasing leisure for all sectors of society, leisure research is both timely and vitally important. The effects of cybernation are forcing people to adapt and change at a frightening pace and today's recreation professionals are looking to research for help in understanding the leisure needs and interests of the American people. MacLean has forewarned that it "takes thought, skill, planning and practice to become a successful member of a leisure society." To achieve skill, planning and practice understanding must first be attained. At present, there is very little understanding of this "alien thing called leisure." Americans have been prepared and brought up for living in a work-oriented society. Yet, today with the diminishing work scene and an expanding leisure horizon, the preparation for living appears to be lacking.

Need for the Study

Historically, the orientation to leisure research has been either qualitative, quantitative, or some combination thereof. Presently, however, much more needs to be known about leisure, including contemporary societal interpretations and implications.

Three interdependent approaches can be identified as encompassing the study of leisure: (1) activities, (2) expenditures of time and money, and (3) meanings. Increasing numbers of research studies have been directed toward the activities and the time/money expenditures approaches. However, meanings have been researched to a minimum extent. Few studies, other than philosophical inquiries, have directed attention to exploring scientifically the meanings of leisure. The theoretical and philosophical works of Veblen, de Grazia, and Pieper are the most well known for their descriptive conceptualizations of leisure. The work of Murphy and others has added to the philosophical and theoretical foundation of leisure by contributing contemporary conceptualizations and viewpoints. Yet the area of scientific inquiry into the concept of leisure and its inherent interpretations in present day American society is unsatisfied. Descriptive research in the area of leisure

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attitudes associated with different societal subgroups in the population is desirable in order to generate better understanding of what leisure means to different people and why. Then, perhaps adequate planning for the increase of leisure may result.

In an ever changing American society, there is a need for constant assessment of the leisure attitudes of the various sectors of society. Leisure educators, politicians, economists, sociologists and recreation professionals can utilize such information to help meet the changing interests and demands of the people they serve. An established method for gathering such data is the Neulinger-Breit attitudes survey—"A Study of Leisure" (See Appendix I). The data collected thus far from repeated application of this survey instrument has provided leisure researchers with a measure that assesses the meaning of leisure to different societal subgroups within the general population.

The Problem

The focus of this study was to survey the leisure attitudes of two specific population subgroups—married working women and married non-working women—representing segments of the female population of Missoula, Montana. The specific purpose was to test for significant differences in the leisure attitudes of the married working women compared to the married non-working women. In addition, the population subgroups and the total sample were compared to a norm group as described by Neulinger and Breit.7

To measure leisure attitudes Neulinger and Breit's instrument was used. Their instrument of measurement—"A Study of Leisure"—delineated five factor dimensions of leisure and was designed to survey the subject's attitudes in terms of these dimensions. Specifically, the instrument identified "five relatively independent dimensions in the leisure domain that are important in the characterization of a person's attitude toward leisure." These dimensions are: (1) affinity for leisure, (2) society's role in leisure planning, (3) self-definition through leisure or work, (4) amount of perceived leisure, and (5) amount of work or vacation desired. The aim of the research by Neulinger and his associates was to expand the understanding of the meaning of leisure by surveying the leisure attitudes of various subgroups. This has been done, in part, through repeated applications of the questionnaire to various subgroups of the population.

Research in the area of determining mental postures (attitudes) toward leisure can yield valuable information regarding the contemporary sociological meanings and interpretations of leisure. Problems arising from increases of leisure time can be dealt with through increased understanding of the leisure attitudes of population subgroups. Furthermore, this knowledge can aid planning and preparation for leisure-centered living.

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Purposes

The study was primarily concerned with isolating and comparing the leisure attitudes of married working women and married non-working women. The specific intent was to explore the potential influence of the job (work) on the leisure attitudes of married women and to compare them with a selected group. Four hypotheses were tested in this study.

Hypothesis I

The leisure attitudes identified with the married female sample \( (S_t) \) do not vary significantly from those associated with the norm.  

Hypothesis II

The leisure attitudes identified with the married working women subgroup \( (MW) \) do not vary significantly from those associated with the norm group.

Hypothesis III

The leisure attitudes identified with the married non-working women subgroup \( (MW') \) do not vary significantly from those associated with the norm group.

Hypothesis IV

The leisure attitudes identified with the married working women \( (MW) \) do not vary significantly from those associated with the married non-working women \( (MW') \).

\(^{10}\) Neulinger and Breit, "Replication Study," describes the norm group, pp. 108-115.
Definitions

Attitude

Attitudes are mental postures composed of a complex of feelings, desires, fears, convictions, prejudices, values, etc., which predispose an individual to respond (overtly or covertly, negatively or positively) to any object or situation in a preferential manner.\(^{11}\)

Leisure

Leisure is the "hours and ways of behavior in which we feel freest to be ourselves."\(^{12}\)

Norm Group

The norm group is a random sample consisting of 335 adults representing an age range of eighteen to sixty-eight with 137 females and 198 males. All subjects were working full time and the majority were married. The average educational and income level was high. Jewish, Catholics and Protestants were represented.\(^{13}\)

Married Women

Married women are those who are currently married and living in the home with the husband.

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\(^{11}\)The definition for attitude was gleaned from the readings compiled and published in Martin Fishbein (ed,) Readings in Attitude Theory and Measurement (New York: John Wiley and Sons, Inc., 1967). A more complete review of the concept and definitions thereof is included in Chapter II.


\(^{13}\)Neulinger, Psychology, p. 57.
Non-married Women

Non-married women are those who are currently single, widowed, separated or divorced.

Non-working Women

Non-working women are those who are not gainfully employed in full or part-time positions in the work force.

Working Women

Working women are those who are gainfully employed in full or part-time positions in the work force.

Limitations of the Study

This study did not consider several demographic variables which may have influenced the interpretation of the findings. Some of these demographic variables were: race, ethnicity, age, income, occupation, education, number of years married, number of children living in the home, and relevant information about the spouse.

It was recognized that the results of the study can only be considered to be temporary attitude responses of the subjects surveyed and that the survey instrument would have to be re-applied over an extended period of time in order to draw data on lasting attitudes. Thus the results were, at best, tentative and heuristic.

The sample was not a true random sample due to (1) the sample's being stratified, and (2) a lack of a comprehensive and current listing of all possible subjects in the population. The sample was stratified in terms of a marriage requirement and the existence of a current listing in the telephone directory for the randomly selected prospective
subject. The 1975 Missoula City Directory\textsuperscript{14} was used for random
selection of the sample because of its representativeness even though
the Directory was subject to errors in information collection, errors
in reporting, and rapid changes of residents perpetuated by a highly
mobile population.

Assumptions

It was assumed that the Neulinger-Breit instrument did adequately
survey the leisure attitudes of the subjects. Furthermore, it was
assumed that the instrument was applicable to the populations in the
study and that it was appropriate for use in surveying these particular
population subgroups. Finally, it was assumed that the responses made
by the subjects were truthful and representative of their attitudes
toward leisure and work.

\textsuperscript{14}The 1975 Missoula City Directory (Kansas City, Missouri: R. L.
Polk and Company, Publishers), Department II in the publication includes
an alphabetical listing of all adults age 18 and older--name, marital
status, occupation, and address--and all businesses.
CHAPTER II

THE RESEARCH LITERATURE ON LEISURE, ATTITUDE THEORY AND MEASUREMENT, AND LEISURE ATTITUDES

Explanations of Leisure

Leisure is not a new concept within the network of our advancing civilization and culture. However, our understanding and interpretations have been changing and are continuing to change as the context of our daily living habits move away from the dominance of a work orientation.

Evidence of man's relationship to leisure has accompanied each civilization throughout history. During the Stone Age, man's mastery over nature resulted in survival no longer dependent upon chance, and there came a new dividend--leisure. Ancient Grecian civilization thrived upon leisure and the downfall of the Roman Empire can in part be attributed to the misuse of leisure.¹ In the Middle Ages, public grounds were established for the leisure of the people and by the time of the Renaissance, gardens, outdoor theaters and playing courts had reappeared as a symbol of the leisured wealthy classes.²


The history of the United States has witnessed and is continuing to witness the impact of a changing and challenging relationship among time, work, and leisure. The foundations of American culture rest on a strong identification with the work ethic. Hard work was essential and the dominant philosophy for physical and spiritual survival in Colonial America, during westward expansion, and throughout the several national and international crises that have shaped the United States history. This work ethic has resulted in increased technology and mass-production which has affected the continuing metamorphosis of culture and leisure.

Today Americans are at the brink of living in a leisure-centered society, or perhaps they are already living there. The challenge of reshaping the work and leisure attitudes that a work oriented society has wrought is before America's people. Brightbill described the value of leisure, "if we do learn how to use leisure to cultivate our minds, hands, and hearts, we shall make leisure contribute to the order, rather than the disorder, of life."^3

Conceptualizations of Leisure

Leisure is a concept that has captured the interest and attention of scholars since ancient times. At least six different conceptualizations have been identified.

The traditional or classical view of leisure had its birth in ancient Greco philosophy. Aristotle formulated the concept that through

^3Brightbill, Challenge, p. 15.
leisure man can truly cultivate the 'self' with the emphasis upon enjoyment of self in search of knowledge, debate, politics, contemplation, and cultural enlightenment. Contemplation was viewed as the best way to truth-finding where man could be close to nature, detaching himself from aggressiveness and exploitation. Also, through leisure true happiness was seen as realizable. Grecian philosophers "transformed a word meaning simple spare time into the classical ideal of leisure with all its sense of freedom, superiority, and learning for its own sake."

The classical view of leisure has survived time and in the twentieth century it has again received emphasis. Pieper dealt with the qualitative aspects of leisure, emphasizing that the sphere of leisure is no less than the sphere of culture. In addition, Pieper pointed out that leisure was a condition of the soul; leisure was a receptive, contemplative, and spiritual attitude. An important aspect of the classical view has been that leisure is distinctly separated from a time or work referent, the essence of which is pursuit of truth and self-understanding. Within the classical view slave labor was a necessary prerequisite, enabling select citizenry to have leisure. Western culture is antithetical to this aspect of an elite group and

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6 de Grazia, Of Time, Work, and Leisure, p. 18.
7 Josef Pieper, Leisure—The Basis of Culture, pp. 4-60.
8 Gray, "This Alien Thing Called Leisure," p. 8.
slave labor. However, with advancing technocracy and automation, the classical conceptualization could well become a viable reality for some members of a leisure-oriented society. But, as Green reminds us:

(A) people whose social existence is based upon the reality of clock time will have enormous difficulty even conceiving of leisure in the traditional sense. To expect them to actually live it and express it in their social life seems altogether unreasonable.9

The dominant conceptualization of leisure has stressed its quantitative aspects.10 In other words, leisure has been viewed as a residual of time which remains after all other obligations have been completed. This residual has become what is commonly referred to as discretionary time or leisure time. As such, leisure has had a tendency to take on recuperative qualities and has assumed a second place status in relation to work. This conceptualization of leisure is tied to time, as is much of our everyday living--work time, sleep time, eating time, etc. For leisure to hold meaning in a time-tied culture, it is understandable that its dominant conceptualization centers around a time referent.

