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CONSTRAINTS AND CONSTRAINT NEGOTIATION BY WOMEN SEA KAYAKERS PARTICIPATING IN A WOMEN-ONLY COURSE

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LYNN ANN DOMINGUEZ

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of the requirements for the

Ph.D. degree in Park, Recreation, and Tourism Resources

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CONSTRAINTS AND CONSTRAINT NEGOTIATION BY WOMEN SEA KAYAKERS PARTICIPATING IN A WOMEN-ONLY COURSE

By

Lynn Ann Dominguez

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Park, Recreation, and Tourism Resources

2003

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ABSTRACT

CONSTRAINTS AND CONSTRAINT NEGOTIATION BY WOMEN SEA KAYAKERS PARTICIPATING IN A WOMEN-ONLY COURSE

By

Lynn Ann Dominguez

The theoretical basis for leisure constraints is grounded in the concept that constraints are encountered hierarchically and linearly, with negotiation occurring to allow participation in leisure activities. However, results of recent studies have not supported a hierarchical or linear occurrence of constraints. Instead constraints are proposed to occur in a cyclical pattern, impacted by preference and motivation for participation in leisure activities. Recent advancements in the understanding of constraint negotiation has led to recommendations for the use of qualitative methods to increase our knowledge of the complex interaction of constraints and constraint negotiation within leisure and life experiences. In addition, a better understanding of women's leisure experiences, related to constraints and negotiation, has emerged as an important research need. Currently, there is a lack of knowledge of women's experiences in outdoor adventure activities, even though they represent a growing participant group. The purpose of this study was to investigate leisure constraints and constraint negotiation by women who are beginning sea kayakers participating in a women-only sea kayaking course.

Multiple methods of data collection and analysis, within a qualitative framework, were used to investigate constraints, negotiation methods, and patterns. Subjects were 21 adult women (18 years and older) participating in women-only, two-day, Basic Coastal

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Kayaking course in Michigan and Wisconsin during the summer of 2002. Data were collected before and during the courses using open-ended questionnaires supplemented with observation field notes. Two-months following the course, a telephone interview was conducted using a standardized interview schedule. Data were analyzed through content analysis using a cross case design, analytic induction, and constant comparison technique. Intercoder reliability, preformed on a data sample, was 89%.

Results indicated that all of the women encountered constraints during each activity period and successfully negotiated constraints to participate before and during the course. Half of the women negotiated constraints in the two-months following the course. Constraints emerged in intrapersonal, interpersonal, and structural categories, and were negotiated using mainly behavioral methods. Cognitive negotiation methods were used to overcome activity-related constraints of fear. Results did not support constraints as either hierarchical or linear. Instead constraints were found to emerge, disappear (through negotiation), and then re-emerge continuously throughout the study time frame. Structural constraints tended to disappear as women become more invested and motivated to participate. A lack of leisure companions and ethic of care concerns were found to be the most difficult to negotiate and usually resulted in sea kayaking participation at less than desired levels. An Integrated Model of Leisure Constraints and Negotiation was presented to illustrate constraint / negotiation interactions with life and leisure experiences. Procedural, research, study limitation, and practical application recommendations were included.

Dedicated to my
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Dedicated to my husband and life-long sea kayaking partner, Rafael, and my children, Kailyn and Paul, who learned the word 'dissertation' way too early in life.

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ACKNOWLEDGMENTS

Qualitative research requires support and input from many people. The following is an acknowledgment of that assistance and a thank you:

To the women who, so patiently and willingly, allowed me to share their sea kayaking experience and their lives with them over a two-month period.

To the course instructors, Laurie, Suzie, Wendy, and Danny; the owners of Black Parrot Paddling, Ron and Suzie Smith; and the owners of Adventures In Perspective, Gail Green and Grant Herman, for allowing access to their company clients and courses.

To the members of the West Michigan Coastal Kayakers Association who graciously allowed access to symposium participants and provided encouragement and emotional support throughout the project, and just took me kayaking when I needed it.

To my committee members at Michigan State University: Chair Dr. Gail Vander Stoep, who made sure the final product was better than I ever imagined it could be; Dr. Betty van der Smissen, who believed I would finally reach the light at the end of the tunnel; Dr. Shari Dann, who would not let me give up; and Dr. Fred Whims, who was brave enough to tell me to start over, again.

To the faculty of the Recreation, Parks, and Leisure Services Department at Central Michigan University who always provided support. My department chair Roger Coles, Bob Frost, and Dean Pybus who had to put up with years of listening to project details, and Mary Lou Schilling, for all of those classes and commutes together.

And finally to Al, who found me in the office on too many Sundays, but wasn't here to see the end of this project. It's finally time to go fishing, Al!

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

During the 1980s and 1990s, the study of leisure constraints emerged as a major research theme in leisure studies, growing both theoretically and practically in importance (Jackson and Dunn, 1991; Jackson and Scott, 1999). Early investigation of why people do not participate in particular leisure activities, even if they have the desire to do so, led leisure constraints researchers to explore specific factors that impeded participation (Goodale and Witt, 1989). Building on early work that focused on barriers to participation, nonparticipation in leisure activities, and lack of opportunities for leisure, leisure constraints research evolved into a distinctive subfield of investigation within leisure studies (Jackson and Scott, 1999).

The study of constraints can be traced through three stages of development (Jackson and Scott, 1999). The first stage occurred during the early years of recreation service provision when practitioners realized they needed to discover why individuals or groups of people were not participating in recreation activities, so researchers began to ask questions about barriers to participation. However, the true leisure constraints research began with the publication of results from the Outdoor Recreation Resource Review Commission's study in 1962 that asked specific questions about barriers to participation. This second stage of development was characterized by research that ". . . was carried out largely to provide practical answers to practical questions, rather than to enhance theoretical understanding of recreation and leisure" (Jackson and Scott, 1999, p. 302).

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Early in the 1980s researchers shifted from thinking about specific leisure barriers to considering a more generic concept of constraints. This third stage included a change in focus from constraints as only physical and external to also as internal and social. By the middle of the 1990s, constraints research had ". . . begun to be enriched by the incorporation of theoretical frameworks adapted from other themes and issues in leisure studies as well as more generally from other social sciences" (Jackson and Scott, 1999, p. 307).

The development of leisure constraints models has been an important advance to understanding how constraints affect all aspects of people's leisure rather than simply affecting participation in one specific activity (Crawford, Jackson, and Godbey, 1991; Henderson and Bialeschki, 1993). Early models were built upon the concept that constraints do not simply intervene between an activity preference and participation in that activity, but also influence preferences (Crawford and Godbey, 1987). Three categories of leisure constraints were defined as

> *structural constraints* - factors that intervene between leisure preferences and participation, e.g., time, money, transportation;
>
> *intrapersonal constraints* - individual psychological states and attributes that interact with leisure preferences, e.g., stress, depression, religiosity, perceived appropriateness of various leisure activities; and
>
> *interpersonal constraints* - barriers related to social interactions with friends, family members and others, e.g., differences in spouses' leisure preferences, unable to find co-participants. (Crawford and Godbey, 1987)

The three constraint categories were used by Crawford et al. (1991) to conceptualize and construct the Hierarchical Model of Leisure Constraints (Figure 1.1). The theoretical basis for the model was grounded in the concept that constraints are

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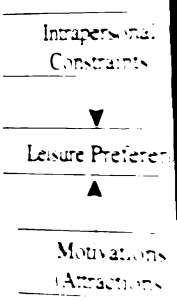


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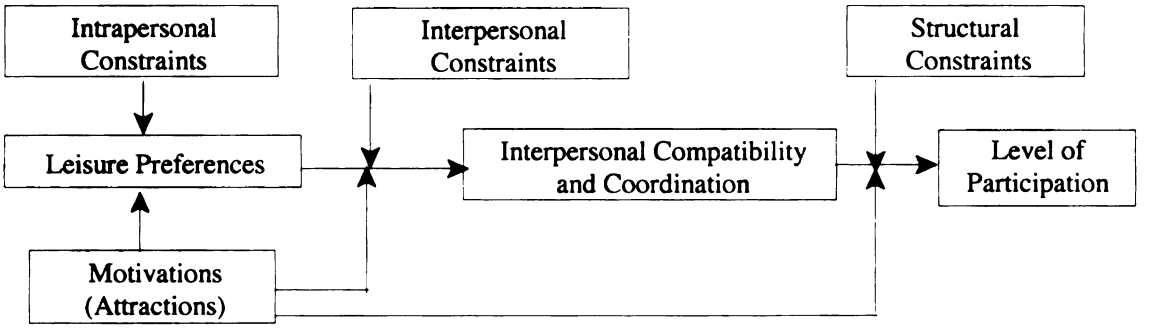


Figure 1.1. The Hierarchical Model of Leisure Constraints (Crawford, Jackson, and Godbey, 1991, p. 313).

Intrapersonal constraints were believed to be the most powerful, providing the motivation for participation (Crawford et al. (1991). However, continued participation was found to be ". . . heavily dependent on negotiating through an alignment of multiple factors . . . to maintain an individual's impetus through these systemic levels" (p. 314). These guiding concepts – that participation is dependent upon a linear negotiation through constraints and that the order of constraints represents a hierarchy of importance – have substantially impacted continuing research and debate within the leisure profession (Shaw, Bonen, and McCabe, 1991; Kay and Jackson, 1991; Scott, 1991; Henderson, Bedini, Hecht, and Schuler, 1995; Samdahl and Jekubovich, 1997).

