



Adult recreation in Montana : participation, barriers, and new recreational learning in Great Falls and surrounding communities  
by Joseph Henry Seipel

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education  
Montana State University  
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**Abstract:**

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The needs, attitudes, and perceptions of 398 adult recreation enthusiasts were documented. This study was divided into three parts: (a) a recreation survey, (b) personal interviews with practitioners, and (c) translation of the research findings into a public service announcement. The study was participatory in nature involving input from recreation users, media people, recreation planners, and policy makers through the process of taking the research findings from theory to community-based action.

Results included data from the recreation survey, interviews with adults at a local health club, and materials developed as part of a public service announcement. Study findings were: (a) recreation is important to adults in the community, (b) there are few differences between rural and urban recreation enthusiasts, (c) outdoor recreation is more highly valued than indoor recreation, (d) participation in recreation declines with age with more active recreation replaced with less active forms, (e) adult recreation activities provide significant social and economic benefits, and (f) adult education principles of participation and responsibility are critical to involving the community in the development of recreational resources.

Conclusions and recommendations were directed at prevention strategies, workplace strategies, marketing strategies, and individual and community empowerment strategies. Adult education principles of participation and responsibility are needed to implement the proposed strategies.

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

of

Doctor of Education

MONTANA STATE UNIVERSITY  
Bozemen, Montana

April 1997

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ii

April 1997  
APPROVAL

of a thesis submitted by

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This thesis has been read by each member of the author's committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

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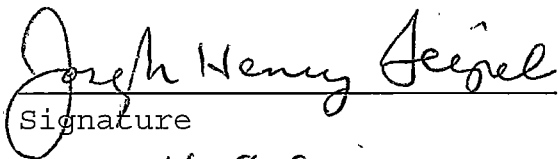
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## ACKNOWLEDGEMENTS

Special acknowledgement is extended to the chair of my doctoral studies, Dr. Gary J. Conti, whose support and mentoring helped me complete my degree, and to the committee members who provided guidance, Dr. Robert Fellenz, Dr. Doug Herbster, Dr. Lyndon Marshall and Dr. Jeff Linkenbach.

A special thanks to my family for their help, understanding, patience and sacrifice. I also want to acknowledge my father and mother who started my educational journey. Finally, I wish to thank my wife Jean who is my best friend.

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## ABSTRACT

Approximately 60% of adults are physically inactive or exercise only on occasion. Conventional approaches to recreational systems focused on the number of people participating not on user's needs. A key component of recreation is learning and a need existed for assessing the status of adult recreation in Great Falls, Montana, and surrounding communities. The purpose of this study was to describe in which recreational activities adult learners participate and to describe their level of satisfaction with new recreational learning.

The needs, attitudes, and perceptions of 398 adult recreation enthusiasts were documented. This study was divided into three parts: (a) a recreation survey, (b) personal interviews with practitioners, and (c) translation of the research findings into a public service announcement. The study was participatory in nature involving input from recreation users, media people, recreation planners, and policy makers through the process of taking the research findings from theory to community-based action.

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Conclusions and recommendations were directed at prevention strategies, workplace strategies, marketing strategies, and individual and community empowerment strategies. Adult education principles of participation and responsibility are needed to implement the proposed strategies.

## CHAPTER 1

## INTRODUCTION

Background

Montanans enjoy all forms of recreation especially outdoor recreational activities. Montana's draw as a tourist destination is one of the major reasons for the development of Montana's billion dollar travel and tourism industry. However, Montana's travel and tourism industry was not always robust. Montana's travel and tourism industry struggled with its image during the early 1980s. State travel and tourism promotion efforts were significantly overstated in terms of economic impact generated per advertising/promotion dollar spent (Montana Legislative Auditor, 1983, p. 22). At that time, little was known about travel and tourism preferences, needs, and interests of people who visited Montana.

From the mid-1980s to today, the state has extensively promoted and marketed Montana as a vacation destination. The Institute for Tourism and Recreation Research at the University of Montana conducted numerous studies during the period. This research focused on the following areas: (a)

Montana's image as a tourism destination, (b) trail studies, (c) participation in recreational and leisure activities, and (d) expenditures.

Montana's travel and tourism industry which was promotion-heavy during the 1980s and early 1990s had a much different look by 1995. The state travel promotion division, Travel Montana, has shifted dollars formerly earmarked for promotion into product development (Menning, 1995, p. 2). State officials now support a position which believes that it is more important to develop the recreation and leisure product to meet the needs and preferences of consumers, both tourists and Montana residents (p. 2). The Community Tourism Assessment Program which is cooperatively developed and facilitated by Travel Montana, the Montana State University Extension Service, and the University of Montana Institute for Tourism and Recreation Research is an example of local communities exploring their tourism potential for further development. Local committees explore what tourists want, what entrepreneurs can provide, and what aspects of tourism development and its positive and negative impacts are acceptable to local residents (p. 2).

Entrepreneurs provide opportunities and tourists make

consumer choices, but the host community decides what impacts are acceptable (p. 3).

Conventional approaches to leisure and community recreational systems have focused on participation consumption. Participation consumption consists of measuring and promoting participation in some recreational activity or program. Policy makers and planners have been considered successful as long as recreational facilities and programs have been used to capacity or overcapacity. State of Montana policy makers have focused on participation consumption by heavily promoting Montana as a vacation destination with minimal consideration of the impacts to recreational systems (Menning, 1995, p. 2). There has been little concern as to whether the types of recreational facilities and programs offered maximize recreational need fulfillment and lead to effective recreational development. Likewise, there has been limited research conducted on the status of adult recreation in Montana and the impact of adult learning in community-based recreational programs.

#### Elements of Recreation Participation

Recreation is an intrinsically rewarding experience

which finds its source in voluntary engagements during non-obligated time (Knopf, 1972). Four basic elements of recreation are (a) recreation is an experience where value and satisfaction for the individual are found, (b) recreation must be intrinsically rewarding where the meaning and values are found in the experience itself, (c) there must be a voluntary choice reflecting one's preferences, and (d) recreation occurs during non-obligated time where there is a certain lack of time-boundedness and some degree of spontaneity (p. 3).

Leisure is time spent as one pleases. The majority of the literature examining the benefits of activity on psychological well-being is focused predominantly on physical activity (Wankel & Berger, 1990). There is a well-documented relationship between leisure/recreational activity participation and psychological well-being across the lifespan (Smale & Dupuis, 1993).

By nature and by derivation recreation is inseparably bound by relaxation and leisure (Martin, 1989). In building a healthy philosophy of recreation, the first step is to try to restore dignity and respect to the conceptions of leisure, relaxation, and recreation and to return them to

the supreme positions they held in the minds of the poets, philosophers, and historians down through the ages (p. 17). For example, Socrates said, "Leisure is the best of all possessions." Shakespeare called recreation sweet, and the Psalmist said, "Have leisure and know that I am God."

The outdoor adventure experience contains a number of components including an interaction with the natural environment, the perception of risk or danger, and a concomitant sense of uncertainty of the outcome (Ewert, 1989). Based on these factors, outdoor adventure pursuits are defined as a variety of self-initiated activities that utilize an interaction with the natural environment and that contain elements of real or apparent danger in which the outcome, while uncertain, can be influenced by the participant and circumstance (p. 6). Outdoor adventure pursuits may be sought in terms of structured experiences such as formal classes or programs or of nonstructured experiences that consist of activities done on an individual basis with friends and/or family whenever one chooses (p. 6).

Within the framework of structured outdoor adventure pursuits, any program that focuses on education through the

activity or uses adventure in an educational context is termed outdoor adventure education. The possible outcomes from outdoor adventure recreation experiences include excitement, socialization, enjoyment, and/or interaction with the natural environment.

Manning (1986) explored the social and descriptive aspects of outdoor recreation. The social aspects focused on recreation use and users while the descriptive aspects considered user attitudes, preferences, and perceptions. Sessoms (1961, 1963) reviewed 48 studies relating to social correlates of outdoor recreation participation. Five socio-economic variables were found to be related to outdoor recreation patterns:

1. Age--The older one becomes, the fewer recreational activities pursued and the more passive the activities.
  2. Income--The higher one's income, the more numerous are the recreational activities pursued.
  3. Occupation--The higher one's occupational prestige, the more numerous and varied are the recreational activities pursued.
  4. Residence--Urban residents tend to have a higher participation rate in recreational activities than do rural residents.
  5. Family stage--The presence of young children tends to reduce the number of recreational outings and makes the recreational pattern more home-centered.
- (Manning, 1986, p. 16).

This study was supplemented by an extensive nationwide household survey of outdoor recreational participation (Mueller & Gurin, 1962). Participation in outdoor recreational activity was found to be remarkably widespread with about 90% of adults engaging in one or more activities in the course of a year. However, a similar study by Ferriss (1970) concluded that socio-economic characteristics provide only a moderately satisfactory basis for predicting outdoor recreational participation.

Some of the motivational determinants of one's recreational behavior can be identified as psychological needs which either are not or cannot be met in one's non-leisure environment (Knopf, 1972). As a result, several potential problems arise which confront individuals including unmet needs for:

- Achievement for skill development, competition, and other goal striving activity.
- Affiliation for interaction with and acceptance by other people.
- Creativity for establishing new orders in one's environment.
- Exploration for seeking stimuli that are novel or for following one's curiosity.
- Self-actualization for human self-fulfillment to fully comprehend one's own nature and to live up to one's potential while developing a

- sense of place and self-assurance.
- Dominance for control over or impact on one's environment.
- Social recognition for social prestige, status, respect, and esteem. (p. 21)

The immediate role of the recreation social service system is to provide an adequate array of opportunities which will be conducive to the resolution of these unmet needs during recreation engagements (p. 22).

#### Barriers to Participation

Various socioeconomic factors such as age, income (occupational status), race, and schooling (educational attainment) have some effect on participation in adult education (Darkenwald & Merriam, 1982). Research indicates that the most potent factor in participation is educational attainment, and the next most potent is occupational status (p. 121).

Adults typically engage in education--including a single educational activity--for multiple reasons, and some of them are not related to traditional educational goals (Darkenwald & Merriam, 1982). However, when forced to give a single dominant reason for participation, about half of all adults cite improving occupational competence or getting

ahead in the world of work (p. 132). A 1972 Educational Testing Service survey of adults aged 18 through 60 found the major reason for learning noted by adult education participants was to become better informed (Carp, Peterson, & Roelfs, 1972).

The barriers to participation in educational activities most frequently cited by adults are lack of time and cost (Darkenwald & Merriam, 1982). While there is little doubt that lack of time and money can be significant obstacles to participation, it is highly probable that their importance is easily exaggerated (p. 136). Adults tend to give socially acceptable responses to questions concerned with reasons for nonparticipation because it is less demeaning to say lack of time and money than to say one lacks ability, self-confidence, or interest (Cross, 1979).

Obstacles to participation can be classified into four general categories: situational, institutional, informational, and psychosocial (Darkenwald & Merriam, 1982). Situational barriers relate to an individual's social and physical environment. Examples of situational barriers include cost, lack of time, lack of child care available, and lack of transportation. Institutional

barriers typically involve agencies or learning institutions excluding or discouraging involvement based on high fees, inconvenient scheduling, and other restrictive policies and procedures. Informational barriers involve agencies or learning institutions failure to inform people of opportunities available. Some of the problem may relate to adults that do not seek out or use the information available. Psychosocial barriers are personal beliefs, attitudes, and values that limit participation such as lack of interest or a feeling of being too old to learn.

Situational, institutional, informational, and psychosocial barriers also impact other fields of study such as business. Ericksen, Jr. (1990) examined the influence of barriers to participation and attitudes toward adult education as they relate to small business managers. The study indicated that attitudes toward adult education were the most powerful discriminators of adult education participation and that time was also a powerful discriminator of participants and nonparticipants in adult educational activities.

Situational, institutional, informational, and psychosocial barriers also influence adult recreation

participation. Factors such as cost, scheduling, and time limit participation in recreational activities (Seipel & Smith, 1981).

### Recreational Activities in Montana

There have been extensive studies of recreational activity in Montana ranging from the Statewide Comprehensive Outdoor Recreation Plan (SCORP) to city park and recreation master plans. Recreational activity in Montana is extensive and diverse covering indoor and outdoor experiences. Some of the recreational experiences are high-risk adventure like mountain climbing, and others are more leisurely such as walking. The 1993 Montana SCORP noted that more than 50% of the respondents studied participated in traditional outdoor recreation activities such as camping, fishing, and picnicking. The SCORP study also found that involvement growing in many recreational activities such as alpine skiing, bicycling, and hunting.

In Montana, less than 10% of a city's budget is typically allocated to park and recreation programs and activities (Dragoo & Associates, 1995). This is true of Great Falls which is the second largest city in the state.

Although recreation programs provide more service per unit of cost than any other type of recreational activity, the overall level of recreational program service in Great Falls is low when compared to cities of comparable size (Section VIII, p. 44). In Great Falls, government officials recently identified a strong commitment to the development of leisure and recreational opportunities. In June of 1996, the City Commission of Great Falls adopted goals for the upcoming year including Goal #10 "to develop leisure and recreational opportunities to maximize our quality of life" (Great Falls Tribune, News & Views Section, July 1996, p. 2).

#### Recreational Learning

Recreation learning is a large unexplored area of real-life learning (Dale & Conti, 1992). Many learners pursue informal recreational learning in recreational areas not only for relaxation but also for other reasons (Shirk, 1990).

Shirk (1990) defined the adult learner as any person over 18 years of age who deliberately attempted to learn something new. Shirk's study of lifelong learning in Livingston, Montana, examined what respondents had learned

in the previous 12 months, what human and other resources they turned to for information to facilitate their learning activities, why they initiated their activities, the economic costs and benefits of their learning activities, what they thought they might like to learn in the next 12 months, and to whom or what they would most likely turn to facilitate learning activities (p. 33). Shirk also explored learning networks and learning providers in the second part of his study. "A historical basis for interest in such life-related learning can be traced back to the work of Houle and Tough" (Fellenz & Conti, 1989, p. 3).

Real-life learning needs develop from the learner's real-life environment which is also influenced by the social environment (Fellenz & Conti, 1989). Learning environments which reinforce self-concepts, provide for change when needed, and respect the value of the status of the learner produce the most effective and greatest amount of learning (Brookfield, 1986). Myles Horton, founder of Highlander Folk School, viewed adult learning happening in a real-life context where the starting point is the knowledge held by the adult (Adams, 1975). Adult learners have a common tendency toward self-directedness in the way they learn

(Brookfield, 1986; Tough, 1978).

Knowles (1975) outlined the steps for self-directed learning, and Tough (1971) uncovered the extent of adults' involvement in self-directed learning projects. Learners were seen as planning and carrying out their self-directed learning activities in a linear pattern: Establishing goals and objectives, locating resources, choosing learning strategies, and the like (Knowles, 1975; Tough, 1979).

