THE RELATIONSHIP BETWEEN LEISURE ACTIVITIES AND CAREER DEVELOPMENT AMONG A SELECT GROUP OF COLLEGE SENIORS

by

Antionette Kellam Lampkin

Dissertation submitted to the Faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION

in

Student Personnel Services/Counselor Education

APPROVED:

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May, 1991

Blacksburg, Virginia
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(ABSTRACT)

According to the literature, the typical college or university has ongoing programs which are usually focused on the concept of work as the total of a person's career with little attention being given to the equally salient dimension of leisure. The educational or developmental consequences of participating in leisure activities on the campus had not been examined nor had seemingly the logical relationship between work and leisure been analyzed for its developmental potentiality (Bloland, 1984). Therefore, the purpose of this study was to examine the relationship between leisure and career development in a select group of college seniors.

The methodology used in this study was a descriptive survey approach. A pilot study was conducted in the fall semester of 1989. During the summer and fall semesters of 1990, the full study was undertaken by gathering information through three instruments completed by 100 selected college seniors (50 each from the Schools of Business and Education)
from a public, predominantly black, four-year degree-granting institution of higher education in Virginia. The Leisure Activities Blank (McKechnie, 1975), the Career Development Inventory (Thompson, Lindeman, Super, Jordaan, and Myers, 1981), and a structured interview format developed by the researcher were the instruments used in this study.

The results of this study presented the following implications: (1) Students' participation in leisure activities assisted them in maintaining a balance between the mental, physical, and social aspects of life; (2) Vocational development, interpersonal communication, and decision making were enhanced through students' participation in leisure activities; (3) Significant others encouraged the respondents to participate in leisure activities for positive reasons; (4) Through participation in leisure activities, the subjects gained better insights on how to plan for potential careers in the future; (5) The data collected from the interviewees confirmed that there was a relationship between past participation in leisure activities and career development among college/university students; and (6) More significant information concerning this study was gathered from the structured interview format than from the utilization of the conventional instruments which suggested that future research could be conducted using the structured interview format.
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ACKNOWLEDGEMENTS

The author wishes to acknowledge and thank those wonderful persons who were extremely helpful in the preparation of this study:

- Dr. Carl McDaniels, dedicated advisor and committee chairman, provided superb professional guidance and support; he believed in the author!!

- Dr. Marilyn Lichtman, a committee member, assisted the author with the research aspects of this study and gave her words of inspiration.

- Drs. Lou Talbutt, Martin Gerstein, and Landrum Cross, other committee members, provided the author with academic support and encouragement.

- Dr. Gale Watts, friend and colleague, exhibited unending confidence in the author throughout her doctoral program of studies.

- Dr. James Nolan, friend and colleague, dedicated special time to assist the author with computer/statistical procedures.

- University leadership, key administrators, faculty and staff members, and students worked cooperatively with the author in obtaining the necessary data for this research project.

- Retired Colonel George W. Lampkin, Sr., husband, and Miss Jassie M. Doughtie, daughter, gave the author unselfish and special support, encouragement, and
assistance in which the author expresses precious love and great appreciation. Mrs. Alice D. Heckstall, mother, gave the author words of inspiration. The author's two sisters, brother, other family members, church family, and personal friends provided additional encouragement, for this, she is most grateful.

- Ms. Kay Evans, typist, typed the author's most valuable manuscript with foremost professionalism.
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CHAPTER 1
INTRODUCTION

The field described as college student personnel work has undergone a dramatic change. The American Council on Education's (1937, 1949) The Student Personnel Point of View stated that higher education institutions have an "obligation to consider the student as a whole." The American College Personnel Association (ACPA) refined and transformed that concept over the years into a new model of holistic and theory-based developmental higher education. A series of publications (American College Personnel Association, 1975; Brown, 1972; Council of Student Personnel Associations in Higher Education, 1975; Miller & Prince, 1976; Creamer, 1990) described student development as the utilization of developmental theory in the design and implementation of campus programs of planned out-of-class educational interventions with the intent of bringing about developmental change and growth in college students. Predicated on the proposition that "human development is a continuous and cumulative process of physical, psychological, and social growth which can be divided into an orderly series of life stages" (Miller & Prince, 1976, p. 5), the student development movement currently provides the most influential rationale for the educational contribution of the student affairs practitioner.

The student development concept goes on to state that
at each life stage, including those of the traditional college aged population, certain developmental tasks appropriate to that period must be mastered in order for development to proceed normally and on schedule. One such developmental task, typical of late adolescence and early adulthood, has been defined by Chickering and Havighurst (1981) as "choosing and preparing for a career", perhaps "the most challenging developmental task of all" for this stage of the life cycle. The largest proportion of the undergraduate student body of most colleges and universities is in this age category (16-23) and is faced with mastering this critical developmental task.

Colleges have recognized this critical student need, first with the establishment of placement services, and then with career planning and placement services found on most contemporary American campuses. Edwards and Bloland (1980) report that the incorporation of leisure counseling and consultation into the programs of campus career planning services may well be an essential next step in the improvement of these services. Rimmer and Kahnweiler (1981), in a study found that undergraduate college students tended to view education, the future, work, leisure, and the self as interrelated. This finding lends support to the notion of integrating leisure awareness and exploration into career planning.

Weiner's and Hunt's (1983) study raised some
interesting implications for the university community: (1) One major implication involves the role of career planning, placement, and counseling centers in helping students find satisfaction in their chosen careers; and (2) If the leisure orientation of students is as strong as work orientation, then perhaps the focus of career counseling should be broadened beyond vocational counseling that assist students in developing the leisure aspects of their lifestyle.

The following articles written by career counselors point to the importance of leisure in career planning (Figler, 1972; Loughary, 1976; Overs, 1977; Winters & Hansen, 1976; Bloland & Edwards, 1986). Perhaps the clearest call for leisure considerations in vocational counseling appears in Wrenn's (1964) chapter in *Man in World of Work*. Other articles and papers (Bloland 1987, 1984; Edwards, 1984) have been written with a focus on the importance of leisure as a campus developmental resource.

**Need for the Study**

Colleges and universities, if we are to believe the many higher education reform reports, are unsure of their outcomes, lack a clear mission, and are confused about who should govern them. They are also being called upon to serve an increasingly diverse population that bears little resemblance to the white, middle class 18-to-24 years-old traditional students of the past. For their part, students are narrowly focused in career goals, are passive learners
in the classroom, are preoccupied with material values, and lack interest in contributing to society (Johnson, 1989).

Reasons abound for taking a fresh look at the role student affairs play on today's college campuses. The reform reports call for solutions that Cross (1985) has said seem written for the kind of leadership student affairs can provide. College presidents have been asking for a more assertive partnership, and students are bringing challenges to the campus that expertise in the areas of career planning, counseling, student development, to name a few, can effectively address (Johnson, 1989).

The reform reports, beginning with the National Institute of Education's Study Group on the Conditions of Excellence in American Higher Education (1984) have themes that should sound familiar to the student affairs practitioner - active involvement in learning and the development of organizational strategies to "maximize student learning and development." The Study Group report has as a central theme the integration and active participation of student affairs in partnership with the academy, and calls for a new and expanded role for the profession.

The reports also decry the passive nature of the classroom and encourage personal growth outside the classroom. This should also sound familiar to student affairs personnel - the 1937 Student Personnel Point of View (American Council
on Education, 1937) stressed the role of developing responsible citizens, and *A Perspective on Student Affairs* (1987), issued on the 50th anniversary of that Point of View, states that "effective citizenship should be taught by Student Affairs."

Finally, Boyer (1987), in his Carnegie Foundation report, has much to say that relates directly to student affairs. He urges the academic and nonacademic functions to become more closely related in order to accomplish the essential mission of colleges and universities as it pertains to the development of the whole student.

Cross (1985) has urged student affairs professionals to provide leadership in implementing the recommendations of some of these reports, noting that "the time is propitious." Yet it is not evident that the profession has responded to the challenge.

According to Bloland (1987), the literature directly relating leisure and student development is nonexistent, and that relating leisure to college students is meager at best.

While leisure education may not have found its way into the programs of very many collegiate career planning centers or into the larger overall student development effort, the idea of campus leisure education has received some attention in the literature. For example, Ripley and O'Brien (1976) described their approach to comprehensive life planning, which involves leisure education, at the University of Oregon. Similarly, Wyant (1976) reported on a one-day
"Leisure Faire", also at Oregon, which presented a variety of leisure options to the student body via carnival format. Campus leisure and recreation was the subject of the entire issue of "Leisure Today" which appeared in the *Journal of Physical Education and Recreation* (Mendell, 1980). In the same issue, Mobley (1980) argued for a concept of campus leisure management which would be holistic, i.e., one in which all leisure activities would be coordinated. Miller (1974) argued that the leisure life-style adopted by college students reflects their developing attitude and value systems vis-a-vis the world around them and that this, in turn, will shape the leisure style of society 10 or 20 years later.

McEwen and Malley (1977) described a leisure planning service at Southern Illinois University. Weiner, Payne, and Remer (1980) analyzed 382 college catalogs and found that although a majority of responding institutions (80%) offered some identifiable life/work planning, only 16% provided leisure planning or leisure counseling. Meyerson (1974) observed that young adults are in a life stage that is critical for leisure development. Baiardo (1974) outlined a program of classes in leisure at a San Jose State College residence hall. The program in leisure counseling at the University of Missouri-Columbia has been described by Epperson and Jenison (1977). And, finally, Weiner and Hunt (1983), in a study of the leisure and work orientations of
516 university students, found that although positively oriented toward both leisure and work, these students indicated a stronger orientation toward leisure.

While the typical college or university has devoted considerable attention and financial resources to career development centers, career planning and placement centers, and student centers and gymnasiums (cocurricular activities participation, i.e., campus ministry, recreational activities, performing arts, varsity sports, and student organizations), their ongoing programs are usually centered about a concept of work as the sum of a person's career with little notice being given to the equally salient dimension of leisure. The educational or developmental consequences of participating in leisure activities on the campus have not been examined nor has the seemingly logical relationship between work and leisure been analyzed for its developmental potentiality (Bloland, 1984).

Although leisure is assuming growing significance in American life, the scholarly attention to leisure clearly does not match that which is devoted to work. Major efforts to study work are being conducted by groups such as Work in American Institute, the Upjohn Institute for Employment Research, and the Institute for Work and Learning. By contrast, few centers exist for the study of leisure, its forms, its significance, and impact. The most notable exception is the Leisure Behavior Research Laboratory at the
University of Illinois. The paucity of influential research and writing about leisure, especially its relationship to work, is only one of the areas in which the dilemma is evident (McDaniels, 1984).

The researchers (Super 1980, 1984; Bloland 1984, 1987; McDaniels 1984, 1989) have maintained emphasis on leisure as an important component of life-career development, meaning that leisure plays a vital role in the career development process. A study (Schuh & Laverty, 1983) indicates that students who are involved in leadership experience were more likely than nonleaders to have positive perceptions of their abilities to make future career choices and to have a successful family life. Astin (1985) concludes that high intensity involvement in the campus community leads to increased persistence among students. Collison (1990) mentioned that George D. Kuh, professor of higher education at Indiana University and the seven other authors of the report, titled, "Involving Colleges: Encouraging Student Learning and Personal Development Through Out-of-Class Experiences" made the following comments: "Getting students involved is important," and "Students who are actively involved in academic and out-of-class activities are better integrated into the academic and social life of the institution." In general, it appears that the level of activity and "involvement" for American undergraduates is concentrated on classwork and studying. Relatively few
students have rich intense college experiences. As Astin (1985) has argued, the lack of involvement may have serious negative effects.

Based on the previous information mentioned, work experience with college students, and the fact that the literature does not reveal that an empirical study is addressing the issue regarding the influence of leisure and work in the emergence of one's career, this study will be conducted to examine this relationship to see if it is working.

In summary, a paucity of literature has been found in the area of leisure as it relates to career development. Therefore, this study is intended to provide information regarding the leisure/career development relationship. Also, the study could contribute significantly to the counseling profession information that will be beneficial in assisting clients in making rational career-decisions, assist in documenting what some career theorists have hypothesized about leisure and career development, provide the stimulus for more educational institutions, especially those in higher education to develop and implement leisure activities programs, and motivate and encourage other counseling professionals to do further research in the area of leisure.

Statement of Problem

Despite the obvious parallel which can be drawn between
the uses of leisure to benefit the individual, and the use of nonacademic activities and environment to promote individual growth and development, the two perspectives have evolved independently on college campuses. Research into the role, function, and outcomes of leisure have shown that leisure theorists and student development theorists desire similar goals for their students, i.e., socialization, relaxation, and need gratification. Intuitively, educators are aware of the interactive role of leisure in the campus environment of students; however, few studies have empirically related leisure to student development. Student development theory has emphasized a holistic approach to intervention, yet leisure activities, as they related to student development have been subsumed under the rubric of extra-curriculum. A holistic approach to leisure on the college campus would integrate the emerging technology of student development with sophisticated student programming. Leisure must be viewed more broadly to encompass both formal and informal activities and aspects of a student's college experience (Bloland, 1984). This study will examine the relationship between leisure activities and career development in a select group of college students.

The purpose of this study is to examine the relationship between leisure and career development among a select group of college seniors. The following research questions will be considered in this study:
1.) Are there significant differences in group means that exist with past participation in leisure activities among 100 college seniors (50 college seniors in the School of Business and 50 college seniors in the School of Education) measured by the Leisure Activities Blank/LAB (McKechnie, 1975)?

2.) Are there significant differences in group means that exist in the career development of 100 college seniors (50 college seniors in the School of Business and 50 college seniors in the School of Education) measured by the Career Development Inventory/CDI (Thompson, Lindeman, Super, Jordaan, and Myers, 1981)?

3.) Are there relationships between past participation in leisure activities and the leisure activities scales for each group separately and for the total group measured by the LAB?

4.) Are there relationships between career development and the career development scales for each group separately and for the total group measured by the CDI?

5.) Are there relationships between past participation in leisure activities and career development for each group separately and for the total group measured by the LAB and CDI?

6.) Are there relationships between past participation in leisure activities and demographics for each group separately and for the total group measured by the LAB and
personal data identified by information provided from the LAB, the CDI and the university's student enrollment print-out (a computerized print-out which gave personal data information on the subjects of this study who were enrolled in designated schools/ departments/majors for a specific academic year)?

7.) Are there relationships between career development and demographics for each group separately and for the total group measured by the CDI and personal data identified by information provided by the CDI, the LAB, and the university's student enrollment print-out (a computerized print-out which gave personal data information on the subjects of this study who were enrolled in designated schools/ departments/majors for a specific academic year)?

8.) Do structured interviews with selected college seniors (10 college seniors from the School of Business and 10 college seniors from the School of Education) indicate distinct differences in attitudes, preferences, influences, opinions, and interests regarding relationships between leisure and career development in their lives?

Assumptions

Assumptions underlying this study are as follows:

1.) This study assumes that the LAB and the CDI are appropriate assessment instruments to use for research purposes.

2.) This study assumes that the subjects will
conscientiously complete the assessment instruments and will provide honest responses to structured interview questions.

3.) This study assumes that the researcher administering the assessment instruments will follow all instructions as meticulously as possible.

Limitations

1.) The target population for this study will be college seniors attending a public, predominantly black four-year degree-granting institution of higher education located in Virginia.

2.) The study will consider college students who are seniors 20 years of age or over.

3.) Black, white, and foreign students will represent the population for this study.

4.) Information on career development and past participation in leisure activities will be gathered using only three assessment instruments, the LAB, the CDI, and a structured interview format.

Overview of Methodology

The purpose of this study is to examine the relationship between leisure and career development among a select group of college students. A descriptive survey method will be used. One hundred college seniors will be selected from senior level Business and Education intact classes.

Three instruments will be used to gather data for this
study: the LAB, the CDI, and a structured interview format. The LAB and the CDI will be administered to the subjects in one session which will require a time period of about 1-1/2 hours. The participants will record responses to these assessment instruments by using designated pencils and answer forms. Structured interviews will be scheduled for 20 college seniors who were selected to participate in this study. The interviewees will respond verbally to questions from the structured interview format during face-to-face interviews. Approximate time required for each interview will be thirty minutes.

A computerized print-out will be generated by one of the Associate Vice Presidents for Academic Affairs. This print-out will include additional personal data information about the respondents that will be helpful in presenting other valuable information in this study.

After data have been collected from the three instruments, the following will occur: answer sheets from the CDI will be sent to the Consulting Psychologists Press, Inc. for scoring purposes; the LAB answer sheets will be scored using the Consulting Psychologists Press, Inc. scoring stencils; and the responses from the survey format questions will be tallied.

Inferential and descriptive statistics will be used to analyze the data. Data will be reported using F-ratios, correlation coefficients, frequencies, and
percentages. Responses to these items will be analyzed using the SPSS/PC+ (1988) computer analysis system.

Tables will be constructed to display the data collected and will be presented in Chapter 4 with comments and discussion.

Definition of Terms

Work is conscious effort aimed at producing benefits for oneself and/or others. . . . It is centered around the basic human need for accomplishment and the broader societal survival need for productivity. . . . It is a concept, while obviously encompassing economic man, goes beyond this to the broader aspects of productivity in one's total life-style. Work values are a part of human values. To isolate one's work from other interests, values, decisions, and activities is to dichotomize a person's life (Sears, 1982).

Leisure consist of relatively self-determined activities and experiences which are available due to having discretionary income, time, and social behavior. May be physical activities, intellectual activities, volunteer activities, creative activities, or a combination of these (Sears, 1982).

Career means much more than one's job or occupation. It is a "life-style" concept which also involves a sequence of occupations or occupational-related activity in which one engages (Sears, 1982).

Career Counseling is really much the same as other
kinds of counseling except that it focuses on planning and making decisions about occupations and education. As in all counseling, the personal relationship is critical. It includes exploration of values and attitudes, but information and factual data about the counselor's resources, e.g., finances for training, are more significant than in personal counseling. Even so, it usually is not possible to help someone with a vocational problem without recognizing such other aspects of his life as needs, conflicts, and relationships with others (Sears, 1982).

Career Education is an educational program which attempts to provide all persons (K-Adult) with knowledge about the world of work and about themselves and the impact of situation factors, so they can make rational career decisions and seek occupational training programs to implement those decisions (Sears, 1982).

Decision Making combines the affective and cognitive domains so that there will be balance of objective and subjective rewards. For example, "I am studying because previous appraisals have indicated that I have talent, and I feel a deep satisfaction because I can create something unique and personal." It is difficult to imagine a decision-making process without some mix of both elements, although one or the other may carry more weight (Sears, 1982).
Organization of the Study

This study is organized around five chapters. Chapter One includes an introduction, the need for the study, statement of the problem, research questions, assumptions, limitations, overview of methodology, and definition of terms. Chapter Two contains a review of literature pertinent to this study. Chapter Three represents the methodology which describes the design of the study, the sample, the instrumentation, the research questions, and the procedures used when analyzing the data. Chapter Four summarizes the results of the study based on the analysis of data. Chapter Five discusses conclusions and recommendations for further research and for the counseling profession.
CHAPTER 2

LITERATURE REVIEW

This literature review addresses three topics important to the examination of the relationship between leisure and career development among a selected group of college students. The discussion of these three topics will be identified from information in books and periodicals. First, career development and college students will be reviewed to focus on how and why college/university students develop their careers. Second, leisure and college students will be presented in terms of what students benefit from through their participation in leisure activities as well as the influences on their leisure experience. Finally, the literature will describe the interaction between leisure and career development with college students that will emphasize the vital role leisure plays in the career development process in the lives of these students.

CAREER DEVELOPMENT AND COLLEGE STUDENTS

Status of Career Programs on College and University Campuses

Goodson (1982) reported that one of the projects of the NVGA's 1979 Commission on Career Development of Young Adults was to survey a sample of U.S. college and university career guidance programs in order to assist open-major (undecided) students.

Surveys were sent to the directors of Career Education
at four colleges or universities in each state and the District of Columbia. The institutions of higher education chosen to receive the surveys had populations of 2,000 students or more and were listed in the Educational Directory Colleges and Universities 1975-76 (Podolsky & Smith, 1976). The purpose of sending the questionnaires to these institutions was to find out about their programs and to identify some possible exemplary career guidance programs. Of the 204 questionnaires sent out, 98 (48%) were returned and included in the study.