Until the 1990s, the majority of leisure constraints research was not based on a theoretical framework; rather, many studies simply listed item-by-item descriptions of constraints (Jackson and Scott, 1999). The Hierarchical Model of Leisure Constraints introduced an initial hypothesis to constraints research proposing the linear and

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hierarchical properties of constraints (Figure 1.1). Raymore (1993) presented results that demonstrated preliminary support for the hierarchical model (Raymore, Godbey, Crawford, and von Eye, 1993; Raymore, Godbey and Crawford, 1994). However, subsequent studies, while not specifically testing the model, have found less support for the hierarchical occurrence of leisure constraints while recommending or acknowledging the need for further study and development (Jackson and Rucks, 1995; Hurlbut, 1996; McQuarrie and Jackson, 1996; Jorgensen, 1998).

Results from a qualitative study of women's leisure, found that antecedent and intervening constraints influenced one another in a cyclical manner rather than a hierarchical pattern (Henderson and Bialeschki, 1993). These findings resulted in the development of an expanded model of leisure constraints, based on the leisure patterns of women, associated with interrelationships among constraints, leisure preferences, and participation (Figure 1.2). While the expanded model of leisure constraints was not intended to discount past research, it did allow for interaction of constraints that were not reflected in the earlier hierarchical model of constraints (Henderson and Bialeschki, 1993).

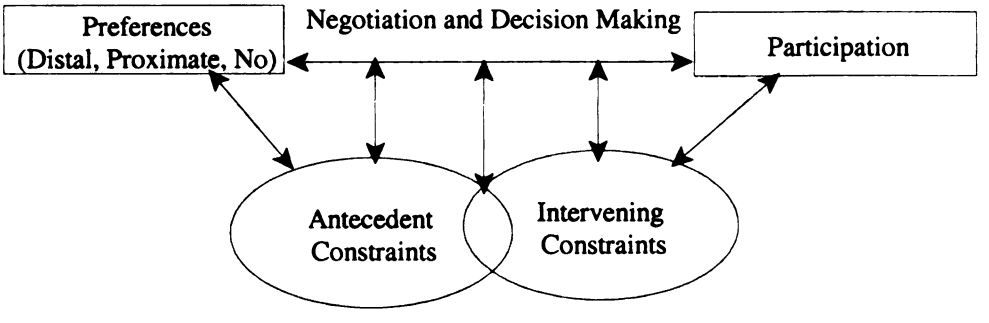


Figure 1.2. Expanded Model of Leisure Constraints (Henderson and Bialeschiki, 1993, p. 248)

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Linked to constraints model research has been the development of classification categories for leisure constraints. While various constraint classifications have been proposed, two sets of categories are most commonly used (Henderson and Bialeschki, 1993). Constraints have usually been classified as intrapersonal, interpersonal, or structural, as originally proposed in the Hierarchical Model of Leisure Constraints (Crawford et al., 1991) (Figure 1.1). Temporal concepts of constraints usually are classified as antecedent or intervening and are associated with the Expanded Model of Leisure Constraints (Figure 1.2). The use of an antecedent / intervening classification of constraints was proposed as a better way to describe the cyclical patterns found within the interactions of leisure constraints, participation, and preferences. However, mutual exclusivity within categories was found to be very difficult to achieve with any of the proposed constraint classification systems (Henderson and Bialescheki, 1993).

Theoretical and conceptual development has advanced beyond the identification of constraints as simply barriers to participation; research studies now include the process of constraint negotiation (Samdahl and Jekubuvich, 1997). The concept of constraint negotiation was proposed first as part of the development of the Hierarchical Model of Leisure Constraints (Crawford et al., 1991) (Figure 1.1) and was hypothesized as one way for people to overcome or modify leisure constraints. In one of the earliest studies to examine constraint negotiation, leisure constraints were found to not always prevent participation. Some people were able to overcome constraints to allow for participation or alter their participation to lessen the impact of constraints (Kay and Jackson, 1991).

Constraint negotiation was defined as a process or method(s) used to move through or change a sequence of constraints to reach participation. In addition, a

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classification system for negotiation methods or strategies as either behavioral (an observable change in behavior) or cognitive (a reduction of cognitive dissonance), was proposed (Jackson, Crawford, and Godbey, 1993). Early studies of negotiation found that the majority of negotiation methods employed by people to overcome constraints were behavioral in nature (Jackson and Rucks, 1995). However, the use of longitudinal data to help explain how people's preferences, participation, and negotiation methods change over time has been recommended (Henderson and Bialeschki, 1993). Increasing the use of in-depth interviews and other qualitative methods to improve the understanding of relationships between constraint categories and negotiation was also recommended (Samdahl and Jekubovich, 1997).

Jackson et al. (1993) proposed that the concept of negotiation supports the need to investigate methods of negotiation simultaneously with intrapersonal, interpersonal, and structural constraints to provide a complete picture of the interrelationships of leisure participation. However, Samdahl and Jekubovich (1997) and Jorgensen (1998) found that constraints are not always negotiated sequentially and that a dynamic interaction exists between categories of constraints. People were found to be active creators rather than passive responders in shaping their leisure lives (Samdahl and Jekubovich, 1997). The interactive nature of negotiation with constraints appeared to demonstrate support for antecedent and intervening constraints as conceptualized in Henderson and Bialeschki's (1993) expanded model of leisure constraints (Figure 1.2).

The methods that people use to negotiate threats to leisure participation has challenged many of the original assumptions about leisure constraints (Samdahl and Jekubuvich, 1997). In particular, instead of restricting or inhibiting leisure participation,

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constraints often are overcome through negotiation; the anticipated benefits and motivation for leisure encourage people to attempt to negotiate constraints (Nadirova and Jackson, 2000). Investigations of constraint negotiation have increased researchers' understanding of the complex interactions occurring as people seek out leisure experiences (Jackson and Scott, 1999).

Over the last decade (1990-2000) several studies (Shaw et al., 1991; Kay and Jackson, 1991; Jackson et al., 1993; Henderson et al., 1995; Jackson and Rucks, 1995; McQuarrie and Jackson, 1996; Hurlbut, 1996; Samdahl and Jekubovich, 1997; Jorgensen, 1998) have investigated the concept of constraint negotiation and the methods that people employ as part of negotiating participation. Much of this work has appeared to support the proposition that participation is dependent upon negotiation through constraints rather than the absence of constraints (Crawford et al., 1991).

Although there continues to be a lack of support for the hierarchical model in its entirety, the model framework may be applicable as a tool for systematic investigation of the constraint negotiation process (McQuarrie and Jackson, 1996). In addition, McQuarrie and Jackson hypothesized that the ". . . more holistic and interactive model advanced by Henderson and Bialeschki (1993) may ultimately prove to be a more stimulating framework for future research on leisure constraints negotiation" (p. 476).

An increase in the study of women's leisure emerged at approximately the same time that leisure constraints research was becoming more focused. By the early 1990s constraints research and studies of women increasingly were linked as new concepts and insights spurred continued growth of the field (Henderson, Bialeschki, Shaw, and Freysinger, 1996). Leisure studies that focused on women were concerned with the social

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and cultural context of their lives rather than time-based components of leisure activity participation. Certain demographic variables were identified as influencing women's leisure behavior, including age, social class, marital status, and number of children (Crawford and Godbey, 1987; Henderson and Bialeschki, 1993; Shaw, 1999). Gender stereotyping of certain sports and leisure activities was found to affect not only women's, but also men's, participation. One example is within the realm of outdoor adventure and recreation (Bialeschki, 1992; Bialeschki and Henderson, 1993; Henderson et al.,1996).

Although the outdoors, and the traditional activities associated with it, has long been considered a male domain, women always have participated in outdoor recreation. Many of the early historical accounts of the outdoor recreation and environmental movements in the United States were dominated by the stories and accounts of men and their achievements (Bialeschki, 1992). However, women also were involved as early explorers and activists, usually right along with men, at the beginning of the twentieth century (Kaufman, 1996). As women struggled in the late 1800s for independence and equality, they looked to outdoor recreation activities, such as climbing, camping, canoeing, and mountaineering, as symbols of freedom and independence from more traditional social roles (Bialeschki, 1992). But, early exploration and discovery efforts that occurred in the outdoors have been viewed as very masculine adventure activities, with the wilderness perceived to be a male domain (LaBastille, 1980). Women were with Muir, as members of the Sierra Club, attempting to save the Hetch-Hetchy valley from damming. During the 1905 ascent of Mt. Rainier, 46 of the 112 team members were women (Kaufman, 1986). One third of the membership of the Alpine Club of Canada in 1906 and nearly half of the original Sierra Club were women (Kaufman, 1996). By 1920

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women naturalists were the forerunners of the National Park Service interpreters, employed at Yellowstone, the Grand Canyon, Yosemite, and Rocky Mountain National Park (Kaufman, 1996).