In formulating the social class relationship conceptualization, Veblen maintained that the ruling classes become identifiable mostly through their possession of leisure.11 The impact of Veblen's work has resulted in an abundance of sociological inquiries on the relationships between socio-economic variables and leisure. His work created

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9Murphy, Concepts, p. 47.

10Murphy, Concepts, p. 3.

11Murphy, Concepts, p. 3.
such impact that scholars continue to probe these interrelationships. For example, Burdge used occupational prestige as the variable to explain differences in the use of leisure. Bishop assumed that leisure behavior had economic, psychological, and sociological determinants. Burch explored the relationship that the values which attract the individual in specific occupations may predispose him toward a general pattern of leisure behavior. Finally, Reissman described the existence of a correlation between social class and activities that embodied the surrender of leisure by the lower classes in order to move up the social ladder.

Murphy explained that Veblen's interpretation of the rigid dichotomy of social class is no longer germane. However, in today's mass society, even though social class variables might not be as relevant as in the past, other social variables may take on increasing importance.

Of greater interest are the more detailed examinations of leisure usage within educational occupational, and income groups, such as Gerstl and Hecksher and de Grazia. These studies make clear that even though socio-economic level is an important variable, the kind of work, defined more subtly, constitutes a significant variable as well.

16 Murphy, Concepts, p. 92.
The anti-utilitarian conceptualization propounds that leisure is inherently anti-work, and that the heart of leisure is a condition of the soul or a state of being which is an end in itself. This perspective has been oriented more toward psychological time rather than the mechanical time of the clock. It represents a search for a more qualitative life style, and a rejection of the mechanistic life presently perpetuated by a "Nucleo-Hydro-Technico-Sputnico Age." It is a rejection of the Puritan work ethic and a subscription to fulfillment through self-actualization. According to this perspective, "it is more than survival that the world wants; it is a way of life, a content, a style, a self-defined outlook as to the good and the bad, the important and the superficial..."

Leisure has also been conceptualized as an identifiable form of behavior. The stress is on non-work activity. In this conceptualization, what man does in his free time is a function of his total personality. Personality, attitudes, values, etc., are viewed to be the most important determinants of leisure behavior.

Finally, leisure has been conceptualized according to the holistic perspective. This view postulates that elements of leisure are to be found in work, family, education, religion, and so on. The

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18 Murphy, Concepts, p. 4.

19 Kaplan, Leisure in America, p. 4.

20 Murphy, Concepts, pp. 145-175.

21 Kaplan, Leisure in America, p. 4.
The intent of this conceptualization is to tie together all aspects of leisure into one perspective—the holistic theory. The theory rests upon the principle that all things are interrelated and that in order to understand the whole, an understanding of all the parts is necessary, and vice versa. In American culture time, work and leisure are intricately intertwined. As work time decreases and leisure potentially increases, a value re-orientation becomes necessary. This is the implication of the holistic theory. The American people have accepted the shift from an agricultural society to a predominantly post-industrial society. However, the people have not been prepared to deal with the cultural changes that such a transition has propagated. Synthesized pre-industrial social changes have resulted in the post-industrial leisure-based society. Perhaps this is the clue to why many scholars today have identified a problem of leisure. Man has not been prepared to shift from a work orientation to a leisure orientation. According to Kaplan, a theory of leisure cannot be less than a theory of man and a theory of the emerging culture. The holistic conceptualization has attempted to lay the foundation for an all-encompassing theory of leisure.

Attitude Theory and Measurement

The literature on attitude theory revealed that sociologists, social psychologists and psychologists do not agree on a comprehensive

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22 Murphy, Concepts, pp. 4 and 223.
23 Murphy, Concepts, p. 10.
24 Kaplan, Leisure in America, p. 189.
definition for attitudes. The concept of attitudes has been of central importance for the aforementioned disciplines. Perhaps the lack of one definition is attributable to the varying uses to which the three different disciplines have put the concept. The intangibility and abstractness of the concept also may have contributed to the lack of one unified definition. All three disciplines have used attitudes interchangeably with various other constructs, i.e., values, mores, norms, interests, etc. Furthermore, it has not been uncommon to find these constructs used frequently in defining the concept of attitudes.

Allport has formulated a concise and brief account of the historical development of the concept. He prefaced the account with the distinction that attitudes have been so widely accepted that the concept has established itself as the keystone in American social psychology. It has become so important that many social scientists consider social psychology as the scientific study of attitudes.

A chronological outline of the development has been traced from three points of origin—experimental psychology, psychoanalysis, and sociology. As early as the 1860's two psychologists (Spencer and Bain) were using the concept as indicative of a mental process. Later others (N. Lange, Münsterberg, Féré, Baldwin, Giddings, and Mead) had moved to an emphasis upon motor orientation. Today, psychologists

\begin{footnotesize}
\footnote{Allport, "Attitudes," p. 3.}
\footnote{Allport, "Attitudes," p. 3.}
\end{footnotesize}
acknowledge the importance of mental aptness and motor set but they no longer prescribe either one or the other. 28

Late nineteenth century experimental psychology used conceptual precursors to attitude such as muscular set, task-attitude, and mental and motor attitude. Laboratory tests were concerned with memory, judgement, thought, volition, perception, and reaction-time. 29 Experimental psychology emphasized the importance of attitude in the mental processes but tended to relegate them to the mysterious limbo of motivation. 30

In psychoanalysis, a different perspective was pursued. Through the work of Freud, the dimensions of the dynamic and unconscious basis of attitudes brought the concept back to light. 31 Emphasis upon identification of attitudes to longing, hatred, love, passion, and other unconscious phenomena has directly contributed to the present day strength of the concept in social psychology. 32

Attitudes have come to be recognized as psychological representations influenced by society and culture. Thomas and Znaniecki were considered responsible for giving the concept impetus and importance in the field of social psychology. In their study dealing with peasants,

30 Allport, "Attitudes," p. 5.
31 Rokeach, Beliefs, p. 110.
systematic priority was given to attitudes as individual mental processes
determining the actual and potential responses in the social world of
each individual. This is the modern conceptual framework for the social
psychological study of attitudes and from which the various definitions
have evolved.

DeFleur and Westie considered a fourth stage in the development
of the concept—the measurement of attitudes. According to them the
development of the measurement of attitudes did anything but clarify
definition of the concept. "In fact, along with the development of
measurement techniques, there came decreased consensus concerning the
definition of attitudes." The operationalists were content to let
their measurement techniques suffice as definition. For as many tech­
niques that were created, there resulted as many different meanings and
viewpoints for the concept.

Today, studies on attitudes have continued within the social
sciences. The principle aim of most has been to further develop, clarify,
and refine the concept—definition and measurement—and to support its
central importance in the social sciences.

Definitions of Attitude

The literature on attitude theory revealed that there is an
over-abundance of varying definitions for the concept. Most of the


34Melvin L. DeFleur and Frank R. Westie, "Attitude as a

definitions were not competing but rather complimentary. The following were identified and provide an overview of the array of definitions found in the literature.

Rokeach defined attitude as a "relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner." His definition was systematically broken down into the following parts:

1. an attitude is relatively enduring,
2. an attitude is an organization of beliefs,
3. an attitude is organized around an object or situation,
4. an attitude is a set of interrelated pre-dispositions to respond,
5. an attitude leads to a preferential response.

Each part of the definition was indicative of efforts to synthesize essential parts of other definitions.

Remmers did not concern himself with the various definitions others had developed or employed. His primary concern was with the interrelatedness and interdependence of behavior and attitudes.

The concept of attitude may be defined as an affectively toned idea or group of ideas predisposing the organism to action with reference to specific attitude objects.

As thus defined the number of identifiable attitudes is the same as the number of things to which the organism can respond, and the concept is coterminous with, or closely related to, a considerable number of psychological concepts, such as interests, appreciations, motives, mores, morality, morale, ideals, complexes, values, prejudices, fears, sentiments, loyalties, character, and the like.

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36 Rokeach, Beliefs, p. 112.
37 Rokeach, Beliefs, pp. 112-122.
Remmers supported a behavior orientation by emphasizing original drives which are overlaid by social experiences and further organized into attitudinal systems.\textsuperscript{40} He approached the study of attitudes primarily with an emphasis upon verbal behavior stating that opinions were expressed attitudes and that they were the verbal counterpart of internal attitudes.\textsuperscript{41} The internal versus the external qualification respectively was used to differentiate between attitude and opinion.

In Fishbein's work on attitude theory, a variety of definitions were presented.\textsuperscript{42} Allport summarized several definitions which demonstrate the lack of consensus on one definition. However, "a preparation or readiness for response" was a common thread found in each.\textsuperscript{43}

(An attitude is) readiness for attention or action of a definite sort. (Baldwin)

An attitude is a complex of feelings, desires, fears, convictions, prejudices or other tendencies that have given a set or readiness to act to a person because of varied experiences. (Chave)

An attitude is a tendency to act toward or against something in the environment which becomes thereby a positive or negative value. (Bogardus)

An attitude, roughly, is a residuum of experience, by which further activity is conditioned and controlled... We may think of attitudes as acquired tendencies to act in specific ways toward objects. (Krueger and Reckless)

We shall regard attitudes here as verbalized... tendencies, dispositions, adjustments toward certain acts. They relate not to the past nor even primarily to the present, but as a rule, to the future. Sometimes, of course, it is a hypothetical future... The attitude is primarily a way of being 'set' toward or against things. (Murphy and Murphy)

\textsuperscript{40} Remmers, \textit{Introduction}, p. 4.

\textsuperscript{41} Remmers, \textit{Introduction}, p. 7.

\textsuperscript{42} Fishbein, \textit{Readings in Attitude Theory and Measurement}.

\textsuperscript{43} Allport, "Attitudes," p. 8.
Attitudes are literally mental postures, guides for conduct to which each new experience is referred before a response is made. (Morgan)

An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. (Allport)

A listing of definition components was compiled by Nelson through a review of 183 books and articles. The list of twenty-three items included:

1. organic drives
2. purposes
3. motives
4. a 'core of affect'
5. the emotional concomitants of action
6. permanently felt dispositions
7. a special case of disposition
8. generalized conduct
9. a neural set, or a neuromuscular set
10. a stabilized set
11. a state of readiness
12. a disposition modifying rising experience
13. verbal responses for or against a psychological object
14. socially compelled behavior of an enduring type
15. a response which is more obviously a function of disposition than of the immediate stimulus
16. the result of organization of experience
17. a directive or dynamic influence on the response to which related
18. a determiner of the direction of an activity
19. a guide for conduct... a point of reference for new experience
20. a trial response--substitute behavior
21. a way of conceiving an object... a posture of consciousness
22. a sum total of inclinations, feelings, notions, ideas, fears, prejudices, threats, and convictions about any specific topic
23. an integration of the specific responses into a general set.

