

THE MEANING AND MEASUREMENT OF LEISURE  
AS AN ASPECT OF QUALITY OF LIFE AMONG  
THE CHRONICALLY MENTALLY ILL

by

Kathleen Shank, B.S.N.


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APPROVED:

  
\_\_\_\_\_  
Florence F. Hardesty, R.N., Ph.D., Associate Professor,  
Thesis Advisor

  
\_\_\_\_\_  
Douglas A. Bigelow, Ph.D., Adjunct Assistant Professor,  
First Reader

  
\_\_\_\_\_  
Barbara J. Stewart, Ph.D., Associate Professor,  
Second Reader

  
\_\_\_\_\_  
Carol Lindeman, R.N., Ph.D., Dean, School of Nursing

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Trust in the Lord with all your heart,  
And do not lean on your own understanding.  
In all your ways acknowledge Him,  
And He will make your paths straight.

Proverbs 3:5,6

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CHAPTER I  
INTRODUCTION

Our increasingly affluent and technological society is experiencing a shift from the prime motivating force of materialism to an active concern for the human dimension of quality of life (Mankin, 1976; Wilson, 1970). This shift is reflected in an increased interest in defining quality of life as the primary indicator of mental health (Bigelow, Brodsky, Stewart, & Olson, 1982). Several mental health programs are now evaluating their treatment effectiveness by determining the program's impact upon a client's quality of life (Anthony & Farkas, 1982; Bigelow et al., 1982; McKissack, 1979). The concept of quality of life incorporates a reciprocal relationship between an individual and his environment in that personal needs are satisfied through opportunity structures within the environment, and environmental demands are met through personal performance (Bigelow et al., 1982). Measuring quality of life involves operationally defining an array of opportunity structures and performance demands, or requirements. This measurement is necessary for a better understanding of mental health and the subsequent evaluation of effectiveness of mental health programs. Legislative pressures are causing greater accountability for



program effectiveness, which in turn increases the need for better instruments of evaluation (Schulberg, 1981).

Leisure, one opportunity structure affecting the quality of life, is currently receiving attention from psychologists, psychiatrists, sociologists, economists, environmentalists, and recreationists (Allen, 1980; Bosserman, 1975; Kaplan, 1978; Mannell, 1978; Martin, 1967; Ray, 1979). The concept of leisure has been receiving this attention because of the widely accepted "problem of leisure" that is affecting the individual and society. This problem of leisure is illuminated through an examination of three dimensions of opportunity structures: time, resources, and attitudes. In the past hundred years, 22 years of leisure time have been added to each of our lives by a shortened work week, widespread automation, and a combination of early retirement and a longer life span (Allen, 1982; Hartlage, 1974; Neulinger, 1974). The average adult American currently spends 15.6% of the time at work and 34.8% at leisure (Hartlage, 1974). As time available for leisure is increasing, the resources for utilizing that time are being adversely affected by an increasing population, an increasing resource consumption, and the cost and complexity of many leisure activities (Mankin, 1976; Neulinger, 1974). Furthermore, the attitudes and values concerning leisure continue to reflect the "work ethic" and do not view leisure as an acceptable

structure for meeting primary needs (Bosserman, 1975; Hartlage, 1974; Kaplan & Bosserman, 1971).

It is the individual and societal responses to these changes in the leisure dimensions that result in the perception of leisure as a problem. Satisfying needs and performing in accordance with society's expectations maintains an individual's quality of life. An ineffective response lowers an individual's quality of life by inadequate satisfaction of needs that results in psychological distress (e.g., boredom, frustration, anxiety) or by inadequate social performance (e.g., social deviance). Therefore, leisure as an opportunity structure becomes a problem to an individual when it is not being used effectively to satisfy needs.

Individuals who characteristically have difficulty in satisfying their needs are the chronically mentally ill (Test & Stein, 1976; Turner & TenHoor, 1978). These emotionally impaired individuals frequently have inconsistent or no employment resulting in large quantities of "free time." They also lack the interest and skills to use this time in a satisfying manner (Test & Stein, 1976). The chronically mentally ill, then, have special concerns that affect their leisure experience.

The mental health professions, including psychiatric nursing, recognize the importance of assessing a client's leisure experience as a potentially dysfunctional area

(Diagnostic and Statistical Manual III, 1980; Schudy, 1978). Furthermore, psychiatric nursing uses a client's needs as a point of reference in setting priorities for nursing assessment and intervention (Schudy, 1978). Thus, a psychiatric nurse has a role in assisting clients to effectively use leisure experiences to meet their needs.

Leisure research is currently emphasizing the "experience" of leisure and its "relevance to the individual" (Ray, 1979, p. 118). The effectiveness of leisure in meeting needs must be objectively measured in order to determine the relationship of leisure experience to the quality of life (Lewko & Crandall, 1980). Instruments measuring quality of life such as Bigelow and Brodsky's Oregon Quality of Life Questionnaire do not specifically determine the needs met by different opportunity structures.

Therefore, the purpose of this study is to operationalize one specific opportunity structure, leisure, in terms of its function in need satisfaction. An instrument was developed to measure the use of leisure to meet specific needs. This study attempts to identify differences between the chronically mentally ill and the community in their use of leisure and to examine the relationship between effective use of leisure and quality of life in both populations. This study is one of a cluster of studies using the Oregon Quality of Life

Questionnaire to address various mental health research questions. The studies are designed to share the data obtained and thereby increase the size of the sample for each study.

#### REVIEW OF LITERATURE AND THEORETICAL FORMULATION

The first section of the literature review discusses the concept of quality of life and states the rationale for using the quality of life theory as a context for exploring leisure experiences. The second section describes the relationship between the theoretical framework for this study and significant nursing theories. The third section explores the literature about the concept of leisure and provides an historical perspective, discusses prevailing definitions, explores dimensions and factors influencing leisure as an opportunity structure, and outlines the common approaches to the measurement of leisure. The fourth section focuses on the population of chronically mentally ill and their particular problems with leisure. Finally, the fifth section discusses general counseling implications in regard to leisure.

#### Quality of Life

Increased emphasis upon the quality of life has resulted in many attempts to conceptually and

operationally define the term. A common description of quality of one's life is stated by Staley and Miller (1972) as enrichment of oneself and one's environment in some purposeful way through the utilization of physical and mental abilities. Beginning with this description, measuring personal and environmental enrichment becomes the task for operationally defining the quality of life. Four major national surveys have been instrumental in the development of the operationalization of quality of life as it is used in this study. The first study was conducted in 1957 by Gurin, Veroff, and Feld (1960) and attempted to survey the mental health of the nation by determining happiness and general well-being through subjective reporting of experiences of aberrant behavior, distress, and service utilization. The next major study conducted by Bradburn and Caplovitz (1969) continued to measure quality of life by general well-being, but focused upon specific areas of life such as marriage and work. Cantril (1965) developed a more substantive measurement of quality of life by placing less emphasis upon the affective states and more upon aspirations and needs. Finally, Campbell, Converse, and Rogers (1976) published the fourth major study which assessed the degree of satisfaction of an individual in 12 critical "domains" of life. These four studies advanced the quality of life concept from one of general well-being to one of satisfaction in specific

areas of life.

The conceptual framework for the measurement of quality of life as used in this study incorporates the affective state of well-being, the degree of satisfaction in particular domains of life, as well as the satisfactory performance of social roles. Bigelow et al. (1982) describe quality of life in terms of adjustment to roles that are a cluster of personal and societal expectations for performance and satisfaction in specific areas of life. Adjustment to a role is characterized by fulfilling the role expectations satisfactorily to both the individual and society. A role provides an opportunity structure for meeting personal needs and sets out performance demands for using personal abilities. This conceptual framework uses the hierarchically arranged personal needs described by Abraham Maslow (1943) of physiological, safety, affiliation, self-esteem, autonomy, and self-actualization needs. The personal abilities include all abilities in the cognitive, affective, and behavioral realms. Bigelow et al. (1982) categorize the significant roles requiring adjustment as intrapersonal roles, interpersonal roles, productivity roles, and civic roles. These roles are not mutually exclusive and an individual may be functioning in multiple roles simultaneously. Also, particular needs may be satisfied or particular abilities may be used in a variety of roles. It is the overall satisfactory

adjustment to these roles that defines a high quality of life.

Bigelow and Brodsky's conceptual framework for quality of life is consistent with much of the current literature about leisure that emphasizes leisure as an opportunity structure and a "role" through which needs can be satisfied (Allen, 1982; Kaplan, 1978; Murphy, 1974; Neulinger, 1974; Tinsley & Tinsley, 1982). For example, Weiskopf (1975) in A Guide to Recreation and Leisure states that "to be enjoyable to the individual, as well as constructive to society, leisure must provide some satisfaction to peoples' basic needs" (p. 7). Murphy (1974) claims that society is becoming more leisure-centered in that self-concept is reinforced by the activities undertaken during leisure.

Bigelow and Brodsky's quality of life theory is used for the current study as a guide for the theoretical formulation of the concept of leisure. In this study, leisure is viewed as an opportunity structure in which Maslow's hierarchy of needs can be fulfilled. Further, the use of leisure to meet needs is viewed as instrumental for a high quality of life.

#### Relevant Nursing Theory

One purpose of nursing theory is to provide a conceptual basis for nursing practice that can be substantiated

by nursing research. This study has implications for psychiatric nursing theory and practice. Also, the theory used is implicit in nursing theory.

Several contemporary theories of nursing practice are consistent with the conceptual framework used in this study in regard to quality of life and the use of leisure as an opportunity structure to meet needs (Riehl & Roy, 1974; Rogers, 1970). Stated again, the quality of life theory proposes that the quality of life is dependent upon overall satisfactory adjustment to a variety of roles (Bigelow et al., 1982). The leisure role is one specific role to which an individual must be adjusted in order to enjoy a high quality of life.

According to Rogers (1970), nursing theory is predicated upon a unified concept of human functioning with nursing practice seeking to promote "symphonic interaction between man and environment" (p. 122). Nursing efforts are directed towards repatterning patients' relationships to themselves and to their environments to develop their total potential as human beings. Therefore, the nursing emphasis of repatterning is directed towards adjustment of man in his environment.

Roy (1974) proposes another nursing theory based upon the concept of man as a changing system interacting continuously with a changing environment. Roy describes a positive or satisfactory response to environmental changes



as adaptation. This adaptation process is accomplished through changes in one or more of the following areas: physiologic needs, self-concept, role definition, interdependence relations. The goal of nursing intervention is promotion of the adaptation process. Therefore, Roy views one purpose of nursing practice as improving the adjustment of man to his environment through intervention in the area of role function.

In summary, nursing theory is consistent with the theoretical framework for this study. The quality of life theory emphasizes the importance of adjustment to roles in society and both of the nursing theories described emphasize adjustment of man to his environment and the role of the nurse in facilitating the repatterning or adapting process.

### Leisure

Introduction. The literature substantiates that there is no clearly accepted definition of leisure and the measurement of leisure is therefore in a classification stage of development. The measurement of leisure is dependent upon the objective, subjective, or functional nature of the definition of leisure that is used. The objective measurements of leisure are mainly used in time-budget studies and determine the types of leisure activities and the amount of time spent on the activities.

The subjective measures are descriptive by nature and explore the qualities composing a perceived leisure experience. The functional measures focus on operationalizing the meaning of leisure experiences by identifying attitudes toward leisure, satisfactions obtained from leisure, and needs met by leisure.

The literature supports the importance of identifying the needs that can be met by leisure for understanding the effect of leisure upon quality of life. This review of the leisure literature will provide a foundation for the conceptual framework of leisure used in this study.

Historical perspective. The basis of the problem of leisure is evident in the historical development of the concept. Early man spent much of his life in subsistence-oriented activity. As societies formed and responsibilities were consolidated for efficiency and were delegated to employed or enslaved individuals, man began to have more free time (Davis, Smith, Penman, & Miller, 1967). The evidence of this nonsubsistence-oriented activity is seen in the products such as cave drawings of games and elaborate sculpture. The Greeks are credited with the classical conception of leisure as a state characterized by "meaningful and nonutilitarian activity" (Neulinger, 1974, p. 3). Cultivation of the mind and conscience defined meaningful activity (Kaplan, 1978). Aristotle included the idea of freedom in defining leisure as "the

state of being free from the necessity of being occupied" and as activity purposeful for its own sake and for its own end (Neulinger, 1974, p. 4).

The early Latin authors expressed the opposing view of leisure as rest and relaxation thereby denying leisure's intrinsic qualities. The ambiguity of the relative importance of leisure today can be traced back to these two divergent views of leisure.

The change from a leisure ethic to a work ethic covered several centuries. The early Christians emphasized contemplation for religious truth and all activities towards salvation as primary (de Grazia, 1962). Work was secondary and done during "free time" (Neulinger, 1974). During the 12th to 14th centuries, the contemplative life began to be replaced by the dignification of labor and the emergence of pride in craftsmanship. In the 15th century, work became characterized as a "duty of all men" and in the 18th century, work became the sole definition of productivity.

Leisure activities in the United States prior to the Civil War emphasized work-oriented social get-togethers, such as barn raisings and corn husking bees. Idleness was viewed as a sinful waste of time (Davis, Smith, Penman, & Miller, 1967). The Puritan "work ethic" sanctified work

and defined leisure only in terms of a reward for work accomplished.

Time for leisure was not available to the average American until the 19th century and after the Industrial Revolution brought forth labor unions that influenced working conditions. With more free time, the original "puritan ethic" was modified to include leisure as an opportunity to celebrate life (Pieper, 1963). As free time continued to increase in the 20th century, leisure became more frequently equated with residual and non-work time. Thus, historically, the leisure concept was influenced by the particular culture and reflected the attitudes, the time allocation, and the resources of the people.

Prevailing definitions. The complexity of the concept of leisure is evident in the various prevailing definitions. The definitions tend to portray leisure as a time period, an activity, a state of being, or an opportunity structure. These definitions are not mutually exclusive and the trend in leisure research is to integrate leisure definitions into holistic theories and paradigms (Bloland & Edwards, 1981; Crandall & Lewko, 1976; Kaplan, 1975; Neulinger, 1976). The major prevailing definitions will be briefly described under the classifications of objective, subjective, and functional approaches to leisure. Then, the significant theories and

paradigms incorporating these approaches will be addressed.

The objective theories encompass two approaches to leisure: free time and activity. Free, or discretionary, time is the time beyond that required for existence and subsistence (Neulinger, 1974). This definition suggests that individuals are functioning in the leisure role any time that they are not functioning in a productive or maintenance role. Closely related to leisure as time is the definition of leisure as a particular activity. Chapin (1974) defines leisure as discretionary activities that are categorized into social interaction, participation, passive diversion, and rest and relaxation activities. These objective definitions are utilized primarily for the empirical study of leisure because of their quantifiable characteristics (Campbell, Converse, Rodgers, & Russell, 1976; Chapin, 1974).

The subjective theories of leisure emphasize leisure as a state of mind. De Grazia (1962) is the major supporter of this classical view of leisure in which he presents leisure as the state of being free of necessity. Neulinger (1974) describes a person in the leisure state as "at leisure" doing any activity in a "leisurely" manner for its own sake (p. 5). Pieper (1963) further elaborates that "leisure . . . is a mental and spiritual attitude,

. . it is not the inevitable result of spare time, a holiday, a weekend, or a vacation" (p. 40).

The psychological state of leisure has been described by psychologists as having other components besides perceived freedom. For example, Mannell (1978) defines the "leisure experience" as "a transient psychological state, easily interrupted and characterized by the perception of loss of time, decreased awareness of the incidental features of physical and social surroundings, and accompanied by positive affect" (p. 183). A "remaining" view of leisure is also common and defines leisure by what it is not (Mannell, 1978; Schmidt, 1974). Thus leisure would be oriented towards anti-stress, anti-pain, anti-passivity, anti-fatigue, and anti-routine experiences (Schmidt, 1974). These subjective theories of leisure attempt to describe the "gestalt" or the essence of leisure and consequently are difficult to define operationally.

A third approach to leisure is functional and emphasizes what leisure does for the person rather than what it is. Psychologists in particular are exploring leisure as an expression of personality. Supporters postulate that a leisure life style is chosen to express significant personality characteristics such as social abrasiveness, social attractiveness, neurotic anxiety, introversion/extroversion, and individualism (Brok, 1974; Murphy, 1974;

Paluba & Neulinger, 1976). Kelly (1976) regards leisure as providing "freedom" and therefore functioning as a compensation for a constraining work experience. Heywood (1978) expands the functional concept of leisure through his view that recreation alleviates the physical and mental stress of daily living, but a careful look at our own leisure time indicates that we are doing more than merely relaxing and diverting. Day (1979) categorizes "play" into five types based upon the purpose of involvement. For example, "exploratory" play is done for information, "diversive" play is done for pleasure, and "cathartic" play is done for tension reduction. These concepts of leisure basically emphasize a specific need that leisure functions to fulfill.

Considering leisure as an opportunity to meet a variety of needs is a more inclusive functional approach. Dumazedier (1974) describes leisure as serving to meet the needs for relaxation, entertainment, or personal development. Corbin and Tait (1973) describe a broader variety of needs that can be fulfilled by leisure: physical and psychological health; self-expression; continual development; recognition; status; and group acceptance. Maslow's hierarchy of needs has been delineated specifically for potential fulfillment through leisure by Brok (1974), Chapin (1974), Crandall (1976, 1979), Farina (1974), Haworth (1974), and Tinsley and Tinsley (1982). Leisure

experiences may simultaneously meet several needs. For instance, participation in a group sport might provide physical exercise, skill development, and social contact, thereby satisfying physiological, self-esteem, and affiliation needs (Crandall, 1976). Farina (1974) distinguishes between needs being fulfilled by leisure and being expressed by leisure. He proposed that the only need fulfilled by leisure is self-actualization, lower needs being met through other means. When the lower needs are met, they can be expressed or challenged through leisure experiences. For instance, the physiological need for sustenance can be expressed in the activities of the connoisseur or the safety needs for justice and predictability can be challenged by gambling. The functional approach to leisure provides a framework for exploring leisure within the conceptualization of quality of life being used in this study.