In the early organized camp movement of the 1920s and 1930s women were very active, many as camp directors (Miranda and Yerkes,1996). Early camps helped to introduce a new generation of girls to outdoor experiences and the sense of freedom and independence that accompanied these experiences (Miranda, 1987). However, early leaders of the camp movement, including Gulick, Farnsworth, Marshall, Kingsbury, and Mattoon, who were instrumental in forming the National Association of Directors of Girls Camps in 1916, are rarely mentioned in association with camping leadership (Eells, 1986). Bialeschki (1992) believes

> . . . the reluctance of some recreation professionals to accept that women were actively involved in outdoor pursuits prior to the beginning of the twentieth century, particularly in adventurous activities, has made women almost invisible . . . [I]t is time to stop thinking of women's involvement in outdoor recreation activities as a phenomenon of the last 20 or 30 years. (p. 55)

Expanded opportunities for women's involvement in outdoor recreation have been through women-only groups, family programs, and organized group activities (Bialeschki and Henderson, 1993). The ways that women were demanding outdoor recreation services shifted early in the 1980s with the emergence of women-only Outward Bound courses. By the mid-1990s Becoming an Outdoors Woman workshops were prevalent across the United States (Miranda and Yerkes, 1996; McClintock, 1996).

Research related to women-only programs has been limited, relying primarily on retrospective surveys. These studies have resulted in the identification of a variety of

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motivations for why women choose women-only programs and the benefits that they believe were gained through that particular choice (Yerkes and Miranda, 1985; Henderson and Bialeschki, 1987; Thomas and Peterson, 1995; Hornibrook, Brinkert, Parry, Seimens, Mitten and Priest, 1997; Jordan, 1998). However, the majority of the research efforts have focused on the Becoming an Outdoors Woman program that was designed to introduce women to hunting, fishing, and general outdoor skills. These were outdoor recreation activities identified by natural resource agencies through license-sale numbers as under-represented by women as participants (Hornibrook et al., 1997).

The increase in women's participation has been identified as the second most important national outdoor recreation trend after the increase in participation by aging baby boomers (Wellner, 1997). One example of growth in outdoor recreation opportunities is the increase in specialized programs for women in adventure recreation, particularly kayaking. During 1994-1995, 2.6 million people participated in kayaking. Men accounted for 78% of the total while women made up 22% of the participants (Cordell, Betz, Bowker, English, Mou, Bergstrom, Teasley, Tarrant, and Loomis, 1999). By the end of the 1990s nearly 1.5 million women were participating in sea kayaking, representing 50% of the activity's total participants (Graves, 2000). Kayaking demands technical skill rather than strength which, along with lighter materials used in kayak construction, makes the activity attractive to women (Wellner, 1997). In 1996 kayaks were reported as leading the paddlesports industry in purchases and, when combined with canoes, totaled $99.1 million in sales (ORCA, 1997). It has been predicted that canoe sales would remain level over the next ten years while the sale of kayaks, particularly sea kayaks, would continue to demonstrate strong growth (Yeager, 1999).

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Increasing sales of kayaks and related equipment, and the growing demand for instruction, are reflected in the increasing number of participants at sea kayak symposia. For example, in 1995 at the West Michigan Coastal Kayakers Association (WMCKA) symposium, there were 100 participants; by 2000 that number had more than doubled to 230 sea kayakers. In 1996 the first women's clinic was offered and attracted 20 participants; by the 2000 symposium, 35 women and seven female instructors participated (five instructors had participated at the first clinic in 1996 as beginners) (J. Van Wyk, personal communication, December 30, 2000).

The Great Lakes Sea Kayaking Association (GLSKA) symposium in 2000 drew 350 participants, with more than 55 women participating in the women's clinic. The majority of these women were identified as beginners (G. Green, personal communication, December 28, 2000). Although a registration cap was placed on both of the symposia in 2001, the number of women participating in the women's clinic remained virtually the same (WMCKA: 150 total participants, 33 women; GLSKA: 250 total participants, 54 women) (G. Green, personal communication, July 19, 2001).

Even though more women are participating in outdoor recreation, their experiences are not well understood (Miranda and Yerkes, 1982; Yerkes and Miranda, 1982; Warren, 1990; Henderson et al., 1996). Many studies have been conducted on gender and constraints to leisure (Chambers, 1986; Shank, 1986; Henderson, Stalnaker, and Taylor, 1988; Harrington, 1991; Bolla, Dawson, and Harrington, 1991; Henderson, 1991, 1994; Henderson and Allen, 1991; Harrington, Dawson, and Bolla, 1992; Henderson and Bialeschki, 1991, 1993; Bialeschki and Michener, 1994; Shaw, 1994; Frederick and Shaw, 1995; Jackson and Henderson, 1995; Harrington and Dawson,

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1995). However, the research base on outdoor recreation programs related to women is limited (Kane, 1990; Humberstone and Lynch, 1991; Backman and Wright, 1993; Roberts and Drogin, 1993; Henderson, Winn, and Roberts, 1996; Roberts and Henderson, 1997; Culp, 1998; Jorgensen, 1998). The majority of outdoor recreation research has focused on male participation and a gap exists in our understanding of how females experience the outdoors (Henderson et al., 1996). Jordan (1998) found that studies about women and outdoor recreation in the last fifteen years have been few in number. She believes it is important to understand "what women want in outdoor recreation, how they feel about doing outdoor recreation activities, and the constraints they face in their outdoor recreation efforts" (p. 1). By better understanding women's experiences in the outdoors, and the constraints they encounter during participation in outdoor recreation activities, leisure providers will be better able to serve their leisure needs (Mitten, 1992; Henderson et. al., 1996; Warren, 1996; Bell, 1997; Jordan, 1998).

Statement of the Problem

The theoretical basis for leisure constraints was grounded in the concept that constraints are encountered hierarchically, and in linear fashion, from intrapersonal constraints to interpersonal constraints, and finally to structural constraints. However, some researchers have questioned the hierarchical and linear approach to constraints; instead proposing that constraints occur cyclically. The addition of the concept of constraints negotiation has further advanced constraints theory; but, longitudinal and qualitative data are needed to increase understanding of the complex interaction of constraints and constraint negotiation as part of the leisure experience. Although women

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represent a growing participant base in outdoor recreation, understanding of the experiences they have in the outdoors is limited. Consequently, the purpose of this study is to investigate leisure constraints and constraint negotiation by women sea kayakers who are participating in a women-only sea kayaking course.

Research Questions

The research questions guiding the study are as follows:

1. What are the leisure constraints women experience before, during, and following a sea kayaking instructional course?
2. How do women negotiate those constraints affecting their participation before, during, and following a sea kayaking instructional course?
3. What are the patterns that exist related to leisure constraints and constraint negotiation methods that women experience and use when beginning to participate in a new outdoor pursuit?

Definitions

The following terms and designators are defined as used in this study.

Leisure constraint: a factor or factors that are perceived or experienced by individuals to limit the formation of leisure preferences and to inhibit or prohibit participation and enjoyment in leisure (Jackson, 1997).

Constraint negotiation: a process or method(s) used to move through or change a sequence of constraints to reach participation (Jackson et al., 1993).

Women-only course: a course that is designed specifically for women participants, has at least one female leader or instructor, and is focused on one or more outdoor pursuits (Henderson and Bialeschki, 1987; Hornibrook et al., 1997; Jordan, 1998).

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Outdoor recreation activity: an organized free-time activity that is participated in for its own sake and includes an interaction between the participant and an element of nature (Ibrahim and Cordes, 1993).

Outdoor pursuit: a human-powered form of outdoor recreation that is, primarily, a self-propelled activity performed in an outdoor setting (Priest and Gass, 1997).

Beginning sea kayaker: a person, using a sea kayak, who has no or limited experience outside of protected waters (ponds or small lakes), has no or limited experience paddling in waves of more than two feet and wind conditions of more than 10 knots, is not able to consistently perform successful solo or group rescues, and has no or limited experience with open water crossings of more than 1/4 mile (G. Green, personal communication, July 19, 2001).

Basic Assumptions

In this study it is assumed that:

1. constraints to leisure participation exist, and
2. leisure constraint negotiation occurs related to participation in outdoor recreation activities.

Delimitations

This study is delimited to adult women ages 18 and older participating in a women-only, two-day, American Canoe Association Basic Coastal Kayaking course in the Midwest Region of the United States.

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CHAPTER II

REVIEW OF LITERATURE

The purpose of this study is to investigate leisure constraints and constraint negotiation by women sea kayakers participating in a women-only sea kayaking course. The literature review discusses previous studies related to leisure constraints, models of leisure constraints, leisure constraints negotiation, gender and leisure constraints, and women in the outdoors. Also summarized is relevant qualitative research design literature.

Leisure Constraints

This section reviews research related to the early conceptualization of leisure constraints as barriers to participation and through the emergence of constraints theory. The concept of leisure constraints can be identified with the early development of the parks and recreation profession (Goodale and Witt, 1989). The emergence of the sub-field of leisure constraints research occurred in the early 1980s (Jackson, 2000). During this time leisure constraints were identified as barriers to participation; issues of nonparticipation and ceasing participation in leisure activities were the focus of many studies (Jackson and Scott, 1999).