Tough (1979) noted the following decisions learners make when choosing what, where, and how to learn:

1. Deciding what detailed knowledge and skill to learn
2. Deciding the specific activities, methods, resources, or equipment for learning
3. Deciding where to learn
4. Setting specific deadlines or intermediate targets
5. Deciding when to begin a learning episode
6. Deciding the pace at which to proceed during a learning episode
7. Estimating one's knowledge and skill or one's progress in gaining desired knowledge and skill
8. Detecting any factor that has been hindering learning or discovering inefficient aspects of current procedures
9. Obtaining the desired resources or equipment or reaching the desired place or resource
10. Preparing or adapting a room (or certain furniture or equipment) for learning or arranging certain other physical conditions in preparation for learning

11. Saving or obtaining the money necessary for the use of certain human or nonhuman resources
12. Finding time for learning
13. Taking steps to increase the motivation for certain learning episodes. (pp.95-96)

Much of recreational learning is informal self-directed learning. A central concept of adulthood is the notion of independence (Darkenwald & Merriam, 1982, p. 76). Adults' self-concepts are more self-directed and are defined by an accumulation of life experiences (Darkenwald & Merriam, 1982, p. 86). Adult learning also is affected by developmental tasks related to social roles and an orientation to learning that seeks an immediate application of new knowledge (p. 86).

Dale and Conti (1992) explored the recreational learning activity of fly fishing and found that fly fishing enthusiasts devote tremendous effort and expense to learn the various aspects of the sport. Recreational learning involved greater expenditures than any other area of learning (Shirk, 1990, p. 50). Therefore, the effective development of recreation systems can have a very positive economic impact on a local community and help meet some of

the social, physical, and psychological needs of residents. Recreation is an integral component of health promotion efforts in a community and strategies to empower individuals to engage in health-enhancing behaviors can help improve wellness and reduce medical and health related costs.

#### Statement of the Problem

Most individuals know exercise and an active lifestyle are important. Yet, many people do not engage in physical activity on a regular basis. In fact, approximately 60% of adults are physically inactive or exercise only on occasion (Bryant, Peterson, & Napp, 1997).

People have a tremendous need for recreation and leisure activities. If recreational opportunities were not made available to people, then they would be faced with continuously unresolved problem states given the social and physical environments of American society (Knopf, 1972, p.17). The recreation social service system like all social service systems exists to provide such opportunities (p. 17-18).

Conventional approaches to leisure and recreational systems have historically focused on the number of people

who participate in a particular recreational program or activity. Policy makers and planners are typically considered successful as long as recreational facilities are used extensively. State of Montana policy makers have heavily promoted Montana as a vacation destination for the past 10 years with little consideration of the impacts to recreational systems. There has been little concern as to whether the types of recreational facilities and programs offered meet recreation user's needs.

Problems brought on from user conflicts, resource deterioration, and other concerns are well documented in other states as well as in Montana. For example, a study of the Bitterroot Valley in Montana found some Montana communities seek relief from tourist impacts while many other communities in the state could benefit from economic development of tourism opportunities (Menning, 1995, p. 2). Host communities need to decide what tourism and recreational impacts are acceptable (p. 3).

A key component of recreation is learning. Most recreational activities involve a learning component. While some of this may be formal, most is informal and self-directed. Recreational enthusiasts spend a tremendous

amount of effort, time, and expense on these learning activities. Yet, there is a lack of emphasis on adult learning principles and practice in the adult recreation field.

A behavioral approach to recreation systems is needed to supplement the conventional activity approach (Knopf, 1972). In the behavioral approach, one of the primary system inputs is information from the recreational enthusiasts along with their unique repertoires of needs, problems, preferences, expectations, capacities, and incapacities. The behavioral approach to recreation provides opportunities for a variety of recreational experiences that meet people's goals and unmet needs. These experiences are satisfactions, motivations, or desired psychological outcomes. Some examples include enjoyment of the outdoors, applying and developing skills, strengthening family ties, getting exercise, learning, exploring, reflecting on personal values, temporarily escaping a variety of adverse stimuli at work or at home, and taking risks (Manning, 1986).

### Purpose of the Study

Since those involved in the recreational activities should be considered in planning and designing recreational opportunities, the purpose of this study was to describe in which recreational activities adult learners participate and to describe their level of satisfaction with new recreational learning. The study analyzed (a) new recreational learning, (b) recreational participation, and (c) barriers to participation in recreation.

This study specifically documents the importance of adult recreation participation and lifelong learning in the development of tourism recreation businesses in Great Falls and surrounding rural communities. The overall focus of the study is on a behavioral approach to recreational systems and the application of research findings into recreational policy initiatives and community action.

### Research Questions

Research questions were examined from quantitative and qualitative viewpoints. In the quantitative portion of the study, the research questions were explored based on the perceptions, opinions, views, and behaviors of adult

recreation users in Great Falls and surrounding communities. In the qualitative portion of the study, the research questions focused on the benefits of adult recreation based on input from recreation enthusiasts and practitioners interviewed at a local health club. Health promotion and community empowerment strategies were considered as they related to adult recreation. The basis for inclusion of these strategies in the study are Linkenbach's (1995) work on health promotion issues related to minors acquiring alcohol and how community collaboration could be applied to implement needed recommendations and solutions. The final phase of the research examined how findings can be applied in the local community.

#### Research Questions: Quantitative

The following research questions were explored based on the perceptions, opinions, views, and behaviors of adult recreation users in Great Falls and the surrounding communities regarding the four primary areas: (a) new recreational learning in north central Montana, (b) rural and urban adult recreation participation, (c) indoor and outdoor recreation participation, and (d) age and recreation

participation.

1. What are the perceptions, opinions, views, and behaviors of adult recreation users in Great Falls and the surrounding rural communities?
2. What are the differences between rural and urban adult recreation users?
3. What are the differences between indoor and outdoor adult recreation users?
4. How does age affect participation in adult recreational activities?
5. How prevalent is new recreational learning?

#### Research Questions: Qualitative

Naturalistic inquiry research questions explored the following areas.

1. How does recreational learning impact adults?
2. What are the benefits of adult recreation in the local community?

#### Research Questions: Research to Reality

The final portion of the research explored the following area.

1. How can the results of quantitative and qualitative recreation research be used to inform the local community of current recreational issues and identify potential benefits from the development of recreational opportunities available in the community?

#### Significance of the Study

This research has significant potential for both the tourism recreation industry and the adult education community. For tourism recreation businesses, it may help identify a more effective approach to managing recreation systems than the traditional focus on participation consumption. This study may help the adult education community develop more opportunities for new learning and better understand the importance of recreation participation and physical and psychological wellness.

This research may help practitioners, policy makers, and those who develop recreation systems better understand factors affecting recreation participation in Montana. This knowledge may lead to improved recreation programs and increased opportunities for entrepreneurs and recreational enthusiasts.

This study enlarges the existing literature on adult

recreation providing specific information on participation levels, barriers to participation, and lifelong learning as it relates to Montanans. Also, this research ties the results of surveys of recreational users to important recreation policy and development issues facing Montanans.

### Definition of Terms

Adult Education Activity: A process whereby persons whose major social roles are characteristic of adult status undertake systemic and sustained learning activities for purposes of bringing about changes in knowledge, attitudes, values, or skills (Darkenwald & Merriam, 1982, p. 9).

Barrier: A perceived obstruction which prevents participation in adult education activities (Cross, 1981, p. 98).

Behavioral Approach: Branch of educational philosophy which emphasizes environmental conditioning of responses. Learning is typically manifested by a change in behavior. Behaviorism in adult education emphasizes such concepts as control, behavioral modification, learning through reinforcement, and management by objectives (Elias & Merriam, 1984, p. 10).

Community Empowerment: Community empowerment starts when people listen to each other, engage in participatory or liberty dialogue, identify their commonalities, and construct new strategies for change (Friere, 1970a).

Health Promotion: The process of enabling individuals and communities to increase control over the determinants of their health and thereby improve their health (Linkenbach, 1995).

Participation: Taking part in adult education activities within the past 2 years (Ericksen, 1990, p. 11).

Recreation: Recreation is typically defined by contrasting it with work. Recreation implies fun, self-selection, and activity divorced from reality. Work, in contrast, is serious, may cause undesired mental and physical strain, has explicit purpose, goals, and measurable end products, and is usually externally imposed on a person.

Recreational Learning: Recreational learning involves humanistic thought consisting of varied resources and human interaction leading to some level of personal involvement. Recreational learning activities are usually self-directed, self-fulfilling, and enjoyable.

Rural Recreation: Recreation which occurs in small towns and rural areas outside of larger cities.

#### Study Limitations

The study was limited in two areas. One limitation restricted the study to one area of Montana. This limitation was established because adult recreation activity is pervasive in the study area requiring scope limitation.

Second, this study was limited to people 18 years or older. This limitation was established because the study examined adult recreation from the perspective of adult learning and adult education. Numerous studies have examined recreation (Ewert, 1989; Ferriss, 1970; Knopf,

1972; Manning, 1986; Mueller & Gurin, 1962; Sessoms, 1961, 1963; Smale & Dupuis, 1993; Wankel & Berger, 1990).

However, few studies have researched adult recreation in Montana using adult learning and adult education principles.

Therefore, this study examined adult recreation in Montana from this unique perspective.

## CHAPTER 2

## LITERATURE REVIEW

The adult education movement in the late 1800s and early 1900s and the health promotion and wellness movement of the past 20 years have helped to shape adult recreation programs. The field of adult education has provided the theoretical framework. The health promotion and wellness movement provides paradigms and models to focus on recreation and leisure issues.

Adult Education Movement

A variety of public and voluntary agencies in the adult education movement were dedicated to improving the general welfare of American society during the late 1800s and early 1900s. One important facet of this trend toward social improvement was the recreation movement. The first municipality sponsored playground was opened in Boston in 1886, and 10 ten cities had followed Boston's example by 1900 (Knowles, 1994, p. 66). Under the leadership of the National Recreation Association, community recreation programs were expanded through a variety of public tax

supported authorities such as park boards, recreation commissions, school boards, and welfare agencies. During the period from the early 1900s to 1920, there appeared in communities throughout the country an abundance of playgrounds, playfields, parks, forests, golf courses, swimming pools and beaches, community centers, field houses, clubs, and camps (Knowles, 1994, p. 66). Although the programs conducted in these facilities emphasized leisure-time activity engaged in for its own sake, many of them included instruction in sports, music, drama, crafts, dance, and other cultural and social activities (p. 66).

Adult education is a complex mosaic of unrelated activities and processes that permeate almost all the established organizations in our society (Knowles, 1980). All of the agencies involved in health, welfare, and recreation during the late 1800s and early 1900s period perceived the education of adults to be their central mission and employed means to achieve this end:

Organization of local societies; the publication of pamphlets and other literature; reportage of research; production of exhibits, charts, posters, and plays; and provision of speakers to other organizations (Knowles, 1994,

p.65). In 1872 a country-wide cooperative effort was started with the founding of the American Public Health Association (p. 64). Through research, legislative action, professional development, publications, and a variety of programs of health education, the association spearheaded a national movement for the improvement of public health that had a tremendous influence on the general health standards of the country (p. 65).

It is common today for hospitals and health care agencies to offer in-service training programs for their employees, patient education, community health education, and continuing professional education for health care professionals in their service areas (Darkenwald & Merriam, 1982, p. 177). Learning and education are important aspects of the day-to-day functioning of most hospitals and health centers (p. 177). Many other kinds of organizations provide adult education to their members, employees, clients, or the public; in fact, there seems to be no type of organization that does not (p. 177). Often these center around leisure and recreational activities.

Health Promotion

Many million hours of labor are lost annually through undernourishment, ill health, poor sanitary conditions, and inadequate medical care (Busia, 1968, p. 49). The importance of health education, particularly to a nation's development, is underscored by Harbison (1973), who conceptualizes development in terms of the utilization of human resources and the importance of adult education in areas such as nutrition, health factors, and wellness criteria (p. 13).

Health promotion is the process of enabling individuals and communities to increase control over the determinants of their health and thereby improve their health (Epp, 1986). Health promotion involves advocating awareness of personal and community health, changing attitudes so behavior change is possible, and searching for alternatives to improve health (Squyres, 1985). Linkenbach (1995) focused on health promotion issues related to minors acquiring alcohol, impaired driving, and training for alcohol servers. These health promotion concepts and processes can be easily applied to the study of adult recreation.

Individual Approaches and  
the Impact of Education

The prevailing focus in health education is on understanding and changing factors that affect lifestyle choices and individual health behaviors related to health status (Israel, Checkoway, Schultz, & Zimmerman, 1994). In contradistinction to those who see the aim of adult education as cultivation of the intellect or personal fulfillment and those who advocate using education to bring about social change are the philosophers and educators who emphasize the individual within the social context (Darkenwald & Merriam, 1982, p. 50). Writers who emphasize the personal development aim of education concede that society is better when adults are more self-actualized (p. 50). The overall goal of enhancing the quality of human life consists of:

1. Helping people acquire the tools for physical, psychological, and social survival;
2. Helping people discover a sense of meaning in their lives;
3. Helping people learn how to learn;
4. Helping communities [societies] provide a more humane social, psychological, and physical environment for their members. (Apps, 1979, pp. 91-99)

Overall leisure activity level and perceived health are

the most important determinants of overall satisfaction in later life (Leitner & Associates, 1996). For example, while a number of studies have shown that recreation can help seniors reach their maximum physical and mental well-being, the challenge is to ensure that seniors participate in appropriate and stimulating recreational activities such as aquatics, bowling, fitness courses, and folk dancing which are currently popular with seniors (Leitner & Associates, 1996).

It is widely recognized that leisure participation has a beneficial effect on satisfaction, psychological well-being, and health (Coleman, 1993; Coleman & Iso-Ahola, 1993; Schreyer & Driver, 1989; Tinsley & Tinsley, 1986). Among the positive psychological aspects listed by many scholars as conducive to positive outcomes are the opportunity for skills utilization, self-expression, and self-actualization (Crandall, 1980; Kleiber & Rickards, 1985; Tinsley & Tinsley, 1986), need gratification (Iso-Ahola, 1984, 1989; Tinsley & Tinsley, 1986), freedom of choice (Iso-Ahola, 1984; Mannell, 1980), and an avenue to develop one's sense of competence, autonomy, and self-determination (Coleman & Iso-Ahola, 1993; Iso-Ahola, 1980, 1989; Witt, Ellis & Niles,

1984).

A recent study of 160 professionals (engineers, technicians, physicians, and lawyers) explored the beneficial effects of leisure congruence on well-being (Melamed, Meir, & Samson, 1995, p.25). Leisure congruence was defined as the degree of correspondence between an individual's personality type using Holland's typology (1985) and the type of leisure activities selected (p. 25). Study findings indicated that leisure congruence correlated positively with work satisfaction and negatively with burnout, somatic complaints, and anxiety (p. 25). The study was based on the assumption, which is common to several research works related to leisure (e.g., Blocher & Siegel, 1984), that leisure activity choices like vocational choices are an expression of the individual's personality (p. 26).

