PERCEIVED FREEDOM AND LEISURE SATISFACTION OF MOTHERS WITH
PRESCHOOL-AGED CHILDREN

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PRESCHOOL-AGED CHILDREN

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This project aims to observe the levels of perceived freedom in leisure and leisure satisfaction of four independent groups. Perceived Freedom is considered a determinant of independent leisure, and leisure satisfaction is a determinant of leisure enjoyment. Previous research (Bialeschki & Michener, 1994; Bialeschki & Pearce, 1997; Brown, Brown, Miller, & Hansen, 2001; Freudinger, 1983; Henderson, Bialeschki, Shaw, & Freysinger, 1996; Henderson, Hodges, & Kivel, 2002; Horna,1989; Shaw, 1994; Wimbush & Talbot, 1988) focuses on how women, especially mothers, are a highly constrained group. Active mothering is a phase in life cycle development that does not include a great deal of leisure (Bialeschki & Michener, 1994). Childcare and other chores leave little time for leisure (Brown, Brown, Miller & Hansen, 2001). Women must negotiate constraints in order to participate in leisure, recreation and exercise. Women using a support system or participating in a leisure group may be more likely to have greater perceived freedom and leisure satisfaction.

The sample included two groups of mothers participating in a Mothers of Preschoolers program (MOPS) and two groups of mothers that were using a local preschool facility, but not participating in the MOPS program. The survey instruments consisted of: demographic questions, Perceived Freedom in Leisure Scale (PFL), and Leisure Satisfaction Model (LSM).
There is a significant positive correlation between level of involvement in the MOPS program and scores on the LSM. Differences between scores on the PFL and job status are approaching significance and need to be studied further.

Approved:

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Chapter 1

Introduction

Overview

The role as a parent is a major source of stress for mothers (Barnett & Baruch, 1985). Much of the research on women’s leisure has focused on constraints, depression, and stress (Bialeschki & Michener, 1994; Horna, 1989; Lin, 1986; Shaw, 1994). Research did not delve into the possible resources or methods that might relieve the problems associated with these issues. The leisure of modern mothers is enmeshed with their many role obligations, tends to be home-based, and fractured. Further, women do not feel entitled to leisure (Russell, 2002). This excerpt from Educating for Leisure-Centered Living describes the multi-directional lifestyle of a mother:

Her many interests and duties radiate like spokes on a wheel, exposed to all sides. And from all this she must somehow achieve a kind of balance or find herself flipped off the end of the whirling timetable. Time, which should be for leisure, becomes time for anything but being leisurely. Her social problems are far more numerous than her ancestors ever imagined. She must be an expert in the art of balance. (Brightbill & Mobley, 1977 p. 48)

The many duties that women must perform get in the way of leisure activities. As noted, women often do not feel entitled to leisure. (Henderson & Bialeschki, 1991) However, leisure may be improved for some women because; “…access to social support (from partners, family, and friends) may place some women in a better position than
others to negotiate constraints that inhibit leisure participation” (Brown, Brown, Miller, & Hansen, 2001, p. 139).

Mothers of Preschoolers (MOPS) is an international program that focuses on giving mothers of young children resources to help with the difficult tasks that are faced on a daily basis. Programs such as MOPS could help mothers feel supported in their leisure activities by helping them to develop a greater sense of freedom to enjoy recreation and leisure. The purpose of this study was to measure the perceived freedom and leisure satisfaction of MOPS groups and a group of mothers who did not attend MOPS and to understand women’s perceptions of freedom and leisure satisfaction in this under-researched area.

Leisure Constraints

According to Russell (2002), leisure constraints are phenomena that inhibit participation or some other aspect of leisure engagement. A constraint happens after a preference or desire for the engagement has been formed. The preference comes from exposure to the type of leisure or activity and enjoyment in participating. A constraint may be as simple as not having adequate transportation, but may be as complex as an internal mental struggle. Other examples of constraints that could inhibit participation include not having people with whom to participate in leisure activities or not having adequate social support. Examples of groups that are uniquely challenged by constraint and equity issues include women, gays and lesbians, at-risk youth, racial and ethnic minorities, immigrants, and people with disabilities (Russell, 2002).

Constraints can be negotiated for continued participation in recreation and leisure. This negotiation requires different strategies for different people. For instance, learning
the local public transit routes may solve the constraint of not having adequate transportation.

*Perceived Freedom*

A key factor in the quality of one’s leisure is the notion of freedom. An individual needs to feel free in order to participate in an activity and to experience that activity as leisure. People with a high level of perceived freedom feel they are enabled and entitled to leisure making participation easier for the individual. When an individual feels as if she is forced to participate or constrained by the activity, that activity is perceived to be more like a job instead of as leisure. A job consists of only extrinsic reward or doing something for something else in return; leisure activities are participated in for the intrinsic reward or for the sake of participating in those activities (Neulinger, 1981).

*Mother with Young Children*

Mothers of young children fulfill many roles. One of the primary roles is being a caretaker. Caretakers are consumed with the responsibility of their own survival and that of another. In many cases, mothers with more than one child have a myriad of tasks with which they must help their children; only when these tasks are attended to can mothers do things just for themselves.

*Support Systems*

Family and friends constitute the bulk of many people’s support systems. One person helps another with love as both learn and grow throughout the life cycle. With any support system the type of support given is not always the support required to grow. Bianco (2001) studied the effects of support systems and determined that the type of support needed by an individual will vary through different phases. Lin (1986) looked at
social support from a contextual standpoint and argues that the synthetic definition of social support is a perception and that an outer layer of social support can be significant in creating a sense of belongingness to the social environment. This means that people are more connected to the world around them when they have strong social support. Mothers may benefit a great deal from having a better relationship with the greater social community.

Rationale

Previous research (Bialeschki & Michener, 1994; Bialeschki & Pearce, 1997; Brown, Brown, Miller, & Hansen, 2001; Cody & Lee, 1999; Freudinger, 1983; Henderson, Bialeschki, Shaw, & Freysinger, 1996; Henderson, Hodges, & Kivel, 2002; Little, 2002; Wimbush & Talbot, 1988), has concluded that women, especially mothers, are a highly constrained group. Active mothering is a phase in the life cycle that does not include a great deal of leisure (Bialeschki & Michener, 1994), childcare and other chores leave little time for leisure (Brown et al., 2001). Women must negotiate constraints in order to participate in leisure, recreation, and exercise.

Cody and Lee (1999) developed a pilot fitness program to promote exercise in mothers of preschool children. In this program the mothers often dropped out because issues in the family took away from their time available to participate in the study. The program was helpful, but the women still had problems negotiating the constraints to continue participation (Cody & Lee, 1999).

Similarly, Little (2002) determined that some women participating in adventure recreation were negotiating constraints in a variety of ways unique to the individual. Along these lines it is easy to think that teaching women through an individual recreation
counselor would be the best avenue to empower them to find their own way to negotiate constraints.

Providing a recreation counselor for all women is not a realistic alternative for constraint negotiation. Mothers are often isolated and do not feel empowered with the constant challenges of everyday life. Women using a support system or participating in a leisure group may be more likely to have more freedom and leisure satisfaction. Those higher levels of solvency in leisure and recreation could be key ingredients in helping women negotiate leisure constraints. This study tested to see if women with an organized support group had higher perceptions of freedom and if they were more satisfied in their leisure.

Statement of the Problem

The focus of this research was mothers of young children. This study explored mothers’ perceived freedom and leisure satisfaction in relation to participation in a social support program.

Research Questions

The goal of this study was to answer the following research questions:

1. Is there a significant difference between the MOPS participants and non-MOPS participants on Perceived Freedom in Leisure scores?

2. Is there a significant difference between the MOPS participants and non-MOPS participants on Leisure Satisfaction Measure scores?

3. Is there a significant difference in Perceived Freedom in Leisure scores based on marital/relationship status?
4. Is there a significant difference in Leisure Satisfaction Measure scores based on marital/relationship status?

5. Is there a significant difference in Perceived Freedom in Leisure scores based on job status?

6. Is there a significant difference in Leisure Satisfaction Measure scores based on job status?

7. Is there a significant relationship between number of children under the age of 6 and Perceived Freedom in Leisure scores?

8. Is there a significant relationship between number of children under the age of 6 and Leisure Satisfaction Measure scores?

9. Is there a significant relationship between percent attendance and Perceived Freedom in Leisure scores?

10. Is there a significant relationship between percent attendance and Leisure Satisfaction Measure scores?

11. Is there a significant relationship between level of involvement and Perceived Freedom in Leisure scores?

12. Is there a significant relationship between level of involvement and Leisure Satisfaction Measure scores?

Significance of Study

There is a knowledge gap between the theoretical and practical aspects of the research of constraints and constraint negotiation. Women have been studied in the context of many different constraints and mothers have been identified as a highly constrained population (Bialeschki & Michener, 1994; Bialeschki & Pearce, 1997; Brown
et al., 2001; Freudinger, 1983; Henderson et al., 1996; Henderson et al., 2002; Wimbush & Talbot, 1988).

One study examined the area of perceived freedom from the perspective of the family determining that there are levels of freedom between family members when looking at separate family dyads (Siegenthaler & O’Dell, 2000). Cody and Lee (1999) attempted to provide physical exercise to mothers with young children but success was limited, because mothers had to drop the problem because of role conflicts. The problem of assisting mothers with improving their perceived freedom and leisure satisfaction has yet to be examined.

Providing mothers with a way to negotiate their leisure constraints is difficult because of their individual strategies and issues. Little (2002) illustrated the individual ways in which women in adventure sports negotiated constraints. The determination of providing a way to empower women as they attempt to negotiate constraints is a valid practice and is what this study examined in an exploratory manner. The negotiation of constraints could have been studied through an individual recreation counselor, but this study set out to see if existing groups are a valid avenue of empowerment for constraint negotiation.