---

Methods of Attitude Measurement

Four attitude measurement techniques that have been widely used are Thurstone Scales, Likert Scales, Guttman Scales, and the Semantic Differential as formulated by Osgood and others. One of the most popular methods of measuring attitudes has been scaling. Scales are used to rank individuals or groups of individuals according to some established criterion. The measurement technique of scaling assigns either symbols or numbers to either the individual or to their behaviors.

Thurstone measured expressed attitudes by the acceptance or rejection of opinions. Thurstone's technique involved 'judges' who separate or rank opinion statements. Procedures for constructing a Thurstone scale include:

1. systematic and clear statements about a subject are made and which express an idea about the subject,
2. judges order the statements according to favorableness to the variable and usually, on a scale of one to eleven (eleven signifying the most favorable),
3. each statement is computed for central tendency and regrouped accordingly,
4. specific statements for the scale are selected so that the full range is represented and each item chosen has the greatest agreement among the judges,
5. Q values (measures of dispersion) are computed,
6. reliability is tested by administering another similar test and comparing the results at a 90 per cent significance level.

The Likert scaling technique was described as being very similar to the Thurstone technique. The major distinction between the two was

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that Likert scales are less concerned with equal intervals where Thurstone scales strive for equal intervals. In addition, Likert scales involve only five choices for each statement: strongly agree, agree, uncertain, disagree, and strongly disagree. The choices are based upon the judges' feelings about the variables. Likert scales have an advantage in the greater variance obtained but they also have a disadvantage with the risk of biased responses.

Guttman scales were classed as being unidimensional. That is, the scales measure one attribute. They evaluate all item responses by comparing each individual response in relation to every other response. Guttman scales are cumulative. Each statement is designed so that endorsement of one implies endorsement of all previous items.

Semantics has been defined as the study of meanings and an approach leading to understanding what makes us behave as we do. Osgood and others, focused attention on spatial dimensions of semantics and used them to measure the meanings of concepts attitudinally. Three primary dimensions were established—evaluative, potency, and activity. The subject responded to a particular concept or word by checking the appropriate level on the scale which represented most

51 Isaac and Michael, Handbook, p. 100.
closely his or her opinion about the concept. The scale ranges were set to be either from one to five, or one to seven, or one to nine. The combined scores on the scale yield the subject's attitudes on evaluative, potency, and activity dimensions toward the particular concept being measured.

The advantage of the Semantic Differential is that a great amount of information can be processed with relative ease of application. The principal limitation is the interpretation of the results to the subject matter under investigation. Researchers must guard against misinterpreting test results or reading more into the results than is warranted.

**Leisure Attitudes and Leisure Behavior**

Three interdependent approaches to leisure research have been identified. They are (1) studies focusing upon activities, (2) studies dealing with expenditures of time and money, and (3) studies exploring the meanings of leisure.

Bishop has suggested three dimensions of leisure behavior—active-diversionary, potency, and status. He investigated the existence of stable dimensions of leisure activities and if these dimensions could be used to describe individual patterns of leisure behavior. Results of the study indicated that the three dimensions can be used to describe leisure behavior.

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Burdge posited a behavior oriented conceptualization for leisure. He described leisure as activity which occurred during periods of free time in contrast with the obvious and formal duties of a paid job or other obligatory occupation. His purpose was to demonstrate the relationship between leisure behavior and the variable of occupational prestige. The study identified strongly with a work-leisure orientation where prestige value was associated with the individual's occupation and his leisure activities. Burdge demonstrated a relationship between social class, occupation and prestige and the types of leisure activities the person will be likely to engage in.\(^{58}\)

Burch further pursued the relationship of social setting (occupation, family, and friends) to leisure behavior. He determined a positive relationship between values which attract and are imposed upon the individual in specific occupations and a general pattern of leisure action.\(^{59}\)

Numerous studies have sought to relate leisure behavior and leisure attitudes. Noe hypothesized a general classification scheme through a typological analysis interpreting the leisure activities of adolescents and adults. Noe defined leisure thus:

Leisure results from the completion of routinized tasks demanded by all societal institutions to maintain maximum consensus and order... Just as suicide follows in aftermath of disorganization, (Durkheim) leisure follows in the realization of organization.\(^{60}\)

Noe classified social structure elements into structural-functional

\(^{58}\)Burdge, "Occupational Prestige," p. 262.


categories of leisure activities and these are power, norms, autonomy, and differentiation. These categories were identifiable cross-culturally.

A paradigm of leisure types was constructed including work-leisure, recreation-leisure, and cultural-leisure. The intention of the paradigm typology was to link attitudes directly to behavior patterns, almost as if the two were indistinguishable from one another.

A study completed by Witt and Bishop delineated a situation-response model of leisure behavior that included five 'need' theories of leisure behavior—surplus energy, relaxation, catharsis, compensation, and task-generalization. The five 'need' theories were shown to be alternative attitudinal postures characterizing certain types of leisure behaviors. The theory correlated the 'needs' as predictive of leisure behavior. The interrelationship between attitudes and behavior as described by Remmers in his definition of attitude was closely aligned with the theory in the Witt-Bishop study. Leisure behavior was coterminous with the psychological needs as outlined.

Several theses and dissertations have been completed on the relationships of leisure (attitudes and behavior) to sociological and economic variables. Ross described correlates between certain social factors and their influence on the recreational behavior of students. Family income and father's education were the strongest affective

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62 See page 19 in this chapter for Remmers definition of attitude.
variables. The least important affective variables were the college attended by the student and the age of the student as a freshman.\textsuperscript{63}

Jones researched the relationship between leisure choices and academic achievement. Results showed that low achievers were not attracted to school activity programs. Students' leisure behavior and interests were highly influenced by television, cars, and peer groups.\textsuperscript{64}

Gardner researched industry and industrial recreation programs. His work disclosed that there was a positive attitude held by industrial workers toward the value of industrial recreation. However, these attitudes varied between the program participants and the program non-participants on three points--age of employee, proximity of home to work place, and union membership.\textsuperscript{65}

Lowery analyzed differences between personal values and leisure behavior. Three sets of data were analyzed--demographic data, personal value data, and leisure behavior data. Lowrey concluded that there was no significant relationship between the three data sets. However, he did note that a need for refinement of the data and the measurement instruments was apparent.\textsuperscript{66}


Attitude Dimensions of Leisure

Neulinger and others have identified dimensions in the leisure domain which characterize a person's belief system. Their completed work has been responsible in part for laying the groundwork for further applications of research on leisure attitudes in relationship to other social variables. Neulinger and others described themselves as researchers who are concerned with determining what leisure means to different people rather than establishing a definitive meaning for the concept. The aim of their work is to relate a person's total personality system and general orientation to life to their leisure attitudes.

The questionnaire used by Neulinger and his associates was developed at the City College of the City University of New York. Form 0769 was a result of the following developmental stages: Form 667-1: A Survey on Leisure; Form 1067-2: The Ranking of Leisure Activities; and Form 0368: A Study of Leisure (first draft). The preliminary questionnaires were used to refine the writing of questions in the leisure domain; to identify the categories a person might personally prefer to use when asked to sort leisure activities; and to set forth a first draft of the questionnaire. The final questionnaire related to the basic leisure attitude dimensions derived through a factor analysis.

70 See Appendix I for a copy of "A Study of Leisure" (Form 0769).
process. It was designed to measure an individual's attitudes on the following five factor dimensions: (1) affinity for leisure, (2) society's role in leisure planning, (3) self-definition through work or leisure, (4) amount of leisure perceived, and (5) amount of work or vacation desired.

The questionnaire also included nine paragraphs that subjects were asked to rank. The nine paragraphs were designed to indicate 'press' in the following order: "order, autonomy, sentience, understanding, achievement, sex, affiliation, nurturance, and activity." Press has been described as what an object can do for or to the subject and the power it has to affect the well-being of the subject.

Additionally, the questionnaire included a work and leisure semantic differential test. Each profile—one each for work and leisure—was composed of sixteen adjective pairs.

Finally, background information questions were asked, and a section on sex attitudes was included. The rationale for the sex questions was that leisure attitudes were considered part of a person's value system, therefore an investigation into the relationship of leisure and sex was appropriate. The background information section included questions on age, income, occupation and profession, sex, marital status,

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71 Neulinger, Psychology, pp. 53-55.
72 Neulinger, Psychology, p. 56.
74 Neulinger, Psychology, p. 56.
75 Neulinger, Psychology, p. 56.
race, religious preference, health status, sleep behavior patterns, and number of brothers and sisters of the respondent as well as position in the order.

The questionnaire has been applied several times and a norm group has been formulated by Neulinger and others.

The sample consisted of 335 adults working full time, 198 males and 137 females, ranging in age from eighteen to sixty-eight, with a mean age of thirty-five. Thirty-six percent of the respondents were Jewish, 26 percent Catholic, 15 percent Protestant. Eighteen percent reported no religious preference. Respondents were predominantly white (90%), the majority married, and their educational level quite high (median category 'some college'), although all levels were presented. Reported average family income was equally high: in the $11,000 to $13,000 bracket. Eighty-nine percent of the respondents were born in the United States. The spectrum of occupations was very broad and included the professions, business, industry and the trades.

Jackson applied the Neulinger-Breit instrument combined with the Kluckhohn-Strodbeck Theory of Values to consider the variables of socioeconomic status and ethnic background in relationship to leisure attitudes and values. Four groupings characterized his sample: 20 Anglo teachers, 20 Mexican-American teachers, 20 Anglo custodians, and 20 Mexican-American custodians. The Mexican-American subjects represented ethnic background and the teacher/custodian categories represented socioeconomic status. Jackson reported that as value orientations vary in the bicultural setting, the leisure attitudes characterizing the subgroups also vary.

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76 Neulinger and Breit, "Replication Study," p. 108.

The studies reported herein have indicated a growing interest revolving about the concept of leisure. The reported research, while contributing to a more thorough understanding of leisure, also has identified a need for refinement in methodology, has recognized that standard and accepted measurement instruments must be developed, and has determined that clear definitions of key concepts (attitude, leisure, etc.) are lacking.
CHAPTER III

PROCEDURE

Review of the Problem

The focus of this study was to survey the leisure attitudes of married women randomly selected from the female population of Missoula, Montana. The specific purpose was to compare the leisure attitudes of married working and married non-working women. In addition, the total sample plus two subgroups (married working women and married non-working women) were each compared to a norm group.