The major leisure constructs and paradigms are being developed to incorporate the objective, subjective, and functional approaches to leisure. Murphy (1974) describes a holistic construct of leisure in which work and leisure areas are fused, resulting in all experience having leisure potential depending upon its self-determined nature. Kaplan's (1978) holistic approach encompasses more elements of leisure than Murphy's concept. According



to Kaplan (1978),

leisure is . . . a construct of elements which are emphasized with roles that are pertinent to it rather than to economic, political, educative, religious, or marital life. These elements may, in modified form, be found in other institutions as well. Leisure, then, can be said to consist of relatively self-determined activities and experiences that fall into one's economically free-time roles, that are seen as leisure by participants, that are psychologically pleasant in anticipation and recollection, that potentially cover the whole range of commitment and intensity, that contain characteristic norms and restraints, and provide opportunities for recreation, personal growth, and service to others. (p. 22)

Neulinger (1974) provides a less inclusive paradigm of leisure that emphasizes the factors that make a distinction between leisure and non-leisure. These factors are the perceived freedom, the motivation, and the goal of the leisure experience. Neulinger labels these factors as the three dimensions of leisure and uses them to classify behavior into six types of leisure and non-leisure depending on the behavior being perceived as free or constrained, the motivation being intrinsic or extrinsic, and the goal being final or instrumental.

These predominant constructs and factors of leisure are in a preliminary stage of development and are not yet appropriate for guiding research about leisure. Recognizing this, Levy (1979) presents a paradigm to promote the study of leisure behavior in a "rigorous, heuristic, coordinated, and holistic fashion" (p. 48). The paradigm is based upon a systems model and proposes the study of leisure in terms of the antecedents, structure, and

consequences of leisure behavior. The antecedent of leisure behavior is the interaction of persons and their environments influenced by pertinent socio-cultural, genetic, and environmental factors. This antecedent interaction creates a need within the individual for demonstrating leisure behavior.

The structure of leisure behavior consists of the elements that are the skills and abilities in the cognitive, socio-affective, motoric, and physiological realms used in the various settings described as spatial, temporal, social, and psychological, and resulting in the processes, or the transactions, of the elements in the settings. The consequences of leisure behavior are categorized into the effects upon the bio-system, the ecosystem, the social-system, and the human-system. There are similar significant components in Levy's leisure behavior paradigm, and Bigelow and Brodsky's quality of life theory. Both theories emphasize the person-environment interaction, the use of personal abilities in settings or opportunity structures, and the consequences or the degree of satisfaction with the person-environment interaction.

Leisure as an opportunity structure. Dimensions that affect the use of opportunity structures are time, personal and environmental resources, and attitudes or values. Needs can only be satisfied by specific opportunity

structures when sufficient time is allotted, abilities are developed, resources are available, and attitudes or values are congruent between the need and the chosen opportunity structure. Thus, effectiveness of leisure as an opportunity structure can be assessed by exploring these dimensions.

To define leisure, though, the differences between leisure and other opportunity structures will now be addressed. From the previously discussed definitions of leisure, two common dimensions of leisure are used as defining characteristics. For this study, leisure is any activity done during free time primarily by free choice for primarily intrinsic rewards. Individuals are functioning in their leisure "role" when they are having a leisure experience.

Problem of leisure. As stated earlier, an opportunity structure that does not satisfy needs is ineffective and can become a problem for both the individual and society. Examining the problem caused by an ineffective opportunity structure includes exploring both the dimensions of the opportunity structure as well as the consequences of its ineffective use. In Western society, changes in the dimensions of time allocation, resources, and attitudes toward leisure are influencing the effective use of leisure as an opportunity structure (Hartlage, 1974; Murphy, 1975).

The literature readily supports the trend of changing time allocation affecting leisure by increasing the amount available (Allen, 1982; Bosserman, 1975; Hartlage, 1974; Murphy, 1974; Staley & Miller, 1972). In this post-industrial period, time is commonly categorized into work time, subsistence time, and free time (Linder, 1972). As time required for work and subsistence decreases, time available for leisure opportunities increases (Tinsley, Barrett, & Kass, 1977).

On the other hand, resources for using leisure opportunities are currently decreasing (Mankin, 1976). Many leisure experiences require consumption of declining material goods and energy or use of overcrowded facilities. Also, less income is available for leisure experiences as the cost of living rises.

The lack of preparation for leisure opportunities is well documented in the literature (Allen, 1982; Brightbill, 1966; Corbin & Tait, 1973; Kaplan, 1978; Weiskopf, 1975). People are being educated for jobs, not for themselves (Staley & Miller, 1972). Recreation and leisure education have characteristically encompassed only a few alternatives for leisure experiences with no emphasis on developing patterns of lifetime leisure.

Attitudes towards leisure are also changing (Anderson, 1961; Crandall, 1976; Murphy, 1974). Anderson (1961) describes a transition period towards a new leisure ethic

characterized by inconsistency between emerging trends for leisure experiences and prevailing attitudes towards leisure. Anderson highlights four specific inconsistencies: (a) emphasis upon a new fun morality requiring greater surrendering of the self than is compatible with Western culture, (b) an explosion of leisure consumption and spending in a culture embedded with the capitalistic doctrine of saving, (c) rampant non-constructive use of leisure in a utilitarian-oriented culture, and (d) emphasis upon an isolating, autonomous leisure in a culture valuing social interaction. Bosserman (1975) adds another attitudinal change that is inconsistent with current leisure opportunities. He suggests an increasing emphasis upon obtaining intrinsic rewards from leisure at a time when society is promoting time-filling extrinsic-oriented opportunities for leisure.

Stebbins (1980) also stresses the importance of achieving durable benefits rather than evanescent benefits from leisure. He describes durable benefits as self-actualization, self-enrichment, feelings of accomplishment, and enduring tangible products. Activities involving hedonistic pleasures are the evanescent benefits. These inconsistencies obscure performance expectations and result in inadequately defined leisure roles. Brok (1976) addresses the lack of prescribed social roles as a major difference between the "domain" of leisure and other

domains such as marriage and work.

The literature documents the importance of the opportunity structure of leisure for the individual and society by describing the consequences of its ineffective use (Bishop & Jeanrenard, 1976; Bosserman, 1975; Jensen, 1977; Kleiber, 1980; Martin, 1967; Staley & Miller, 1972).

There is general consensus that self-actualization needs can only be fulfilled through opportunities when maximal choice is exercised (Brok, 1976; Jensen, 1977; Neulinger, 1974). Because leisure is differentiated from other opportunity structures by the characteristics of free choice, leisure experiences become essential to self-actualization. Menninger (1950) and Martin (1967) document detrimental psychological and physical effects of underutilized leisure: depression; anxiety; tension; boredom; sleep disturbances; and headaches. The "Sunday neurosis" is an informal description for individuals who only experience neurotic symptomatology during unstructured time periods such as weekends (Martin, 1967).

Individuals who do not effectively meet their needs through their leisure experiences may also burden society (Bosserman, 1975; Jensen, 1977; Martin, 1967; Staley & Miller, 1972). Attempts to meet needs through acting out behavior and bizarre group activities can result in white collar crime, delinquency, homicide, or suicide. Physical and emotional health problems incurred

from destructive leisure experiences also drain economic and health service resources (Jensen, 1977).

In summary, the problem of leisure is the ineffective use of leisure experiences to meet needs. The use of leisure is being adversely affected by the combination of these factors: increase in time available; decrease in environmental and economic resources; lack of adequate preparation; and unstable values and attitudes. Finally, the consequences of the ineffective use of leisure can encompass individual psychological and physical problems as well as societal problems. The life satisfaction of many individuals in our society will become increasingly dependent upon the ability to select leisure activities that fulfill needs.

Measurement of leisure. Accuracy in measurement requires a clear understanding of what is to be measured and how it is to be measured. As the concept of leisure is defined differently among and within various disciplines, it is difficult to apply any standard definition for measurement purposes (Beard & Ragheb, 1980; Mannell, 1978). Therefore, the science of the measurement of leisure is currently at the stage of determining a classification of leisure (Levy, 1979; Neulinger, 1974). Levy (1979) states that although the importance of the study of leisure is clearly documented, there is no conceptual

model to guide multidisciplinary and interdisciplinary leisure research and theory development.

The types of empirical studies measuring leisure, then, depend upon the particular definition of leisure used in the study. The greatest volume of leisure research has been sociological and used "objective" definitions of leisure including one or both aspects of time and activity (Mannell, 1978; Neulinger, 1974). Consistent with the trend toward the "subjective" and "functional" definitions of leisure, the sociological, psychological, and recreational research is addressing more motivational and attitudinal aspects of leisure and quality of life (Beard & Ragheb, 1980; Crandall, 1976; Levery, 1979; Mannell, 1978; Neulinger, 1976; Weiskopf, 1975). The major studies using an objective or subjective approach to leisure will be briefly reviewed as background for a description of the studies using a functional approach to leisure.

The two most common aspects of leisure investigated are time allocated to leisure and the activities experienced during leisure time (Dumazedier, 1974; Neulinger, 1974). These studies, classified as time-budget studies, are based upon the theory that the distribution of time expenditure is an index to the pattern of life and social well-being (Neulinger, 1974). There are four classic studies conducted in the United States. The best known of



these was conducted by Lundberg, Komarowski, and McInery (1934) to determine the use of leisure time in suburban Westchester County, New York. The 2,460 respondents kept detailed diaries of their activities for periods ranging from one to seven days. The leisure activities were classified under seventeen categories with the greatest amount of leisure time being spent eating, visiting, and reading.

The second study was conducted by Sorokin and Berger (1939) on 176 adults in Boston. This was also a diary study which attempted to improve the methodology by using a larger number of sample days for each subject. The Opinion Research Corporation Study (1962) used a nationwide sample of 5,021 persons. The respondents were asked to check off activities that they engaged in "yesterday" from a list of 21 leisure categories. The fourth study described by Neulinger (1974) was carried out by Robinson and Converse (1966) using a sample of 2,032 adults in Michigan. The study used a diary method plus a follow up full-scale interview the next day. This study is significant because it was designed as a benchmark survey for future comparative work in the United States as well as designed as a comparative work with the Multination Time-Budget Research Project (Szalai, 1973), a cross-national study involving fourteen nations. The most notable changes in the use of leisure time across the thirty years

represented by these studies is the addition of television watching and the substantial decrease in the amount of time used for eating, reading, and sports (Elliott, Harvey, & Procos, 1976).

There are significant limitations to time-budget studies in general (Neulinger, 1974). The information obtained is limited to the amount of time spent on particular activities. As no activity is inherently a leisure activity, identification of leisure activities can be difficult and somewhat indiscriminate. Furthermore, classification of leisure activities tends to be plagued by compromise and arbitrary categorization, particularly between overlapping and concurrent activities. Researchers frequently develop their own classification systems to meet the needs of their particular study making comparisons between studies difficult. The value of these objective-oriented studies of leisure is the support they give to the importance of determining what people are actually doing, which is a prerequisite to understanding the meaning of the behavior.

Studies using a subjective approach to leisure attempt to measure qualities that define perceived leisure experiences (Neulinger, 1974). Csikszentmihalyi (1975) has done extensive interviews with people who define characteristics of play in their intrinsically rewarding experiences. He describes these characteristics as the

ability to concentrate on a limited field, use skills to meet demands, lose temporary awareness of separate identity, and feel in control over the environment. The subjective approach to leisure research currently tends to be descriptive rather than experimental (Neulinger, 1974).

A group of studies combine a subjective and functional approach to leisure by focusing on attitudes toward leisure measured by the degree of satisfaction with leisure experiences. Crandall (1979) suggests that individual attitudes are more important for understanding leisure behavior than the objective measures such as time and activity. Unfortunately, there is currently no systematic work on leisure attitudes (Neulinger, 1974). Most of the studies relate satisfaction with leisure to specific characteristics of leisure experiences or to specific characteristics of individuals. For example, satisfaction with leisure is related to the degree of social interaction by Crandall (1979), to the degree of activity by Ray (1979), to sex and age by Pfeiffer and Davis (1971), and to personality by Allen (1982) and Brok (1974). Campbell, Converse, and Rodgers (1976) compared satisfaction with spare time to a general sense of well-being and found a significantly high correlation.

After establishing the importance of satisfaction with leisure experiences to the quality of life, the sociological, psychological, and recreational researchers

are now focusing upon the specific meaning of leisure for the individual (Neulinger, 1974). Ray (1979) and Brok (1976) agree that the prediction of life satisfaction depends upon not only the leisure activities, but also upon their relevance to the individual. It is the meaning given to an activity that determines whether it is leisure, rather than any intrinsic quality (Kando, 1975).

The functional approach to leisure includes ascertaining the motivations for leisure experiences (Crandall, 1980; Day, 1979; Hawes, 1979). Havighurst (1954, 1957, 1961) contributed a substantial amount of work in the exploration of the meaning of leisure through a series of studies using adult samples from New Zealand and Kansas City. The first studies asked respondents to apply twelve meaning statements to their two favorite leisure activities. The most frequently identified meanings were "just for the pleasure of it," "welcome change from work," "gives new experience," "contact with friends," and "chance to achieve something." Havighurst examined the relationship between the rating of the meaning of leisure activities and several social and personality variables including sex, age, social class, and personal adjustment and concluded that the significance of the activity to the individual was most closely related to personal adjustment. Through further research Havighurst (1961) found that the meaning statements clustered around five

dimensions: (a) challenging new experience versus apathy, (b) solitary instrumental service versus gregarious expressive pleasure, (c) solitary expressive pleasure versus gregarious instrumental service, (d) masculine active escape versus feminine passive home-centered, and (e) upper-middle class active dutiful versus lower class passive pleasure. Havighurst's work has become a substantial foundation for other research to further explore the motivation for leisure.

The major approach towards the research on needs and leisure has been in the study of needs as motivation for leisure or the satisfactions obtained from leisure (Hawes, 1979; London, Crandall, & Fitzgibbons, 1976; Neulinger, 1974). The studies vary in the classification of the needs that can be potentially fulfilled by leisure experiences. Day (1979) developed a scale using ten motivators for leisure activity classified by either their intrinsic nature (interest, learning, volition, challenge, and excitement) or their extrinsic nature (money, recognition, advancement, commitment, and obligation).

Chapin (1974) constructed a model of human activity using only the three needs of security, status, and achievement as the motivation for all voluntary activity. Bishop and Witt (1970) and Tinsley, Barrett, and Kass (1977) reported evidence that the more transitory and elemental needs may also influence leisure activity choice

such as physiological needs for food and sex and psychic needs for release of tension. Neulinger (1974) and Csizkszentmihalyi (1975) document the need for self-actualization as the primary need fulfilled by leisure experiences. Consequently, all of the needs described in Maslow's hierarchy of needs have been documented as being potentially fulfilled by leisure experiences.

Studies such as the above have generally involved only a limited number of needs and have been unable to generate the breadth of information required to determine the full range of needs that can be satisfied by leisure. Researchers are now devising instruments to measure a greater number of needs. Neulinger (1974) includes a section in his extensive questionnaire "A Study of Leisure" for measuring the relationship between the choice of a particular leisure activity and the needs that the activity would fulfill for the respondent. The needs that he delineates are for understanding, sentience, autonomy, achievement, sex, affiliation, order, nurturance, and activity.

Tinsley, Barrett, and Kass (1977) use a list of 45 needs as the basis to rate five common leisure activities. The study attempted to determine which needs are "leisure activity specific" (needs that can be satisfied by a particular leisure activity) and which needs are "leisure activity general" (needs that can be satisfied by leisure

activity in general). The results suggested that 42 of the 45 needs were leisure activity specific, particularly the needs for sex, catharsis, independence, understanding, and affiliation. Moreover, the authors believe that their 42 need dimensions represent the full spectrum of the potentially leisure-relevant need domain.

London, Crandall, and Fitzgibbons (1977) were the first to demonstrate a technique for categorizing leisure activities on the basis of the needs that they satisfy. Thirty leisure activities were factor analyzed based on 15 selected statements measuring the needs for security, affiliation, esteem, autonomy, and self-actualization. Three need dimensions emerged as important for distinguishing among the activities: liking, feedback, and positive interpersonal involvement.

A study that more closely relates to this endeavor was conducted by Hawes (1979) as a part of a nationwide survey of leisure-time pursuits. Hawes demonstrated that satisfactions from leisure activities could be identified by respondents through a rating of "satisfaction statements" as they apply to a leisure activity. The sample included 1000 male and female heads-of-households throughout the United States. The respondents were asked to mark from a list of 50 leisure activities any activity that they participated in during the preceding 12 months, to list three favorite leisure-time pursuits, and to evaluate

32 satisfaction statements as they applied to each of their three favorite pursuits. The results showed that, from their leisure activities, women state they mostly obtain a "peace of mind," "chance to learn about new things," and "chance to get the most out of life while they can still enjoy it." The men respondents state they mostly obtain a "peace of mind," "chance to get the most out of life while they can still enjoy it," and "adventure and excitement." The importance of this study is the support it gives to the methodology for determining needs that can be satisfied through leisure experiences.

Beard and Ragheb (1980) devised a 59-item scale for measuring leisure satisfaction to be used as a tool for determining how the satisfaction gained from leisure choices relates to personal and social adjustment, mental health, and overall happiness. Through factor analysis, their instrument yielded six components of leisure satisfaction: psychological, educational, social, relaxation, physiological, and esthetic. Their work shows the trend in recent literature to attempt to understand the integration between leisure satisfaction and quality of life.

A major problem with the research in the leisure field is the lack of agreement on terms and concepts. In January of 1978, a conference was held on "Reasons for Leisure" at the University of Illinois for the purpose of unifying the approach to leisure research (Crandall,



1980). The participants first agreed that until more definitive work is done, the different terms--needs, reasons, motivations, and satisfactions--were all appropriate to use interchangeably without attaching specific implications to each. The approach to leisure research most supported was an integration of the analysis of the type of activity, the type of person engaging in the activity, and the type of needs met by the activity. The group did also agree that more specific work was needed in each of the three approaches to the study of leisure.