#### Community Empowerment

The concept of "community empowerment" has recently become a popular approach in the area of health promotion with the recognition that powerlessness is a basis for disease or health problems (Linkenbach, 1995, p. 37), and hence empowerment is a health-enhancing strategy

(Wallerstein, 1992; Wallerstein & Bernstein, 1988; Wallerstein & Bernstein, 1994). A community is defined as a locale of domain that is characterized by the following elements: (a) membership--a sense of identity and belonging; (b) common symbol systems--similar language, rituals or ceremonies; (c) shared values and norms; (d) mutual influence--community members have influence and are influenced by each other; (e) shared needs and commitment to meeting them; and (f) shared emotional connection-- members share common history, experiences and mutual support (Israel, et al., 1994; Klein, 1968; Sarason, 1984; Steuart, 1978). Empowerment, which is often related to the individual, organizational, and community levels, refers to the ability of people to make decisions and have control over their personal lives (Israel, et al., 1994). At the community level, empowerment is connected to individual and organizational levels of empowerment to influence decisions and changes in the larger societal system (Schultz, Israel, Zimmerman, & Checkoway, 1994). Through community participation, people develop new beliefs in their abilities to have influence over their personal and social spheres (Wallerstein & Bernstein, 1994).

Empowerment education as developed from Brazilian educator Paulo Freire's (1970a) writings involves people in group efforts to identify their common problems, to critically assess social and historical roots of problems, to envision a healthier society, and to develop strategies to overcome obstacles in achieving their goals (Linkenbach, 1995, p. 38). The concept of empowerment embodies a broad process that encompasses a number of goals including community connectedness, self-development, improved quality of life, and social justice (Rappaport, 1981). These empowerment strategies and concepts, especially those related to improving health and quality of life, can be related to adult recreation (Andrews & Withey, 1976; Blomquist, Berger, & Hoehn, 1988; Boyer & Savageau, 1989; Decker & Crompton, 1990; Sellers, 1990; Sneegas, 1986).

#### Adult Recreation Motivation

What are the distinguishing characteristics of "recreational engagements" from the whole of human activity, and what motivates adults to participate in recreation? With adult recreation, an individual can exercise freedom of choice and freedom in action. Some people consider this

play behavior. The person at play, then, is not driven by external forces but is characteristically motivated from within (Levy, 1978; p. 1). A behavioral approach to recreation is based on the experience that results from the recreational engagement. Psychological theory suggests that most human behavior is goal-directed or aimed at some need satisfaction (Knopf, 1972). Adults select and participate in recreational activities to meet certain goals or satisfy certain needs, and recreational activities are more a means to an end than an end in themselves (Knopf, 1972). Much of recreation behavior can be explained in terms of processes set in motion to resolve the following human needs or problem situations:

1. Unmet needs for achievement
2. Unmet needs for affiliation
3. Unmet needs for creativity
4. Unmet needs for exploration
5. Unmet needs for self-actualization
6. Unmet needs for dominance
7. Unmet needs for social recognition
8. Lack of predictability
9. Excessive social regulation
10. Lack of opportunity for change
11. Role overload
12. Too many unrewarding social contacts
13. Family-related states
14. Insufficient physical activity
15. Excessive physical activity
16. Excessive exposure to tension
17. Lack of exposure to tension

18. Exposure to physical environmental stressors
19. Stimulus overload
20. Lack of exposure to natural stimuli. (Knopf, 1972, pp. 30-31)

It is important to note that the amount and magnitude of unmet needs or problems confronting an individual are functions of one's personality and one's own environmental setting (p. 31).

In adult education, participation generally refers to involvement in certain events, activities, or programs that are primarily educational in nature (Ericksen, Jr., 1990, p. 15). Historically, "the majority of research on participation in adult education has centered around describing the characteristics of participants in various educational programs as compared to nonparticipants" (Scanlan & Darkenwald, 1984, p. 155). Houle (1961) examined the motivational orientations of participants in adult education. In The Inquiring Mind, he studied 22 men and women who were considered "exceptionally active adult learners" (Cross, 1981, p. 82). Houle wanted to find out why these learners were so active. Three subgroups of learners emerged: (a) goal-oriented, (b) activity-oriented, and (c) learning-oriented (p.82). All three of these groups

exist in adult recreation practice as it relates to recreation participation.

### Recreation Participation

The most significant trend found throughout the literature is that recreation is consistently found to be important in providing a change from the non-leisure environment (Knopf, 1972, p. 48). This change element can be both of a positive nature such as to learn and develop new skills and of a negative nature such as to escape the city (p. 48).

A number of studies identifying the main motivational reasons why adults engaged in a particular recreational activity were conducted from 1949 to 1970. Recreation motivation included dominance (Singer, 1969; Thune, 1949), autonomy (Rothfarb, 1970), achievement (Williams, 1970), aggression (Ogilvie, 1967), endurance (Huberman, 1968), and change (O'Conner, 1970). Recreation enthusiasts studied included weightlifters, sports car drivers, fencers, hikers, river tourers, golfers, college and pro sports players.

Several studies completed during the 1960s and 1970s identified motivational states involved in specific

recreational activities. For example, outdoor recreation generally promotes family solidarity (West & Merriam, 1970) while affiliation was the main motivational state for campers in undeveloped sites (Burch & Wenger, 1967). Campers in highly developed sites were motivated by temporary escape, nature experiences, relaxation, and freedom from social restriction (Etzkorn, 1965). Outdoor recreation activities such as wilderness use, mountain climbers, hikers, hunting, boating, and people who like to fish generally identified with motivation states such as exploration (Bulterna, 1961), achievement (Emerson, 1968), exercise (Sargent, 1969), status pursuits (More, 1970), temporary escape (Say, 1971), and status affiliation (Marans, 1971).

The desire for human interaction or affiliation is a major motivational determinant of recreation behavior. For example, a major attraction of outdoor recreation seems to be the opportunity to be with other people and share leisure activities with others.

Active leisure lifestyle has been shown to be beneficial from a physiological standpoint (Blair, 1988; Folsom, et al., 1985; Ulrich, Dimberg, & Driver, 1990).

Research in this area has led Diamond (1984) to her famous axiom "use it or lose it." In other words, if people are not active physically, intellectually, and socially, they start losing their faculties and capacities (Iso-Ahola & Jackson, 1994, p. 229). For example, dendrites that connect nerve cells in the brain stay extended with use, but begin shrinking without use:

Some people like to do crossword puzzles. Some go back to school. Some like to visit neighbors. The main factor is stimulation. The nerve cells are designed to receive stimulation. And I think curiosity is a key factor. If one maintains curiosity for a lifetime, that will surely stimulate neural tissue and the cortex may in turn respond. (Diamond, 1984, p. 70)

Although arguments for the benevolence of an active leisure lifestyle are strong, there is evidence, too, that participation in leisure activities declines with age (Kelly, 1987; Ross & Hayes, 1988; Unkel, 1981; Wankel, 1988). Gordon, Gaitz, and Scott (1976) found that the percentage of people reporting active leisure participation went down from about 80% in the first stage of the adult life-span (age 20-29) to about 20% in the last stage of the life-span (age 75-94). The same study showed that engagement in high-intensity and outside-home activities

declines, whereas participation in "home-centered forms of sociability and media-based interaction" remains relatively stable across the life cycle (p. 229).

Attitudes Toward Adult Recreation  
and New Recreational Learning

Participation in outdoor recreational activity was found to be remarkably widespread with about 90% of adults engaging in one or more activities in the course of a year (Manning, 1986, p. 16-17). However, socio-economic characteristics provide only a moderately satisfactory basis for predicting outdoor recreational participation (Ferriss, 1970).

Some of the motivational determinants of one's recreational behavior can be identified as psychological needs which either are not or cannot be met in one's non-leisure environment (Knopf, 1972). Several problem states of this nature which confront many individuals include unmet needs for:

- Achievement for skill development, competition, and other goal striving activity.
- Affiliation for interaction with and acceptance by other people.
- Creativity for establishing new orders in

one's environment.

- Exploration for seeking stimuli that are novel or for following one's curiosity.
- Self-actualization for human self-fulfillment to fully comprehend one's own nature and to live up to one's potential while developing a sense of place and self-assurance.
- Dominance for control over or impact on one's environment.
- Social recognition for social prestige, status, respect, and esteem. (p. 21)

The immediate role of the recreation social service system is to provide an adequate array of opportunities which will be conducive to the resolution of these unmet needs during recreation engagements (p. 22).

West and Merriam (1970) found that recreation time can be used as a catalyst to the promotion of family solidarity. They detected a positive relationship between family cohesiveness and participation in outdoor recreation activities.

#### Recreation Development and Montana Recreation Agencies

While the rise in per capita free time has brought with it a per capita rise in income and a per capita rise in the purchase of leisure-time commodities, it has not brought with it a concomitant state of personal tranquility and satisfaction (Levy, 1978, p. 40-41). This theory has been

in place since the 1960s as Americans turned to free-time leisure pursuits and has caused the multi-billion dollar "leisure industry," which produces such items as powerboats, bicycles for two, family camping trailers, a "his" and "her" snowmobile, and a host of other leisure equipment (p. 41).

Recreational activity in Montana consists of a variety of indoor and outdoor experiences. Montanans from both the private and public sectors must work together effectively at the local and state level if the state is to develop leisure and recreational opportunities to maximize quality of life. For example, at the local level the City of Great Falls has taken the leadership in this area. Government officials and community leaders have identified a strong commitment to the development of recreational opportunities. In June of 1996, the City Commission of Great Falls identified new goals to develop leisure and recreational opportunities to improve the quality of life of area residents.

The State of Montana and local recreation agencies have attempted to improve and promote tourism and recreational development. Since the 1980s, state officials have worked cooperatively with the private sector to develop an effective travel and tourism recreation program promoting

the best of Montana. In April 1996, participants at Montana's Governor's Conference on Tourism and Recreation identified the following five priority issues:

1. Funding/Economy: Preserving the accommodations tax for tourism promotion and development.
2. Impacts: Better understanding of positive and negative impacts of tourism, and developing sustainable tourism.
3. Marketing: Equalizing tourism development and promotion around the state, maintaining product quality, and better visitor services and employee training.
4. Residents: Better tourism education for residents and legislators, protection of Montana's lifestyle, and cooperative efforts among tourist industry, resource managers and residents.
5. Facilities: Improved public transportation and development of quality tourism infrastructure (Montana Travel Update, May 1996, p. 1).

The state's Institute for Tourism and Recreation Research (ITRR) led the conference's strategic planning sessions on these priority issues and have held regional meetings to further discuss goals and strategies. Another conference was held in March of 1996 in Billings to discuss developing a tourism curriculum for Montana's tribal colleges. The conference was called ENTICE (promoting Entrepreneurship while Nurturing Tourism and Indian

Culturalism through Education). Tribal officials, elders, educators, and business development representatives examined the benefits and issues concerning tourism on Montana's reservations (Montana Travel Update, March 1996, p. 1).

ITRR conducts studies on tourism and recreation activity in Montana and collects tourism statistics. In 1995, ITRR reported that 7.8 million visitors came to Montana and spent \$1.2 billion during their stay, which results in economic impact of \$2.6 billion for Montana, a state which has less than one million residents. ITRR also notes that approximately 60,000 jobs were generated by the tourism industry with a payroll of \$760 million. In the past five years, visitor expenditures and tourism worker payrolls have increased 30% while the number of Montana visitors has grown just 16% over the same period, and tourism industry jobs grew by 18% (Montana Travel Update, March 1996, p. 2).

Recreational opportunities and development in the Great Falls area have expanded recently with a planned water slide recreation park and with the purchase of a city-run community center. A variety of programs such as fitness classes and adult education are planned for the community

center facility (Great Falls Tribune, January 8, 1997).

The Connection Between Youth  
and Adult Recreation

It is well established in leisure research that about one half of adults' current leisure activities are begun in childhood. For example, it has been reported that outdoor recreation participation in youth is directly related to adulthood participation in the same activity (McGuire, Dottavio & O'Leary, 1987; O'Leary, Behrens-Tepper, McGuire & Dottavio, 1987; Sofranko & Nolan, 1972; Yoesting & Burkhead, 1973). If about one half of adults' leisure activities are begun in childhood, it follows that the other half is begun later in life, and therefore reflects people's tendency to seek new leisure experiences (Iso-Ahola & Jackson, 1994, p. 229).

Only about one-half of U. S. young people (ages 12-21 years) regularly participate in vigorous physical activity (U. S. Department of Health and Human Services, Surgeon General's Report, 1996). One-fourth report no vigorous physical activity (p. 14). Consistent influences on physical activity patterns among adults and young people

include one's ability to engage in regular physical activity, enjoyment of physical activity, support from others, positive beliefs concerning the benefits of physical activity, and the lack of perceived barriers to being physical active (p.14).

In Great Falls, a local Boys and Girls Club has been started that will provide recreational and leisure activities for young adults in the community. The Boys and Girls Clubs provide an excellent example of how education and prevention strategies can cost-effectively develop positive lifestyles in youth in a community. A Boys and Girls Club study in 1995 conducted in Tacoma-Pierce County in Washington contrasted investment options in children and youth. Table 1 shows the cost-effectiveness of investing in youth activities and recreation versus relying on counseling and correctional programs in the community.

Table 1. Youth Investment Options.

<u>Investment Option</u>	<u>Annual Program/Care Costs Per Youth</u>
Boys & Girls Clubs	\$ 171
Voc-Tech Education	\$ 2,500
Family Counseling	\$ 6,548
Tacoma School District	\$ 6,344
Juvenile Detention	\$32,485
Residential Care	\$36,000
Juvenile Camps	\$42,675
Secure Juvenile Institution	\$62,461

Concern for the continuing education of young men has been a strong motivating force for adult education since its earliest days (Knowles, 1994, p. 62). The mechanics and mercantile libraries and institutes, the lyceum movement, the early evening schools, and various forms of vocational training were designed especially to serve young men (p. 62). The YMCA (Young Men's Christian Association) was started in 1851 as a response to the need to serve young men. Concentrating originally on prayer meetings and Bible classes, the YMCA gradually extended its purpose to the general intellectual improvement of young men and introduced classes in commercial subjects, languages, public affairs, literature, as well as public lectures on a variety of subjects (p. 63).

Leisure Experience and Opportunities

Knowledge gained through a particular paradigm reflects a profession's perceptions and interpretations of the reality studied (Kuhn, 1970). The paradigm also directs what is important in the profession and even defines research questions to study (Masterman, 1970). Prior to the 1970s, researchers viewed leisure as either time after work or engagement in particular activities (Lee & Dattilo, 1994). More recently, researchers have begun to conceptualize leisure as a state of mind (p. 195). One indication of this paradigm shift in studying leisure is that many researchers now use the phrase "leisure experience" in their writings (p. 196). The concept has been applied to various areas of leisure research such as tourism (Mannell & Iso-Ahola, 1987), therapeutic recreation (Dattilo & Kleiber, 1993), programming (Rossman, 1989), leisure education (Dattilo & Murphy, 1991), and outdoor recreation (Ewert, 1989). The main thrust of these works is that professionals must facilitate leisure experience rather than merely provide recreational opportunities (Lee & Dattilo, 1994, p. 196).

