

## ABSTRACT

SHIMURA, K. The effects of leisure education on life satisfaction and leisure satisfaction among Japanese American older adults. MS in Therapeutic Recreation, 1993, 94pp. (T. Gushiken)

Specific leisure education programs for Japanese American older adults were planned based on the data from the Screening for Leisure Education Services-B assessment. Subjects (N = 30) were randomly selected from the Japanese Retirement Home, Los Angeles, California. All subjects were interviewed to measure the degree of life satisfaction and leisure satisfaction utilized by the Life Satisfaction Index-Z and the Leisure Satisfaction Scales. The degree of life satisfaction and degree of leisure satisfaction were moderately related to each other ( $r = .32$  at .1 level). Fifteen residents attended 10 sessions of a leisure education program over a 5 week time period. The leisure education sessions had an effect on the degree of life satisfaction ( $t = 3.78$  at .001 level). The leisure education sessions also had an effect on the degree of leisure satisfaction ( $t = 7.61$  at .001 level).

THE EFFECTS OF LEISURE EDUCATION  
ON LIFE SATISFACTION AND LEISURE SATISFACTION  
AMONG JAPANESE AMERICAN OLDER ADULTS

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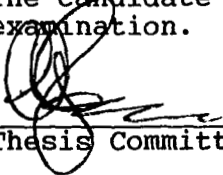
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CHAPTER I  
INTRODUCTION

Background

Leisure is an important factor affecting the degree of life satisfaction of older adults. In the past, the identified important factors that contributed to the degree of life satisfaction were health, education, age, employment, income, and marital status. In addition to these traditional factors, leisure and its relationship to life satisfaction have had greater attention since the 1980s. People need to understand the unique contribution of leisure, especially after retirement. In fact, the amount of leisure time experienced by persons 65 and older, about 43 hours per week, is greater than for any other age group (National Recreation and Park Association, 1983). Therefore, in order to ensure the quality of life for older adults, leisure and its application cannot be ignored.

The values of leisure have also had some attention recently in Japan. Since the 1980s, community organizations, youth groups, the department of physical education and/or the department of public health have started to promote recreational activities within the

community. These activities were primarily provided to youth in the past. However, there has been a need to provide recreational activities for the older adult population.

The population of older adults comprises an increasingly large percentage of the population of most advanced countries. For example, within the United States, there were 29.9 million individuals over 65 years of age in 1986 (U.S. Senate Special Committee on Aging, 1987). The Bureau of Census (U.S. Department of Commerce, 1988) indicated that the population of people over age 65 grew twice as fast as the rest of the population between 1960 and 1980. There will be 64.6 million individuals over 65 years of age in 2030 (U.S. Senate Special Committee on Aging, 1987). In Japan, the older adult population will make up 23.6% of the population by the year 2021 (Kouseishou, 1986).

Racial/ethnic minority groups are also rapidly growing. In the U.S. in 1990, and compared to 1980, there were 30 million African Americans, which increased 13.2%; 2 million Native Americans, which increased 37.9%; 22.4 million Hispanic Americans, which increased 53%; and 7.3 million Asians Americans which increased 107.8% (Murphy & Dahl, 1991). It is demographically predictable that racial/ethnic minority older adults will be the fastest growing population in the U.S. during the next few decades. In 1980, over 2.5 million individuals, or 10% of the population 65 and over,

were nonwhite. By 2025, 15% of the elderly population are projected to be nonwhite, and by 2050, 20% are likely to be nonwhite (American Association of Retired Persons, 1986).

The problem is not only the growing numbers, but also the unique experiences of aging. The experiences of aging differ from culture to culture, because there are different perceptions toward aging. Therefore, the experiences of aging differ from one race/ethnicity to another. There is a need for researchers to conduct scientific studies among racial/ethnic minority older adults in various fields of study including recreation.

Unfortunately, the recreation profession has been characterized by a greater degree of "color-blindness" (Parks, 1990). Not many studies have been done among racial/ethnic minority population related to recreation. Specialized recreation programs may be necessary for these special populations in the next few decades. In order to understand the needs of these populations, there is a need for these population to be assessed and analyzed.

Leisure has a significant impact upon the quality of the older adult's life (Benefiel, 1988). The relevance of life satisfaction for leisure programmers was noted by Benefiel in 1988. One of the goals of recreation services for older person is to increase life satisfaction. When planning services for these individuals, it is essential to

consider the components contributing to their satisfaction. By understanding these components, recreation personnel will be better able to create an environment conducive to their needs (Baack, 1985).

In general, to increase the degree of leisure satisfaction, leisure education programs are often provided by therapeutic recreation specialists. Leisure education is a broad category of service that focuses on the development and acquisition of various leisure-related skills, attitudes, and knowledge (Peterson & Gunn, 1984). Although the aging process is a universal phenomenon, the needs are different among each racial/ethnic population. With that in mind, it is essential to identify the specific needs of these populations to provide appropriate leisure education programs.

The degree of leisure satisfaction is directly related to the degree of life satisfaction (Benefiel, 1988; Kelly, 1989; Russell, 1987; Sneegas, 1986). This relationship does not always differ among some racial/ethnic minority older adults, for example, African American and Hispanic American (Benefiel, 1988).

While most studies about the relationship between life satisfaction and leisure satisfaction have been conducted among Anglo American (Beard & Ragheb, 1980; Bondy & Blenman, 1985; Romsa, Ragheb & Griffith, 1982; Russell, 1987;

Sneegas, 1986,) few studies have been conducted among African American and Hispanic Americans (Allison & Smith, 1990; Benefiel, 1988). Studies of the relationship between life satisfaction and leisure satisfaction for older racial/ethnic minority persons are becoming increasingly important as the numbers of minorities become a more significant portion of the aging population.

Japanese Americans are a small group in number (although the largest among Asian Americans), consisting of only 1/4 of 1% of the total the United States population (Kii, 1982). The majority (73%) are found in Hawaii and California and live in urban areas (Kii, 1982). There are three major reasons why Japanese American older adults have recently caught the attention of academic researchers, especially gerontological professionals. First, Japanese American older adults are the subjects of sociological as well as anthropological curiosity with regard to ethnic stratification and race relations in the United States (Kii, 1982). Second, the Japanese American older adults are included in one of the four major politically defined minority groups: Pacific/Asian American elderly (Kii, 1982). Third, Japanese culture has caught the attention of the general public, although studies about leisure satisfaction among Japanese American older adults are not available.

### Statement of the Problem/Need

This research study included three major problems. The first problem was to determine if there was any relationship between life satisfaction and leisure satisfaction among Japanese American older adults. The second problem was to create specific leisure education programs for Japanese American older adults and determine how to implement these programs, and finally, the third problem of this study was to determine the effect of a leisure education program on leisure satisfaction and life satisfaction among Japanese American older adults.

### Purpose of the Study

Because the contribution of leisure to life satisfaction among Japanese American older adults was unknown, this study investigated the relationship between life satisfaction and leisure satisfaction. Currently, there are no leisure education programs designed specifically for Japanese American older adults. There is a need to create specific leisure education programs for this population. This study included the design and implementation of a leisure education program with Japanese American older adults. The degree of the leisure satisfaction and life satisfaction before and after the leisure education program was measured.

### Null Hypotheses

1. There was no relationship between life satisfaction and leisure satisfaction among Japanese American older adults.
2. Specific leisure education programs will have no effect on the degree of life satisfaction among Japanese American older adults.
3. Specific leisure education programs will have no effect on the degree of leisure satisfaction among Japanese American older adults.

### Assumptions of the Study

Four assumptions were made for the study:

1. The subjects represented Japanese American older adults.
2. The assessment tools that were initially written in English and were later translated into Japanese retained their validity.
3. There was no difference between questionnaires that were initially written in English and were later translated into Japanese.
4. There was no difference between leisure education materials that were initially written in English and were later translated into Japanese.

### Delimitations of the Study

The following delimitations were acknowledged:

1. The subjects were randomly selected from the residents who were living in the Japanese Retirement Home in Los Angeles, California.
2. The total number of the subjects was 30.
3. The leisure education program completed totaled 10 sessions.

### Limitations of the Study

The following limitations were acknowledged:

1. The linguistic ability of the researcher to translate from English to Japanese had not been determined.
2. The integrity of the respondents in completing the interview questionnaires was not determined.
3. The ability to generalize individuals' differences in cultural backgrounds, such as ability to understand English was unknown.
4. The gender differences, socio-economic differences, age differences, functional abilities, marital status, educational levels, and/or religious backgrounds had not been determined.

### Definitions of Terms

The following definitions were adopted for the study:

Enabling Objectives (EOs) - the specific targeted behaviors around which the rest of the program system is designed (Peterson & Gunn, 1984).

Japanese American - term used to indicate those of Japanese ancestry and includes all generations who live in the United States of America.

Japanese Retirement Home - a residential institution which is mostly for (but not limited to) Japanese American older adults.

Leisure Education - an area of therapeutic recreation services which focuses on the development and acquisition of skills, attitudes, and knowledge related to leisure participation and leisure lifestyle (Peterson & Gunn, 1984).

Leisure Lifestyle - the day-to-day behavioral expression of one's leisure related attitudes, awareness, and activities revealed within the context and composite of the total life experience (Peterson & Gunn, 1984).