The aim of this study was to see if women involved with the MOPS program had a higher level of perceived freedom and leisure satisfaction than mothers not participating in the MOPS program. This study represents a new line of research formed to see if there is a difference in the mothers of these groups related to perceived freedom and leisure satisfaction. In order to see if a MOPS type program can have a significant impact on perceptions of freedom and leisure satisfaction, two populations were compared.
Delimitations

This study was delimited to the following factors:

1. Men were excluded from the study.
2. Participants were limited to mothers with children under the age of 6.
3. The study used a convenience sample of four groups; two groups participating in the MOPS Program and two not participating in a MOPS group.
4. Each group was mutually exclusive.
5. The study was conducted during the month of May, 2003.
6. The survey was limited to a small area in Southeastern Ohio

Limitations

This study is limited by the following factors:

1. The sample was convenient.
2. The sample size was small.

Definition of Terms

*Caretaker* - An individual, such as a parent, foster parent, or head of a household, who attends to the needs of a child or dependent adult.

*Constraint* - factors that intervene between the preference for an activity and participation (Henderson, Bialeschki, Shaw & Freysinger, 1989)

*Leisure Satisfaction* - positive perceptions or feelings which an individual acquires from engaging in leisure activities and having leisure choices (Beard & Ragheb, 1980)

*MOPS (Mothers of Preschool-Aged Children)* - A support group that caters primarily to mothers with children under the age of 6.
**Perceived Freedom** – The individual perspective on the amount of choice one has in participating in leisure. Whether someone ‘has to’ or ‘wants to’ participate in the activity (Neulinger 1981).

**Preschool-aged children** - children under the age of 6

**Social Support** – emotional and instrumental assistance from others
Chapter 2

Literature Review

Overview

This chapter is ordered by themes that are central to the construction of the methodology for this research project. The themes presented for review are: leisure benefits, constraints, women and leisure, perceived freedom, leisure satisfaction, and social support.

Leisure Benefits

Leisure has the potential to contribute to a person’s overall well being. Positive effects that people attribute to leisure time and activities are often seen as the benefits of leisure (Mannell & Kleiber, 1997). Driver, Brown and Peterson (1991, p. 4) define a benefit as “a *change* that is viewed to be advantageous – an improvement in condition, or a gain to an individual, a group, to society, or to another entity.”

Identifying and measuring the benefits of leisure has become an important role of many leisure program managers. This is because decision makers allocating funds to recreation and leisure programs want to see what net public benefits are derived from those funds. The value of leisure is required to be justified to make a case for funding leisure programs (Lewis & Kaiser, 1991).
Leisure must then be examined in relation to the possible positive effects that it can have on physical, social, and psychological well being. When looking into these areas physical health and well being are possibly the easiest to quantify. Researchers have used concrete measures such as heart rate and type and severity of illness (Coleman & Iso Ahola, 1993; Paffenbarger, Hyde, & Dow, 1991; Ulrich, Dimberg, & Driver, 1991).

Social benefits also play an important role in leisure, because social support can initiate more holistic gains (Allen, 1991; Orthner & Mancini, 1991; Wankel & Berger, 1991). Psychological benefits of leisure are related to many factors including learning, personal growth, and preventing/coping with mental illness (Mannell & Kleiber, 1997; Ulrich & Addoms, 1981).

Paffenbarger et al. (1991) studied physical activity and longevity of Harvard alumni, finding physical activity to be beneficial to health and survival. Ulrich et al. (1991) examined studies involving psychophysiological (approaches that measure physiological responses as they relate to attention, cognition, emotions, and stress related actions). Studying psychophysiological responses can elucidate the physical benefits of recreation and leisure that do not utilize physical activity but examine the benefits related to stress response. A study that examined reaction to stress response and recovery found that leisure activities and leisure environments had an effect on the transition from stress to relaxation (Ulrich et al., 1991). Coleman and Iso Ahola (1993) concluded that leisure works as a buffer against increased life stress through leisure generated social support and self-determination to help maintain physical and mental health (see Figure 1).

Social benefits are achieved through leisure activities in many different settings whether through family (Orthner & Mancini, 1991), community (Allen, 1991), employee
groups (Ellis & Richardson, 1991), and other groups (Easley, 1991; Wankel & Berger, 1991). Understanding the importance of different social groups and their influence on the individual can play a role in understanding the social benefits of leisure.

The benefits of family leisure can positively impact the stability, interaction, and satisfaction within the family (Orthner & Mancini, 1991). While community recreation is a strongly supported notion in community satisfaction, some studies do not perceive recreation and leisure as very important, showing overall, that further research in community recreation is needed (Allen, 1991).

Figure 1. Leisure and Health Buffer Model (Coleman and Iso-Ahola, 1993)
Wankel and Berger (1991) discussed the social benefits of sport participation. Sport can contribute to social harmony and social change in addition to personal enjoyment and growth (Wankel & Berger, 1991). Leisure and the social benefits it creates can often lead to larger benefits of health through the social buffering effects from life stress (Coleman & Iso Ahola, 1993). The benefits of leisure extend from the individual participant to others creating positive social outcomes.

There are many different theories about the psychological benefits that motivate people to engage in leisure. Mannell and Kleiber (1997) discussed seven theories related to the psychological benefits of leisure. The “keeping idle hands busy” theory relates to people being happiest while busy. The Psychological Hedonism theory relates to people desiring pleasure, relaxation, and fun and using leisure to accomplish those goals. The Need-Compensation Theory describes people as having certain needs that cannot be met in their daily lives and those needs are compensated through leisure. Personal Growth theories explain how people are constantly developing their skills to reach their full potential. The Identity Formation and Affirmation Theory describe how feedback and messages people give to each other can assist in developing a person’s identity. An individual will work to maintain or improve elements of their identity by organizing feedback based on how strongly they identify with those parts of their identity. The Buffer and Coping Theory purports that leisure works as a buffer and helps people cope during difficult life events. The Activity and Substitution Theory of Aging explains how, as individuals age, the activities previously engaged in are likely to be substituted with other activities to adjust to the process of aging to maintain one’s self-concept. The
psychological benefits of leisure theories are the most developed area of benefits research.

The theories described allow for the possibility of simultaneous achievement of many different psychological benefits; however the determination that leisure activities are beneficial to psychological well being does not dictate that everyone engaging in leisure activities will retain the same psychological benefits (Mannell & Kleiber, 1997). The existence of recreation activities and venues can also benefit people that are non-participants. A study of residential parks determined that the awareness that the park was available for leisure benefited both park users and non-users. The perceived control of leisure opportunities becomes a benefit of leisure even if there is no participation (Ulrich & Addoms, 1981).

Leisure benefits touch several areas of our lives. A distinction between the physical, social, and psychological benefits of leisure helps us recognize the different domains a benefit can encompass. Furthering the study of leisure benefits sets a goal to provide more understanding of the role leisure plays in relation to well being. Creating a better understanding of the benefits will allow researchers and practitioners to better serve the public while showing leisure as a cost effective and viable community resource.

Constraints

Constraints can pose significant roadblocks to leisure. Constraints are defined by Henderson, Bialeschki, Shaw and Freysinger (1989, p. 13) as “factors that intervene between the preference for an activity and participation”. The constraints that an individual may have to overcome when attempting to participate in leisure activities are vast. The Hierarchical Model of Leisure Constraints developed by Crawford, Jackson &
Godbey, (1991) is a way of organizing constraints into three distinct categories. These categories include intrapersonal, interpersonal, and structural constraints and can inhibit or even prevent leisure participation (see Figure 2). Intrapersonal constraints refer to psychological conditions, attitudes or moods of the individual; interpersonal constraints describe how people are affected by others; structural constraints arise from external conditions such as cost or lack of opportunity (Mannell & Kleiber, 1997). Although the constraints model is a useful way to categorize constraints, there are other models depicting the more individually based nature of constraints (Hultsman, 1995; Jackson, 1993; Samdahl & Jekubovich, 1997).

![Figure 2. A Hierarchical Model of Leisure Constraints (Crawford et al., 1991)](image)

Jackson (1993) organized constraints through factor analysis, cluster analysis, individual items and total constraints scores to look at the individual experiencing
constraints and to develop patterns to understand peoples’ perspectives towards constraints. There are different levels of relationships that arise between constraints depending on how the constraints are grouped (Jackson, 1993). Continuing this line of research, in 1995, Hultsman took six dimensions of commonalities identified in Jackson’s study to be applied to a Multidimensional Scaling (MDS) method. The MDS method produces a three-dimensional configuration showing relationships between constraints. This three-dimensional scaling gives a perspective of each of the areas of constraint and shows the unique and diverse relationships that emerge. Hultsman and Jackson both concluded that leisure constraints are related and cannot individually affect leisure.

An analysis conducted by Samdahl and Jekubovich, (1997) *ex post facto*, examined leisure in everyday lives showed much evidence of constraint in women’s lives. Interviews showed examples of structural, interpersonal, and intrapersonal constraints by way of a constraints model analysis. This study uncovered the problems with constraint negotiation labeling because of the dynamic nature of the individuals’ everyday lives. Structural constraints did not always prevent participation, but often changed the nature of the leisure activity. Problems with labeling family as an interpersonal constraint could be defined many ways; not having a leisure partner, having a leisure partner with differing interests, or having family duties that were seen as a “given” not a constraint. The first analysis found that the existing constraints model was not effective in understanding leisure behavior. The second analysis produced themes that showed a social nature of leisure including coordination, compromise, and sharing of leisure. Samdahl and Jekubovich suggested a restructuring of the leisure constraint model to show the diversity of effects that constraints can have on an individual’s leisure.
Jackson (1990) identified antecedent and intervening constraints. This distinction of an antecedent constraint is that which interferes and impacts leisure preferences. Intervening constraints hinder the connection from leisure preference to leisure participation. For example, this means that an individual may never develop an aquatic based leisure identity because they have never had access to an area or facility with water.