Leisure activities have been linked to people's

identity, social interactions, and personal development (Beard & Mounir, 1980). Leisure activities are important determinants of the quality of people's lives (Andrews & Withey, 1976; Sneegas, 1986). Cities are looking to tourism and recreation as industries providing employment as well as assets enhancing a city's image and the quality of life of its citizens (Blomquist, Berger, & Hoehn, 1988; Boyer & Savageau, 1989; Decker & Crompton, 1990; Sellers, 1990). The relationship of perceptions of leisure opportunities to the quality of life may represent a powerful rationale for supporting investments in leisure institutions (Jeffres & Dobos, 1993, p.203).

It has been proposed that leisure behavior is a dialectical process, according to which an individual seeks both stability and change, structure and variety, and familiarity and novelty in intrapersonal and interpersonal encounters throughout the life cycle (Iso-Ahola, 1980). Human development is seen as a process of continuity and change, suggesting that "the leisure self" develops throughout life by adapting and renewing itself (Mobily, 1987). The tendency toward both novelty and stability (and thus optimal arousal) in leisure behavior (Iso-Ahola, 1980,

1989) raises a question about how to balance the need for continuity and change and for variability and routine in leisure. One way to do this is to start new activities or replace old activities with new ones while continuing to participate in some old and familiar activities (Iso-Ahola & Jackson, 1994). Several recent studies have explored this issue (Iso-Ahola, 1991; Jackson, 1990; Jackson & Dunn, 1988; McGuire, O'Leary, Yeh, & Dottavio, 1989).

The study of patterns of leisure behavior (starting, ceasing, and replacing) over the lifespan is important from both the individual and societal standpoints (Iso-Ahola & Jackson, 1994, p. 228). There is a difference in the economic impact, from an individual and societal viewpoint, of active versus passive leisure lifestyles (p. 228). Economists (Keeler, Manning, Newhouse, Sloss & Wasserman, 1989) have shown that lifetime costs related to maintaining the health and well-being of relatively inactive persons are greater than those of smokers but less than those of heavy drinkers. Such costs suggest that prevention of a sedentary lifestyle is an important individual and societal issue (Kirshenbaum, 1987) and provides an economic rationale for health promotion programs and active leisure lifestyles.

Besides the economic benefits, an active leisure lifestyle seems to have positive effects on human health (Chalip, Thomas & Voyle, 1992; Coleman & Iso-Ahola, 1993; Iso-Ahola, 1994; Taylor, Sallis & Needle, 1985). For example, "during the mainstream years from 20 to 50, those who are happiest and best adjusted are active participants in life. They are intellectually alert, socially assertive, engaged with environment and other people" (Casady, 1975, p. 138). Similarly, a nationwide survey has shown that "active recreation" was one of the six areas showing the largest correlation coefficients with the indicators of a high quality of life (Flanagan, 1978).

#### Toward a Recreation Ethic

Aldo Leopold developed the concept of a conservation ethic in his works such as A Sand County Almanac.

"Recreation is not the outdoors, but our reaction to it (Leopold, 1966, p. 291)." Daniel Boone's reaction depended not only on the quality of what he saw, but on the quality of the mental eye with which he saw it (p. 291). The outstanding characteristic of perception is that it entails no consumption and no dilution of any resource (p. 290).

In 1906, the following advertisement appeared in the London Times:

Men wanted for hazardous journey. Small wages, bitter cold, long months of complete darkness, constant danger, safe return doubtful. Honor and recognition in case of success.

What is extraordinary about this announcement is not that it reads like an assumption of risk form but rather that over 5,000 people applied for the 30 positions available (Ewert, 1989, p. 1). Seventy-eight years later, another ad appeared in the Los Angeles Times announcing the search for one woman to learn and participate in a SCUBA diving expedition. The advertisement read,

"\*\*WANTED: A YEAR OF YOUR LIFE FOR THE ADVENTURE OF YOUR LIFE."

Once again thousands of people applied. Honor and recognition notwithstanding, the underlying thread linking these two seemingly unrelated incidents is the quest for ADVENTURE. This search has carried over into educational and recreational delivery systems (p. 1). Adventure activities such as backpacking, mountain-climbing, white-

water rafting, and SCUBA are popular forms of human endeavor. Support systems such as adventure centers, training programs, and certification schemes have developed around these and other recreational activities (p. 1).

Forest recreation experts have argued that "every person reacts differently to a forest experience" (Gregory, 1972, p. 463). For example, a day spent by a child at a day camp in the country has long-term value while an adult's day of picnicking has some of the same values (Mack & Myers, 1965).

It is with this child-like excitement and expectation of adventure that the status of adult recreation in Montana can be explored.

## CHAPTER 3

## METHODOLOGY

Research Design

This study is descriptive in design. Descriptive studies assess attitudes, opinions, demographic information, conditions, and procedures (Gay, 1992). Descriptive studies provide rich contextual information within which more rigorous quantitative findings can be interpreted (Guba & Lincoln, 1990). One of the most commonly used methodologies in the study of adult education and training is descriptive research (Merriam & Simpson, 1995, p. 61). The central focus of descriptive research is to examine facts about people, their opinions, and attitudes (Kerlinger, 1986). The study investigated the participation of adults in recreation activity.

Both quantitative and qualitative data were collected in order to describe the recreational activities in which adults participate and their level of satisfaction with their learning in these activities. A survey was used to gather quantitative data from a sample of 326 adults in Great Falls and 72 adults from surrounding rural

communities. The survey was conducted in the spring of 1995.

The qualitative portion of the research consisted of field study, interpretive research, and participant observation in recreational settings. The qualitative research included personal interviews conducted during the first 9 months of 1996. The key philosophical assumption upon which all types of qualitative research are based is the view that reality is constructed by individuals in interaction in their social worlds (Merriam & Simpson, 1995, p. 97). Qualitative data were gathered from personal interviews with 35 adults in recreational settings.

The final phase of the study generally followed the research design used by Linkenbach (1995). Linkenbach argues that adult education researchers have a responsibility to go beyond traditional survey research and combine their adult education teaching strengths to move the research findings from theory to reality. Therefore, their research design should cause practitioners and policy makers to actually do something with the research findings. Therefore, this study contains the following areas: (a) a recreation survey, (b) naturalistic inquiry related to

social issues concerning health and wellness, and (c) translation of research findings into a public awareness campaign and community-based action through a Public Service Announcement (PSA) and awareness education. The PSA was completed during August and September 1996.

#### Overview of the Study Area

The study focused on Great Falls, Montana, and the surrounding rural communities. Great Falls is located in north-central Montana and is one of the state's largest cities making it a regional trade center. Great Falls was founded in 1884 by James Hill, a Great Northern Railroad magnate, and Paris Gibson, a prominent wool grower. Great Falls is named for the large falls discovered by the Lewis and Clark Expedition in the late 1800s. The Black Eagle Falls dam was built in 1889 to provide power for a new smelter constructed by the Boston and Montana Mining Company, forerunners of the Anaconda Mining Company. Mining and the railroads played an important role in the early development of Great Falls and north-central Montana.

The area has many natural attractions and outdoor recreation sites. Giant Springs Heritage Park; one of the

largest freshwater springs in the country, is located near the Black Eagle Falls dam. The River's Edge Trail, a 5 mile paved pathway, follows the shore of the Missouri River past Black Eagle Falls to Giant Springs State Park.

The main economic activities in Great Falls and surrounding communities consist of agriculture, tourism, military defense by Malmstrom Air Force Base, construction, and a variety of retail trade and service industries.

Great Falls is the home of the Charlie Russell Museum of Original Western Art. This National Historic Site is the center for art exhibits, lectures, and film series. Some of the other cultural activities in Great Falls include Community Concert Series, Symphony and Choir, Center for the Performing Arts, and Lecture Forums.

Many leisure and recreational opportunities exist in Great Falls and north-central Montana. Sports organizations include baseball, basketball, bowling, youth and senior hockey teams, ice skating, horse riding clubs, gun clubs, health clubs, and many others. Boating, fishing, and water skiing can be enjoyed within the city limits. Outdoor recreation opportunities for campers, hikers, snowmobile enthusiasts, and skiers are nearby. Tennis courts, an

indoor ice rink, swimming pools, playgrounds, parks, and many other recreational facilities are located in Great Falls and surrounding communities.

### Recreation Survey

The quantitative portion of the study consisted of a survey of recreation users in Great Falls, Montana, and the surrounding rural communities during the spring of 1995. The survey used in this study was developed to measure attitudes, opinions, and perceptions of recreation users. The instrument was developed using a rigorous process of critiques, re-writes, and pilot testing prior to administration. The pilot test consisted of 20 adults responding to survey and using their input to make revisions to the survey instrument. The instrument was updated from a similar survey questionnaire used in a 1981 study of Leisure Services at the University of Montana (Seipel & Smith, 1981).

The survey consisted of 29 questions covering: (a) the level of involvement in indoor recreational programs and activities; (b) the level of involvement in outdoor recreational programs and activities; (c) the most

convenient times participation in indoor and outdoor recreational programs and activities occurred; (d) the primary factors limiting participation; (e) the recreational organizations and programs in which adults participate; (f) the most popular summer and winter recreational activities and sports in which adults engage; (g) the ranking of the most important recreational programs and activities; (h) the participation in new recreational learning; (i) the level of satisfaction with new recreational learning in which adults participated; (j) the ranking of recreational programs and activities provided in Great Falls and Cascade County; (k) the comparative ranking of the quality and availability of recreational programs and activities in other major Montana cities compared to Great Falls; (l) the overall quality of recreational programs and activities in Great Falls area; and (m) demographic questions such as age, income, education, gender, and race/ethnic background.

The survey included a mix of close-ended and open-ended questions. Some questions were multiple response allowing the respondent to check more than one answer. Also included in the survey were ranking or rating questions which were used to more clearly identify the level of participation and

degree of satisfaction with various aspects of adult recreation. A number of classification questions covering gender and other demographic variables were included in the survey instrument.

The survey consisted of the following four major areas: (a) indoor recreation participation, (b) outdoor recreation participation, (c) new recreational learning, and (d) overall preference ranking related to the quality of recreational programs and activities provided in Great Falls and north-central Montana. In addition, a general profile of adult recreation participants was developed based on these four areas and the demographic questions. Participants in the study took an average of 20 minutes to complete the survey.

### Validity

Validity is concerned with what an instrument actually measures (Kerlinger, 1973, p. 457). While there are several types of validity, the most important types for survey research are construct and content (Gay, 1987). These may be established in a variety of ways; however, they should be compatible with the overall purpose of the test (Borg &

Gall, 1983, p. 275; Van Dalen, 1979, pp. 135-136).

Construct validity refers to "the extent to which a test measures one or more dimensions of a theory or trait" (Wiersma, 1986, p. 452). Content validity refers to the extent to which a test measures a representative sample of the theoretical universe of subject-matter content (Borg & Gall, 1983, p. 276; Gronlund, 1976, p. 81; Kerlinger, 1973, p. 458). A test which is high in content validity would theoretically be a representative sample of this universe (Kerlinger, 1973, p. 458).

Both the construct and content validity for the 1981 survey instrument was examined by the testimony of experts in the field at the University of Montana. Since this survey is similar in design to the 1981 instrument, the validity does not change.

### Sample

There are approximately 59,000 adults in Great Falls and surrounding rural communities. Adults, who were 18 years or older, living in this region were the target population. A representative sample of all adults residing in the region was collected by means of stratified sampling

using a mall intercept procedure. A mall intercept survey involves a central-location at a shopping mall where respondents are randomly stopped while they are shopping and asked to participate in the study. The overall quality of data from mall intercepts appears to be equivalent to that of telephone interviewing (Bush & Haire, Jr., 1985, pp. 158-67). The mall intercept process covered a 5-day period at different times of the day at the Holiday Village Mall in Great Falls. Different days and times were used to ensure a mix of adults with a variety of leisure and recreational interests. The traffic at this mall consists of adults from Great Falls and surrounding communities including a representative mix of various demographic classifications. The survey was completed during spring of 1995.

A sample of 398 adults were randomly stopped while shopping and asked to complete the survey. Assuming maximum variance ( $p$  estimate = .5) in the formula on the following page, a sample of 398 was needed to establish statistical validity.

$n$  = sample size

$p$  = estimated proportional variance

$p$  = population proportion

$N$  = adult population in study area

$$n = \frac{\hat{p} (1-\hat{p})}{\frac{(p - \hat{p})^2}{4} + \frac{\hat{p} (1-\hat{p})}{N}} = \frac{.5 (1 - .5)}{\frac{(.05)^2}{4} + \frac{.5 (1-.5)}{59,000}}$$

The sample included 326 adults from Great Falls and 72 adults from surrounding rural communities. The SAS statistical software package was used to analyze the survey results and generate summary descriptive data such as frequency percentages and crosstabulations of selected survey questions. SAS data entry screens were written with a number of data verification and validation checks built in to ensure an accurate data entry process. Appendix A includes a summary of the results.

#### Interviews With Practitioners

This portion of the research gathered general views and opinions of recreation enthusiasts and practitioners in the

local community. Interview questions to further examine adult recreation and adult learning issues in recreational settings were developed from the findings of the quantitative recreational survey in order to further explore and describe those findings.

The qualitative study involved interviews with 35 recreation enthusiasts in the region in order to supplement the findings of the quantitative phase and provide a basis for community action. The sample of 35 for the qualitative study consisted of a purposive sample. These interviews were conducted in a local health club recreational setting and included area recreation enthusiasts and others interested in leisure and recreational issues. The health club has weight equipment, Stairmaster and bicycling machines, an aerobic workout area, and a wet area with saunas and pool equipment.

During the interviews attention was focused on the individual recreational preferences and attitudes. Respondents reflected on their recreation and leisure experiences. Interviews averaged approximately 45 minutes. Recreational enthusiasts interviewed ranged in age from 18 to 75.

Those interviewed came from a variety of occupational groups: realtors, students, homemakers, retired, business owners, and teachers. Those interviewed included 16 males and 19 females. Attendance at the health club was split with 13 indicating they started attending the health club in the past year, 12 people have been attending the health club for more than 10 years, and the rest of those interviewed fell somewhere in between.

#### Translating Research to Reality

The final phase of the study involved applying the research findings and translating the research into reality. Quantitative and qualitative findings were used to develop a local Public Service Announcement (PSA) campaign promoting the benefits of adult recreation. A local television station aired the PSA campaign as part of community efforts to improve health and wellness. The PSA campaign used a variety of adult learning and adult education principles to emphasize key findings related to the benefits of adult recreation programs and activities in the local community.