The career directors were asked to give an assessment of their career guidance programs based on the six basic career guidance elements (Herr & Cramer, 1979). These elements were: career counseling (Parkinson, Bradley, & Lawson, 1979), career workshops and seminars (Forney & Adams, 1977), career classes (Hanley & Howland, 1978), interest inventories (Pell & Furbay, 1975), other services such as career libraries (Issacson, 1977; Jacobson, 1975), and program evaluation (Downing, 1968). It was evident that institutions of higher education reported their career programs for all students and the assistance given to undecided students was included as part of their programs.

In rank order, the percent of 98 institutions having each of the career elements are as follows: career counseling (98%), interest inventories (90%), career workshops and seminars (87%), other services (including
career centers) (73%), career classes (65%), and program evaluation (31%).

The career service element that was omitted at most institutions was program evaluation. Continual evaluation of each career service is an important function of any institution's career program. The results of evaluations can provide a guiding influence in the development of career program elements and in purchasing those interest inventories and materials that are most effective in aiding student career development.

**Career Development Programs**

Wilkes, Davis, & Dever (1989), professionals from the Career Planning and Placement office and the Athletic Department at Virginia Commonwealth University wrote an interesting article, titled, "Fostering Career Development in Student-Athletes". The information from this article introduced a program that other institutions might consider using in helping student-athletes in the critical areas of career exploration and job-search skills.

Researchers point out several difficulties student-athletes face in career development issues (Lanning, 1982). Some of these issues include lack of identification of academic and career plans, unrealistic goal setting, and lack of self-confidence outside of athletics (Remer, Tongate, & Watson, 1978; Sowa & Gressard, 1983). These students often assume that they will become professional
athletes when, in fact, only a small percentage ever obtains that goal.

In response to these unique career needs of student-athletes, the Career Planning and Placement office and the Athletic Department at Virginia Commonwealth University worked together to design and implement a career-choice seminar for underclass student-athletes and a job-search seminar for graduating seniors. This cooperative effort pooled resources and drew upon expertise from both departments to create more in-depth programming designed specifically for this population.

The career-choice participants did not complete a written evaluation, but the leaders reported high level of involvement in the group exercises. Participants indicated greater clarity in knowing what they wanted out of a job and reported feeling more confident about career directions.

Written evaluation by the participants in the job-search seminar were extremely positive, with scores averaging from 4.5 to 5.0 on a 5.0 scale for each skill area covered. Participants indicated previous difficulty with certain areas and noted that they felt more confident after the sessions. Students also noted the benefit of the specific focus on marketing oneself as an athlete.

College career development counselors must be concerned about those students who elect not to become involved in traditional career development programs. Some students do
not utilize campus career services because they have developed career goals that are well-fitted to their abilities and interests and have obtained good counsel from family, friends, or academic discipline faculty, or have the abilities to proceed on their own. A large number of students opt out of the career development process, however, because they believe gaining an entry level job is relatively easy (or, conversely, nearly impossible), or because they believe that the process of career entry is more a matter of luck or family/college influence than personal skill and effort.

Another group of problematical students are those who have made unwise career decisions. In a survey of students on Mary Baldwin College's campus, each of the small number of students who expressed very negative attitudes toward the formal career development process had selected major tracks which were inappropriate for their stated career goals (Haire & Trice, 1990). Haire and Trice (1990) developed a program that could be accomplished in six, one hour weekly group sessions with 6-10 students in a group.

Haire and Trice (1990) concluded:
There are several benefits to using the resume building process with students. The process provides the students with practical feedback about their knowledge of careers. In addition, resume building seems to give participants a clearer picture of what is required to
enter the process in various occupations. Because the
career path is obscure, students seem better prepared
to accept or reject the requirements needed to attain
their career goals. The process also helps students
identify and correct areas of weaknesses in personal,
career, or academic preparation (p. 61).
Allyn (1989) has been teaching career development
workshops and seminars for returning adults for several
years. For the first time last year, however, she taught a
three-semester unit general education course, entitled
Career Development, that is required of California State
University (CSU) transfer students.

Approximately three-fourths of the students were 18-22
years old, and the remainder were 23-65 years old. At least
half of the students were employed while taking this course.

The Career Development course was structured,
especially as a process class; the students needed to
attend class and complete the exercises to gain the most
benefit. This course was scheduled for 3 hours once a week,
which provided ample opportunity for a variety of teaching
and learning strategies in one session. Allyn's (1989) goal
was to provide a spectrum of tactics that would reach all
learning styles and all age groups.

The initial plan for the course was to focus on the
learning styles associated with the brain's left and right
hemispheres and to apply Knowles's (1980) andragogical
principles of experiential learning, which are more applicable to an adult population of students.

McCarthy's (1987) 4MAT System, however, is much more comprehensive and incorporates the brain left and right modes as well as experiential learning. It "is an eight-step cycle of teaching that capitalizes on students' learning styles and brain dominance processing strengths" (McCarthy, 1985, p. 61).

In the Career Development course, the application is to have each student write a resume and cover letter, be the interviewee in a videotaped mock employment interview, and write a thank-you letter for the interview.

According to Allyn (1989):
The 4MAT System Model provides practitioners with a curriculum format based on four styles of learning that will permit students to excel as well as give them opportunity to grow. The application of the 4MAT system to the career guidance process provides career counseling practitioners with answers, based on learning theory, to "when" they should use which career counseling techniques and tools, and more importantly, answer to "why" they are using them at a particular point in the curriculum (pp. 286-287).

Computer-assisted guidance systems have enjoyed widespread use in schools and colleges throughout the 1980s (Garis & Niles, 1990). Johnston, Buescher, and Heppner
(1988) noted that "Computerized career information and guidance programs are flourishing, and most career centers now have at least one interaction system" (p. 39).

Two of the most popular computer-assistance career guidance (CACG) systems, DISCOVER for most Colleges and Adults marketed by ACT, and SIGI PLUS marketed by ETS, are interactive systems that have been developed to assist college students in clarifying educational and career plans. Generally, research has suggested that DISCOVER and SIGI are effective in facilitating student career development (Fukuyama, Probert, Neimeyer, Nevill, & Metzler, 1988; Garis & Bowlsbey, 1984; Kapes, Borman, & Frazier, 1986; Rayman, Bryson, & Bowlsbey, 1978; Sampson & Stripling, 1979). While initial research regarding the effectiveness of computer-assisted guidance systems has been promising, the need continues for additional research concerning the effectiveness of very popular systems such as DISCOVER and SIGI in specific settings, in use with other career interventions, and with various student populations.

While Sampson, Shahnasarian, and Reardon (1987) have suggested that integrating traditional interventions has several advantages (i.e., reducing the likelihood of viewing the computer as a magical answer to career decision-making, providing opportunities for prescreening and follow-up activities), it may not be feasible given student demand for career counseling assistance. It is not uncommon that there
are waiting lists for computers, career classes, and counselors. By avoiding redundancy in treatment approaches, the most effective interventions can be provided to most students.

The concept of a career resource network is not a new one. Alumni, in particular, have long been recognized as an excellent source of career information (Forney & Adams, 1976). Swarthmore College's first alumni director established a career counseling program for students in the early 1930s (Gillespie, 1981). Currently, many colleges and universities involve alumni in career development programs (Army, 1981; Biemiller, 1987; Galusha, 1981; Hess & Surridge, 1982; Sampson, 1980; Trollinger, 1981).

At Michigan State University (MSU), alumni are invited back to campus for three full days of programs during Career Awareness Week. In the early 1980s, the success of this program prompted members of the Student Alumni Association to create a card file of alumni willing to help students with their career-planning concerns throughout the year. With 40,000 students and 250,000 alumni, however, this paper-and-pencil system soon proved to be impractical (Backes & Forrest, 1989).

Backes and Forrest (1989) noted

The development of a totally computerized career resource network seemed the ideal solution, allowing for sophisticated cross-referencing and eliminating the
time-consuming supervision of a paper-and-pencil system. Computerization also allowed potential access from numerous locations across campus (pp. 76-77). This computerized career resource network was designed to assist in matching students, efficiently and cost-effectively, with professionals in their career fields of interest (Backes & Forrest, 1989).

Over the past few decades, there has been a rapid increase in the number of international students coming to study in the United States. The number has risen from approximately 50,000 in 1960 to over 300,000 in 1980 (Open Doors, 1982). In spite of this increase, a survey conducted by the Institute of International Education has found a lack of any coherent policy toward international students among many major universities (Goodwin & Nacht, 1983).

Some studies have begun to examine the academic and career needs of international students (e.g., Manese et al., 1985; Manese et al., 1988), most of these studies did not directly compare the needs of international students to those of U.S. students. Although studies of international students by themselves can be useful, comparisons to U.S. students provide data that are much more useful for planning differential programs for international students given their special needs.

According to Leong and Sediacek (1989), a study was conducted using a sample of 215 incoming international
students which was compared to a sample of 1000 United States students. The purpose of this study was to assess career and academic needs of these international students using a needs assessment survey developed by Weissberg, Berensten, Cote, Cravey, and Heath (1982) for college students, thus allowing for a comparison with the U.S. students studied by Weissberg et al. (1982).

Leong and Sedlacek (1989) reported from this study that an examination of the similarities and differences in the pattern of needs between international and U.S. reveals the special needs of the former group. While both groups indicated that their strongest vocational need was for work experience in their career fields, the career needs ranked second and third by the U.S. students were ranked eighth and seventh, respectively, by the international students (i.e., the need to explore job opportunities and the need to develop effective job seeking skills). The international students seem to be expressing needs for obtaining assistance with special career needs and interests. This is consistent with Lee et al. (1981) findings, which indicated that international students need to ensure that their academic and vocational training in the United States will be appropriate and relevant to the circumstances in their home country when they return.

**Career Development Influences**

Despite the advantages of career exploration that have
been detailed in theory and research (e.g., Blustein, 1989; Jordaan, 1963; Super, 1957), considerable individual variation exists in exploratory activity (Stumpf, Colarelli, & Hartman, 1983). Work on the role of intrinsic motivation in evoking exploratory activities has been done (e.g. Blustein, 1988; Deci & Ryan, 1985).

Career exploration generally is defined as those self appraisal external search activities that provide individuals with information to foster progress in the selection of, entry into, and adjustment to an occupation (Jordaan, 1963; Stumpf et al., 1983). In ascertaining why individuals engage in exploration, research has identified numerous environmental factors, such as external rewards (e.g., Krumholtz & Thoresen, 1964) and contextual anxiety (Blustein & Phillips, 1988). Yet a number of theoretical propositions have been advanced suggesting that individuals may be inclined to engage in career exploration without the influence of external presses or rewards (e.g., Deci & Ryan, 1985; Grotevant, 1987; Jordaan, 1963). Theory and research has extended and departed from the traditional focus on environmental factors by identifying an array of intrapersonal predictors of career exploration, such as intrinsic motivational orientation (Blustein, 1988), work role salience (Sugalski & Greenhaus, 1986), a thinking oriented decision-making style (Blustein & Phillips, 1988), and a coherent ego identity (Blustein, Devenis, & Kidney,
1989). Taken together, the studies focusing on internal factors as well as those that have examined external conditions have accounted for a relatively modest amount of variance, thereby suggesting that other factors also may be involved in the career exploration process.

Given the theoretical suggestions of career development literature (e.g., Jordan, 1963; Robbins & Tucker, 1986) and the more general literature on motivational processes (e.g., Bandura, 1986; Deci & Ryan, 1985), Blustein's (1989) study sought to test the general hypothesis that an overall sense of goal-directedness and self-efficacious beliefs about career decision-making would be positively associated with exploratory activity in late adolescence and early adulthood.

The results from Blustein's (1989) study provide further support for the proposition that the tendency to engage in exploratory activity is linked to internal motivational processes (cf., Blustein, 1988; Deci & Ryan, 1985; Jordan, 1963). Moreover, the amount of explained variance in this study is more substantive than many previous studies that have examined both internal and environmental factors (cf., Blustein, 1988; Sugalski & Greenhaus, 1986). Thus, the findings presented here, when considered with recent empirical research, suggest that given a defined set of characteristics, individuals will tend to initiate exploratory activity.
Although goal-directedness seems useful in fostering exploratory activity, career decision-making self-efficacy emerged as the most prominent predictor of exploratory activity in this investigation. In the realm of exploratory activity, the domain specific factor, as defined by self-efficacy beliefs, appears to play a more pivotal role in evoking career exploration than the more global factor, as defined by goal instability. These findings are consistent with Bandura's (1986) position that dimensions of the self that are linked directly with a specified class of behaviors are likely to be predictive of activity in that particular domain.

Blustein and Phillips (1990) examined variations in decision-making styles from the perspective offered by the identity formation literature. The results from the two studies provided some empirical support for the position that differences in decision-making styles may be tied to a developmental process of exploring and committing to one's ego identity in late adolescence. These findings suggested that persons who have achieved a stable identity tend to use rational and systematic decision-making strategies. Those whose identity status is foreclosed tend to rely on dependent strategies and do not endorse systematic and internal strategies. Persons in diffusion status tend to rely on intuitive and dependent styles or exhibit an absence of systematic and internal styles. The moratorium status
was not consistently associated with variations in decision-making styles. Consistent with the theoretical suggestions of scholars in vocational psychology (e.g., Harmon & Farmer, 1983; Kroll et al., 1970; Miller-Tiedeman, 1980) and adolescent development (e.g., Cella et al., 1987; C.K. Waterman & Waterman, 1974), the characteristic way in which persons resolve the identity versus identity diffusion psychosocial task seems to be related to decisional strategies in a relatively predictable and logical fashion.

Blustein's (1989) study sought to test the hypotheses that greater levels of environment and self-exploratory activity, and affirmative beliefs about the utility of exploration would be associated with higher levels of commitment to a vocational choice.

The findings in Blustein's (1989) study suggested the following: (a) Students who are relatively crystallized and committed to their career plans tend to be engaged in exploratory activity that is environmentally focused (such as exploring means of obtaining information about one's anticipated career options; and (b) individuals who are in the planning phases of decision-making seem to express affirmative beliefs about the utility of self-exploration (as assessed by internal search instrumentality variable).

In 1970, Osipow was among the first psychologists to underline the important role of cognitive variables in vocational behavior and to call for studying cognitive
aspects in career development. The research on cognitive factors in vocational psychology has flourished, paralleled to the development of the domain of cognitive psychology, but must be further investigated (Mitchell & Krumboltz, 1984; Osipow, 1983). Several attempts have been made at conceptualizing a cognitively oriented theory of career development, such as Krumboltz's (1979) social learning approach, Markham's (1983) cognitively influenced vocational development and choice model, or Knefelkamp and Splitza's (1976) cognitive model of college students' career development.

In line with these developments, a cognitive model concerning the nature of vocational interests was proposed by Barak (1981). This model analyzed the concept of interest as a psychological construct, and reviewed, categorized, drew inferences, and proposed specific postulates concerning the development via cognitive determination of interests. The model proposed that certain cognitive functions, or cognitive determinants, mediate between actual (tested) abilities, previous performance, and satisfaction derived from engaging in various experiences, and the subjective sense of interests. The mediating antecedent processes, i.e., perceived abilities, expected success, and anticipated satisfaction, have been identified as those which, in combination, and varying magnitude, determine and modify interests in various contents,
including activities, tasks, studies, or occupations.

Barak, Librowsky, & Shiloh (1989) reported the following findings as a result of two studies that were done to attempt to reconceptualize and elaborate Barak's (1981) model: Study 1 showed that, across individuals, interests were highly related to persons' perceived abilities, expected success, and anticipated satisfaction (consistent in various occupational fields), and Study 2 showed, within individuals, that perceived abilities - as the one cognitive determinant chosen to be examined - were highly correlated with a person's degree of interest with various activities.

Considering the career choices college students make, there are other influences that play vital roles in this decision-making process. Job values, sex-type socializations, and developmental/historical effects are among those many possible influences.

Despite the fact that approximately two-thirds of American women between the ages 18 and 54 are in the labor force (U.S. Department of Labor, 1984), occupational sex segregation continues (Block, Denker, & Tittle, 1981). Moreover, although college females, more than males, are interested in pursuing careers that are nontraditional for their sex, only a minority of students select careers dominated by the opposite sex (Fiorentine, 1988). One theoretical model that explains that differential achievement-related choices of females and males proposes
that career choice is mediated, in part, by the values that the occupations fulfill (Eccles, 1987). Therefore, we would expect that the types of values differentially emphasized by females and males would correspond to the self-segregated nature of the workplace, and might, in addition, reflect the greater willingness of females than males to consider a nontraditional field (Fiorentine, 1988).

In Bridges' (1989) article, the following was revealed: (a) The data indicated that females, in comparison to males, endorsed a larger variety of job values, which is consistent with the tendency for college women as a group, more than men, to pursue same-sex and opposite-sex dominated careers; (b) the strongest sex differences included the opportunity to help others, job scheduling, sex discrimination, and personal rewards; and (c) with the exception of personal rewards, which can be defined only in relation to the individual needs, these values were more likely to be served by female-dominated jobs, and therefore, not surprising, are valued by women more than men.

White, Kruczek, & Brown (1989) examined occupational stereotypes among college students. As expected, they found no differences between men and women's perceptions of occupations. These findings were similar to those reported by others (Albrecht et al., 1977; O'Keefe & Hyde, 1983; Yanico & Hardin, 1986). They suggested that occupation stereotypes, as with sex roles, are transmitted as a part of
the culture's general orientation and are not a result of sex-specific experiences.

Using 78 Japanese male and 81 female undergraduates as subjects, (Matsui, Ikeda, & Ohnishi, 1989) examined the contributions of four sex-typed socializations (i.e., same sex-role models in occupations, occupational sex-role stereotypes, perceptions of own masculinity-femininity, and math confidence) to sex differences in self-efficacy in 10 male-dominated and 10 female-dominated occupations. Males reported equivalent self-efficacy in two types of occupations, whereas females reported higher self-efficacy in female-dominated occupations but lower self-efficacy in male-dominated occupations, which replicated Betz and Hackett's (1981) findings. In addition, females reported occupations to the extent that they believed that they had fewer female role models in male-dominated occupations, that they perceived themselves feminine, and that they were low in math confidence.

Hackett, Esposito, & O'Halloran (1989) examined the relationships of perceived influence of female and male role models, gender role, and performance self-esteem to college women's career salience and career-related aspirations and choices. Findings from their study indicated the following: (1) Perceived role model influences, in isolation, were significantly related to career salience, level of educational aspirations, and nontraditionality of
occupational choices; (2) role models were also significantly, but not very strongly, predicative of college major choices; and performance self-esteem in addition to role model influences significantly predicted career salience, educational aspirations, and the nontraditionality of career choices, while gender-role variables were largely nonpredicative.

Harmon's (1989) study compared the effects of developmental and historical influences on career aspirations of college women. On the basis of this study, it was concluded that young women of the 1980s, influenced by general historical effects during their formative years were advanced in their career development over earlier generations because they understand they have to work most of their lives and are considering more nontraditional careers.

Adult women's pursuit, attainment, and experiences of careers in college and noncollege teaching and entrepreneurial business were examined (Jenkins, 1989). Fifty-nine percent of seniors planning noncollege teaching career changing fields, and 72% of businesswomen had planned other careers as seniors, supporting Harmon's (1981) opportunities dominance hypothesis. Women in different fields had similar family priorities in college, but 14 years later teachers were more involved with their (larger) families than businesswomen. Noncollege teachers made
earlier career decisions and were highest on interpersonal job values and perceptions and lowest in career persistence and progressions. Professors and businesswomen valued and reported instrumental, advancement, and achievement satisfactions. Businesswomen experienced more field changes and longer career indecision than teachers. College faculty reported both interpersonal and instrumental career choice rationales in 1967, and later resembled businesswomen in most career features and noncollege teachers in interpersonal power job satisfactions.

LEISURE AND COLLEGE STUDENTS

The Leisure Experience


Probably the most ambitious empirical study to date of the leisure experience was that conducted by Shaw (1985). Her basic conclusion was that four dimensions (freedom of choice, intrinsic motivation, enjoyment, and relaxation) were strongly associated with the leisure experience. She suggested that since her investigation focused on everyday leisure activities, studies of extraordinary or peak experiences might produce other characteristics or a
different order of priorities among these.