The empirical research on constraints has identified several ways in which constraints can be understood and categorized (Crawford et al., 1991; Hultsman, 1995; Jackson, 1993). Qualitative research has shown the importance of getting rich data that provides an in-depth perspective on constraints (Samdahl & Jekubovich, 1997). Previous research focusing on leisure constraints has shown that both quantitative and qualitative research methods are valid in giving different perspectives on the issue of constraint. The classification of leisure constraints show that limitations of many kinds can be reduced and organized in an effective manner. Qualitative research shows the dynamic nature of constraints and that two different constraints in the same category can be far from equal. Constraints have been defined and measured in many ways. Constraint negotiation and resolution has yet to be addressed to enable people to better enjoy leisure. An important area to examine is how different groups negotiate constraints and other facets of leisure that help facilitate the enjoyment of leisure benefits.

Women and Leisure

Women’s leisure as a topic of research emerged primarily in the 1980s. There is little mention of women earlier in the literature. Bella, (1989) discussed how the beginning stages of leisure theory had an androcentric and dichotomous nature. Early
forms leisure activity and family leisure were noted by Bella to be a result of women’s work. Women did chores so there was time for everyone else to enjoy leisure (i.e. holiday feasts and gatherings). As gendered research pertaining to women evolved there were several models explaining how leisure research involving women has changed through the years (Aitchison, 2001; Henderson, 1994; Henderson et al., 1996; Henderson et al., 2002; Swain, 1995).

Henderson (1994) presented a typology identifying five phases of the history of women’s scholarship in leisure. The first phase of this scholarship was titled invisible scholarship where women were not part of the research, which lasted from 1940 to the early 1980s. Compensatory scholarship was the next phase; women were being given only a small mention in the scholarship. For example, in the compensatory phase one chapter of an entire book would be dedicated to women. The dichotomous differences phase was where men and women were separated in the scholarship as a biological factor not examining the differences with any depth or breadth. Phase four of Henderson’s typology is women-centered research. The women centered research did not account for how women’s leisure can be affected by men. The final section of research is feminist research, focusing on gaining equity in leisure. Henderson’s typology is a history of women and leisure research. Swain (1995) also looks at the evolution of research pertaining to women and leisure (Aitchison, 2001).

Shaw (1994) also conducted an analysis in women’s leisure research. Three approaches to research examined: constraints on leisure, leisure constraining women’s lives, and leisure as resistance. Shaw suggested that each of these approaches have their merits and limitations when looking at women’s leisure. She proposed that a new
framework broadening the discussion of leisure research could be used to gain a more extensive understanding of women’s leisure. Shaw suggested the new framework should account for the many contradictions and intricacies found in women’s leisure. The developing research of women and leisure has changed over the years, but there have also been innovations to the way women participate in leisure.

Women approach leisure in relation to their care giving roles (Bialeschki & Michener, 1994; Bialeschki & Pierce, 1997; Rogers, 1997). Rogers (1997) identified two groups of women care givers; women that integrate leisure into their lives and women who do not. Non-integrated caregivers are completely consumed by their care giving role. Leisure, accepting help, and planning for the future are things that are not part of the lives of non-integrated care givers. Integrated care givers, on the other hand, are more likely to remain active, to maintain social ties, and to incorporate leisure in their lives. Rogers alluded that the non-integrated caregivers also had little recreation as mothers and the non-integration of leisure continued as these women became caregivers for their spouses.

Mothers that are finished with the active mothering phase have been studied as they continue their life cycle development (Bialeschki & Michener, 1994). Four themes identified in this qualitative study included: leisure as a focus on the self, full circle leisure, gender role influences on leisure, and the ethic of care and motherhood. Mothers were getting back to their own leisure and focusing on themselves. Mothers were likely to have gone back to original leisure activities that were discontinued while going through the active mothering phase. Gender roles and the ethic of care had a great impact on the type of activities they felt comfortable pursuing and the level internal conflict they had when they were going through this transition in leisure.
Bialeschki and Pierce (1997) studied family roles of lesbian mothers and compared them to traditional roles of heterosexual mothers. The role negotiations and attitudes toward leisure are more focused on equality in homes with two lesbian mothers. In this study, women conveyed that they make an effort to respect their partner’s need for individual leisure time. Lesbian mothers reported having no prescribed roles but an equal level of responsibility. This equality allows these mothers to develop strategies for maximizing their ability to experience leisure.

Women in the labor force have different levels of participation and satisfaction in leisure. Freudinger (1983) examined life satisfaction among working and non-working wives, and Harrington and Dawson (1995) examined workforce participation levels and leisure enjoyment. The question of how job status affects enjoyment of leisure was examined by Harrington and Dawson.

Life satisfaction and the impacts of presently, formerly, and never employed wives were discussed by Freudinger (1983). The life satisfaction variable of wives that currently work or have had jobs in the past tends to be significantly different from wives that have never worked. The wives that have never worked are more likely to derive satisfaction from traditional home based sources. Wives that have worked are more likely to find satisfaction in external sources.

Harrington and Dawson (1995) examined how labor force classifications influenced women’s leisure and constraints to the enjoyment of leisure. The three classifications of labor for this study were women employed full time, part-time workers, and homemakers not employed outside the home. Harrington and Dawson found that the meaning of leisure for women is not affected by their labor classification. The women
viewed leisure as relaxation rather than activity or time. Homemakers had the least positive self-image in leisure. Women that are part-time workers are at the greatest advantage, because they do not have the responsibility of full time employment or the low self-image of homemakers.

Involvement in active leisure among women and mothers is an issue that has also been examined using the constraints perspective (Brown et al., 2001; Cody & Lee, 1999; Datillo, Datillo & Samdahl, 1994; Little, 2002). A study that examined the leisure orientation and self esteem in women with low income who are overweight gave insight to issues related to active participation. There was a positive correlation between self esteem and active participation. This means that women that would actively participate were more likely to have a higher self esteem than women that did not. Self esteem was measured to determine relationships with constraint. There was a negative correlation found between self esteem and leisure constraints. Constraints in this correlation have a negative effect on self esteem. This study gave some unique insight to the relationship of self esteem and leisure constraint and active participation (Datillo et al., 1994).

A physical activity program designed for mothers with preschool aged children was implemented to meet physical and social needs of mothers (Cody & Lee, 1999). Women in Cody and Lee’s study reported liking the exercise program, but dropped out early because of other conflicting family issues. Brown, Brown, Miller & Hansen (2001) examined the leisure constraints and constraint negotiation of mothers with young children. Irregular household patterns of time and women having ‘no time’ for leisure are factors that were uncovered in this study of Australian women and there is a need for further examination.
Positive constraint negotiation of women involved in adventure recreation was the focus of Little’s (2002) qualitative study. Women involved in adventure recreation were able to use constraint negotiation to reinforce or restructure their activities. Leisure activities were not completely abandoned because of constraint, but the activities had to change in one way or another to fit into the women’s lives. The activities transformed, but the meaning of the experience is noteworthy. Despite how the leisure activities were affected by the negotiation there is a continuation of participation, showing how women found meaningful experiences that transcended their constraints.

The research on women and leisure has a relatively short but rich history. The literature has evolved a great deal through expanded research techniques, perspective, and questions. In turn the opportunities for women continually expand. This section of the literature is largely connected to constraint. Constraints are tied to women’s leisure and the literature so closely escape from constraint seems unlikely. The research is also evolving to include an understanding of constraint negotiation giving women the opportunity and choice to continue leisure participation.

Perceived Freedom

Neulinger (1981) developed a leisure paradigm or a model to demonstrate when a person is experiencing leisure or nonleisure activity based on perceived freedom and the type of motivation (see Figure 3). The primary defining criterion for leisure is perceived freedom. Neulinger describes the difference between “free” and “constrained” as being whether someone ‘has to’ or ‘wants to’ participate in an activity (Neulinger, 1981).
Roadburg (1983) examined amateur soccer players and gardeners in relation to perceived freedom and enjoyment in leisure. He determined that perceived freedom was a necessary component for leisure but it is not adequate to stand alone as a component of leisure. Leisure could not take place without freedom, but other components work with freedom to create a leisure experience. Enjoyment emerged as another strong component in leisure. Positive experiences and enjoyment during an activity will allow the individual to see the experience as leisure. Orientation to work or leisure is dictated by an individual’s realization of a positive experience (Roadburg, 1983).

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**Figure 3. A Paradigm of Leisure (Neulinger, 1981)**

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<th>Intrinsic</th>
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State of Mind

Freedom

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Witt and Ellis (1987) measured perceived freedom in several ways. The Leisure Diagnostic Battery (LDB) was developed to determine the level of perceived freedom in 9 to 14-year-old non-disabled individuals or individuals with orthopedic or other disabilities with near normal cognitive functioning. The aspects measured were Perceived Leisure Competence, Perceived Leisure Control, Leisure Needs, Depth of Involvement in Leisure, and Playfulness. These five scales were combined to create a perceived freedom score. Individuals with a higher score were more likely to experience a sense of freedom in leisure and expand benefits from leisure. After the Creation of the LDB, Witt and Ellis (1987) worked on creating short forms to measure different groups and their perceived freedom. Individuals interested in using the scales for research purposes expressed a need for an instrument which could be completed in a shorter period of time (Witt & Ellis, 1987, p. 21). The short forms were determined using the twenty-five items with the highest correlation on the long forms. The short forms versions A and B are to be used with individuals aged 9-18 and adults, respectively. Version B for adults did not include items from the Playfulness Scale (burlingame & Blaschko, 2002).