The problem involved identification of leisure attitudes of the sample through administration of a leisure attitudes questionnaire—"A Study of Leisure." Hypotheses were tested for significant differences between the sample and the norm group, between subgroups and the norm group, and between subgroups.

Selection of the Subjects

A sample consisting of a stratified random selection of married working and married non-working women was chosen from the female population of Missoula, Montana. The 1975 Missoula City Directory was utilized to obtain a list of prospective subjects. Then, a table of

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1The 1975 Missoula City Directory (Kansas City, Missouri: R. L. Polk and Company, Publishers), Department II in the publication includes an alphabetical listing of all adults age eighteen and older--name, marital status, occupation, and address--and all businesses.
random numbers was applied for obtaining a page number in the Directory. Another set of random numbers was applied to obtain an entry number on each selected page. Through this process a list of 244 prospective subjects was selected.

Collection of Data

From the compiled list of 244 prospective subjects, phone numbers were obtained and a phone contact was initiated. The purpose of the phone contact was to ask the prospective subject if she was interested in becoming involved with the study and if she was willing to complete and return the questionnaire. Ninety-two questionnaires were distributed as a result of the phone contact process. Forty-four questionnaires were distributed to married non-working women and forty-eight to married working women. A return postage paid envelope was provided. Subjects were requested to complete the questionnaire and return it within twenty-four hours, and a two week return time limit was established. Beyond two weeks after distribution, returned questionnaires were not utilized. No follow-up phone contacts were made.

2 William M. Meredith, Basic Mathematical and Statistical Tables for Psychology and Education (San Francisco, California: McGraw-Hill Book Company, 1967), p. 315. The table on page 315 was used. The first column was coded with a '0' before each of the 25 numbers, the second with a '1' before each of the 25 numbers, and so on to column 5 which had a '4' placed before each of the 25 numbers. Row number one and row number five were used to obtain the page numbers in the City Directory, Department II, pp. 1-489.

3 Meredith, Tables, p. 315. The remainder of the rows on page 315 were used for the entry numbers. Repeated applications were made to each page until an application yielded a married woman working or non-working.

4 See Appendix II for sample of the phone contact discussion.

5 See Appendix II for sample of the cover letter that accompanied each distributed questionnaire.
Instrumentation

The instrument used in the study to determine leisure attitudes of the sample was the Neulinger-Breit leisure attitudes questionnaire—"A Study of Leisure." The questionnaire measured five factor dimensions in the leisure domain: (1) affinity for leisure, (2) society's role in leisure planning, (3) self-definition through leisure or work, (4) amount of perceived leisure, and (5) amount of work or vacation desired. The five factor dimensions were obtained through a factor analysis of thirty-two variables and 335 subjects. The principle component method and a Varimax rotation was used.6

Treatment of the Data

Data from the usable questionnaires was coded according to instructions outlined by Neulinger.7 The coded data was then key punched onto IBM cards. The University of Montana Computer Center was utilized to compute factor scores for each of the subjects on each of the five factor dimensions.

The five factor dimensions were derived through a factor analysis using the principle component method and a Varimax rotation. Through the factor analysis of thirty-two variables and 335 subjects, a computer program was established which identified factor scores for new data on the basis of the factor loadings, means and standard

6Neulinger, Psychology, p. 181.

7Neulinger, Psychology, pp. 181-182.
deviations of a norm group. The factor scores for the total sample were obtained by introducing the generated raw data to the computer program. 8

The scores for the two subgroups and the total sample were treated to obtain the mean factor scores on each of the five dimensions. A t-test was applied to the following groups to test each of the hypotheses of the study:

(1) The total sample of married women and the norm group.
(2) Married working women and the norm group.
(3) Married non-working women and the norm group.
(4) The married working and married non-working female subgroups.

A t-ratio was computed by subtracting the mean factor score of the total sample (also the MW and MWW subgroups) from the mean factor score of the norm group and dividing by the standard deviation of the norm group. A t-test at the .05 significance level was used in the decision making process for Hypothesis I through Hypothesis IV.

8 Dr. Neulinger, of The City College of the City University of New York, exchanged a copy of the computer program which computes factor scores. In exchange for the program a duplicate deck of the raw data cards generated from the present study was sent to Dr. Neulinger.
CHAPTER IV

ANALYSIS OF DATA

Description of the Population in the Study

Seventy-one questionnaires were returned (seventy-seven per cent) and sixty-two were usable in the study. Eight were not used because of response errors that made coding impossible and one was from a widowed subject for whom there was no category.

The Married Working Female Sample

Thirty-two returned questionnaires from married working women were used for the married working female subgroup (MW). The mean age of the married working female subgroup was forty years old. The majority (fifty-five per cent) were Protestant. The group's educational level was above average with a median category of 'some college.' The majority of the subjects had a total family income that was above $10,000 with the median bracket at $15,000-$20,000. Sixty-four per cent were working full-time, twenty-seven per cent were working part-time, three per cent were unemployed and six per cent were laid off or on strike. A range of occupations was represented: secretaries, bookkeepers, teachers, office workers, sales, health professions, the arts, and service workers.

The majority claimed either good or excellent health and also good or excellent sleeping habits. The mean family size that this subgroup came from was 3.85 children per family and the median category was four children.
The Married Non-working Female Subgroup

Twenty-nine returned questionnaires from married non-working women were used for the married non-working female subgroup (MW). The mean age of the married non-working female subgroup was thirty-seven years old. The majority (sixty-nine per cent) were Protestant. The educational level was above average with a median category of 'some college.' The majority of the subjects had family incomes which were above $10,000. The median category for income was the $11,000-$13,000 bracket. One hundred per cent were housewives. The majority claimed good or excellent health and also that their sleep was either good or excellent. The mean family size that this subgroup came from was 3.65 children per family with the median category at four children. A summary of the background information for the MW and MW subgroups is provided in Table 1.

Factor Dimension Scores

Factor scores were computed for each subject on each of the five factor dimensions. The range of scores on affinity for leisure (Factor I) was -0.79 to 0.39 for the MW subgroup and -1.05 to 0.59 for the MW subgroup. The range of scores on society's role in leisure planning (Factor II) was -0.71 to 0.89 for the MW subgroup and -0.45 to 0.89 for the MW subgroup. The range of scores on self-definition through work or leisure (Factor III) was -0.69 to 0.51 for the MW subgroup and -0.87 to 0.50 for the MW subgroup. The range of scores on amount of perceived leisure (Factor IV) was -0.57 to 1.47 for the MW subgroup and -0.50 to 0.86 for the MW subgroup. The range of scores on amount of work or vacation desired (Factor V) was -1.94 to 0.54 for the MW subgroup and 0.01 to 0.54 for the MW subgroup. Tables 2 and 3 summarize the factor scores for each subject on each of the five factor dimensions.
TABLE 1
BACKGROUND INFORMATION SUMMARY

<table>
<thead>
<tr>
<th>Category</th>
<th>MW (N = 32)</th>
<th>MW (N = 29)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Age (years)</td>
<td>39.78</td>
<td>37.36</td>
</tr>
<tr>
<td>Range</td>
<td>22-59</td>
<td>21-77</td>
</tr>
<tr>
<td>Religious Preference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protestant</td>
<td>55%</td>
<td>69%</td>
</tr>
<tr>
<td>Catholic</td>
<td>21%</td>
<td>10%</td>
</tr>
<tr>
<td>Jewish</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>None</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Black</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Oriental</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to 6 years</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7 - 9 years</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10 - 11 years</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>12 years</td>
<td>24%</td>
<td>35%</td>
</tr>
<tr>
<td>13 - 15 years</td>
<td>39%</td>
<td>31%</td>
</tr>
<tr>
<td>16 years</td>
<td>21%</td>
<td>10%</td>
</tr>
<tr>
<td>17 years or more</td>
<td>12%</td>
<td>17%</td>
</tr>
</tbody>
</table>

MW—Married working women subgroup.
MW—Married non-working women subgroup.
<table>
<thead>
<tr>
<th>Category</th>
<th>MW  (N = 32)</th>
<th>MW  (N = 29)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under $5,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>$5,001 - 7,000</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>$7,001 - 9,000</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>$9,001 - 11,000</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>$11,001 - 13,000</td>
<td>13%</td>
<td>30%</td>
</tr>
<tr>
<td>$13,001 - 15,000</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>$15,001 - 20,000</td>
<td>24%</td>
<td>17%</td>
</tr>
<tr>
<td>$20,001 or over</td>
<td>31%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Work Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work full-time</td>
<td>64%</td>
<td>-</td>
</tr>
<tr>
<td>Work part-time</td>
<td>27%</td>
<td>-</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3%</td>
<td>-</td>
</tr>
<tr>
<td>Student</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Laid off, or on strike</td>
<td>6%</td>
<td>-</td>
</tr>
<tr>
<td>Retired</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Housewife</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Physical Fitness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>-</td>
<td>3%</td>
</tr>
<tr>
<td>Fair</td>
<td>18%</td>
<td>7%</td>
</tr>
<tr>
<td>Good</td>
<td>43%</td>
<td>69%</td>
</tr>
<tr>
<td>Excellent</td>
<td>33%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Sleep</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>-</td>
<td>3%</td>
</tr>
<tr>
<td>Fair</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Good</td>
<td>52%</td>
<td>62%</td>
</tr>
<tr>
<td>Excellent</td>
<td>39%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Family Size</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I come from a family of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>one child</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>two children</td>
<td>12%</td>
<td>31%</td>
</tr>
<tr>
<td>three children</td>
<td>24%</td>
<td>10%</td>
</tr>
<tr>
<td>four children</td>
<td>18%</td>
<td>14%</td>
</tr>
<tr>
<td>five children</td>
<td>12%</td>
<td>3%</td>
</tr>
<tr>
<td>six children or more</td>
<td>24%</td>
<td>34%</td>
</tr>
</tbody>
</table>

MW—Married working women subgroup.