Gunter's (1987) study replicated an earlier study (Gunter, 1979). He analyzed 140 self-report essays on the leisure experience which revealed eight properties to be characteristic of such events: separation, choice, pleasure, spontaneity, timelessness, fantasy, adventure, and self-actualization.

The "college experience" has many aspects that go far beyond the traditional academic program on campus. The quality of the total educational experience must, of necessity, involve the quality of the campus leisure experience. A concern for campus leisure is a reflection of the greater society; leisure is assuming a major role in the lives of all Americans as shown by almost every social indication available today (Mobley, 1980).

Most college students are on campus these days for one main reason -- to upgrade their money-making skills. This statement has been verified by an annual survey of over 254,000 entering freshmen from 498 U.S. universities and colleges. The survey, a joint project of the University of California at Los Angeles and the American Council on Education, found that the students' desire to be very well-off financially reached an all-time high in the fall of 1983 (Roark, 1984).

clinical impression of this phenomenon over a six year period as a graduate student and instructor is that the students want a great deal of money so they can buy themselves and their families better leisure activities. They want such things as: cruises and foreign travel, sports cars and recreation vehicles, ski vacations, club memberships, season tickets, vacation homes, swimming pools, audio, video and computer equipment, boats and airplanes, musical instruments, adventure excursions, fine art, stylish clothes, and numerous other items all equated with leisure. Apparently, the students feel that the best things in life are no longer free, and they are willing to work for the money to buy leisure pleasures.

**Leisure Benefits**

There are benefits of leisure that may have particular implications for the following of student development (Bloland, 1987). For example, leisure activities can provide opportunities for (a) experiences of mastery or competency (Dowd, 1984; Iso-Ahola, 1980); (b) creativity and expression (Dowd, 1984; Loesch & Wheeler, 1982); (c) self-improvement and self-definition (Loesch & Wheeler, 1982); (d) self-fulfillment and personal meaning (Dowd, 1984; Loesch & Wheeler, 1982); (e) enhancement of character and personality (Iso-Ahola, 1980); (f) integrating of mind and body (wholeness) and testing of oneself in competition (Kelly, 1982); (g) development of interpersonal and social
skills (Iso-Ahola, 1980); and (h) development autonomy (Dowd, 1984; Loesch & Wheeler, 1982).

Even a cursory comparison of these leisure benefits and contributions with some of the current psychosocial developmental theories reveals the extent to which leisure theorists and student development theorists are concerned with similar outcomes (Bloland, 1987). Chickering (1969), for example, has posited seven developmental vectors (tasks) that characterize the growth and maturation of students in college. Of these vectors, at least five (achieving competence, becoming autonomous, clarifying purposes, freeing interpersonal relationships, and establishing identity) can be identified as similar or identical to several of the claimed benefits of leisure.

Leisure and Student Development

With the advent of more experiential and self-directed curricula and the emergence of part-time education, students are confronted with new freedoms, a wider range of alternatives in their college choices of college education. Time has become a precious factor. How students spend their time before, after, and in between classes has always been a major focus of the college union/student activities staff. Major emphasis was given to providing a central or common building on campus that would house both recreational and leisure facilities as well as programs (Cashel & Krause, 1980).
Historically, professional union staff were seen as programmers whose main function was to provide programs and operate the facilities. As the concept of student development became popular in the late 1960s, union staff began concentrating their efforts less on programming and more toward working with students in some developmental approach. This evolved into the concept of "programming or student union boards," where students were selected to be program planners with professional staff's production. The training of student leaders through their involvement in student government, program boards, and other campus organizations became the educational function of the college union staff (Cashel & Krause, 1980).

Cherry and Woodburn, in their book, *Leisure: A Resource for Educators* (1978), noted leisure interests, attitudes, and skills were not innate and have to be learned. Students come to the college community with a set of habits and experiences that do not necessarily fit in their new environment. The backgrounds and personal experiences of many may prevent them from exploring their leisure interests, culturally, socially, or recreationally. Lack of awareness, and undeveloped or dominant interests can contribute to a frustrating and confusing period. Students may seek help in resolving this conflict and ways of developing their leisure skills and methods of providing satisfactory experiences within their new environment.
Most of the literature concerned with the relationship between leisure and student development is subsumed under the general rubric of the extracurriculum, i.e., student organized out-of-class student organizations and activities (Bloland, 1984, 1987). For example, Berman (1978) identified six skill areas which could be learned through student activities: group-process skills, decision-making skills, organizational and administrative skills, budgeting and accounting skills, bureaucratic skills, and programming skills. In a study of former student leaders, Schuh and Laverty (1983) reported that the student leaders responding felt that their involvement had its greatest influence on their development of skills such as teamwork, organizing, assertiveness, decision-making, etc. Interestingly, campus leadership experience had the least influence on subsequent leisure skills. While neither the number of campus organizational affiliations nor the number of offices held in organizations had significant relationship to identity achievement, Weston and Stein (1977) found that the degree of activity (from "not too active" to "very active") in campus organizations was significant. Scott (1975) administered the Personal Orientation Inventory (Shostrom, 1966) to residence hall staff, student leaders, and a randomly selected sample of residents and found that both staff and leaders showed greater gains in self-actualization during an academic year than did other residence hall
students. Residence hall students, in turn, showed greater gains than did non-residence hall students. Kleiber (1980) hypothesized that students who were actively engaged during their free time would be less anxious and feel more in control of their environments. He found limited support for his hypothesis. In a study of the effect of certain academic and extra-class college experiences on attitude changes, Jones and Finnell (1972) found a relationship between intramural participation, attendance at campus concerts and lectures, and attitude change on a social conscience scale.

Another relevant study was reported by Jackson (1977). He attempted to relate seven factorially derived clusters of campus activities to scales on the Student Development Task Inventory (SDTI) (Prince, Miller, & Winston, 1974) for a large sample (849) of students from eight different campuses. Moderate correlations were found between personal enrichment activities and the developmental tasks of autonomy, mature interpersonal relationships, and life purpose; the realistic orientation behaviors were moderately correlated with developing autonomy and developing life purpose.

For the most part the studies cited above yield modest, yet promising, evidence that there may be a relationship between certain kinds of leisure, i.e., off-duty, extracurricular activities and consequent gains in
developmental status (Bloland, 1984, 1987).

**Leisure Services/Programs**

Bloland (1984) described ad hoc student programming. At the same time that research and theory building and testing is proceeding, practitioners in the field will be reading the literature and building programs which in their best judgment represent effective interventions, with or without a stamp of approval from theoreticians or researchers. In other words, programs will continue to be mounted by student and student affairs staff on an ad hoc basis to meet certain campus needs. To the extent that these ad hoc programs can be based upon extant theory or research, they should be, but it should be recognized by all that campus leisure activities and programs can serve a variety of valid purposes, not all of them developmental. These programs should, however, sooner, or later be evaluated to see what is occurring as a result. It is in this fashion that practice and research can be linked to improve and advance both programming and technology without unduly delaying or subordinating either.

Sixty randomly selected colleges and universities with members who belong to the Association on Handicapped Student Service Programs in Postsecondary Education were sent a questionnaire on campus recreation and disabled students in the summer 1979. Thirty-one responses were received, a 52% response. The respondents provided objective and narrative
answers and documentation on their programs and services (Nesbitt, Snyder, & Meter, 1980).

The range of recreation activities, instruction, and opportunities being offered on these selected campuses is broad. Some campuses may offer as many as 25 special recreation activities for the hearing, physically, and visually impaired. Hearing impaired are involved in self-defense, swimming, and weight lifting. Physically impaired are involved in sports, mountain climbing, and rafting. Visually impaired are involved in bicycling, horseback riding, and riflery.

The following institutions have students who participate in this particular program: Arizona State University, Boston University, Bowling Green State University, Cornell University, Memphis State University, Mott Community College, State University of New York, University of California-Berkeley, University of Georgia, University of Houston, University of Kentucky, University of Massachusetts, Western Michigan University, and Wright State University.

For some students, spring break offered them a chance to aid the needy (Collison, 1989). In 1989, thousands of college students celebrated their spring breaks in places like Florida, Texas, and Mexico. Hundreds of others gave up the sun to serve soup to the homeless, to help build and renovate buildings for adults, and to help refugees with
immigration and naturalization, etc. To render this aid, these students traveled to New York, reservations in South Dakota, small towns in Appalachia, and similar destinations. Many of these volunteer spring-break programs, like Vanderbuilt University's Alternative Spring Break Program, are run by students. Others, like the one at Cabrini College, are organized through campus ministries. Some of the other schools that were involved in these volunteer spring-break programs were Case Western Reserve University, Georgetown University, Rhodes College, and College of Wooster.

Edwards (1984) reported that the following schools are selected from a few that have introduced leisure awareness programs on their campuses: Wright State University, Texas Woman's University, the University of Southern Illinois at Carbondale, Slippery Rock State College, Kansas State University, the University of Oregon, Temple University, the University of Missouri-Columbia, Emporia State University, Northern Illinois University, and the Milwaukee Public Schools.

Leisure Instruments

The word "instrument" is used here in its broadest sense. The instruments may be formal tests, informal surveys, questionnaires, films, computer software, slides and other methods of assisting people to assess leisure attitudes, skills, interests, and limitations. Or they may
be merely ways to elicit interest in the subject of leisure. Many instruments used in career guidance reveal leisure preferences and vice versa. The various tools listed below may be combined with the numerous career guidance methods now being used on campus (Edwards, 1984).

Some of the printed instruments are: Constructive Leisure Activity Surveys #1 and #2 and Constructive Leisure Questionnaire, produced by Constructive Leisure, Los Angeles, CA; Leisure Activities Blank and Manual, published by Consulting Psychologists Press, Palo Alto, CA; Leisure Exploration Group and Vocational Exploration Group, from Studies for Urban Man, Tempe, AR; Leisure Well-being Inventory, from Leisure Lifestyle Consultants, Eugene, OR; Mirenda Leisure Interest Finder, from Milwaukee Public Schools, Community Education.

A combination leisure activity card/slides and test called Leisurescope is produced by Leisure Dynamics, Colorado Springs, CO. Another activity card sort comes from Avocational Counseling Research, Sussex, WI. Ramic Productions, Newport Beach, CA has a behavioral film series that features adventurous activities. Bay Area Teleguide in San Francisco is the first U.S. computerized public-access information system. Numerous terminals around the city allow the public to call up on the screen the latest in theater, movie, sport, restaurant, hotel, store, and other entertainment information. A similar system could be
instigated on a campus to give the latest information on
campus leisure activities to students, teachers, and other
campus personnel.

A new tool called a UMAP has been developed to guide
students to the academic, vocational, and leisure activities
that seem to suit their particular type. The tool takes the
form of six different posters or folders, one for each of
the basic personality types described by Holland (Jacoby,
Rue, & Allen, 1984). The Office of Campus Activities,
University of Maryland, College Park has information on this
project.

Frisbie (1982) reported from Mitchell's (1979) list the
names of other inventories: "Leisure Interest Inventory" by
Edwina Hubert; "Self Leisure Interest Inventory" by Chester
McDowell; and the "Leisure Inventory" by Carl McDaniel.
The "Leisure/Work Inventory" was developed by George Frisbie
(1982); and the "Career Exploration Inventory" by John
Liptak (1990) is the most recent inventory found in the
literature.

Leisure Connections

Barkas (1984) is one of the few time management experts
who identifies the most important objective of an effective
time management program. Most time management experts are
concerned only with "constructive use of work time but
show little concern for 'constructive use of play time'."
What is the connection between work time management and
leisure time management?

Lengfelder (1987) conducted a pilot study in the summer of 1985 to examine the relationship between work time management skills and leisure time management skills. The results of this study revealed positive correlations between the following variables: ability to prioritize work, ability to plan work tasks, ability to discipline oneself in work and the variables of ability to exhibit leisure skills behaviorally, ability to maintain balance of work and leisure, and ability to value leisure.

Many blacks today are enrolling in colleges and universities that traditionally have served the needs of white students primarily. In order to facilitate the black students' adjustments to college life, university personnel at these institutions should be cognizant of the difference, if any, in needs and interests between the black and their white peers. One crucial area that has received little attention is that of leisure. The provision of leisure time opportunities that are meaningful and rewarding could significantly ease the black student's transition into the new academic environment (Pittenger & Hunt, 1984).

Numerous investigations have highlighted several significant differences in racial attitudes toward leisure. One early study which noted such attitudinal differences was conducted during the Depression of the 1930s by the New York City Welfare Council. The researchers investigated racial
differences in recreational participation among the city's youth and found that participation by blacks in city-sponsored recreational activities tended to be extremely limited, particularly in sports and certain cultural activities. They accounted for these participation differences by pointing to segregation and social prejudice which prevented blacks from utilizing amusements supplied primarily by and for the white race (McGill & Matthews, 1940).

A study of leisure among blacks was conducted by Kraus (1970) who investigated black patterns of participation in recreation activities in twenty-four suburban municipal departments. Kraus concluded the following: (1) Blacks tended to dominate programs in certain sports such as track and field, basketball, and several forms of combative activity, especially boxing. They participated at a much lower rate in activities of an individual or dual nature such as tennis and golf. (2) There was fairly wide participation of black children and youth in music, drama, and dance. (3) Blacks were more likely to make uses of opportunities for picnicking, fishing, or biking rather than boating, skiing or riflery.

No research was found that examined the different meanings attributed to leisure by black and white university students. However, differences have been found between black and white students on traits other than leisure, such
as perceptions of university climate and attitudes toward student services and extracurricular activities, leading one to believe that students of different racial groups might differ in their attitudes toward leisure (Pfeifer & Schneider, 1974; Amprey & Gilbert, 1977; Jordan, 1978; and Jones, 1978).

Due to the paucity of research in this area of race and leisure as well as a critical shortage of investigations into the realm of leisure meaning, Pittenger and Hunt (1984) examined the effects of race upon the meanings of leisure for black and white undergraduate students at the University of Kentucky. These researchers indicated that black-white differences were found for only four of thirteen concept statements. The four leisure concepts were Time-Killing Activity, Competition, Social Relationships, and Opportunity for New Experience. It was concluded that black and white students were much more similar than dissimilar in their concepts of leisure.

An important part of college experience for many students is exposure to and participation in the arts. In addition to coursework in performing, creating, and appreciating a variety of art forms, students are surrounded with extracurricular opportunities to enjoy music, drama, literature, visual arts, and crafts. Student affairs offices on most campuses promote aesthetic participation by arranging amateur and professional performances, making
available artistic tools and facilities (e.g., studio, theaters, darkrooms, craft shops), and organizing tours to local, national, and international art centers and events. Not only does college provide students with initial exposure to a variety of art forms, but may represent the only major opportunity for them to experience arts that are unique to urban areas and academic communities. It could be argued that the development of aesthetic and cultural participation, for many people, occurs primarily and most dramatically at college (Brown, Claiborn, Story, & Maloney, 1982).

Brown, Claiborn, Story and Maloney's (1982) article describes the assessment of students' participation in the arts. Comparisons were made between students in performing arts and those not, between sexes, and among students with different career goals. Performing arts students were more to be active in a broad range of aesthetic activities but there were no differences in intellectual activities or involvement of parents in the arts. Females were more active in aesthetic activities whether they were in the performing arts or not. Differences among students with varying career goals suggested that participation was influenced by personality variables. The active students participated in sports and leisure activities, as well as the arts.

In the United States, Type A coronary-prone individuals
(Type As) are more hard-driving, competitive, aggressive, ambitious, and impatient than Type Bs (e.g., Friedman & Rosenman, 1974; Jenkins, Rosenman, & Friedman, 1967). Hughes, Jacobs, Schucker, Chapman, Murray, and Johnson (1983) suggested that Type As spend significantly more time moving and exploring, and less time sitting still than do Type Bs during both waiting and relaxation periods of an experiment. Glass (1977) examined Type As' performance in an academic setting and found that Type A students recalled more items in an experiment and earned reliably more honors than did Type Bs. Type As may "gain greater academic recognition" than Type Bs (Glass, 1977, p. 40).

Iso-Ahola and Weissinger (1985) found, in a sample from the United States, that Type As participate more than Type Bs in competitive sports, fitness-oriented sports, and outdoor activities. Kelly and Houston (1985) also reported similar results based on a sample of employed women in the United States. Tang (1986b) found that, during the free-choice period, "Type As work hard in a work setting and also play hard in leisure activities" (p. 9). Further, Crandall and Slivken (1978, 1980; Slivken, 1976) stated that those individuals who endorse the leisure ethic may have a greater preference for leisure activities and may obtain a greater degree of leisure satisfaction than those individuals who do not.

Very little research had been done concerning Type A
personality and leisure ethic in the Chinese society. Tang (1986a) found that Type A Chinese college students were more productive than Type Bs on an anagram-solving task in free-choice period. No research had examined the effects of leisure ethic and Type A personality on work and leisure in a Chinese sample.

Tang (1988) utilized Chinese college students in his study to examine the effects of Type A personality and leisure ethics on students' leisure activities and academic performance. The results of this study support Tang and Baumeister's (1984) findings in that individuals' leisure ethic endorsement and Type A personality have significant impacts on their leisure activity participation and choices as well as their work - if total academic performance can be considered as the major work activity of university students. The findings of this study suggested that, if individuals' Type A personality is combined with a high leisure ethic endorsement, they tend to like leisure and to involve themselves in leisure activities that are active and participate in nature (e.g., live concerts rather than movies). If individuals' Type A personality is combined with a low leisure ethic endorsement, they tend to concentrate their efforts on work-related activities (i.e., academic performance). The results of Tang and Baumeister's (1984) laboratory study using college students in the United States have been replicated in this field study using
college students in Taiwan.

Two studies were reported in which the validity of the task attributes method of leisure description was examined. Study 1 was a longitudinal replication of Kabanoff (1981) in which independently derived leisure attributes of influence, variety, pressure, skill utilization and interaction were correlated with conceptually related personality factors. The results support Kabanoff (1981) findings of small but significant correlations between personality factors and leisure attributes. Kabanoff's (1982), Study 2 related the same five leisure attributes to people's reported uses of their leisure time across 11 need-related areas. The results of study 2 also provided some support for the meaningfulness of the leisure attributes though the results were not clear.

Allen's (1982) study examined the relationship between leisure interests and personality needs. The results of this study revealed that there were four independent relationships between Murray's (1938) needs and identified leisure interest factors. The results also indicated that only 12 of 20 personality needs and seven of the nine leisure factors displayed a significant relationship.

The purpose of Henderson, Stalnaker, & Taylor's (1988) study was to ascertain the barriers to recreation confronting women and to determine the relationship between perceived barriers and gender-role traits as measured by
androgynous, masculine, feminine, and undifferentiated personality types. A few associations were found between women with identified gender-role personality traits and barriers to recreation.

LEISURE AND CAREER DEVELOPMENT WITH COLLEGE STUDENTS

The Role of Leisure in Career Development

Counselors are well aware of the importance of work to their clients. Numerous theories and investigations bearing on the role of work in a person's life have appeared in the literature. Not only does work provide for the physical well-being of the person, but the gratification of secondary needs such as recognition, self esteem, and companionship, is possible in work activities. For these reasons counselors have devoted considerable effort to developing and evaluating techniques for facilitating career development and career decision-making (Baldwin & Tinsley, 1988).

In contrast, the psychological effects of leisure on the person have been virtually ignored by counselors. Noteworthy early exceptions include Super's (1940) study of the relation between leisure and vocational interests and Williamson, Layton, and Snocks's (1954) monograph on the leisure activities of University of Minnesota students. Super (1980, 1984) has maintained his emphasis on leisure as an important component of life-career development, identifying the leisurite as one of the six major roles
played by a person. This role spans a greater portion of the life span than any of the others.

Although leisure has generally been defined in terms of its relationship to work -- what one does with the time left over after work and maintenance activities are taken care of -- the Gist and Fava (1964) definition seems to be most useful in the contest of student development: Leisure is the time which an individual has from work or other duties and which may be utilized for the purposes of relaxation, diversion, social achievement, or personal development (p. 411).

If we think of leisure in terms of its potentiality for personal development and as an integral component of career, then leisure becomes as important for its own sake since both work and leisure are then seen as complementary and essential constituents of career. Both, then, become important educational and developmental goals for the collegiate institution (Bloland, 1984).