Mikulincer (2001) examined how perceived freedom is affected by failure. This experiment observed how or when individuals reported a strong or weak sense of perceived freedom. The individuals in this study were given different types and amounts of feedback from testing. The participants protected their self concept by reporting lower perceived freedom post hoc when they faced failure. Individuals also reported lower perceived freedom when failure and other external rationalizations are included as part of the experiment. This shows that perceived freedom can lower in the face of failure (Mikulincer, 2001).
In contrast to Mikulincer’s study, Thommson (1999) found that Swedish women experiencing high levels of constraint had higher levels of perceived freedom. This study found women having a cognitive dissonance between belief of and actual exercise levels. Women see themselves as more active and less constrained than they really are because women in that area are socialized as equal to men and even if they are more constrained, they express a higher level of perceived freedom.

The concept of perceived freedom is helpful in the sense that people desire to be free and in control of their leisure. The freedom experienced in leisure activities can give an individual the element of choice in leisure (Mannell & Kleiber, 1997). Individuals who do not feel that they are free or in control of their leisure they are less likely to perceive the activities they participate in as leisure (Neulinger, 1981). The measurement of perceived freedom allows for the practitioner to understand the potential barriers to freedom in the participants. This can help to improve the environment and nature of leisure activities provided in recreation programs (Witt & Ellis, 1987).

Leisure Satisfaction

Leisure Satisfaction has been defined as positive perceptions or feelings which an individual acquires from engaging in leisure activities and having leisure choices (Beard & Ragheb, 1980). Several features identified as predisposing factors of leisure satisfaction are gender, income, leisure attitudes (McGuire, 1984), knowledge of leisure resources, leisure values (Riddick, 1986), physical fitness and life satisfaction (Guinn, 1990). Leisure satisfaction was found to be the strongest predictor of leisure participation. Leisure satisfaction also contributes to leisure attitude Ragheb (1980). Ragheb and Tate (1993) suggest affective and cognitive leisure attitudes contribute to leisure participation.
and motivation which in turn contribute to leisure satisfaction. These findings suggest an interdependent nature of leisure satisfaction, leisure participation, and leisure attitudes.

The possible influences on leisure satisfaction beyond the above mentioned studies vary greatly from person to person. Riddick (1986) suggested age as a possible influence on leisure satisfaction. Hollman and Epperson (1984) discuss the possible effect of family, specifically the presence of children, and parental employment on leisure satisfaction. Leisure satisfaction may differ as a result of personality (Quattrochi-Tubin & Jason, 1983).

Beard and Ragheb (1980) developed an instrument to measure leisure satisfaction that originally had 51 questions and has been modified to 24 questions making up the Leisure Satisfaction Measure (LSM). The LSM measures leisure satisfaction on the basis of six components: psychological, educational, social, relaxation, physiological, and aesthetic satisfaction of leisure activities (Burlingame & Blaschko, 2002).

Understanding and measuring the leisure satisfaction components is a useful for practitioners by helping them better develop programs for their participants. Leisure satisfaction has been used by practitioners to identify leisure needs of the participants and understand the types of leisure opportunities that will satisfy those needs through offering appropriate services (Mannell & Kleiber, 1997).

Social Support

Social support can be difficult to define based on the context of the situation. Social support has been examined at a macro level encompassing everyone in a community setting and the type of support given to someone entering a larger community for the first time (Neufield, Harrison, Stewart, Hughes & Spitzer, 2002). Social support
was also studied on a micro level looking at the interactions of family and inner circles in relation to acute injuries (Bianco, 2001) or the interactions of women with their spouse and supervisor in relation to the amount and quality of support those individuals give (Erdwins, 2001). These perspectives of social support yield different results, but a unified definition can lend meaning to the research on social support. Lin (1986) looks at social support from a contextual standpoint and argues that the synthetic definition of social support is a perception and that an outer layer of social support can be significant in creating a sense of belongingness to the social environment.

Neufield et al. (2002) examined the greater community and social support provided to Asian women caretakers that immigrated to Canada. These women ranged greatly in age, background, and type of care giving they provided. The study showed that most women found informal social support from the local community before knowing about and being able to access support from formal agencies. Many women had considerable dissonance in their opinions of expected and received social support. The unique situation of these women showcases the ways in which an un-established individual can enter and benefit from the social support found in a community.

Family and friends constitute the bulk of many people’s support systems. One person helps another with love as both learn and grow throughout the life cycle. With any support system the type of support given is not always the type of support required. Bianco (2001) studied the effects of a support system on injured skiers and determined that the type of support needed will vary through different phases in the healing process. The healing and power of social support is discussed by Coleman and Iso Ahola (1993)
and the role that people play in others lives is operationalized in context to a leisure setting:

Companionships and friendships developed and fostered through leisure participation and perceived availability of social support generated by leisure engagement help people cope with excessive life stress and thereby help maintain and improve health (p. 116).

On a smaller level of social support Erdwins (2001) examined how one’s role strain was affected by social support, self efficacy, and role satisfaction. When the women in this study were achieving equity in housework and other tasks from a spouse they were likely to increase their self-efficacy. The more supported the women felt by both supervisors and spouses, the less work-family conflict was felt and the women were less likely to experience separation anxiety from children. The findings from this study showed that the right types of social support can increase self-efficacy and decrease the strain of role conflict and anxiety in being separated from their children.
Chapter 3

Research Methodology

Overview

This chapter outlines the procedures used to design and implement the study. The study was seeking to determine if there is a significant difference in perceived freedom and leisure satisfaction between mothers participating in a MOPS program and mothers not participating in a MOPS program. This study also examined if number of children, marital/relationship status, and job status had any significant relationship with perceived freedom or leisure satisfaction. This chapter includes a discussion of: instruments used (including existing measures, development of demographics, compilation of instruments, and reliability of the instruments), selection of participants, research design, dependent and independent variables, and treatment of data.

Instruments Used

Beard and Ragheb (1980) developed the Leisure Satisfaction Scale for the purpose of measuring the degree to which an individual perceives his/her needs being met through leisure. This instrument examines satisfaction through six different components: psychological, educational, social, relaxation, physiological, and aesthetic. The original form had 51 items and was scaled down by Idyll Arbor Inc. (a publishing and consulting firm) to 24 on the short form with permission from Beard and Ragheb.
After shortening the instrument, it was called the Leisure Satisfaction Measure (burlingame & Blaschko, 2002). The LSM was used in this study with in conjunction with a use agreement with Idyll Arbor (see Appendix A).

The Leisure Diagnostic Battery (LDB) is a collection of instruments designed to measure one’s level of leisure functioning and perceived freedom for a wide variety of individuals (Witt & Ellis, 1987). The LDB consists of five scales: Perceived Leisure Competence, Perceived Leisure Control, Leisure Needs, Depth of Involvement in Leisure, and Playfulness. All of the components in the scale have been used to measure leisure functioning on the LDB long forms. The Perceived Freedom in Leisure scale (PFL) - Version B was adapted for use with adults. This short version consists of twenty-five statements and does not include statements from the Playfulness Scale. The PFL uses a five point Likert scale with response categories ranging from 1(strongly disagree) to 5(strongly agree). Higher scores are associated with higher levels of perceived freedom. The survey can be completed in less than fifteen minutes.

Development of demographics

The demographics section was important to this survey design because the data gathered was used to answer research questions. Five basic identifiers were included in the demographics section in order to create a picture of the individuals participating in this survey. The five demographic areas included: age, number of children under the age of six, income level, marital/relationship status, and job status. Finally, more pointed demographics were collected to understand leisure time available. This was achieved by asking how many hours the respondent worked a week, how often she used childcare, and
the frequency and involvement levels of the respondent in MOPS or another support group.

Job status was identified as an important factor in women’s leisure participation (Freudinger, 1983; Harrington & Dawson, 1995). Different employment status can have a negative effect on the amount and quality of women’s leisure experiences. Marital/relationship status emerged through the discussion of how much partners support the leisure of their significant other (Bialeschki & Pierce, 1997). Number of children under the age of 6 was asked because with the birth of each child, house care and domestic responsibilities grow exponentially, easily effecting leisure.

Additional demographic questions were asked in order to determine available time and use of support groups. Determining the amount of time spent at a job outside the home was discovered by asking the number of hours one worked outside the home per week. The amount of time a child is in childcare can greatly influence the amount of stress upon a mother. In order to get a better understanding of childcare use, the mothers were asked the number of hours the children were in childcare, or if the mother did not use childcare. Finally, the frequency and level of participation in the MOPS program or in a mothers support group was asked in order to determine the amount of use and the involvement in the program. Questions pertaining to participation in MOPS or another support group required different demographics pages.

Compilation of Instruments

The demographics section consisted of 12 questions for MOPS participants and 11 questions for the non-MOPS participants. The Perceived Freedom in Leisure scale was selected because of its unique feature of determining perceived freedom by only
using 25 items. The Leisure Satisfaction Measure determines satisfaction or contentment in leisure using only 24 items.

Reliability and Validity of the Instruments

Alpha reliability data for the overall PFL ranges from .88-.94 (Witt & Ellis, 1987). The PFL is problematic in relation to validity. The four subscales of the PFL all have questions that lack relevance to adults. The validity has more relevance to issues of autonomy, independence, competence, and internal control which are salient to adolescents, but not relevant to adults (Mittelstaedt, 2002).

The alpha reliability for the overall LSM is .93. The validity testing for the LSM showed that the psychological, educational, social and environmental subscales were clearly defined. The relaxation and physiological subscales were less clearly defined but still within an acceptable range (burlingame & Blaschko, 2002).

Selection of Participants

This study required approval from Ohio University’s Institutional Review Board (see Appendix B) The participants in this study consisted of a convenience sample of women participating in the two Mothers of Preschool Children (MOPS) Programs in the Athens area at the First United Methodist Church in The Plains, Ohio, and at the Athens Church of Christ in Athens, Ohio. The sample of women not participating in the MOPS program included women currently using the preschool programs at the First United Methodist Church in Athens, Ohio and Athens Church of Christ in Athens, Ohio. Populations targeted included women who had children under the age of 6.