Leisure Satisfaction - the positive perceptions or feelings which an individual forms, elicits, or gains as a results of engaging in leisure activities and choices (Beard & Ragheb, 1980).

Life Satisfaction - the subjective evaluation of the overall quality of one's inner experience along a positive-negative continuum (Maddox, 1987).

Performance Measures (PMs) - a statement of the exact behavior that will be taken as evidence that the intent of the EO has been achieved or accomplished (Peterson & Gunn, 1984).

Terminal Program Objectives (TPOs) - general outcome statements of therapeutic recreation specific programs (Peterson & Gunn, 1984).

CHAPTER II  
REVIEW OF RELATED LITERATURE

Introduction

This research study included three major problems. The first problem was to determine if there was any relationship between life satisfaction and leisure satisfaction among Japanese American older adults. The second problem was to create specific leisure education programs for Japanese American older adults and to implement those programs. Finally, the third problem was to determine the effect of a leisure education program on leisure satisfaction and life satisfaction among Japanese American older adults. The review of related literature is presented under the following headings: (a) Life Satisfaction, (b) Leisure Satisfaction, (c) Correlational Studies, and (d) Leisure Education.

Life Satisfaction

Life satisfaction is one's subjective evaluation of the overall quality of one's inner experience along a positive-negative continuum (Maddox, 1987). Since Cavan, Burgess, Havighurst, and Goldhamer (1949) first introduced their

attitude scale of 56 items as a measure of adjustment to aging, a number of such scales have appeared in gerontology.

Neugarten, Havighurst, and Tobin (1961) introduced the Life Satisfaction Index-A (LSI-A) which came out of an extensive 5-year study of a relatively healthy, middle class, urban Kansas City sample. Havighurst (1963) described the LSI-A as an attitude scale of 20 items selected from existing scales or invented to get 4 or 5 items representing each of the 5 components associated with life satisfaction. These 5 components of life satisfaction were: zest for life as opposed to apathy; resolution and fortitude as opposed to resignation; congruence between desired and achieved goals; high physical, psychological and social self-concept; and a happy, optimistic mood tone (Adams, 1969). Adams (1969) analyzed a LSI-A study with a portion of a sample of 1,716 persons drawn to represent "the noninstitutional population residing in towns with populations ranging from 250 to 5,000 in Missouri in the Spring of 1966" (Pihlblad & Rosencranz, 1967). As a result of the analysis, Adams (1969) concluded that the LSI-A provided a fair estimate of life satisfaction for a small town elderly sample as it did for the urban and rural samples.

Wood, Wylie, and Sheafor (1969) introduced a shorter version of the LSI-A, called the Life Satisfaction Index-Z

(LSI-Z). The LSI-Z included 13 items from the LSI-A, because the 7 questionable items were dropped (Wood et al., 1969). The original version of the LSI-A was called the Life Satisfaction Ratings (LSR) (Neugarten et al., 1961), which is based on ratings made by trained judges. The LSR and its derivation, the LSI-A, have been used in several studies, although no further studies of the relationship between the direct self-report instruments (the LSI-A) and the LSR have been reported (Wood et al., 1969). A correlational study was conducted between the LSR, the LSI-A, and the LSI-Z using 100 older adults from Kansas City (Wood et al., 1969). As a result, the coefficient of correlation between the LSI-A and the LSR was .56, and .57 between the LSI-Z and the LSR. The LSI-Z has been recommended for use with rural aged population (Wood et al., 1969).

#### Leisure Satisfaction

A major goal of recreation and leisure professionals is to contribute to an individual's satisfaction and pursuit of wellness. In addition, Beard and Ragheb (1980) pointed out that researchers have expressed the importance of leisure and recreation as a concept of "need gratification." However, the research of leisure satisfaction has had little attention in the 1970's. In 1980's leisure satisfaction appeared to be an important concept for researchers and

recreation practitioners. Leisure and recreation could play a dynamic role in an individual's life style, and they could be useful if recreation professionals knew the degree of satisfaction (Beard & Ragheb, 1980).

Beard and Ragheb (1980) defined leisure satisfaction as,

The positive perception of feelings which an individual forms, elicits, or gains as a result of engaging in leisure activities and choices. It is the degree to which one is presently content or pleased with his/her general leisure experiences and situations. This positive feeling of contentment results from the satisfaction of felt or unfelt of the individual (p.22).

The purpose of Beard and Ragheb's study was to examine and to explicate the concept of leisure satisfaction and to describe the development and adequacy of an instrument to measure it. The Leisure Satisfaction Scale (LSS) was designed by Beard and Ragheb (1980) to provide a measure of the extent to which individuals perceive that certain personal needs are met or satisfied through leisure activities.

The Likert scaling model (1-5 with 1, representing the item is almost never true for the respondent and 5, representing the item is almost always true for the respondent) was adopted for constructing the LSS. Items were prepared to assess the extent to which individuals perceived which leisure activities satisfied certain needs.

The LSS was mailed to 160 individuals selected from the Society of Park and Recreation Educators (SPRE) Curriculum Catalog for 1976-1977. These individuals were the leading professionals, and responses were received from 83 or 52% of the 160. The LSS was also administered to 603 individuals in the Spring 1978. The sample included: students, professional, technical, and skilled employees, and retired individuals. It was also administered to an additional sample of 347 individuals.

The final scale consisted of 51 items under 6 subscales. These subscales included the following:

1. Psychological. Psychological benefits such as sense of freedom, enjoyment, involvement, and intellectual challenge.
2. Educational. Intellectual stimulation and helps them to learn about themselves and their surroundings.
3. Social. Reviewing relationships with other people.
4. Relaxation. Relief from the stress and strain of life.
5. Physiological. A means to develop physical fitness, stay healthy, control weight, and otherwise promote well being.
6. Aesthetic. Aesthetic rewards. Individuals scoring high on this part view the area in which they engage in their leisure activities as being pleasing, interesting, beautiful, and generally well designed (p. 26).

The LSS instrument can be completed by most respondents in 20 minutes. However, for those situations where a

shorter instrument is desired, the researchers have prepared a short form of the LSS, which includes 24 items, 4 items on each subscale. Alpha reliability was .93 for the short form, while alpha reliability of the original form was .96.

There were at least two possible uses of the LSS. One was for therapeutic recreation practice, especially for leisure education situations. It could be used to examine an individual's free time, and discuss ways in which leisure activities could be altered to better serve one's needs. The other use was what Beard and Ragheb (1980) suggested, that the LSS be used to develop and validate theory in the area of leisure and recreation, especially in the area of leisure satisfaction.

#### Correlational Studies

Ragheb and Griffith (1982) studied the contribution of leisure participation and leisure satisfaction to life satisfaction of older persons. The subjects were over 55 years old individuals in Florida ( $N = 565$ ). To measure life satisfaction, the Life Satisfaction Index-A was used. To measure leisure satisfaction, a short version of the Leisure Satisfaction Scale was used. The LSS originally contained 51 statements, but the shorter version contained 24 statements. To measure leisure participation, the Leisure Activities Blank (LAB) was used. The LAB was originally developed by McKechnie (1975), but the LAB (120 items) was

judged to be too long for the purpose and sample of Ragheb and Griffith's study. In Ragheb and Griffith's study, respondents were asked to rate how often they participated in these eight leisure categories. Responses ranged from 1 (NEVER) to 5 (VERY OFTEN). Ragheb and Griffith (1982) found the following:

1. The more the participation in outdoor recreation activities, the higher the leisure satisfaction gained from the psychological component,  $r = .42$ .
2. The more the participation in social activities, the higher the leisure satisfaction elicited from the social component,  $r = .49$ .
3. The more the participation in sports activities, the higher the leisure satisfaction obtained from the physiological component,  $r = .50$ .
4. Sports and outdoor activities had the highest correlation with total leisure satisfaction,  $r = .43$  and  $r = .40$ , respectively.
5. Social, outdoor, and sports activities had the strongest correlations with life satisfaction, ( $r = .29$ ,  $r = .26$ ,  $r = .26$ ).
6. The psychological, social, and educational components of leisure satisfaction showed the highest correlation with total leisure participation, ( $r = .49$ ,  $r = .48$ ,  $r = .47$ ).
7. All the leisure activities categories correlated significantly with life satisfaction. Social activities had the highest correlation ( $r = .29$ ), and hobbies had the lowest ( $r = .07$ ) (p. 300 & p. 302).

Sneegas (1986) examined the relationship of perceived social competence to leisure participation, leisure satisfaction and life satisfaction in middle-aged and older adults. The subjects were people aged 40 or older, who were

randomly selected from the Peoria, Illinois, telephone directory (N = 393). Questionnaires were mailed to these subjects with 58% (205 persons) of the subjects responding. A questionnaire consisting of several instruments including demographic items (age, income, marital status, and employment status) was used to obtain data. The instruments used to assess perceived social competence were the Social Situations Subscale (Sherer & Maddux, 1982) and ten items generated by the investigator to determine frequency of social behaviors (Sneegas, 1986). Health was measured by asking respondents to describe their health on an 8 point Likert scale ranging from "Very good all the time" to "Poor all the time". Leisure participation was obtained through the scale developed by Kelly (1975, 1978, 1986). Leisure satisfaction was measured with the LSS (Beard & Ragheb, 1980), and life satisfaction was measured with the LSI-Z (Wood et al., 1969).