Boothby, Tungatt, and Townsend (1981) studied the reasons why people stopped participating in recreational activities. In-depth interviews were used to investigate leisure and recreational life-histories of residents in suburban areas of Cleveland County, England. The reasons for ceasing activity were divided into two categories. The first category was personal reasons that included physical ability for, and intrinsic interest in,

the activity. The second category included social reasons such as lack of time, money, facilities, transportation, and partners. While the term constraints was used occasionally, the reasons for ceasing participation were not identified as constraints. However, the "social reasons" category contained many of the constraints the literature now identifies as intervening or structural constraints.

The relationships between barriers to leisure enjoyment and family stages was studied by Witt and Goodale (1981). Their cross-sectional study of two groups of citizens and one group of recreation professionals from Ontario, Canada identified five family stages. A list of eighteen barriers to participation was used as part of the survey. Results demonstrated the value of using lifecycle stages as an explanatory and predictor variable for participation barriers. However, the researchers indicated that personality and attitudinal barriers were not accounted for by using a lifecycle stages approach.

The concept of constraints was first used by Godbey (1985) to develop a model for non-use of public services. Mail questionnaires were used to collect data from 894 households, and telephone interviews were completed by 550 individuals to report nonparticipation in a public leisure service agency of a large city in the Eastern United States. A specific constraint, awareness of level of services, was examined in addition to determining what other barriers to participation might exist. Results indicated that lack of knowledge of services offered was the most prevalent reason for non-use of facilities. A study limitation was noted that people or households with low to middle-low socioeconomic status were disproportionately represented as lacking knowledge of services. Twenty-one other barriers to participation were listed.

The main concern of leisure agencies until the mid-1980s had been how to get nonparticipants to participate in their services. However, prior research efforts had been primarily ". . . based on an artificial and undesirable separation of participation and nonparticipation" (Jackson and Searle, 1985, p. 699). Their contention was that people as nonparticipants didn't exist; rather, nonparticipation was activity-related. They proposed that two types of barriers to participation existed, blocking and inhibiting, and called for the development of a conceptual model that would distinguish between different aspects of non-participation and types of barriers.

Building upon previous barriers research, Crawford and Godbey (1987) proposed a conceptual model to illustrate the relationships among leisure barriers, preferences, and participation. The model was built within the contextual framework of family leisure. They also divided barriers into three types: intrapersonal barriers, those that affect preferences (e.g., stress, depression, prior socialization, and evaluations of appropriateness); interpersonal barriers, those that occur from interpersonal relationships and may affect both preferences and participation (e.g., sex role attitudes, spousal conflict, and lack of suitable partners); and, structural barriers, those barriers that intervene between preference and participation (e.g., life-cycle stage, financial resources, time, and opportunity).

Prior research had been concerned almost exclusively with barriers intervening between preferences and participation, not with any barriers that might impact preferences (Crawford and Godbey, 1987). While nonparticipation in new activities had been studied, activities in which people might already be participating were essentially ignored. The conceptualization of a model of barriers to participation represented an

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innovative leap in the understanding of constraints, moving beyond classifying constraints as only intervening between preference and participation to understanding how people's participation, nonparticipation, and constraints interacted to affect leisure choices (Jackson, 1990a).

Between 1987 and 1990 the term "constraints to leisure" began to replace barriers to participation as researchers expanded their definition to include antecedent and intervening constraints (Jackson, 1988; Henderson, Stalnaker, and Taylor, 1988, Jackson, 1990a; Jackson, 1991). Jackson (1990a; 1990b) sought to find evidence of antecedent constraints, those that negatively affect leisure preference, by focusing on a group of non-participants in Alberta, Canada who previously were identified as not wishing to begin a new leisure activity. Results of the mail survey challenged previous studies that had assumed that non-participation in leisure activities could be accounted for by a lack of interest in participating in a new activity. Jackson found that some of the people who demonstrated non-participation could have been affected by antecedent constraints.

While individuals had been the focus of previous research efforts, Scott (1991) studied group-related constraints. Using a naturalistic inquiry design – participant observation and in-depth interviews – participants and would-be participants were examined within the social context of contact bridge. Participant observation was used over a six-month period in four separate bridge clubs. In-depth interviews were conducted with 38 bridge players. Results indicated that constraints were frequently interrelated. For example, a structural constraint – lack of time – experienced by an individual could result in interpersonal constraints – scheduling problems – for the group. It was determined that an understanding of leisure constraints relied on understanding

how individual human activities are interconnected with groups. Scott also found that constraints to leisure did not seem to be insurmountable and that group members, both individually and jointly, developed strategies to overcome constraints.

The relationship between intervening constraints and participation in physically active leisure was studied by Shaw, Bonen, and McCabe (1991) to determine if social theory and greater attention to social structures might produce a better understanding of leisure constraints. A total of 14,674 Canadians, who had indicated preference for increased levels of leisure participation, completed the survey. Results challenged the idea that intervening constraints resulted in decreased participation. Instead, those people who frequently identified constraints had higher participation levels. Two constraints – ill health and low energy levels – were shown to impact heavily on women, decreasing their participation levels. Study results also showed evidence that some social factors are associated with participation levels (e.g., social class, age, gender, age of children, occupation).

The concept of constraints and their relationship to activity loyalty was studied by Backman (1991) in examining what could influence an individual to cease participation in golf. Using a self-administered questionnaire, data were collected from a random sample of 294 daily-fee municipal golfers in Austin, Texas. Frequency of participation and affective attachment to the activity were combined to assess loyalty levels. Results indicated that golfers who exhibited high, low, and latent loyalty toward golf would discontinue the activity only if their attitudes toward golf changed. The findings suggest that ". . . loyalty is associated with the perception of constraints that would lead a current participant to discontinue participation" (Backman, 1991, p. 342).

Frequency of participation and interest or lack of interest in additional participation in hunting was studied by Wright and Goodale (1991). The concept of "participant" was sub-divided by frequency of participation and interest in additional participation. Two stratified random samples were drawn from hunting license purchasers and telephone directories in Virginia representing both urban and rural population distributions. A total of 1,666 questionnaires was returned from the two groups. Respondents were categorized into 10 groups based on their participation frequency and level of interest in hunting. A list of 25 statements of perceived constraints was used to compare the groups. Results indicated that using frequency of participation and interest compared to constraints was valid. However, the researchers recommended additional investigation of sequence and interactions among variables.

Prior research on non-participation had focused on constraints that seemed to be relatively stable over time and within behavioral contexts (Mannell and Zuzanek, 1991). Since it had been proposed that the use of survey methods could overlook the changing nature of constraints within people's daily lives, this study examined constraints related to non-participation, using personal interviews, with a stratified sample of 92 older adults (ages 55-88). Results agreed with previous studies that structural constraints such as being too busy, lack of energy, lack of interest, and poor health were also present in older adults. However, many of these constraints were identified as transient conditions when viewed across the daily context of people's lives.

Jackson and Dunn (1991) studied the similarities and differences of 12 constraint items related to ceasing participation in a former activity, and desire to participate in a new activity, as distinct indicators of constrained leisure. Two mail surveys were used to

collect data from 7,965 residents of Alberta, Canada. Respondents were asked if they had ceased an activity within the preceding year and their reasons for stopping. After identifying activities they would like to begin, they then evaluated the importance of selected constraints to participation. Results indicated that the dominant pattern of constraints did not occur uniformly for both ceasing participation and desire to participate. Constrained leisure was found to not be an internally homogeneous concept, but instead differentiated depending upon the criterion variable selected.

A follow-up study by Jackson and Rucks (1993) further supports the concept of constrained leisure as not internally homogeneous. Constraints were found to operate in different ways to influence people's leisure at many stages of the decision-making process. Data were collected as part of a larger study on adolescents and their leisure patterns in Canada. Constraints identified included an expansion of intrapersonal and interpersonal items. The study supported the negative findings of previous research on constrained leisure (Jackson and Dunn, 1991) as an internally homogeneous concept, with several types of constraints becoming more or less important depending on the current stage of the leisure decision-making process.

Hultsman (1993) also examined the concept of constrained leisure as internally homogeneous, investigating whether constraints perceived to prevent participation in a new activity are interchangeable with the reasons for ceasing participation. A questionnaire was used to collect data from 940 early adolescents (ages 10-15 yrs.) living in a metropolitan area of the southwestern United States. Results supported the concept of constrained leisure as internally dissimilar although the perceived relative value of a particular constraint was internally homogeneous. Differences were found between the

constraints that young adolescents perceive in relation to ceasing or beginning a new leisure activity and constraints adults perceive.

Constraints to participation were studied in relation to activity domains and demographic features by McCarville and Smale (1993). The purpose of this study was to determine if perceived constraints varied across five different activity domains – physical activity/exercise, arts/entertainment, hobbies, social activities, and home-based entertainment – and if constraint variations could be explained using selected demographic variables. A telephone interview was conducted with 1,513 Ontario, Canada residents aged 15 years and older. Respondents were asked to determine their activity level for each of the five activity domains. Those who indicated less than desirable levels of participation were asked to respond to a list of ten questions related to constraints. Demographic variables used were income, age, marital status, and gender. A large degree of uniformity was noted within the response patterns, regardless of activity domain or demographic variable. In general, women and single respondents reported more constraints than men and people who were married; low-income respondents reported more constraints than high-income respondents. Leisure constraints were found to differ from one group to another, with some groups experiencing more constraints than others. Additionally, leisure constraints should be considered dynamic, varying from individual to individual and from one setting to another.