In summary, the measurement of leisure is in a classification stage of development as the definition of leisure is still unclear. As the definition of leisure is changing from only an objective definition of a particular activity or time period towards a more inclusive functional definition, the measurement of leisure is changing concurrently. The objective measurements of leisure are mainly used in time-budget studies and provide information on the type of leisure activities pursued and the amount of time spent on the activities. The subjective measures are descriptive by nature and attempt to determine the qualities that compose a perceived leisure experience. The functional measures focus on operationalizing the meaning of leisure experiences by identifying attitudes towards leisure, satisfactions obtained from leisure, and needs met by leisure.

The literature empirically supports the importance of determining the needs that are satisfied by leisure experience to provide an understanding of the effect of leisure upon the quality of life. In particular, Maslow's hierarchy of needs is used in several studies as the motivation for activity choice or as a variable influencing satisfaction with leisure experiences. No studies, though, use the fulfillment of needs by leisure experiences as the measure of effectiveness of leisure as an opportunity structure.

#### Leisure and the Chronically Mentally Ill

The specific problems that the chronically mentally ill have in using leisure effectively originate from the defining characteristics of the population. Test and Stein (1978) describe these commonly accepted characteristics as a high vulnerability to stress, deficiencies in coping and basic living skills, extreme dependency upon family, friends, and institutions, difficulty working in the competitive job market, and difficulty with interpersonal relationships. Consequently, the chronically mentally ill usually have greater periods of non-work time, fewer material resources, and less ability to plan and execute leisure activities than the normal population. Other factors contributing to the ineffective use of leisure are noted by Test and Stein (1976) as a

generalized apathy and lack of daily habit pattern, by Bigelow and Hooper (Note 1) as an inability to meaningfully structure non-work time, and by Martin (1967) as a disturbed time sense.

The chronically mentally ill are also exposed to society's prevailing attitudes toward leisure. The attitudes continue to reflect the emphasis upon the value of work as the opportunity structure to be primarily used for satisfying needs (Murphy, 1974; Staley & Miller, 1972). Since the chronically mentally ill rarely use work effectively to meet their needs, they may experience incapacitating guilt which can inhibit the effective use of another opportunity structure such as leisure to meet their needs (Martin, 1967).

Empirical documentation is meager on leisure activities of the chronically mentally ill and appears to be non-existent on the meaning of leisure experiences for the chronically mentally ill. Campbell, Converse, and Rodgers (1976) did show that both satisfaction with spare time and a general sense of well-being were significantly low with a perceived abundance of spare time. Karl Menninger, a psychiatrist who has pioneered in the use of play and recreation in the treatment of the mentally ill, conducted a study comparing hobbies developed in the earlier lives of seriously mentally ill patients with those developed by a group of well-adjusted people (1942). He found that the

well-adjusted had pursued nearly twice as many hobbies as the maladjusted. Anthony (1982) uses an increase of leisure activities as a criterion for improved functioning in the chronically mentally ill population.

In summary, the opportunity structure of leisure presents a special problem for the chronically mentally ill. Characteristically, the chronically mentally ill do not use work effectively as an opportunity structure to meet their needs and consequently have large quantities of unstructured time. Using this time for meaningful leisure experiences is hampered, though, by the frequent lack of resources, skills, and motivation required.

#### Counseling Implications

The literature abounds with theoretical documentation for the importance of "meaningful" leisure experiences in maintaining mental health (Bloland & Edwards, 1981; Brok, 1976; Hartlage, 1974; Kleiber, 1980; Martin, 1967; Menninger, 1950; Mosey, 1973; Neulinger, 1974; Weiskopf, 1975). As stated earlier, the effects of underutilized leisure can profoundly influence other domains of life such as psychological well-being and physical health. The problem of leisure effectively being used to meet needs then becomes an area for intervention by mental health professionals. As Brok (1976) elaborates:

If we are to seriously speak of outcome goals such as self-actualization, self-fulfillment, development of

personal resources, and life satisfaction, we must be prepared to help people discover roles, make choices, and gain self-definition in all domains of life. (p.62)

Intervention begins with assessment. Many mental health professions are now assessing the use of leisure time as a major determinant in diagnosing mental health or the ability to function in the community (Anthony, 1979, 1982; Diagnostic and Statistical Manual III, 1980; Mosey, 1973; Schudy, 1978). The assessments are primarily precursory and provide only objective information about the quantity of leisure experiences (Anthony, 1979, 1982).

After assessing a problem with leisure, the mental health professional must determine the particular areas for intervention depending upon the identified reasons for the problem. These reasons can frequently be categorized as alterations in one or more of the dimensions of opportunity structures such as time, resources, skills, and attitudes. The type of intervention depends upon the severity of the problem (Mosey, 1973). Intervention may range from simply providing information on alternative leisure activities to providing all leisure experiences for an individual.

Therefore, effective use of leisure as an opportunity structure to meet needs is a goal requiring professional mental health intervention for certain groups of individuals such as the chronically mentally ill. Determining what needs are being fulfilled by leisure experiences is

the first essential step towards measuring the effectiveness of leisure as an opportunity structure.

#### SUMMARY AND PURPOSE

The importance of developing adequate instruments for the measurement of mental health status is crucial to professional mental health intervention and evaluation. The Oregon Quality of Life Questionnaire currently operationalizes its conceptual framework of role adjustment, but does not directly measure the fulfillment of needs by the various opportunity structures. The investigator has chosen to focus on the opportunity structure of leisure. The Oregon Quality of Life Questionnaire measures the effectiveness of leisure by the reported type and amount of activity done during free time. Defining the effective use of leisure by the needs that are met by the leisure activity provides greater congruence between the questionnaire and the quality of life theory.

Leisure is now receiving more attention from mental health professionals because of the apparent psychological, physical, and societal problems resulting from ineffective use of leisure. The literature documents that leisure is being used ineffectively to meet needs because of significant changes in the amount of time allocated as free time, the availability of environmental and economic resources, the adequacy of skills, abilities, and

preparation for leisure experiences, and the attitudes and values about leisure. One population who characteristically has difficulty meeting needs through any opportunity structure is the chronically mentally ill. Studying their use of the leisure opportunity structure is warranted because of the extent to which these individuals have large quantities of free time.

The research on leisure is primarily in an early developmental stage because of the difficulty in conceptualizing and operationalizing leisure. Definitions of leisure can be categorized as: (a) objective--specific time period or activities, (b) subjective--specific state of mind, and (c) functional--specific functions of leisure behavior. The definitions are not mutually exclusive and the trend is toward an inclusive definition incorporating all three categories. In this study, leisure is defined as any activity occurring during free time done primarily by free choice for primarily intrinsic rewards.

Several studies have been reported that explore needs in relation to leisure experience. These studies primarily monitor needs as motivators for leisure behavior rather than as being fulfilled by leisure experiences. Maslow's hierarchy of needs is frequently used conceptually in the studies, but the needs are not measured directly as a definition of the effective use of leisure. Instead, studies relating quality of life to leisure

experiences focus upon the satisfaction with leisure rather than the fulfillment of needs by leisure.

This study explores the meaning and measurement of leisure as an aspect of quality of life. The purpose of this study is threefold: (a) to improve the measurement of leisure as an opportunity structure by developing a scale that identifies the needs that are being at least partially met by leisure experiences, (b) to compare two groups--a community sample and a chronically mentally ill sample--on the type of needs that they are meeting through leisure experiences, and (c) to examine the relationship between the effective use of leisure and quality of life in both groups.

#### HYPOTHESES

- I. Chronically mentally ill people use leisure less to contribute to the fulfillment of needs than does the general community.
  
- II. Quality of life is correlated with fulfillment of needs through leisure for both chronically mentally ill people and the general community.



## CHAPTER II

### METHOD

#### Design

This is a descriptive survey using a correlational design. Descriptive data were obtained on use of leisure and quality of life of a chronically mentally ill sample and a community sample. A structured personal interview using the Oregon Quality of Life Questionnaire and the Use of Leisure Scale developed for this study was given to each subject. The relationships are explored between the use of leisure and quality of life and between the use of leisure and the degree of mental illness.

#### Chronically Mentally Ill Sample

Definition. Oregon law defines a chronically mentally ill individual as (a) having at least two psychiatric hospitalizations within a 24-month period and (b) demonstrating a need of residential or support services for an indefinite duration to maintain a stable adjustment to society (Oregon Revised Statutes, 1979). This definition is used in the present study to facilitate application of research findings by the Oregon Mental Health Division.

Setting. The chronically mentally ill population for this study are residents of Clackamas County who are active clients in the Transitional Program of the Clackamas County Community Mental Health Center.\* This population was chosen because of accessibility.

Clackamas County is a large county located southeast of Portland. The county has both suburban and rural areas and almost half of the county's estimated population in 1978 of 220,000 persons lived in the northwest section. Population growth is occurring more rapidly in the suburban areas. Most citizens in Clackamas County are Caucasian and have at least a high school education.

The Clackamas County Community Mental Health Center is the only public resource providing community mental health services for the county. Operating from five facilities throughout the county, the center provides a variety of mental health services within the framework of programs. These programs include a drug and alcohol abuse program, a mental retardation and developmental disability program, an adult outpatient program, a children's program, a consultation and education program, and a transitional services program.

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\* In reference to the status of client cases in the transitional program, the following sets of terms are used interchangeably: (a) "open" and "active"; and (b) "closed" and "discharged." Although the term "inactive" is used clinically, it is not a relevant category for this study.

The chronically mentally ill are primarily served through the transitional services program. These services include adult and adolescent day treatment, psychiatric hospitalization follow-up, state hospital liaison, involuntary commitment assistance, transitional living services, volunteer service, and work placement. The focus of the program is the prevention of rehospitalization, the provision of supportive services to enhance quality of life, and the development of skills necessary for effective functioning in the community. The program is based upon the underlying assumption that long-term care is required for the chronically mentally ill client (Oregon Mental Health Division, 1982). The client is expected to require involvement with the program throughout his lifetime, although the frequency and intensity of the involvement varies with the client's needs. At the time of this study, there were approximately 350 active clients in the transitional program.

The interviews for this study were conducted at a place chosen by the client as being private and convenient. All of the interviews with two exceptions were done in the clients' homes. One was done in a park and another in a restaurant.

Subjects. The chronically mentally ill sample (CMI) included 30 clients each meeting the following criteria at

the time of the interview: (a) registered as an open case in the transitional program, (b) had at least two psychiatric hospitalizations within a 24-month period, (c) not currently hospitalized, and (d) had the primary therapist's approval for participation in the study.

Procedure. This research was conducted under the sponsorship of the transitional program coordinator and approved by the research committee of the Clackamas County Community Mental Health Center. The investigator attended a transitional program staff meeting to explain the study and to obtain cooperation from the individual therapists.

The subjects were randomly selected from a computer listing of all open cases in the transitional program by using a random selection program. The addresses, telephone numbers, and primary therapists of all selected clients were obtained through a computer listing. The primary therapist was then contacted to obtain: (a) verification that the client has had at least two psychiatric hospitalizations within a 24-month period and (b) approval for interviewing the client based on the therapist's judgement that the client would not be adversely affected by the interview.

After obtaining the therapist's approval, the investigator sent the client a form letter signed by the

therapist (see Appendix A). The letter briefly explained the study and introduced the investigator. The purpose of this preliminary presentation by the therapist was to reduce the client's hesitancy to participate in the study.

The investigator then contacted each subject by telephone. The study was further described and participation was requested. If the client agreed to participate, the interview was scheduled. The consent form (see Appendix B) was signed at the time of the interview. The interview averaged about 1-1/2 hours in length, but ranged from 45 minutes to 2-1/2 hours.

The investigator was trained and monitored for interviewing using the questionnaires by the Program Impact Monitoring System (PIMS) Project under the direction of Dr. Bigelow of the Oregon Mental Health Division. The training and monitoring result in administration and recording of data with accuracy of 95% on a comprehensive performance checklist (Stewart & Olson, Note 2). The interviewing procedure is thoroughly described in the Oregon Quality of Life Questionnaire Training Manuals and Guidelines (Oregon Mental Health Division, Note 3, Note 4).

#### Community Sample

The data were obtained for the community sample from

a rural area, Linn County, and an urban area, the City of Portland, by two other investigators in this cluster of studies (McAllister, Note 5; Mikesell, Note 6). The sample consisted of 30 persons from each setting obtained by randomly selecting census tracts and then randomly selecting households within each census tract. The same instruments were used with the community sample as with the chronically mentally ill sample. These instruments include the Oregon Quality of Life Questionnaire (OQLQ), the Use of Leisure Scale, a stress scale developed by McAllister (Note 5), and an opportunity scale developed by Mikesell (Note 6). Only the data from the OQLQ and the Use of Leisure Scale are used in this study. The training preparation was the same for all three investigators. Each investigator was tested for interrater reliability and demonstrated higher than 95% accuracy prior to data collection. Thorough methodologies for the Linn County and Portland samples are described in the master theses by McAllister (Note 5) and Mikesell (Note 6). Demographic characteristics of the community sample and the CMI sample are presented in Table 1.

### Instruments

Oregon Quality of Life Questionnaire. The OQLQ (see Appendix C) includes measures of functioning in four major areas of adjustment: personal, interpersonal, productive,

Table 1

Demographic Characteristics of the Chronically Mentally Ill  
Sample (CMI) and the Community Sample (C)

Characteristic	CMI (N=30)	C (N=60)
Age		
Mean (years)	45	38
Range (years)	21-73	18-65
Sex		
Female	53%	62%
Male	47%	38%
Ethnic Group		
Caucasian	100%	90%
Black	0	5%
Other	0	5%
Living Situation (Social)		
Head of House or Alone	27%	30%
Live with parent(s)	13%	3%
Live with spouse	27%	55%
Live with friend(s)	13%	12%
Live with relative(s)	7%	0
Other	13%	0
Living Situation (Physical)		
Single family dwelling	63%	80%
Apartment	20%	18%
Group home	17%	2%
Income (Annual for Household)		
0 - 999	13%	0
1000 - 4999	34%	6%
5000 - 4999	30%	7%
10000-24999	17%	70%
25000 or greater	6%	17%
Education		
Less than 7 years	17%	0%
Junior high	13%	2%
High school	43%	52%
College	27%	46%
Occupation		
Professional	3%	25%
Sales	3%	10%
Clerical	3%	7%
Craft	13%	23%
Unskilled	7%	9%
Homemaker	13%	13%
Unemployed	53%	3%
Retired	3%	5%
Student	0	3%
Other	0	2%

and civic. The instrument is based upon the quality of life theory that mental health is the degree of adjustment between the individual's abilities and needs and the demands and opportunities of his situation (Bigelow et al., 1982). The application of the instrument has been primarily in the evaluation of the effectiveness of mental health programs.

The OQLQ divides the four areas of adjustment--personal, interpersonal, productive, and civic--into more specific subareas, each being a set of items or a scale to assess the individual. The personal adjustment area explores psychological distress, psychological well-being, tolerance of stress, basic need satisfaction, and independence. The interpersonal adjustment area explores friend roles (casual social contacts), close friend roles, spouse role, parent role, social isolation, and social support. Adjustment to productivity explores work at home, employability, job and school performance, and other productive activities (includes leisure activities). Civic adjustment explores legal contacts, negative consequences of alcohol and drug use, and the use of community resources. The questionnaire also explores changes in each of the above areas as noted by the client resulting from participation in a mental health program.

The OQLQ is a self-report instrument in the form of questions with fixed alternative responses. The questions



are asked and the responses are presented, chosen, and recorded in a standard format to maintain uniformity. Data gathered in this way can be used to compare the quality of life among different samples.

The OQLQ has been administered to various client and community samples to evaluate mental health program services as part of the Oregon Program Impact Monitoring System. Psychometric analysis is continually being done on the instrument. The results that are currently published focus on the investigation of three properties of the instrument: (a) validity, (b) internal consistency, and (c) reliability (Bigelow et al., 1982). Face validity of the scales is reported as adequate. Some validity confirming interscale correlation patterns are noted. The known-groups technique is used to establish construct validity. A high degree of concurrent validity of the measures in the four areas of adjustment is indicated. The scale scores are able to discriminate between client intake and follow-up samples as well as between client and community samples. Internal consistency varies among the scales, but is sufficient to be useful for measurement of program effectiveness. Homogeneities are adequate, but substantial improvement remains possible. The interrater accuracy consistently exceeds 95%.

For this study, the reliability of the OQLQ scales was examined using Cronbach's alpha. Only the community

sample was included in these reliability analyses due to potential deviant responses by the CMI sample. To obtain homogeneous subscales for data analysis, a criterion was established of 0.5 as the lower limit for the coefficient alpha of each scale. Several scales not meeting the criterion were deleted from the analysis. One of these deleted OQLQ scales was the one measuring leisure activities and therefore it could not be statistically compared to the Use of Leisure Scale. Similar low reliability for this OQLQ scale was found by Bigelow et al. (1982). Several other scales had selected items deleted to improve their reliability for inclusion in the data analysis. Table 2 lists the nine OQLQ scales that are used in this study, the specific items in each scale, and the coefficient alpha for each scale.

The scores for the different scales on the OQLQ were determined by summing the values of the valid responses and then dividing by the number of items comprising this scale. Valid cases were determined by respondents answering at least 66% of items included in the scale. Subjects answering less than 66% of the items on a scale were considered to have a missing score for that scale. Descriptive statistics for the community and CMI samples on the nine OQLQ scales are presented in Appendix F.

Brief descriptions of the nine scales used in this study are as follows:

Psychological Distress Scale: This 12-item scale measures emotional status by the frequency of perceived bad feelings. The scale score range is 1-4 with 4 reflecting the greater frequency of distress.

Lack of Tolerance of Stress Scale: This 3-item scale measures difficulty in handling unpleasant feelings. The scale score range is 0-3 with 3 reflecting the lowest tolerance of stress.

Total Basic Need Satisfaction Scale: This 4-item scale measures satisfaction in living situation and income. The scale score range is 1-4 with 4 reflecting the highest degree of satisfaction.

Independence Scale: This 3-item scale measures ability to meet day-to-day responsibilities. The scale score range is 1-4 with 4 reflecting the greatest independence.

Confidence Scale: This 5-item scale measures ability to deal with conflict, make decisions, and be assertive. The scale score range is 1-4 with 4 reflecting the highest level of confidence.

Friend Role Scale: This 5-item scale measures frequency of interaction with casual social contacts and the degree of pleasure or uneasiness experienced. The scale score range is 1-4 with 4 reflecting the best adjustment to the friend role.