The major conclusions drawn from this study concerning the relationship of social competence to leisure participation, leisure satisfaction and life satisfaction included the following:

1. Perceptions of social competence are not related to age, marital status, or income.
2. Perceptions of social competence do influence levels of leisure participation and leisure satisfaction, which in turn contribute to life satisfaction.

3. Perceptions of social competence are affected by health.
4. Higher levels of general leisure participation contribute to higher levels of leisure satisfaction and life satisfaction (p. 71 & p. 72).

### Leisure Education

The National Therapeutic Recreation Society (NTRS) (1982) described the area of therapeutic recreation professional services within the philosophical position of the National Therapeutic Recreation Society (NTRS). The first area of professional service is therapy, treatment, or rehabilitation, which is intended to improve functional skills. The second area of professional service is leisure education, which is devoted to enhancing leisure awareness, understanding of leisure, and leisure related skills. The third area of professional service is identified as recreation participation which is intended to facilitate freely chosen, independent participation in recreation activities.

A focus of leisure education is helping individuals develop an increased sense of awareness (Peterson and Gunn, 1984). Development of an awareness of self in relation to leisure and methods to facilitate involvement enhances the possibility that people will experience leisure.

Joswiak (1979) proposed a leisure education program emphasizing the development of an awareness of leisure resources within the home and community. Implementing a

systems approach to program design, Joswiak presented a program intended for participants with developmental disabilities to increase awareness in three important aspects of leisure involvement, including the meaning of play and leisure, leisure resources in the home, and leisure resources in the community.

Lanagan and Dattilo (1989) examined 39 adults with mental retardation measuring the effect of a leisure education program. Subjects were given 30 minutes periods of leisure education sessions for 55 sessions over a 2 month time span. They found leisure education programs can produce a higher incidence of involvement in comparison to a recreation participation program.

Furthermore, the effects of a leisure education program for older adults (mean age was 77 years) was examined by Searle and Mahon (1990). The subjects resided in a day hospital where 26 of the adults were assigned to an experimental group and 27 to a control group. The leisure education sessions were provided once a week for 8 weeks. Searle and Mahon concluded that the study provided further evidence of the effectiveness of leisure education, specifically as a technique to enhance the older adults' ability to sustain themselves in an independent living environment.

### Summary

The literature supports the following assumptions of this study:

1. Leisure satisfaction is positively related to the life satisfaction of older adults.
2. Leisure education programs can enhance an individual's quality of life.

CHAPTER III  
METHODS AND PROCEDURES

Introduction

This research study included three major problems. The first problem was to determine if there is any relationship between life satisfaction and leisure satisfaction among Japanese American older adults. The second problem was to create specific leisure education programs for Japanese American older adults and to implement these programs. Finally, the third problem of this study was to determine the effect of the leisure education program on leisure satisfaction and life satisfaction among Japanese American older adults. The following null hypothesis were tested.

1. There was no relationship between life satisfaction and leisure satisfaction among Japanese American older adults.
2. There were no effects of specific leisure education programs on the degree of life satisfaction among Japanese American older adults.
3. There were no effects of specific leisure education programs on the degree of leisure satisfaction among Japanese American older adults.

This chapter details the procedures used in this study. The selection of the subjects, description of leisure education assessment, description of the leisure education program planning, description of the instruments, and methods of data collection and analysis are presented.

### Subject Selection

The subjects used in this research project were residents of the Japanese Retirement Home (JRH) in Los Angeles, California. One hundred sixteen individuals lived in the JRH, including 33 male residents and 83 female residents with the average age of the residents being 80.69 years. For the initial assessment purpose of designing a specific leisure education program, 30 individuals were randomly selected from the 116 JRH residents regardless of their gender, age, and/or physical, cognitive, emotional, and social conditions. They included 15 individuals in a control group and 15 individuals in an experimental group.

### Assessment for Leisure Education Program Planning

In the winter of 1991, 30 randomly selected residents were assessed for the purpose of designing a specific leisure education program utilizing Screening for Leisure Education Services-B (Peterson, 1984). Subjects responded to 50 questions included eight subcategories. These subcategories, included Activity Skills (AS), Time, Money, Transportation (TMT), Leisure Partners (LP), Understanding

selected to meet the Statement of Purpose, and to help individuals to achieve the TPOs, and the EOs. Activities were selected and adapted to help individuals to fulfill Performance Measures (PMs). Content and process areas of the leisure education activities were designed to meet the needs of the research subjects.

The leisure education program was implemented with the experimental group twice a week for 5 weeks in the summer of 1992 in both the English and Japanese language. The control group did not receive the leisure education program until the entire experimental study had been completed. A pretest was administered to both groups prior to the leisure education program implementation, and the posttest was administered to both groups within a week of the completed leisure education programs.

### Instruments

#### Leisure Satisfaction Scale (LSS)

For the purpose of this study, the Leisure Satisfaction Scale (LSS) (Beard & Ragheb, 1980) was used to measure the degree of leisure satisfaction. The original version of LSS consisted of 51 statements. However, the shorter version of the LSS also developed by Beard and Ragheb (1980) was utilized. The shorter version of the LSS consists of 24 statements (4 statements on each subscale). Alpha reliability was .93 for the short form while alpha

reliability of the original form was .96 (Beard & Ragheb, 1980). The shorter version of the LSS has been previously used in research on leisure satisfaction of older adults (Keller, 1983; Ragheb & Griffith, 1982; Sneegas, 1986). The LSS was translated into Japanese and the subjects had access to both the English and the Japanese language versions of the LSS. The LSS was used for both the pretest and the posttest.

#### Life Satisfaction Index-Z (LSI-Z)

The Life Satisfaction Index-Z (LSI-Z) (Wood, Wylie, & Sheafor, 1969) was used to measure the degree of life satisfaction. The LSI-Z is a modification of the Life Satisfaction Index-A (LSI-A) (Neugarten, Havighurst, & Tobin, 1961). The LSI-Z consists of 13 items, and it was found to have a validity coefficient of .57 when correlated with the original Life Satisfaction Ratings (LSR) (Neugarten et al, 1961). The reliability of the LSI-Z was .79 as determined by coefficient alpha test (Wood et al, 1969). The LSI-Z has been used in previous research on life satisfaction of older adults (Conner, Powers & Bultena, 1979; Sneegas, 1986; Wylie, 1970). The LSI-Z was translated in Japanese, and the subjects had access to both the English and the Japanese version of the LSI-Z. The LSI-Z was used in both the pretest and the posttest.

### Data Collection

Prior to the administration of the leisure education programs, pretests were administered by the researcher. The LSS and the LSI-Z were given by individual interviews, and the subjects had access to both the English and the Japanese version of the instruments. The subjects also had access to reading the questions by themselves to better understand the questions.

Posttests were administered within a week of the last session of the leisure education programs. The LSS and the LSI-Z were administered through individual interviews, and the subjects had access to the instruments both in the English and the Japanese language. The posttests were not given to three subjects who stopped attending the leisure education programs.

### Data Analysis

Data were analyzed in order to answer each of the following questions:

1. Was there any relationship between life satisfaction and leisure satisfaction?
2. Did the leisure education programs affect life satisfaction?
3. Did the leisure education programs affect leisure satisfaction?

After the pretest, the data of the LSS and the LSI-Z from all subjects were examined utilizing the A Statistical Package for Business, Economics, and the Social Sciences (ASP) (Blackford, 1992) computer software. The relationship between life satisfaction and leisure satisfaction was examined. The ASP automatically calculates the degree of relationship of two variables by the correlation coefficient statistical formula.

After the posttest, the effect of the leisure education programs was examined. The ASP automatically calculates the t-test to determine if two variables are the same or different. The following research hypothesis statements were determined utilizing the ASP to answer the question: was the leisure education program effective?

1. Were the mean pretest scores of the LSS for the control group and the mean pretest scores of the LSS for the experimental group the same?
2. Were the mean pretest scores of the LSI-Z for the control group and the mean pretest scores of the LSI-Z for the experimental group the same?
3. Were the mean pretest scores of the LSS for the control group and the mean posttest scores of the LSS for the control group the same?

4. Were the mean pretest scores of the LSI-Z for the control group and the mean posttest scores of the LSI-Z for the control group the same?
5. Were the mean pretest scores of the LSS for the experimental group and the mean posttest scores of the LSS for the experimental group the same?
6. Were the mean pretest scores of the LSI-Z for the experimental group and the mean posttest scores of the LSI-Z for the experimental group the same?
7. Were the mean posttest scores of the LSS for the control group and the mean posttest scores of the LSS for the experimental group the same?
8. Were the mean posttest scores of the LSI-Z for the control group and the mean posttest scores of the LSI-Z for the experimental group the same?

CHAPTER IV  
RESULTS AND DISCUSSION

Introduction

This study sought to examine the relationship between life satisfaction and leisure satisfaction among Japanese American older adults, and to examine the effects of specific leisure education programs for Japanese American older adults. This chapter presents a) a description of the study participants, b) the statistical analysis of the scales, and c) the results of the data analysis. Research question one was used to analyze null hypothesis one; research questions two, four, six, and eight were used to analyze null hypothesis two; and finally, research questions three, five, seven, and nine were used to analyze null hypothesis three. Specifically, data were analyzed to answer the following research questions which were stated to test null hypotheses.