Constraints were investigated from a people-based, rather than constraints-oriented, perspective to identify regular patterns in which people encounter and experience them (Jackson, 1993). The data used had been collected in 1988 from a mail survey of 4,044 Alberta, Canada residents. Respondents were asked to identify any

leisure activity in which they would like to participate but were not currently and then to evaluate the importance of 15 constraint items for that activity. Cluster analysis was used to identify sub-groups of people characterized by similarities in the type, number, intensity, and combinations of constraints they had reported experiencing. Six clusters were identified and described as: time; time/costs/accessibility; costs; costs/facilities/ awareness; accessibility/awareness; and, relatively unconstrained. Age was the one demographic variable most strongly associated with the perception of constraints. Benefits of using cluster analysis included: an enhanced opportunity to investigate the experience and operations of leisure constraints in people's lives, including the processes of adaptation and negotiation; a sharp differentiation of categories, allowing for a greater extent of comparisons between variables; and, the identification of an additional group as relatively unconstrained.

Using the same data set from 1988 and adding an additional data set from 1992, Jackson (1994) investigated activity-based variations in constraints across homogeneous sub-groups segmented by age. Relationships were compared between age, type of activity people liked but were unable to participate in because of constraints, and constraints that inhibit participation. Respondents were asked to identify an activity in which they would like to participate but were unable to because of one or more constraints. They then evaluated the importance of 15 reasons for not participating in the activity. Results indicated that the desire to participate in physical health/exercise activities and mechanized outdoor recreational activities remained stable across the life-span. Constraints remained stable in relative importance between the ages of 29 and 50,

with the type of activity desired exerting a strong influence on the importance of experienced and reported constraints.

Jackson and Witt (1994) replicated the Jackson (1994) study to examine socio-economic and demographic variables of age, gender, income, and household type. Age was classified into seven life-span groups. Leisure constraints were found to remain stable over a four-year time span. A benefit that emerged was the commonality of the characteristics exhibited by the two data sets, allowing a combined data set to be created and permitting the application of more sophisticated analytical and inferential techniques to be employed in the future.

Hultsman (1995) extended the investigation of dimensionality of leisure constraints proposed by Jackson (1993). Six dimensions of constraints were identified that have repeatedly emerged across studies, including: accessibility (structural constraint), social isolation (interpersonal constraint), personal reasons (intrapersonal constraints), costs (structural constraint), time commitments (structural constraint), and facilities (structural constraint). Thirty-two adults in Phoenix, Arizonia responded to a mailed questionnaire. Data were analyzed using multidimensional scaling focusing on similarities and differences to demonstrate relationships between items. Results supported the dimensions Jackson (1993) had hypothesized and verified that the dimensions were identifiable. Three distinct constraint groups emerged as cost, personal reasons, and facilities.

Scott and Jackson (1996) studied constraints that limited people's use of public parks in an urban environment. Telephone interviews from 637 adult residents of Cleveland, Ohio, who identified themselves as non-users or infrequent users of public

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parks, formed the sample for the study. Respondents indicated the extent that fifteen different factors limited their use of parks and whether ten changes to park programming or operations would result in more use. Results confirmed other constraints research conclusions in that availability of time was the most important reason for not using the parks. Constraints to park visitation and willingness to visit parks were found to be a function of the separate effects of gender and age. Fear of crime and lack of companionship were the two critical factors that limited older women's use of public parks. To address constraints other than "lack of time", a strategy was proposed for attracting nonusers and infrequent users through better programming and promotion, and creating an image that parks are safe.

The general concept of leisure constraints was used to investigate the dynamics of constraints on the leisure of immigrant populations by Stodolska (1998). Static constraints, specific to minority status, and dynamic constraints, that evolve with changing assimilation levels, were examined as characteristics of the leisure of first generation Polish immigrants in Canada. A mail survey was collected from 236 individuals who had immigrated to Canada after 1979. Factor analysis was used to create a classification of constraints related to immigrant populations. Five dimensions of constraints emerged, including: immigration related constraints (e.g., not at ease with non-Polish Canadians, lack of ability to speak English); general constraints (e.g., lack of time, lack of money, too tired); work related circumstances (e.g., no set work hours, not able to take time off); social isolation (e.g., lack of knowledge, lack of co-participants); and, personal reasons (e.g., lack of skills, lack of physical abilities). Dimensions of

constraints within this immigrant group were dynamic in nature; evolving as individuals became more assimilated.

Since the emergence of leisure constraints as a distinct sub-field of leisure studies (Jackson, 1991), researchers have investigated constraints through an evolving framework of barriers to participation, non-participation, ceasing participation, activity-specific constraints, as an internally homogeneous concept, and from the perspective of life-cycle (Scott and Jackson, 1996). However, it was the proposal of a hierarchical model of constraints (Crawford, Jackson, and Godbey, 1991), followed by the alternate expanded model of leisure constraints (Henderson and Bialeschki, 1993), that has added an additional theoretical framework to the study of leisure constraints (Jackson, 1999).

Models of Leisure Constraints

Building upon the original concept of a leisure constraints model proposed by Crawford and Godbey (1987), and supported by other studies (Kay and Jackson, 1991; Scott, 1991; and Shaw et al., 1991), a hierarchical model of leisure constraints was conceptualized by Crawford et al. (1991). The hierarchical model was developed to integrate the original three discrete models described by Crawford and Godbey (1987) (Crawford et al., 1991). A framework was then proposed, whereby leisure participants encounter a hierarchical series of constraint levels that must be negotiated successfully to allow for beginning or continuing participation (Figure 1.1).

Researchers theorized that people first encounter leisure constraints at the intrapersonal level, where leisure preferences are formed. If intrapersonal constraints are absent, or have been negotiated, constraints then may be encountered at the interpersonal

level. This level may require negotiation that encompasses interpersonal relationships and interactions, acting on both preferences and participation. Structural constraints would be encountered as the final level. At any of the levels – intrapersonal, interpersonal, or structural – the lack of successful negotiation could result in nonparticipation (Crawford et al., 1991) (See Figure 1.1, p. 3). Early research emphasis on structural constraints ignored needed investigation of intrapersonal and interpersonal constraints. It was proposed that a study of the entire array of constraints at the same time would make it possible to test the negotiation process and determine if sequential levels of constraints represent a hierarchy of importance (Crawford et al., 1991).

A test of the hierarchical model of leisure constraints was conducted by Raymore, Godbey, Crawford, and von Eye (1993) to determine if intrapersonal, interpersonal, and structural constraints would form distinct categories, and if those categories existed in the hierarchy predicted by the model. A questionnaire was used to collect data from 363 high school students (12^{th} grade) in Toronto, Canada. Subjects were asked to focus on general perceptions of constraints associated with beginning a new leisure activity. Factor analysis was used to determine if three distinct categories of constraints existed. Results indicated that intrapersonal, interpersonal, and structural categories existed as separate leisure constraint categories. Hierarchical relationships were tested using cross-tabulations, z-tests, and a metamodel. Results supported the predicted hierarchical model of leisure constraints.

The hierarchical model was used as a starting point in an investigation of patterns and relationships among preferences for, constraints to, and participation in leisure by women (Henderson and Bialeschki, 1993). A refinement was proposed to the

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classification categories used to identify and study leisure constraints. Intrapersonal and interpersonal constraints were combined to form an antecedent constraint category (i.e., attitudes associated with an a priori recreation activity) and structural constraints were classified as an intervening constraint category (i.e., constraints that immediately impact upon one's ability/opportunity to participate). In-depth interviews were used to collect data from 59 women. Respondents were asked a series of questions related to 27 specific recreation activities to determine nonparticipation. Questions were asked to determine interest in starting an activity, perceived constraints, and benefits of participation. Data were analyzed inductively using the constant comparison method, which resulted in the emergence of five themes. These included: antecedent and intervening constraints as distinct but not mutually exclusive; antecedent and intervening constraints as interacting to influence preferences, negotiation, and participation in leisure activities; preferences for leisure involvement as being impacted by both antecedent and intervening constraints; both antecedent and intervening constraints impacting decisions about leisure activity participation and throughout the negotiation process; and, preferences and participation forming an interactive link that was evident in the negotiation process. Based on the themes that emerged from this study and an inductive analysis of previous literature, an expanded model of leisure constraints was developed (See Figure 1.2, p. 4). Henderson and Bialeschki (1993) state, the model

> . . . suggests constraints are not sequential and hierarchical, but dynamic and integrated . . . that the relationships among constraints, preferences, and participation were more complex and interactive . . . and that negotiations may occur over and over within the expanded model . . . this model is not linear, but holistic and interactive in its basic tenets. (p. 247)

Even though the expanded model is not intended to discount past research on constraints, it was found that the linear causal conclusions used to develop the hierarchical model did not allow for the emergence of the interactive nature of constraints (Henderson and Bialeschki, 1993). Recommendations for further research included the need to develop a better understanding of the interactive relationships that occur between antecedent and intervening constraints, and how these relationships affect preferences and participation. The use of qualitative techniques is also recommended, as leisure constraints research moves beyond the simple listing of barriers and examines how people experience leisure in their lives. In addition, a more complete understanding is needed of how people negotiate leisure constraints throughout the participation process (Henderson and Bialeschki, 1993).