Table 2  
Internal Consistency Reliability of OQLQ Scales  
Used in This Study

Scale	# Items on Scale	Items on Scale	Reliability Coefficient
Psychological Distress (N=57)	12	01-01, 01-03, 01-05, 01-07, 01-09, 01-11, 01-13, 01-14, 01-16, 01-18, 01-20, 01-22	.77
Lack of Tolerance of Stress	3	02-01, 02-02, 02-03	.70
Basic Need Satisfaction	4	03-01, 03-02, 03-03, 03-04*	.64
Independence	3	04-01, 04-02, 04-03	.55
Confidence	5	04-04,* 04-05,* 04-06*, 04-07, 04-08*	.60
Friend Role	5	05-01, 05-02, 05-03,* 05-04,* 05-05*	.65
Spouse Role (N=36)	3	08-01,* 08-03, 08-04	.80
Social Support	4	10-01, 10-02, 10-03, 10-04	.68
Employability	4	12-02, 12-04, 12-07,* 12-09	.79

Note: N=60 unless indicated.  
\*Reversed items.

Spouse Role Scale: This 3-item scale measures the frequency of conflict and degree of enjoyment in the marital relationship. The scale score range is 1-4 with 4 reflecting the best adjustment to the spouse role.

Social Support Scale: This 4-item scale measures the frequency of sharing and the amount of help available from family and friends. The scale score range is 1-4 with 4 reflecting the greatest amount of social support.

Employability Scale: This 4-item scale measures job locating skills and ability to relate to coworkers. The scale score range is 1-4 with 4 reflecting the greatest employability.

Use of Leisure Scale. The OQLQ includes six items that measure the type and amount of leisure activity experienced by the respondent, but does not include items that determine the needs met by the leisure opportunity structure. The Use of Leisure Scale was therefore developed by the investigator to identify the specific needs as described by Maslow (1954) that are being at least partially met by perceived leisure experiences (see Appendix D). The definition of leisure used in this scale is an activity occurring during free time done primarily by free choice. The introduction to the questions in the scale emphasizes two of the characteristics of leisure--activity occurring during free time. The third

characteristic, free choice, is addressed in the first section of the scale and in the items measuring the fulfillment of autonomy needs. The intrinsic nature of leisure is emphasized by the great proportion of items measuring the fulfillment of self-actualization needs.

The scale is divided into three sections: a listing of 16 types of activities, a group of 30 items that characterize Maslow's six needs, and 1 item measuring satisfaction with leisure. Face validity of the scale was obtained by the following method. The Use of Leisure Scale was examined by several researchers, practitioners, and several individuals representative of the chronically mentally ill and the community sample. The scale was refined for clarity and brevity. Detailed guidelines for using the scale were written to facilitate uniformity among interviewers (see Appendix E).

The purpose of the first section of the Use of Leisure Scale is the identification of the respondent's activities that are within the framework of leisure. The specific activities identified were not used to form scales, but to serve as a reference for determining the needs that are being met by the leisure experiences. The first part of this section includes a listing of 16 activity categories. The respondent is asked to state if he has done any activity contained within each category

during the last week or at last three times in the last year. After an affirmative response, the respondent is then asked if he did the activity by free choice to further determine the leisure "nature" of the activity. The time frame of "within the last week" is chosen for consistency with the items in the OQLQ. To include activities that are done seasonally or more sporadically than once a week, the time frame of "at least 3 times in the last year" is used. One activity, "out-of-town pleasure trips," uses an even less restrictive time frame of "any-time during the last year." Finally, the respondent is asked to list any other of his leisure activities that have not already been identified. The categories for this section were selected from several activity lists (Chapin, 1974; London, Crandall, & Fitzgibbons, 1977; Pfeiffer & Davis, 1971). This section attempts to encompass the leisure activity realm using as few categories as possible. The wording of the categories was simplified to facilitate understanding of the chronically mentally ill population.

The purpose of the second section is to actually measure the perceived use of leisure for contributing to the fulfillment of Maslow's needs. The section was developed through the use of several relevant scales measuring "satisfactions" derived from leisure pursuits and

"motivators" for leisure behavior (Hawes, 1979; London, Crandall, & Fitzgibbons, 1977; Neulinger, 1974). The items based on Maslow's hierarchy of needs were selected from these previously-developed scales and categorized accordingly. Each item was scrutinized for its unitary affective content and its clarity for use with a chronically mentally ill population and altered as necessary. A format was then developed to use the items as a measure of need fulfillment.

This section consists of 30 possible functions that the respondent's leisure activities can at least partially fulfill. The respondent is asked if any of his leisure activities serve the specific function listed either "a lot," "a little," "not at all," or not known. Each of the 30 functions represents a contribution to the fulfillment of a particular need. The items characterizing each need are incorporated into a scale. This section, then, has six subscales (Maslow's six hierarchical needs) described as follows:

Basic needs subscale: The basic needs subscale is comprised of three items measuring the use of leisure to help achieve a homeostatic balance in the body. An example of an item on this subscale that exemplifies free time activities that help to meet basic needs is to "help you stay healthy."



Safety/security needs subscale: This subscale is comprised of four items measuring the use of leisure to help provide a sense of comfort and certainty. An example is for free time activities to "help you feel relaxed and comfortable."

Autonomy needs subscale: This subscale is comprised of three items measuring the use of leisure to help provide a sense of control and independence. Free time activities that "give you a feeling of independence" is an example of an item in this scale.

Affiliation needs subscale: Four items comprise this subscale measuring the use of leisure to help provide social relationships. An example is the use of free time activities to "improve your relationship with your friends or family."

Self-esteem needs subscale: This subscale is comprised of three items measuring the use of leisure to help provide a positive self-evaluation. Free time activities that "give you recognition from others" contribute to the fulfillment of self-esteem needs.

Self-actualization needs subscale: Thirteen items comprise this subscale which is considerably longer than the other scales because of the primarily intrinsic nature of leisure. This subscale measures the use of leisure to help maximize potential. Examples of free time activities

functioning to meet this need are to "help you understand yourself better" and to "challenge you physically."

The Use of Leisure Scale has six subscale scores representing each of the six levels of needs. The responses were given the following values: "a lot" = 3; "a little" = 2; "not at all" = 1; and "don't know" = 0. The "don't know" response was considered missing for statistical purposes. The values of the responses for each item within a subscale were averaged to obtain the subscale score. Each subscale score ranged from 1-3 with 3 reflecting the greatest fulfillment of the need.

For the items used to construct the six leisure subscales, there were only a few missing ("don't know") responses. On the autonomy needs subscale, one community subject and one CMI subject answered 2 of the 3 items "don't know." On the self-actualization needs subscale, one CMI subject answered 2 of the 13 items as "don't know." With these exceptions described above, for no leisure subscale were there subjects who were missing more than one response. Therefore, the few missing responses that did occur were estimated with the average of the remaining answered items on the subscale to which the missing responses belonged.

The third and last section of the Use of Leisure Scale contains one item measuring satisfaction with

leisure. The literature has emphasized the importance of satisfaction with leisure as an indicator of the effective use of leisure (Beard & Ragheb, 1980). This item was included for use in the construct validation of the six leisure subscales. The item is a question asking if the respondents are generally satisfied with what their leisure activities do for them. A simple yes/no response option is given.

#### Data Analysis

As the Use of Leisure Scale was developed for this study, the psychometric properties of the scale were explored using both sample groups. The reliability of the scale was determined by computing the coefficient alpha for each leisure subscale. The construct validity of the scale was examined by correlating the leisure subscales with an item measuring leisure satisfaction. Also, correlations among the six leisure subscales were computed for both the chronically mentally ill and community samples. If the six subscales are measuring different constructs, there should be a pattern of correlations among the scales being generally lower than the coefficient alpha values for the six scales. No statistical tests were employed to compare scale intercorrelations with scale coefficient alpha values.

To provide further evidence for the construct validity of the Use of Leisure Scale, the following hypotheses were tested:

HYPOTHESIS 1. Chronically mentally ill people use leisure less to contribute to the fulfillment of needs than does the general community.

The score of the two samples on each of the six leisure subscales were compared through a t-test using a .05 level of significance.

HYPOTHESIS 2. Quality of life is correlated with fulfillment of needs through leisure for both the chronically mentally ill people and the general community.

Correlation coefficients between the six leisure subscales and the nine OQLQ scales were calculated for the chronically mentally ill sample and for the community sample. These correlation coefficients were then tested for statistical significance using a .05 level of significance.

## CHAPTER III

### RESULTS

This chapter consists of three major sections. The first section is a report on the reliability of the Use of Leisure Scale. The second section is a report on the correlation of the Use of Leisure subscales with an item measuring leisure satisfaction and a report of the correlation among the Use of Leisure subscales. The purpose of the second section is to help establish construct validity for the Use of Leisure Scale. The final section is a report of the testing of the two hypotheses which explore the difference between two populations in their use of leisure to meet needs and the relationship between the use of leisure and quality of life in both populations.

#### Reliability of the Use of Leisure Scale

For statistical analysis, six subscales were constructed from the Use of Leisure Scale to measure the fulfillment of each of the six levels of Maslow's (1954) hierarchy of needs. Descriptive statistics for the six Use of Leisure subscales are summarized in Appendix G.

The reliability of the Use of Leisure Scale was determined by obtaining Cronbach's coefficient alpha ( $\alpha$ ) for each of the six subscales on both sample groups. Only

one item from one subscale needed to be deleted to ensure a reliability coefficient of at least .50 for each subscale. Table 3 lists the six leisure subscales, their specific items, and the two coefficient alphas for each scale. Two subscales--basic needs and autonomy needs--had alpha values in the .70s for the community sample and in the .50s for the CMI sample. Alpha values for the other four subscales were similar for both sample groups and ranged from .65 to .85. The self-actualization needs subscale had the highest alpha values for the community sample at .87 as well as for the CMI sample at .85. All of the subscales have either three or four items except the self-actualization scale which has thirteen items.

#### Construct Validity of the Use of Leisure Scale

Satisfaction with leisure is a commonly measured aspect of leisure. Therefore, the six leisure subscales were correlated with an item measuring leisure satisfaction to obtain support for the construct validity of the Use of Leisure Scale. Table 4 contains these Pearson correlation coefficients for each subscale for both the community and the chronically mentally ill samples. The self-esteem and self-actualization needs subscales were significantly ( $p < .05$ ) correlated with leisure satisfaction for both samples. The affiliation and autonomy needs subscales showed a significant ( $p < .01$ ) correlation with

Table 3

Internal Consistency Reliability ( ) of Use of Leisure Subscales for  
the Community (C) and Chronically Mentally Ill (CMI) Samples

Subscale	# of Items in Subscale	Items in Subscale	C Sample $\frac{\quad}{N}$	CMI Sample $\frac{\quad}{N}$
1. Basic	3	217, 218, 219	.70	.50
2. Safety	4	220, 221, 222, 223	.79	.80
3. Autonomy	3	224, 225, 226	.73	.55
4. Affiliation	3	227, 228, 229	.75	.78
5. Esteem	3	231, 232, 233	.65	.66
6. Actualization	13	234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246	.87	.85

Table 4  
 Correlation Between the Use of Leisure Subscales and  
 the Leisure Satisfaction Item for the Chronically  
 Mentally Ill (CMI) N=30 and the  
 Community (C) N=60 Samples

Subscale	Satisfaction with Leisure Pearson's <u>r</u>	
1. Basic	C	.22*
	CMI	.14
2. Safety	C	.17
	CMI	.16
3. Autonomy	C	.15
	CMI	.48**
4. Affiliation	C	.08
	CMI	.31**
5. Esteem	C	.24*
	CMI	.34*
6. Actualization	C	.29*
	CMI	.32*

\*  $p < .05$

\*\*  $p < .01$



leisure satisfaction for only the chronically mentally ill sample. The safety/security needs subscale showed no significant correlation with leisure satisfaction in either sample and the basic needs subscale showed a significant ( $p < .05$ ) correlation with leisure satisfaction for only the community sample. Altogether, five of the six subscales showed a significant correlation with the leisure satisfaction item in at least one of the two sample groups.

In order to claim that a subscale measures only the intended construct (here, a specific need), it is necessary to show that the subscale yields a score different from the scores of subscales intended to measure other constructs (i.e., other specified needs). If theoretically related subscales are designed to measure different constructs, the Pearson correlation between the subscales can be compared to their respective alpha coefficients. To the extent the latter exceed the former, each subscale may be considered distinguishable.

The correlation coefficients among the Use of Leisure subscales and the alpha coefficients of each subscale are presented in Table 5 for both the chronically mentally ill and community samples.

For the community sample all six subscales had coefficient alpha values higher than any of their respective

Table 5  
 Reliability of and Correlation Among the Use of Leisure Subscales  
 for the Chronically Mentally Ill (CMI) N=30  
 and Community (C) N=60 Samples

Subscales	Basic 1	Safety 2	Affiliation 3	Esteem 4	Autonomy 5	Actualization 6
1 C	(.70)	.51***	.36**	.49***	.26*	.67***
CMI	(.50)	.39*	.45**	.21	.23*	.58***
2 C		(.79)	.73***	.42***	.52***	.71***
CMI		(.80)	.36*	.47**	.09	.58***
3 C			(.73)	.28*	.43***	.59***
CMI			(.55)	.50**	.64***	.58***
4 C				(.75)	.29*	.69***
CMI				(.78)	.28	.68***
5 C					(.65)	.56***
CMI					(.66)	.38*
6 C						(.87)
CMI						(.85)

Note: Alpha coefficients in the diagonal; Pearson's correlation coefficient  $r$  in the columns.

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

correlation coefficient values with one exception (the correlation between the affiliation and safety subscales). For the CMI sample, four subscales had their coefficient alpha values higher than their respective correlation coefficient values. The basic needs and the affiliation needs subscale had only one or two subscales with correlation coefficients higher than the alpha coefficients. Each subscale can therefore be considered to measure a distinguishable need.

#### Tests of the Hypotheses

Tests of the two hypotheses provide further evidence for the construct validity of the Use of Leisure Scale as well as provide answers to the research questions. The first hypothesis is that chronically mentally ill people use leisure less to contribute to the fulfillment of needs than does the general community. The hypothesis was tested by using a t-test to compare means of the two samples on the six leisure subscales. Table 6 summarizes the findings. The chronically mentally ill sample was significantly lower ( $p < .05$ ) than the community sample in meeting their self-esteem needs through leisure. The only other needs that were close to being significantly less fulfilled through leisure by the chronically mentally ill sample were the affiliation needs ( $p < .06$ ). Therefore, the chronically mentally ill sample did not report needs

Table 6

Summary of t-tests Comparing the Community and  
Chronically Mentally Ill Samples on the Six  
Use of Leisure Subscales and on the  
Leisure Satisfaction Item

Leisure Subscale	C (N=60)		CMI (N=30)		<u>t</u>	<u>p</u>
	M	SD	M	SD		
Basic	2.35	0.48	2.35	0.51	0.03	0.49
Safety	2.52	0.48	2.50	0.51	0.22	0.41
Autonomy	2.13	0.63	2.26	0.52	-1.02	0.15
Affiliation	2.19	0.53	1.99	0.65	1.56	0.06
Esteem	2.36	0.44	2.16	0.57	1.84	0.03
Actualization	2.07	0.41	2.01	0.46	0.66	0.25
Leisure Satisfaction	1.95	0.22	1.63	0.49	4.24	0.00

being met by leisure less than did the community sample and thus the hypothesis is not supported.

A further comparison of the two samples regarding their reported satisfaction with leisure was made. The community sample expressed a higher degree of satisfaction with what their leisure experiences did for them as compared to the chronically mentally ill sample ( $p < .001$ ).

The second hypothesis is that quality of life is correlated with fulfillment of needs through leisure for both chronically mentally ill people and the general community. This hypothesis was tested by calculating the correlation coefficients between the six leisure subscales and the nine OQLQ scales and then examining the correlations for statistical significance at the .05 significance level. The correlations are shown in Table 7. Of the 108 correlations calculated, 24 (22%) were significant. All of the 24 significant correlations indicated that increased use of leisure was associated with higher levels of quality of life. Table 8 shows a comparison between the two samples on the 24 significant correlations.

As Table 8 clearly indicates, the community sample had an overwhelming 83% of these significant correlations. Three OQLQ scales were significantly correlated with five of the six leisure subscales. These scales are Lack of Tolerance of Stress, Independence, and Friend Role. In

Table 7

Correlation Coefficients for the Chronically Mentally Ill Sample (CMI) and the Community Sample (C) Between the OQLQ Scales and the Use of Leisure Subscales and Leisure Satisfaction

OQLQ Scales	Use of Leisure Subscales						Leisure Satisf.
	Basic	Safety	Autonomy	Affiliation	Esteem	Actualization	
<b>Distress</b>							
C (N=60)	-.23*	-.17	0.01	-.22*	-.19	-.22*	-.54***
CMI (N=30)	-.30	-.18	-.27	-.21	.07	-.21	.02
<b>Lack of Tol. of Stress</b>							
C (N=55)	-.33*	-.26*	-.09	-.31*	-.43**	-.39**	-.60***
CMI (N=23)	-.03	-.23	-.25	-.09	-.05	-.06	-.30
<b>Need Satisfaction</b>							
C (N=60)	.10	.12	.05	.04	.19	.05	.23*
CMI (N=30)	-.10	.10	.20	.20	-.02	-.01	-.14
<b>Independence</b>							
C (N=60)	.39**	.41**	.35**	.35**	.16	.42***	.30*
CMI (N=30)	-.09	.06	.18	.28	.01	.19	.23
<b>Confidence</b>							
C (N=60)	.18	.05	.03	.20	.03	.21	.06
CMI (N=30)	.14	-.12	-.12	.01	-.20	.02	.03
<b>Friend Role</b>							
C (N=60)	.52***	.31**	.11	.34**	.32**	.37**	.26*
CMI (N=30)	.10	.29	.08	.11	-.23	.19	.09
<b>Spouse Role</b>							
C (N=36)	.14	.05	.07	.08	-.06	-.02	.56***
CMI (N=9)	.36	-.24	-.31	-.28	.14	.02	.00
<b>Social Support</b>							
C (N=60)	.27*	.04	-.11	.06	.12	.07	.31***
CMI (N=30)	-.04	.21	-.17	.19	.31*	.05	-.12
<b>Employability</b>							
C (N=60)	.31**	.02	.02	-.11	.03	.03	.09
CMI (N=30)	.34*	.39*	.13	.20	.20	.37*	.18

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Table 8

Comparison of the Community Sample and the Chronically Mentally Ill Sample  
 on the Significant Correlations Between Their OQLQ Scales  
 and the Leisure Subscales

Use of Leisure Subscales					
Basic	Safety	Autonomy	Affiliation	Esteem	Actualization
<u>Community Sample</u>					
Distress	Lack of tol.	Independence	Distress	Lack of tol.	Distress
Lack of tol.	Independence		Lack of tol.	Friend role	Lack of tol.
Independence	Friend role		Independence		Independence
Friend role			Friend role		Friend role
Social support					
Employability					
<u>Chronically Mentally Ill Sample</u>					
Employability	Employability	-	-	Social support	Employability

Note: Entries in this table are the OQLQ scales that are significantly correlated with the Use of Leisure subscale listed at the top of the table.

addition, the OQLQ Psychological Distress scale was significantly correlated with three of the six leisure subscales.