1. Was there any relationship between life satisfaction and leisure satisfaction?
2. Were the control group mean scores of the LSS the same as the experimental group mean scores of the LSS during the pretest?

3. Were the control group mean scores of the LSI-Z the same as the experimental group mean scores of the LSI-Z during the pretest?
4. Were the control group mean scores of the pretest of the LSS the same as the control group mean scores of the posttest of the LSS?
5. Were the control group mean scores of the pretest of the LSI-Z the same as the control group mean scores of the posttest of the LSI-Z?
6. Were the experimental group mean scores of the pretest of the LSS the same as the experimental group mean scores of the posttest of the LSS?
7. Were the experimental group mean scores of the pretest of the LSI-Z the same as the experimental group mean scores of the posttest of the LSI-Z?
8. Were the control group mean scores of the LSS the same as the experimental group mean scores of the LSS during the posttest?
9. Were the control group mean scores of the LSI-Z the same as the experimental group mean scores of the LSI-Z during the posttest?

#### Description of the Sample

The sample was comprised of 5 men (16.7%) and 25 women (83.3%) from the Japanese Retirement Home. The individuals

were randomly selected from the 116 residents. The control group of the leisure education program was comprised of 3 men (20%) and 12 women (80%), and the experimental group of the leisure education program was comprised of 2 men (13.3%) and 13 women (86.7%).

### Statistical Analysis of Scales

#### Missing Data

The method of data collection was through the use of an individual interview of each subject. However, data for three subjects could not be used. Individuals who did not agree to complete the questionnaire, and individuals who stopped attending the leisure education sessions during the 5 weeks were dropped from this study. Among the control group, 15 participants completed the pretest and 14 participants completed the posttest. Among the experimental group, 15 participants completed the pretest. During the 5 weeks of leisure education sessions, 3 participants dropped out from the sessions, and consequently 12 participants completed the posttest.

#### Results of Data Analysis

1. Was there any relationship between life satisfaction and leisure satisfaction?

Two scales were used to examine the level of life satisfaction and leisure satisfaction. The Life

Satisfaction Index Z (LSI-Z) was used to indicate the level of life satisfaction, and the Leisure Satisfaction Scales (LSS) were used to indicate the level of leisure satisfaction. The null hypothesis stated there will be no relationship between life satisfaction and leisure satisfaction. The total number of the subjects was 30. The correlation matrix was computed using the A Statistical Package for Business, Economics, and the Social Sciences (ASP). The results (see Table 1) indicated the LSS and the LSI-Z were moderately correlated,  $r = .32$  (the correlation was significant at the .1 level). The null hypothesis was rejected for this question.

Table 1. Correlational matrix of the LSS and the LSI-Z

Test	LSS	LSI-Z
LSS	1	.32
LSI-Z	.32	1

2. Were the control group mean scores of the LSS the same as the experimental group mean scores of the LSS during the pretest?

This determination was used to ensure that there was no difference between the control and experimental groups prior to the sessions. The null hypothesis stated there will be no difference between the LSS of the control group and the

LSS of the experimental group at the pretest. Each group was comprised of 15 subjects. The t-test was computed using the ASP. The result (see Table 2) indicated there was no difference between two groups,  $t = .96$  (significance level .001). The null hypothesis was accepted for this question.

Table 2. The control group and the experimental group mean scores of the LSS during the pretest

Group	Sample mean	Sample size
Control	88.27	15
Experimental	87.73	15

3. Were the control group mean scores of the LSI-Z the same as the experimental group mean scores of the LSI-Z during the pretest?

This determination was used to ensure that there was no difference between the control and experimental groups prior to the sessions. The null hypothesis stated there will be no difference between the LSI-Z of the control group and the LSI-Z of the experimental group at the pretest. Each group was comprised of 15 subjects. The t-test was computed using the ASP. The result (see Table 3) indicated there was no difference between the two groups,  $t = .37$  (significance level .001). The null hypothesis was accepted for this question.

Table 3. The control group and the experimental group mean scores of the LSI-Z during the pretest

Group	Sample mean	Sample size
Control	15.60	15
Experimental	15.00	15

4. Were the control group mean scores of the pretest of the LSS the same as the control group mean scores of the posttest of the LSS?

This determination was used to ensure that the control group did not change the level of satisfaction from the beginning to the end of the 5 weeks. The null hypothesis stated there will be no difference between pretest and posttest in LSS of the control group. One subject refused to respond during posttest. Fourteen subjects responded to during the posttest. The t-test was computed using the ASP. The result (see Table 4) indicated there was no difference between pretest and posttest in LSS of the control group,  $t = 1.17$  (significance level .001). The null hypothesis was accepted for this question.

Table 4. The control group mean scores of the LSS of the pretest and the posttest

Test	Sample mean	Sample size
Pretest	88.27	15
Posttest	87.00	14

5. Were the control group mean scores of the pretest of the LSI-Z the same as the control group mean scores at the posttest of the LSI-Z?

This determination was used to ensure that the control group did not change the level of satisfaction from the beginning to the end of the 5 weeks. The null hypothesis stated there will be no difference between pretest and posttest in LSI-Z of the control group. A subject refused to respond during posttest, but 14 subjects responded during posttest. The t-test was computed using the ASP. The result (see Table 5) indicated there was no difference between pretest and posttest in LSI-Z of the control group,  $t = .29$  (significance level .001). The null hypothesis was accepted for this question.

Table 5. The control group mean scores of the LSI-Z of the pretest and the posttest

Test	Sample mean	Sample size
Pretest	15.60	15
Posttest	15.43	14

6. Were the experimental group mean scores of the pretest of the LSS the same as the experimental group mean scores of the posttest of the LSS?

This determination was used to ensure that the leisure education programs were effective on the level of leisure

satisfaction. The null hypothesis stated there will be no difference between the pretest and the posttest in the experimental group of the LSS. Although three subjects dropped out during the 5 weeks of the leisure education program, 12 subjects completed the leisure education programs and the posttest. The t-test was computed using the ASP. The result (see Table 6) indicated there was a difference between the pretest and the posttest in the experimental group of the LSS,  $t = 7.61$  (significance level .001). The null hypothesis was rejected for this question.

Table 6. The experimental group mean scores of the LSS of the pretest and the posttest

Test	Sample mean	Sample size
Pretest	87.73	15
Posttest	110.58	12

7. Were the experimental group mean scores of the pretest of the LSI-Z the same as the experimental group mean scores of the posttest of the LSI-Z?

This determination was used to ensure that the leisure education programs were effective on the level of life satisfaction. The null hypothesis stated there will be no difference between the pretest and the posttest in the experimental group of the LSI-Z. Although three subjects dropped off during 5 weeks of the leisure education

programs, 12 subjects completed the leisure education programs and the posttest. The t-test was computed using the ASP. The result (see Table 7) indicated there was a difference between the pretest and the posttest in the experimental group of the LSI-2,  $t = 3.78$  (significance level .001). The null hypothesis was rejected for this question.

Table 7. The experimental group mean scores of the LSI-2 of the pretest and the posttest

Test	Sample mean	Sample size
Pretest	15.00	15
Posttest	21.42	12

8. Were the control group mean scores of the LSS the same as the experimental group mean scores of the LSS during the posttest?

This determination was used to ensure that the leisure education programs affected on the level of leisure satisfaction. The null hypothesis stated there was no difference between the LSS of the control group and the LSS of the experimental group at the posttest. One subject from the control group refused to respond, and three subjects from the experimental group dropped out from the leisure education program. The control group was comprised of 14 subjects, and the experimental group was comprised of 12

subjects. The t-test was computed using the ASP. The result (see Table 8) indicated there was a difference between the LSS of the control group and the LSS of the experimental group at the posttest,  $t = 4.60$  (significance level .001). The null hypothesis was rejected for this question.

Table 8. The control group and the experimental group mean scores of the LSS during the posttest

Group	Sample mean	Sample size
Control	87.00	14
Experimental	110.58	12

9. Were the control group mean scores of the LSI-Z the same as the experimental group mean scores of the LSI-Z during the posttest?

This determination was used to ensure that the leisure education programs affected on the level of life satisfaction. The null hypothesis stated there was no difference between the LSI-Z of the control group and the LSI-Z of the experimental group at the posttest. A subject from the control group refused to respond, and three subjects from the experimental group dropped out of the leisure education program. The control group was comprised of 14 subjects, and the experimental group was comprised of 12 subjects. The t-test was computed using the ASP. The

result (see Table 9) indicated there was a difference between the LSI-Z of the control group and the LSI-Z of the experimental group at the posttest,  $t = 5.22$  (significance level .001). The null hypothesis was rejected for this question.

Table 9. The control group and the experimental group mean scores of the LSI-Z during the posttest

Group	Sample mean	Sample size
Control	15.43	14
Experimental	21.42	12

#### Summary

The results of this investigation can best be summarized through the examination of the relevant questions presented in Chapter III. The results of statistical analysis examined these questions.

1. Was there any relationship between life satisfaction and leisure satisfaction?

The results of statistical analysis indicated there was a positive relationship between life satisfaction and leisure satisfaction among Japanese American older adults in this study. The higher level of leisure satisfaction implies a higher level of life satisfaction.

2. Did the leisure education programs affect life satisfaction?

The results of statistical analysis indicated the leisure education programs was effective in increasing the level of life satisfaction among the Japanese American older adults in this study.