Replication and extension of previous constraint model research, to test the sequential hierarchy of intrapersonal, interpersonal, and structural constraints, was conducted by Hawkins, Peng, Hsieh, and Eklund (1999). Associations between self-perceptions of competency (intrapersonal constraints) and interest in new leisure activities was investigated. The Leisure Assessment Inventory was used to collect data from 118 adults with mild-to-moderate mental retardation to assess current and desired participation in 50 activities using picture cues. Leisure constraints were measured using 20 constraint items. Results did not confirm a hierarchy of constraints but did support the existence of intrapersonal, interpersonal, and structural constraint categories.

Interrelated with the hierarchical model and the expanded model of leisure constraints is the concept of leisure constraints negotiation (Crawford and Godbey, 1987; Crawford et al., 1991; Henderson and Bialeschki, 1993; Jackson, 2000). Based on a

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growing body of research, constraints are now considered negotiable as people apply strategies to decrease, change, or eliminate the effects of constraints on their leisure (Kay and Jackson, 1991; Jackson et al., 1993; Henderson et al., 1993). However, limited empirical knowledge about leisure constraints negotiation exists currently (Jackson and Scott, 1999).

Leisure Constraints Negotiation

Much of the early research into leisure constraints was based on an untested assumption that a negative link existed between constraints and levels of participation in leisure activities (Shaw et al., 1991). However, the concept of constraint negotiation was identified during the development of the hierarchical model and is now considered a critical component of the leisure experience (Crawford et al., 1991). Constraint negotiation is defined as a process or method(s) used to move through or change a sequence of constraints to reach participation (Jackson et al., 1993). The following section reviews the development of constraint negotiation following the initial identification of the concept in 1991.

The earliest study to propose that constraints are reported by both nonparticipants and participants was conducted by Kay and Jackson (1991). They examined the relationship between social characteristics, constraints, and reported effects of constraints on leisure participation. An interviewer-administered questionnaire was used to collect data from 366 households in England. Participants were asked to identify the type and importance of constraints that affected their leisure. Financial and time constraints had the most influence on participation, but almost one-quarter of the respondents found ways

to overcome these constraints to allow for participation. Findings suggested constraints to activities were being perceived even when participation was not greatly affected and that any level of participation could expose individuals to constraints. People who participate in leisure activities at high levels also report high levels of constraints.

Further explanation of the concept of constraint negotiation was proposed by Jackson et al. (1993) in a study that expanded upon Kay and Jackson's (1991) results. Six propositions were formulated related to the negotiation of leisure constraints.

1. Negotiation through constraints determines participation rather than the absence of constraints.

2. Variability of reported constraints is related to both differences in experiences and negotiation success.

3. Successful negotiation of structural constraints may explain the lack of desire to change leisure behavior.

4. Desire to participate may be suppressed if an interpersonal or structural constraint is perceived to be insurmountable.

5. Perception of the ability to negotiate a constraint may affect the presence or intensity of a constraint.

6. The negotiation process depends on motivation for participation and how this motivation interacts with a constraint.

Results indicated that negotiation strategies can be classified as either behavioral (an observable change in behavior) or cognitive (reduction of cognitive dissonance), but further research is needed for verification of this classification system. In conclusion, the concept of negotiation supports the need to investigate negotiation simultaneously with intrapersonal, interpersonal, and structural constraints to achieve a complete picture of the interrelationships of leisure participation.

Negotiation strategies, and the interrelationships of key components of the constraints negotiation process, were investigated by Jackson and Rucks (1995) in a study of 425 junior high and high school students in Edmonton, Alberta, Canada. Students responded to questions about leisure activities in which they currently participated, constraints they encountered, and negotiation methods they used to impact participation. Results indicated that the concept of constraints as insurmountable barriers to leisure should be rejected and that the concept of constraint negotiation be confirmed. The majority of negotiation strategies used were behavioral, including modifying time and commitments, acquiring skills, changing interpersonal relations, improving finances, getting physical therapy, and changing leisure behavior.

Constraint negotiation by women with physical disabilities was studied by Henderson, Bedini, Hecht, and Schuler (1995). In-depth interviews were used to collect data from 30 women with physical and sensory disabilities. Data analysis was conducted using the constant comparison technique. The constraints to leisure of women with physical disabilities were similar to constraints that occur for women without disabilities (e.g., time, money, ethic of care, and safety). Additional constraints that emerged included energy deficiency, lack of opportunities and choices, and dependency on others. Based on how they negotiated constraints, respondents were placed in three broad categories: passive responders (women who chose not to participate in a desired activity); achievers (women who perceived a constraint but participated despite it); and, attempters (women who participated but in an altered way). The ability to negotiate constraints often was related to other life circumstances which, in some cases, also provided the motivation for negotiating constraints to continue participation in leisure.

Hurlbut (1996) studied the ways people attempt to negotiate constraints to their leisure. A mail survey was used to collect data from 169 Alberta, Canada residents. Results of the study identified a total of 51 negotiation methods people used to allow participation in leisure activities. Ninety percent of the respondents reported that they had attempted to negotiate a constraint to their leisure time and had experienced as least some success.

Concerns about the effectiveness of constraints as a framework for understanding the factors that shape people's leisure choices were raised by Samdahl and Jekubovich (1997) in an investigation of factors influencing the daily leisure experiences of 88 adult men and women living in the Pacific Northwest of the United States. Respondents described their daily routine and predicted what they would do with an extra three-day weekend through in-depth interviews. Also collected were reflections on why those experiences were not commonly part of their normal lives. Constant comparative technique was used to analyze the data and resulted in the emergence of four themes related to constraint negotiation, including making time for self, coordinating time with others, compromising on activity, and the significance of sharing. Study results emphasized the active and dynamic strategies people used to experience their lives. Rather than being passive responders, people were active creators. These results supported the concept of constraint negotiation. The results suggested some support for a hierarchical perspective for constraints; however, this was not absolute. In some cases, constraints were encountered and negotiated in the opposite direction of the proposed model.

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Samdahl and Jekubovich (1997) state that previous constraints research with an emphasis on activity participation limits a broader understanding of the aspects of leisure within a social context. Their results indicate that the dimension giving meaning to leisure was the chance to be with others and share in the experience, not in the end result of the activity. They question the methods that have been used in previous research in which people were asked to think hypothetically about an activity. Use of this method provides data that is removed from the reality of people's lives. They caution that researchers need to understand the limitations of constraints for studying the broader nature of leisure choices and meanings.

Responses to Samdahl and Jekubovich (1997) were written by Henderson (1997) and Jackson (1997), who agreed that good applications of constraints theory exist; but, there also are limitations to the theory. Henderson states that, although constraints research has helped to guide leisure research, most researchers understand that constraints are not the final answer to understanding leisure meanings. Jackson discusses the potentially important contributions Samdahl and Jekubovichs' research has made to constraints literature by examining people's leisure experiences and decisions in the broader context of their everyday lives. However, Jackson argues that Samdahl and Jekubovich have limited their response to a narrow definition and interpretation of constraints. Instead of using the insights their research provided to make positive modifications and extensions to the concepts of constraint negotiation and constraint models, they chose to attack the field of leisure research. Henderson and Jackson state that Samdahl and Jekubovich have made an important contribution to the field of leisure

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The ways that women negotiate and cope with fear of violence during outdoor recreation activities was studied by Jorgensen (1998). Unobtrusive systematic observations and focus group interviews were used to collect data from17 women living in Chico, California. Results indicate that activity constraints related to fear of violence were negotiated through avoidance and protective behaviors to allow continuing participation in outdoor recreation activities. Ten constraint negotiation themes emerged: participating with other people or a dog, using various defensive methods, using internal protective strategies, avoiding participation in the dark, seeking safe locations, scanning the environment, staying near other people, seeking information, participating during certain times of the day, and avoiding participation in bad weather. Fear of violence as a constraint is not negotiated sequentially, but is a dynamic interaction between variables within each of the constraint categories. Results support the expanded model of leisure constraints (See Figure 1.2, p. 4), demonstrating the interactive nature of antecedent and intervening constraints.

The criterion variable (i.e., desire but inability to participate or ceasing participation) has become increasingly important in demonstrating how people perceive themselves to be constrained in leisure participation (Nadirova and Jackson, 2000). A mail questionnaire was used to collect data from 296 housholds in Edmonton, Canada to examine how people view the parts of their leisure that are constrained, and to determine key criterion variables for further research. Respondents answered questions about their participation in leisure activities and if they felt their leisure was constrained. Results

indicated that people felt their leisure was most constrained by being unable to participate as often as they would like, suggesting that constraints usually inhibit the frequency or intensity of participation rather than block participation completely. People's responses to structural constraints indicated a sequence of responses. For example, ceasing participation did not occur because of time constraints but did occur if high costs or lack of skill were encountered first.