MW—Married non-working women subgroup.
### TABLE 2

FACTOR SCORES FOR THE MARRIED WORKING WOMEN SUBGROUP

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-0.38</td>
<td>-0.10</td>
<td>-0.11</td>
<td>-0.12</td>
<td>-0.01</td>
</tr>
<tr>
<td>2</td>
<td>-0.50</td>
<td>0.31</td>
<td>0.51</td>
<td>-0.12</td>
<td>0.50</td>
</tr>
<tr>
<td>3</td>
<td>-0.57</td>
<td>0.89</td>
<td>0.21</td>
<td>0.35</td>
<td>0.52</td>
</tr>
<tr>
<td>4</td>
<td>-0.35</td>
<td>0.66</td>
<td>-0.33</td>
<td>0.15</td>
<td>0.08</td>
</tr>
<tr>
<td>5</td>
<td>-0.68</td>
<td>0.39</td>
<td>-0.41</td>
<td>-0.04</td>
<td>0.08</td>
</tr>
<tr>
<td>6</td>
<td>-0.18</td>
<td>0.66</td>
<td>0.03</td>
<td>0.19</td>
<td>0.25</td>
</tr>
<tr>
<td>7</td>
<td>-0.70</td>
<td>-0.21</td>
<td>0.31</td>
<td>0.08</td>
<td>0.29</td>
</tr>
<tr>
<td>8</td>
<td>0.37</td>
<td>0.49</td>
<td>0.46</td>
<td>-0.17</td>
<td>-0.39</td>
</tr>
<tr>
<td>9</td>
<td>0.11</td>
<td>0.64</td>
<td>-0.69</td>
<td>0.46</td>
<td>0.45</td>
</tr>
<tr>
<td>10</td>
<td>0.02</td>
<td>0.69</td>
<td>-0.58</td>
<td>0.43</td>
<td>0.29</td>
</tr>
<tr>
<td>11</td>
<td>0.10</td>
<td>0.16</td>
<td>-0.02</td>
<td>-0.49</td>
<td>0.45</td>
</tr>
<tr>
<td>12</td>
<td>-0.14</td>
<td>0.38</td>
<td>-0.34</td>
<td>0.44</td>
<td>0.45</td>
</tr>
<tr>
<td>13</td>
<td>-0.79</td>
<td>0.89</td>
<td>-0.10</td>
<td>0.09</td>
<td>0.45</td>
</tr>
<tr>
<td>14</td>
<td>-0.09</td>
<td>0.06</td>
<td>-0.08</td>
<td>0.08</td>
<td>0.45</td>
</tr>
<tr>
<td>15</td>
<td>-0.16</td>
<td>0.02</td>
<td>0.29</td>
<td>0.81</td>
<td>0.13</td>
</tr>
<tr>
<td>16</td>
<td>-0.83</td>
<td>0.52</td>
<td>-0.53</td>
<td>0.24</td>
<td>0.54</td>
</tr>
<tr>
<td>17</td>
<td>-0.85</td>
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<td>-0.12</td>
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<td>0.28</td>
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</tr>
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<td>-0.14</td>
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<td>-0.25</td>
<td>0.27</td>
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<td>21</td>
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<td>-0.48</td>
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<td>-0.47</td>
<td>0.28</td>
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</tr>
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</tr>
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<td>-0.76</td>
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<td>0.17</td>
<td>0.45</td>
</tr>
<tr>
<td>27</td>
<td>0.11</td>
<td>0.41</td>
<td>-0.07</td>
<td>0.63</td>
<td>0.32</td>
</tr>
<tr>
<td>28</td>
<td>-0.63</td>
<td>0.64</td>
<td>-0.54</td>
<td>-0.33</td>
<td>0.32</td>
</tr>
<tr>
<td>29</td>
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<td>0.19</td>
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<td>1.45</td>
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<td>1.47</td>
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<td>0.69</td>
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<td>33</td>
<td>-0.75</td>
<td>0.69</td>
<td>-0.41</td>
<td>1.12</td>
<td>0.48</td>
</tr>
</tbody>
</table>

I. Affinity for leisure  
II. Society's role in leisure planning  
III. Self-definition through work or leisure  
IV. Amount of perceived leisure  
V. Amount of work or vacation desired
TABLE 3
FACTOR SCORES FOR THE MARRIED NON-WORKING WOMEN SUBGROUP

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>-0.33</td>
<td>-0.32</td>
<td>0.16</td>
<td>0.29</td>
<td>0.45</td>
</tr>
<tr>
<td>51</td>
<td>0.30</td>
<td>-0.35</td>
<td>0.27</td>
<td>-0.16</td>
<td>0.08</td>
</tr>
<tr>
<td>52</td>
<td>-0.89</td>
<td>0.51</td>
<td>0.41</td>
<td>-0.42</td>
<td>0.32</td>
</tr>
<tr>
<td>53</td>
<td>-0.25</td>
<td>0.63</td>
<td>0.34</td>
<td>0.00</td>
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</tr>
<tr>
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<td>0.49</td>
<td>0.54</td>
<td>0.42</td>
<td>0.21</td>
<td>0.48</td>
</tr>
<tr>
<td>55</td>
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<td>0.55</td>
<td>-0.87</td>
<td>0.86</td>
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</tr>
<tr>
<td>56</td>
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<td>-0.23</td>
<td>0.01</td>
<td>0.50</td>
</tr>
<tr>
<td>57</td>
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<td>0.89</td>
<td>0.21</td>
<td>-0.06</td>
<td>0.50</td>
</tr>
<tr>
<td>58</td>
<td>-0.95</td>
<td>0.25</td>
<td>-0.03</td>
<td>-0.36</td>
<td>0.14</td>
</tr>
<tr>
<td>59</td>
<td>-0.51</td>
<td>0.89</td>
<td>-0.00</td>
<td>-0.50</td>
<td>0.32</td>
</tr>
<tr>
<td>60</td>
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<td>-0.32</td>
<td>-0.23</td>
<td>0.52</td>
</tr>
<tr>
<td>61</td>
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<td>-0.10</td>
<td>0.09</td>
<td>0.09</td>
<td>0.15</td>
</tr>
<tr>
<td>62</td>
<td>0.59</td>
<td>-0.45</td>
<td>-0.47</td>
<td>0.22</td>
<td>0.45</td>
</tr>
<tr>
<td>63</td>
<td>-0.82</td>
<td>0.09</td>
<td>-0.46</td>
<td>0.25</td>
<td>0.45</td>
</tr>
<tr>
<td>64</td>
<td>-0.85</td>
<td>0.52</td>
<td>-0.31</td>
<td>0.00</td>
<td>0.36</td>
</tr>
<tr>
<td>65</td>
<td>-0.35</td>
<td>0.52</td>
<td>0.27</td>
<td>0.04</td>
<td>0.45</td>
</tr>
<tr>
<td>66</td>
<td>-0.68</td>
<td>-0.32</td>
<td>-0.46</td>
<td>0.40</td>
<td>0.50</td>
</tr>
<tr>
<td>67</td>
<td>-0.89</td>
<td>-0.22</td>
<td>-0.36</td>
<td>0.17</td>
<td>0.45</td>
</tr>
<tr>
<td>68</td>
<td>-0.88</td>
<td>-0.50</td>
<td>-0.01</td>
<td>0.30</td>
<td>0.45</td>
</tr>
<tr>
<td>69</td>
<td>-1.05</td>
<td>0.76</td>
<td>-0.53</td>
<td>-0.33</td>
<td>0.50</td>
</tr>
<tr>
<td>70</td>
<td>-0.59</td>
<td>0.89</td>
<td>0.16</td>
<td>-0.23</td>
<td>0.45</td>
</tr>
<tr>
<td>71</td>
<td>0.48</td>
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<td>0.30</td>
<td>0.43</td>
<td>0.11</td>
</tr>
<tr>
<td>72</td>
<td>-0.36</td>
<td>-0.23</td>
<td>0.50</td>
<td>0.51</td>
<td>0.01</td>
</tr>
<tr>
<td>73</td>
<td>-0.34</td>
<td>-0.08</td>
<td>0.05</td>
<td>0.18</td>
<td>0.50</td>
</tr>
<tr>
<td>74</td>
<td>-0.62</td>
<td>0.18</td>
<td>-0.37</td>
<td>0.16</td>
<td>0.45</td>
</tr>
<tr>
<td>75</td>
<td>-0.94</td>
<td>-0.02</td>
<td>-0.42</td>
<td>-0.10</td>
<td>0.08</td>
</tr>
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<td>76</td>
<td>-0.04</td>
<td>0.79</td>
<td>-0.04</td>
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<tr>
<td>77</td>
<td>-0.67</td>
<td>0.28</td>
<td>-0.04</td>
<td>0.12</td>
<td>0.50</td>
</tr>
<tr>
<td>78</td>
<td>-0.76</td>
<td>-0.06</td>
<td>0.04</td>
<td>-0.10</td>
<td>0.54</td>
</tr>
</tbody>
</table>

I. Affinity for leisure
II. Society's role in leisure planning
III. Self-definition through work or leisure
IV. Amount of perceived leisure
V. Amount of work or vacation desired
The factor scores for each subgroup and the total sample were treated to obtain mean factor scores on each of the five dimensions. On Factor I the mean factor scores for the MW subgroup (-.363), the MW subgroup (-.413) and the total sample (-.388) were all negative, thus indicating a position below the norm group's (.00). On Factor II the mean factor scores for the MW subgroup (.329), the MW subgroup (.178) and the total sample (.254) were all positive, thus indicating a position above the norm group's (.00). On Factor III the mean factor scores for the MW subgroup (-.115), the MW subgroup (-.052) and the total sample (-.084) were all negative, thus indicating a position below the norm group's (.00). On Factor IV the mean factor scores for the MW subgroup (.098), the MW subgroup (.053) and the total sample (.076) were all positive, thus indicating a position above the norm group's (.06). On Factor V the mean factor scores for the MW subgroup (.314), the MW subgroup (.338) and the total sample (.326) were all positive, thus indicating a position above the norm group's (.00). Table 4 summarizes the mean factor scores for all groups.¹

The Leisure Attitudes of Married Women and the Norm Group

Hypothesis I involved a comparison of the leisure attitudes of the total married female sample ($S_t$) with the norm group, and was stated as follows:

The leisure attitudes identified with the married female sample do not vary significantly from those associated with the norm.