The two campus roles for leisure of most relevance to career development specialists are (Bloland, 1984): (1) to help students explore and evaluate leisure pursuits, both for on-campus participation and for eventual use after graduation and (2) to help students enhance or facilitate work-related skills and understandings, including self-knowledge. The significance of these two roles becomes
evident when we examine Witt and Bishop's (1970) four functions of leisure: (1) catharsis, or the alleviation of emotional pressures; (2) relaxation, which they define as either the restoration of energies or as diversion from more active situations; (3) compensation, or making up for something missing in other phases of life; and (4) task generalization, or the tendency to select leisure activities that resemble other activities we participate in such as work or family activities. All of these functions may come into play through student involvement in either of the two leisure roles cited earlier, and all implications of work. For example, it may be important for college students to choose on-campus leisure activities which will provide catharsis or relaxation when study pressures become counterproductive. The same functions, of course, may be helpful in their postcollege career as well. Concurrently, those students may utilize the same or other leisure activities to learn work-significant leadership skills or to compensate for academic deficiencies through campus recognition of their extracurricular leadership.

Considering the McDaniels' (1984) definition, career equals leisure plus work, leisure also makes a number of direct contributions to student occupational awareness of which one needs to be cognizant in order to understand the role of leisure in career development. These contributions include the following (Bloland, 1984):
(1) Leisure as vocational exploration. Through leisure, students may have an opportunity to explore the nature of a number of potential occupations, observing what workers, on and off campus actually do as they perform their regular duties.

(2) Leisure as development of vocational competencies. Many students have learned new occupational competencies on campus while participating in extracurricular activities, e.g., the volunteer stagehand in drama productions.

(3) Leisure as extension of vocational skills. Persons who already possess occupationally useful skills may find an opportunity to expand or perfect them through leisure activities, e.g., the accounting major who serves as the business manager for the yearbook.

(4) Leisure as vocational tryout or apprenticeship. The aspiring journalism student who works on the college newspaper is using his or her leisure as a means of trying out what it is like to be a reporter. Many campus activities provide similar apprenticeship-type job experience.

(5) Leisure as extension of vocational satisfactions. Wilensky (1960) has described "spillover leisure" as that which permits people who hold meaningful jobs to find similar meaning in their leisure. For the student this may mean that the student doing practice teaching in the public
schools might volunteer on his or her off-duty time to tutor educationally disadvantaged children.

(6) Leisure as compensation for lack of job satisfaction. Wilensky (1960) has used the term "compensatory" to describe leisure activities which are pursued to compensate for a lack of meaning in work. For example, students who find their studies and course uninspiring or meaningless may indulge in extracurricular activities which seem more consequential to them. So, too, can leisure compensate for needs not being met on the job.

(7) Leisure as practice of interpersonal skills. To the extent that good interpersonal skills and relationships are critical in many careers, students can use the relatively less demanding and risk-free nature of off-duty campus activities to learn how to get along with and even influence others.

(8) Leisure as escape from job-related tensions. As Witt and Bishop (1970) have indicated, leisure can be employed for its cathartic value or for relaxation away from the pressures of study in case of the student, or of the jobs for the employed graduate.

(9) Leisure as supplementary to work. While leisure as compensation for lack of meaning or as an escape from stress and tension (Wilensky, 1960) may have a slightly undesirable connotation, supplementary leisure activities (Blocher & Siegel, 1984), i.e., those which contrast with
one's work, may be chosen because they complement one's life
style by supplying missing elements or meeting needs which
are not being met on the job. A simple illustration would
be the otherwise sedentary graduate student who plays
handball each noon.

While by no means exhaustive of all of the possible
contributions of campus leisure to career development, this
listing may make explicit some otherwise little apprehended
relationships. As can be seen, in some instances leisure's
contribution is psychological and subjective, i.e., "as
compensation for lack of job satisfaction" or as "escape
from job-related tensions". In contrast, such contributions
as "development of vocational competence" or "leisure as
vocational exploration" are concrete and objective and can
readily be utilized by students and career counselors as
direct interventions relating to career development
(Bloland, 1984).

According to McDaniels (1989) leisure-time activities
contribute to personal development in many ways. Through
such activities as running for student council, playing
golf, sewing a new dress, or playing drums in a band, we can
develop skills that will be useful throughout life. Such
experiences give us insight into our interests and abilities
and aid us in making career and other major decisions.

Taking part in leisure-time activities may also help us
to discover useful and productive occupations. For example,
skill and knowledge acquired playing tennis may lead directly to a career operating a sporting goods shop, teaching others how to play tennis, or working as a wholesale representative for a sporting goods manufacturer. Learning to sew shirts and blouses may lead to work as a tailor or seamstress, a job in fashion design or fashion merchandising, or a career in teaching sewing and other home economics skills (McDaniels, 1989).

McDaniels (1989) noted that careers in some leisure-related fields, of course, may offer less than lifetime jobs, and career planning must include immediate prospects and long-range job implications. Illustrative is the singer whose voice may fade long before the age of normal retirement or the professional athlete whose active participation may end in his or her twenties or thirties.

For some persons leisure activities and related jobs many suggest opportunities for part-time work built around a compatible main job. These include such jobs as a church organist, summer camp worker, or freelance writer or artist. In all fields, special opportunities exist in management-type jobs. For instance, a dancer may operate a dance studio, a musically inclined person may become manager of a symphony orchestra, or an actor may turn to running a summer theater (McDaniels, 1989).

McDaniels' (1989) book includes a table of some of the leisure activities open to most high school students,
college students, or adults and provides examples of other
occupations to which these activities may lead. In every
case the list of career fields is suggestive, not
exhaustive.

The Educational Testing Service announced in October
1985 that they had identified new measures of high school
performance that could predict which students are most
likely to achieve overall postsecondary success (Harold,
1985). The strongest predictor was the amount of a
student's "persistent and successful extracurricular
accomplishment." In other words, continuing and successful
leisure activities in high school seem to predict general
success in college. That leads Bloland & Edwards (1986) to
suggest that a good leisure program in college might point
toward "career" (work and leisure) success after college.

Volunteerism

One leisure pursuit Americans have followed for many
decades can provide for both aspects of career development -
volunteerism. The donation of time and effort of one's own
volition for another's benefit volunteerism during leisure
time can provide the personal contact and the opportunity
for individual accomplishment and identification so often
lacking in today's work experience. It can also act as an
introduction into new fields of endeavor which will aid in
selection of a job (Hayes & McDaniels, 1980).

Hayes and McDaniels (1980) reported that many young
adults, during college or university years, explore, test, and evaluate potential career areas through volunteer and part-time work experiences. This is especially true since a large number of college age individuals volunteer their time and a common form of employment of the American public is in health, education, and social services areas. These two facts help explain why it is quite common for young people to volunteer as teacher's aides, recreation leaders, and in other capacities in the helping professions to investigate and train for future vocations as well as to offer assistance to others.

Examples of the volunteer work done by students is as follows:

(1) Davies (1987) stated that volunteering proved to have been valuable for Shari who was seriously considering a career in law enforcement. She saw this career as a way to provide service to her community and gain the personal satisfaction that comes from helping people in their time of greatest need.

By volunteering in an area that was of interest to her and doing her volunteer work before she made a career decision, Shari was able to better determine a career path that matched her interests and talents in high technology with a field that met her needs to serve her community. Shari's course selection now was focused as she sought courses not only in law enforcement but
computer science as well.

(2) Volunteering while in college gave Fisher that knowledge as well as a paid position as an area director for Campfire Girls where she recruits and trains volunteers (Davies, 1987).

Fisher stated that "volunteering at King County Rape Relief helped her decide to go to the School of Social Work at the University of Washington."

Volunteering while in college has paid off for Fisher. She has learned some valuable lessons and feels more confident in facing the work world with the background and skills she has gained.

(3) Kathleen knew that recreation was to be her field ever since junior high, when she was a junior volunteer in her neighborhood playground. In high school, she worked as a counselor at a local day camp and went to Yosemite for a training program for high school counselors. She graduated from San Francisco State University with a degree in recreation and became a full-time recreation leader for the Berkeley (CA) Recreation Park and Community Services Department. Then, she was promoted to recreation supervisor for the performing arts, a position she held for five years until coming to TVA as a recreation planner (Leigh, 1982).

(4) During the Mardi Gras in New Orleans, not everyone participates in the carnival revelry full-time
(Greene, 1987).

Members of the Mardi Gras Coalition, a project of Tulane's extensive community-service organizations, stay sober - at least during their shifts.

Trained in cardiopulmonary resuscitation and basic first aid, the undergraduates scour the streets for people in need of medical assistance. In the garage of a central Holiday Inn, they maintain an aid-and-information station, which is visible to people in the street. During the Mardi Gras, they helped staff a center for lost children on the hotel's 10th floor.

The coalition was started in the 1970's, primarily for students who were coming to New Orleans from out of town. "A lot of students were coming down and sleeping in the streets, and the police were beating them up" says Helene Dickson, a senior in the group. The coalition, which comprised about 40 volunteers this year, now aid anyone in need.

About half the volunteers plan to pursue medical careers, and some are already licensed as emergency medical technicians. They use the coalition as a means of getting practical experience, as well as a way to help the local community. The group's coordinator, Jim Ferraro, has no intention of going into medicine, however, "I get a lot of satisfaction out of the coalition", he says, "I'm really pleased to know that the people here know us."
Lori Hylton, a sophomore volunteer, says the work gives her a much-needed breather. "If you partied all week, that would be a little 'much,'" she says. "This breaks it up."

Increasingly, volunteer activity is looked on as an important try-out experience, and a job applicant's volunteer experiences are increasingly being considered along with his or her education and job experience. This trend certainly brings the connection between work and leisure into sharper focus as part of a larger career development plan (McDaniels, 1989).

Travel

Herbert (1987) concluded that travel during the summer vacations and holidays is traditionally used as a form of relief from the rigors and responsibilities of college life.

Rest, relaxation, and recreation are the prime targets of student voyagers, in an attempt to recharge batteries and clear minds, for those new challenges just around the bend in their educational and professional careers.

Traveling provides possibilities for needed learning and cultural enrichment. When traveling, you can, and should use those precious moments away from the books, term papers and exams, as richly rewarding opportunities to build upon knowledge, expand and widen your career possibilities, and promote your personal growth and development.

Herbert (1987) suggested to college students that there are numerous seminars, conventions, workshops, trade shows,
and job fairs held throughout the United States, and in many foreign destinations.

These gatherings, which are often held on an annual basis, are excellent sources for garnering first-hand information, and for making personal business contacts.

They provide the opportunity to meet working professionals in your field of interest, learn about up-to-the minute industry trends, introduce yourself to potential employers. By attending such events, your general knowledge will be expanded, thereby increasing your choices and furthering career goals within the field.

Knowing you have constructively utilized your prized vacation times in ways that will immeasurably increase chances for early employment, can only serve to boost your confidence to new heights. When you are eventually thrust into the competitive and demanding arena known as the job marketplace, you can expect, and rightly so, to reap the many rewards that such purposeful planning, preparation, and practice will bring.

Summary

Literature related to leisure and career development with a special focus on college students that would provide information regarding the examination of the relationship between leisure and career development among college students was presented in this chapter. There were three major sections to the chapter.
The first section reviewed career development and college students. Continual evaluation of college career programs provided the guidance needed to enhance positive student career development. Various career programs assisted the students in the areas of career decision making, career exploration, and job-search skills. According to career researchers, such variables as intrinsic motivation, external influences, and cognitive determinants were responsible for vocational choices made by college students.

The second section of the chapter presented information regarding leisure and college students. Many scholars concluded that the leisure experience provided many positive benefits. Staff in leisure programs encouraged leisure education and leisure counseling. Researchers found that there were relationships between leisure and personality, race, and work time management.

Finally, the literature review revealed relationships between leisure and the career development process among college students. Career theorists showed how the leisure experience contributed to student career maturity.
CHAPTER 3

METHODOLOGY

The purpose of this chapter is to describe the methodology and procedures of this study. The topics that will be discussed in this chapter are as follows: (a) the research method used; (b) the research instruments used; (c) the pilot study; (d) a description of the sample; (e) a description of the procedures used in collecting data; and (f) the analysis procedures.

Research Method

The purpose of this study was to examine the current status of the phenomena (relationship between leisure and career development in a select group of college students). A descriptive survey method was used. McMillan and Schumacher (1984) noted

descriptive research describes an existing phenomenon by quantitatively (using numbers) or qualitatively characterizing an individual or group. It assesses the nature of existing conditions (p. 26).
Survey research is the most common and most popular form of data gathered in social sciences. Information about people's attitudes or dispositions toward particular courses of action of behavior can be obtained through survey research, by means of questionnaires and other instruments (Rubin, 1983, p. 187).
Survey research typically employs questionnaires and interviews in order to determine the characteristics, opinions, attitudes, preferences, and perceptions of persons of interest to the researcher. Some survey studies employ a combination of questionnaires and interviews; the questionnaires are employed to collect basic descriptive information from a broad sample, and the interviews are used to follow up the questionnaire responses in depth for a smaller sample (Borg, 1987, p. 10).

Borg (1987) emphasized that the interview permits the research worker to follow up leads that show up during the interview and thus obtain more data and greater clarity as well as permits much greater depth than other methods of collecting research data (p. 110).

Most surveys describe the incidence, frequency, and distribution of the characteristics of an identified population. Surveys, in addition to being descriptive, can also be used to explore relationships between variables, or in an explanatory way (McMillan and Schumacher, 1984, p. 160).

This study is a descriptive research study using written surveys complemented by face-to-face interviews with selected survey respondents. This study examined the relationship between leisure and career development in a select group of college students.
Research Instruments

Three instruments for gathering information were used in this study: the Leisure Activities Blank (LAB) by George McKechnie, the Career Development Inventory (CDI) by Albert S. Thompson and Richard H. Lindeman with the collaboration of Donald E. Super, Jean Pierre Jordaan, and Roger A. Myers, and a structured interview format. The subjects recorded responses to the LAB and CDI by using designated pencils and answer forms. The students responded verbally to questions from the structured interview format during face-to-face interviews.

The LAB is a psychological assessment instrument created to (1) collect in a standardized form, a wide base of information from individuals or groups of persons on their past leisure and recreational behaviors, as well as their intended future involvements in such activities; (2) provide normative data on the statistical organization of activity patterns; and (3) explore the psychological meaning and implications of self-reported involvement (or desire for involvement) in various recreation clusters by providing systematized data on the demographic and personality correlates of actual or desired participation.

McKechnie’s (1975) LAB consists of a set of 120 recreation activities judged to have high participation rates in the United States. The LAB thus taps both actual behavior (as self-reported on the instrument) and
intentionality for a highly diverse list of pastimes. These recreational activities are represented by six scales (Past scales) categorizing the type of leisure activities, namely, mechanics, crafts, intellectual, slow living, sports, and glamour sports (p. 6).

The LAB represents an experimental tool for two different groups. For researchers in the field of recreation, the face validity and initial empirical data may justify its use in descriptive studies. But for behavioral scientists, its current stage of development warrants its use only as a research instrument (Feldt, 1978, p. 888).

According to Campbell (1978) "This is a well-developed instrument, still in the developmental stage. It has no practical applications for individuals, but could be useful in surveys or other research applications" (p. 887).

The LAB was stated to be the "shining star" among leisure interest inventories and the only leisure inventory published by a major test publisher built on the factor analysis approach (Loesch and Wheeler, 1982).

The CDI/The College and University Form is recommended for assessing the readiness of entering college students to make career decisions and thus identifying those who need arousal, decision-making training, exploratory attitudes, occupational exploration breadth, or in-depth exploration of a preferred field. The CDI was used in this study because
it was the best available instrument. This form can be used in counseling, planning career education, and evaluating programs and services. It can be particularly useful to liberal arts majors when choosing a major field and later when considering post graduate education (p. 1).

The CDI consists of eight scales. The scales are as follows: career planning (CP), career exploration (CE), decision-making (DM), world-of-work information (WW), knowledge of the preferred occupational group (PO), career development-attitudes (CDA), career development-knowledge and skills (CDK), and career orientation total (COT).

Pinkley (1985) reported "The internal consistency of CDI is generally good (median values from .78 to .89), except for the DM scale (.67) and the PO scale (.60). The user is cautioned about using these scales with individuals, although the authors assure the other reliabilities are strong enough for use with individuals. Stability of the CDI scales is based on previous forms of the CDI and strongly suggests the CDI scores are highly stable over periods of up to six months" (p. 272). Criteria-related validity is assigned by the authors for future research with the CDI" (p. 273).

The researcher designed a survey format for this study based on suggestions in designing questionnaires in Fowler's (1984) book. The content of this survey format consists of questions related to theories in career development such as
(Krumboltz's and Mitchell's, 1984) social learning theory, (Super's 1984) self-concept theory, and information from the Career Development Inventory: College and University Form (1981) as well as articles by Weiner and Hunt (1983); McDaniels (1984); Bloland (1987, 1984); and Hesser (1984). The respondents were asked to answer 13 questions in terms of past participation in leisure activities and its relationship to career development.

Pilot Study

Between November 10-29, 1989, a pilot study was conducted utilizing 28 college seniors (16 college seniors from the School of Social Work and 12 college seniors from the School of Technology) at a public, predominantly black, four-year degree-granting institution of higher education in Virginia. This study was carried out so that observations and reactions could be noted from the subjects which indicated adjustments that needed to be made before administering the assessment instruments and interviewing the subjects for the main study.

As a result of piloting, a sound research plan was developed. The two assessment instruments were not changed because the students responded to the information requested without difficulty. The pilot study suggested a need to refine the structured interview format to assure clarification of the questions in an appropriate relationship to leisure and career development.
Polishing of this instrument was done for clarification purposes by rewording questions and developing new questions regarding leisure and career development. Because the subjects were cooperative, interested, and highly motivated about this study, the information gathered from them was extremely useful. The data analysis from the pilot study presented significant findings that confirmed the feasibility of conducting further research in the area of leisure and career development among college students.

The instruments used in this study can be found in Appendices A-D.

**Description of the Sample**

The subjects of this study were college seniors attending a public, predominantly black, four-year degree-granting institution of higher education located in Virginia. The sample of this study was 100 college seniors (50 college seniors in the School of Business and 50 college seniors in the School of Education).

The purpose of this study was to examine the relationship between leisure and career development among a select group of college students as well as specifically seeking to determine if significant differences in group means existed among the students in the School of Business and in the School of Education. The rationale for choosing college students and selecting them from specific schools of undergraduate studies for this study was based on the
student development concept. The student development concept states that at each life stage, including that of traditional college aged population, certain developmental tasks appropriate to that period must be mastered in order for development to proceed normally and on schedule. One developmental task, typical of late adolescent and early adulthood, has been defined by Chickering and Havighurst (1981) as "choosing and preparing for a career", perhaps "the most challenging developmental task of all" for this stage of the life cycle. The largest proportion of the undergraduate student body of most colleges and universities is in this age (16-23) and is faced with mastering this critical developmental task.

The students in this study had different occupational objectives.

Data Collection

On April 22, 1990, permission to conduct the main study was approved by the Director of Institutional Research/Planning from a public, predominantly black, four-year degree-granting institution of higher education in Virginia.

One hundred college seniors were selected from senior level Business and Education intact classes that they were registered in during the summer and fall semesters in the 1990 academic year. The Business classes titles were "Production Management", "Advanced Accounting I", "Advanced
Accounting II", and "Quantitative Methods Analysis". Senior
level classes in Education were namely, "Secondary Methods",
"History of Education", Diagnostic Reading", "Curriculum
Adjustment for Teaching the Mildly Handicapped",
"Recreational Games", "Coaching/Officiating", and
"Elementary Methods of Physical Education". Information
regarding the intact classes to be used in this study was
received from the Deans, department heads, and teachers of
the two schools of undergraduate studies.

Once the intact classes were designated, dates and
times were coordinated with the instructors of these classes
for the purposes of gathering data for this study. During
an introduction meeting with the students, the following
items were briefly discussed: the purpose of this study;
their significant role in this study; and the distribution
of the results of the study.