Increased understanding of the process of constraint negotiation has helped to shape the concept that constraints impact leisure, but do not necessarily preclude it (Nadirova and Jackson, 2000). This understanding has implications in the ways that leisure is viewed for both individuals and groups within society (Henderson, 1991). The exploration of constraints to leisure, investigation of comprehensive models to explain constraints, and the conceptualization of constraints negotiation have further evolved from the study of families and women's leisure experiences (Henderson, 1994).

Gender and Leisure Constraints

Beginning in the middle of the 1980s, interest in and research about women's leisure experienced tremendous growth (Henderson, 1994; Shaw, 1994). Recognition of the significance of gender and the androcentric nature of early leisure theories, have led researchers to examine closely the role of leisure in both women's and men's lives (Shaw, 1994). Henderson (1994) states that "gender scholarship addresses the complexity of expectations, roles, and behavior associated with being male as well as being female" (p.127). The following section reviews literature related to the impact of gender on leisure constraints.

Research of leisure constraints has included studies focusing on the ways that women's leisure is constrained. A distinct body of literature has emerged, grounded in an understanding of gender relations within society (Shaw, 1994). These studies have revealed the existence of additional constraints, such as: a sense of a lack of entitlement to leisure; an ethic of care related to personal and family responsibilities; a sense of how body image affects leisure; and, greater understanding of the importance of health/safety issues (Henderson, 1991; Jackson, 2000). A greater understanding of the unique constraints associated with women's leisure contributes to a better understanding of the leisure experience for both men and women (Henderson, 1994).

The meaning of leisure in the lives of dual career women and the consequences of limited discretionary time to the role and function of leisure was studied by Shank (1986). In-depth interviews were used to collect data from 12 women who worked outside the home. Several themes emerged: discretionary time was extremely limited, which the subjects believed was deleterious to their lives; all of the women desired more time for themselves; leisure was conceptualized as a time for self-directed activity resulting in feeling of renewal, revitalization, and stability; guilt, especially associated with time away from their children, was a pervasive feeling; and, lack of role models as both parents and professionals affected their leisure. Women conceptualized leisure as a reward to which they were entitled only after they had attended to the needs of their children and/or spouses.

Similar findings were reported in a study by Chambers (1986) that examined the effects of shift work on the leisure behavior of both men and women. Interviews and diary entries were used to collect data from 527 employees on eleven different work shifts

in London, England. Respondents were asked if their working hours interfered with their out-of-work lives. Results indicated that both men and women valued opportunities to unwind and recover after completion of their shifts. Men were found to participate more in leisure activities than women, whose attitudes toward leisure were highly influenced by the nature of their work tasks and the additional burden of domestic duties. Men were culturally attuned to participate in leisure activities on nights and weekends. When shift work interfered with expected leisure timing, their activities were greatly impacted. Women accepted lack of time for leisure as a way of life, secondary to household responsibilities. Results indicated that the interrelationships of work, time, family time, domestic time, and leisure time is qualitatively different depending upon gender.

Relationships between constraints and gender-role personality traits for women were studied by Henderson, Stalnaker, and Taylor (1988). A mail questionnaire was used to collect data from 294 female university students, staff, and faculty in the southern United States. The questionnaire was developed using the Bem Sex Role Inventory, and included questions concerning barriers to recreation participation, recreation activities and demographic categories. Factor analysis was used to identify barriers to recreation that were similar to those found in previous studies with women. Additional research into the antecedent constraints that women encounter was recommended.

Ethic of care has been most closely associated with women and their perceived need to be responsible and committed to others. In a conceptual paper, Henderson and Allen (1991) described ethic of care as an attitude that defines how a person should be in the world. Ethic of care becomes a constraint to leisure when a woman focuses on self-denial, when other family member needs come first, and the self is put last. However, in

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some instances, ethic of care was found to be an empowering dimension in people's lives, particularly within the family context in which interpersonal bonds become a primary component of leisure. Henderson and Allen concluded that the study of leisure and constraints must include relational dimensions to gain a fuller understanding of the complexity of the leisure experience within people's lives.

The leisure constraints experienced by women who work outside the home was studied by Harrington (1991). She found that a number of studies had been conducted concerning men and work, but there were limited references to women. Mail questionnaires were sent to 548 women in three occupational groups (university faculty, nurses, and administrative assistants). Respondents were asked about their work attitudes/behavior, leisure activities and preferences, and family commitments. Results indicated that the amount of time women spent on the job did not necessarily represent a constraint to their leisure, but the amount of work they took home with them did. Many women took work home so they had additional time to care for their households. Results indicate that models being used to study leisure behavior may better represent the male perspective and should not be applied blindly to women.

An entitlement to leisure assumes that all individuals should have an equal opportunity to experience leisure. A sense of entitlement to leisure was studied by Henderson and Bialeschki (1991) in a pilot study examining the priority of leisure in women's lives. Interviews were conducted with 21 women who were asked a series of questions concerning their perceptions of leisure. Results were analyzed using constant comparison technique to develop themes. A description of leisure as unobligated time emerged along with concepts of leisure related to freedom, intrinsic motivation, and

enjoyment. Themes included a definition of leisure as having a choice, a perception that respondents were entitled to leisure, the idea that leisure was not a priority, and disagreement related to entitlement and priority for leisure. Respondents indicated that they felt entitled to leisure, but with many qualifications. Entitlement and priority of leisure, as influenced by gender and socialization, was recommended for further study.

The meanings of leisure to women, their subjective experience of leisure, and constraint to their enjoyment of leisure was studied by Bolla, Dawson, and Harrington (1991) (also reported in Harrington, Dawson, and Bolla, 1992). A mailed questionnaire was used to ask 1,739 women in Ontario, Canada about their leisure experiences. Results indicated that women view leisure as self-gratifying, relaxing, and providing personal freedom. Most women experience diverse positive feelings during their leisure, although some experience negative feelings and have difficulty attaining meaningful leisure. Respondents reported a variety of constraints including both objective (e.g., insufficient time) and psychological (e.g., getting responsibilities off of mind) items. An additional constraint experienced was a devaluing of their abilities in leisure activities rather than a lack of skills, indicating that constraints are not only practical but also relate to the perception of oneself.

Relationships were examined between self-esteem, gender, and socioeconomic status on the perceptions of leisure constraints among adolescents by Raymore, Godbey, and Crawford (1994). A questionnaire was used to collect data from 363 male and female grade 12 students in Toronto, Canada. The Rosenberg Self-esteem Scale (RSE) was used to measure self-esteem. Socioeconomic status was determined using total household income and highest level of education achieved by a students' parent. Results

concluded that subjects with low self-esteem reported significantly higher amounts of intrapersonal, interpersonal, and total constraints to leisure. Females were found to have significantly lower levels of self-esteem than males, resulting in more constrained leisure. Individuals with low self-esteem were more constrained in beginning a new leisure activity than those with medium or high self-esteem. Females reported significantly more intrapersonal constraints than did males. The researchers concluded that skill development at a basic level, in a non-threatening environment, may be helpful in addressing some constraints. Altering programs to help individuals overcome intrapersonal constraints may help some people develop preferences for new leisure activities.

Further exploration of the meaning of leisure in women's lives was reported by Bialeschki and Michener (1994), in a study that examined motherhood from the perspectives of life course and family life stages. In-depth interviews of 53 women, who were reaching the end of their active mothering roles, were conducted to develop grounded theory based on the meanings of leisure to women. Constant comparison was used for analysis of the transcribed interviews to identify themes. The themes included: leisure, described as a focus on self; a concept of full circle leisure, similar to a suspension of career while children were dependent; a concept of socialized gender role limitations; and, the influence of the ethic of care on the women's leisure. Recommendations included the need to study leisure from an integrated context of gender, life-span, and family perspectives to understand the complexity of the leisure experience.

Building upon previous gender and leisure research, Shinew, Floyd, McGuire, and Noe (1995) studied the leisure preferences of subgroups defined by gender, race, and subjective social class. A national, random phone interview was conducted with 1,711 adults to gain understanding of multiple sources of inequality and how they relate to leisure preferences. Results indicated that poor, working class black women were the most isolated in terms of dissimilarity in activity preferences. The middle classes of both the white and black respondents were closely associated in their leisure preferences. The results raised questions about how social class and gender influence leisure preferences; however, no data were collected related to the family structure of the households involved in the study. The combined or interactive effect of race, class, and gender was recommended as an important area for further research.

Extensive research has been conducted toward the investigation of women and body image related to psychological health and self-image. However, how body image impacts leisure behavior has not been fully addressed. Frederick and Shaw (1995) studied how body image might function as a constraint to young women's participation in aerobic classes. In-depth interviews were used to collect data from 190 female university students who were current, former, and nonparticipants in aerobics in Ontario, Canada. Respondents were asked questions about their perception of aerobics classes and how feelings about their bodies affected attitudes, motivation, enjoyment, and participation toward the classes. Results indicated that although concerns about body image did constrain the enjoyment of aerobics as a leisure activity, they did not limit or reduce participation; instead, they were an important motivating factor for participation. Evidence also was found to support the concept of negotiation through constraints. But,

in this instance, negotiation was used to reduce the negative aspects of aerobics participation rather than overcoming constraints that prevented participation. Frederick and Shaw state that ". . . negotiation of body image constraints was extrinsically motived by the societal pressure on women to be thin rather than by the intrinsic desire to increase participation" (p. 72).