3. Did the leisure education programs affect leisure satisfaction?

The results of statistical analysis indicated the leisure education programs was effective in increasing the level of leisure satisfaction among the Japanese American older adults in this study.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Introduction

This research study included three major problems. The first problem was to determine if there was any relationship between life satisfaction and leisure satisfaction among Japanese American older adults. The second problem was to create specific leisure education programs for Japanese American older adults and to implement these programs. Finally, the third problem of this study was to determine the effect of a leisure education program on leisure satisfaction and life satisfaction among Japanese American older adults. This chapter is presented utilizing the following headings; a) summary of the results, b) conclusions based upon those results, c) implications of the study, and d) the need for further investigation.

#### Summary of Results

Three results were obtained from this research study. First, the relationship between life satisfaction and leisure satisfaction among Japanese American older adults was unknown in the past. The public perception of Japanese Americans was that this group was generally known as a work

oriented population. However this research study found the degree of leisure satisfaction was proportional to the degree of life satisfaction among this population.

Secondly, specific leisure education programs were created to meet the needs of this population. The total of 10 leisure education programs were implemented twice per week for 5 weeks. The leisure education materials were carefully selected from therapeutic recreation literatures, or were created to meet the needs of the population.

Thirdly, the Leisure Satisfaction Scales (LSS) and the Life Satisfaction Index-Z (LSI-Z) were used to measure the degree of leisure satisfaction and the degree of life satisfaction. The experimental research study found the effect of the leisure education programs on the degree of leisure satisfaction and the degree of life satisfaction among Japanese American older adults.

#### Conclusions

The purpose of this research study was to determine if there was any relationship between life satisfaction and leisure satisfaction among Japanese American older adults. The results indicated there was a positive relationship between the two satisfactions. This implies that the individuals with the higher degree of leisure satisfaction also exhibit the higher degree of life satisfaction. The importance of leisure in later life should be reemphasized.

The other purpose of this research study was to create specific leisure education programs for this population. The leisure education program was created based on the population's needs. The total of 10 leisure education programs were created, and the programs were implemented twice a week for 5 weeks. Although the term leisure education was unfamiliar to this population, participants demonstrated interests toward the subject of leisure in later life.

The results also indicated the leisure education programs were effective in increasing the levels of life satisfaction and leisure satisfaction. In the past, the participants of this study did not have any opportunity to learn about leisure. In addition, generally speaking, this population tended to value education. The value of leisure education as a therapeutic recreation service was confirmed by this study.

### Implications of the Study

#### General Implications

Although it is obvious that Japanese American older adults had less opportunities to establish a leisure lifestyle in the past, the results of this research study indicated the importance of leisure among this population. In the past, they valued work, education and the family, but not leisure nor recreation. The success of Japanese

Americans in California might be the results of these values and attitudes. However, since many Japanese Americans are retired in the United States, it is important to discuss the results of this research study among the Japanese American population in order to increase the high level of life satisfaction and leisure satisfaction.

### Therapeutic Recreation Implications

From a therapeutic recreation perspective, the implication of the results of this study are evident in the area of leisure education. Leisure education is an area of therapeutic recreation professional services. The results of this research indicated the positive effects of a leisure education program, and supported the importance of providing leisure education sessions among these population who have had less opportunities to establish a leisure lifestyle.

The reason for the success of this leisure education program was that the planning was based on effective assessment. This further emphasized the importance of therapeutic recreation assessment, and the ability to plan specific therapeutic recreation programs based on the analysis of the assessment. In addition to this, the concept of leisure had new positive values for Japanese American older adults. Therefore, the results indicated improvements in life satisfaction and leisure satisfaction.

Therapeutic recreation specialists and leisure educators should address the need for leisure education services among these populations based on their needs. There were some difficulties in conducting this type of research study. These difficulties were the availability of the subjects, the primary language of the subjects, and/or the different values from one racial/ethnic group to another. However, this type of efficacy research should be encouraged.

#### Need for Further Study

A number of areas requiring further investigation became apparent during the course of this study. In order to clarify and progress the issues raised in this study, the following recommendations are offered:

1. There is a need to investigate other factors which might impact the level of life satisfaction. These factors include marital status, health, disabilities of the individuals, living situations, and age.
2. The difficulty to translate between two language should be considered. Hiring a professional translator is a solution, but the translator's ability to understand and value can make this area controversial.

3. The differences of specific generations among racial/ethnic group should also be considered. As an example, specific generation of a racial/ethnic group may not be comfortable in discussing family issues.
4. There is a need to conduct a descriptive study of this population utilizing the same instruments, but including a larger number of subjects. This research study selected the subjects from an active retirement community in Los Angeles, California. Japanese American older adults in other communities, including the states of Hawaii, Washington, and Oregon should also be included.
5. There is a need to conduct correlational studies among different racial/ethnic population. The United States is the only country which consists of such diverse racial/ethnic groups. Understanding of the correlation among different racial/ethnic population for therapeutic recreation professionals is important.

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**APPENDIX A**  
**SCREENING FOR LEISURE EDUCATION SERVICES-B**

## SCREENING FOR LEISURE EDUCATION SERVICES-B

Agree---[YES]; Don't know---[?]; Disagree---[NO]

	SENTENCES	YES	?	NO
1	Leisure is free time.			
2	I don't know anyone who could teach me recreation activities.			
3	Leisure is as important as work or doing something productive.			
4	Leisure activities require certain skills.			
5	I have too much free time.			
6	My friends are fun to be with.			
7	I can't find friends for recreation that are even with me in ability.			
8	I can't get where I need to go to participate in recreation activities.			
9	I am good at many recreational activities.			
10	My friends and family are interest in the same recreation activities that I am.			
11	Leisure is doing recreational activities.			
12	I have enough money left over to spend on recreation.			
13	I am alone most of the time.			
14	I don't have much money that I can do things with.			
15	I can get to the places that I need to go.			
16	I have friends that I can do recreational activities with.			
17	I like to do different recreation activities.			

## SCREENING FOR LEISURE EDUCATION SERVICES-B

18	Leisure is a waste of time.			
19	Play and recreation are just for kids.			
20	I'm good at most recreation activities.			
21	Leisure is doing things you like to do.			
22	I'm good at a lot of different activities.			
23	I don't have anyone to recreate with me.			
24	I'm not too busy other things to get involved in recreation activities.			
25	I don't know how to find out about places to go to have fun.			
26	Because of my disability (age, illness), I can't use recreation facilities.			
27	I can choose to do nothing in my free time.			
28	I'm not too sick (disabled) to do recreation activities.			
29	I don't know how to have fun.			
30	I know where to find recreation activities.			
31	Doing recreation activity is fun.			
32	I don't have enough information about recreation activities.			
33	There are a lot of recreation facilities in this center.			
34	Other, more important, things take up my free time.			

## SCREENING FOR LEISURE EDUCATION SERVICES-B

35	There are a lot of recreation activities that I can do while I am here.			
36	I'm not too old to participate in recreation activities.			
37	I used to have fun often, but I don't any more.			
38	I'm afraid that others would make fun of me if I were involved in recreation activities.			
39	I don't have the right equipment in recreation activities.			
40	I'm unhappy or bored in my free time.			
41	I am in charge of my own free time.			
42	My disability (age, illness) doesn't keep me from participating in recreation.			
43	I like to be told what to do in my free time.			
44	I enjoy myself when I,m doing recreation activities.			
45	I'm in charge of my own life, including my free time.			
46	I enjoy my free time.			
47	I'm not too old to learn things for recreation.			
48	Making decisions about my free time is difficult for me.			
49	I have little choice about what I do in my free time.			
50	Planning fun things to do is easy.			

**APPENDIX B**

**LEISURE EDUCATION PROGRAM FOR JAPANESE AMERICANS**

Table 10. The results of screening for leisure education services-B (N = 29)

Categories	Total Score	Average
Activity Skills (AS)	-16	-0.55
Time, Money, Transportation (TMT)	17	0.59
Leisure Partners (LP)	20	0.69
Understanding Leisure (UL)	114	3.93
Leisure Resources (R)	31	1.07
Leisure Responsibility (LR)	34	1.17
Fun/Enjoyment (FE)	77	2.66
Age, illness and disability (AID)	9	0.31

## Leisure Related Needs

### Needs

1. To understand leisure in their own life.

### Rationale

The subjects scored high at the Understanding Leisure (average = 3.93) in SLES-B, but their leisure lifestyles continuously needed to be developed.

2. To adjust their past leisure lifestyle to their current situation.

Life in the institution is different from the past. Leisure lifestyle should be adjusted. If their past leisure lifestyles can be adjusted, their current leisure lifestyles are easier to establish, and their leisure needs also may be more satisfied than now.

3. To have a positive attitude toward leisure.

The subjects do not have enough of a positive attitude towards leisure participation. Their attitudes should be increased. As the result, the degree of leisure satisfaction may be increased.

4. To be able to plan their own leisure activity.

The subjects do not have the skills to plan their own leisure time. If they can plan their leisure activities and their free time, their complains of boredom may be decreased, and they can spend time more productively.

5. To create leisure lifestyle without much time, money, and transportation.
6. To maintain social interaction through leisure participation.
7. To increase social interaction through leisure participation.
8. To acquire individual leisure activity skills.