Following that discussion, a data collection time table
was organized. The teachers and potential participants were
contacted by telephone as a reminder to assure coordination
of the data collection schedule. Data was collected from
the students from June - October, 1990. All 100 subjects in
this study completed the CDI and LAB during this time
period. Ten of the respondents in the School of Business
and ten of the respondents in the School of Education were
interviewed on a voluntary basis from September 21 - October
8, 1990. As an incentive, the students received gifts as
tokens of appreciation for participating in this study.

Three instruments were used for gathering data for this study: the Leisure Activities Blank, the Career Development Inventory, and a structured interview format. The LAB and the CDI were administered to the subjects in one session which required a time period of about, 1 1/2 hours. The subjects recorded responses to these assessment instruments by using number two pencils and designated answer forms. Thirty minute face-to-face interviews were conducted with the college seniors from each school of undergraduate studies who were selected to participate in this study. A special conference room was designated where the interviews were conducted without interruption. The respondents scheduled these interviews during their free time. These students seemed very interested, highly motivated, and relaxed while responding to the interview questions. During the structured interviews, responses were recorded on the survey format form and each session was taped with the approval of the students. To clarify questions, examples were given and probe questions were used. The time spent to interview the respondents ranged from 30 to 40 minutes dependent upon the extent to which they wanted to elaborate on their responses.

Computerized print-outs were generated by one of the Associate Vice Presidents for Academic Affairs. These print-outs included additional personal data information
about the participants that were helpful in presenting other valuable information in this study.

After the data were collected from the three instruments, the following occurred: answer sheets from the CDI were sent to the Consulting Psychologists Press, Inc. for scoring purposes, the LAB answer sheets were scored using the Consulting Psychologists Press, Inc. scoring stencils, and responses from the survey format questions were tallied.

Data Analysis

Inferential and descriptive statistics were used to analyze the data. Data were reported by F-ratios, correlation coefficients, frequencies, and percentages. Responses to these items were analyzed using the SPSS/PC+ (1988) computer analysis system.

Following the guidelines offered by several researchers, (Huck, Cormier, & Bounds, 1974; and McMillan & Schumacher, 1984), correlations between .09 to .52 are considered moderate.

Inferential and descriptive statistics were used to answer the first seven research questions. The first and second research questions were answered by an analysis of variance to determine if significant differences in group means existed in past participation in leisure activities and in the career development of 100 college seniors. The third, fourth, and fifth research questions were answered by
correlation coefficients to determine if there were relationships between past participation in leisure activities and the leisure activities scales, career development and the career development scales, and past participation in leisure activities and career development for each group separately and for the total group. The sixth and seventh research questions were answered by crosstabulation analysis to determine if there were relationships between past participation in leisure activities and in career development and demographics for each group separately and for the total group.

The structured interview format was designed to answer the eighth research question. The answer to the eighth research question was determined by tabulating the frequencies and percentages to responses from the questions on the survey format. These computations presented further documentation regarding leisure and its relationship to career development in the lives of the respondents.

Summary

The purpose of this chapter was to present the research method and the data collection process of this study as well as discuss the data analysis methods. Tables were constructed to depict the data collected and are represented in Chapter IV with comments and discussion.
CHAPTER 4

RESULTS OF THE STUDY

The purpose of this chapter is to present the data analysis and results of the Leisure Activities Blank, of the Career Development Inventory, and of the structured interviews. The chapter is divided into two areas: (a) a description of the subjects who were the sample for the surveys; and (b) the findings with respect to each research question.

Description of the Research Sample

Demographic information about the sample of this study was gathered from personal data information identified on the LAB, the CDI, and the university's student enrollment print-out.

Table 1 provides demographic data regarding the 100 subjects.

As shown in Table 1, 50.0 percent of the respondents were represented by each school of undergraduate studies, the School of Business and the School of Education. The majority of the respondents chose Social Science: Teaching/Social Service (38.0 percent) and Business: Financial (20.0 percent) as their occupational group preferences. The remaining respondents' occupational group preferences had relatively small percentages of representation. Regarding the marital status, the largest percentage of the respondents (73.0 percent) were not
married. The remaining respondents (27.0 percent) were married. Of the 100 respondents, 70.0 percent of them were between 20 and 25 years of age. Thirty (30.0 percent) of the respondents' ages were 26 years and over. The sex of the respondents were evenly distributed at 50.0 percent. The majority of the respondents (77.0 percent) were black. The remaining respondents (23.0 percent) were non-black.

Demographic data for the 20 students who responded to the survey format are provided in Table 2. As represented in Table 2, 50.0 percent of the students were from the School of Business as well as from the School of Education. The largest percentage of the respondents indicated that Business: Finance (40.0 percent) was the preferred occupational group. Social Science: Teaching/Social Service (35.0 percent) was the next highest occupational group represented by the respondents. The remaining respondents' occupational group preferences were represented by much smaller percentages. Of the 20 respondents, 70.0 percent of them were not married. Thirty (30.0 percent) of the respondents were married. Sixty-five (65.0 percent of the students were between 20 and 25 years of age. The remaining respondents' ages (35.0 percent) were 26 years of age and over. The respondents' sex was evenly distributed at 50.0 percent. The largest percentage of the respondents (75.0 percent) were black. The remaining respondents (25.0 percent) were non-black.
Table 1
Demographic Profile of the One Hundred Respondents

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Undergraduate Studies:</td>
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<tr>
<td>Education</td>
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<td><strong>100.0</strong></td>
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<tr>
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<td></td>
</tr>
<tr>
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<tr>
<td>Biological &amp; Medical Science</td>
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<td>2.0</td>
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<tr>
<td>Social Science: Teaching/</td>
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<td></td>
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<tr>
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<tr>
<td>Art &amp; Music</td>
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<td>1.0</td>
</tr>
<tr>
<td>Public Performance</td>
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<td>9.0</td>
</tr>
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</tr>
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<td>12.0</td>
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<tr>
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<td>8.0</td>
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<td><strong>100.0</strong></td>
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<tr>
<td>Age:</td>
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<td><strong>100.0</strong></td>
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<tr>
<td>Female</td>
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<tr>
<td>Race:</td>
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Table 2
Demographic Profile of Survey Format Respondents

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</thead>
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<tr>
<td>Education</td>
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<td></td>
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</tr>
<tr>
<td><strong>Totals</strong></td>
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<td>100.0</td>
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</tr>
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<td>Married Now</td>
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<tr>
<td><strong>Totals</strong></td>
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<td>100.0</td>
</tr>
<tr>
<td><strong>Age:</strong></td>
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<td></td>
</tr>
<tr>
<td>20-25 Years Old</td>
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<td>65.0</td>
</tr>
<tr>
<td>26 Years And Over</td>
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<td>35.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
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<td>100.0</td>
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<tr>
<td><strong>Sex:</strong></td>
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<td></td>
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<td>50.0</td>
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<tr>
<td>Female</td>
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<td>50.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
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<td>100.0</td>
</tr>
<tr>
<td><strong>Race:</strong></td>
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<td></td>
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<tr>
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<td>25.0</td>
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<td>Black</td>
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<td>75.0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
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<td>100.0</td>
</tr>
</tbody>
</table>
The respondents were evenly divided by school of undergraduate studies as well as by sex.

Findings with Respect to Each Research Question

1.) Are there significant differences in group means that exist with past participation in leisure activities among 100 college seniors?

These results are presented in Summary ANOVA Tables 1, 3, 4, and 5 in Appendix E.

Analysis of variance showed no significant differences in group means with past participation in the mechanics, intellectual, slow living, and sports type leisure activities among the two groups of college seniors.

These results are presented in Summary ANOVA Tables 2 and 6 in Appendix E.

Analysis of variance indicated significant differences in group means with past participation in crafts and glamour sports type leisure activities among the two groups of college seniors, $F(1,98)=8.04$, $p < .05$, and $F(1,98)=7.31$, $p < .05$. The School of Education group means scores for participation in the glamour sports and crafts type leisure activities were higher than the group mean scores indicated by the School of Business.

2.) Are there significant differences in group means that exist in the career development of 100 college seniors?

These results are presented in Summary ANOVA Tables 7-14 in Appendix E.
Analysis of variance showed no significant differences in group means in the scales of career development, career planning, career exploration, decision making, world-of-work information, career development attitudes, career development knowledge and skills, career orientation total, and knowledge of preferred occupation among the two groups of college seniors.

3.) Are there relationships between past participation in leisure activities and the leisure activities scales for each group separately and for the total group measured by the LAB?

These results are presented in Appendix F.

In Correlation Table 15, the correlation coefficients indicated the following: In the School of Business, the scales, mechanics and crafts have high relationship to the intellectual scale; slow living appears to be related to the crafts and intellectual scales; the mechanics, intellectual, and slow living scales seem to be highly correlated with the sports scale; and the mechanics, intellectual, and sports scales have significant relationship to the glamour sports scale.

In Correlation Table 16, the correlation coefficients indicated the following: In the School of Education, the intellectual scale has high correlation to the crafts scale; the slow living scale seems to be related to the intellectual scale; the sports scale appears to be highly
associated with the mechanics scale; and the glamour sports scale has high relationship to the mechanics and intellectual scales.

In Correlation Table 17, the correlation coefficients indicated the following: Considering the total group, with a few exceptions, the pattern of response is similar to that which was indicated by the School of Business. The sports scale has a significant association to the crafts scale; and the glamour sports scale seems to be a homogenous scale since the other scales have high correlation.

4.) Are there relationships between career development and the career development scales for each group separately and for the total group measured by the CDI?

These results are presented in Appendix F.

In the Correlation Tables 18, 19, and 20, the correlation coefficients pointed out the following: For the School of Business, the School of Education, and the total group, a similar pattern of response for the three groupings was indicated with one exception from the School of Business. The world-of-work information scale has high relationship to the decision making scale; the career development attitudes scale has significant associations to the career planning and career exploration scales; the career development knowledge and skills scale is highly correlated with the decision making and world-of-work information scales; the knowledge of preferred occupation
scale indicates significant relationships to the decision making and career development knowledge and skills scales; and the career orientation total scale seems to be a homogenous scale since the other scales have high correlation. In the School of Business, the knowledge of preferred occupation scale shows no associations with any of the other scales.

5.) Are there relationships between past participation in leisure activities and career development for each group separately and for the total group measured by the LAB and CDI?

These results are presented in Appendix F.

In Correlation Table 21, the correlation coefficients showed that in the School of Business, career planning seems to be related to the students' participation in glamour sports type leisure activities; and career development attitudes appears to be correlated to the intellectual type leisure activities that students were involved in.

In Correlation Table 22, the correlation coefficients showed the following: In the School of Education, career planning has significant relationships to the crafts, intellectual, and slow living type leisure activities that the subjects participated in; career development attitudes appears to be related to the crafts type leisure activities that the respondents were involved in; and career orientation total has significant relationships to students'
participation in crafts type leisure activities.

In Correlation Table 23, the correlation coefficients showed that for the total group, career planning has significant relationships to the crafts, intellectual, slow living, sports, and glamour sports type leisure activities the respondents participated in; world-of-work information appears to be correlated to students' involvement in sports type leisure activities; career development attitudes seems to be significantly associated with students' participation in the crafts, intellectual, and slow living type leisure activities; career development knowledge and skills has a relationship to the sports type leisure activities the participants were involved in; and career orientation total is related to subjects' involvement in the crafts and intellectual type leisure activities.

Although not statistically significant, several other correlations suggested possible relationships.

6.) Are there relationships between past participation in leisure activities and demographics for each group separately and for the total group measured by the LAB and personal data identified by information provided from the LAB, the CDI, and the university's student enrollment print-out (a computerized print-out which gave personal data information on the subjects of this study who were enrolled in designated schools/departments/majors for a specific academic year)?
In Crosstabulation Tables 24, 25, and 26, the crosstab analysis indicated the following: These results are presented in Appendix G.

In the School of Business, the non-black married males, 26 years of age and older, with children and in the School of Education, the black single males, 20-25 years of age, with no children were more actively involved in the mechanics type leisure activities. Considering the total group, the non-black single males, 20-25 years of age, with or without children were more actively involved in the mechanics type leisure activities.

The black single females, 20-25 years of age, with one child from the School of Business and the non-black married females, 26 years of age and older, with children from the School of Education participated more actively in crafts type leisure activities. For the total group, black married females, 26 years of age and older, with one child were highly involved in crafts type leisure activities.

From the School of Business, black married males, 26 years of age and older, with one child and from the School of Education, non-black married females, 26 years of age and older, with children participated more in the intellectual type leisure activities. The non-black married females, 26 years of age and older, with one child were those subjects from the total group who were highly active in intellectual type leisure activities.
In the School of Business, the black married males, 26 years of age and older, with one child and in the School of Education, non-black married females, with no children indicated a higher level of involvement in the slow living type leisure activities. For the total group, single non-black females, 20-25 years of age, with no children showed high participation in these type of leisure activities.

The black married males, 26 years of age and older, with children from the School of Business and the non-black single males, 20-25 years of age, with one child from the School of Education indicated high involvement in sports type leisure activities. However, from the total group, the pattern of response is similar to that which was indicated by the School of Education.

In the School of Business and in the School of Education, the largest percentage of the non-black married males, 26 years of age and older, with children participated more in glamour sports type leisure activities. For the total group, the pattern of response was the same as that which was pointed out by both groups.

7.) Are there relationships between career development and demographics for each group separately and for the total group measured by the CDI and personal data identified by information provided by the CDI, the LAB, and the university's student enrollment print-out (a computerized print-out which gave personal data information on the
subjects of this study who were enrolled in designated schools/departments/majors for a specific academic year)?

In Crosstabulation Tables 27, 28, and 29, the crosstab analysis pointed out the following: These results are presented in Appendix G.

In the School of Business, the black married males, and in the School of Education, the black married females scored higher on the career planning scale. For the total group, the pattern of response was similar to that which was indicated by the School of Business. These students were 26 years of age and older, with children.

The unmarried black females, with children in the School of Business and the unmarried black students, with one child in the School of Education made higher scores on the career exploration scale. Both groups of students were 26 years of age and older. Considering the total group, the unmarried black females, from both age groupings, with one child scored higher on the career exploration scale.

From the School of Business, the married black females, with children and from the School of Education, the non-black married females, with one child scored higher on the decision making scale. The total group showed a similar pattern of response as indicated by the School of Education, except that this group had children. All of the students from each group were 26 years of age and older.

The unmarried black females from the School of Business
and the non-black married females from the School of Education made higher scores on the world-of-work information scale. The pattern of response for the total group was identical to the response pointed out by the School of Education. These respondents had one child and were 26 years of age and older.

In the School of Business, the unmarried black females and in the School of Education, the black married females scored higher on the career development attitudes scale. The total group response was the same as the one given by the School of Education. These subjects were 26 years of age and older, with children.

The non-black married females, 26 years of age and older, with children scored higher on the career development knowledge and skills scale. The pattern of response was similar for the School of Business, for the School of Education, and for the total group.

For the School of Business, the unmarried black females, 20-25 years of age, with one child and for the School of Education, the non-black married females, 26 years of age and older, with children made higher scores on the career orientation scales. For the total group, the pattern of response was similar to that which was indicated by the School of Education, except that these participants had children.

From the School of Business, the non-black married
students and from the School of Education, the non-black married females scored higher on the knowledge of preferred occupation scales. The total group's pattern of response was similar to that shown by the School of Education. These students were 26 years of age and older.

8.) Do structured interviews with selected college seniors indicate distinct differences in attitudes, preferences, influences, opinions, and interests regarding relationships between leisure and career development in their lives?

This section presents responses to the structured interviews. The organization of the section will be to give the structured interview questions and provide summary response statements for each question. All of the interviewees provided responses to each question.

Question 1: What leisure activities have you participated in over the last 4-8 years? Which ones seemed most important to you? Why?

Table 3 shows the type of leisure activities and responses of the interviewees to the first question which asked respondents to specify leisure activities participated in over the last 4-8 years. Most of the respondents participated in intellectual and slow living type leisure activities. These respondents participated in crafts type leisure activities the least. As indicated in Table 3, students in the different schools of undergraduate
Table 3
Participation in Leisure Activities

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<th>Type of Leisure Activities</th>
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<th>Business</th>
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</thead>
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<td>Frequency</td>
<td>Percent</td>
</tr>
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<td>34.29</td>
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<tr>
<td>Slow Living</td>
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<td>32.38</td>
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<tr>
<td>Sports</td>
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<tr>
<td>Glamour Sports</td>
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Table 4
Leisure Activities Which Seemed Most Important

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<td>--------------------------------</td>
</tr>
<tr>
<td>Bowling</td>
</tr>
<tr>
<td>Playing Cards</td>
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<tr>
<td>Being with Friends</td>
</tr>
<tr>
<td>Football</td>
</tr>
<tr>
<td>Golf</td>
</tr>
<tr>
<td>Singing</td>
</tr>
<tr>
<td>Dancing</td>
</tr>
<tr>
<td>Talking</td>
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<td>Boys Scout</td>
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<td>Volunteering</td>
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<td>Jehovah</td>
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</tr>
<tr>
<td>Attending Jehovah Witness</td>
</tr>
<tr>
<td>Conventions</td>
</tr>
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</table>

(table continues)
### School of Undergraduate Study

<table>
<thead>
<tr>
<th>Type of Leisure Activities</th>
<th>Business Frequency</th>
<th>Education Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising People</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Volunteer Activities</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Canoeing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Acting</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Conversing with Friends</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td>25</td>
</tr>
</tbody>
</table>

Note: In some cases, the interviewees responded to this question by naming more than one leisure activity that seemed most important to them.
studies showed similar patterns in the type of leisure activities they participated in over the last 4-8 years.

As a part of this same question, Table 4 shows which leisure activities seemed most important to the respondents. The makeup of the leisure activities that seemed most important to the students was of such a great variation. These activities were assigned to specific groupings, namely, Sports/Games, Volunteer Activities, Religion, Communication, Social Gatherings, Music/Arts/Cultural Events, and Family/Home Activities. As a result of this classification, the majority of the participants indicated that Sports/Games and Music/Arts/Cultural Events seemed most important to them. The third ranking group was Communication, followed by Social Gathering, Religion, Family/Home Activities, and Volunteer Activities.

The last part of the first question asked the respondents to tell why certain leisure activities seemed most important to them. The majority of the students from both schools of undergraduate studies immediately responded, "Leisure helps me relax and feel comfortable." The respondents made other comments to justify why certain leisure activities seemed most important to them. These included the following:

**Religion**

Get closer to God.

Witness to others.
Love for God and family.
Teaches me the right way.
Use talents the Lord has given me.
Big part of my life.

Relationships and Friends
Treasure and love.
Making friends.
Close relationships.
Like being around people.
Helps learn about people.
Communication with friends and family.
Great time building and binding relationships.

Career
Career direction.
Influenced my chosen career.
Deals with my major.

Physical Activities
Great challenge.
Gives a great feeling.
Recognition.
Helps me reach a level of physical fitness.
Discipline.
Teaches determination.

Socialization
Chance to travel.
Enjoy the experience.
I like discussing them.
Having social events to attend.

**Self-Improvement**
Can solve my problems.
Gives self-motivation.
Gives self-confidence.
Makes you open.
Makes you a better person.
Can serve as a role model.
Helps me become creative.

Now I know how to listen to music objectively.

**Question 2:** Would you rate the importance of your participation in leisure activities as extremely important, somewhat important, or not important? Why?

When asked how they rated the importance of their participation in leisure activities, without hesitation, 75.0 percent of the interviewees responded, "extremely important" and 25.0 percent of them responded, "somewhat important." In response to why participation in leisure activities was important to them, the students mentioned that leisure activities helped them relax, gave them an outlet which made it possible for them to spend time with family and friends, enhanced their self-esteem, and assisted them in maintaining a balance between mental, physical, and social aspects of life.

**Question 3:** What explanations, if any, were given to you,
and by whom, as reason why you should participate in your most significant leisure activities?

Twenty-five percent of the respondents commented that no one had given them explanations as reason why they should participate in their most significant leisure activities. These respondents mentioned that they participated in leisure activities on their own because of interest, better family relationships, and physical fitness. Seventy-five percent of the respondents stated that coaches, teachers, friends, counselors, associates, supervisors, and family members had given them explanations as reason why they should participate in their most significant leisure activities. In summary, they were encouraged to participate in their most significant leisure activities to learn about the world, to stay in shape and keep healthy, to keep up with world issues, to earn scholarships, to relax, to study better, to learn values of working together, to make connections, to lead children in positive directions, to enhance skills, and to become well-rounded.