During August and September 1996, meetings were held with staff from Mr. Video Productions in Great Falls to

discuss the research findings on the status of adult recreation in Great Falls and surrounding communities to determine how to best communicate the findings to the public and create public awareness concerning the largely untapped leisure and recreational resources available in the community. Several meetings were held to explain how the research was conducted, and how the results could be effectively developed into an educational awareness campaign.

The process of developing a Public Service Announcement of adult recreation in Montana using the research findings was also recorded on video. Staff from Mr. Video productions set up additional cameras in the production facility to tape the creation of the PSA. Video toaster and other studio equipment was used to develop the PSA.

The main objective of this portion of the study was to demonstrate how research findings could be communicated to other adults and to develop a PSA campaign to create awareness regarding leisure and recreational opportunities in Great Falls and surrounding communities. In addition, the PSA stressed that participation in adult recreational programs and activities could improve their health and well-

being and maximize the quality of their life.

## CHAPTER 4

## FINDINGS

Introduction

The data for this study was gathered from a survey of a sample of 398 adult residents of Great Falls and surrounding rural communities. Some of the data collected was demographic information which was used to construct a profile of recreation enthusiasts and determine the status of adult recreation in Great Falls, Montana, and surrounding communities. The survey was organized to facilitate statistical analysis. The statistical analysis included frequencies and crosstabulations.

First, simple frequencies were generated to describe the sample. The following areas were described: income, age, education completed, household size, children, marital status, military status, gender, and race/ethnic background. Second, several survey questions were crosstabulated against other questions to compare rural versus urban recreational involvement and other research areas. Third, survey demographics were compared against local census data to determine if the sample was representative of the community.

Profile of Respondents

The participants involved in the survey included persons over 18 years of age. The age breakdown of respondents is shown by census categories in Table 2. Table figures may not add to 100% due to non-response and rounding.

Table 2. Percentage of Respondents by Age.

Age	Sample	County
18 - 24	31.0	11.5
25 - 34	23.6	21.0
35 - 44	21.5	21.5
45 - 54	14.4	16.7
55 - 64	4.3	11.2
65 +	2.5	18.1

Sample and County percentages were compared in several demographic categories. For example, in the age breakdown the sample and County percentages were very similar in the 25-34, 35-44, and 45-54 age categories.

The respondents closely reflect the gender composition of the county. Slightly over one-half (54.5%) of the survey respondents were male while 45.5% were female. Actual county population figures show a gender distribution of 49.4% male and 50.6% female.

Slightly less than three-fourths (69.9%) of the respondents have some college and trade school experience or are college graduates. About one-fourth (22.7%) have a high school diploma as their highest level of educational achievement. The educational level of the respondents is shown in Table 3.

Table 3. Distribution of Educational Level of Respondents in Percentage.

Education Level Completed	Sample	County
Less than High School Diploma	5.2	17.1
High School Diploma	22.7	36.2
Some College/Trade School	42.9	28.2
College Graduate	21.5	18.5*
Post Graduate	5.5	

\* Includes both college and post-college graduates

The sample included a greater percentage of respondents (42.9%) with some college and trade school education than County estimates (28.2%). Slightly more than 5% (5.2%) of the respondents have less than a high school diploma compared to County figures showing more than 15% (17.1%).

Household income categories are based on typical categories used in census data. Most respondents (30.4%)

have household incomes between \$10,000 and \$24,999.

Household incomes of survey respondents are depicted in Table 4.

Table 4. Distribution of Total Household Income of Respondents in Percentage.

Income Level	Sample	County
\$0 to 9,999	10.1	13.7
10,000 to 24,999	30.4	29.6
25,000 to 34,999	16.0	18.9
35,000 to 49,999	15.6	17.1
50,000 and above	16.9	20.7

About 15% of the respondents were minority races or ethnic groups (16.3%) and more than 80% were Caucasian.

Table 5 shows the race/ethnic mix of survey respondents.

Table 5. Race/Ethnic Background of Respondents in Percentage.

Category	Sample	County
Native American	8.6	4.2
Afro/American	.3	1.5
Hispanic	2.5	1.2
Caucasian	80.4	90.4
Asian	1.2	1.4
Other	3.7	1.3

The respondents were also asked about their marital

status and about their military service because of the location of a military base in the area. Most respondents were married (60.4%) while 28% were single, 8% were divorced, and approximately 1% were widowed. Nearly three-fourths were not members of the military while 28% of the respondents were in the military.

### Results

A sample of 398 adults were surveyed during the spring of 1995. Most respondents resided in Great Falls (82%) with the remainder from rural Cascade County (18%). Rural recreation enthusiasts were defined as those people residing in small towns or rural areas outside Great Falls.

Survey respondents were more likely to be involved in outdoor recreational programs and activities than indoor recreational programs and activities. The level of involvement in indoor recreational activities was Extremely Involved--7.1%, Very Involved--12.3%, Involved--25.2%, Somewhat Involved--38.7%, Not Involved--15%, and No Opinion or Not Applicable--1.8%. The findings indicate that approximately one-half (53.7%) of the respondents are only somewhat involved or not involved at all in indoor

recreational programs and activities.

In contrast, respondents indicated they were more involved in outdoor recreational activities. The level of involvement in outdoor recreational activities was Extremely Involved--16.9%, Very Involved--30.1%, Involved--29.1%, Somewhat Involved--17.2%, Not Involved--5.2%, and No Opinion or Not Applicable--1.5%. The findings indicate almost one-half (47%) of the respondents are very involved to extremely involved in outdoor recreational programs and activities. The importance of outdoor recreation to adults in the community creates social and economic implications for the Forest Service, Montana Department of Fish, Wildlife, & Parks and other agencies involved in recreational systems and the environment. Tourism recreation businesses which provide outdoor recreational opportunities are also impacted by the importance adults in the community place on outdoor recreation programs and activities.

When those who lived outside Great Falls in surrounding small towns in Cascade County were compared to those living in Great Falls, some differences were found related to indoor recreation programs and activities. Those surveyed from Great Falls were more likely to engage in indoor

recreation activities. Almost half of Great Falls residents are likely to be involved to extremely involved in indoor recreation activities (44.5%) compared to those people outside Great Falls in rural Cascade County who are somewhat less likely to be involved to extremely involved in indoor recreation (36.8%).

However, both groups were extensively involved in outdoor activities. Respondents who lived outside Great Falls in rural small towns in Cascade County were strongly involved in outdoor recreation programs and activities. More than three-fourths (76%) of Great Falls residents were likely to be involved to extremely involved in outdoor recreation activities. Likewise, over three-fourths (78.9%) of those people outside Great Falls in rural Cascade County are somewhat more likely to be involved to extremely involved in outdoor recreation.

Most respondents indicated that they engaged in both indoor and outdoor recreational programs and activities primarily in the evenings and on weekends. Respondents indicated that weekday evenings (54.6%), weekend afternoons (49.4%), and weekend evenings (41.1%) were the most popular times to engage in indoor recreational programs and

activities. These time periods were also the most popular for outdoor recreation enthusiasts to participate. Survey respondents indicated that weekday evenings (60.7%), weekend afternoons (65%), and weekend evenings (50%) were the best times to engage in outdoor recreational programs and activities.

Those adults surveyed indicated a lack of time and money as the primary factors limiting their involvement in indoor and outdoor recreational programs and activities. The factors were the same for Great Falls residents compared to those in rural Cascade County. Table 6 shows the major factors limiting participation in indoor and outdoor recreation programs and activities.

Table 6. Factors Limiting Recreational Participation.

Factor	Percent	
	Indoor	Outdoor
Lack of Time	51.8	55.8
Too Expensive	33.7	23.6
Times Scheduled	23.7	23.3

Researchers note the two most often cited reasons for nonparticipation in educational activities are lack of time

and money (Merriam & Caffarella, 1991, p. 87). One of the biggest mysteries in the field of adult education is why more adults--especially those who might benefit the most--are not involved in adult education (p. 87). This concern in adult education can be carried over into the field of adult recreation and leisure where nonparticipation can cause health problems and related societal costs. However, those surveyed indicated they have been involved in a variety of recreational organizations including health spas (43.4%), city recreation (35%), YMCA/YWCA (13.2%), tennis/racquetball clubs (12.6%), and country clubs (10.1%). Only about one-fifth (21.8%) were not involved in some recreational organizations or programs during the past five years.

Respondents indicated a number of factors limiting their involvement in recreational organizations or programs. The same kinds of factors limiting participation in indoor and outdoor recreational activities affect adult participation in recreational organizations and programs. The major factors were lack of time and too expensive as shown in Table 7.

Table 7: Factors Limiting Participation in  
Recreational Organizations and Programs.

Factor	Percent
Lack of Time	61.0
Too Expensive	37.1
Lack of Interested Companions	12.0
Did not Know About Them	10.7

Montanans engage in a variety of summer recreational programs and sports. Table 8 shows the primary summer recreational activities and sports in which respondents participate. Respondents were allowed to select multiple responses to indicate all summer recreational activities and sports they participate in and then asked to rank their top three favorite summer recreational activities and sports. Therefore, percentages do not add up to 100%.

Table 8. Summer Recreational Activities in Percentage.

Activity	Participate	Favorite
Walking	75.5	15.0
Swimming	68.7	16.3
Camping	65.6	20.9
Fishing	59.5	16.6
Biking	55.2	5.5
Hiking	48.2	5.8
Water Slides	44.8	5.2
Mini Golf	40.8	1.8
Boating	40.5	7.4
Baseball/Softball	39.0	7.7
Water Skiing	29.1	4.6
Golf	28.8	7.4
Basketball	28.2	4.0
Running	25.8	4.3
Volleyball	24.5	2.8
Mountain Climbing	18.4	.9
Roller Blading	13.8	1.2

Walking, swimming, camping, fishing, and biking are the most popular activities. Camping was the most important activity in terms of rating overall importance.

Montanans also engage in a variety of winter recreational programs and sports. Table 9 shows the primary winter recreational activities and sports in which respondents engage. Respondents were allowed to select multiple responses to indicate all winter recreational activities and sports they participate in and then asked to rank their top three favorite winter recreational activities

and sports. Therefore, percentages do not add up to 100%.

Table 9. Winter Recreational Activities in Percentage.

Activity	Participate	Favorite
Sledding	42.6	14.1
Downhill Skiing	38.0	24.5
Ice Skating	24.2	6.1
Snowmobiling	22.7	9.8
Ice Fishing	18.1	10.4
Cross Country Skiing	17.2	8.0
Hockey	8.6	3.4
Winter Camping	9.5	3.1
Snow boarding	4.6	2.1

Skiing, sledding, ice fishing, and snowmobiling are the most popular winter activities. The most popular winter activity is downhill skiing.

An overwhelming majority (91.4%) of those adults surveyed indicated that outdoor recreation was important or very important to them when compared to other recreational programs and activities such as indoor recreation, city and school recreation programs, health spas, and parks (see Table 10).

Table 10. Importance of Recreational Programs in Percentage.

Program	Important	Not Important
Indoor Recreation	75.8	15.6
Outdoor Recreation	91.4	2.1
City Recreation	63.2	18.7
School Recreation	62.0	15.3
Parks	82.5	7.1
Health Spa/Gym	58.3	19.9

About one-third (34%) of the survey respondents indicated they had participated in a new recreational activity or program during the past year. An overwhelming majority (96.5%) of those adults who participated in the new recreational learning indicated that the experience was satisfying (55.8%) or extremely satisfying (40.7%).

Those respondents who lived outside Great Falls in surrounding small towns in Cascade County were also strongly involved in new recreational learning activities and programs (23.5%) but at a lower rate than those surveyed from Great Falls where 36.9% engaged in new recreational learning in the past year. All the rural Cascade County respondents who engaged in the new recreational learning found it satisfying (41.7%) to extremely satisfying (58.3%) while 96% of the Great Falls residents who engaged in new

recreational learning indicated the experience was satisfying to extremely satisfying.

The availability of adult recreation and leisure programs and activities in Great Falls and surrounding communities are pervasive. For example, activities include diverse activities such as organized sports leagues, walking, private health clubs, golf, hiking, boating, skiing, gardening, and school recreation programs. The diversity of adult recreation and leisure programs covers summer and winter as many adults stay physically and mentally active throughout the year. Most recreation and leisure enthusiasts indicated they were generally satisfied with the programs and activities available in the community. Parks (36.5%) and outdoor recreation (36.2%) were rated excellent or above average overall by respondents. However, more than 20% of the adults surveyed indicated that recreational programs and activities in the area are below average or poor and therefore need some improvement (see Table 11).

Table 11. Overall Rating Satisfaction with Recreational Programs in Percentage.

Program	Excellent and Above Ave.	Average	Below Average and Poor
Indoor Recreation	10.5	46.6	26.7
Outdoor Recreation	36.2	33.4	16.2
City Recreation	18.8	40.8	20.5
School Recreation	24.8	28.8	10.8
Parks	36.5	37.7	11.6
Health Spa/Gym	23.3	38.7	10.8

The overall quality of recreational programs and activities in Great Falls and surrounding communities was viewed as average by a majority the respondents. More than one-fourth (27.9%) of those surveyed indicated that the overall quality of recreational programs and activities in the region were below average or poor; less than half (43.6%) rated them as average; only a small group felt that they were above average (13%) or excellent (4%). These results provide adult recreation enthusiasts and practitioners a basis for collaborating on ways to improve recreational program offerings in the community.

Participation in leisure and recreation activities declined with age (see Table 12). The decline was less

prevalent in rural communities than it was in Great Falls; this may be due to a greater variety of recreation and leisure activities in which to participate in the city.

Table 12. Recreational Involvement by Age.

Age	Percent Involved to Extremely Involved	
	Indoor Recreation	Outdoor Recreation
18 - 24	14.4	24.5
25 - 34	11.8	21.1
35 - 44	9.2	14.4
45 - 54	5.2	9.8
55 +	2.1	3.3

#### Interviews of Participants

A group of 35 recreation enthusiasts were selected and individually interviewed in a health club recreational setting. These interviews were conducted over a period of 9 months and included observation of practitioners. Appendix B contains a listing of the interview questions and a summary of the responses. During the interviews, attention was focused on individual recreation preferences and attitudes. Respondents were given an opportunity to reflect on their recreation and leisure experiences. Interviews

lasted between one-half hour and one and one-half hours with most averaging 45 minutes.

Those interviewed were selected to represent a cross section of the population in the area. They ranged in age from 18 to 75 with the following age distribution: 15-18 years--2, 18-24 years--5, 25-34 years--4, 35-44 years--4, 45-54 years--7, 55-64--6, and 65 years or more--7. These recreational enthusiasts were from a variety of occupational groups: Realtors (2), students (6), homemakers (6), retired (6), business owners (13), and teachers (2). The gender of those people interviewed included 16 males and 19 females. All were attending a health club. Of these, 13 started attending the health club in the past year while 12 people have been attending the health club for more than 10 years.