The MOPS program was selected because it allows any mother of preschool aged children to attend and childcare is provided during the group’s meetings. The provision of
childcare is important, because with this constrained population it is unlikely that these women would be able to attend if they had to be responsible for their children during the group meetings. It is recognized that this sample is not representative of the international MOPS organization.

All participants were surveyed once. The MOPS mothers were surveyed before the beginning of their meetings. The non-MOPS mothers using preschool programs were surveyed upon the drop off and pick up of their children from the preschool program.

The agency sponsor or preschool director gave consent to use participants in the MOPS and preschool programs as potential participants in this study (see Appendices C-F).

Survey Procedure

The survey procedure involved four sites two -- MOPS and two non-MOPS. All participants in the survey went through the same process of consent and implementation of instruments. MOPS sites were visited only once during scheduled MOPS meetings. Each non-MOPS site involved multiple days of contact to allow for a larger sample size of each group without repeat surveying. All consents were obtained before the potential participant engaged in any of the study.

A verbal explanation of the study was given. If verbal consent was obtained, the potential participant was asked to read the informed consent form (see Appendix G). The potential participant was asked if they understood the form or had any questions. If the potential participant understood and agreed to the terms and conditions of the study they were asked to sign the consent form and continue with the study.
Once verbal and written consent was obtained the instruments were issued to participants. The instrument packet contained one demographic page for MOPS participants (see Appendix H) or one demographic page for non-MOPS participants (see Appendix I). The instrument packet also included the LSM and the PFL. All participants then filled out all of the survey instruments and immediately returned them to the researcher.

Research Design

This study collected quantitative data and descriptive information. One point of data collection was designed to serve as a snapshot of these independent groups. Each group was mutually exclusive. The study used a convenience sample.

Variables

**Dependent variables**

Perceived Freedom in Leisure (PFL) and Leisure Satisfaction Measure (LSM) scales were used as dependent variables in this study. The two instruments were used to gauge the perceived levels of freedom and satisfaction in leisure of the participants in the study.

**Independent variables**

The independent variable in this study was participation or non-participation in the MOPS program. These two groups were preexisting and mutually exclusive.

**Categorical variables**

Research questions three through twelve address categorical variables related to marital/relationship status, job status, number of children under the age of six, percent attendance of MOPS participants, and level of involvement of MOPS participants. These
categorical variables were used in conjunction with the dependent variables across both groups for questions 3 through 8 and only the MOPS participants for questions 9 through 12 to determine any significant differences and/or relationships.

Data Analysis

There were three types of statistical analyses used. The first statistical measure was looking for significant differences between the participant and non-participant groups. This independent t test analysis was used to answer research questions 1, 2, 3 and 4. The independent t test was used separately for the PFL and LSM. An ANOVA was used to determine any significant differences for job status on the PFL and LSM to answer research questions 5 and 6.

Spearman’s rho correlation coefficient was used to measure the relationship between number of children and scores on the PFL and LSM to answer research questions 7 and 8. Spearman’s rho was also used to measure the relationship between the PFL and LSM and to measure the percent attendance and level of involvement for the MOPS participant groups only answering research questions 9, 10, 11 and 12.

All statistical testing was done using SPSS 11.5. All data were tested at the .05 level of significance.

Summary

The methodology for this study is a quantitative descriptive survey. Subjects were part of a convenience sample of mothers. The mothers belonged to one of four groups: two MOPS groups and two non-MOPS groups. Testing consisted of one demographics page, the Perceived Freedom in Leisure Scale, and the Leisure Satisfaction Measure. The demographics page was different for the MOPS and non-MOPS groups, because of
support group frequency/level of involvement questions differing for each group. The
independent variable was participation/non-participation in the MOPS program. The
categorical variables used for examination were the number of children under the age of
six, marital/relationship status, job status, percent attendance of MOPS, and level of
involvement in MOPS. The types of statistical analysis for this study included
independent t-tests, ANOVA, and Cronbach’s alpha correlation coefficient.
Chapter 4

Results

Overview

The purpose of this study was to explore the leisure satisfaction and perceived freedom of mothers with young children in relation to a social support program. This study examined the following questions:

1. Is there a significant difference between the MOPS participants and non-MOPS participants on Perceived Freedom in Leisure scores?
2. Is there a significant difference between the MOPS participants and non-MOPS participants on Leisure Satisfaction Measure scores?
3. Is there a significant difference in Perceived Freedom in Leisure scores based on marital/relationship status?
4. Is there a significant difference in Leisure Satisfaction Measure scores based on marital/relationship status?
5. Is there a significant difference in Perceived Freedom in Leisure scores based on job status?
6. Is there a significant difference in Leisure Satisfaction Measure scores based on job status?
7. Is there a significant relationship between number of children under the age of 6 and Perceived Freedom in Leisure scores?

8. Is there a significant relationship between number of children under the age of 6 and Leisure Satisfaction Measure scores?

9. Is there a significant relationship between percent attendance and Perceived Freedom in Leisure scores?

10. Is there a significant relationship between percent attendance and Leisure Satisfaction Measure scores?

11. Is there a significant relationship between level of involvement and Perceived Freedom in Leisure scores?

12. Is there a significant relationship between level of involvement and Leisure Satisfaction Measure scores?

The results of the analyses for each of the research questions will be explained in the order listed. First, the samples of survey participants and basic demographic characteristics will be described.

Respondents

Thirty-nine mothers filled out the survey; two were excluded from the analysis because they did not have children under the age of 6, leaving 37 usable surveys. The sample consisted of four groups. The MOPS participant group from the Athens Church of Christ had 5 respondents. The MOPS participant group from the Plains United Methodist Church had 10 valid respondents. Athens Church of Christ preschool program had 5 respondents. Finally, the Athens United Methodist Church preschool program had 19 respondents.
Demographics

Respondents ranged from 24 to 42 years of age, with an average of 36. Overall, the average income range was $50,000-99,999. Women had as few as one child and as many as four; the average number was two children. The average number of children under the age of 6 per mother was two with a range of one to three. Thirty-four of the 37 respondents were married. Twenty-nine of 37 mothers did not use childcare facilities. Fifty-one percent of the mothers did not work outside the home. All MOPS participants attended 40% or more of the meetings with an average attendance above 80%.

Research Question 1

Research question 1 examined differences between the MOPS and non-MOPS groups on Perceived Freedom in Leisure scores. The data set contained one missing PFL score.

The assumption of homogeneity of variance was not met based on a Levene’s Test. Therefore, data was analyzed using the Mann-Whitney $U$ test. Results were not significant ($U = 147.5; p = 0.947$). Both groups had similar scores on the PFL (MOPS $M = 97.08$; non-MOPS $M = 97.30$) indicating a moderate level of freedom for both groups.

Research Question 2

Research question 2 examined the differences between MOPS and non-MOPS groups in Leisure Satisfaction Measure scores. The data set contained one missing LSM score. All assumptions for an independent $t$ test were met. Results were not significant ($t = -.337; p = .738$). Both groups had similar scores on the LSM (MOPS $M = 83.30$; non-MOPS $M = 85.47$) indicating a moderate level of satisfaction for both groups.
Research Questions 3 and 4

Research questions 3 and 4 examined differences in Perceived Freedom in Leisure scores and Leisure Satisfaction Measure scores, respectively, based upon marital/relationship status. Ninety-five percent of the participants were married. The non-married group had only two participants so there was not enough data to compare single mothers to married mothers.

Research Question 5

Research question 5 examined differences in Perceived Freedom in Leisure scores based upon job status (see Table 1). Assumptions of normality were not met, so data were analyzed using the Kruskal-Wallis test. There were no significant differences in the participants’ scores on Perceived Freedom in Leisure, based on job status ($H = 7.21; p = .066$). All participants had a perceived freedom score that was moderate to high ($M = 89.33-102.25$).

Research Question 6

Research question 6 examined differences in Leisure Satisfaction Measure scores based upon job status (see Table 1). Assumptions of normality were not met, so a Kruskal-Wallis test was used to analyze the data. There were no significant differences in participants’ scores on the Leisure Satisfaction measure based on job status ($H = 1.55; p = .671$). Regardless of one’s job status, participants had a moderate level of satisfaction in leisure ($M = 77.67-87.94$).
Research Question 7

Research question 7 examined a possible relationship between Perceived Freedom in Leisure scores and number of children under the age of 6. There was not an adequate range of number of children under the age of 6 to determine a correlation; participants had one, two or three children.

The question of having one child compared to more than one child came up as a way to use the available data. The data was analyzed a second time using a Mann Whitney $U$ test. Results were not significant ($U = 147.5; p = .833$)
Research Question 8

Research question 8 examined a possible relationship between Leisure Satisfaction Measure scores and number of children under the age of 6. There was not an adequate range of number of children under the age of 6 to determine a correlation; participants had one, two or three children.

The question of having one child compared to more than one child came up as a way to use the available data. The data was analyzed a second time using a Mann Whitney $U$ test. Results were not significant ($U = 113; p = .153$)

Research Question 9

Research question 9 examined a possible relationship between Perceived Freedom in Leisure scores and percent attendance. Due to the nonparametric nature of the data, Spearman’s rho was used to analyze the data (see Table 2). There was no significant relationship between the two variables ($r_s = -.133, p = .665$).

Research Question 10

Research question 10 examined a possible relationship between Leisure Satisfaction Measure scores and percent attendance. Due to the nonparametric nature of the data, Spearman’s rho was used to analyze the data (see Table 2). There was no significant relationship between the two variables ($r_s = .299, p = .320$).