Question 4: What factors influenced you to participate in leisure activities? Please explain your answer.

There were several factors that influenced the respondents to participate in leisure activities, such as competition, challenge, boredom, desire, entertainment, friends, scholarship, career, outlet, enjoyment, energy, skills enhancement, character building, religion, weight
loss, family relationships, people interaction, daily experiences, sports role models, and leisure activities exposure.

Overall, the students felt that their participation in various leisure activities were encouraged by family and friends to experience challenge, competition, and relaxation. In the process of participation in these activities, their personal and professional growth was enhanced.

Question 5: Did any particular person or persons encourage you to participate in leisure activities? What were the circumstances?

The strong majority of the respondents stated that family members represented the largest percentage of persons who encouraged them to participate in leisure activities. Friends, associates, coaches, counselors, high school principals, and pastors were also significant others who encouraged these students to participate in these activities. The "no particular person" response was represented by a small percentage.

The second part of this question asked the interviewees to discuss the circumstances by which they were encouraged to participate in leisure activities. From the various comments that were made by the students, overall it appeared as if they were seeking ways to resolve problems of depression and boredom as well as finding means to enhance
skills in preparation for future careers.

Question 6: Describe how you feel your participation in leisure activities has had any influence on your chosen major.

Of the 20 college students who were interviewed, 0.0 percent of the students from the School of Education and 30.0 percent of the students from the School of Business felt that participation in leisure activities had had no influence on their chosen college major. Seventy percent of the respondents felt just the opposite that their participation in leisure activities did influence their chosen college majors. Their comments were as follows:

Communication

I am good at taking charge. In the groups I was in, I held an office.

Participation in leisure activities has helped me deal with different types of people. Attending social events gave me a certain level of maturity.

I believe in leisure activities. Meeting other people helps make you a better person and an effective teacher in the field.

Volunteer Work

Volunteer work at the Head Start Program has influenced me to choose my major in early childhood education.

When I chose my major, I knew I would be working with handicapped people. Social and volunteer activities showed
me how to work with people. I was a Special Olympics
volunteer. I knew then, this was my line.

Career

Reading influenced me to choose my major. One time I
used to read only novels, now I will pick a magazine such as the Wall Street Journal.

My participation in sports has been an influence. Lawyers are highly competitive, witty, and alert. I like this lifestyle. It has prepared me to deal with stress activities.

Talking and want to continue to communicate with people have lead me to my chosen major.

My leisure time involvement has played a major role because I deal with children. Children like to play. You need to feel a part of leisure activities to know how to relate to children the way they respond.

Talking has had an influence on my chosen major. You need to be able to talk and communicate as a teacher to deal effectively with your children.

Football and softball have influenced me to become a physical education major. After my retirement, I may want to teach physical education and coach football.

Understanding my own children more through Jehovah Witness Guidance experiences has helped me decide on my chosen major. These experiences have helped me understand children better.
Participating in different sports has helped me grow and accomplish certain abilities. These experiences can prepare me to become a coach and teacher. I want to instill what I have into others.

Question 7: What effect has participation in leisure activities had on your chosen occupation?

Twenty-five percent of the students when asked what effect had participation in leisure activities had on their chosen occupations, replied, "no effect". Seventy-five of the interviewees stated that their participation in leisure activities had positive effects on their chosen occupations. The typical comments included:

**Communication**

The interaction with others gives me a chance to travel. As an auditor, I will be able to do this.

I held offices in groups I have participated in; I am good at taking charge. I could be in charge of managing.

Yes, helping others in solving problems and communicating has led me to my present job as a K-Mart supervisor.

Talking and listening to others helped me. This will be helpful in being able to communicate with my children.

**Chosen Occupations**

Yes, it will and has helped. The leisure activities got me into college which led me to my chosen occupation.
I do some leisure reading (research) which helps me prepare.

Yes, my leisure activities (sports) taught me how to budget my time, meet deadlines, and juggle a variety of responsibilities.

Leisure experiences are preparing me to become a coach and teacher.

Being involved in sports gave me the experience to deal with modified recreation.

My experiences through leisure activities help me see the different ability levels of my students.

My Jehovah Witness guidance experiences have helped me decide on my chosen occupation.

My leisure time involvement has played a major role in my chosen occupation.

The leisure activities have influenced me to become a teacher.

**Volunteer Work**

Because of tutoring and observation/participation, what we had to do for class reinforced my decision to become a teacher.

Volunteer work at the Head Start Program exposed me to children which has made me better prepared to become an elementary education teacher.

Question 8: Explain what role participation in leisure activities has played in your career exploration?
Fifteen percent of the interviewees represented those respondents who felt that participation in leisure activities had played no role in their career exploration. Eighty-five percent of the students mentioned that leisure activities had played a major role in their career exploration as summarized in the following statement: Leisure activities gave the respondents opportunities to explore various career options and at the same time these experiences assisted them in working well with people, gaining self-confidence, maintaining discipline, and networking in the fields of interests which lead them into making realistic career decisions.

Question 9: Before you made an occupational choice, did you live in a community where participating in leisure activities was available?

Ninety percent of the students said they lived in communities where participating in leisure activities was available. It was obvious from their comments that they had participated in a variety of leisure activities by means of recreation/community centers, playgrounds, Boys Clubs, YM/WCA's, camps, ballparks, and family/neighborhood programs. These respondents were involved in leisure activities, such as field trips, parties, intramural sports, team clubs, kickball, volleyball, baseball, softball, football, travel, picnics, basketball, shooting pool, swimming, cookouts, skating, doll babies, reading, ceramics, crime community
watch, and neighborhood clean-up programs.

Ten percent of the respondents stated that before making occupational choices they did not live in communities where participating in leisure activities was available. Question 10: How do you feel your family or socio-economic status related to your participation in leisure activities?

Ninety percent of the students felt that their family members, particularly their mothers were very instrumental in encouraging them to participate in many leisure activities. The socio-economic statuses of these students played a vital role in their participation in leisure activities in that it was stated often by them that available resources such as money and transportation made this possible. Ten percent of the interviewees felt that their families or socio-economic statuses were not related to their participation in leisure activities. Question 11: Do you feel there is a relationship between your past participation in leisure activities and your knowledge of your chosen occupation? Please explain your answer.

When the respondents were asked if they felt there was a relationship between their past participation in leisure activities and knowledge of their chosen occupation, 85.0 percent of them, replied, "yes." Overall, the students felt that the different leisure activities they had participated in had assisted them in acquiring additional knowledge in
their specific disciplines (occupations) which gave them the confidence needed in making rational career decisions. The remaining respondents (15.0 percent), responded by "no" to this question.

Question 12: Is there a relationship between past participation in leisure activities and skills acquired in your chosen occupation? Describe the relationship.

In response to the question, is there a relationship between past participation in leisure activities and skills acquired in your chosen occupation, 90.0 percent of the interviewees agreed that there was a relationship between the leisure activities they had participated in and skills acquired in their chosen occupations. They believed that through their participation in a variety of leisure activities they had acquired skills in their chosen occupations in the following areas: self-discipline, organization, time management, responsibility, concentration, alertness, decision making, good sportsmanship, computer, interpersonal communication, articulation, and self-control. Ten percent of the students, answered, "no" to the question.

Statement 13. Additional comments you would like to make regarding this topic:

These comments were as follows:

Communication

I like to communicate. I've always wanted to work with
people. I didn't feel skilled until I learned to teach. Now I think I can acquire a job that deals with communication and working with people that I can help. I think that communication is my thing for this has been done through my participation in leisure activities.

Enjoyment

I do enjoy a good movie. Now we go once a week to a good play, dining, etc. which is much about my life. Leisure activities (recreational aspect) is just as important as my competing. This is a lot of self-gratification. You learn about different types of people through leisure activities.

You enjoy working in an environment with other people, especially in groups. I have participated in my projects in my community. In our gospel choir, I was the chaplain, keeping people in order and helping others with their problems.

Involvement

I suggest that everyone should get involved in some type of leisure activity. There are too many young kids on drugs and involved in suicides, rapes, and robberies. There are too many activities they can get involved in to stay out of trouble. Where I came from, the Boys Club was always there for me. Now, people hang on the corner. Get involved, even if it is watching TV!

I suggest that all students should participate in
physical activities (leisure). They will give them confidence, aggressiveness, and will prepare them for competition later in life. Students should participate in intellectual activities (leisure) in order to succeed in today's world. You must have computer skills, be a communicator, and have an independent desire to learn things on your own.

Self-Enhancement

In conclusion, I think leisure activities are the greatest things that have happened to me. I feel that way because I learned a lot about myself by participating in these leisure activities. Also, they have helped me develop self-worth and self-respect. I think it is a great opportunity for self-respect for himself. Furthermore, leisure activities can serve as an outlet toward any type of emotions you are experiencing, whether they be anger or joy!

I have chosen auditing; you know what you have to do all by yourself.

Spending 2 years in the navy, people participated in leisure activities to help them advance faster and enabled them to become better leaders and work with people. Participating in unproductive leisure activities always led to problems dealing with people.

Career

Leisure helps you see yourself as a certain type of teacher. A person who has participated in leisure
activities tends to be a lively teacher, more opened, has a fun type class, expresses and demonstrates more, and is more actively involved with his/her students.

By doing this interview, it helped me to see that there is a correlation between leisure and the things you plan to do in the future. I don't know what percentage, but there definitely is a correlation.

I think what we talked about before as far as finding a career for fulfillment, as far as economics: The better you are at something; the better you tend to enjoy.

Just that, with any chosen field of occupation, I feel leisure has to be a part of it. It helps you unwind. I feel it is important to get involved in leisure activities such as being with friends, riding a bike, etc.

Since you asked me these questions, I never really thought about it before now that leisure activities help people decide on what they want to do in the future.

I never thought about leisure activities playing a role in my career. Now I can see why it is necessary to get involved in leisure activities.

As I have said before, by participating in leisure activities, they helped me discover that I should have gone into another field.

**Summary**

This chapter presented a description of the sample of subjects for this study and the results of the data analysis
for each research question. The data analysis results showed:

1. The two groups responded similarly regarding their participation in mechanics, intellectual, slow living, and sports type leisure activities. The School of Education group mean scores for participation in the glamour sports and crafts type leisure activities were higher than those indicated by the School of Business group which was enough to declare the two groups significantly different.

2. The two groups responded similarly to information requested from them on the Career Development Inventory which consisted of the scales, career planning, career exploration, decision making, world-of-work information, career development attitudes, career development knowledge and skills, knowledge of preferred occupation, and career orientation total.

3. The two groups participated in different types of leisure activities which were associated with each other.

4. The pattern of response from the two groups on the CDI was very similar in that most of the career development scales were highly associated with each other.

5. All of the different types of leisure activities, except mechanics that the two groups participated in were significantly related to at least one of the career development scales, except knowledge of preferred occupation.
6. Most of the male respondents, with or without children participated in the different type of leisure activities, except crafts, with black males being more active in the sports type leisure activities. A strong majority of female students, with or without children were involved in other leisure activities, but spent most of their time doing crafts type leisure activities.

7. The female students, married and unmarried, 26 years of age and older, with children made higher scores on the career development scales.

8. After interviewing the respondents about how their past participation in leisure activities related to their career development, the following was concluded:

   a. There were no distinct differences in the type of leisure activities the students participated in over the last 4-8 years.

   b. Considering such a variety of leisure activities the students mentioned that seemed most important to them, they indicated that the Sports/Games and Music/Arts/Cultural Events type leisure activities rank highest.

   c. Most of the respondents felt that participating in leisure activities was important because these activities helped them relax and feel comfortable.

   d. The majority of the students felt that participating in leisure activities was extremely important because these activities helped them relax, gave them an
outlet which made it possible for them to spend time with family and friends, enhanced their self-esteem, and assisted them in maintaining a balance between mental, physical, and social aspects of life.

e. The highest percentage of these students commented that coaches, teachers, friends, associates, counselors, supervisors, and family members gave them explanations as reason why they should participate in their most significant leisure activities. They were encouraged to participate in these activities to learn about the world, to stay in shape and keep healthy, to keep up with world issues, to earn scholarships, to relax, to study better, to learn values of working together, to make connections, to lead children in positive directions, to enhance skills, and to become well-rounded.

f. These college seniors felt that family, friends, challenge, competition, and relaxation were major factors that influenced their participation in leisure activities.

g. For the majority of these students, family members represented the greatest percentage of persons who encouraged them to participate in leisure activities. Friends, associates, coaches, counselors, high school principals, and pastors played vital roles in encouraging these respondents to participate in leisure activities. It appeared that the interviewees were seeking ways to resolve personal problems and finding means to enhance skills in
preparation for future careers.

h. Most of the respondents felt that leisure activities had played a major role in influencing their chosen college majors, their chosen occupations, and their career explorations.

i. Students felt that volunteer work had influenced their career decision making, career planning, job preparation, chosen college majors, and chosen occupations.

j. The largest percentage of students lived in communities where leisure activities were accessible.

k. Family members, particularly mothers were very instrumental in encouraging most of these students to participate in leisure activities. The socio-economic statuses of the majority of the students made it possible for them to participate in so many different leisure activities.

l. The largest percentage of the interviewees stated that there was a relationship between past participation in leisure activities and knowledge and skills they had acquired in their chosen occupations.

m. Overall, the majority of the interviewees commented that all persons should get involved in leisure activities to improve interpersonal communication skills, to relax, to enhance personal as well as professional growth, to discover their fields of interest, and to plan for the future.
Comments on the results, conclusions, and recommendations will be discussed in Chapter 5.
CHAPTER 5

SUMMARY AND CONCLUSIONS

This last chapter summarizes the following: purpose, objectives and justification for the study; the methodology and research procedures; the pilot study; the research findings; the discussion of results; and the conclusions. Finally, recommendations are presented.

Purpose of the Study

The purpose of this study was to examine the relationship between leisure and career development among a select group of college seniors. The opinions, attitudes, preferences, influences, and interests of these students were presented. The eight research questions are spelled out in Chapter 1 and summarized as follows in four objectives:

1.) Are there significant differences in group means that exist with past participation in leisure activities and in the career development of 100 college seniors?

2.) Are there relationships between past participation in leisure activities and career development, demographics, and the leisure activities scales for each group separately and for the total group?

3.) Are there relationships between career development and demographics and the career development scales for each group separately and for the total group?

4.) Do structured interviews with selected college
seniors indicate distinct differences in opinions, attitudes, preferences, influences, and interests regarding relationships between leisure and career development in their lives?

According to Bloland (1984), research in the role, function, and outcomes of leisure have shown that leisure theorists and student development theorists desire similar goals for their students, i.e., socialization, relaxation, and need gratification. Intuitively, educators are aware of the interactive role of leisure into the campus environment of students; however, few studies have empirically related leisure to student development.

While the typical college or university has devoted considerable attention and financial resources to career development centers, career planning centers, and student centers/gymnasiums (for cocurricular activities participation, i.e., campus ministry, intramural and recreational activities, student organizations, student government association, and performing arts), their ongoing programs are usually centered about a concept of work as the sum of a person's career with little notice being given to the equally salient dimension of leisure. The educational or developmental consequences of participating in leisure activities on the campus have not been examined nor has the seemingly logical relationship between work and leisure been analyzed for its developmental potentiality (Bloland, 1984).
Although leisure is assuming growing significance in American life, the scholarly attention to leisure clearly does not match that which is devoted to work. The paucity of influential research and writing about leisure, especially its relationship to work, is only one of the areas in which the dilemma is evident (McDaniels, 1984).

Bloland (1984; 1987) and Edwards (1984), reported that leisure is an important campus developmental resource. Leisure must be viewed more broadly to encompass both the formal and informal activities and aspects of a student's college experience (Bloland, 1984).

Rimmer & Kahnweiler's (1981) and Weiner & Hunt's (1983) studies lend support to the notion of integrating leisure awareness and exploration into career planning.

In summary, meager literature has been found in the area of leisure as it relates to career development. Since the literature does not reflect that empirical research has been done regarding the influence of leisure and work in the emergence of one's career, this relationship was examined to find out if it was feasible. The results of this study should provide the following: information regarding the leisure/career development relationship; information to the counseling profession that will be beneficial in assisting clients in making rational career-decisions; documentation on what some career theorists have hypothesized about leisure and career development; the stimulus for more
educational institutions, especially those in higher education to develop and implement leisure activities programs; and motivation and encouragement to other counseling professionals to do further research in the area of leisure.

Methodology and Procedures

A descriptive survey method was used to obtain information regarding the relationship between leisure and career development among a select group of college students. The respondents were 100 college seniors attending a public, predominantly black four-year degree-granting institution of higher education located in Virginia. The participants were selected from senior level Business and Education intact classes that they were registered in during the summer and fall semesters in the 1990 academic year.

The three instruments that were utilized in this study to gather data were the LAB, the CDI, and a structured interview format. The LAB and the CDI were administered to the subjects. The students recorded responses to these assessment instruments by using designated pencils and answer forms. Structured interviews were scheduled for 20 respondents who volunteered to be interviewed. The interviewees responded verbally to face-to-face interviews.

An Associate Vice President generated computerized print-outs. These print-outs consisted of additional
personal data information about the participants that gave
more valuable information for this study.

After data collection was completed, the following
curred: the CDI answer sheets were machined scored by the
Consulting Psychologists Press, Inc.; the LAB answer sheets
were scored using the Consulting Psychologists Press, Inc.
soring stencils; and the survey format questions responses
were tallied.

Inferential and descriptive statistics were used to
alyze the data. Data were reported by F-ratios,
correlation coefficients, frequencies, and percentages.
Responses to these items were analyzed using the SPSS/PC+
(1988) computer analysis system. The results of this study
were discussed in Chapter 4, and tables were displayed in
the Appendix for further clarification of the outcomes.

Pilot Study

Twenty-eight college seniors at a public, predominantly
black, four-year degree-granting institution of higher
education in Virginia participated in a pilot study between
November 10-29, 1989. This study showed that these students
responded without difficulty to the information requested of
them from the two assessment instruments. The pilot study
suggested a need to refine the structured interview format
to assure clarification of the questions in an appropriate
relationship to leisure and career development. The data
collected from the subjects were extremely valuable.
Because the data analysis from the pilot study presented significant findings, it verified the feasibility of conducting further research in the area of leisure and career development among college students.

**Summary of the Findings**

The purpose of this study was to examine the relationship between leisure and career development among a select group of college seniors. Eight research objectives were designed to accomplish this purpose. The research findings have been summarized as follows:

Research question 1 was designed to determine if significant differences in group means existed with past participation in leisure activities among 100 college seniors. Analysis of variance showed no significant differences between the 2 groups in the mechanics, intellectual, slow living, and sports type leisure activities the students had participated in. However, analysis of variance indicated significant differences between the 2 groups in the crafts and glamour sports type leisure activities the students had participated in. The School of Education respondents' group means scores for participation in glamour sports and crafts type leisure activities were higher than those indicated by the School of Business participants.

Research question 2 was designed to determine if significant differences in group means existed in career
development among 100 college seniors. Analysis of variance showed no significant differences between the 2 groups in the career development scales.

Research question 3 was designed to determine if there were relationships between past participation in leisure activities and the leisure activities scales for each group separately and for the total group. Correlation coefficients analysis indicated significant relationships between the leisure activities the students had participated in and the leisure scales.

Research question 4 was designed to determine if there were relationships between career development and the career development scales for each group separately and for the total group. Correlation coefficients analysis indicated significant relationships between the students' career development and the career development scales.

Research question 5 was designed to determine if there were relationships between past participation in leisure activities and career development for each group separately and for the total group. Correlation coefficients analysis indicated significant relationships between all of the different types of leisure activities, except mechanics that the two groups had participated in and at least one of the career development scales, except knowledge of preferred occupation.

Research question 6 was designed to determine if there
were relationships between past participation in leisure activities and demographics for each group separately and for the total group. Crosstabulation analysis indicated significant relationships between the leisure activities the two groups participated in and demographics.

Research question 7 was designed to determine if there were relationships between career development and demographics for each group separately and for the total group. Crosstabulation analysis indicated significant relationships between the career development of the students and demographics.