The subjects scored low on the Time, Money and Transportation (average = .59) in SLES-B. This point can be increased if they knew more about leisure, then, leisure may be easier for them to pursue.

The subjects scored low on the Leisure Partners (average = .69) in SLEB-B. If they can still interact with family or friends, their social function will be maintained.

Even though the subjects live in the same facility, they may not know each other very well, or not know each other at all. As a result of increasing social interaction skills, they can avoid loneliness and/or boredom caused by being alone.

The subjects scored low on the Activity Skills category (average = -.55) in SLES-B, and they complained they have too much free time. If they had additional activity skills which allowed them to be active individually, they could spend their own time with fun, avoid of boredom, and they may then increase the degree of leisure satisfaction.

9. To acquire social leisure activity skills.

The subjects scored low on the Activity Skills category (average =  $-.55$ ) in SLES-B. They said they were alone most of the time. If they knew some activities which could be done with two or more people, their interaction level may increase. Their social satisfaction would also increase.

10. To use existing skills or knowledge for leisure.

The subjects should recognize their own skills and knowledge in order to pursue leisure. If they can use their existing skills and knowledge, their activity choices may increase. The degree of leisure satisfaction may then be increased.

## Conceptualization

### Statement of Purpose

To provide the opportunity to increase knowledge of leisure, attitude toward to leisure, and social skills to interact with others through leisure.

### Leisure Education Goals: Terminal Program Objectives (TPOs)

1. To demonstrate knowledge of leisure appreciation in one's own life.
2. To demonstrate the ability to pursue leisure accommodating age, illness, and disabilities.
3. To demonstrate the ability to interact with others through leisure.

Enabling Objectives (EOs) and Performance Measures (PMs)

- TPO 1 To demonstrate knowledge of leisure appreciation in one's own life.
- EO 1.1 To demonstrate knowledge of personal attitudes toward leisure.
- PM 1.1 Upon request, each person will demonstrate knowledge of their personal attitudes toward leisure by...
- 1.1.1 determining four leisure goals. Possible goal areas are as follows; control, mastery, freedom, competence, skill development, social interaction and/or self-esteem).
- 1.1.2 stating one reason for developing at least one of four leisure goals (e.g. social interaction; I would like to make more friends).
- EO 1.2 To demonstrate an awareness of the feelings associated with leisure participation.
- PM 1.2 Upon request, each person will demonstrate an awareness of the feelings associated with leisure participation by...
- 1.2.1 identifying possible outcome feelings of leisure participation. Possible outcome feelings are as follows; fun, happiness, release of tension and/or sense of freedom.
- 1.2.2 identifying one recreational activity that could facilitate the affective outcomes (e.g. fun; games: happiness; volunteer activities: sense of freedom; painting).
- EO 1.3 To demonstrate an understanding of the social and personal factors which affect on leisure participation.
- PM 1.3 upon request, each person will demonstrate an understanding of the social and personal factors which affect on leisure participation by...
- 1.3.1 stating two individual factors affecting on leisure participation. Possible factors are as follows; money, time and/or transportation.
- 1.3.2 stating two social factors affecting on leisure participation. Possible factors are as follows; friends, social expectation and/or availabilities.

- TPO 2 To demonstrate the ability to pursue leisure accommodating age, illness, and disabilities.
- EO 2.1 To demonstrate knowledge of barriers which may exist to leisure participation.
- PM 2.1 Upon request, each person will demonstrate the ability to pursue leisure accommodating age, illness, and disabilities by...
- 2.1.1 listing six barriers to leisure participation. Six barriers are as follows; money, free time, availability, health, location and/or skills.
- 2.1.2 identifying two ways that each barrier could be eliminated (e.g. lack of skills: attend a class to learn new skills).
- EO 2.2 To demonstrate knowledge of the utilization of personal and community leisure resources.
- PM 2.2 Upon request, each person will demonstrate knowledge of the utilization of personal and community leisure resources by...
- 2.2.1 selecting a recreational agency, and determining details about the agency. Details are as follows; activities, the facility and the location, schedules, cost, equipment and apparel, people and/or transportation.
- EO 2.3 To demonstrate the ability of using the activity informer (weekly activity schedule) provided by the recreation department.
- PM 2.3 Upon request, each person will demonstrate the ability of using the activity informer (weekly activity schedule) provided by the recreation department by...
- 2.3.1 selecting a recreational activity, and determining the details of the activity. The details are as follows; day, time, the location, cost, transportation and/or the name of the contact person after learning the activity informer.
- EO 2.4 To demonstrate the ability to plan weekly and daily leisure participation schedule.

- PM 2.4 Upon request, each person will demonstrate the ability to plan weekly and daily leisure participation schedule by...
- 2.4.1 planing one's monthly schedule that includes day, time and names of activities by utilizing the monthly plan work sheet.
  - 2.4.2 planing one's weekly schedule that includes name of activities, time, location and transportation information by utilizing the weekly plan work sheet.
- TPO 3 To demonstrate the ability to interact with others through leisure.
- EO 3.1 To demonstrate an awareness of the importance of others.
- PM 3.1 Upon request, each person will demonstrate an awareness of the importance of others by...
- 3.1.1 listing the names of twenty friends of one's life, and picking up five of those who still keep contacting.
  - 3.1.2 stating the reasons of importance of five of those (e.g. Mike; going to church together: Jim; playing Bingo every Wednesday: Marie; helping me by listening).
- EO 3.2 To demonstrate the necessary skills to interact with another individual.
- PM 3.2 Upon request, each person will demonstrate the necessary skills to interact with another individual by...
- 3.2.1 describing the interaction steps in initiating an interaction by exhibiting the following behaviors; 1. approach person, 2. get other person,s attention, 3. make an opening statement, and 4. engage in a conversation: identifying at least three of four steps.
  - 3.2.2 describing the interaction steps in interrupting properly by exhibiting the following behaviors; 1. raise index finger, or motion with entire hand, 2. wait until acknowledged, 3. speak, and 4. if speaker does not acknowledge, say "excuse me...": identifying at least three of four steps.
- EO 3.3 To demonstrate the necessary skills to communicate and interact with others within a small group.

- PM 3.3 Upon request, each person will demonstrate the necessary skills to communicate and interact with others within a small group by...
- 3.3.1 identifying appropriate social skills to participate group games. Appropriate social skills are as follows; initiating and interrupting conversation properly, gesturing comprehension, and/or making supportive facial expression.

### Content and Process Description

TPO:1  
EO:1.1

#### CONTENT

Leisure Coat of Arms  
(Stumbo & Thompson, 1986)  
See Appendix C.

The activity includes:

1. Personal achievement
2. Activity preferences
3. Individual activity
4. Group activity
5. Dream activity
6. Possible dream activity

#### PROCESS

The purpose of this activity is being aware of one's personal attitudes toward leisure. By drawing own personal experience or leisure activities, the clients will share their personal experiences.

The clients make a circle, and listen to the facilitator.

a. The facilitator will distribute the Leisure Coat of Arms form and pencil to each clients.

b. The facilitator will explain the activity.

c. The six questions are asked and answered.

*Q1. What do you regard as your greatest personal achievement to date?*

*Q2. What leisure activity do you most participate?*

*Q3. What is your favorite activity which can be done by yourself?*

*Q4. What is your favorite activity which can be done with friends or family?*

*Q5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?*

*Q6. What would you do if you were 10 years younger than now?*

### Content and Process Description

TPO:1  
EO:1.1

#### CONTENT

#### PROCESS

d. The clients will share their answers.  
*"Who would like to share question 1?"*  
*"Anybody else want to share question 1?"*  
 Each client should answer at least one question. The facilitator will encourage to active participation.

e. The clients will discuss their attitude toward leisure.  
*"Does anyone realize the relationships your life with leisure?"*  
*"Who would like to share ideas of your attitude towards to leisure?"*  
*"Is there any relationship among the things you do, you want to do with your life?"*  
*"What do you learn from this activity?"*  
 Each client should speak at least once. The facilitator encourages to the clients to share their ideas.

### Content and Process Description

TPO:1

EO:1.2

CONTENT	PROCESS
<p>Picture Bingo (Stumbo &amp; Thompson, 1986) See Appendix C.</p> <p>* Activities and related feelings.</p> <p>* Identify individual leisure pursuit.</p> <p>Examples; happiness, peace, excitement, entertainment, physical release, escape, relaxation, camaraderie, satisfaction, accomplishment, growth, frustration, anger, ostracism, competitiveness, disappointment, guilt, etc</p>	<p>The purpose of Picture Bingo is to remind personal leisure habit.</p> <p>The clients make a circle, and listen to the facilitator.</p> <p>a. Hand out the Picture Bingo forms. b. Explain the activity.</p> <p>a. The facilitator will ask the clients to list two activities and feelings associated with the leisure activities. <i>"Please list two individual leisure activities. Then find associated feelings with the leisure activities from the examples."</i></p> <p>b. Discussion 1. Are the feelings that you indicated experienced only during this activity? 2. What makes this activity unique? 3. Would you experience the same feelings when participating in the activity if you did not participate with the same group of people."</p>

### Content and Process Description

TPO:1  
EO:1.3

#### CONTENT

#### Factor Guess

- \* Guess alphabet letters
- \* Think the word
- \* Realize leisure factors
  
- \* Content area examples include; TIME, MONEY, FRIENDS, TRANSPORTATION, DISABILITIES, AGE, FAMILY, PLACE, WEATHER, ATTITUDE, or FEELINGS.