Research Question 11

Research question 11 examined a possible relationship between Perceived Freedom in Leisure scores and level of involvement. Due to the nonparametric nature of the data, Spearman’s rho was used to analyze the data (see Table 2). There was no significant relationship between the two variables ($r_s = .289, p = .338$).
Research Question 12

Research question 12 examined a possible relationship between Leisure Satisfaction Measure scores and level of involvement. Due to the nonparametric nature of the data, Spearman’s rho was used to analyze the data (see Table 2). Higher levels of involvement were associated with higher levels of leisure satisfaction ($r_s = .596$, $p = .031$). The more involved a person was the more satisfied she was with her leisure.
Chapter 5

Discussion and Implications

Overview

The purpose of this study was to explore mothers’ perceived freedom and leisure satisfaction in relation to participation in a social support group. In this chapter, independent and categorical variables will be discussed. Limitations of the study will then be discussed. Research recommendations will be made with a final look at the implications of this study.

Summary of the Findings

There were no significant findings indicating that participating in a support group impacts the perceived freedom or leisure satisfaction of mothers. There was a positive correlation for mothers participating in MOPS between Leisure Satisfaction and level of involvement in the program. Job status approached significance. Part-time mothers experienced slightly higher perceived freedom in leisure than full-time, non-working and other groups in job status. These findings are similar to those reported in the leisure literature related to Perceived Freedom in Leisure.

Participation in MOPS Support Group

Participation in the MOPS program was not a significant variable and did not have an impact on perceived freedom or leisure satisfaction. Therefore, MOPS
participation does not explain the variation of mother’s scores in this study. The small sample may have contributed to this finding.

Marital/Relationship Status

The statistical tests could not be performed because the groups were of unequal size in the marital/relationship category. Of 37 qualified respondents, 35 were married. The questions looking at impact of marital/relationship status on Perceived Freedom in Leisure and Leisure Satisfaction Measure scores were thrown out of the data analysis. The small sample may have caused this lack of variability in scores.

Although none of the programs sampled required church membership or attendance, the churches served as a meeting place and might have caused single mothers to not attend the programs. The affiliation with the churches, although informal, could have affected the decision to utilize any of the programs that use the church as a meeting place.

Job Status

Job status was not a significant variable and did not have an impact on perceived freedom or leisure satisfaction. Besides the lack of significance, this variable did approach significance. Scores on Perceived Freedom in Leisure were higher for mothers that were working part time. The findings in the literature indicate that women with part-time employment are freer in their leisure than women with full-time jobs or not working outside the home (Harrington & Dawson, 1995). This trend was not statistically significant, perhaps due to the size limitations of this study, but because the data approaches significance this topic requires further examination.
Number of Children under the Age of Six

The tests for statistical correlations could not be performed on these questions because of the lack of variability for the number of children under 6. The respondents only had one, two, or three children under the age of 6. This lack of variability could be due to the small sample size or because people are generally having fewer children.

The data were also tested for significant differences in scores based upon one or more children. The alternate analysis was not significant showing any real differences between a mother with one child under the age of 6 and a mother with more than one child under the age of 6.

Percent Attendance

Percentage of attendance in the MOPS program did not have a significant relationship with perceived freedom or leisure satisfaction. Therefore, it could not assist in explaining any variation of scores. The small sample may have contributed to this finding.

Level of Involvement

Level of involvement did have a significant positive relationship to the Leisure Satisfaction Measure. In relation to percent attendance this finding may indicate that just simply attending meetings might not lead to improved leisure satisfaction. The association between level of involvement and leisure satisfaction shows that active participation may increase one’s leisure satisfaction. This correlation is not proof of causation and should be viewed as merely a relationship between the two variables. This study supports other research findings where increased participation and motivation in
leisure (Ragheb & Tate, 1993) and perceived social competence and leisure participation (Sneegas, 1986) contribute to leisure satisfaction.

Limitations

The study sample was convenient and consisted of four groups. Of those groups there was one that was much larger than the others. The mothers utilizing the Athens United Methodist Church (AUMC) preschool contributed the majority of participants in this study because the group was the largest. That group, as a cohort group, could have skewed the results because AUMC could have functioned as a loose support system. Despite the individual nature of the observation the mothers using AUMC preschool were closely acquainted with each other as opposed to the mothers at Athens Church of Christ, where mothers were dropping off and picking up their children at different times and there is no culture surrounding that group. The culture of the AUMC mothers could act as a support group. The women participating in that preschool program tended to interact more upon the dropping off and picking up of their children. Women enmeshed with this informal culture may not have reported their affiliation with the other AUMC mothers as a support group even if their ties as a group mirrors an organized support group. This simple occurrence could have eliminated any possible significant findings.

Research Recommendations

Sampling

The protocol for this sample, if changed, could have yielded different results. Improving this sample could have been accomplished in several ways. Methods for improvement include: increasing the sample size, diversifying and extending the sample
area, creating an experimental methodology for the study, and having a group of respondents in a “dichotomy of experience” group.

Increasing the sample size is an immediate change that could allow for a more sensitive statistical analysis. The small sample size was extremely problematic for this study for several reasons. The most glaring is that this sample yielded data that could not be statistically analyzed due to a lack of variability which was detrimental to several research questions. A larger sample would be more representative of the whole population making the results of the analysis more poignant. Increasing the sample size could have minimized or eliminated the use of non-parametric statistics. Increasing the sample size with a set power could have allowed the effect size of the study to be determined and recommendations for practice could have been suggested.

Diversifying and extending the sample area could have given a better feel for the women. The sample from Athens, Ohio is not representative of all women. The importance of having more variation among respondents allows for any significant results to be generalized to women and mothers nationwide.

**Methodology**

There are many studies that provide pieces of knowledge without connecting to or extending beyond quantitative research or qualitative study. This study could be connected and extended beyond a small exploration to create a better understanding of mothers in order to make practical recommendations to leisure programmers. Good research can help mothers and can assist in evolving the recreation field. This is more productive than describing groups and the inequities that lie within the social recreation systems. Different aspects that can contribute to freedom and satisfaction such as
enjoyment (Roadburg, 1983), relaxation (Harrington & Dawson 1995), and perceived social competence (Sneegas, 1986) could be examined. Using qualitative study methods such as interviews and focus groups can create a deeper understanding of the issues relating to mothers’ leisure.

An experimental methodology with two equal randomized groups--one using a support group and one not, could have strengthened the research design in a powerful way. Possible threats to external validity could have been compensated for if this study had utilized a more experimental design and methodology. Creating groups would allow for randomization and a pre-post test design could have been used. The lack of a control group weakened the study.

The sample and study could have been strengthened by a third group that had dual experiences participating in the MOPS program and belonging to a non-MOPS preschool program. Interviews with this group could give insight to the similarities in the groups and what types of differences define these groups. The mothers that participate in both types of groups would be a unique asset to the study with a different perspective and possibly adding depth to the comparison and to the statistics of this study.

Topics that should be addressed in future studies should extend and expand the knowledge of this area. Examining social support in the context of the level of support one feels from their partner. The amount, level and type of support received from other groups such as family, friends, and neighbors would give insight to the informal networks available to mothers. The perception of help informal support provides could possibly show what lines of support are the most important to mothers. These themes could open up ideas as to where mothers can find avenues to negotiate constraint in their leisure.
Implications

The findings of this study are not large enough to elicit any recommendations for practice. It must be understood that this study was exploratory in nature and should be seen simply as a “moment in time”. This “snapshot” method was used to explore and describe any naturally occurring trends in four ongoing groups of mothers.
References


Appendices
Appendix A

Leisure Satisfaction Measure Use Agreement

Agreement

Idyll Arbor, Inc. ("Company") and Jessica Robinson ("Student") agree as follows:

1. Idyll Arbor, Inc. will provide Student with a copy of Leisure Satisfaction Measure ("Assessment") and Manual.

2. Student agrees to use the entire testing tool as it is presented. No re-ordering of the test statements or partial use of the statements is allowed without prior written agreement from Idyll Arbor, Inc.

3. Student may make up to 120 copies of the Assessment as needed for research. Any unused copies left over after Student's research must be destroyed.

4. If Student's research requires that s/he re-type the Assessment, Company gives him/her license to do so, as long as no more than the number of copies approved in #3 above are made.

5. The Student agrees to retain the original wording and order of all the statements in the testing tool.

6. If the Assessment is to be translated into a different language, the student and his/her university advisor agree that the translation protocol provided by Idyll Arbor at the end of this contract will be completed as it is written. Any deviations in the protocol must first be approved by Idyll Arbor in writing.

7. The Student will provide Idyll Arbor with an electronic version of his/her translated tool as a PDF file.

8. The Student will provide Idyll Arbor with a copy of the translated testing tool. Idyll Arbor will retain all rights in the testing tool translation.


10. If Student needs more than the number of copies specified in #3 above each of the Assessment or an extension beyond December 30, 2004, s/he must submit a request, in writing, to Company at least 60 days prior.

11. If Student includes a copy of the Assessment in his/her paper, the Student is required to place a "watermark" over mark the Assessment with "Sample, Do Not Copy" in at least 20 point type. This water mark must be approved in writing by Idyll Arbor prior to the Assessment tool being placed in the student's paper. See sample at the top of the next page.
12. If Student includes a copy of the Assessment in his/her paper, the Assessment must also contain the following statement on the face of the Assessment:

"Copyright (date of copyright) Idyll Arbor, Inc. Reproduction of this form is prohibited. For a current copy of the scoring formula, manual, and form, contact Idyll Arbor, Inc. at P.O. Box 720, Ravensdale, WA 98051 (425) 432-3231."

13. If Student publishes the results in a journal or newsletter, not more than 50% of the questions may be included in the published material without prior, written approval from Idyll Arbor, Inc.

14. The student does not have the right to sign away the copyright of the testing tool to any journal, publication, or other individual or entity.