Research question 8 was designed to determine if selected college seniors indicated distinct differences in opinions, attitudes, preferences, influences, and interests regarding relationships between leisure and career development in their lives suggested by their responses to a structured interview format. Analysis of the structured interview responses revealed no distinct differences in opinions, attitudes, preferences, influences, and interests concerning relationships between leisure and career development in the lives of the interviewees.

However, the information gathered from the interviewees indicated that their participation in leisure activities had played several significant roles in their life experiences. The students felt that their participation in leisure activities had assisted them in maintaining a balance
between the mental, physical, and social aspects of life. Various skills, such as vocational development, interpersonal communication, and decision making had been enhanced. Significant others had encouraged them to get involved in these activities for many positive reasons. Through participation in leisure activities, the respondents said they had gained better insights on how to plan for potential careers in the future. More research needs to be done in the areas of leisure counseling/leisure and work inventory developments (Peevy, 1981; Frisbie, 1982; Williams, 1986; Liptak, 1990), these conventional instruments don't really show the leisure/career development relationship.

**Discussion of Results**

The pattern of response from the two groups on the CDI was very similar in that most of the career development scales were highly associated with each other. This finding supports the results from Blustein's (1989) study which suggested that individuals who are in the planning phases of decision-making seem to express affirmative beliefs about the utility of self-exploration.

All of the different types of leisure activities, except mechanics that the two groups participated in were significantly related to at least one of the career development scales, except the knowledge of preferred occupation scale. According to Bloland (1984), leisure
makes the following contributions: leisure as vocational exploration; leisure as development of vocational competencies; leisure as extension of vocational skills; leisure as vocational tryout or apprenticeship; and leisure as extension of vocational satisfaction.

Such contributions as "development of vocational competence" or "leisure as vocational exploration" are concrete and objective and can readily be utilized by students and career counselors as direct interventions relating to career development (Bloland, 1984).

This study suggested that a strong majority of black males were more active than the other respondents in the sports type leisure activities. This finding lends support to a study of leisure among blacks that was conducted by Kraus (1970) who investigated black patterns of participation in recreation activities in twenty-four suburban municipal departments. Kraus concluded that blacks tended to dominate programs in certain sports such as track and field, basketball, and several forms of combative activity, especially boxing.

The finding that students participated in leisure activities because these activities were so important for similar reasons, such as helped them relax, gave them an outlet which made it possible for them to spend time with family and friends, enhanced their self-esteem, and assisted them in maintaining a balance between mental,
physical, and social aspects of life was consistent with the results of Pittenger's and Hunt's (1984) study. In their study, it was concluded that black and white students were much more similar than dissimilar in their concepts of leisure. This finding supports Shaw's (1985) notion that four dimensions (freedom of choice, intrinsic motivation, enjoyment, and relaxation) were strongly associated with the leisure experience.

For the majority of these students, significant others, such as family members, friends, supervisors, teachers, associates, coaches, counselors, high school principals, and pastors; socio-economic status; challenge; competition; leisure activity availability; and relaxation were the influences that play an important role in their leisure activities participation. These findings provide additional support for Krumboltz's & Mitchell's (1984) social learning theory. The social learning theory of career decision making is designed to address the question of why people enter particular educational programs or occupations at selected points in their lives, and why they may express various preferences for different occupational activities at selected points in their lives. In addressing these questions, the theory examines the impact on the career decision-making process of such factors as genetic predisposition, environmental conditions and events, learning experiences, and cognitive, emotional, and
performance responses and skills. It is posited that each of these factors plays a part in all career decisions that are made, but the different combinations of interactions of the factors produce the multitude of different career choices that individuals make.

Most of the respondents felt that leisure activities had played a major role in influencing their chosen majors, their chosen occupations, and their career explorations. These results provide further support for (Bloland's 1984; McDaniels' 1984, 1989) theory that leisure makes a number of direct contributions to student occupational awareness of which one needs to be cognizant in order to understand the role of leisure in career development.

The largest percentage of the interviewees stated that there was a relationship between past participation in leisure activities and knowledge and skills they had acquired in their chosen occupations. This finding confirmed McDaniels' (1989) following position: Leisure time activities contribute to personal development in many ways. Through such activities as running for student council, playing golf, sewing a dress, or playing drums in a band, we can develop skills that will be useful throughout life. Such experiences give us insight into our interests and abilities and aid us in making career and other major decisions.

McDaniels' (1989) theory is that taking part in
leisure-time activities may also help us discover useful and productive occupations. For example, skill and knowledge acquired playing tennis may lead directly to a career operating a sporting goods shop, teaching others how to play tennis, or working as a wholesale representative for a sporting goods manufacturer. Learning to sew shirts and blouses may lead to work as a tailor or seamstress, a job in fashion design or fashion merchandising, or a career in teaching sewing and other home economic skills.

This study revealed that the majority of interviewees commented that all persons should get involved in leisure activities to improve interpersonal communication skills, to relax, to enhance personal as well as professional growth, to discover their fields of interest, and to plan for the future. In support of this finding, (Bloland, 1987) agreed that there were benefits of leisure that may have particular implications for student development. For example, leisure activities can provide opportunities for (a) experiences of mastery or competency (Dowd, 1984; Iso-Ahola, 1980); (b) creativity and expression (Dowd, 1984; Loesch & Wheeler, 1982); (c) self-improvement and self-definition (Loesch & Wheeler, 1982); (d) self-fulfillment and personal meaning (Dowd, 1984; Loesch & Wheeler, 1982); (e) enhancement of character and personality (Iso-Ahola, 1980); (f) integrating of mind and body (wholeness) and testing of oneself in competition (Kelly, 1982); (g) development of
interpersonal and social skills (Iso-Ahola, 1980; Bloland, 1984); and (h) development autonomy (Dowd, 1984; Loesch & Wheeler, 1982).

The LAB and CDI that were used in this study indicated on a small scale that there was a relationship between past participation in leisure activities and career development among a select group of college seniors. These conventional instruments appeared to lack in-depth means needed to verify such a relationship. However, the use of the structured interview format proved more effective than the utilization of the conventional instruments. From the structured interviews, more information was gathered from the respondents that suggested that through the structured interview approach more in-depth follow up can be done to obtain greater clarity of the subject matter being investigated.

Conclusions

Conclusions which were drawn from this study are as follows:

1.) Even though the college students who participated in this study were from entirely two different career orientations, the type of leisure activities they participated in were of a similar pattern.

2.) There were no significant differences between the 2 groups of college seniors regarding their career development patterns.
3.) The respondents participated in different types of leisure activities that were closely related to each other.

4.) The scores students made on each career development scale was a reflection of previous vocational/leisure experiences.

5.) Participation in leisure activities lead students to develop possible careers.

6.) A strong majority of female subjects dominated participation in the crafts type leisure activities and the black male subjects were more active in the sport type leisure activities.

7.) The female students, married and unmarried, 26 years of age and older, with children scored higher on the career development scales. According to outcomes of the structured interviews:

8.) From the students point of view, participating in leisure activities was extremely important because these activities helped to maintain mental, physical, and social balance in their lives.

9.) Significant others, such as coaches', teachers', friends', associates', counselors', pastors', supervisors', high school principals', and family members' encouragement and socio-economic status were instrumental factors that influenced the students to participate in leisure activities.

10.) Participation in leisure activities played a vital
role in influencing the chosen college majors, chosen occupations, and career exploration of the students.

11.) Knowledge and skills the students acquired in their chosen occupations were related to their past participation in leisure activities.

12.) There was a relationship between past participation in leisure activities and career development among the select group of college seniors.

13.) The Sports/Games and Music/Arts/Cultural Events type leisure activities were those activities that seemed most important to the participants.

14.) The interviewees felt that there were numerous benefits to participating in leisure activities, such as relaxation, better relationships, skills enhancement, self-improvement, open-mindedness, problem-solving, career direction, spiritual growth, interpersonal communication, articulation, alertness, and self-control.

15.) For these students, participating in leisure activities made life worth living.

16.) Mothers were the key motivators to students engaging in leisure activities.

17.) The environmental factor, where these students lived served as a stimulus to leisure activities participation.

18.) College students discovered fields of interest through their involvement in leisure activities.
19.) Volunteer work influenced chosen majors, chosen occupations, career exploration, career decision making, career planning, and job preparation.

20.) Involvement in leisure activities was a leading key to positive career development.

**Recommendations for Further Study**

Recommendations for further research include the following:

1.) The study could be expanded by conducting leisure/career development research by utilizing selected students in private as well as public colleges.

2.) Sample other respondents using a broader range of career orientations.

3.) Other studies should focus on examining the relationship between leisure and career development utilizing target populations from different geographical locations and socio-economic settings.

4.) Comparison studies could be conducted to investigate the relationship between leisure and career development among selected students attending colleges dominated by specific ethnic groups.

5.) Comparison studies might be done to examine the relationship between leisure and career development among selected students attending colleges dominated by different ethnic groups or between white and black students.

6.) Comparison studies could be conducted to
investigate the relationship between leisure and career development among students attending colleges dominated by similar ethnic groups.

7.) Comparison studies could investigate the relationship between leisure and career development among selected students from a broad range of career orientations as well as comparing different all male colleges, different all female colleges, different all male schools with different all female colleges, different all male schools with different co-education colleges, different all female schools with different co-educational colleges, and different all male colleges with different all female colleges with different all co-educational colleges.

8.) The structured interview format might be expanded to include additional questions. These questions could inquire about the relationship between leisure and other career development scales, such as career planning, decision making, career development attitudes, and the career orientation total.

9.) Since the researcher gained more substantial information regarding this study from the structured interview format than from the utilization of the conventional instruments, future research could be conducted using the structured interview format.

Recommendations for the Counseling Profession

Recommendations for the members of the counseling
profession are as follows:

1.) The literature in this study suggests a need to develop and implement more leisure planning programs in schools of higher education and integrate such programs with the counseling centers, placement centers, and physical education/recreation departments on our college and university campuses.

2.) Due to the leisure movement in today's society, more counselors need to be informed about the role leisure plays in career development. This information can be acquired through additional course work and appropriate articles in professional periodicals, such as the Journal of Career Development, Journal of Physical Education and Recreation, Journal of Leisure Research, The Career Development Quarterly, Journal of Vocational Behavior, Journal of Counseling and Development, and Journal of College Student Development.

3.) Counseling professionals need to become more familiar with the literature in the areas of leisure, work, and career development to gain openness to the idea of career equals leisure plus work (McDaniels, 1989). With this openness, counselors can assist their students in better understanding this important concept.

4.) Based on the literature in this study, counselors are encouraged to conduct leisure awareness classes/programs for campus communities in the residence halls, student
centers, and other available facilities on and off campus as done by Baiardo (1974) at San Jose State College.

Summary

Several significant uses can be made of the results of this study. Better understanding of the role leisure plays in career development of college students could help counseling professionals become more open to the notion of "career equals leisure and work" (McDaniels, 1989). With this understanding, counselors could assist each other and help students understand this concept. The results of this study suggested that members of the counseling profession needed to do additional research in the areas of leisure, work, and career development. Information gathered from research could serve as a stimulus for the academic and nonacademic departments on campus to work together as a team to develop and implement leisure planning programs and work diligently to assist our students in appreciating leisure awareness and reaching positive career goals. These results also suggested that counseling professionals needed to become engaged in additional coursework, workshops, and seminars related to leisure/work/career development. Attaining this knowledge through research, coursework, workshops, and seminars could guide the campus leadership in planning the type of programs that could continue to be used to enhance personal as well as professional growth for the total campus community.
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APPENDIX A

SAMPLE ITEMS FROM THE
LEISURE ACTIVITIES BLANK

by George E. McKechnie

Directions: Below is a list of leisure and recreation activities. For each activity, indicate the extent of your past participation, using the following system.

1 = you have never engaged in the activity
2 = you tried it once or a few times (or do it occasionally)
3 = you once did it regularly, but no longer do it regularly
4 = you currently engage in it regularly

Now indicate your future intentions for each activity, as follows:

1 = you do not expect to do it in the future
2 = you are uncertain or don't know
3 = you do expect to do it sometime in the future

Past Scales
Mechanics, Crafts, Intellectual, Slow Living, Sports, Glamour Sports

____ 1. Social Drinking
____ 2. Weaving
____ 3. Archery

Future Scales
Adventure, Mechanics, Crafts, Easy Living, Intellectual, Ego-Recognition, Slow Living, Clean Living

____ 1. Canoeing
____ 2. Sunbathing
____ 3. Volunteer Fire Fighting

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SAMPLE ITEMS FROM THE

CAREER DEVELOPMENT INVENTORY

College and University Form

by Drs. Donald E. Super, Albert S. Thompson, Richard H. Lindeman, Jean P. Jordaan, and Roger A. Myers

Directions: The Career Development Inventory asks you about college, work, your future career, and some of the plans you may have made. Answers to questions like these can indicate what kind of help may be useful to you in planning and preparing for a job after graduation, or for graduate or professional school training before pursuing your occupational career.

The inventory consists of two parts. The person who administers it will indicate whether you should complete the first part, the second part, or both parts.

Please answer every question. If you are not sure about an answer, guess; the first answer that comes to you is often the best one. Work rapidly, but be careful to make your marks in the right boxes for each question.

Career Orientation

Career Planning
How much thinking and planning have you done in the following area:

1. Taking courses that will help me later in college, in professional or graduate school, in job training, or on the job?
   a. I have not yet given any thought to this.
   b. I have given some thought to this, but haven’t made any plans yet.
   c. I have some plans, but am still not sure of them.
   d. I have made definite plans, but don’t know yet how to carry them out.
   e. I have made definite plans, and know what to do to carry them out.

Career Exploration
Would you go to the following source for information or help in making your plans for work or further education:

1. Friends?
   a. definitely not.
   b. probably not.
   c. probably.
   d. definitely.
Decision-Making
What should the student do?

1. E.R. took some tests that suggest some promise for accounting work. This student says, "I just can’t see myself sitting behind a desk for the rest of my life. I'm the kind of person who likes variety. I think a traveling job would suit me fine." E.R. should:

   a. disregard the tests and do what he or she wants to do.
   b. do what the tests say since they know best.
   c. look for a job that requires accounting ability but does not pin one to a desk.
   d. ask to be tested with another test since the results of the first one are probably wrong.

World-of-Work Information

1. Which of the following changes of college major is the easiest to make? From...

   a. Business Administration to Biology.
   b. Physics to Business Administration.
   c. History to Physics.
   d. Engineering to Business Administration.

Knowledge of Preferred Occupation

Characteristics of Preferred Occupation

1. The Occupational Group you selected requires the use of

   a. no special tools or equipment.
   b. hand-tools, without real precision.
   c. hand-tools, with real precision.
   d. equipment, with simple handling or adjustments.
   e. complex equipment requiring technical knowledge and skill.

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APPENDIX C

SAMPLE OF THE
CAREER DEVELOPMENT INVENTORY ANSWER SHEET

College and University Form

by Drs. Donald E. Super, Albert S. Thompson, Richard H. Lindeman, Jean P. Jordaan, and Roger A. Myers

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APPENDIX D

Name ___________________________ College Major ___________________________

Date ___________________________ Chosen Occupation ___________________________

SURVEY FORMAT

Today, leisure is available in greater abundance than ever to people. Leisure consists of relatively self-determined activities and experiences which are available due to having discretionary income, time, and social behavior. Leisure may be physical activities, intellectual activities, volunteer activities, creative activities, or a combination of these. Therefore, I am trying to seek as much information as possible regarding the role of leisure in career development. I am going to ask you some questions which I would like you to answer in terms of your past participation in leisure activities and its relationship to career development.

1. What leisure activities have you participated in over the last 4-8 years? Which ones seemed most important to you? Why?

2. Would you rate the importance of your participation in leisure activities as extremely important, somewhat important, or not important? Why or why not?

3. What explanations, if any, were given to you, and by whom, as reason why you should participate in your most significant leisure activities?
4. What factors influenced you to participate in leisure activities? Please explain your answer.

5. Did any particular person or persons encourage you to participate in leisure activities? What were the circumstances?

6. Describe how you feel your participation in leisure activities has had any influence on your chosen major.

7. What effect has your participation in leisure activities had on your chosen occupation?

8. Explain what role your participation in leisure activities has played in your career exploration.
9. Before you made an occupational choice, did you live in a community where participating in leisure activities was available? Please explain your answer.

10. How do you feel your family or socio-economic status related to your participation in leisure activities?

11. Do you feel there is a relationship between your past participation in leisure activities and your knowledge of your chosen occupation? Please explain your answer.

12. Is there a relationship between past participation in leisure activities and skills you have acquired in your chosen occupation? Describe the relationship.
13. Additional comments you would like to make regarding this topic:
APPENDIX E

Summary ANOVA Tables
ANOVA Summary Table 1
Mechanics by School of Undergraduate Study

ANOVA Summary

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Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

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Crafts by School of Undergraduate Study

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Intellectual by School of Undergraduate Study

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Slow Living by School of Undergraduate Study

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Career Planning by School of Undergraduate Study

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Career Exploration by School of Undergraduate Study

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ANOVA Summary Table 9

Decision Making by School of Undergraduate Study

ANOVA Summary

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Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

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ANOVA Summary Table 10

World-of-Work Information by School of Undergraduate Study

ANOVA Summary

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Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

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ANOVA Summary Table 11
Career Development Attitudes by School of Undergraduate Study

ANOVA Summary

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Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

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Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

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Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

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<th>SD</th>
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ANOVA Summary Table 14

Knowledge of Preferred Occupation by School of Undergraduate Study

ANOVA Summary

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<th>Source</th>
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<th>Prob.</th>
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Mean Levels and Standard Deviations of Groups Appearing in the ANOVA

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<th>SD</th>
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</table>
APPENDIX F

Correlation Tables
Correlation Table 15

Correlations Between Leisure Activities and Leisure Activities Scales
Among a Selected Group of College Students in the School of Business

<table>
<thead>
<tr>
<th>Scales</th>
<th>ME</th>
<th>CR</th>
<th>IN</th>
<th>SL</th>
<th>SP</th>
<th>GS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME</td>
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<td>.5657*</td>
<td>.2252</td>
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<tr>
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<td>SP</td>
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<td>GS</td>
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</tbody>
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NOTE. *p < .01

Leisure Activities Scales:
- ME = Mechanics
- CR = Crafts
- IN = Intellectual
- SL = Slow Living
- SP = Sports
- GS = Glamour Sports
Correlation Table 16

Correlations Between Leisure Activities and Leisure Activities Scales
Among a Selected Group of College Students in the School of Education

<table>
<thead>
<tr>
<th>Scales</th>
<th>ME</th>
<th>CR</th>
<th>IN</th>
<th>SL</th>
<th>SP</th>
<th>GS</th>
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**NOTE:** *p < .01

*Leisure Activities Scales:*

- ME = Mechanics
- CR = Crafts
- IN = Intellectual
- SL = Slow Living
- SP = Sports
- GS = Glamour Sports
Correlation Table 17
Correlations Between Leisure Activities and Leisure Activities Scales Among the Total Number of Selected College Students in Both Undergraduate Schools

<table>
<thead>
<tr>
<th>Scales</th>
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<th>IN</th>
<th>SL</th>
<th>SP</th>
<th>GS</th>
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**NOTE.** *p < .01

Leisure Activities Scales:

- **ME** = Mechanics
- **CR** = Crafts
- **IN** = Intellectual
- **SL** = Slow Living
- **SP** = Sports
- **GS** = Glamour Sports
# Correlation Table 18

Correlations Between Career Development and Career Development Scales
Among a Selected Group of College Students in the School of Business

<table>
<thead>
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<th>Scales</th>
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<th>DM</th>
<th>WW</th>
<th>CDA</th>
<th>CDK</th>
<th>PO</th>
<th>COT</th>
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**NOTE.** *p < .01

Career Development Scales:

- **CP** = Career Planning
- **CE** = Career Exploration
- **DM** = Decision Making
- **WW** = World-of-Work Information
- **CDA** = Career Development Attitudes
- **CDK** = Career Development Knowledge and Skills
- **PO** = Knowledge of Preferred Occupation
- **COT** = Career Orientation Total
Correlation Table 19
Correlations Between Career Development and Career Development Scales
Among a Selected Group of College Students in the School of Education

<table>
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<th>CDA</th>
<th>CDK</th>
<th>PO</th>
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NOTE. *P < .01