#### PROCESS

The purpose of the Factor Guess is to be aware some leisure related factors.

Clients make a circle, and listen to the facilitator.

a. Explain the game.  
*"Here are four blank spaces. This is a word, which is a factor of individual leisure pursuit. You will shake a die, and call a letter. If you get a included letter, you get points as the die indicated. This is similar to Wheel of Fortune. For example, there is one T, one I, one M and one E, the answer is TIME." "O.K., let's start now."*

b. Four individual factors and four social factors are played.

c. Discussion  
*"How each of these factors affect your leisure life?"  
 "Why is it important to aware of these factors?"*

### Content and Process Description

TPO:2  
EO:2.1

#### CONTENT

Barriers Activity  
See Appendix C.

- \* Think possible barriers.
- \* Find solutions or alternatives.
- \* Content area examples include:  
TRANSPORTATION, TIME,  
MONEY, DISABILITIES, AGE,  
FRIEND, SKILLS,  
KNOWLEDGE, or WEATHER.

#### PROCESS

The purpose of Barriers Activity is to be aware some possible barriers to participate recreational activities, and find some solutions.

The clients make a circle for discussion, and listen to the facilitator.

a. The facilitator distributes the barriers form and a pencil to each client.

b. Explain the activity.  
*"Today's activity is called Barriers. You will write down your barriers to participate in any recreation activities on the form. Barriers may include transportation, friends, time, and so forth."*

c. Clients write down their barriers. The facilitator will help and encourage clients.

d. Each clients will share the possible barriers.

e. Clients will discuss and analyze these barriers, and find ways to break these barriers, or find alternatives.

### Content and Process Description

TPO:2  
EO:2.2

#### CONTENT

Leisure Resource (Stumbo & Thompson, 1986)  
See Appendix C.

\* The content area examples include: people, telephone book, library, school, church, clubs, doctor, city organizations, community groups, or activity personnel.

#### PROCESS

The purpose of the Leisure Resource activity is to understand leisure resource to spend time with a variety of recreational opportunities. Client make a circle, and listen to the facilitator.

a. The facilitator will distribute forms and pencils.

b. Explain leisure resources. *"This activity is called Leisure Resource Checking. Leisure Resources are people or organizations that you can use to assist you in your leisure. Leisure resource may include people, organizations, library, professional people, or community groups. You will fill out your resources for enjoyment areas, support areas, and expenditures. You can ask us, friends, or check the telephone book to find resources."*

c. The clients will share their leisure involvement and the resources.

*"Who would like to share your resources?" "Does anyone have the same resources, or different one?"*

### Content and Process Description

TPO:2  
EO:2.3

#### CONTENT

#### Activity Informer

\* Activity Informer is distributed by activity personnel weekly.

\* Activity Informer includes:

DAY

TIME

PLACE

EVENT NAME

EVENT DESCRIPTION

LEADER

#### PROCESS

The purpose of Activity Informer activity is to utilize the Weekly Activity Informer effectively.

The clients make a circle, and listen to the facilitator.

a. The facilitator explains the Activity Informer.

*"This is called Activity Informer. We bring this to your room once a week, usually on Friday. I hope you check this information at least once a day. This includes some information of activities within our facility. For example, on Monday, 8:00 in the morning, it says EXERCISE with Susan at the Hall. This means if you go there Monday 8:00, Susan will be there, and you can exercise with Susan and your friends." Another example, on Tuesday, 10:30 in the morning: it says Dance class with Ms. Kawada at the Hall. You can take dance lesson if you go there on Tuesday 10:30."*

b. Clients will share their interests.

*"In which activity do you want to participate?" "Do you think this is good information?"*

### Content and Process Description

TPO:2  
EO:2.4

#### CONTENT

Planning activity  
See Appendix C.

\* Planning activity includes Monthly, Weekly, and Daily Planning.

\* Forms include date, day, time, and blank space.

\* Clients can use newspapers, Activity Informers and Resident Newsletter.

#### PROCESS

The purpose of the Planning activity is to learn personal planning skills.

Clients make a circle, and listen to the facilitator.

a. The facilitator distributes planning forms and pencils, and explains the activity.  
*"We will plan your personal schedule for tomorrow, next week, and next month. First of all, let's look at the Daily Planning Sheet. You see Date, Day, Time and blank spaces. What are you going to do tomorrow? If you know, write it down, if you don't, you can use Activity Informer, or ask somebody." "If you finish the Daily Planning, you may start the Weekly Planning Sheet and the Monthly Planning Sheet.*

b. The clients will plan their own schedules.

c. The clients will share their plans.  
*"Who would like to share your schedule for tomorrow? What are you going to do at 1:00 after noon?" "What is happening next week or next month?" "If you forgot to write down something, just write it down." "Do you think it is a good idea to plan your schedule?"*

### Content and Process Description

TPO:3  
EO:3.1

#### CONTENT

Friendly Sentence  
(Stumbo & Thompson, 1986)

\* The friendly sentence includes:

"THE WORLD WOULD BE  
BETTER PLACE IF..."

\* Examples include:

"...IF PEOPLE CARE FOR  
EACH OTHER."

"...IF PEOPLE STOP  
SHOOTING GUNS."

"...IF WE CAN SHARE  
OUR IDEAS IN OUR  
FACILITY."

#### PROCESS

The purpose of Friendly Sentence activity is to be aware the importance of others through social interaction.

Clients make a circle, and listen to the facilitator.

a. The facilitator will distribute papers, and explain the activity.

*"The sentence of the work sheet says THE WORLD WOULD BE BETTER PLACE IF..."* "What does this mean? Can anyone guess? You can finish this sentence with whatever you think. For example, THE WORLD WOULD BE BETTER PLACE IF PEOPLE CARE FOR EACH OTHER." "Do you agree?" "Now you can make as many sentences as possible." "Make the sentence very friendly."

b. The clients will work on their own, and the facilitator will assist.

c. The clients will share their friendly sentences. "Who would like to share your sentence?" "Does anyone realize how important other people are in your life?" "What do you think about making these sentences?" "Let's discuss a little about the importance of other people in our life."

### Content and Process Description

TPO:3

EO:3.2

#### CONTENT

I See You As... activity.  
(Stumbo & Thompson, 1986)

- \* Make affirmation sentences to others.
- \* The sentence starts:  
I See You As...
- \* Examples include:
  - ...Flowers
  - ...Music
  - ...Trees
  - ...Places
- \* The examples of reasons include:
  - Because you are very gentle.
  - Because you are sensitive.
  - Because you provide supervision.

#### PROCESS

The purpose of I See You As.. activity is to facilitate social inter action among participants through verbal communication.

Clients make a circle, and listen to the facilitator.

a. The facilitator will distribute work sheets, and will explain the activity. *"Each person, in turn, look at the person, and write down how you see them start with I SEE YOU AS .... For example, I will write I see you as a lake, Mr. Johnson, because you are calm." "You may see the person as flowers, music, trees and places, and after the sentence, you will explain why you see the person as these particular things."*

b. Clients will share their sentences.  
*"Let's share your sentences."  
"Did anyone know your special image from others related with these topic areas?"  
"How did you feel about these images?" "Do these images match your leisure lifestyle?"*

### Content and Process Description

TPO:3  
EO:3.3

#### CONTENT

Life Time Leisure  
(Stumbo & Thompson, 1986)

\* Life Time Leisure is a board game which provide a lot of interactions.

\* The object is to reach the goal through explaining the questions about leisure.

\* The examples of questions include:  
Explain what leisure means to you?

Explain what is the difference between leisure in adults life and leisure in children life.

#### PROCESS

The purpose of Life Time Leisure is to increase the level of awareness of self in leisure.

Clients make a circle, and listen to the facilitator.

a. The facilitator explains the game.

*"The object of this game is to reach the goal as fast as possible. In order to get there, you have to explain questions. You pick a question card, and explain it. If you can explain the question, you will shake a die, and move your marker forward as the number the die indicated. If you could not explain, you may ask someone in the group, or you could not move forward.*

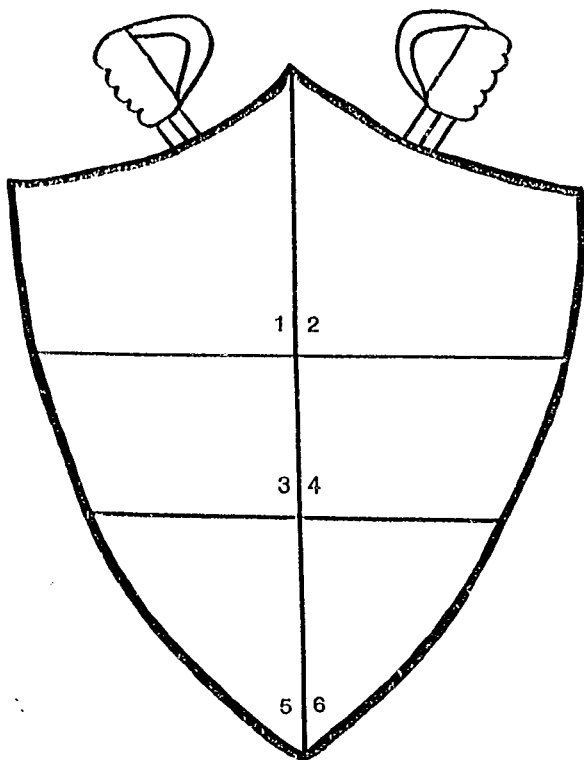
b. The clients will play the game, and the facilitator will support and encourage participants to discuss their answers and ask questions of other individuals.

c. The clients will discuss their accomplishments through the leisure education sessions.