¹Neulinger, Psychology, p. 88, Table XII provided the mean factor scores and standard deviations for the norm group.
<table>
<thead>
<tr>
<th>Factor Dimensions</th>
<th>MW</th>
<th>MW−</th>
<th>St</th>
<th>N_n</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affinity for leisure</td>
<td>-.363</td>
<td>-.413</td>
<td>-.388</td>
<td>.00</td>
<td>.55</td>
</tr>
<tr>
<td>Society's role in leisure planning</td>
<td>.329</td>
<td>.178</td>
<td>.254</td>
<td>.00</td>
<td>.41</td>
</tr>
<tr>
<td>Self-definition through work or leisure</td>
<td>-.115</td>
<td>-.052</td>
<td>-.084</td>
<td>.00</td>
<td>.42</td>
</tr>
<tr>
<td>Amount of perceived leisure</td>
<td>.098</td>
<td>.053</td>
<td>.076</td>
<td>-.06</td>
<td>.28</td>
</tr>
<tr>
<td>Amount of work or vacation desired</td>
<td>.314</td>
<td>.338</td>
<td>.326</td>
<td>.00</td>
<td>.53</td>
</tr>
</tbody>
</table>

MW—Married working women subgroup.
MW−—Married non-working women subgroup.
St—Total Sample of MW and MW.
N_n—Neulinger's Norm group.
SD—Standard deviation of Neulinger's Norm group.
The comparison explored each of the five dimensions in the leisure domain: (1) affinity for leisure, (2) society's role in leisure planning, (3) self-definition through work or leisure, (4) amount of perceived leisure, and (5) amount of work or vacation desired. T-ratios were computed for the S_t and norm group. A two-tailed t-test at the .05 significance level was calculated for each of the five dimensions. Application of the t-test to Hypothesis I indicated a failure to reject the null hypothesis for all five factor dimensions. Nevertheless, the results show some non-significant directional change. The S_t mean factor scores were slightly below that of the norm group for two of the factor dimensions. For affinity for leisure, the S_t mean factor score was -.388 and the norm's score was .00. For self-definition through work or leisure, the S_t mean factor score was -.084 and the norm's score was .00. For the remaining three factors the S_t mean factor scores were slightly higher than the norm group's. For society's role in leisure planning, the S_t mean factor score was .254 and the norm group's was .00. For amount of perceived leisure, the S_t mean factor score was .076 and the norm group's was -.06. For amount of work or vacation desired, the S_t mean factor score was .326 and the norm group's was .00. Results of t-tests for assessing the differences between means for the total sample and the norm group are shown in Table 5.

The Leisure Attitudes of the Married Working Female Subgroup and the Norm Group

Hypothesis II involved comparison of the leisure attitudes of the married working female subgroup (MW) with the norm group, and was stated as follows:
TABLE 5
RESULTS OF T-TESTS FOR ASSESSING THE DIFFERENCES BETWEEN MEANS
FOR TOTAL SAMPLE GROUP AND NORM GROUP

<table>
<thead>
<tr>
<th>Factor Dimensions</th>
<th>( S_t ) (N=62)</th>
<th>NORM (N=335)</th>
<th>T-ratio</th>
<th>Critical Value (.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affinity for leisure</td>
<td>-.388</td>
<td>.00</td>
<td>.705(^a)</td>
<td>+1.960</td>
</tr>
<tr>
<td>Society's role in leisure planning</td>
<td>.254</td>
<td>.00</td>
<td>- .620(^a)</td>
<td>+1.960</td>
</tr>
<tr>
<td>Self-definition through work or leisure</td>
<td>-.084</td>
<td>.00</td>
<td>.020(^a)</td>
<td>+1.960</td>
</tr>
<tr>
<td>Amount of perceived leisure</td>
<td>.076</td>
<td>-.06</td>
<td>-.486(^a)</td>
<td>+1.960</td>
</tr>
<tr>
<td>Amount of work or vacation desired</td>
<td>.326</td>
<td>.00</td>
<td>-.615(^a)</td>
<td>+1.960</td>
</tr>
</tbody>
</table>

\(^a\) Denotes failure to reject the null hypothesis of no difference between means at .05 level.

\( S_t \)--Total female sample group.
The leisure attitudes identified with the married working women subgroup (MW) do not vary significantly from those associated with the norm.

The comparison explored each of the five factor dimensions in the leisure domain: (1) affinity for leisure, (2) society's role in leisure planning, (3) self-definition through work or leisure, (4) amount of perceived leisure, and (5) amount of work or vacation desired. T-ratios were computed for the MW subgroup and norm group. A two-tailed t-test at the .05 significance level was applied for each of the five dimensions. Application of the t-test to Hypothesis II indicated a failure to reject the null hypothesis for all five factor dimensions. Nevertheless, the results show some non-significant directional change. The MW subgroup's mean factor scores for two of the factor dimensions were slightly below the norm's mean scores. For affinity for leisure, the MW subgroup's mean factor score was -.363 and the norm's score was .00. For self-definition through work or leisure, the MW subgroup's mean factor score was -.115 and the norm's score was .00. For the remaining three factors the MW subgroup's mean factor scores were slightly higher than that of the norm group. For society's role in leisure planning, the MW subgroup's mean factor score was .329 and the norm's score was .00. For amount of perceived leisure, the MW subgroup's score was .098 and the norm group's score was -.06. For amount of work or vacation desired, the MW subgroup's mean factor score was .314 and the norm group's score was .00. Results of t-tests for assessing the differences between means for the MW subgroup and the norm group are shown in Table 6.
<table>
<thead>
<tr>
<th>Factor Dimensions</th>
<th>MW (N=33)</th>
<th>NORM (N=335)</th>
<th>T-ratio</th>
<th>Critical Value (.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affinity for leisure</td>
<td>-.363</td>
<td>.00</td>
<td>.660&lt;sup&gt;a&lt;/sup&gt;</td>
<td>±1.960</td>
</tr>
<tr>
<td>Society's role in leisure planning</td>
<td>.329</td>
<td>.00</td>
<td>-.802&lt;sup&gt;a&lt;/sup&gt;</td>
<td>±1.960</td>
</tr>
<tr>
<td>Self-definition through work or leisure</td>
<td>-.115</td>
<td>.00</td>
<td>.280&lt;sup&gt;a&lt;/sup&gt;</td>
<td>±1.960</td>
</tr>
<tr>
<td>Amount of perceived leisure</td>
<td>.098</td>
<td>-.06</td>
<td>-.564&lt;sup&gt;a&lt;/sup&gt;</td>
<td>±1.960</td>
</tr>
<tr>
<td>Amount of work or vacation desired</td>
<td>.314</td>
<td>.00</td>
<td>-.592&lt;sup&gt;a&lt;/sup&gt;</td>
<td>±1.960</td>
</tr>
</tbody>
</table>

<sup>a</sup>Denotes failure to reject the null hypothesis of no difference between means at .05 level.

MW--Married working female subgroup.
Hypothesis III involved a comparison of the leisure attitudes of the married non-working female (MW) subgroup with the norm group, and was stated as follows:

The leisure attitudes identified with the married non-working women subgroup (MW) do not vary significantly from those associated with the norm.

The comparison explored each of the five dimensions in the leisure domain: (1) affinity for leisure, (2) society's role in leisure planning, (3) self-definition through work or leisure, (4) amount of perceived leisure, and (5) amount of work or vacation desired. T-ratios were computed for the MW subgroup and the norm group. A two-tailed t-test at the .05 significance level was applied for each of the five dimensions. Application of the t-test to Hypothesis III indicated a failure to reject the null hypothesis for all five factor dimensions. Nevertheless, the results show some non-significant directional change. For two factor dimensions the MW subgroup's mean factor scores were slightly below that of the norm group's. For affinity for leisure the MW subgroup's score was -.413 and the norm group's score was .00. For self-definition through work or leisure the MW subgroup's score was -.052 and the norm group's was .00. For the remaining three factors the MW subgroup's mean factor scores were slightly higher than the norm group's. For society's role in leisure planning the MW subgroup's score was .178 and the norm group's score was .00. For amount of perceived leisure, the MW subgroup's score was .053 and the norm group's was -.06. For

---

2 The critical value was adjusted for a sample size of N=29 for the MW subgroup (n-1=28, degrees of freedom).
amount of work or vacation desired, the M subgroup's score was .338 and the norm group's score was .00. Results of t-tests for assessing the differences between means for the M subgroup and the norm group are shown in Table 7.

The Leisure Attitudes of the Married Working and the Married Non-working Female Subgroups

Hypothesis IV involved a comparison of the leisure attitudes of the married working female (MW) subgroup with the married non-working female (MN) subgroup, and was stated as follows:

The leisure attitudes identified with the married working women (MW) do not vary significantly from those associated with the married non-working women (MW).

The comparison explored each of the five dimensions in the leisure domain: (1) affinity for leisure, (2) society's role in leisure planning, (3) self-definition through work or leisure, (4) amount of perceived leisure, and (5) amount of work or vacation desired. T-ratios were computed for the MW and the MN subgroups. A two-tailed t-test at the .05 significance level was applied to each of the five dimensions. Application of the t-test to Hypothesis IV indicated a failure to reject the null hypothesis for all five factor dimensions. Nevertheless, the results show some non-significant directional change. For two of the factor dimensions, the MW subgroup's mean factor scores were slightly below the MN subgroup's scores. For self-definition through work or leisure, the MW subgroup's score was -.115 and the MN subgroup's score was -.052. For amount of work or vacation desired the MW subgroup's

\[ \text{The critical value was adjusted for a sample size of } N=29 \text{ for the MN subgroup (n-1=28, degrees of freedom)}. \]
### TABLE 7
RESULTS OF T-TESTS FOR ASSESSING THE DIFFERENCES BETWEEN MEANS FOR THE MARRIED NON-WORKING SUBGROUP AND NORM GROUP

<table>
<thead>
<tr>
<th>Factor Dimensions</th>
<th>MW (N=29)</th>
<th>NORM (N=335)</th>
<th>T-ratio</th>
<th>Critical Value (.05)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affinity for leisure</td>
<td>-.413</td>
<td>.00</td>
<td>.751(^a)</td>
<td>+2.048</td>
</tr>
<tr>
<td>Society's role in leisure planning</td>
<td>.178</td>
<td>.00</td>
<td>-.434(^a)</td>
<td>+2.048</td>
</tr>
<tr>
<td>Self-definition through work or leisure</td>
<td>-.052</td>
<td>.00</td>
<td>.124(^a)</td>
<td>+2.048</td>
</tr>
<tr>
<td>Amount of perceived leisure</td>
<td>.053</td>
<td>-.06</td>
<td>-.404(^a)</td>
<td>+2.048</td>
</tr>
<tr>
<td>Amount of work or vacation desired</td>
<td>.338</td>
<td>.00</td>
<td>-.638(^a)</td>
<td>+2.048</td>
</tr>
</tbody>
</table>

\(^a\)Denotes failure to reject the null hypothesis of no difference between means at .05 level.

MW—Married non-working women subgroup.