Table 8 also shows the relatively small number and variety of significant correlations between the OQLQ scales and the leisure subscales for the chronically mentally ill sample. Only two different OQLQ scales-- Social Support and Employability--correlated with the leisure subscales. Employability did correlate with three of the leisure subscales--basic needs, safety/security needs, and self-actualization needs.

In neither the community nor the chronically mentally ill samples were there any significant correlations between the OQLQ scales of Need Satisfaction, Confidence, and Spouse Role and the six leisure subscales. It appears that the second hypothesis regarding leisure and quality of life receives adequate support for the community sample, but only marginal support for the chronically mentally ill sample.

As a point of interest, the two samples were also compared in their correlations between the leisure satisfaction item and the nine OQLQ scales (Table 7). The community sample had seven of the nine OQLQ scales correlate significantly with leisure satisfaction, while the



chronically mentally ill sample had no significant correlations between any OQLQ scale and leisure satisfaction.

## CHAPTER IV

### DISCUSSION

According to Bigelow et al. (1982), use of leisure time is one of several opportunity structures that enable people to satisfy their needs and to enjoy a high quality of life. The purpose of this study was to explore the degree to which one quality of life variable, leisure, is an opportunity to satisfy the set of needs described by Maslow. Further hypotheses were that chronically mentally ill people are less successful in meeting their needs through leisure and that the more needs are fulfilled through leisure the better the quality of life.

The data for this thesis were obtained from two questionnaires--the Oregon Quality of Life Questionnaire (OQLQ) and the Use of Leisure Scale. The OQLQ has been administered to over 1,000 individuals of various known groups. Psychometric analyses done for this study indicate that nine of the scales are reasonably reliable measures of their particular aspect of quality of life.

The psychometric data on the Use of Leisure Scale indicate that the tool is an acceptable measure of an individual's reported use of leisure to meet any of the six levels of needs as described by Maslow. The internal consistency of the Use of Leisure Scale is adequate for

all six subscales, particularly considering that five of the subscales have only three or four items.

Evidence for construct validity of the Use of Leisure Scale was obtained by first correlating the six subscales with leisure satisfaction which is a commonly-used measure of leisure effectiveness. The results show that, for both samples, individuals using leisure to meet their self-esteem and self-actualization needs also report being satisfied with their leisure. These results are consistent with Maslow's need theory. The higher the level of needs being fulfilled, the greater should be the satisfaction.

Members of the CMI sample who expressed satisfaction with their leisure were more likely to indicate that leisure was used to meet their autonomy and affiliation needs. In contrast, the correlations of leisure satisfaction with the use of leisure to meet autonomy and affiliation needs were not significant for the community sample. This CMI sample may express satisfaction with their leisure, particularly when their affiliation needs are met, because they have fewer opportunity structures to meet this need than do the community sample. For instance, in the CMI sample, 53% are unemployed and cannot effectively use work as an opportunity structure to meet affiliation needs (compared to 3% unemployed in the

community sample). Also, 73% of the CMI sample are single and cannot use marriage as an opportunity structure (compared to 45% single in the community sample.) A possible explanation for the CMI sample getting more satisfaction from leisure when it meets their needs for autonomy is their lack of other opportunities to act independently.

An interesting and unexpected finding was the significant correlation between leisure satisfaction and basic need fulfillment for the community sample. The questions in the basic need subscale refer to activities that are physical, health-producing, and tension-reducing. The average person, therefore, may have few opportunities other than leisure to meet such basic needs as bodily activity.

Overall, the leisure satisfaction item correlated significantly with five of the six subscales in at least one of the two sample groups and therefore did provide support for the construct validity of the Use of Leisure Scale.

Further evidence for the construct validity of the Use of Leisure Scale was obtained by determining that each subscale measured a distinguishable need. This is important for validating the application of Maslow's need theory in measuring the various levels of needs. The literature shows that measuring need fulfillment through

leisure is increasing in acceptance as an effective measure of leisure and may gain more support as the instruments show greater application of the need theory.

For purposes of this study, the Use of Leisure Scale does have adequate reliability, face validity, and construct validity. The Scale is psychometrically adequate to use in comparing two sample groups on their use of leisure and in correlating the use of leisure with quality of life.

The results of this study did not support the hypothesis that CMI people report using leisure less to fulfill their needs than the general community, although the CMI sample did express significantly less satisfaction with their leisure than did the community sample. Self-esteem was the only need fulfilled by leisure to a lesser extent for the CMI sample than for the community sample. There are several plausible reasons for the hypothesis not being supported. The scope of responses offered for the scale items--"a lot," "a little," "not at all," and "don't know"--may have been too broad to discern specific differences between the groups. Both sample groups reported that the six levels of needs were met at least "a little," with the exception that the affiliation needs for the CMI sample was slightly lower. The tendency to give more socially desirable responses may have been a factor.

Also, the concepts contained in the different items, particularly in the self-actualization subscale, may have been too abstract for the CMI. For instance, the concepts of leisure helping an individual "to get more out of life" or "to understand oneself better" are more complex than those on the self-esteem subscale where leisure is helping an individual "to feel proud" or "to obtain recognition." Finally, the positive finding for the self-esteem need may be only a result of the CMI people getting little self-esteem out of any opportunity structure, even leisure, despite having more access to leisure than to other opportunity structures.

Therefore, the lack of significant differences between the two samples in their use of leisure to meet needs may be a result of the response option categories of the instrument being too general, concepts of the subscales being too abstract, or the respondents giving socially acceptable responses. Because the CMI sample express significantly less satisfaction with their leisure than the community sample, it is questionable that the CMI sample are actually getting their needs met through leisure to the same extent as are the community sample.

The second hypothesis that quality of life is correlated with fulfillment of needs through leisure was adequately supported for the general community but only

marginally for the CMI. First, in focusing on the community sample, there is an interesting grouping of three OQLQ scales that correlate significantly with four of the six leisure subscales. These OQLQ scales--Lack of Tolerance of Stress, Independence, and Friend Role--correlate significantly with the leisure subscales measuring basic needs, safety/security needs, affiliation needs, and self-actualization needs. It appears, therefore, that when a person uses leisure to meet needs, the person is also likely to be successful in tolerating stress or unpleasant feelings, acting independently in day-to-day activities, and experiencing pleasure in casual friendships. These three areas are representative of major aspects of quality of life--psychological, functional, and relational. Therefore, the correlation of those three OQLQ scales together with the leisure subscales provides more substantial support for the positive relationship between quality of life and the use of leisure than do correlations of any isolated OQLQ scale with the leisure subscales.

For the community sample, each of the six leisure subscales was significantly correlated with one or more of the OQLQ scales. The basic needs subscale had the largest number of significant correlations. Besides the three OQLQ scales discussed above, the Psychological Distress Scale, the Social Support Scale, and the Employability

Scale were also significantly correlated with the basic needs subscale. This is quite a variety of significant correlations. The literature substantiates that using physical activities as leisure often reduces psychological distress, improves tolerance for stress, increases the ability to do day-to-day activities, and offers opportunities for establishing friendships.

The safety/security needs subscale correlated significantly with the above mentioned trio of OQLQ scales which are representative of the major aspects of quality of life. The literature emphasizes the use of leisure to meet higher level needs. These correlations support the concept that leisure is also used to meet lower level needs.

The autonomy needs subscale only correlated significantly with the Independence Scale. These scales measure similar constructs and their correlation is further validation for each of the two scales.

The affiliation, self-esteem, and self-actualization needs subscales all correlated significantly with previously mentioned OQLQ scales. These needs are frequently documented as the key needs that are fulfilled through leisure because of the tendency for leisure activities to be social, competitive, and creative. A positive relationship between quality of life and the fulfillment of



affiliation, self-esteem, and self-actualization needs through leisure is supported by this study.

Data from the CMI sample, in contrast to that from the community sample, showed very few significant correlations between the Use of Leisure subscales and the OQLQ scales. Three of the four significant correlations were between the Employability Scale and the basic needs, safety/security needs, and self-actualization needs subscales. The Employability Scale measures potential for employment by focusing on skills in looking for a job and expected relationships with coworkers. CMI individuals scoring high on this scale are probably at a more functional level than those who score low and therefore are also capable of using leisure to meet their needs.

Also, the correlation between the leisure satisfaction item and the OQLQ scales showed a remarkable difference between the CMI and community samples. The correlations showed no relationship between satisfaction with leisure and quality of life for the CMI sample, but showed a strong relationship for the community sample. Therefore, the quality of life for the CMI sample is apparently not related to their use of leisure or their satisfaction with leisure.

The intriguing question of why the two samples differ in the relationship between their use of leisure and their

quality of life requires consideration. Psychometrically, the Use of Leisure Scale was found to be reliable for both sample groups and the difference in sample size did not present a statistical problem. As each sample group was interviewed by a different investigator, the results may have been adversely affected. Each interviewer demonstrated at least a 95% accuracy in reliably administering the OQLQ, but no similar interrater reliability test was done for the Use of Leisure Scale. Thorough guidelines were written for administering the Use of Leisure Scale and the interviewers did practice together administering the scale.

Conceptually, a possible explanation for the lack of relationship between the CMI sample's reported use of leisure and quality of life is related to the definition of leisure. The CMI sample may not experience leisure as it is defined for this study--any activity occurring during free time done primarily by free choice for primarily intrinsic rewards. They may not actually have time or opportunities to make choices without accountability to an authority. They also may not be capable of understanding or obtaining intrinsic rewards from an activity. If the CMI sample is not experiencing this "leisure," then it would be expected that they would not meet their needs through leisure, they would not express

satisfaction with leisure, and their quality of life would not be related to leisure.

Finally, this is a descriptive correlational study and other variables affecting the quality of life of the respondents could not be controlled. The OQLQ scale means were substantially lower for the CMI sample than for the community sample. Consequently, other factors may be negatively affecting the CMI sample's quality of life to such an extent that even effective use of leisure to meet needs does not have an impact on their quality of life.

Leisure is a viable opportunity structure to meet needs as demonstrated by the positive correlation between use of leisure and quality of life for the community sample. Therefore, CMI people may be able to use leisure as an opportunity structure with the assistance of mental health professionals. In light of the above findings, the mental health professional may need to first assess if a client is actually experiencing leisure during "free time" before assessing whether the leisure is meeting the needs of the client. Further refinement of leisure measurement with CMI people is warranted to determine if effective use of leisure does improve quality of life and should therefore be a target area for mental health intervention.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The effectiveness of mental health intervention is currently being evaluated by its effect on a client's quality of life. Bigelow et al. (1982) regard quality of life as the degree to which opportunity structures are used to meet personal needs. This research effort developed a concept and a measure of leisure, one opportunity structure that can be used to meet the set of needs described by Maslow (1954).

The use of leisure by chronically mentally ill (CMI) people is of special concern to mental health professionals because CMI people are assumed to have large quantities of unstructured time and few other opportunity structures to meet their needs.

This study compared 30 CMI clients with 60 people from the general community on their use of leisure and on the relationship between the needs met by leisure and their quality of life. The instruments were the Use of Leisure Scale, developed for this study, and the Oregon Quality of Life Questionnaire, a mental health program evaluation tool. Both instruments had adequate reliability and construct and face validity.

It was predicted, but unsupported, that the CMI sample would use leisure less to meet their needs than would the community sample. A positive relationship was further predicted between the effective use of leisure to meet needs and quality of life. This was supported for the community sample but only marginally for the CMI sample.

There are a number of methodological and theoretical issues that may have affected the results of this research. Among these are untested interrater reliability and lack of sensitivity of the response options for the Use of Leisure Scale, CMI people possibly lacking leisure experiences as defined by this study, and the possible overshadowing influence of other variables on the CMI sample's quality of life.

It can be concluded from this research that leisure is an opportunity structure that can be used to meet personal needs. The CMI sample does not seem to be using leisure effectively as no relationship was found between their leisure use and quality of life. Therefore, mental health intervention may be helpful to enable CMI people to effectively use the leisure opportunity structure to meet their needs.

On the basis of this study, the following recommendations can be made:

1. Randomly assign interviewers to subjects from

both sample groups to reduce potential interviewer bias.

2. Improve the sensitivity of the response options for the Use of Leisure Scale for better differentiation between comparison groups.

3. Develop other ways to measure the degree of fulfillment of a need. There are no standards currently.

4. Compare each subject's reported leisure activities to the reported needs that are met by leisure. This could have implications for counseling people on types of activities that meet particular needs.

5. Replicate the study using other client groups (e.g., depressed, alcoholic). This could support the need for leisure counseling for other specific groups.

6. Determine if CMI people actually have more leisure time than the general population. Empirical documentation is lacking for this well-published concept.

7. Explore other variables that may prevent CMI people's use of leisure from affecting their quality of life (e.g., affective status).

8. Explore CMI people's use of other opportunity structures to meet their needs (e.g., work, marriage).

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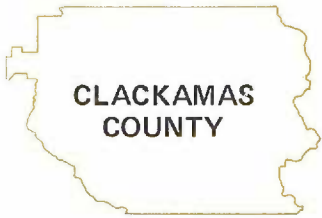


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APPENDIX A

Letter of Solicitation from Therapist



DEPARTMENT  
OF  
HUMAN RESOURCES

<sup>101</sup>  
COMMUNITY  
MENTAL HEALTH  
CENTER

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ROBERT J. KING, Ph.D.  
DIRECTOR

Dear

Kathleen Clayton, a psychiatric nurse working with us, is studying the quality of life of people coming to the mental health clinic. This study will help us plan our program to better meet our clients' needs.

Kathleen will be getting in touch with you soon to ask if you would be willing to participate. If you agree, she will interview you, asking you questions about how you are feeling and how you are spending your time.

This interview is VOLUNTARY and you can refuse to answer any question or stop the interview at any time. Refusal to be interviewed will NOT affect your relationship with or treatment at the mental health clinic.

Your agreement to be interviewed would be much appreciated.

Thank you,

APPENDIX B  
Consent Form



DEPARTMENT  
OF  
HUMAN RESOURCES

103  
COMMUNITY  
MENTAL HEALTH  
CENTER

ROBERT J. KING, Ph.D.  
DIRECTOR

CONSENT FORM

I, \_\_\_\_\_, agree to serve as a subject in the investigation named "Study of Quality of Life" by Dr. Douglas Bigelow, Oregon Mental Health Division, and Dr. Florence Hardesty, UOHSC, principal investigators. This study is under the sponsorship of Vern Faatz, Transitional Program Coordinator. The study is aimed at better understanding and measuring the quality of life of clients in the Transitional Program of the Clackamas County Community Mental Health Center. I am willing to participate in an interview which may last between 1-2 hours and will answer questions regarding:

- How I am feeling
- How I am getting along with my family and friends
- How I am spending my time
- Whether I am having any difficulties with alcohol or drugs
- Whether I have had any recent contact with the law
- Whether I am making use of opportunities in my community.

Participation in this interview is completely voluntary.

I can refuse to answer any question and I can stop the interview if I wish.

Withdrawal from participation in the study at any time will have no effect on my relationship with or treatment at the Clackamas County Community Mental Health Center.

The information obtained will be kept confidential and will not become part of my mental health center record.

My identity will be kept secret by the use of code numbers.

Information will not be released to anyone for any other purpose.

I may benefit from this interview by becoming more aware of my quality of life. The personal nature of the questions may cause me some distress. If so, my therapist can be contacted by the interviewer to provide me with any emotional support needed because of the interview. Kathleen Clayton has offered to answer any questions I might have about my participation in this study.

It is not the policy of the Department of Health, Education and Welfare, or any other agency funding the research project in which you are participating, to compensate or provide medical treatment for human subjects in the event the research results in physical injury. The University of Oregon Health Sciences Center, as an agency of the State, is covered by the State Liability Fund. If you suffer any injury from the research project, compensation would be available to you only if you establish that the injury occurred through the fault of the Center, its officers or employees. If you have further questions, please call Dr. Michael Baird, MD, at (503)225-8014.

I have read or listened to the above information regarding the interview and I am willing to proceed with the interview.

I give my permission to allow the information collected in this interview to be used for research purposes only.

Date \_\_\_\_\_

Witness \_\_\_\_\_

Signature \_\_\_\_\_

ADMINISTRATION & PLANNING

FLAVIA HALL - P. O. BOX 164 - MARYLHURST, OREGON 97036 - 655-8651

APPENDIX C

Oregon Quality of Life Questionnaire

## Oregon Quality of Life Questionnaire (1979)

Department of Human Resources

These questions ask about how you have been feeling in the past week. Pleasant and unpleasant feelings of several different kinds are covered.