*"Our sessions are done today, does anyone have any comments?" "Did you have fun?" "What was the favorite activity?" "What was the least favorite activity?"*

APPENDIX C  
LEISURE EDUCATION WORK-SHEETS

## Leisure Coat Of Arms

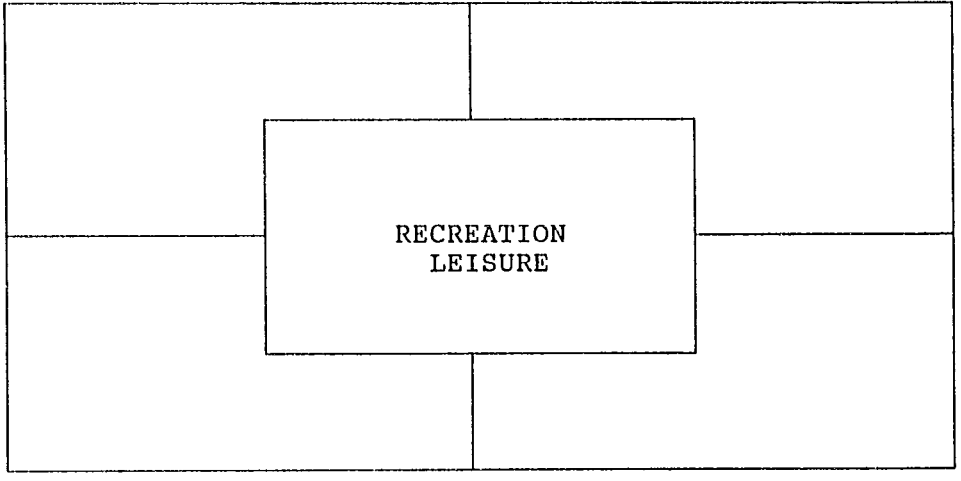


# Picture Bingo

ROLLERSKATING	BASEBALL	GARDENING - PLANT CARE	TRAVEL	PARTIES
SWIMMING	COOKING	FISHING	BOATING - SAILING	GOLFING
SEWING	EXERCISE	LEISURE SPACE	PET CARE	THEATRE - MOVIES
HIKING - CAMPING	READING	FOOTBALL	MUSIC	DANCING
SHOPPING	DINING OUT	DREAMING	HOBBIES	PAINTING - ART

### Barriers Activity

YOU 



## My Leisure Resources Inventory

NAME \_\_\_\_\_ DATE \_\_\_\_\_ AGE \_\_\_\_\_

### A. RESOURCES FOR MY SELF-DEVELOPMENT

1. Arts, crafts, hobbies or sports that I would like to learn or learn better:

a.	d.
b.	e.
c.	f.

2. Schools, libraries and other places where I can take classes or learn more about things that interest me:

a.	d.
b.	e.
c.	f.

3. Things about myself that I would like to change or improve:

a.	d.
b.	e.
c.	f.

4. Achievements or goals that I would like to attain:

a.	d.
b.	e.
c.	f.

### B. RESOURCES FOR MY SELF-ENJOYMENT

1. Persons I enjoy being with and would like to be with more often:

a.	d.
b.	e.
c.	f.

2. Places I like to go (or would like to go soon):

a.	d.
b.	e.
c.	f.

3. Activities, organizations and/or programs in which I like to participate:

a.	d.
b.	e.
c.	f.

4. Books I want to read (or reread), movies and plays I want to see (or see again), television programs I like to watch, and other cultural opportunities I enjoy:

a.	f.
b.	g.
c.	h.
d.	i.
e.	j.

C. RESOURCES FOR MY SELF-SUPPORT

1. Friends or relatives I can call or visit when I am lonely or bored:

a.	d.
b.	e.
c.	f.

2. Church or community groups that will offer me fellowship and support in times of need:

a.	d.
b.	e.
c.	f.

3. Professional services which are available to me (e.g. doctor, lawyer, clergy, social worker, banker, travel agent, etc.):

a.	d.
b.	e.
c.	f.

4. Things I can do when I feel depressed:

a.	d.
b.	e.
c.	f.

D. RESOURCES FOR MY SELF-EXPENDITURE

1. Persons for whom I like to do something very special:

a.	f.
b.	g.
c.	h.
d.	i.
e.	j.

2. Agencies, institutions and/or organizations in my community which can use my help:

a.	d.
b.	e.
c.	f.

3. Things I enjoy doing for other people:

- |    |    |
|----|----|
| a. | d. |
| b. | e. |
| c. | f. |

4. Special talents or skills that I am ready to offer anyone in need:

- |    |    |
|----|----|
| a. | f. |
| b. | g. |
| c. | h. |
| d. | i. |
| e. | j. |

# June, 1992

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

# June, 1992

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**Sunday**

21

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**Monday**

22

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**Tuesday**

23

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**Wednesday**

24

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**Thursday**

25

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**Friday**

26

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**Saturday**

27

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June 25, 1992

8 AM	
9 AM	
10 AM	
11 AM	
12 PM	
1 PM	
2 PM	
3 PM	
4 PM	
5 PM	
6 PM	

APPENDIX D  
LEISURE SATISFACTION SCALE

Please read each of the following statements, and put a check (X) in the spaces under the numbers. The numbers indicate following:

- 1: If the statement is ALMOST NEVER TRUE for you.  
 2: If the statement is SELDOM TRUE for you.  
 3: If the statement is SOMETIMES TRUE for you.  
 4: If the statement is OFTEN TRUE for you.  
 5: If the statement is ALMOST ALWAYS TRUE for you.

	Statement	1	2	3	4	5
1	My leisure activities are very interesting to me.					
2	My leisure activities give me a self confidence.					
3	My leisure activities give me a sense of accomplishment.					
4	I use many different skills and abilities in my leisure activities.					
5	My leisure activities increase my knowledge about things around me.					
6	My leisure activities provide opportunities to try new things.					
7	My leisure activities help me to learn myself.					
8	My leisure activities help me to learn about other people.					
9	I have social interaction with others through leisure activities.					
10	My leisure activities have helped me to develop close relationships with others.					
11	The people I meet in my leisure activities are friendly.					
12	I associate with people in my free time who enjoy doing leisure activities a great deal.					

	Statement	1	2	3	4	5
13	My leisure activities help me to relax.					
14	My leisure activities help relieve stress.					
15	My leisure activities contribute to my emotional well being.					
16	I engage in leisure activities simply because I like doing them.					
17	My leisure activities are physically challenging.					
18	I do leisure activities which develop my physical fitness.					
19	I do leisure activities which restore me physically.					
20	My leisure activities help me to stay healthy.					
21	The areas or places where I engage in my leisure activities are fresh and clean.					
22	The areas or places where I engage in my leisure activities are interesting.					
23	The areas or places where I engage in my leisure activities are beautiful.					
24	The areas or places where I engage in my leisure activities are well designed.					

**APPENDIX E**  
**LIFE SATISFACTION INDEX-Z**

Please read each of the following statements, and if you agree with it, put a check mark (X) in the space under "AGREE". If you do not agree with a statement, put a check mark (X) in the space under "DISAGREE". If you are not sure or one way or the other, put a check mark (X) in the space under "?". Please be sure to answer every question on the lists.

NO.	Statements	AGREE	DISAGREE	?
01	As I grow older, things seems better than I thought they would be.			
02	I have gotten more of the breaks in life than most of the people I know.			
03	This is the dreariest time of my life.			
04	I am just as happy as when I was younger.			
05	These are best years of my life.			
06	Most of the things I do are boring or monotonous.			
07	The things I do are as interesting to me as they ever were.			
08	As I look back my life, I am fairly well satisfied.			
09	I have made plans for things I'll be doing a month or a year from now.			
10	When I think back over my life, I didn't get most of important things I wanted.			
11	Compare to other people, I get down in the dumps too often.			
12	I've gotten pretty much what I expected out of life			
13	In spite of what people say, the lot of the average man is getting worse, not better.			

**APPENDIX F**  
**RESEARCH TEST SCORES**

Table 11. Scores of the control group

Pretest of LSS	Posttest of LSS	Pretest of LSI-Z	Posttest of LSI-Z
111	103	22	18
106	105	21	28
102	95	21	16
100	92	18	19
99	103	17	18
96	90	17	15
94	69	16	14
92	81	15	14
90	106	14	21
88	94	14	12
84	60	14	12
81	82	13	14
71	84	12	**
56	54	11	11
54	**	9	14

\*\* = Missing data

Table 12. Scores of the experimental group

Pretest of LSS	Posttest of LSS	Pretest of LSI-Z	Posttest of LSI-Z
107	102	22	21
97	110	20	20
97	112	20	19
96	120	20	**
96	107	20	**
95	115	18	15
94	**	18	**
90	104	14	25
89	116	13	19
86	107	12	24
86	**	12	23
85	113	11	24
75	107	10	23
72	**	8	21
51	96	7	23

\*\* = Missing data