For many practitioners, socializing and recreation are inseparable. One retired man 75 years of age provided an excellent illustration weaving his way around the health club as he engaged in conversations with most everyone. The discussions covered a variety of topics including current issues, health concerns, political events, and people. This networking and mentoring effort was an important part of the reason he and the others that he talked with joined the

health club. The social environment was so important to this man that he "suggested the health club set up a room where people could have discussions over card games." More than 60% of those interviewed indicated the social aspects of the health club are important or extremely important to them. The discussions covered a large variety of issues. Adults in leisure and recreation settings often create social structures within their social world. In contrast, Fingeret (1983) explored the social structures of illiterate adults and how these adults then networked into the larger literate society. She concluded that one of the challenges facing adult educators today is the need to understand illiterate adults in their social world (Fingeret, 1983, p. 133). Likewise, adult educators and recreation policy makers need to understand leisure and recreation enthusiasts in their social world.

Another man indicated that he started coming to the health club years ago when his wife was very ill. The doctors had told her that they could not do anything to help her and that she was dying. Refusing to accept the doctor's prognosis, the couple decided to join the club and to regularly exercise. As a result of the exercise regimen,

she regained her health, and her husband has been a regular member of the health club since then. They were so moved by the life and death experience that they decided to give a special scholarship to a disadvantaged high school student each year to travel to Washington, D.C., for a heritage education trip. They have been offering this scholarship to needy high school students in the community for years. It was their way of "giving something back to the community through a scholarship to a young person who could not afford otherwise to go on the educational trip." The man indicated that the result of pursuing health-enhancing activities caused the couple to become more socially responsible with a stronger sense of community.

Another man has been exercising as a result of a job-related disability received within the past several years. His focus was on aquatic exercise and other less rigorous forms of activity. He, too, engaged in regular socializing at the health club generally discussing medical and health issues related to his condition.

Perhaps one of the most interesting interviews involved a 38-year old man in the process of rehabilitation since a serious skiing accident at a ski resort outside Great Falls

in 1994. The man collided with a tree while skiing and suffered a severe brain injury. At the time, his lungs collapsed because his brain was not working properly to direct his lungs to work. In the past several years, he has worked with others with brain injuries and continued recreational activities. Vocational rehabilitation allowed him to start college in 1995 at Montana State University in Great Falls. He has even returned to skiing and regained his speech to a great degree. In February 1997, he returned to the place where the skiing accident almost took his life and skied down the same slopes again. He engages in other sports including golf and regular workouts at the health club. Vocational rehabilitation officials recently recommended he complete his schooling in Bozeman, but his doctors want him to stay in Great Falls near the support group he has developed.

New recreational programs and activities were part of the life of more than one-fourth (28.5%) of those interviewed. All of those people interviewed who engaged in new recreational programs and activities in the past year indicated they found them satisfying (50%) or extremely satisfying (50%). These results were similar to the survey

findings.

Personal interviews in recreational and leisure settings allowed practitioners and enthusiasts an opportunity to critically reflect on their activities. Learning may be defined as the process of making a new or revised interpretation of the meaning of an experience, which guides subsequent understanding, appreciation, and action (Mezirow & Associates, 1990). What people perceive and fail to perceive and what they think and fail to think are powerfully influenced by habits of expectation that constitute their frame of reference, that is, a set of assumptions that structure the way they interpret their experiences (p. 1). It is not possible to understand the nature of adult learning without taking in account the cardinal role played by these habits in making meaning (p. 1).

Time and medical limitations were the major reasons limiting participation in recreation programs or activities. Those interviewed participated in recreation and leisure activities during a variety of times during the day and the evening and on weekends. For example, one woman made an evening routine of using the health club as part of the

process of relaxation after teaching young children at a public school all day.

Indoor and outdoor recreation programs and activities engaged in by those interviewed were pervasive. These programs and activities covered a wide spectrum of leisure and recreation activities including softball, gardening, and horseback riding. The element of individual choice and the freedom to engage in varied activities in different social environments was prevalent in the discussions. An elderly man indicated that gardening was a favorite leisure activity outside the health club because it caused him to learn more and provided a sense of accomplishment.

The main motivation for starting to come to the health club related to improving one's health. Typical responses were "to work out", "get in better shape", "be healthy", and "to exercise." Most people interviewed indicated reactive rather than proactive reasons for joining the health club. The reactive reasons generally included health problems and personal injuries.

An overwhelming majority (74.2%) of those people interviewed rated the health and exercise training and education (proper exercise techniques, proper nutrition, and

use of exercise equipment) available at the health club as average to excellent. Almost three-fourths (71.4%) of the people interviewed believe they are knowledgeable to extremely knowledgeable concerning various health club exercise equipment. Learning how to effectively use equipment and exercise properly was critical to many of those interviewed. Personal development and improving health were key motivators and stimuli to many enthusiasts.

Many of those interviewed were constantly engaged in self-evaluation focusing on health areas needing improvement and looking to experiment or explore new techniques and health products. Practitioners treasured their health club time and experiences. A woman indicated she "needed this time at the health club for herself and her well-being to cope with the pressures of the job and family responsibilities." For many, recreation and leisure activities contribute greatly to their quality of life and personal gratification. In many respects, recreation and leisure are self-directed activities in informal settings. The health club, for example, consists of a community of other practitioners and enthusiasts where knowledge and learning experiences are openly shared and discussed.

Networking and mentoring routinely occurs in the health club and other recreational and leisure settings. Individuals organize their own learning and direct the extent and pace of learning. A small amount of regular formal class training and education is available, but most opt for the self-directed path.

#### Results of Translating Research to Reality

During August and September of 1996, meetings were held with staff from Mr. Video Productions in Great Falls to review the research findings on the status of adult recreation in Montana. The production of a Public Service Announcement (PSA) on the status of adult recreation in Montana using the research findings was recorded on video. The primary findings of the survey were incorporated into the PSA including: (a) Level of involvement in indoor and outdoor recreation, (b) primary summer and winter recreational activities engaged in, and (c) extent of new recreational learning. A 30 second PSA was created and then presented to local public television officials for airing in February of 1997. Initial response was positive because the PSA highlighted local leisure and recreational settings and

provided new information on the status of adult recreation.

PSAs are commonly used to disseminate important information to the general people to encourage lifestyle changes and improve the quality of life. Quite often, health-related issues are communicated such as the importance of regular exercise on well-being. For example, a recent report by the Surgeon General indicates: (a) People who are usually inactive can improve their health and well-being by becoming even moderately active on a regular basis, (b) physical activity need not be strenuous to achieve health benefits, and (c) greater health benefits can be achieved by increasing the amount (duration, frequency, and intensity) of physical activity (U. S. Department of Health and Human Services, Surgeon General's Report, 1996). This type of information is typically translated into a PSA telling the community that there are numerous health benefits of physical activity and that physical inactivity is a serious nationwide problem (p.1).

The objective of the PSA was to promote adult recreation and leisure programs and activities as a basis for improving the quality of life for people in the community. It was also designed to start the process of

bringing diverse groups together in the community to engage in collaborative efforts to improve recreation and leisure programs and activities offered in the region. During 1996 and 1997, these efforts have already started in Great Falls and surrounding communities. The effort to rebuild a healthy philosophy of recreation and leisure involves positive economic impacts on health and wellness.

The research findings on the status of adult recreation in Great Falls and surrounding communities identified a tremendous renewable resource that has only been used on a limited basis. The PSA carries the message that recreation and leisure resources are largely untapped and these resources are an essential part of the quality of life. In this study, community action through a process of participatory research is based on learning new knowledge about the status of leisure and recreation in Great Falls and surrounding communities. Participatory research draws upon the basic adult education principles of participation and responsibility (Fellenz & Conti, 1989, p.19).

## CHAPTER 5

## CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

Most adults know recreation and leisure activity is important. Yet, many adults do not participate in physical activity on a regular basis choosing a sedentary lifestyle instead. Approximately 60% of adults are physically inactive or exercise only on occasion (Bryant, Peterson, & Napp, 1997). Do adults not participate because of some real or perceived barrier? Do adults decide not to participate because they possess a negative attitude regarding recreation and leisure programs and activities? Do adults not participate in recreation and leisure programs and activities because of a lack of skill or a negative experience in the past? Consequently, before any action could be taken in designing or delivering recreation and leisure programs, the opinions, perceptions, and attitudes toward participation in adult recreation activities had to be documented.

In order to address these and other related questions concerning the status of adult recreation in Great Falls and surrounding communities, a survey instrument was constructed

based on a similar instrument administered in 1981 at the University of Montana (Seipel & Smith, 1981). Validity was tested in the 1981 study. Both the construct and content validity for the 1981 survey instrument was examined by the testimony of experts in the field at the University of Montana. Since this survey is similar in design to the 1981 instrument, the validity does not change.

The purpose of this study was to describe in which recreational activities adult learners participate and to describe their level of satisfaction with new recreational learning. The study analyzed (a) new recreational learning, (b) recreational participation, and (c) barriers to participation in recreation.

This study documented the status of adult recreation in Great Falls and surrounding communities. In addition, the research noted the importance of recreation and especially outdoor recreation to Montanans.

The study also identified time and money as the major factors limiting participation in adult recreation and leisure programs and activities. Researchers note the two most often cited reasons for nonparticipation in educational activities are lack of time and money (Merriam & Caffarella,

1991, p. 87). One of the biggest mysteries in the field of adult education is why more adults--especially those who might benefit the most--are not involved in adult education (p. 87). This concern in adult education can be carried over into the field of adult recreation and leisure where nonparticipation can cause health problems and related societal costs.

The study findings indicated that participation in active recreational activities declined with age. However, active recreation activities are typically replaced with more passive recreation or leisure activities as one grows older.

Rural recreation participation was similar to the level of recreational activity by Great Falls residents. New recreational learning was significant to many adults with about one-third of adults engaging in new recreational learning experiences in the past year. These experiences included both formal and informal self-directed activities.

The study documented the importance of leisure and recreation involvement on a healthy lifestyle leading to improved quality of life. Leisure and recreation experiences occur at a variety of locations, at different

times, and in many varied activities. These experiences typically were most common in the presence of family and friends.

The study was descriptive in design and investigated the participation of adults in recreation activity. Both quantitative and qualitative data were collected in order to describe the recreational activities in which adults participate and their level of satisfaction with their learning in these activities. A survey was used to gather quantitative data from a sample of 398 adults in Great Falls and surrounding communities during the spring of 1995. The qualitative portion of the study consisted of personal interviews and participant observation in a recreational setting. Qualitative data was gathered from personal interviews with 35 adults in a local health club recreational setting.

Research findings indicated adults in Great Falls and surrounding communities were more likely to be involved in outdoor recreational programs and activities than indoor recreational programs and activities.

When those who lived outside Great Falls in surrounding small towns in Cascade County were compared to those living

in Great Falls, some differences were found related to indoor recreation programs and activities. Those surveyed from Great Falls were more likely to engage in indoor recreation activities.

More than three-fourths of Great Falls residents were likely to be involved to extremely involved in outdoor recreation activities. Likewise, over three-fourths of those people outside Great Falls in rural Cascade County are somewhat more likely to be involved to extremely involved in outdoor recreation.

Most respondents indicated that they engaged in both indoor and outdoor recreational programs and activities primarily in the evenings and on weekends. Respondents indicated that weekday evenings, weekend afternoons, and weekend evenings were the most popular times to engage in indoor and outdoor recreational programs and activities. These time periods were also the most popular for outdoor recreation enthusiasts to participate.

Montanans engage in a variety of summer recreational programs and sports. Walking, swimming, camping, fishing, and biking are the most popular activities. Camping was the most important activity in terms of rating overall

importance.

Montanans also engage in a variety of winter recreational programs and sports. Skiing, sledding, ice fishing, and snowmobiling are the most popular winter activities. The most popular winter activity is downhill skiing. Almost all adults surveyed indicated that outdoor recreation was important or very important to them when compared to other recreational programs and activities such as indoor recreation, city and school recreation programs, health spas, and parks. The importance of outdoor recreation to adults in the community creates social and economic implications for the Forest Service, Montana Department of Fish, Wildlife, & Parks and other agencies involved in recreational systems and the environment.

About one-third of the survey respondents indicated they had participated in a new recreational activity or program during the past year. Most adults who participated in the new recreational learning indicated that the experience was satisfying.

Those respondents who lived outside Great Falls in surrounding small towns in Cascade County were also strongly involved in new recreational learning activities and

programs but at a lower rate than those surveyed from Great Falls. All the rural Cascade County respondents who engaged in the new recreational learning found it satisfying.

The availability of adult recreation and leisure programs and activities in Great Falls and surrounding communities are pervasive. For example, activities include organized sports leagues, walking, private health clubs, golf, hiking, boating, skiing, gardening, and school recreation programs. The diversity of adult recreation and leisure programs covers summer and winter as many adults stay physically and mentally active throughout the year. Most recreation and leisure enthusiasts indicated they were generally satisfied with the programs and activities available in the community. More than 20% of the adults surveyed indicated that recreational programs and activities in the area are below average or poor and therefore need some improvement. The overall quality of recreational programs and activities in Great Falls and surrounding communities was viewed as average by a majority the respondents. These results provide adult recreation enthusiasts and practitioners a basis for collaborating on ways to improve recreational program offerings in the

community.

Participation in leisure and recreation activities declined with age. The decline was less prevalent in rural communities than it was in Great Falls.

Interviews with 35 adults in a local health club recreational setting supplemented the quantitative research findings. More than 60% of those interviewed indicated the social aspects of the health club are important or extremely important to them. Adults in leisure and recreation settings often create social structures within their social world.

New recreational programs and activities were part of the life of more than one-fourth of those interviewed. All of those people interviewed who engaged in new recreational programs and activities in the past year indicated they found them satisfying or extremely satisfying. These results were similar to the survey findings.

Lack of time and medical limitations were the major reasons limiting participation in health club programs or activities. Those interviewed participated in recreation and leisure activities during a variety of times during the day and the evening and on weekends.

Indoor and outdoor recreation programs and activities engaged in by those interviewed were pervasive. These programs and activities covered a wide spectrum of leisure and recreation activities including softball, gardening, and horseback riding. The element of individual choice and the freedom to engage in varied activities in different social environments was prevalent in the discussions.

The main motivation for starting to come to the health club related to improving one's health. About three-fourths of those people interviewed rated the health and exercise training and education available at the health club as average to excellent. Almost three-fourths of the people interviewed believed they were knowledgeable to extremely knowledgeable concerning various health club exercise equipment. Learning how to effectively use equipment and exercise properly was critical to many of those interviewed. Personal development and improving health were key motivators and stimuli to many enthusiasts.