*The critical value here represents adjustment for an N=29 for the MW subgroup.
score was .314 and the MW subgroup's score was .338. For the remaining three factor dimensions the MW subgroup's scores were above the MW subgroup's scores. For affinity for leisure, the MW subgroup's score was -.363 and the MW subgroup's score was -.413. For society's role in leisure planning, the MW subgroup's score was .329 and the MW subgroup's score was .178. For amount of perceived leisure, the MW subgroup's score was .098 and the MW subgroup's score was .053. Results of t-tests for assessing the differences between means for the married working and married non-working subgroups are shown in Table 8.
<table>
<thead>
<tr>
<th>Factor Dimensions</th>
<th>MW (N=33)</th>
<th>MW (N=29)</th>
<th>T-ratio</th>
<th>Critical Value (.05)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affinity for leisure</td>
<td>-.363</td>
<td>-.413</td>
<td>.091^</td>
<td>+2.048</td>
</tr>
<tr>
<td>Society's role in leisure planning</td>
<td>.329</td>
<td>.178</td>
<td>.368^</td>
<td>+2.048</td>
</tr>
<tr>
<td>Self-definition through work or leisure</td>
<td>-.115</td>
<td>-.052</td>
<td>-.150^</td>
<td>+2.048</td>
</tr>
<tr>
<td>Amount of perceived leisure</td>
<td>.098</td>
<td>.053</td>
<td>.161^</td>
<td>+2.048</td>
</tr>
<tr>
<td>Amount of work or vacation desired</td>
<td>.314</td>
<td>.338</td>
<td>-.045^</td>
<td>+2.048</td>
</tr>
</tbody>
</table>

^Denotes failure to reject the null hypothesis of no difference between means at .05 level.

MW—Married working women subgroup.

MW—Married non-working women subgroup.

*The critical value here represents adjustment for an N=29 for the MW subgroup.
CHAPTER V

CONCLUSIONS

Summary of Findings

The focus of this study was to explore the potential influence of work upon the leisure attitudes of married women. The Neulinger-Breit questionnaire—"A Study of Leisure"—was used to assess the leisure attitudes of sixty-two respondents and thus determine concepts of leisure for two different respondent groups. Also, the two subgroups and the total sample were compared to a norm group.¹

The leisure attitudes of the total female sample and the norm group (H₀ I) were explored for each of the five factor dimensions: (1) affinity for leisure, (2) society's role in leisure planning, (3) self-definition through work or leisure, (4) amount of perceived leisure, and (5) amount of work or vacation desired. The results indicated a failure to reject the null hypothesis for each of the five factor dimensions at the .05 significance level, thereby implying that there was no significant difference in the leisure conceptualization between the married female sample and the norm group.

Similarly, the married working female subgroup was compared to the norm group (H₀ II). The results again indicated a failure to reject the null hypothesis for each of the five factor dimensions, thereby

¹See Neulinger, *Psychology*, p. 57 for description of norm.
implying that the married working women did not vary significantly from
the norm in their leisure attitudes.

The married non-working female subgroup was compared to the norm
group \( (H_0 \text{ III}) \). The results again indicated a failure to reject the
null hypothesis for each of the five factor dimensions. The implication
was that married non-working women did not vary significantly from the
norm in their leisure attitudes.

Finally, the married working and married non-working female
subgroups were compared \( (H_0 \text{ IV}) \). The results indicated a failure to
reject the null hypothesis for each of the five factor dimensions. The
implication was that married working women did not vary significantly
from married non-working women in their leisure attitudes.

Discussion

The married working subgroup, the married non-working subgroup
and the total sample were not significantly different from the norm
group in their leisure attitudes. Nor were the subgroups different
from each other. Rather than discussing each hypothesis separately,
each of the five dimensions as they relate to the hypotheses has been
presented. For each of the hypotheses non-significant directional
changes were apparent and these are included in the discussion of the
five factor dimensions.

Affinity for Leisure (I)

This factor referred to a person's attitudes toward leisure-
centered living. A person's involvement and value orientation with the
Protestant work ethic is also reflected in this factor. Both female
subgroups indicated a position slightly below the norm group's position
for this dimension. The norm group indicated a slight desire for a 'life of leisure' and a tendency to not want their children to live a life of leisure. A firm orientation toward the Protestant work ethic appears evident for each subgroup because both subgroups indicated that they would be able to live a life of leisure for less than one year. The married non-working subgroup was stronger in their tendencies than the married working subgroup, and neither group wanted a life of leisure for their children. All groups expressed a sense of guilt toward having too much leisure or a life of leisure.²

Society's Role in Leisure Planning (II)

The position of the norm group on this factor indicated that they view society as having a definite role in leisure planning. Both subgroups' responses reflected a position slightly above the norm group's and which indicated a stronger feeling for society's involvement. The married non-working women were slightly stronger than the married working women in their attitudes.³

Self-definition Through Work or Leisure (III)

This factor reflected a person's attitude toward the importance of work and leisure and whether a person defined himself through his work or his leisure. The norm group's position was that work is more important for realizing their ambitions. However, there was a preference to talk a little more about leisure and free time than work. Both

²Neulinger, Psychology, pp. 57 and 88.
³Neulinger, Psychology, pp. 57 and 88.
subgroups reflected a position below the norm which inferred that they were leaning toward being undecided about whether work or leisure is more important in self-definition. The married working subgroup was stronger in this tendency than the married non-working subgroup. It was anticipated that working women would hold a stronger sense of self-definition through their leisure due to the growing assumption that the modern job is unfulfilling. The tendency was there but not significantly. 4

**Amount of Perceived Leisure (IV)**

For this factor the norm group expressed a desire for more leisure and indicated that presently there was not enough leisure in their lives. They indicated that there was always something to do in their leisure and that finding something to do was never a problem. Both the subgroups supported this position with slightly more emphasis. Both groups felt that they could use more leisure time and neither felt that their free time was used as killing time. 5

**Amount of Work or Vacation Desired (V)**

Reflected in this factor is a person's work ethic. The norm group reflected a strong work orientation and both subgroups supported the same position. The subgroups were slightly stronger in their attitudes toward work. There was a desire for the four-day work week. However, only seven to eight vacation weeks per year were desired. 6

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5 Neulinger, *Psychology*, pp. 60 and 90.
6 Neulinger, *Psychology*, pp. 60 and 90.
Conclusions

1. The findings supported the hypothesis that there are no significant differences between the leisure attitudes of the married female sample and the norm group for each of the five factor dimensions.

2. The findings supported the hypothesis that there are no significant differences between the leisure attitudes of the married working subgroup and the norm group for each of the five factor dimensions.

3. The findings supported the hypothesis that there are no significant differences between the leisure attitudes of the married non-working subgroup and the norm group for each of the five factor dimensions.

4. The findings supported the hypothesis that there are no significant differences between the leisure attitudes of the married working subgroup and the married non-working subgroup for each of the five factor dimensions.

Suggestions for Further Study

The results of the study suggest that there are no significant differences in the leisure attitudes of married women when using work as a moderating variable. Clearly, more needs to be known about the leisure attitudes and behaviors of women and female subgroups in the population. Areas for further application might include a comparison of the different occupational groups in which women participate. Further stratification of women according to years of marriage, presence of children in the home, age, income, are variables that could be investigated. The present study represents only an exploration of the female population utilizing socio-economic variables.
A study assessing the leisure attitudes of various age groups in the general population possibly would yield information regarding formation of work and leisure attitudes in the maturation process. This information could be used directly in the planning for, and the implementation of, leisure education.

Finally, refinement of the instrument is an area that needs emphasis. With the standard deviations as large as those of the norm group, more subtle differences or variances between subgroups may be left undisclosed. Through refinement of the instrument, possibly these subtle differences could be more fruitfully explored.
SELECTED BIBLIOGRAPHY
SELECTED BIBLIOGRAPHY

Books


**Articles in Journals and Magazines**


Unpublished Materials


APPENDIX I

"A STUDY OF LEISURE"

Form 0769
A STUDY OF LEISURE

Within the framework of a program of leisure research, conducted at The City College of The City University of New York, we are making a survey related to issues of leisure and work. We are asking for your cooperation in this study.

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

This questionnaire is a long one; there are many questions and some of these may seem personal and inquisitive. However, you are guaranteed complete confidentiality and anonymity.* Your questionnaire will be identified by a number only and nobody, not even the staff of the project, will know who the person is who completed a questionnaire.

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

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

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

Your cooperation and patience in completing this questionnaire are very much appreciated.

*If you would like to cooperate in further studies, put your name and address on this form so that we can contact you at a later date. Of course, all information will still be kept confidential and your data will be identified by a number only.
(1) Below are listed a number of free time activities. Using the scale values given, indicate what in your opinion society's position regarding these activities should be.

<table>
<thead>
<tr>
<th>This activity should be:</th>
<th>SCALE VALUES</th>
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<tbody>
<tr>
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<tr>
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<td>neither encouraged nor discouraged</td>
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<td>strongly discouraged</td>
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<tr>
<td>very strongly discouraged</td>
<td>1</td>
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FREE TIME ACTIVITIES:

- a- activities emphasizing mental endeavors such as studying, taking adult education courses, etc. ........... ____ (1)
- b- activities involving the taking of habit forming drugs. ......................... ____ (2)
- c- activities that consist basically of doing nothing, being idle, "hanging around," etc. ......................... ____ (3)
- d- activities involving active participation in social affairs, such as volunteer work, club activities, etc. ____ (4)
- e- activities involving creative and/or artistic efforts, such as writing, painting, or playing an instrument. ____ (5)
- f- activities involving the consumption of alcohol. ...... ____ (6)
- g- activities involving productive efforts, such as certain hobbies like woodworking, leather tooling, sewing, etc. ____ (7)
- h- activities involving physical exercise, such as sports and calisthenics, hunting and fishing, or just walking. ____ (8)

(2) Given the most ideal conditions of any society you can think of, how many weeks of vacation should a person get who has been employed by a company for 10 years? Number of weeks ____ (9,10)

(3) How many weeks of vacation per year would you like to have? Number of weeks ____ (11,12)

(4) How many days per week would you want to spend working for a living? Number of days ____ (13)
(5) Given the present state of our society, what should be the work week, that is, how many days per week should be spent working for a living?

Number of days ____ (14)

(6) Given a five-day work week, how many hours per day would you want to work for a living?

Number of hours ____ (15,16)

(7) Below are listed a number of statements. Indicate your own position on each of these by using the number of the label which comes closest to your opinion.

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<th>LABELS</th>
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<tbody>
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<td>7 ...... I agree very strongly</td>
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<tr>
<td>6 ...... I agree strongly</td>
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<tr>
<td>5 ...... I agree moderately</td>
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<tr>
<td>4 ...... I am undecided, uncertain or don't know</td>
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<tr>
<td>3 ...... I disagree moderately</td>
</tr>
<tr>
<td>2 ...... I disagree strongly</td>
</tr>
<tr>
<td>1 ...... I disagree very strongly</td>
</tr>
</tbody>
</table>

a- My personal ambitions can be more fully realized on the job than in my free time. ............ ____ (17)
b- Very little of my free time is actually leisure ............ ____ (18)
c- I would prefer to be famous for something I had done on my job (like an invention) rather than for something I had done in my free time (like crossing the ocean in a rowboat) ____ (19)
d- I always seem to have more things to do than I have time for. ........ ____ (20)
e- It is more important for me to be good at my free time activities than at my work activities. ............ ____ (21)
f- I have enough leisure. ........................................... ____ (22)
g- My leisure activities are more satisfying to me than my work. ............ ____ (23)
h- I would like to have more free time than I have now. .... ____ (24)
i- My leisure activities express my talents and capabilities better than does my job. ............ ____ (25)
(8) In our society nearly everybody works. Now, assume that you were given the chance to live a life of complete leisure, never again having to work for a living. Indicate on the scales below how you think you might feel about certain aspects of such a life.

a- How much would you like to lead such a "life of leisure"?