In the past week, how often have you felt very restless, unable to sit still, or fidgety?		<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-01
In the past week, how often have you enjoyed your leisure hours (evenings, days off, etc.):	<u>0</u> NA	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-02
In the past week, how often have you felt preoccupied with your problems (can't think of anything else)?	<u>0</u> NA	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-03
In the past week, how often have you been pleased with something you did?		<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-04
In the past week, how often have you felt unpleasantly different from everyone and everything around you?		<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-05
In the past week, how often have you felt proud because you were complimented?	<u>0</u> NA	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-06
In the past week, how often have you felt fearful or afraid?		<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-07
In the past week, how often have you felt that things were "going your way"?		<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-08
In the past week, how often have you felt sad or depressed?		<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-09
In the past week, how often have you felt excited or interested in something?		<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-10

July 1979



In the past week, how often have you felt angry?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-11
In the past week, how often have you felt that life was going just about right for you?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-12
In the past week, how often have you felt mixed-up or confused?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-13
In the past week, how often have you felt tense (uptight)?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-14
In the past week, how often have you felt good about decisions you've made?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-15
In the past week, how often have you had trouble sleeping?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-16
In the past week, how often have you felt like you've spent a worthwhile day?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-17
In the past week, how often have you had trouble with poor appetite, or inability to eat?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-18
In the past week, how often have you felt serene and calm?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-19
In the past week, how often have you had trouble with indigestion?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-20
In the past week, how often have you found yourself really looking forward to things?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-21
In the past week, how often have you had trouble with fatigue?	<u>4</u> all the time <u>3</u> often <u>2</u> several times <u>1</u> none of the time	01-22
Did _____ make any difference to the way you feel?	<u>5</u> greatly improved it <u>4</u> improved it <u>3</u> no effect <u>2</u> made it worse <u>1</u> made it much worse	20-01

Everybody has unpleasant feelings sometimes: we wake up depressed, get upset or frustrated or frightened. These questions ask how much difficulty you have had recently in handling these unpleasant feelings.

How much difficulty have you had handling feelings of depression?	<u>0</u> NA	<u>3</u> great difficulty <u>2</u> some difficulty <u>1</u> no difficulty	02-01
How much difficulty have you had handling being upset?	<u>0</u> NA	<u>3</u> great difficulty <u>2</u> some difficulty <u>1</u> no difficulty	02-02
How much difficulty have you had handling frustration?	<u>0</u> NA	<u>3</u> great difficulty <u>2</u> some difficulty <u>1</u> no difficulty	02-03
How much difficulty have you had handling being frightened or shaken up?	<u>0</u> NA	<u>3</u> great difficulty <u>2</u> some difficulty <u>1</u> no difficulty	02-04
Has _____ made any difference to how you handle unpleasant feelings?		<u>5</u> greatly improved it <u>4</u> improved it <u>3</u> no effect <u>2</u> made it worse <u>1</u> made it much worse	20-02
<i>These questions ask about your living situation, eating, income, transportation, and medical care. The purpose is to see if these needs are met to at least a minimum level of satisfaction.</i>			
How satisfied are you with your home--its state of repair, amount of room, furnishing, warmth, lighting, etc.?		<u>4</u> very satisfied <u>3</u> satisfied <u>2</u> dissatisfied <u>1</u> very dissatisfied	03-01
How satisfied are you with your home, considering the amount of privacy, your neighbors, security, etc.?		<u>4</u> very satisfied <u>3</u> satisfied <u>2</u> dissatisfied <u>1</u> very dissatisfied	03-02
Did _____ affect your living situation?		<u>5</u> greatly improved it <u>4</u> improved it <u>3</u> no effect <u>2</u> made it worse <u>1</u> made it much worse	20-03
<i>This question asks about how well your income covers things you must have--food, medicine, clothing, etc. How adequate is your present income for your present needs?</i>		<u>4</u> very adequate <u>3</u> adequate <u>2</u> inadequate <u>1</u> very inadequate	03-03
Are you worried about your future income covering the things you must have?		<u>4</u> terribly worried <u>3</u> quite worried <u>2</u> slightly worried <u>1</u> not at all worried	03-04
Did _____ affect the adequacy of your income?		<u>5</u> greatly improved it <u>4</u> improved it <u>3</u> no effect <u>2</u> made it worse <u>1</u> made it much worse	20-04
Can you get around town as you need for work, shopping, medical appointments, visiting, etc. ?		<u>4</u> can't get around at all <u>3</u> with much difficulty <u>2</u> with little difficulty <u>1</u> with no difficulty	03-05

Did _____ affect your ability to get around the community?		<u>5</u> greatly improved it <u>4</u> improved it <u>3</u> no effect <u>2</u> made it worse <u>1</u> made it much worse	20-06
In the last month, have you had difficulty getting medical care?	<u>0</u> NA	<u>2</u> yes <u>1</u> no	03-06
Do you have a regular or family doctor?		<u>2</u> yes <u>1</u> no	03-07
Do you have medical insurance?		<u>2</u> yes <u>1</u> no	03-08
Do you know where to get emergency medical help?		<u>2</u> yes <u>1</u> no	03-09
Did _____ affect your medical care?		<u>5</u> greatly improved it <u>4</u> improved it <u>3</u> no effect <u>2</u> made it worse <u>1</u> made it much worse	20-07

*These questions ask how you handle making decisions, dealing with conflict, asserting yourself, etc.*

In the last week, how did you find shopping, paying bills, preparing meals, and generally looking after your basic necessities?		<u>4</u> very easy <u>3</u> fairly easy <u>2</u> rather difficult <u>1</u> very difficult	04-01
...and how enjoyable was it?		<u>4</u> very enjoyable <u>3</u> fairly enjoyable <u>2</u> fairly unpleasant <u>1</u> very unpleasant	04-02
In the last week, how often did you go out?		<u>4</u> more than 3 times <u>3</u> 2 or 3 times <u>2</u> once <u>1</u> never	04-03
When you receive broken merchandise, poor service, or are overcharged, how hard is it for you to complain to the store, dealer or company?		<u>4</u> can't do it at all <u>3</u> very hard <u>2</u> a little hard <u>1</u> not hard at all	04-04
When you want to join a conversation (e.g., at a party) how hesitant do you feel about doing so?		<u>4</u> can't do it all <u>3</u> very hesitant <u>2</u> slightly hesitant <u>1</u> not at all hesitant	04-05
When you are treated unfairly by someone you know well (family, close friend) how difficult is it for you to tell them so?		<u>4</u> can't do it at all <u>3</u> very difficult <u>2</u> slightly difficult <u>1</u> not difficult	04-06
How confident are you in the decisions you make for yourself (what to buy, where to live, what to do, etc.)?		<u>4</u> quite confident <u>3</u> some confidence <u>2</u> little confidence <u>1</u> no confidence	04-07
How often do you put off making important decisions until it is too late?		<u>4</u> always <u>3</u> often <u>2</u> occasionally <u>1</u> never	04-08

Did \_\_\_\_\_ affect your ability to make decisions, deal with conflict, and assert yourself?

5 greatly improved it  
4 improved it  
3 no effect  
2 made it worse  
1 made it much worse

20-08

*These questions ask how you have been getting along with people in the last week.*

In the past week, how many times have you spoken with neighbors?

4 more than 3 times  
3 2 or 3 times  
2 once  
1 never

05-01

In the last week, how often have you spoken with people you saw at work or school or other daily activity?

4 more than 3 times  
3 2 or 3 times  
2 once  
1 never

05-02

Do you feel that people avoid you?

4 all the time  
3 often  
2 occasionally  
1 never

05-03

Do you feel that people are not nice to you?

4 all the time  
3 often  
2 occasionally  
1 never

05-04

How comfortable do you feel being around people?

4 very uncomfortable  
3 uncomfortable  
2 comfortable  
1 very comfortable

05-05

Last week, how often did you get to places where you could meet new people?

4 every day  
3 several times  
2 once  
1 not at all

05-06

Did \_\_\_\_\_ affect how you get along with people?

5 greatly improved it  
4 improved it  
3 no effect  
2 made it worse  
1 made it much worse

20-09

*These questions ask how you have been getting along with your close friends recently.*

How easily do you make close friendships?

4 can't do it at all  
3 with much difficulty  
2 with a little difficulty  
1 quite easily

06-01

Do you have any close friends?

2 yes  
1 no

06-02

(If "yes")

In the last week, how much of your free time did you spend with close friends talking or doing things together?

4 almost all  
3 about half  
2 very little  
1 none

06-03

In the last month, how many times have you had contact by visit, phone, or mail with friends who live outside \_\_\_\_\_?

4 quite often  
3 several times  
2 once  
1 not at all

06-04

How much trouble have you had in your close friendships?

- 4 a great deal  
3 quite a bit  
2 a little  
1 none

Did \_\_\_\_\_ make a difference in your close friendships?

- 5 greatly improved them  
4 improved them  
3 no effect  
2 made them worse  
1 made them much worse

20-10

*These questions ask how you have been getting along with your family recently.*

What is your marital situation now?

- 6 living together as married  
5 married and living together  
4 separated  
3 divorced  
2 widowed  
1 never married

07-01

How many people live in the household with you? (give numbers)

- ages 0-5  
 — 6-17  
 — 18-64  
 — 65+

07-02

Are there any children living with you for whom you are responsible (by birth or otherwise)?

- 2 yes  
1 no

07-03

In the last week, how much of your free time did you spend with the people with whom you live, talking or doing things together?

- 4 almost all  
3 about half  
2 very little  
1 none

07-04

In the last month, how many times have you had contact by visit, phone, or mail with family members who do not live with you?

- 4 more than 3 times  
3 2 or 3 times  
2 once  
1 not at all

07-05

*(If married or living as married)*

In the last week, how often have you gotten very angry with your spouse?

- 4 every day  
3 often  
2 once or twice  
1 never

08-01

In the last week, how often did you go out of your way to be nice to your spouse?

- 4 all the time  
3 often  
2 several times  
1 never

08-02

In the last month, how much have you enjoyed your spouse's company?

- 4 a great deal  
3 quite a bit  
2 a little  
1 not at all

08-03

How well are you getting along with your spouse?

- 4 very well  
3 well  
2 poorly  
1 very poorly

08-04

Did \_\_\_\_\_ affect your relationship with your spouse?

- 5 greatly improved it  
4 improved it  
3 no effect  
2 made it worse  
1 made it much worse

20-11

—(If living with and responsible for children)

How much have you been involved with your children's activities recently?	<u>4</u> a great deal <u>3</u> a lot <u>2</u> a little <u>1</u> not at all	09-01
How much difficulty have you had meeting your children's demands for your attention recently?	<u>4</u> a great deal <u>3</u> a lot <u>2</u> a little <u>1</u> none at all	09-02
In the last week, how many conversations did you have with your children?	<u>4</u> more than 3 <u>3</u> 2 or 3 <u>2</u> one <u>1</u> none	09-03
How much have your children annoyed you recently?	<u>4</u> a great deal <u>3</u> a lot <u>2</u> a little <u>1</u> not at all	09-04
How much have you enjoyed your children's company recently?	<u>4</u> a great deal <u>3</u> a lot <u>2</u> a little <u>1</u> not at all	09-05
Did _____ make any difference in the way you get along with your children?	<u>5</u> greatly improved it <u>4</u> improved it <u>3</u> no effect <u>2</u> made it worse <u>1</u> made it much worse	20-12
<p>There are some things we share with family and friends; some things we can count on them for. These questions ask about your family and friends, as you see them now.</p>		
When something nice happens to you, do you want to share the experience with your family?	<u>4</u> always <u>3</u> often <u>2</u> sometimes <u>1</u> never	10-01
When something nice happens to you, do you want to share the experience with your friends?	<u>4</u> always <u>3</u> often <u>2</u> sometimes <u>1</u> never	10-02
How much would your family be of help and support if you were sick, or moving, or having any other kind of problem?	<u>4</u> a great deal <u>3</u> a lot <u>2</u> a little <u>1</u> none	10-03
How much would your friends be of help and support to you if you were sick, or moving, or having any other kind of problem?	<u>4</u> a great deal <u>3</u> a lot <u>2</u> a little <u>1</u> none	10-04
How much would anyone in the community, other than family and friends, be of help and support to you if you were sick, or moving, or having any other kind of problem?	<u>4</u> a great deal <u>3</u> a lot <u>2</u> a little <u>1</u> none	10-05
Did _____ affect the help and support you feel you can count on from family, friends, and others?	<u>5</u> greatly increased it <u>4</u> increased it <u>3</u> no effect <u>2</u> made it worse <u>1</u> made it much worse	20-13

These questions are about your experience with work at home, on the job, and in school.

In the last week, how well have you kept up with your share of the housework (cleaning, laundry, shopping, errands)?	<u>4</u> completely done 3 quite well 2 fairly well 1 not at all	11-01
How much of the household money management (paying the bills, budgeting) do you do?	<u>4</u> all 3 most 2 a little 1 none	11-02
How much of the shopping for the household do you do (groceries, furnishings, supplies)?	<u>4</u> all 3 most 2 a little 1 none	11-03
In the last month, how much time did you spend fixing or changing things connected with your home (roof, redecorating, yard work, plumbing) or car?	<u>4</u> several days 3 a day or so 2 an hour or so 1 none	11-04
About how many hours per day do you usually spend preparing meals for the household?	<u>4</u> more than 3 3 1 to 3 hours 2 an hour or less 1 none	11-05
Did _____ affect your work in the home?	<u>5</u> greatly improved it 4 improved it 3 no effect 2 made it worse 1 made it much worse	20-14
These questions concern looking for a job. Even if you are not looking for a job, the questions ask about how you <u>would</u> feel.		
		12-01
How good an impression do you feel you would make in a job interview?	<u>4</u> very good 3 good 2 poor 1 very poor	12-02
How serious are any emotional problems you may have which would make it hard for you to find work? <u>0</u> NA	<u>4</u> very serious 3 pretty serious 2 slightly serious 1 not at all serious	12-03
How comfortable do you feel going out to look for a job?	<u>4</u> completely 3 quite 2 fairly 1 not at all	12-04
How hard is it for you to stick to a job when it becomes unpleasant or boring or stressful?	<u>4</u> can't do it at all 3 very hard 2 a little hard 1 not at all hard	12-05
If you had a chance to get more job training, how willing would you be to get it?	<u>4</u> not interested 3 slightly willing 2 fairly willing 1 very willing	12-06

How comfortable do you feel working with other people?	<u>4</u> not at all comfortable <u>3</u> fairly <u>2</u> quite <u>1</u> completely	12-07
<i>This question is about activities that you especially enjoy. Please name some of your hobbies and special interests.</i>	<u>4</u> more than 3 <u>3</u> 2 or 3 <u>2</u> one <u>1</u> none	12-08
Please name some of the ways you would look for a job.	<u>4</u> more than 3 <u>3</u> 2 or 3 <u>2</u> one <u>1</u> none	12-09
Did _____ make a difference in how easy it would be for you to get a job?	<u>5</u> made it much easier <u>4</u> made it easier <u>3</u> no effect <u>2</u> made it harder <u>1</u> made it much harder	20-15
<i>These questions ask about your work on the job.</i>		
Are you employed?	<u>4</u> full-time <u>3</u> part-time <u>2</u> irregularly <u>1</u> not employed	13-01
<i>(If employed)</i>		
In the last month, how much time did you miss from work?	<u>4</u> several days <u>3</u> a day or two <u>2</u> an hour or so <u>1</u> none	13-02
In the last month, how much difficulty did you have in doing your work?	<u>4</u> a great deal <u>3</u> quite a bit <u>2</u> a little <u>1</u> none	13-03
How did you feel about the quality of the work you did?	<u>4</u> very good <u>3</u> good <u>2</u> bad <u>1</u> very bad	13-04
How much conflict have you had with people while you were working?	<u>4</u> a great deal <u>3</u> quite a bit <u>2</u> a little <u>1</u> none	13-05
How interesting is your work?	<u>4</u> very interesting <u>3</u> moderately <u>2</u> slightly <u>1</u> it's boring	13-06
In general, how much do you like your job?	<u>4</u> really like it <u>3</u> like it <u>2</u> don't like it <u>1</u> hate it	13-07
In the last month, how many times did people complain about your work?	<u>4</u> more than 3 times <u>3</u> 2 or 3 times <u>2</u> once <u>1</u> not at all	13-08



In the past month, how many times did people say good things about your work?	<u>4</u> more than 3 times <u>3</u> 2 or 3 times <u>2</u> once <u>1</u> not at all	13-09
Did _____ affect the way your job went last month?	<u>5</u> greatly improved it <u>4</u> improved it <u>3</u> no effect <u>2</u> made it worse <u>1</u> made it much worse	20-16
<i>These questions are about how things are going at school.</i>		
Are you enrolled in school, night classes, job training, etc.?	<u>4</u> full-time <u>3</u> half-time <u>2</u> less than ½ time <u>1</u> no	14-01
How many hours did you spend in any other informal studying, reading for job promotion, correspondence courses, home extension, etc.?	<u>4</u> 20+ hours <u>3</u> 8-20 hours <u>2</u> 1-7 hours <u>1</u> none	14-02
<i>(If enrolled in school)</i>		
In the last week, how many classes have you missed from school?	<u>4</u> all week <u>3</u> a day or so <u>2</u> one or two classes <u>1</u> none	14-03
In the last week, how well have you kept up with your school work?	<u>4</u> completely <u>3</u> quite well <u>2</u> fairly well <u>1</u> not at all	14-04
How satisfied are you with the work you did for your classes last week?	<u>4</u> very satisfied <u>3</u> quite <u>2</u> a little <u>1</u> not at all	14-05
In the last week, how many times have you had problems with people at school?	<u>4</u> more than 3 times <u>3</u> 2 or 3 times <u>2</u> once <u>1</u> none	14-06
In the last week, how interesting was your school work?	<u>4</u> very interesting <u>3</u> moderately <u>2</u> slightly <u>1</u> not at all	14-07
In general, how much do you like being in school?	<u>4</u> really like it <u>3</u> like it <u>2</u> don't like it <u>1</u> hate it	14-08
In the last week, how many times did anyone complain about your school work?	<u>4</u> more than 3 times <u>3</u> 2 or 3 times <u>2</u> once <u>1</u> not at all	14-09
In the last week, how many times did anyone say good things about your school work?	<u>4</u> more than 3 times <u>3</u> 2 or 3 times <u>2</u> once <u>1</u> not at all	14-10