Many of those interviewed were constantly engaged in self-evaluation focusing on health areas needing improvement and looking to experiment or explore new techniques and health products. Participants treasured their health club

time and experiences. In many respects, recreation and leisure are self-directed activities in informal settings. The health club, for example, consists of a community of recreation enthusiasts where knowledge and learning experiences are openly shared and discussed. Networking and mentoring routinely occurs in the health club and other recreational and leisure settings. Individuals organize their own learning and direct the extent and pace of learning.

#### Conclusions and Recommendations

1. Recreation and new recreational learning are important components of a quality life for many adults in Great Falls and surrounding communities. The quantitative and qualitative findings indicated that adults perceive recreation as important to their health and well-being. Yet, the research indicates that some adults lead inactive sedentary lives. Prevention strategies and workplace strategies could be developed to promote healthy active lifestyles among adults.

A key component to recreation is learning. New

recreational learning was significant to many adults with about one-third of adults engaging in new recreational learning experiences in the past year. Opportunities for new recreational learning could be expanded through implementation of more effective marketing strategies.

2. There are few differences between rural and urban adult recreation enthusiasts. The quantitative and qualitative findings indicated that there are few differences in the recreational activities of adults in rural areas outside of Great Falls and urban settings itself. Opportunities for rural and urban residents to collaborate on recreational systems would provide a basis for learning from each other and the sharing of resources and ideas. Researchers have an important role bridging the gap between the desires of experts in the field and the stated needs of the target population consisting of recreation enthusiasts and practitioners. Individual and community empowerment strategies could be used effectively to deliver better recreational systems and opportunities.

3. Adults in Great Falls and surrounding communities value outdoor recreation more highly than indoor recreation.

The quantitative findings indicated that outdoor recreation (91.4%) is valued as more important than indoor recreation (75.8%). Marketing strategies and individual and community empowerment strategies could be used effectively to promote the benefits of both indoor and outdoor recreational systems and opportunities.

4. Participation in recreation declines with age.

However, active recreational opportunities are typically replaced with less active forms of leisure and recreation as a person grows older. The quantitative findings indicated

that adult participation in recreation declines with age.

However, adult participation in leisure and less active forms of recreation remains stable across the lifespan.

Prevention strategies, workplace strategies, and marketing strategies could be developed to promote healthy active

lifestyles among older adults and to encourage new

recreational learning and involvement in other leisure and recreation programs and activities.

5. Dissemination of research findings must go beyond publication to include media public information techniques.

The research findings indicated that the communities did not know the importance and extent of the leisure and recreation resources available and their value in terms of health and wellness. For example, the quantitative and qualitative findings indicated that approximately one-third of adults are involved in new recreational learning and that they find those experiences satisfying. The findings also noted the pervasiveness of leisure and recreation programs and activities and their perceived importance to people in the community. Prevention strategies and workplace strategies could be developed to promote increased involvement in new recreational learning opportunities.

The Public Service Announcement was an effective method of informing the community of the value of leisure and recreation experiences and to encourage involvement in an active lifestyle. Research findings and recommendations could also be disseminated into the community through a local newspaper article on the status of adult recreation and related health benefits.

6. There are significant social and economic benefits associated with adult recreation programs and activities.

The quantitative and qualitative findings indicated that adult recreation provides social and economic benefits in terms of improved health and well-being. More than 60% of those interviewed indicated the social aspects of the health club are important or extremely important to them. Adults in leisure and recreation settings often create social structures within their social world. Prevention strategies, workplace strategies, and marketing strategies could be developed to encourage increased involvement in recreational programs and activities. In addition, individual and community empowerment strategies could be used effectively to promote the benefits and social aspects of adult recreation.

7. People take ownership in what they help create.

The research findings indicate that those people involved in leisure and recreation programs and activities are generally self-directed and creative. Community recreation programs and activities are effectively built through involvement of enthusiasts by their participation and responsibility. Some

examples include soccer and basketball leagues started and operated by parents and other adults investing their time in their children and other young people.

Many adults indicate lack of time and cost as the major reasons why they do not participate in adult recreation activities or do not participate as much as they would like to. Lack of time and cost may be more socially acceptable answers provided by adults when other factors such as lack of skills or past negative experiences may be the actual reasons for lack of participation. Adult educators and recreation policy makers need to understand leisure and recreation enthusiasts in their social world. Workplace strategies and individual and community empowerment strategies could be developed to promote increased involvement in and development of recreational opportunities.

Adult education principles of participation and responsibility are critical to involving the community in the development of leisure and recreation resources. The Public Service Announcement was designed to create awareness regarding the role leisure and recreation play in a quality life. The researcher involved various groups in the process

of developing the Public Service Announcement which increased the effectiveness of the research when translated into action.

### Recreational Development and Community Action

Four major strategies could be effectively employed to implement the recommendations of this study related to the leisure and recreation resources in Great Falls and surrounding communities. The four strategies are (a) prevention strategies, (b) workplace strategies, (c) marketing strategies, and (d) individual and community empowerment strategies.

#### Prevention Strategy

In the leisure and recreation field, a prevention strategy would focus on limiting the number of people that have sedentary lifestyles. Prevention strategies would include education about effects and consequences, provision of alternative activities, and programs to promote personal empowerment. The purpose of these strategies is to encourage people to live active and healthy lifestyles. Environmental approaches would include strategies that

develop ongoing systems to promote individual, family, and community health and wellness.

About 25% of adults report no physical activity at all during their leisure time (U. S. Department of Health and Human Services, 1996). The most popular leisure-time physical activities among adults are walking and gardening or yard work (U. S. Department of Health and Human Services, 1996, p. 14). Prevention of sedentary lifestyles in Montana is based on the following:

- Effective prevention requires a community-wide response.
- Effective prevention must be broad-based; integrating alternative activities with affective, cognitive, and social approaches.
- Effective prevention requires cooperation within and among communities because no single organization or community acting alone can support the long-term effort required.
- Effective prevention organizations require adequate training and educational opportunities.

#### Workplace Strategy

The health and wellness efforts of the past 20 years have been effectively implemented into many workplaces. Workplace support for ongoing leisure and recreation activities balanced with the typical work day would improve

the health and well-being of workers. The workplace is critical because many people outside the workplace lack time and money to engage in a healthy active lifestyle.

Workplaces could experience economic benefits of healthier employees as a result of less sick time and higher productivity. However, the workplace must take the lead in developing and supporting leisure and recreation programs and activities.

#### Marketing Strategy

The Public Service Announcement creates needed awareness regarding the role leisure and recreation play in a healthy life. The research findings on the status of adult recreation in Great Falls and surrounding communities identified a tremendous renewable resource that has only been used on a limited basis. Recreation and leisure resources are largely untapped and these resources are an essential part of the quality of life in Great Falls and north-central Montana. Implementation of an effective marketing strategy is based on the following:

- Effective marketing requires adequate training and education regarding the social and

- economic opportunities.
- Effective marketing of adult recreation and leisure should focus on the link between socializing and recreation and new recreational learning.
- Effective marketing should use focus groups to identify ideas for promotional media campaigns related to leisure and adult recreation programs in the community.

Marketing strategies on leisure and recreation empowerment could include the following:

- Information: Information on leisure and recreation resources and agencies in the community, media campaigns on health and wellness opportunities, health fairs, brochures, and information phone lines.
- Education: Small discussion groups concerning health and wellness issues, leisure and recreation classes, and start-up programs for youth.
- Alternatives: Community opportunities to join new leisure and recreation programs and classes.
- Community-Based Action: Multi-agency coordination and collaboration, program review and evaluation, ongoing assessment of services and funding, and community team building.

#### Individual and Community Empowerment Strategy

While each person is responsible for his or her own

actions, accurate information and education are important in making responsible decisions. While individual empowerment is important, a community empowerment effort is also critical. Community empowerment in the leisure and recreation field consists of the following:

- Leisure and recreation programming needs to be comprehensive, coordinated, and community-based.
- Leisure and recreation professionals must work with adults in communities to develop needed programs and activities rather than simply provide what they think is needed.

Community leisure and recreation programs and activities are often more effectively built through involvement of practitioners and enthusiasts by their participation and responsibility. Recent examples in Great Falls include the efforts of parents identifying a need and starting a youth soccer league and the leadership of one person to encourage the development of the River's Edge Trail along the Missouri River.

#### Implications and Recommendations

As a result of this study, recreation and leisure planners, policy makers, and adult educators dealing with

recreation and leisure issues have new knowledge to use in program planning and development, market analysis, and research. In addition, educational, health, and service organizations directly involved with health and wellness programs have more information to develop health-enhancing strategies for an aging adult population.

The study results provide a basis for social action as leisure and recreation enthusiasts and policy makers realize they need to take action to develop programs to effectively use the community resources available to promote and implement health-enhancing strategies. This type of social learning leads to action and reflection followed by action as community-based groups can raise their level of understanding or consciousness concerning leisure and recreational issues.

The research provides a foundation for local leisure and recreation planners and policy makers to collaborate on ways to improve programs and promote related health and wellness issues. In addition, leisure and recreation enthusiasts should also be encouraged to participate in this process thereby giving them some control over the decision-making process instead of being totally dependent on experts

in the field. This is an example of participatory research where active community participation is essential. As a result, residents can take responsibility by participating in activities which lead to a better understanding of leisure and recreation problems and the underlying structural causes of the problems. Then, recommendations can be developed to effectively address the cause of these problems.

New recreational learning opportunities should be expanded along with greater development of leisure and recreation education programs. Education programs should focus on helping adults understand the importance of developing healthy leisure and recreation involvement in childhood and the benefits of maintaining a healthy active lifestyle throughout the lifespan. Adult education principles of participation and responsibility can be used to encourage community involvement in recreational development and community action. The Public Service Announcement helps create needed awareness regarding health-enhancing strategies and the role leisure and recreation play in an active healthy lifestyle.

Cities are looking to tourism and recreation as

industries providing employment as well as assets enhancing a city's image and the quality of life of its citizens (Blomquist, Berger, & Hoehn, 1988; Boyer & Savageau, 1989; Decker & Crompton, 1990; Sellers, 1990). The relationship of perceptions of leisure opportunities to the quality of life may represent a powerful rationale for supporting investments in leisure institutions (Jeffres & Dobos, 1993, p.203).

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APPENDICES

APPENDIX A

ADULT RECREATION SURVEY

ADULT RECREATION SURVEY

sample size: n = 398 (326 from Great Falls & 72 from surrounding communities)

1. What city do you live in? \_\_\_\_\_

Great Falls (82%), Rural Cascade County (18%)

2. Generally speaking, how would you rate your level of involvement in indoor recreational programs and activities? (circle one answer)

MEAN = 2.57

Extremely <u>Involved</u>	Very <u>Involved</u>	Somewhat <u>Involved</u>	Not <u>Involved</u>	No Opinion /Not <u>Applicable</u>
[7.1%]	[12.3%]	[25.2%]	[38.7%]	[15%]
				[1.8%]

If not involved in indoor recreational programs and activities or you have no opinion, please skip to question #5.

3. Please select the most convenient times for you to participate in indoor recreational programs and activities. (check all that apply)

	Weekdays	Weekends
Before 8am	<u>8.3%</u>	<u>8.9%</u>
8am to Noon	<u>7.1%</u>	<u>24.8%</u>
Noon to 5pm	<u>15.6%</u>	<u>49.4%</u>
After 5pm to 10pm	<u>54.6%</u>	<u>41.1%</u>
Other (please specify) _____	1.8%	

4. Please check those primary factors which limit your participation in indoor recreation programs or activities. (check all that apply)

<u>51.8%</u>	Lack of time	<u>33.7%</u>	Too expensive
<u>2.8%</u>	Lack of skill	<u>23.7%</u>	Times scheduled
<u>8.9%</u>	Lack of interest	<u>13.5%</u>	Didn't know they were offered
<u>3.1%</u>	Handicapped	<u>11.0%</u>	Lack of interested companions
<u>5.2%</u>	Other (please specify) _____		

5. Generally speaking, how would you rate your level of involvement in outdoor recreational programs and activities? (circle one answer)

MEAN = 3.42

Extremely <u>Involved</u> Applicable	Very <u>Involved</u>	Somewhat <u>Involved</u>	Not <u>Involved</u>	No Opinion/ N o t
[16.9%]	[30.1%]	[29.1%]	[17.2%]	[5.2%]
				[1.5%]

If not involved in outdoor recreational programs and activities or you have no opinion, please skip to question #8.

6. Please select the most convenient times for you to participate in outdoor recreational programs and activities. (check all that apply)

	Weekdays	Weekends
Before 8am	<u>12.0%</u>	<u>17.5%</u>
8am to Noon	<u>12.6%</u>	<u>23.3%</u>
Noon to 5pm	<u>23.4%</u>	<u>65.0%</u>
After 5pm to 10pm	<u>60.7%</u>	<u>50.0%</u>
Other (please specify) _____	6.1%	

7. Please check those primary factors which limit your participation in outdoor recreation programs or activities. (check all that apply)

<u>55.8%</u>	Lack of time	<u>23.6%</u>	Too expensive
<u>6.1%</u>	Lack of skill	<u>23.3%</u>	Times scheduled
<u>3.7%</u>	Lack of interest	<u>11.7%</u>	Didn't know they were offered
<u>1.8%</u>	Handicapped	<u>10.4%</u>	Lack of interested companions
<u>5.8%</u>	Other (please specify) _____		

8. Which of the following recreational organizations or programs have you participated in during the past five years? (check all that apply)

<u>13.2%</u>	YMCA/YWCA	<u>43.4%</u>	Health Spas/ Gymnasium
<u>35.0%</u>	City Recreation	<u>12.6%</u>	Tennis/Racquetball Club
<u>10.1%</u>	Country Club	<u>21.8%</u>	None
<u>18.7%</u>	Other (please specify) _____		

9. Please check those primary factors which limit your use of the facilities listed above. (check all that apply)

<u>61.0%</u>	Lack of time	<u>37.1%</u>	Too expensive
<u>5.8%</u>	Lack of skill	<u>10.7%</u>	Didn't know about them
<u>8.0%</u>	Lack of interest	<u>9.5%</u>	Conflicts with other users
<u>1.8%</u>	Handicapped	<u>12.0%</u>	Lack of interested companions
<u>8.0%</u>	Other (please specify) _____		

10. Which of the following recreational activities/sports do you participate in during the summer? (check all that apply)

(continued on the next page)

<u>29.1%</u> water skiing	<u>39.0%</u> baseball/softball
<u>68.7%</u> swimming	<u>28.2%</u> basketball
<u>75.5%</u> walking	<u>18.4%</u> mountain climbing
<u>40.5%</u> boating	<u>9.5%</u> soccer
<u>28.8%</u> golf	<u>12.6%</u> tennis
<u>65.6%</u> camping	<u>24.5%</u> volleyball
<u>44.8%</u> water slides	<u>48.2%</u> hiking
<u>59.5%</u> fishing	<u>25.8%</u> running
<u>55.2%</u> biking	<u>9.8%</u> batting cage
<u>3.4%</u> pedal cars	<u>40.8%</u> mini golf
<u>13.8%</u> roller blading	<u>1.8%</u> skateboarding
<u>0.0%</u> none of the above	<u>8.3%</u> Other

(please specify) \_\_\_\_\_

11. Please rank the top three summer recreational activities/ sports in terms of their importance to you? (1 being the most important, 2 being the second most important, etc.)