15. Upon completion of Student's research, Student will send one copy of his/her paper/findings to Company to be placed in the Idyll Arbor Library. If Idyll Arbor, Inc. does not receive a copy of the Student's research within six months of publication, Student and/or the university agrees to pay full retail price for the copies used.

16. Student grants Company the right to report her findings in subsequent manuals of the Assessment if any of the information from her research is deemed appropriate by Company staff.

17. Company will credit Student for any of her findings that Idyll Arbor, Inc. uses.

18. In any publication or talks that Student presents on the results of the research, Company would appreciate recognition of the grant that we have provided to Student in the form of this license.

19. This agreement sets forth all the understandings between the Company and Student and can only be amended in writing.

20. Student will attach a one page summary of his/her research project. (The summary may be less than one page.) Attached summary is page three of this contract.
Summary of Student’s Proposed Research:

(May be typed on a separate piece of paper and substituted for this page.)

Population

Subjects for two groups will be selected from a convenience sample of women participating in the Mothers of Preschool Children Program at The Plains First United Methodist Church, The Athens Church of Christ. Subjects for two groups will be selected from women currently using the preschool program at the Athens First United Methodist Church and Athens Church of Christ. The target number of subjects is 80; twenty for each group. Men will be excluded from the study. Mothers without children under 6 will be excluded from the study.

Project Description

This project aims to observe the levels of perceived freedom in leisure and leisure satisfaction of four independent groups.

The groups will be separated into two categories. The first category is women participating in the Mothers of Preschoolers program (MOPS), and the second is mothers that are using a local preschool facility, but not participating in the MOPS program.

Perceived Freedom is considered a determinant of independent leisure, and leisure satisfaction is a determinant of leisure enjoyment. Perceived freedom will be measured using the Perceived Freedom in Leisure (PFL) Short Form Version B. The PFL scale is a 25-item Likert-style survey that determines an individual’s perception in relation to their leisure freedom (i.e. “I have the skills to do the recreation activities in which I want to participate”).

The Leisure Satisfaction Measure (LSM) is a 24-item Likert-style survey that measures the individual’s perception in relation to positive or negative feelings about their leisure (i.e. “My leisure activities are very interesting to me.”).

All groups will be surveyed only once.

Scientific Objectives or Research

The focus of this research is to determine if mothers involved in a social support program are different from non-participants on the level of perceived freedom and leisure satisfaction.

Previous research (Bialeschki & Michener, 1994; Bialeschki & Pearce, 1997; Brown, Brown, Miller, & Hansen, 2001; Freudingr, 1983; Henderson, Bialeschki, Shaw, & Freysinger, 1996; Henderson, Hodges, & Kivel, 2002; Horna, 1989; Shaw, 1994; Wimbush & Talbot, 1988) focuses on how women, especially mothers, are a highly constrained group. Active mothering is a phase in life cycle development that does not include a great deal of leisure (Bialeschki & Michener, 1994). Childcare, and other chores leave little time for leisure (Brown, Brown, Miller & Hansen, 2001). Women must negotiate constraints in order to participate in leisure, recreation and exercise. Cody and Lee, (1999) developed a pilot program to promote exercise in mothers of preschool children. Little, (2002) determined that women participating in adventure recreation were negotiating constraints in a variety of ways unique to the individual.

Women are able to negotiate constraints in their own way, but often do not feel empowered to do so. Empowering women to work through constraints may help them to negotiate those constraints. Mothers are often isolated from feeling empowered by the constant challenges of everyday life. Women using a support system or participating in a leisure group may be more likely to have greater perceived freedom and leisure satisfaction. This study will test to see if women involved in an organized support group have a higher perceived freedom or leisure satisfaction.


**Instruments**

**Demographics:** This is one page containing items such as age, #of children, #of children under the age of 6, income level, marital/relationship status, job status, etc.

**Perceived Freedom in Leisure Short (PFL) form version B:** The PFL scale is a 25- item Likert-style survey that determines an individual’s perception in relation to their leisure freedom (i.e. “I have the skills to do the recreation activities in which I want to participate”).

**Leisure Satisfaction Measure (LSM):** The LSM is a 24- item Likert-style survey that measures the individual’s perception in relation positive or negative feelings about their leisure (i.e. “My leisure activities are very interesting to me.”).

**Hypothesizes and Data Analysis**

Null Hypothesis 1: There is no significant difference between mothers in MOPS program and mothers not using MOPS program on the Perceived Freedom in Leisure Scale.
- An independent t-test will be used to test hypothesis one.

Null Hypothesis 2: There is no significant difference between mothers in MOPS program and mothers not using MOPS program on the Leisure Satisfaction Scale.
- An independent t-test will be used to test hypothesis two.

Null Hypothesis 3: There is no significant difference in Perceived Freedom in Leisure scores based on marital/relationship status.
- An Analysis of Variance (ANOVA) will be used to test hypothesis three.

Null Hypothesis 4: There is no significant difference in Leisure Satisfaction Measure scores based on marital/relationship status.
- An Analysis of Variance (ANOVA) will be used to test hypothesis four.

Null Hypothesis 5: There is no significant difference in Perceived Freedom in Leisure scores based on job status.
An Analysis of Variance (ANOVA) will be used to test hypothesis five

Null Hypothesis 6: There is no significant difference in Leisure Satisfaction Measure scores based on job status.

Null Hypothesis 7: There is no significant relationship between number of children under the age of six and the scores on the Perceived Freedom in Leisure Instrument.
- The correlation coefficient Pearson’s r will be used to test hypothesis seven.

Null Hypothesis 8: There is no significant relationship between number of children under the age of six and the scores on the Leisure Satisfaction Measure Instrument.
- The correlation coefficient Pearson’s r will be used to test hypothesis eight.

Null Hypothesis 9: There is no significant relationship between percent attendance and the scores on the Perceived Freedom in Leisure instrument.
- The correlation coefficient Pearson’s r will be used to test hypothesis nine.

Null Hypothesis 10: There is no significant relationship between percent attendance and the scores on the Leisure Satisfaction Measure Instrument.
- The correlation coefficient Pearson’s r will be used to test hypothesis ten.

Null Hypothesis 11: There is no significant relationship between level of involvement and the scores on the Perceived Freedom in Leisure instrument.
- The correlation coefficient Pearson’s r will be used to test hypothesis eleven.

Null Hypothesis 12: There is no significant relationship between level of involvement and the scores on the Leisure Satisfaction Measure Instrument.
- The correlation coefficient Pearson’s r will be used to test hypothesis twelve.

Additional note

- In addition to the analyses made for this study a point of interest to your company may be to compare the data from the PFL and LSM for further instrument analysis. This would be the type of testing that I do not have the authority to look at critically, but may be an interesting facet to Idyll Arbor.

Translating Testing Tools into Different Languages

The translation of a standardized testing tool must stay true to the words and meaning of the original test. There is a standard, three-step protocol used when translating testing tools. The first step is for an individual who is fluent in both the language of the test and the language the test is to be translated into to translate the test. The second step is to have a second translator who is also competent in both languages and who has no knowledge of the test, has never seen the original translation of the test, and has had no discussions about the test, translate the work of the first translator back to the original language of the test. The third step is to have a third person compare the first test (pretranslation) to the last test (posttranslation) to compare and contrast any differences in grammar, intent, or content. If the posttranslation test is basically the same as the pretranslation test, then the translation into the second language is considered to be a true translation.

NOTE: No copies of any of Idyll Arbor’s testing tools may be made until Idyll Arbor, Inc. returns a signed contract that contains the signature of the student, the signature of the student’s university supervisor, and the signature of one of Idyll Arbor’s executive staff.
Date: 5/7/03

Jessica Robinson
(Student: printed name)

Student's Address:

Date: 5/7/2003

(Name of University)

(Address of University)

Robin Mittlestaedt
Signature of University Advisor
740-593-0636
mittstaedt@obio.edu

Signature of Idyll Arbor, Inc. President:

PO Box 720, Ravensdale, WA 98051 USA Date: 5/7/03

Please print off a copy of this contract with the appropriate information filled in and mail back to Joan Burlingame, Idyll Arbor, Inc., PO Box 720, Ravensdale, WA 98051 or fax it to 425-433-5726.

Wednesday, May 07, 2003
Appendix B

Letter of Permission from the Institutional Review Board

O H I O  U N I V E R S I T Y

A determination has been made that the following research study is exempt from IRB review because it involves:

Category 2 research involving the use of educational tests, survey procedures, interview procedures or observation of public behavior

Project Title: Perceived Freedom and Leisure Satisfaction in Mothers with Preschool-Aged Children

Project Director: Jessica Ann Robinson

Department: RSPS

Advisor: Robin Mittelstaedt

Rebecca Cale, Associate Director, Research Compliance
Institutional Review Board

5/5/03

Date
Appendix C

Agency Consent-Athens Church of Christ MOPS

Perceived Freedom and Leisure Satisfaction in Mothers with Preschool-Aged Children
Jessica Robinson
Department of Recreation and Sport Sciences
Agency Consent Form

You are invited to participate in a research study, which will explore the freedom and satisfaction in leisure of mothers with preschool aged children. The study will provide information on perceptions of leisure, dependent on involvement in social support groups for mothers of preschool aged children. I am a graduate student at Ohio University, Department of Recreation and Sport Sciences, and this study will fulfill the thesis requirements of my masters program.

Approximately 80 mothers of Athens county area are participating in this study during Spring 2003. Your participation is voluntary. If you decide to participate I will schedule a convenient day or days for your group to fill out a questionnaire with three parts: demographics, Perceived Freedom in Leisure, and Leisure Satisfaction Measure. The questionnaire should take about fifteen minutes.

If you have questions about the research at any time, please contact Jessica Robinson or Robin Mittelstaedt. If you have any questions about your rights as a participant in a research project, feel free to contact Jo Ellen Sherow, Director of Research Compliance, Ohio University (740) 593-0664.