Did _____ help you get into, or back into, or stay in, school?	<u>2</u> yes <u>1</u> no	20-17
Did _____ affect the way school has gone for you?	<u>5</u> greatly improved it <u>4</u> improved it <u>3</u> no effect <u>2</u> made it worse <u>1</u> made it much worse	20-18
<i>These questions ask about some of the ways you spend your time when you are not working.</i>		
In the last week, how much time did you spend actively participating in recreation and sports?	<u>4</u> 20+ hours <u>3</u> 8-20 hours <u>2</u> 1-7 hours <u>1</u> none	15-01
In the last week, how much time did you spend on your hobbies (or creative pursuits, e.g., music)?	<u>4</u> 20+ hours <u>3</u> 8-20 hours <u>2</u> 1-7 hours <u>1</u> none	15-02
Of the TV watching you did last week, how much time did you spend on really interesting programs?	<u>4</u> 20+ hours <u>3</u> 8-20 hours <u>2</u> 1-7 hours <u>1</u> none <u>0</u> NA	15-03
In the last week, how much time did you spend window shopping?	<u>4</u> 20+ hours <u>3</u> 8-20 hours <u>2</u> 1-7 hours <u>1</u> none	15-04
<i>Volunteer work is anything you do for someone else, on a fairly regular basis, that you don't get paid for.</i> In the last week, how much time did you spend on volunteer work?	<u>4</u> 20+ hours <u>3</u> 8-20 hours <u>2</u> 1-7 hours <u>1</u> none	15-05
Not counting any time for which you were paid, how much time did you pass which you felt was boring and useless?	<u>4</u> 20+ hours <u>3</u> 8-20 hours <u>2</u> 1-7 hours <u>1</u> none	15-06
Regarding the activities we've just talked about, did _____ affect how you spend your time?	<u>5</u> made it much more satisfactory <u>4</u> made it more satisfactory <u>3</u> no effect <u>2</u> made it less satisfactory <u>1</u> made it much less satisfactory	20-19
<i>These questions are about any contact you, personally, may have had with police, courts, etc., in the last month. We are not interested in any wrong-doing--only in contact with legal agencies.</i>		
Have you had any contact with legal agencies?	<u>2</u> yes <u>1</u> no	16-01
<i>(If "yes", what kind of contact did you have in each of the following areas...)</i>		
Traffic-related	<u>2</u> yes <u>1</u> no	16-02
Drug-related	<u>2</u> yes <u>1</u> no	16-03

Alcohol-related	<u>2</u> yes <u>1</u> no	16-04
Violence-related	<u>2</u> yes <u>1</u> no	16-05
Theft-related	<u>2</u> yes <u>1</u> no	16-06
Civil action (being sued)	<u>2</u> yes <u>1</u> no	16-07
Commitment hearing (regarding your mental health)	<u>2</u> yes <u>1</u> no	16-08
Did _____ affect any of your legal difficulties?	<u>5</u> greatly reduced them <u>4</u> reduced them <u>3</u> no effect <u>2</u> increased them <u>1</u> greatly increased them	20-20

These questions are about drinking alcoholic beverages.

Have you had anything alcoholic to drink in the last month?	<u>2</u> yes <u>1</u> no	17-01
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(If "yes")

People sometimes have problems with using alcohol. The following questions ask about problems you may have had with alcohol in the last month.

Have you had problems with controlling your drinking?	<u>4</u> very severe <u>3</u> a lot	<u>2</u> a few <u>1</u> none		17-02
Problems with controlling your behavior because of drinking?	<u>4</u> very severe <u>3</u> a lot	<u>2</u> a few <u>1</u> none		17-03
Problems with your feelings (guilt, anger, depression) because of drinking?	<u>4</u> very severe <u>3</u> a lot	<u>2</u> a few <u>1</u> none		17-04
Problems with your health because of drinking?	<u>4</u> very severe <u>3</u> a lot	<u>2</u> a few <u>1</u> none		17-05
Problems with your parents because of drinking?	<u>4</u> very severe <u>3</u> a lot	<u>2</u> a few <u>1</u> none	<u>0</u> NA	17-06
Problems with your friends because of drinking?	<u>4</u> very severe <u>3</u> a lot	<u>2</u> a few <u>1</u> none	<u>0</u> NA	17-07
Problems with your spouse because of drinking?	<u>4</u> very severe <u>3</u> a lot	<u>2</u> a few <u>1</u> none	<u>0</u> NA	17-08
Problems with your children because of drinking?	<u>4</u> very severe <u>3</u> a lot	<u>2</u> a few <u>1</u> none	<u>0</u> NA	17-09
Problems with your job or school because of drinking?	<u>4</u> very severe <u>3</u> a lot	<u>2</u> a few <u>1</u> none	<u>0</u> NA	17-10
Problems with your other activities because of drinking?	<u>4</u> very severe <u>3</u> a lot	<u>2</u> a few <u>1</u> none		17-11
Did _____ affect any problems you may have had with alcohol?	<u>0</u> NA	<u>5</u> greatly reduced them <u>4</u> reduced them <u>3</u> no effect <u>2</u> increased them <u>1</u> greatly increased them		20-21

These questions are about drugs.

Have you used any drugs or medication of any kind, including prescription, over-the-counter, and street drugs in the last month? 2yes 1no

18-01

(If "yes")

People sometimes have problems with the use of drugs or medications. The following questions ask about problems you may have had with drugs in the last month.

Have you had problems with controlling your use of drugs? 4very severe 2a few 3a lot 1none 18-02

Problems with controlling your behavior because of drug use? 4very severe 2a few 3a lot 1none 18-03

Problems with your feelings (guilt, anger, depression) because of drugs? 4very severe 2a few 3a lot 1none 18-04

Problems with your health because of drug use? 4very severe 2a few 3a lot 1none 18-05

Problems with your parents because of drug use? 4very severe 2a few 3a lot 1none 0NA 18-06

Problems with your friends because of drug use? 4very severe 2a few 3a lot 1none 0NA 18-07

Problems with your spouse because of drug use? 4very severe 2a few 3a lot 1none 0NA 18-08

Problems with your children because of drug use? 4very severe 2a few 3a lot 1none 0NA 18-09

Problems with your job or school because of drug use? 4very severe 2a few 3a lot 1none 0NA 18-10

Problems with your other activities because of drug use? 4very severe 2a few 3a lot 1none 18-11

Did \_\_\_\_\_ affect any problems you you may have had with drug use? 5greatly reduced them 4reduced them 3no effect 2increased them 1greatly increased them 0NA 20-22

Some of the following opportunities exist where you live. These questions ask which you have used in the last month.

(YMCA, city pools, etc.)? 2yes 1no 19-01

Movie theatres, bowling alleys, and other entertainment? 2yes 1no 19-02

Churches? . . . . . 2yes 1no 19-03

Social clubs? . . . . . 2yes 1no 19-04

Community parks? . . . . . 2yes 1no 19-05

Libraries? . . . . . 2yes 1no 19-06

Museums? . . . . . 2yes 1no 19-07

Welfare? . . . . . 2yes 1no 19-08

Food stamps? . . . . .	<u>2</u> yes	<u>1</u> no	19-09
Social Security? . . . . .	<u>2</u> yes	<u>1</u> no	19-10
Public transportation (buses, etc.)? . . . . .	<u>2</u> yes	<u>1</u> no	19-11
Salvation Army or other hostel and meal services? . . . . .	<u>2</u> yes	<u>1</u> no	19-12
County health department? . . . . .	<u>2</u> yes	<u>1</u> no	19-13
Family planning? . . . . .	<u>2</u> yes	<u>1</u> no	19-14
Alcohol and drug abuse programs? . . . . .	<u>2</u> yes	<u>1</u> no	19-15
Children's services? . . . . .	<u>2</u> yes	<u>1</u> no	19-16
State hospital? . . . . .	<u>2</u> yes	<u>1</u> no	19-17
Counseling/guidance services (doctor, church, etc.)? . . . . .	<u>2</u> yes	<u>1</u> no	19-18
University health service (speech, hearing, etc.)? . . . . .	<u>2</u> yes	<u>1</u> no	19-19
Single Parents' Club? . . . . .	<u>2</u> yes	<u>1</u> no	19-20
Weight Watchers? . . . . .	<u>2</u> yes	<u>1</u> no	19-21
Alcoholics Anonymous? . . . . .	<u>2</u> yes	<u>1</u> no	19-22
Big Brother or other "buddy" programs? . . . . .	<u>2</u> yes	<u>1</u> no	19-23
Legal Aid? . . . . .	<u>2</u> yes	<u>1</u> no	19-24
County Juvenile Department? . . . . .	<u>2</u> yes	<u>1</u> no	19-25
Advocate groups (tenants' association, Consumers' Protection, Civil Liberties, Women's Rights, etc.)? . . . . .	<u>2</u> yes	<u>1</u> no	19-26
Vocational Rehabilitation? . . . . .	<u>2</u> yes	<u>1</u> no	19-27
Oregon State Employment Service? . . . . .	<u>2</u> yes	<u>1</u> no	19-28
Manpower Development and Training? . . . . .	<u>2</u> yes	<u>1</u> no	19-29
Sheltered Workshop? . . . . .	<u>2</u> yes	<u>1</u> no	19-30
Private employment counseling/placement services? . . . . .	<u>2</u> yes	<u>1</u> no	19-31
Community college? . . . . .	<u>2</u> yes	<u>1</u> no	19-32
Night school? . . . . .	<u>2</u> yes	<u>1</u> no	19-33
University classes? . . . . .	<u>2</u> yes	<u>1</u> no	19-34
Continuing education? . . . . .	<u>2</u> yes	<u>1</u> no	19-35
Business or vocational school? . . . . .	<u>2</u> yes	<u>1</u> no	19-36
Public school? . . . . .	<u>2</u> yes	<u>1</u> no	19-37
Experimental college? . . . . .	<u>2</u> yes	<u>1</u> no	19-38
Special interest groups (e.g., science fiction society)? . . . . .	<u>2</u> yes	<u>1</u> no	19-39
_____? . . . . .	<u>2</u> yes	<u>1</u> no	19-40
_____? . . . . .	<u>2</u> yes	<u>1</u> no	19-41
_____? . . . . .	<u>2</u> yes	<u>1</u> no	19-42

APPENDIX D  
Use of Leisure Scale

THESE QUESTIONS ASK YOU ABOUT THE WAYS YOU SPEND YOUR FREE TIME (TIME WHEN YOU GET TO CHOOSE WHAT YOU WANT TO DO).

	Have you _____ (a) in the last week? If "yes" - (c) just because <u>you</u> wanted to? If "no" - (b) at least 3 times in the last year? (c) just because <u>you</u> wanted to?	yes <u>2</u> no <u>1</u>	yes <u>2</u> no <u>1</u> NA <u>X</u>	yes <u>2</u> no <u>1</u>
		(a)	(b)	(c)
168, 169,170	Watched TV or listened to the radio			
171, 172,173	Read newspapers, magazines, or books (not assigned reading)			
174, 175,176	Participated in a sport or exercised (eg. hunting, fishing, skiing, jogging, bowling, softball, tennis)			
177, 178,179	Watched a sports event (not on TV)			
180, 181,182	Played cards or indoor games			
183, 184,185	Worked on a hobby, craft, or special interest			
186, 187,188	Attended church			
189, 190,191	Attended meetings (eg. professional meetings, political meetings, club meetings)			
192, 193,194	Done volunteer work (for an organization, friend, or family)			
195, 196,197	Telephoned or written friends or relatives			
198, 199,200	Visited or entertained friends or relatives			
201, 202,203	Attended a movie, play, or cultural event			
204, 205,206	Gone out for drinks or to eat <u>just</u> for pleasure			
207, 208,209	Gone window shopping or shopping <u>just</u> for pleasure			
210, 211,212	Relaxed, napped, or just sat around			
213	Anytime during the <u>last year</u> , have you gone on an out-of-town pleasure trip? (either for the day, weekend, or for a longer vacation) yes <u>2</u> no <u>1</u> just because <u>you</u> wanted to? yes <u>2</u> no <u>1</u>			
214				
215	List any other activities that you have done in your free time: 1. during the last week			
216	2. at least 3 times in the last year Check the activities that you did just because <u>you</u> wanted to.			

PEOPLE OFTEN GET DIFFERENT THINGS OUT OF THEIR FREE TIME ACTIVITIES. THESE QUESTIONS ASK ABOUT SOME POSSIBLE THINGS THAT YOUR FREE TIME ACTIVITIES MIGHT DO FOR YOU.

Do you think <u>ANY</u> of your free time activities:		A LOT 3	A LITTLE 2	NOT AT ALL 1	DON'T KNOW 0
217	help you stay healthy?				
218	give you physical activity?				
219	work out frustrations and tensions?				
220	help you feel relaxed and comfortable?				
221	allow you to do something familiar?				
222	allow you to just "be yourself"?				
223	get away from pressures at work or at home?				
224	give you time alone?				
225	give you a feeling of independence?				
226	give you a feeling of control?				
227	give you time to be with the people you want to be with?				
228	improve your relationships with your friends or family?				
229	result in meeting new people?				
230	make you a part of a team?				
231	help you feel good about yourself?				
232	give you something to be proud of?				
233	give you recognition from others?				
234	help you get more out of life?				
235	help you develop skills?				
236	help you see, do, or learn new things?				
237	give you adventure and excitement?				
238	help you be creative?				



Do you think ANY of your free time activities:

	A LOT	A LITTLE	NOT AT ALL	DON'T KNOW
239 help you understand yourself better?	3	2	1	0
240 help you to enjoy nature?				
241 provide competition with others?				
242 allow you to use your talents & abilities?				
243 help others besides your family & friends?				
244 allow you to "take a chance?"				
245 challenge you physically?				
246 challenge you mentally?				

247 In general, are you satisfied with what your free time activities do for you?  
 yes 2 no 1

APPENDIX E

Guidelines for the Use of Leisure Scale

## GUIDELINES--USE OF LEISURE SCALE

I. General Purpose of Instrument

- A. To determine if a respondent meets any of his needs (Maslow's hierarchy of needs) through his perceived leisure experiences.
- B. To determine which levels of needs of Maslow's hierarchy (1-physiological, 2-safety and security, 3-autonomy, 4-affiliation, 5-esteem, 6-self-actualization) are being met for the respondent by his/her perceived leisure experiences.

II. Format

- A. Introduction: (Read the instrument to respondent with him/her observing as with the OQLQ). "These questions ask about the ways you spend your free time (time when you get to choose what you want to do)."

Intent: Provide the definition of the "perceived leisure experiences" as the context for the questions in the instrument.

Exceptions: The respondent may state that he/she has no free time or that he/she never gets to do what he/she wants to do. Use previously obtained information about work, school, day treatment schedules, to more clearly define the time frame.

Reword: "These questions ask about the ways you spend the time when you are not working either at home, on the job, or at school. This does not include the time when you do things just to take care of yourself like bathing, washing clothes, paying bills, grocery shopping."

- B. Activity Section: This section includes a listing of 15 activity categories that the respondent is asked to state if he has done in the last week or at least three times in the last year, and just because he wanted to. One activity is then asked if the respondent has done it at least once during the past year. Finally, the respondent is asked to list any other activities that he has done in his free time either in the last week or at least three times in the last year and if they were done just because he/she wanted to.
- C. Need Satisfaction: This section asks 30 questions about what any of the activities that the respondent marked or listed in the activity section actually does for him/her. There are four possible responses: a lot, a little, not at all, or don't know. A final question asks if generally the respondent is satisfied with what his free time does for him/her.

III. Activity Section

- A. Purpose: Help the respondent identify all activities that he does that are within the framework of "leisure" to facilitate his answering of the questions in the Need Satisfaction section. The activities will not be statistically analyzed. Asking "just because YOU wanted to" attempts to determine the perceived freedom in the activity and the responses to this question will be used as part of the results of the study.

B. Time Frame of Activities:

1. "In the last week" used for consistency with other items on the OQLQ.
2. "At least three times in the last year" used to include activities that are done seasonally or more sporadically than once a week.
3. "Anytime during the last year": one activity (out of town pleasure trip) may be done only yearly because of needing a block of time, resources, etc.

C. Format for Asking Activities and Coding Responses:

1. Activity List:

- a. "Have you (state activity category) in the last week?"
    - (1) If yes, code 2 in the first column (marked (a) on questionnaire) and code an "x" in the second column (marked (b) on questionnaire). THEN ask, "Did you (activity category) just because you wanted to?" Code "yes" as 2 and "no" as 1 in the third column (marked (c)). Any other response is marked "R" for refused.
    - (2) If no, code 1 in the first column and ask, "Have you (state activity category) at least three times in the last year?". Code no as 1 and yes as 2 in the second column. For "no" response, go on to next activity category. For "yes", ask "Did you (activity category) just because you wanted to?". Code "yes" as 2 and "no" as 1 in the third column.
  - b. You may need to repeat the activity before each question.
  - c. Emphasize the word "you" in "just because YOU wanted to".
2. Ask both subsections on the activity done "anytime in the last year" and the listing of other activities just as they are written. Code first subsection with 2 for "yes" and 1 for "no" responses. Write listed responses in second subsection on separate paper and place a check beside each activity done because respondent wanted to. Send the written responses to Kathleen.

D. General Rules

1. If respondent defines 2 or more separate activities as occurring simultaneously, then code in all appropriate categories at the time the appropriate category is being asked (e.g., playing cards and entertaining friends).
2. Code a single activity in only one category (e.g., playing tennis is coded in "participated in a sport" or in "worked on a hobby, craft, or special interest").

E. Guide for Each Activity Category:

1. "Watched TV or listened to the radio".

Intent: As asked.

Exceptions: A yes response includes one or both.

Reword: None.

Low Verbal: Ask about TV or radio separately.

2. "Read newspapers, magazines or books (not an assigned reading)".
  - Intent: Reading done for pleasure or by choice.
  - Exceptions: Not reading that is assigned for school or for a job.
  - Reword: "Not as an assignment from school or work".
  - Low Verbal: None.
  
3. "Participated in a sport or exercised (e.g., hunting, fishing, skiing, jogging, softball, tennis)".
  - Intent: Determine participation in any active sport or exercise.
  - Exceptions: Does include coaching.
  - Reword: Add any activities that respondent has mentioned previously.
  - Low Verbal: "Played sports or exercised".
  