<u>4.6%</u> water skiing	<u>7.7%</u> baseball/softball
<u>16.3%</u> swimming	<u>4.0%</u> basketball
<u>15.0%</u> walking	<u>.9%</u> mountain climbing
<u>7.4%</u> boating	<u>.6%</u> soccer
<u>7.4%</u> golf	<u>1.5%</u> tennis
<u>20.9%</u> camping	<u>2.8%</u> volleyball
<u>5.2%</u> water slides	<u>5.8%</u> hiking
<u>16.6%</u> fishing	<u>4.3%</u> running/jogging
<u>5.5%</u> biking	<u>.6%</u> batting cage
<u>.3%</u> pedal cars	<u>1.8%</u> mini golf
<u>1.2%</u> roller blading	<u>0.0%</u> skateboarding
<u>.3%</u> none of the above	<u>4.0%</u> Other (please specify) _____

12. Which of the following recreational activities/sports do you participate in during the winter? (check all that apply)

<u>38.0%</u> downhill skiing	<u>17.2%</u> cross country skiing
<u>42.6%</u> sledding	<u>8.6%</u> hockey

13. Please rank the top three winter recreational activities/ sports in terms of their importance to you? (1 being the most important, 2 being the second most important, etc.)

<u>24.5%</u> downhill skiing	<u>8.0%</u> cross country skiing
<u>14.1%</u> sledding	<u>3.4%</u> hockey
<u>6.1%</u> ice skating	<u>2.1%</u> snow boarding
<u>10.4%</u> ice fishing	<u>3.1%</u> winter camping
<u>9.8%</u> snowmobiling	<u>3.1%</u> Other
<u>16.3%</u> none of the above	(please specify) _____

14. How would you rank the following recreational programs and activities in terms of their importance to you? (circle one answer per item)

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Not</u> <u>Important</u>	<u>No Opinion</u>
Indoor Recreation	[14.1%]	[61.7%]	[15.6%]	[4.3%]
Outdoor Recreation	[62.3]	[29.1]	[2.1]	[2.5]
City Recreation	[20.6]	[42.6]	[18.7]	[10.1]
School Recreation Programs	[35.6]	[26.4]	[15.3]	[14.1]
Parks	[44.2]	[38.3]	[7.1]	[4.3]
Health Spa/ Gymnasium	[21.2]	[37.1]	[19.9]	[12.3]

15. In the past year, have you participated in a new recreational program or activity? (circle one answer)

[34%] Yes            [58.6%] No            (if no, skip to question #17)

16. Please rate the level of satisfaction you experienced participating in the new recreational program or activity. (circle one answer)

<u>Extremely Satisfying</u>	<u>Satisfying</u>	<u>Not Satisfying</u>	<u>No Opinion/ Not Applicable</u>
[14.7%]	[18.1%]	[.9%]	[2.5%]

17. How would you rate the following categories of recreational programs and activities in the Great Falls and Cascade County area? (circle one answer per item)

	<u>Excellent</u>	<u>Above Average</u>	<u>Average</u>	<u>Below Average</u>	<u>Poor</u>	<u>No Opinion</u>
Indoor Recreation	[3.4%]	[7.1%]	[46.6%]	[19.6%]	[7.1%]	[10.7]
Outdoor Recreation	[9.8]	[26.4]	[33.4]	[10.1]	[6.1]	[7.7]
City Recreation	[2.5]	[16.3]	[40.8]	[13.8]	[6.7]	[14.1]
School Recreation Programs	[5.8]	[19.0]	[28.8]	[7.7]	[3.1]	[27.0]
Parks	[10.7]	[25.8]	[37.7]	[6.7]	[4.9]	[7.1]
Health Spa/ Gymnasium	[5.5]	[17.8]	[38.7]	[7.7]	[3.1]	[19.3]

18. Where does Great Falls rank compared to other major cities in Montana regarding the quality and availability of recreational programs and activities? (circle one answer per item)

	<u>Better</u>	<u>About the Same</u>	<u>Worse</u>	<u>Don't know/ No opinion</u>
Billings	[11.3%]	[17.5%]	[27.3%]	[37.9%]
Missoula	[10.1]	[22.7]	[24.2]	[34.1]
Kalispell	[13.8]	[14.7]	[26.1]	[37.4]
Butte	[19.9]	[17.5]	[ 9.8]	[41.3]
Helena	[13.5]	[30.1]	[11.7]	[35.6]
Bozeman	[11.3]	[21.8]	[18.1]	[38.2]

19. Overall, how would you rate the quality of recreational programs and activities in Great Falls and Cascade County? (circle one answer)

<u>Excellent</u>	<u>Above Average</u>	<u>Average</u>	<u>Below Average</u>	<u>Poor</u>	<u>Don't know/ No Opinion</u>
[4%]	[13%]	[43.6%]	[19.6%]	[8.3%]	[6.4%]

20. Briefly comment, positively or negatively, about the recreational opportunities provided in the Great Falls and Cascade County area.
- 
-

21. What is your total annual household income? (circle one answer)

\$0	to 9,999	[10.1%]
10,000	to 24,999	[30.4%]
25,000	to 34,999	[16.0%]
35,000	to 49,999	[15.6%]
50,000	and above	[16.9%]

22. What is your current age?

18 - 24	[31.0%]
25 - 34	[23.6%]
35 - 44	[21.5%]
45 - 54	[14.4%]
55 - 64	[ 4.3%]
65 +	[ 2.5%]

23. How many years of school have you completed?

Less than High School Diploma	[ 5.2%]
High School Diploma	[22.7%]
Some College/Trade School	[42.9%]
College Grad	[21.5%]
Post Grad	[ 5.5%]

24. What is the total number of people in your household?

\_\_\_\_\_

24a. Please indicate the number of children in each category that live in your household.

_____ Preschool	_____ Grade School (K-8)
_____ High School (9-12)	_____ College age

25. What is your marital status?

Married	[60.4%]
Divorced	[ 8.3%]
Single	[28.2%]
Widowed	[ .9%]

26. Are you or someone in your family a member of the military?

Yes	[28%]	No	[72%]
-----	-------	----	-------

27. Gender:            Male [54.5%]            Female [45.5%]

28. Race/Ethnic: (please check one)

<u>8.6%</u> Native American	<u>.3%</u> Afro/American
<u>2.5%</u> Hispanic	<u>80.4%</u> Caucasian
<u>1.2%</u> Asian	<u>3.7%</u> Other

APPENDIX B

ADULT RECREATION PERSONAL INTERVIEWS

PERSONAL INTERVIEWS

Health Club - Great Falls, MT  
January 1996

1. First Name \_\_\_\_\_

2. Age \_\_\_\_\_

15-18 - two people  
18-24 - five people  
25-34 - four people  
35-44 - four people  
45-54 - seven people  
55-64 - six people  
65 & over. - seven people

3. Gender \_\_\_\_\_

Male - 16 people  
Female - 19 people

4. How long (approx. number of years) have you been attending the health club?

less than 1 year - 13 people  
1 to 2 years - 2 people  
2 to 5 years - 6 people  
5 to 10 years - 2 people  
more than 10 years - 12 people

4a. Note main reason you started coming to the health club?

to work out/get in better shape/ be healthy/exersize - 17  
because my wife works here - 1  
for step classes - 1

pot of gold coupon - 1  
 good price/ got a deal/ need exercise - 2  
 like layout/cleanliness/organization - 1  
     lose weight - 1  
     rehabilitation - 1  
     won a free membership - 1  
     for exercise & the wet area - 1  
 to help with pulled tendon & kept coming - 1  
     worked here - 1  
 spouse got sick so we started coming - 1  
     medical reasons - 3  
     for relaxation & to work out - 1  
     entertainment - 1

5. What are the main areas/equipment you typically use at the health club?

classes - 2  
     free weights - 3  
     cardiovascular - 1  
     nautilus - 5  
     aerobics/ step classes - 3  
     wet area - 8  
     water aerobics/ nautilus - 1  
     classes & free weights - 1  
     a variety - 1  
     stepper, treadmill, wet area - 1  
     free weights & bikes - 1  
     all areas (nautilus the most) - 1  
     nautilus & wet area - 2  
     bike & treadmill - 1  
     bike, treadmill, weights, some wet area - 1  
     nautilus & free weights - 2  
     entire club - 1

6. What days & times do you typically visit the health club?

daily & afternoon/ Sat morning - 2  
 mornings, daily, weekdays - 2

4:30 - 6:30pm M thru F - 6  
     5pm & later MWF - 1  
         evenings - 4  
     afternoons Tues/Thurs. - 1  
     5 - 6:30pm M thru F - 1  
 afternoons 3 days a week - 2  
     afternoons daily - 3  
 afternoons & mornings/eve. days vary - 2  
     daily/evenings - 1  
     after work & Sat/Sun - 1  
         late evenings - 1  
         evenings - 1  
         daily & evenings - 1  
 varies both mornings/evenings - 3  
     daily & afternoons - 4

7. What types of recreation/sports do you participate in outside the health club?

basketball/tennis/skiing - 1  
     tennis/skiing - 1  
     walking - 5  
     none - 6  
 referee high school sports - 1  
 racquetball, running, softball - 1  
     step aerobics - 1  
 swimming, horseback riding, biking - 1  
     fishing, hunting, camping - 1  
     hunting, fishing, hiking - 1  
         golf, skiing - 1  
 cross country skiing, hunting, horseback - 1  
     basketball, water ski, softball - 1  
 softball, volleyball, skiing, hiking & biking - 1  
     skiing - 1  
     babysitting - 1  
 basketball, softball, referee - 1  
     softball & tennis - 1  
     walking & golf - 1  
     water ski & fishing - 1  
     camping, fishing & walking - 1  
 walking, hiking, hunting, fishing, swimming, cross country

ski - 1  
 golf & gardening - 1  
 walking & gardening - 1  
 gambling - 1  
 ice skating, cross country ski, horseback riding, canoeing -  
 1

8. What are your favorite INDOOR recreation sports/activities that you participate in?

basketball & aerobics - 1  
 volleyball - 2  
 swimming - 3  
 tennis & racquetball - 1  
 aerobics - 1  
 basketball & racquetball - 1  
 racquetball - 2  
 step aerobics - 1  
 church - 1  
 basketball - 2  
 none - 4  
 handwork & crafts - 1  
 television - 2  
 handball & basketball - 1  
 reading - 2  
 dancing - 1  
 cards & reading - 1  
 basketball - 1  
 coffee clutching - 1

hunting & fishing - 1  
     running - 1  
 tennis & water skiing - 1  
     horseback riding - 1  
     fishing - 1  
     hiking - 1  
     golf - 4  
 all outdoor sports & recreation - 1  
     basketball & water ski - 1  
     volleyball & biking - 1  
         skiing - 1  
         walking - 5  
     walking, running, biking - 1  
 softball, fishing & hunting - 1  
     water skiing - 1  
     horse racing - 1  
     camping, fishing, hiking - 1  
     hunting, fishing, hiking - 1  
 fishing, boating & water skiing - 1  
     travel - 1  
     rowing - 1  
     yard work - 1

10. What factors limit your participation in recreation programs/activities? (i.e., lack of time, cost, family commitments, etc.)

    none - 7  
     cost - 1  
 cost, time, working odd hours - 1  
     work & school - 1  
     job & time - 1  
     pregnancy - 1  
     cost & family commitments - 1  
 work, time & family commitments - 1  
     time - 7  
     lack of time & family - 1  
     family commitments - 2  
 medical (bad back, surgeries, etc.) - 5  
     work - 1  
     age - 1  
     medical & age - 1

weather - 1

11. In the past year, have you participated in a NEW recreational program or activity?

10 people \_\_\_ Yes

25 people \_\_\_ No

11a. What was the level of satisfaction you experienced participating in the NEW recreational program or activity?

\_\_\_\_\_Extremely Satisfying 5 people

\_\_\_\_\_Satisfying 5 people

\_\_\_\_\_ Not  
Satisfying

12. How important are the social aspects available at the health club?

\_\_\_\_\_Extremely Important - 9 people

\_\_\_\_\_Important - 13 people

\_\_\_\_\_Not Important - 12 people

Note types of discussions (socializing) you typically engage in at the health club. (i.e., political, current local events, etc.)

health related - 1

just visiting - 2

local events, current events, politics - 1  
     with the personnel - 1  
 current events, health related topics, sports - 1  
     anything & everything & work related - 1  
         politics & travelling - 1  
         work related - 2  
     sports & current events - 1  
     work related & current events - 1  
     current events & health related - 2  
     everything from politics to sex - 1  
     health related & family/children - 1  
     current events & family related - 1  
         family related - 1  
         current events - 1  
     school, friends, sports - 2

13. Generally speaking, how knowledgeable do you consider yourself on the various health club exercise equipment?

\_\_\_\_\_Extremely Knowledgeable - 7 people

\_\_\_\_\_Knowledgeable - 18 people

\_\_\_\_\_Not Knowledgeable - 10 people

14. In your opinion, how would you rate the health & exercise training/education available at the health club regarding proper exercise techniques, use of exercise equipment, proper nutrition and related health benefits?

\_\_\_\_\_Excellent - 6 people

\_\_\_\_\_Above Average - 14 people

\_\_\_\_\_Average - 6 people

\_\_\_\_\_Below Average - 2 people

\_\_\_\_\_Poor - 1 person

15. What ideas or suggestions do you have to improve the health club?
- 1 or 2 aerobics instructors need to be prepared better with routines - 1
  - maintain, repair & update equipment (especially Free Weights) - 4
  - microphone for aerobics instructor - 2
  - weekend daycare - 1
  - I'm satisfied - 1
  - need more equipment (stair steppers, treadmill...) - 5
  - placement of equipment detracts from concentration - 1
  - cleanliness & maintenance of facility needs improvement - 5
  - music for pool aerobics too loud - 1
  - need staffing to help on equipment/ need trainers - 1
  - stay open later in the evenings - 1
  - need full-time staffing in the wet area (regulating water temp., cleaning, teaching, etc.) - 2
  - stay open on Fri./Sat./Sun. til 11pm - 1
  - do not close over holiday weekends - 1
  - take out stalls and put in more lockers - 1
  - train the staff and better explain wet areas to new members - 1
  - update the showers - 1

better communication from management to members  
(newsletters?) - 1

include members in the promotions  
(i.e. free trip for members who renew their memberships) -  
1

regulate hot pool water - 3

extra room for playing cards - 2

less music in the back & different types of music - 1

need more staff assisting members - 1

need help for those with blood sugar problems - 1

more lockers - 2

some members need to quit complaining - 1

need inhaling room (again) - 1

I like that this place is chemical free - 1

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