Your signature below indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw consent at any time and discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled, that you will receive a copy of this form.

Agency: MOPS
Program location: Athens Church of Christ
Signature: Katie Cheney Date: 4-28-03
Signature: Johnny Norris Date: 4-28-03

Jessica Robinson
Principal Investigator
Department of Recreation and Sport Sciences
Ohio University, Athens, OH 45701
(740)593-0595

Robin Mittelstaedt
Academic Advisor
Department of Recreation and Sport Sciences
Ohio University, Athens, OH 45701
(740) 593-0636
Appendix D

Agency Consent- Athens Church of Christ Preschool

Perceived Freedom and Leisure Satisfaction in Mothers with Preschool-Aged Children
Jessica Robinson
Department of Recreation and Sport Sciences
Agency Consent Form

You are invited to participate in a research study, which will explore the freedom and satisfaction in leisure of mothers with preschool aged children. The study will provide information on perceptions of leisure, dependent on involvement in social support groups for mothers of preschool aged children. I am a graduate student at Ohio University, Department of Recreation and Sport Sciences, and this study will fulfill the thesis requirements of my masters program.

Approximately 80 mothers of Athens county area are participating in this study during Spring 2003. Your participation is voluntary. If you decide to participate I will schedule a convenient day or days for your group to fill out a questionnaire with three parts: demographics, Perceived Freedom in Leisure, and Leisure Satisfaction Measure. The questionnaire should take about fifteen minutes.

If you have questions about the research at any time, please contact Jessica Robinson or Robin Mittelstaedt. If you have any questions about your rights as a participant in a research project, feel free to contact Jo Ellen Sherow, Director of Research Compliance, Ohio University (740) 593-0664.

Your signature below indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw consent at any time and discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled, that you will receive a copy of this form.

Agency: Athens Church of Christ Preschool

Program location: 785 W. Union St., Athens

Signature: [Signature] Date: 4/28/03

Jessica Robinson
Principal Investigator
Department of Recreation and Sport Sciences
Ohio University, Athens, OH 45701
(740)593-0595

Robin Mittelstaedt
Academic Advisor
Department of Recreation and Sport Sciences
Ohio University, Athens, OH 45701
(740) 593-0636
Appendix E

Agency Consent-The Plains United Methodist Church MOPS

Perceived Freedom and Leisure Satisfaction in Mothers with Preschool-Aged Children
Jessica Robinson
Department of Recreation and Sport Sciences
Agency Consent Form

You are invited to participate in a research study, which will explore the freedom and satisfaction in leisure of mothers with preschool aged children. The study will provide information on perceptions of leisure dependent on involvement in social support groups for mothers of preschool aged children. I am a graduate student at Ohio University, Department of Recreation and Sport Sciences, and this study will fulfill the thesis requirements of my masters program.

Approximately 80 mothers of Athens county area are participating in this study during Spring 2003. Your participation is voluntary. If you decide to participate I will schedule a convenient day or days to fill out a questionnaire with three parts: demographics, Perceived Freedom in Leisure, and Leisure Satisfaction Measure. The questionnaire should take about fifteen minutes.

If you have questions about the research at any time, please contact Jessica Robinson or Robin Mittelstaedt. If you have any questions about your rights as a participant in a research project, feel free to contact Jo Ellen Sherow, Director of Research Compliance, Ohio University (740) 593-0664.

Your signature below indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw consent at any time and discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled, that you will receive a copy of this form.

Agency: Mothers of Preschoolers (MOPS)
Program location: The Plains United Methodist Church

Signature: [Signature] Date: 4-28-2003

Jessica Robinson  
Principal Investigator
Department of Recreation and Sport Sciences
Ohio University, Athens, OH 45701  
(740)593-0595

Robin Mittelstaedt  
Academic Advisor
Department of Recreation and Sport Sciences
Ohio University, Athens, OH 45701  
(740) 593-0636
Appendix F

Agency Consent-Athens First United Methodist Church Growing Tree Preschool

Perceived Freedom and Leisure Satisfaction in Mothers with Preschool-Aged Children

Jessica Robinson
Department of Recreation and Sport Sciences
Agency Consent Form

You are invited to participate in a research study, which will explore the freedom and satisfaction in leisure of mothers with preschool aged children. The study will provide information on perceptions of leisure, dependent on involvement in social support groups for mothers of preschool aged children. I am a graduate student at Ohio University, Department of Recreation and Sport Sciences, and this study will fulfill the thesis requirements of my masters program.

Approximately 80 mothers of Athens county area are participating in this study during Spring 2003. Your participation is voluntary. If you decide to participate I will schedule a convenient day or days for your group to fill out a questionnaire with three parts: demographics, Perceived Freedom in Leisure, and Leisure Satisfaction Measure. The questionnaire should take about fifteen minutes.

If you have questions about the research at any time, please contact Jessica Robinson or Robin Mittelstaedt. If you have any questions about your rights as a participant in a research project, feel free to contact Jo Ellen Sherow, Director of Research Compliance, Ohio University (740) 593-0664.

Your signature below indicates that you have read and understand the information provided above, that you willingly agree to participate, that you may withdraw consent at any time and discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled, that you will receive a copy of this form.

Agency
Growing Tree Preschool

Program location
Evans - 2nd St. College (Athens)

Signature
Cathryn Briggs

Date 4-18-03

Jessica Robinson
Principal Investigator
Department of Recreation
and Sport Sciences
Ohio University, Athens, OH 45701
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(740) 593-0636
Appendix G

Consent Form

Perceived Freedom and Leisure Satisfaction in Mothers with Preschool-Aged Children
Jessica Robinson
Department of Recreation and Sport Sciences

Federal and university regulations require signed consent for participation in research involving human subjects. After reading the statements below, please indicate your consent by signing this form.

You are invited to participate in a research study, which will explore the freedom and satisfaction in leisure of mothers with preschool aged children. The study will provide information on perceptions of leisure dependent on involvement in social support groups for mothers of preschool aged children. I am a graduate student at Ohio University, Department of Recreation and Sport Sciences, and this study will fulfill the thesis requirements of my masters’ program.

Approximately 80 mothers of Athens county area are participating in this study during Spring 2003. Your participation is voluntary. If you decide to participate, I will schedule a convenient date during which you will fill out a questionnaire with three parts: demographics, Perceived Freedom in Leisure, and Leisure Satisfaction Measure. The questionnaire should take about ten to fifteen minutes.

Any information you provide through this study will remain confidential. Although your name appears on this consent form, it will not appear on the questionnaires. Your records will never be released in a way that your name could be associated with them. Your participation is entirely voluntary and your decision whether or not to participate will involve no penalty or loss of benefits to which you are otherwise entitled. If you decide to participate, you are free to discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

If you have questions about the research at any time, please contact Jessica Robinson or Robin Mittelstaedt. If you have any questions about your rights as a participant in a research project, feel free to contact Jo Ellen Sherow, Director of Research Compliance, Ohio University (740) 593-0664.

I certify that I have read and understand this consent form and agree to participate as a subject in the research described. I agree that all known risk to me have been explained to my satisfaction and I understand that no compensation is available from Ohio University and its employees for any injury resulting from my participation in this research. I certify that I am 18 years of age or older. My participation in this research is given voluntarily. I understand that I may discontinue participation at any time without penalty or loss of any benefits to which I may otherwise be entitled. I certify that I have been given a copy of this consent form to take with me.

Signature ___________________________ Date ____________________

Printed Name ___________________________

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Appendix H

MOPS Demographics

Please, Tell us about yourself?

1. What is your age in years? _____

2. Please circle the closest range to your annual income level?
   - $0-$14,999
   - $15,000-$29,999
   - $30,000-$49,999
   - $50,000-$99,999
   - $100,000+

3. How many children do you have? ______

4. How many children do you have under six years old? ______

5. Please circle your current marital status
   - Married
   - Divorced
   - Separated
   - Single
   - Widow
   - Other (if other please explain) __________

6. If single, divorced, separated, widow, or other, please circle your current relationship situation?
   - Seeing exclusively
   - Living with Partner
   - Dating
   - Not seeing anyone or Dating
   - Other (if other please explain) __________

7. Please circle one reply which best describes your current job situation.
   - Working full-time outside the home
   - Working part-time outside the home
   - Do not work outside the home
   - Other (if other please explain) __________

8. If working outside the home, how many hours per week are you working? ______

9. How frequently do you use child care facilities?
   - Hours per day ______
   - Days per week ______
   - I do not use childcare facilities □

10. When did you start the MOPS program?
    - Month ___________ Year ___________

11. How many times have you attended the MOPS program? ______

12. Circle the number which most closely resembles your rate of involvement with MOPS.
    - 1 Low involvement
    - 2
    - 3 Moderate involvement
    - 4
    - 5
    - 6
    - 7 High Involvement
Appendix I

Non-MOPS Demographics

Please, Tell us about yourself!

1. What is your age in years? _____

2. Please circle the closest range to your annual income level?
   $0-$14,999  $15,000-$29,999  $30,000-$49,999  $50,000-$99,999  $100,000+

3. How many children do you have? ______

4. How many children do you have under six years old? ______

5. Please circle your current marital status
   Married  Divorced  Separated  Single  Widow  Other (if other please explain)________

6. If single, divorced, separated, widow, or other, please circle your current relationship situation?
   Seeing  Living  Dating  Not seeing anyone or Dating  Other (if other please explain)________

7. Please circle one reply which best describes your current job situation.
   Working full-time outside the home  Working part-time outside the home  Do not work outside the home  Other (if other please explain)________

8. If working outside the home, how many hours per week are you working? ______

9. How frequently do you use child care facilities? Hours per day_______
   Days per week_______
   I do not use childcare facilities  □

10. Do you currently participate in a mother’s support group? □Yes  □No

11. If yes, How often? ________________________________