Career Development Scales:
CP = Career Planning
CE = Career Exploration
DM = Decision Making
WW = World-of-Work Information
CDA = Career Development Attitudes
CDK = Career Development Knowledge and Skills
PO = Knowledge of Preferred Occupation
COT = Career Orientation Total
Correlation Table 20

Correlations Between Career Development and Career Development Scales Among the Total Number of Selected College Students in Both Undergraduate Schools

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</tr>
</tbody>
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NOTE. *p < .01

Career Development Scales:

CP = Career Planning
CE = Career Exploration
DM = Decision Making
WW = World-of-Work Information
CDA = Career Development Attitudes
CDK = Career Development Knowledge and Skills
PO = Knowledge of Preferred Occupation
COT = Career Orientation Total
Correlation Table 21

Correlations Between Leisure Activities and Career Development Among a Selected Group of College Students in the School of Business

<table>
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<th>CE</th>
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<th>WW</th>
<th>CDA</th>
<th>CDK</th>
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<th>COT</th>
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<td>.1959</td>
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NOTE: *p < .01

Career Development Scales:

CP = Career Planning
CE = Career Exploration
DM = Decision Making
WW = World-of-Work Information
CDA = Career Development Attitudes
CDK = Career Development Knowledge and Skills
PO = Knowledge of Preferred Occupation
COT = Career Orientation Total

Leisure Activities Scales:

ME = Mechanics
CR = Crafts
IN = Intellectual
SL = Slow Living
SP = Sports
GS = Glamour Sports
Correlation Table 22

Correlations Between Leisure Activities and Career Development Among a Selected Group of College Students in the School of Education

<table>
<thead>
<tr>
<th>Scales:</th>
<th>CP</th>
<th>CE</th>
<th>DM</th>
<th>WW</th>
<th>CDA</th>
<th>CDK</th>
<th>PO</th>
<th>COT</th>
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</table>

NOTE. *p < .01

Career Development Scales:

- CP = Career Planning
- CE = Career Exploration
- DM = Decision Making
- WW = World-of-Work Information
- CDA = Career Development Attitudes
- CDK = Career Development Knowledge and Skills
- PO = Knowledge of Preferred Occupation
- COT = Career Orientation Total

Leisure Activities Scales:

- ME = Mechanics
- CR = Crafts
- IN = Intellectual
- SL = Slow Living
- SP = Sports
- GS = Glamour Sports
Correlation Table 23

Correlations Between Leisure Activities and Career Development

Among the Total Number of Selected College Students in Both Undergraduate Schools

<table>
<thead>
<tr>
<th>Scales:</th>
<th>CP</th>
<th>CE</th>
<th>DM</th>
<th>WW</th>
<th>CDA</th>
<th>CDK</th>
<th>PO</th>
<th>COT</th>
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<td>.0506</td>
<td>.2877*</td>
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<td>.2206</td>
<td>.1138</td>
<td>.0817</td>
<td>.3339*</td>
<td>.1083</td>
<td>.0787</td>
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<tr>
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<td>.3100*</td>
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<td>.1852</td>
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<td>.2382*</td>
<td>.0953</td>
<td>.1505</td>
<td>.2196</td>
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<td>.1211</td>
<td>-.2190</td>
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<td>.2296</td>
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<td>.1034</td>
<td>.1744</td>
<td>.1505</td>
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</tbody>
</table>

NOTE. *p < .01

Career Development Scales:
- CP = Career Planning
- CE = Career Exploration
- DM = Decision Making
- WW = World-of-Work Information
- CDA = Career Development Attitudes
- CDK = Career Development Knowledge and Skills
- PO = Knowledge of Preferred Occupation
- COT = Career Orientation Total

Leisure Activities Scales:
- ME = Mechanics
- CR = Crafts
- IN = Intellectual
- SL = Slow Living
- SP = Sports
- GS = Glamour Sports
APPENDIX G

Crosstabulation Tables
Crosstabulation Table 24
Crosstabulations of Leisure Activities and Demographics Among a
Selected Group of College Students in the School of Business

<table>
<thead>
<tr>
<th>Leisure Activities</th>
<th>M</th>
<th>S</th>
<th>A</th>
<th>R</th>
<th>No</th>
<th>NC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Married</td>
<td>Married</td>
<td>Male</td>
<td>Female</td>
<td>20-25 Years</td>
<td>26 Years and Older</td>
</tr>
<tr>
<td>ME</td>
<td>L 80.0%</td>
<td>70%</td>
<td>56%</td>
<td>100%</td>
<td>82.1%</td>
<td>63.6%</td>
</tr>
<tr>
<td></td>
<td>M 20.0%</td>
<td>30%</td>
<td>44%</td>
<td>0%</td>
<td>17.9%</td>
<td>36.4%</td>
</tr>
<tr>
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<td>L 50.0%</td>
<td>70%</td>
<td>72%</td>
<td>36%</td>
<td>53.8%</td>
<td>54.5%</td>
</tr>
<tr>
<td></td>
<td>M 42.5%</td>
<td>30%</td>
<td>24%</td>
<td>56%</td>
<td>41.0%</td>
<td>36.4%</td>
</tr>
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<td>8%</td>
<td>5.1%</td>
<td>9.1%</td>
</tr>
<tr>
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<td>L 42.5%</td>
<td>40%</td>
<td>36%</td>
<td>48%</td>
<td>43.6%</td>
<td>36.4%</td>
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</tr>
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<td>4%</td>
<td>0%</td>
<td>2.6%</td>
<td>0%</td>
</tr>
<tr>
<td>SL</td>
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<td>40%</td>
<td>44%</td>
<td>43.6%</td>
<td>36.4%</td>
</tr>
<tr>
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<td>60%</td>
<td>56%</td>
<td>56.4%</td>
<td>63.6%</td>
</tr>
<tr>
<td>SP</td>
<td>L 35.0%</td>
<td>30%</td>
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<td>52%</td>
<td>35.9%</td>
<td>27.3%</td>
</tr>
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<td>M 60.0%</td>
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<td>40%</td>
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</tr>
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</tr>
<tr>
<td>GS</td>
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<td>100%</td>
<td>100.0%</td>
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<td>30%</td>
<td>12%</td>
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<td>0%</td>
<td>27.3%</td>
</tr>
</tbody>
</table>

Leisure Activities Scales: ME = Mechanics, CR = Crafts, IN = Intellectual, SL = Slow Living, SP = Sports, GS = Glamour Sports
Leisure Activities Participation: L = Low, M = Medium, H = High
Demographics: M = Marital Status of the Respondents, S = Sex of the Respondents, A = Age of the Respondents, R = Race of the Respondents, NC = Number of Children the Respondents Have
### Crosstabulation Table 25

**Crosstabulations of Leisure Activities and Demographics Among a Selected Group of College Students in the School of Education**

<table>
<thead>
<tr>
<th>Leisure Activities</th>
<th>Not Married</th>
<th>Married</th>
<th>S</th>
<th>20-25 Years</th>
<th>26 Years and Older</th>
<th>A</th>
<th>30-40 Years</th>
<th>40-50 Years</th>
<th>50-60 Years</th>
<th>60-70 Years</th>
<th>70-80 Years</th>
<th>R</th>
<th>Non-Black</th>
<th>Black</th>
<th><strong>NC</strong></th>
<th>No Children</th>
<th>One Child</th>
<th>2 or More Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME</td>
<td>L 66.7%</td>
<td>88.2%</td>
<td>48%</td>
<td>100%</td>
<td>64.5%</td>
<td>89.5%</td>
<td>75.0%</td>
<td>75.0%</td>
<td>91.7%</td>
<td>66.7%</td>
<td>75.0%</td>
<td>91.7%</td>
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<td>25.0%</td>
<td>8.3%</td>
<td>66.7%</td>
<td>75.0%</td>
<td>91.7%</td>
</tr>
<tr>
<td></td>
<td>M 33.3%</td>
<td>11.8%</td>
<td>52%</td>
<td>38.7%</td>
<td>35.5%</td>
<td>10.5%</td>
<td>31.3%</td>
<td>32.4%</td>
<td>16.7%</td>
<td>33.3%</td>
<td>38.4%</td>
<td>31.3%</td>
<td>50.0%</td>
<td>25.0%</td>
<td>8.3%</td>
<td>66.7%</td>
<td>75.0%</td>
<td>91.7%</td>
</tr>
<tr>
<td>CR</td>
<td>L 36.4%</td>
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<td>48%</td>
<td>16%</td>
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<td>47.4%</td>
<td>31.3%</td>
<td>32.4%</td>
<td>16.7%</td>
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<td>38.4%</td>
<td>31.3%</td>
<td>50.0%</td>
<td>25.0%</td>
<td>8.3%</td>
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<tr>
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<td>M 51.5%</td>
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<td>24%</td>
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<td>31.6%</td>
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<td>12.5%</td>
<td>33.3%</td>
<td>13.3%</td>
<td>12.5%</td>
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<td>73.7%</td>
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<td>36.8%</td>
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<td>67.7%</td>
<td>57.9%</td>
<td>75.0%</td>
<td>58.8%</td>
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<td>75.0%</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
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<td>82.4%</td>
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<td>88%</td>
<td>87.1%</td>
<td>84.2%</td>
<td>68.8%</td>
<td>94.1%</td>
<td>86.7%</td>
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<td>12%</td>
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</tr>
</tbody>
</table>

**Leisure Activities Scales:**
- ME = Mechanics
- CR = Crafts
- IN = Intellectual
- SL = Slow Living
- SP = Sports
- GS = Glamour Sports

**Leisure Activities Participation:**
- L = Low
- M = Medium
- H = High

**Demographics:**
- M = Marital Status of the Respondents
- S = Sex of the Respondents
- A = Age of the Respondents
- R = Race of the Respondents
- NC = Number of Children the Respondents Have
Crosstabulation Table 26

Crosstabulations of Leisure Activities and Demographics Among the Total Number of Selected College Students in Both Undergraduate Schools

<table>
<thead>
<tr>
<th>Leisure Activities</th>
<th>Not Married</th>
<th>Married</th>
<th>S</th>
<th>Male</th>
<th>Female</th>
<th>20-25 Years</th>
<th>26 Years and Older</th>
<th>R</th>
<th>Non-Black</th>
<th>Black</th>
<th>No Children</th>
<th>One Child</th>
<th>2 or More Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>L</td>
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<td>52%</td>
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<td>74.3%</td>
<td>80.0%</td>
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<td>69.6%</td>
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<td>22.1%</td>
</tr>
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<td>26.0%</td>
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<td>25.7%</td>
<td>20.0%</td>
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<td></td>
<td>30.4%</td>
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<td>25.0%</td>
<td>30.4%</td>
<td>22.1%</td>
</tr>
<tr>
<td>CR</td>
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</tr>
<tr>
<td>L</td>
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<td>26%</td>
<td>47.1%</td>
<td>33.3%</td>
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<td>43.5%</td>
<td>42.9%</td>
<td>48.6%</td>
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<td>43.1%</td>
<td>58.3%</td>
<td>43.0%</td>
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<tr>
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<td>8%</td>
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<td>23.3%</td>
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<td>8.7%</td>
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<td>16.7%</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>

Leisure Activities: ME = Mechanics, CR = Crafts, IN = Intellectual, SL = Slow Living, SP = Sports, GS = Glamour Sports

Leisure Activities Participation: L = Low, M = Medium, H = High

Demographics: M = Marital Status of the Respondents, S = Sex of the Respondents, A = Age of the Respondents, R = Race of the Respondents, NC = Number of Children the Respondents Have
### Crosstabulation Table 27

Crosstabulations of Career Development and Demographics Among a Selected Group of College Students in the School of Business

<table>
<thead>
<tr>
<th>Career Development</th>
<th>S</th>
<th>A</th>
<th>R</th>
<th>NC</th>
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<tbody>
<tr>
<td></td>
<td>20-25</td>
<td>26 Years and Older</td>
<td>Non-Black</td>
<td>Black</td>
</tr>
<tr>
<td>CP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>38.5%</td>
<td>42.9%</td>
<td>33.3%</td>
</tr>
<tr>
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<td>50.0%</td>
<td>41.0%</td>
<td>28.6%</td>
<td>47.6%</td>
</tr>
<tr>
<td>H</td>
<td>17.5%</td>
<td>20.5%</td>
<td>20.5%</td>
<td>19.0%</td>
</tr>
<tr>
<td>CE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>12.0%</td>
<td>14.3%</td>
<td>14.3%</td>
</tr>
<tr>
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<td>69.2%</td>
<td>85.7%</td>
<td>73.8%</td>
</tr>
<tr>
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<td>17.9%</td>
<td>0%</td>
<td>11.9%</td>
</tr>
<tr>
<td>DM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>12.5%</td>
<td>10.3%</td>
<td>14.3%</td>
<td>11.9%</td>
</tr>
<tr>
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<td>71.4%</td>
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<td>14.3%</td>
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</tr>
<tr>
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<tr>
<td>L</td>
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<td>0%</td>
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<td>0%</td>
</tr>
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<td>42.9%</td>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>CDK</td>
<td></td>
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</tr>
<tr>
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<td>2.6%</td>
<td>0%</td>
<td>2.4%</td>
</tr>
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<tr>
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</tr>
<tr>
<td>COT</td>
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<td></td>
</tr>
<tr>
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<td>12.0%</td>
<td>15.4%</td>
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</tr>
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<td>71.4%</td>
<td>71.6%</td>
</tr>
<tr>
<td>H</td>
<td>15.0%</td>
<td>15.4%</td>
<td>0%</td>
<td>11.9%</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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<td>59.0%</td>
<td>71.4%</td>
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<tr>
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<td>20.5%</td>
<td>28.6%</td>
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</tr>
</tbody>
</table>

**Career Development Scales:**
- CP = Career Planning
- CE = Career Exploration
- DM = Decision Making
- CDA = Career Development Attitudes
- CDK = Career Development Knowledge and Skills
- COT = Career Orientation Total
- PO = Knowledge of Preferred Occupation

**Career Development Scores:**
- L = Low
- M = Medium
- H = High

**Demographics:**
- M = Marital Status of the Respondents
- S = Sex of the Respondents
- A = Age of the Respondents
- R = Race of the Respondents
- NC = Number of Children the Respondents Have
Crosstabulation Table 28
Crosstabulations of Career Development and Demographics Among a Selected Group of College Students in the School of Education

<table>
<thead>
<tr>
<th>Career Development</th>
<th>M Not Married Married</th>
<th>S Male Female</th>
<th>A 20-25 26 Years and Older</th>
<th>R Non-Black Black</th>
<th>NC No Children One Child 2 or More Children</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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<td>51.6% 26.3%</td>
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<td>29.0% 57.9%</td>
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<tr>
<td>CE</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>29.9%</td>
<td>28%</td>
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<td>28%</td>
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<tr>
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<td>38.7% 5.7%</td>
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</tr>
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<td>16.1% 0%</td>
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</tr>
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<td>16%</td>
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</tr>
</tbody>
</table>

Career Development Scales:
- CP = Career Planning
- CE = Career Exploration
- DM = Decision Making
- CDA = Career Development Attitudes
- CDK = Career Development Knowledge
- COT = Career Orientation Total
- PO = Knowledge of Preferred Occupation

Career Development Scores:
- L = Low
- M = Medium
- H = High

Demographics:
- M = Marital Status of the Respondents
- S = Sex of the Respondents
- A = Age of the Respondents
- R = Race of the Respondents
- NC = Number of Children the Respondents Have
**Crosstabulation Table 29**

Crosstabulations of Career Development and Demographics Among the Total Number of Selected College Students in Both Undergraduate Schools

<table>
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<th>Career Development</th>
<th>M</th>
<th>S</th>
<th>A</th>
<th>R</th>
<th>NC</th>
</tr>
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<td></td>
<td>Not Married</td>
<td>Married</td>
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<td>Female</td>
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<td>26%</td>
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<td>46%</td>
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<td>55.6%</td>
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<td>34%</td>
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</tr>
<tr>
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<td>25.9%</td>
<td>22%</td>
<td>18%</td>
<td>20.0%</td>
</tr>
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<td>62%</td>
<td>62.9%</td>
</tr>
<tr>
<td>H</td>
<td>15.1%</td>
<td>22.2%</td>
<td>14%</td>
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<td>17.1%</td>
</tr>
<tr>
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<td>22.9%</td>
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<tr>
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<td>48.6%</td>
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**Career Development Scales:**
- CP = Career Planning
- CE = Career Exploration
- DM = Decision Making
- CDA = Career Development Attitudes
- CDR = Career Development Knowledge and Skills
- COT = Career Orientation Total
- PO = Knowledge of Preferred Occupation

**Demographics:**
- M = Marital Status of the Respondents
- S = Sex of the Respondents
- A = Age of the Respondents
- R = Race of the Respondents
- NC = Number of Children the Respondents Have
VITA

Antionette Kellam Lampkin was born in Norfolk, Virginia on February 22, 1947. In Chesapeake, Virginia, she graduated from Crestwood High School. She received her Bachelor of Science degree in Mathematics/Secondary Education in 1970 and her Master of Science degree in Guidance in 1974 from Virginia State University in Petersburg, Virginia. Since receiving these degrees, she has worked as a mathematics teacher (Great Bridge High School and Deep Creek Junior High in Chesapeake, Virginia), a STOP organization counselor (Norfolk, Virginia), and an instructor, professional counselor, residential life educator, and an Assistant Dean for Student Development (Norfolk State University in Norfolk, Virginia).

Mrs. Lampkin was the recipient for the "Graduate Assistance for Minority Virginians Fellowship during the (1987-1988) academic year and the "State Graduate Fellowship" during the (1988-1989) school year. From July 1987 through June 1988, she served as a Graduate Research Assistant for the Virginia VIEW Career Information Hotline and from July 1988 through July 1989 served as a Graduate Research Associate for the Vice President for Student Affairs Office. She participated in these programs and activities while attending Virginia Polytechnic Institute and State University. Presently, she completed the requirements for the Doctor of Education.

She is a member of the First Baptist Church of Norfolk, Kempsville Road, Norfolk, Virginia where she is an active member in various areas of the church life. Her professional affiliations include the Virginia Counselors Association (VCA), the National Association of Personnel Workers (NAPW), and Phi Delta Kappa.

The author is married to Retired Colonel George W. Lampkin Sr. and is the mother of four children: Miss Jassie M. Doughtie, Miss Linda G. Lampkin, Mrs. La Cheryl R. Stebbings, and Mr. George W. Lampkin, Jr.

Antionette Kellam Lampkin
THE RELATIONSHIP BETWEEN LEISURE ACTIVITIES AND CAREER DEVELOPMENT AMONG A SELECT GROUP OF COLLEGE SENIORS

by

Antionette Kellam Lampkin

Committee Chairman: Carl McDaniels
Student Personnel Services/Counselor Education

(ABSTRACT)

According to the literature, the typical college or university has ongoing programs which are usually focused on the concept of work as the total of a person's career with little attention being given to the equally salient dimension of leisure. The educational or developmental consequences of participating in leisure activities on the campus had not been examined nor had seemingly the logical relationship between work and leisure been analyzed for its developmental potentiality (Bloland, 1984). Therefore, the purpose of this study was to examine the relationship between leisure and career development in a select group of college seniors.

The methodology used in this study was a descriptive survey approach. A pilot study was conducted in the fall semester of 1989. During the summer and fall semesters of 1990, the full study was undertaken by gathering information through three instruments completed by 100 selected college seniors (50 each from the Schools of Business and Education)
from a public, predominantly black, four-year degree-granting institution of higher education in Virginia. The Leisure Activities Blank (McKechnie, 1975), the Career Development Inventory (Thompson, Lindeman, Super, Jordaan, and Myers, 1981), and a structured interview format developed by the researcher were the instruments used in this study.

The results of this study presented the following implications: (1) Students' participation in leisure activities assisted them in maintaining a balance between the mental, physical, and social aspects of life; (2) Vocational development, interpersonal communication, and decision making were enhanced through students' participation in leisure activities; (3) Significant others encouraged the respondents to participate in leisure activities for positive reasons; (4) Through participation in leisure activities, the subjects gained better insights on how to plan for potential careers in the future; (5) The data collected from the interviewees confirmed that there was a relationship between past participation in leisure activities and career development among college/university students; and (6) More significant information concerning this study was gathered from the structured interview format than from the utilization of the conventional instruments which suggested that future research could be conducted using the structured interview format.