4. "Watched a sports event (not on TV)".
  - Intent: Observation--participation as a spectator.
  - Exceptions: None
  - Reword: "Attended a sports event," "went to a sport event".
  - Low Verbal: Give examples if needed.
  
5. "Played cards or indoor games".
  - Intent: Participation in more passive games/sports.
  - Exceptions: None.
  - Record: None.
  - Low Verbal: Give examples if needed.
  
6. "Worked on a hobby, craft, or special interest".
  - Intent: Practicing or doing the hobby, craft, or special interest, attending a class is included in this category.
  - Exceptions: Include activities that can be classified as work or subsistence, but are done for pleasure.
  - Reword: None.
  - Low Verbal: Give examples if needed.
  
7. "Attended church".
  - Intent: Attendance at church.
  - Exceptions: Church activities as defined by respondent.
  - Reword: None.
  - Low Verbal: "Have you gone to church?"

8. "Attended meetings (like professional meetings, political meetings, club meetings)".
- Intent: Attendance at any organized meeting for any purpose.
- Exceptions: NOT attendance at class or church.
- Reword: None
- Low Verbal: Give more examples as needed--weight watchers, N.O.W. Recovery, Inc.
9. "Done volunteer work (for an organization, friend, or family)".
- Intent: Determine any non-reimbursed service for organization, friend, or family.
- Exceptions: Does not include exchange of services. Does include formal or informal volunteer work (spontaneous as well as planned).
- Reword: Volunteer work is anything you do for someone else, on a fairly regular basis, that you don't get paid for.
- Low Verbal: Give examples like mowing the lawn for a neighbor weekly without him doing anything for you in return.
10. "Telephoned or written friends or relatives".
- Intent: Written or verbal communication with friends or relatives that is socially oriented.
- Exceptions: Does include receiving phone calls and reading letters.
- Reword: None.
- Low Verbal: "Did you talk on the telephone to a friend or relative", "did you write a letter to a friend or relative".
11. "Visited or entertained friends or relatives".
- Intent: Social contact, either planned or spontaneous, initiated by respondent or others.
- Exceptions: None.
- Reword: None.
- Low Verbal: "Did you visit with a friend or a relative either at your home or elsewhere?"
12. "Attended a movie, play, or cultural event".
- Intent: Attendance as a spectator for pleasure.
- Exceptions:
- Reword: None.
- Low Verbal: Give examples of cultural events, like ballet, rose festival activities, etc.

13. "Gone out for drinks or to eat just for pleasure".

Intent: Drinking or eating out for pleasure (or entertainment), not as a timesaver, or for business purposes.

Exceptions: Likely to occur simultaneously with activities in other activities.

Reword: "Did you go out for drinks or to eat just for pleasure--not for business purposes, or because of time constraints, or because you didn't want to cook or eat at home?" Emphasize the word "just".

Low Verbal: Same as for reword. Use "just for fun".

14. "Gone window shopping or shopping just for pleasure?"

Intent: Shopping as entertainment rather than as subsistence activity.

Exceptions: May include shopping that results in a purchase, but primary reason is to have fun.

Reword: "This is shopping for things that you don't have to get, but that you just enjoy looking for".

Low Verbal: Same as reword. Emphasize "just".

15. "Relaxed, napped, or just sat around".

Intent: Determine passive activity.

Exceptions: May be because respondent wanted to relax, nap, or sit or because he didn't want to do anything else.

Reword: None.

Low Verbal: None.

#### E. Activity Subsections--Guide

1. "Anytime during the last year, have you..."

- a. "...gone on an out of town pleasure trip (either for the day, weekend, or a longer vacation)?"      yes \_\_\_\_      no \_\_\_\_

Intent: Determine trips made for pleasure.

Exceptions: Include camping, visiting friends and relatives; may not be mutually exclusive with other activity categories.

Reword: "Have you gone out of town on a trip that was not for business?"

Low Verbal: Give examples like camping, to the beach, to visit a friend in another city.

- b. "Just because you wanted to".

Intent: Determine freedom of choice nature of activity.

Exceptions: None.

Reword: None.

Low Verbal: None.

2. "List any other activities that you have done in your free time...  
 a. ...during the last week".  
 b. ...at least three times in the last year".

"Were these activities that you listed done just because YOU wanted to do them?"      yes \_\_\_      no \_\_\_

Intent: Provide opportunity to identify any activities not included in the previous activity categories.

Exceptions: None

Reword: None.

Low Verbal: May have to control the response to have him/her list not describe the activities.

#### IV. Need Satisfaction

- A. Purpose: To determine the needs that are being satisfied by the leisure experiences identified in the activity subsection.

B. Format for Asking Questions:

1. Ask "Do you think ANY of your free time activities (state function statement)?" a lot \_\_\_ a little \_\_\_ not at all \_\_\_ don't know \_\_\_
2. As you work down the list, you may only need to say the function statement. Do repeat the beginning of the question or the response options as needed by the respondent to follow the intent.
3. Code a lot as 3, a little as 2, not at all as 1, don't know as 0.

C. Guide for Function Statements:

1. "Help you stay healthy".

Intent: To determine physiological need satisfaction.

Exceptions: Healthy is respondent defined.

Reword: "Help maintain your health"      "Help keep you well".

Low Verbal: For all the function statements, you may need to actually state the identified activities of the respondent. For example, "Do you think that either your swimming, TV watching, or eating out help you stay healthy?"



2. "Give you physical activity".
  - Intent: Determine physiological need satisfaction.
  - Exceptions: None.
  - Reword: "Give you physical exercise?"
  - Low Verbal: Define physical activity as activity that keeps you moving around or up and about.
  
3. "Get out frustrations and tensions?"
  - Intent: Determine physiology need satisfaction for expression of psychological conflict.
  - Exceptions: Includes anxiety.
  - Reword: "Express your frustrations and tensions?"
  - Low Verbal: Determine frustration as the feelings you have when you are blocked from getting or doing something you want and define tensions as uptight feelings.
  
4. "Help you feel relaxed and comfortable?"
  - Intent: Determine satisfaction of need for safety/security.
  - Exceptions: None.
  - Reword: "Calm".
  - Low Verbal: None.
  
5. "Allow you to do something familiar?"
  - Intent: Determine safety/security need satisfaction (repetition).
  - Exceptions: None.
  - Reword: "Something you are used to doing".
  - Low Verbal: "Something like what you've done before".
  
6. "Allow you to just 'be yourself'?"
  - Intent: Determine safety/security need satisfaction to not have to perform or play a 'role'.
  - Exceptions: None.
  - Reword: "Not having to show off, impress, or please anybody else".
  - Low Verbal: Same as reword.
  
7. "Get you away from pressures at work or at home?"
  - Intent: Determine safety/security need satisfaction for escape from discomfort.
  - Exceptions: If the respondent doesn't work, replace with appropriate activity--school, day treatment, etc.

Reword: "Get away from your worries".

Low Verbal: Same as reword.

8. "Give you time alone".

Intent: Determine autonomy need satisfaction to be physically apart from others.

Exceptions: Includes if other people are around, but respondent "feels" alone, i.e., walking on beach with other people only in the background.

Reword: "Be by yourself".

Low Verbal: Clarify the exception.

9. "Give you a feeling of independence?"

Intent: Determine autonomy need satisfaction.

Exceptions: Independence is respondent defined.

Reword: None.

Low Verbal: "Give you a feeling that you can take care of yourself and do the things you want to do without any help?"

10. "Give you a feeling of control?"

Intent: Determine autonomy need satisfaction.

Exceptions: None.

Reword: "...feeling of being in control?" "feeling of being able to direct the activity?"

Low Verbal: "...feeling of being able to choose whether or not to do the activity".

11. "Give you time to be with the people you want to be with?"

Intent: Determine affiliation need satisfaction for social contact.

Exceptions: None.

Reword: None.

Low Verbal: None.

12. "Improve your relationships with your friends or family?"

Intent: Determine affiliation need satisfaction for nurturing relationships.

Exceptions: None.

Reword: "Help you get along better with your friends and family?"

Low Verbal: "Improve how you get along with your friends and family?"

## 13. "Result in meeting new people?"

Intent: Determine affiliation need satisfaction for increasing opportunities.

Exceptions: Situation in which respondent did meet new people.

Reword: None.

Low Verbal: "Did you meet anyone new from (state activity)?"

## 14. "Make you a part of a team?"

Intent: Determine affiliation need satisfaction for cooperative efforts.

Exceptions: Define team as two or more people working together towards a goal.

Reword: "...to work with a group of people".

Low Verbal: "Were other people besides you needed to do (activity)?"

## 15. "Help you feel good about yourself?"

Intent: Determine self esteem need satisfaction for general self opinion.

Exceptions: None.

Reword: "Help you like yourself better?"

Low Verbal: None.

## 16. "Give you something to be proud of?"

Intent: Determine self-esteem need satisfaction for pride in accomplishments.

Exceptions: None.

Reword: None.

Low Verbal: "...something to feel good about?"

## 17. "Give you recognition from others?"

Intent: Determine self-esteem need satisfaction for recognition.

Exceptions: Recognition is positive, not negative.

Reword: Praise or attention.

Low Verbal: "Did people say nice things about you because of (activity)?"

## 18. "Help you to get more out of life?"

Intent: Determine self actualization need satisfaction for improving life.

Exceptions: None.

Reword: "Experiencing life fully".

Low Verbal: None.

19. "Help you develop skills".

Intent: Determine self actualization need satisfaction for improving skills and abilities.

Exceptions:

Reword: "...to practice and improve skills?"

Low Verbal: "Help you to do (activity) better?"

20. "Help you see, do, or learn new things?"

Intent: Determine self actualization need satisfaction for new learning.

Exceptions: None.

Reword: None.

Low Verbal: Emphasize new.

21. "Give you adventure and excitement?"

Intent: Determine self actualization need satisfaction.

Exceptions: None.

Reword: None.

Low Verbal: None.

22. "Help you be creative?"

Intent: Determine self actualization need satisfaction for creative expression.

Exceptions: None.

Reword: None.

Low Verbal: "Help you be imaginative?"

23. "Help you understand yourself better?"

Intent: Determine self actualization need satisfaction for self knowledge.

Exceptions: None.

Reword: "Help you know yourself better?"

Low Verbal: "Help you know why you do things or feel certain ways?"

## 24. "Help you enjoy nature?"

Intent: Determine self actualization need satisfaction for appreciating the environment.

Exceptions: None.

Reword: "...be outdoors and enjoy nature?"

Low Verbal: "Enjoy the trees, flowers, mountains, lakes, animals?"

## 25. "Provide competition with others?"

Intent: Determine self actualization need satisfaction for comparing self with others.

Exceptions: Compete--physically or mentally, structured or unstructured.

Reword: None.

Low Verbal: Explain exceptions. Define competition as somebody winning or losing from the activity.

## 26. "Allow you to use your talents and abilities?"

Intent: Determine self actualization need satisfaction for practicing talents.

Exceptions: None.

Reword: None.

Low Verbal: "Allow you to do the things you do well".

## 27. "Help others besides your family and friends?"

Intent: Determine self actualization need satisfaction for benefitting community and society.

Exceptions: Includes neighbors, community, special interest groups.

Reword: Help the community or society.

Low Verbal: None.

## 28. "Allow you to 'take a chance'?"

Intent: Determine self actualization need satisfaction for risking --not sure of outcome of activity.

Exceptions: Includes something that you don't know how it's going to turn out; something dangerous.

Reword: "Take risk".

Low Verbal: Same as reword.

## 29. "Challenge you physically?"

Intent: Determine self actualization need satisfaction for maximizing physical potential.

Exceptions: None.

Reword: None.

Low Verbal: "Do you find it hard to do physically?" "Even if it is hard to do, you want to try it anyway?"

## 30. "Challenge you mentally?"

Intent: Determine self actualization need satisfaction for maximizing mental potential.

Exceptions: None.

Reword: None.

Low Verbal: Same format as #29, "Does it take lots of thinking?"

In general, are you satisfied with what your free time activities do for you?  
yes \_\_\_ no \_\_\_

Intent: Determine overall satisfaction with the effectiveness of present leisure experiences in meeting needs.

Exceptions:

Reword: "We have just named a lot of things that your free time activities do for you. Overall, are you happy with what you get out of your free time activities?"

Low Verbal: Same as reword.

APPENDIX F

Descriptive Statistics on the Oregon  
Quality of Life Questionnaire

Appendix F

Descriptive Statistics of the Oregon Quality of Life Questionnaire (OQLQ) Scales for the Chronically Mentally Ill (CMI) N = 30 and the General Community (C) N = 60

Scale	Mean	Median	Mode	SD	Min-Max	Skewness	Kurtosis	Missing Cases
Psych. Distress	1.62	1.58	1.58	0.39	1.08-2.67	0.97	0.39	0
CMI	1.78	1.68	1.50	0.51	1.00-3.00	0.60	-0.19	0
Lack of Tolerance	1.43	1.33	1.00	.50	1.00-3.00	1.18	1.43	5
CMI	1.81	1.96	2.00	.61	1.00-3.00	.27	-.44	7
Need Satisfaction	3.28	3.31	3.00	.44	2.00-4.00	-.53	.18	0
CMI	3.08	3.10	3.00	.60	1.00-4.00	-1.36	3.90	0
Independence	2.79	2.85	3.00	.54	1.33-3.67	-.45	.09	0
CMI	2.81	2.96	3.00	.68	1.00-4.00	-.77	.49	0
Confidence	3.09	3.13	3.20	.33	2.20-3.60	-.64	.20	0
CMI	2.80	2.80	3.20	.40	2.00-3.50	-.10	-.99	0
Friend Role	3.60	3.70	3.80	.41	2.20-4.00	-1.45	2.20	0
CMI	2.96	3.10	3.40	.63	1.60-4.00	-.37	-.57	0
Spouse Role	3.34	3.42	3.00	.59	1.33-4.00	-1.07	2.18	24
CMI	3.33	3.33	3.33	.41	2.67-4.00	.00	-.29	21
Social Support	3.36	3.40	3.25	.52	1.75-4.00	-.79	.37	0
CMI	2.97	3.00	3.00	.68	1.50-4.00	-.19	-.55	0
Employability	3.14	3.11	3.00	.56	1.50-4.00	-.53	.02	0
CMI	2.54	2.80	3.25	.68	1.00-3.50	-.69	-.20	0



APPENDIX G

Descriptive Statistics on the  
Use of Leisure Subscales

Appendix G

Descriptive Statistics for the Community (C) and Chronically Mentally Ill (CMI) Samples on the Use of Leisure Subscales

Subscale	Mean	Median	Mode	SD	Min-Max	Skewness	Kurtosis	N missing
1. Basic	C 2.35	2.34	2.33	0.48	1.33-3.00	-0.25	-0.76	0
	CMI 2.35	2.35	2.00	0.51	1.33-3.00	-0.35	-0.67	0
2. Safety	C 2.52	2.65	3.00	0.47	1.50-3.00	-0.57	-0.99	0
	CMI 2.50	2.71	3.00	0.51	1.25-3.00	-0.90	-0.10	0
3. Autonomy	C 2.12	2.05	2.00	0.63	1.00-3.00	-0.16	-1.07	0
	CMI 2.26	2.27	2.00	0.52	1.00-3.00	-0.21	-0.15	1
4. Affiliation	C 2.19	2.26	2.33	0.53	1.00-3.00	-0.59	-0.15	0
	CMI 1.99	2.00	1.67	0.65	1.00-3.00	-0.10	-1.11	0
5. Esteem	C 2.36	2.36	2.33	0.44	1.33-3.00	-0.26	-0.52	0
	CMI 2.16	2.09	2.00	0.56	1.00-3.00	-0.03	-0.76	0
6. Actualization	C 2.07	2.08	2.15	0.41	1.15-2.92	0.17	-0.23	0
	CMI 2.01	2.00	2.08	0.46	1.00-2.92	0.14	-0.01	0

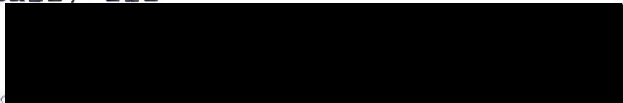
Note: The sample sizes are Community (C), N=60; Chronically mentally ill (CMI), N=30.

AN ABSTRACT OF THE THESIS OF  
KATHLEEN SHANK

For the MASTER OF NURSING

Date Receiving this Degree: June 10, 1983

Title: The Meaning and Measurement of Leisure as an  
Aspect of Quality of Life among the Chronically  
Mentally Ill

Approved: 

Florence F. Hardesty, R.N., Ph.D.,  
Thesis Advisor

Quality of life is currently being used as a primary indicator of mental health. According to Bigelow et al. (1982), use of leisure time is one of several opportunity structures that enable people to satisfy their needs and thereby enjoy a high quality of life. The use of leisure by chronically mentally ill (CMI) people is of special interest to mental health professionals because CMI people are assumed to have large quantities of unstructured time and few other opportunities structures to meet their needs.

The purpose of this study was to develop a scale that measures leisure as an opportunity structure used to meet needs and to compare CMI people with the general community on their use of leisure and its relationship to their quality of life.

This study used a descriptive correlational design. Thirty CMI subjects were randomly selected from a mental health outpatient program and 60 subjects were randomly selected from the general community. Data were collected by a structured interview using the Oregon Quality of Life Questionnaire (OQLQ) and the newly developed Use of Leisure Scale, both of which are based on Maslow's theory of needs. Both instruments had adequate reliability and construct and face validity.

The first hypothesis tested was: CMI people use leisure less to contribute to the fulfillment of needs than does the general community. A t-test was used to compare the two samples on each of six leisure subscales. The hypothesis was not supported.

The second hypothesis tested was: Quality of Life is correlated with fulfillment of needs through leisure for both CMI people and the general community. Correlation coefficients between the six leisure subscales and nine of the OQLQ scales were calculated for both samples. The

hypothesis was supported for the community sample, but only marginally for the CMI sample.

Methodological and theoretical issues affecting the results of this research were identified, including weaknesses of the Use of Leisure Scale and the possibility that CMI people are lacking actual leisure experiences as defined in this study. It appears that leisure is an opportunity structure that can be used to meet needs, but that this CMI sample is not using it effectively as their leisure use was not related to their quality of life. Further research is needed on leisure use by CMI people to guide mental health intervention.