__________________________' ________________________________' ________________________________' ________________________________' ________________________________'
Not at all probably uncertain would like it extremely would be all dislike it like it very much so the fulfillment of my greatest dreams

b- How long could you "stand" such a life?

__________________________' ________________________________' ________________________________' ________________________________' ________________________________'
For a half a year a two years ten for or less

(9) How much of your free time activities could be called "killing time"?
Indicate your estimate on the scale below:

__________________________' ________________________________' ________________________________' ________________________________' ________________________________' ________________________________' ________________________________'
None 10 20 30 40 50 60 70 80 90 All

(10) Place a check next to the statement below that best describes the society in which you would want your children to live in.

a society where everyone has a life of leisure
a society where the emphasis is on leisure
a society where the life of work and leisure are balanced
a society where the emphasis is on work
a society where everyone has a life of work
(11) If you were to divide your time into two parts: one work time and the other free time -- how much time would you want for each?

Let the bar below represent your time. Draw a line dividing the bar according to the way you would divide your time between work time and free time. Label the work part "W" and the free time part "P".

(38,39)

(12) Below are seven statements which describe different positions society could take regarding a person's free time. First, read all statements and then indicate by a check mark the one statement with which you agree most.

___ society should prohibit certain free time activities and prescribe certain others
___ society should prohibit certain free time activities
___ society should encourage certain free time activities and discourage certain others
___ society should discourage certain free time activities
___ society should encourage certain free time activities
___ society should make available information about free time activities but not actively encourage or discourage what a person does in his free time
___ what a person does in his free time is none of society's concern

(40)

(13) Check the statement below which best describes you:

___ my leisure time is always filled with thousands of things I want to do
___ I usually have no trouble finding things to do during my leisure time
___ I sometimes do not know what to do in my leisure time
___ I usually do not know what to do in my leisure time
___ I sometimes feel quite bored during my leisure time
___ I usually feel quite bored during my leisure time
___ I always feel quite bored during my leisure time

(41)
(14) Below are nine paragraphs each describing a particular kind of free time activity.

First, read all nine paragraphs.

Then, rank them in order of your preference, from 1 to 9. Start by placing a 1 next to the activity you like most; then place a 9 next to the one you like least. Continue in this manner until you have ranked all paragraphs, that is, assign a 2 to the activity you like second best, and an 8 to the activity you like second least, and so on.

DO NOT USE THE SAME NUMBER FOR MORE THAN ONE PARAGRAPH!

FREE TIME ACTIVITIES

a- This activity gives you a chance to organize and arrange things. It demands precision and neatness. It requires a sense of planning, order and forethought. ___ (4)

b- This activity allows you to do as you please regardless of rules or conventions. It provides for adventure, change and independence, involving a minimum of rules. ___ (4)

c- This activity provides for the enjoyment of aesthetic feelings and of sensuous impressions. It may involve the enjoyment of one or more of the arts, and indulging in sensory pleasures and feelings. ___ (4)

d- This activity involves reflection, thinking, analyzing and asking questions. It involves seeking scientific and philosophic truth and an understanding of life. ___ (4)

e- This activity enables you to tackle a difficult task and to achieve high standards. It offers recognition for your accomplishments. It involves determination and the will to succeed. ___ (4)

f- This activity involves forming and furthering sexual relationships. It involves the enjoyment of feelings of love. It provides the opportunity for attracting others and flirting. ___ (4)

g- This activity gives you a chance to be with others and meet new people. It provides the opportunity for cooperation with others and engaging with them in common activities. ___ (4)

h- This activity gives you an opportunity to help others who are in need and to protect and support them. It may involve being with children or taking care of animals. ___ (4)

i- This activity gives you a chance to be "on the go." It relieves the feeling of listlessness and provides for action. It keeps your mind off things because it requires your full attention. ___ (5)
(15) Below are sixteen 7-point scales each referring to a word pair. Use these scales to describe what leisure means to you.

The scale points indicate the following:

1 = extremely
2 = quite
3 = slightly
4 = neutral or unrelated
5 = slightly
6 = quite
7 = extremely

Put a check mark at that point on the scale which best describes what leisure means to you.

For example, if the word pair is
beautiful 1 3 4 5 6 7 ugly
and you feel that leisure is quite beautiful, you would check 2 on the scale; on the other hand, if you feel that leisure is extremely ugly, you would have checked 7 on the scale.

**WORD PAIRS**

**LEISURE is:**

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<th>1</th>
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interesting (51)  sociable (52)  dishonest (53)  full (54)  undesirable (55)  unnecessary (56)  powerless (57)  developing (58)  worthless (59)  meaningless (60)  active (61)  unsatisfying (62)  thick (63)  bad (64)  tiring (65)  unpleasant (66)
Now, repeat what you did on the previous page, but this time use the scales to describe what work means to you.

The scale points, as before, indicate the following:

1 = extremely
2 = quite
3 = slightly
4 = neutral or unrelated
5 = slightly
6 = quite
7 = extremely

**Work is:**

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(17) If you were to describe yourself to someone in terms of what is most important to you about yourself, how much would you talk about your work and how much would you talk about your free time activities?

**Indicate your position by a check mark on the scale below:**

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<thead>
<tr>
<th></th>
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Below are sets of statements relating to beliefs and attitudes about sex. For each set of statements indicate the one with which you agree more by placing a check mark in front of that statement.

(18) __ I feel that the main reason for having sexual relations should be to have children.
    __ I feel that having sexual relations for pleasure only is fine.
    __ I prefer not to answer this question.

(19) __ I feel that a person should engage in sexual relations only after he or she is married.
    __ I approve of pre-marital sex.
    __ I prefer not to answer this question.

(20) __ I feel that children should not be aware of the fact that their parents engage in sexual relations until the parents feel it is necessary to introduce the subject.
    __ I feel that it is all right for children of any age to be aware of the fact that their parents engage in sexual relations.
    __ I prefer not to answer this question.

(21) __ I feel that society should permit only heterosexual (male-female) relationships.
    __ I feel that society should be permissive of all types of sexual relationships.
    __ I prefer not to answer this question.

(22) __ I feel that the institution of marriage, as we know it today, should be here to stay.
    __ I feel that the institution of marriage, as we know it today, should be abolished.
    __ I prefer not to answer this question.

(23) Do you make a distinction between free time and leisure?
    ___ Yes; ___ No.

(24) If "Yes," indicate on the scale below how much of your free time you consider leisure.

    None 10% 20% 30% 40% 50% 60% 70% 80% 90% All
BACKGROUND INFORMATION

Sex: male (1)  Age: (28,29)  Religious preference: (30)
(27) female (2)

What is your occupation or profession:
(31,32)  

Race: (33)  Marital status: (34)
White (1)  single, never married (1)
Black (2)  married (2)
Oriental (3)  separated, divorced (3)
Other (4)  widowed (4)

What was the last grade you completed in school? (35)
to 6 years (1)  12 years (high school graduate) (4)
7-9 years (2)  13-15 years (some college) (5)
10-11 years (3)  16 years (college graduate) (6)
17 years or more (graduate work) (7)

Adding up the income from all sources, what was your total family income last year? (Under family include only those people you actually lived with) (36)
under $5,000 (1)  $11,001-13,000 (5)
$5,001-7,000 (2)  $13,001-15,000 (6)
$7,001-9,000 (3)  $15,001-20,000 (7)
$9,001-11,000 (4)  $20,001 or over (8)

What is your present work status? (37)
work full-time (1)  laid off, or on strike (5)
work part-time (2)  retired (6)
unemployed (3)  housewife (7)
student (4)  other: (8)

Country of birth: (38)  Physical fitness: (39)
U.S. (1)  poor (1)  good (3)
other (2)  fair (2)  excellent (4)

Your sleep: (40)
poor (1); fair (2); good (3); excellent (4)

Indicate your family size: (41)
I come from a family of...
one child (that is, I am an only child)
two children
three children
four children
five children
six children or more
BACKGROUND INFORMATION  
(continued)

What is your position in the family?  (42)
- First-born and/or only  (1)
- Second-born  (2)
- Third-born  (3)
- Fourth-born  (4)
- Fifth-born  (5)
- Sixth or later-born  (6)

Indicate sex of siblings:  (include yourself in this list)  (43)

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<thead>
<tr>
<th>Position</th>
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<th>Female</th>
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<tr>
<td>Oldest (and/or only)</td>
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<td>2</td>
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<tr>
<td>Second-born</td>
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<td>4</td>
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<td>Third-born</td>
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<td>10</td>
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<tr>
<td>Sixth-born</td>
<td>11</td>
<td>12</td>
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APPENDIX II

PHONE CONTACT DISCUSSION

SAMPLE COVER LETTER
FIGURE A-1
PHONE CONTACT DISCUSSION

Hello, Mrs _________?

My name is Barbara Hawkins and I am a graduate student at the University of Montana. Currently, I am involved with my master's thesis which is a study comparing the leisure attitudes of married working women and married non-working women.

Through a random selection process I have your name. I am calling you today to ask you if you would be interested in completing a questionnaire on your leisure and work attitudes, if I sent the questionnaire to you. Do you feel that you would be interested in completing the questionnaire if I sent one to you, Mrs. _________?

*(If answer is yes, then...) Thank you for your help, Mrs. _________.

The questionnaire will take no more than a half hour of your time and your identity will be kept anonymous. There will be a self-addressed stamped envelope provided for return of the questionnaire.

Again, thank-you for your help and consideration. Have a nice day, Mrs. _________.

*(If answer is no, then...) Thank you, Mrs. _________, for your honesty. Have a nice day. Good-bye.
Dear Mrs. __________________;

Thank you for your interest and participation in the following study. Through your help, research in the area of leisure attitudes is able to add to our furthering understanding of your leisure needs and interests.

Enclosed please find a copy of "A Study of Leisure." Please take time to complete the questionnaire, answering each of the questions the best you can. All your answers and your identity will be kept in complete confidence, and only the computed results will be used in the study.

I must request that you complete the questionnaire and deposit it in the mail within 24 hours of receipt. Time is of the essence for data collection and analysis in this study.

Sincerely,

Barbara Hawkins **
Graduate Student
H.P.E.R.

* Each letter was personally addressed for each individual.

** Each letter was personally signed by the researcher.