A gender-based perspective was used by Jackson and Henderson (1995) to study between-gender and within-gender similarities and differences of men and women related to leisure constraints. Responses from 9,642 questionnaires collected in a previous study by Jackson (1990a; 1990b) were used for data. Factor analysis was used on the sample as a whole, among men only, and among women only. Results indicated that the experience of leisure constraints is characterized by both within-gender and between-gender differences. Women are more constrained in their leisure than men, with cultural interpretations of gender functioning as a constraint to leisure for women.

Between-group differences in constraints of women who were full time workers, part-time workers, or full time homemakers were investigated by Harrington and Dawson (1995). A mail questionnaire was used to collect data from 1,549 women in Ontario, Canada. Analysis of variance was used to test for significance related to the effects of labor force participation on meanings, experiences, and constraints of leisure behavior. Results indicated that women do not define leisure as free time or activity, but as the opportunity for self-gratification, relaxation, and freedom. The constraints experienced were related to how difficult the constraint makes it for women the achieve their ideal of leisure.

Body image, leisure constraints, and constraint negotiation were again addressed in a study by James (2000) of adolescent girls who were participating in swimming at public pools. In-depth interviews from 16 girls, and data from four focus groups of 6-8 girls each, were collected from participants living in Western Australia. Content analysis resulted in the emergence of themes related to constraints and negotiation. Results indicated that one primary constraint was the potential for embarrassment concerning how the girls' appearance was perceived by boys at the pool. Negotiation methods included: using pool time as an opportunity to challenge gendered stereotypes, the use of self-talk to overcome inhibitions, covering up as much as possible, jumping in the water quickly, surrounding themselves with friends, and seeking anonymity (i.e., swimming in a pool where no one knew them).

Gender influences all aspects of the leisure experience, especially related to physical recreation (Kane, 1990). The pressure to conform to societal definitions of what it means to be female and male may constrain leisure choices and behavior (Shaw, 1994). One area of leisure in which traditional gender roles occur is within the realm of outdoor, adventure-based activities (Henderson and Roberts, 1998). Historically considered a male domain, women who are involved in outdoor programs face a great social risk, where their femininity is questioned the moment they step into the woods (Warren, 1985). However, despite the social and gender stereotyping related to pursuing outdoor activities, women increasingly have been interested and involved in the outdoors throughout the 1980s and 1990s (Bialeschki and Henderson, 1993). In 1989 ". . . almost 26 million women went backpacking and camping, 29 million rode bicycles, 16 million went fishing and seven million went skiing" (Bialeschki and Henderson, 1993, p. 36).

Graves (2000) reports that by the end of the 1990s nearly 1.5 million women were participating in sea kayaking, representing 50% of the activity's total participants. This was an increase from the middle of the decade when approximately 20% of sea kayaking participants were women. However, the participation and experiences of women in outdoor activities has not been well documented or studied through empirical research (Henderson, Winn, and Roberts, 1996). Many questions remain about the ways in which women experience the outdoors, and the meanings they associate with being there (Henderson and Roberts, 1998).

Women in the Outdoors

Literature related to women's and girl's participation and experiences in the outdoors can be traced through four evolutionary phases (Henderson and Roberts, 1998). These phases include: stories of women who contributed historically to the outdoor movement; use of a male perspective to explain gender differences related to the outdoor experience of women; feminist scholarship that focused on leadership and all-women groups; and, the interface between gender and inclusion that affects women's and men's involvement and behavior in the outdoors. This section reviews literature related to constraints and gender differences in outdoor experiences, gender-role conformity as a constraint to outdoor participation, and women-only programs.

Gender and Outdoor Experiences

Girls' concepts of themselves after participating in an outdoor/adventure education program were studied by Humberstone and Lynch (1991) in New Zealand and England. Case studies were collected from an unidentified number of adolescent girls

participating in one-week outdoor adventure programs as part of their school experience. Results indicated that outdoor experiences were perceived to be positive. Girls who had the most limited perceptions of their capabilities demonstrated the greatest increases in self-confidence. The supportive atmosphere of the camps and sensitive teachers were concluded to have contributed the most to gains in self-esteem and a successful experience.

Gender as an intervening variable, related to situational fears and anxiety in the outdoors, was studied by Young and Ewert (1992). The Situational Fear Inventory was used to collect data from 380 male and female subjects. Fear levels were measured before, during, and following participation in an outdoor education practicum course. Results indicated that social-based fears (e.g., not meeting the expectations of others) were more anxiety producing than physical-based fears. Persistent and widespread differences in fear between genders indicated that social learning may have a role in the development of fears among women participating in outdoor recreation.

Leisure studies examining the outdoor experiences of women with varied racial and ethnic backgrounds are particularly limited. To address this need, Roberts and Drogin (1993) studied the factors affecting participation in outdoor recreation by African-American women. In-depth interviews were used to collect data from 6 women of color concerning their perceptions of participation in outdoor activities. Results indicate that socialization into outdoor activities is limited for black women because they are not introduced to the outdoors as children. Lack of role models, lack of access, poor economic conditions, and lack of transportation were also identified as constraints to participation.

The meanings of culture related to the experiences women of color have in the outdoors was studied by Roberts and Henderson (1997). In-depth interviews and a focus group were used to collect data from 24 women of color related to their outdoor recreation involvement. Results indicated that lack of early experiences in the outdoors and lack of skills contributed to feelings of need for social support when attempting outdoor activities. Discomfort and fear were present in two dimensions: physical fear (e.g., appearance, skill levels) and social fears (e.g., cultural connotations, stereotypes, perceived stigma, racial discrimination). The prevalent perception was that outdoor activities are a "white thing" and that black women participating in outdoor activities were "leading the way" for others. Constraints to participation were based on cultural traditions, limited opportunities, and cultural perceptions of who should be in the outdoors.

Gender-role Conformity and the Outdoors

Henderson, Winn, and Roberts (1996) studied whether the outdoors was perceived as a gendered environment by investigating the links between past, present, and future involvement of women in outdoor activities. Focus groups and a questionnaire were used to collect data from 36 university women who were outdoor recreation participants or non-participants. Results indicated that a prerequisite to developing an appreciation of the outdoors was childhood exposure. The development of appreciation, interests, skills, and opportunities in the outdoors is a result of, and resistance to, a gendered society. Most of the subjects wanted to believe that the outdoors was a gender-neutral environment, although many acknowledged that society perceived it as a male domain.

To achieve a greater understanding of gender and outdoor experiences, more information is needed about gender, gender relations, and the stigma attached to gender and the outdoors.

The issue of gender role conformity as a constraint to women's participation in outdoor adventure activities was studied by Stringer (1997). Focus group data were collected from 35 university-aged women through group interviews and a slide response scale. A questionnaire and the slide response scale were used to collect data from an additional 155 men and women. All subjects were attending the University of Minnesota in Duluth, Minnesota. Results indicated that gender-role conformity affected the perceptions of participants relative to activity appropriateness for women. Participation was constrained by gender-role conformity in outdoor activities perceived to be gender-inappropriate. Results from the slide response scale supported the hypothesis that women are under-represented in the popular media as outdoor recreation participants.

Culp (1998) studied constraints that influence outdoor recreation participation of adolescent girls. Interviews and focus groups were used to collect data from a total of 55 females. The group included 34 adolescent girls, 6 female outdoor leaders, and 5 adult women. Three categories of constraints emerged as personal constraints, relational constraints, and structural constraints. These categories, and the constraints contained within them, demonstrated a high degree of interrelatedness, closely resembling the hierarchy of constraints proposed by Jackson et al. (1991). Gender roles occurred as one of the most commonly mentioned influences on outdoor recreation participation. Most of the subjects expressed frustration with stereotypical gender expectations from peers, parents, and social institutions. Lack of female role models for involvement in outdoor

activities and lack of opportunities for females were the most frequently mentioned constraints. Outdoor-related strategies identified as most effective for increasing participation were single gender programs for girls and allowing girls to fully participate without competition from boys.

Women-only Outdoor Programs

The phenomena of women-only outdoor programs has become widespread as the demand for these types of programs continues to grow (Henderson and Bialeschki, 1986; McClintock, 1996; Mitten, 1995). Pottinger (1994) found that

> women-only courses provide a safe and supporting atmosphere in which women from all social, economic and racial backgrounds are able to gain confidence and train to become leaders in the outdoors in a non-competitive, non-judgmental, safe, and supporting environment. (p. 15)

Four themes are expressed consistently by women as the reasons they choose to participate in women-only outdoor programs (McClintock, 1996). Those themes include: safety, both emotionally and physically; freedom to leave gender-role stereotypes behind; development of close connections and networks with other women; and, opportunities to learn new skills, as both a beginner and highly skilled participant, in a comfortable environment.

The ability of women to achieve equity and empowerment from the outdoors is dependent on them having the opportunity to take responsibility for themselves. Women-only groups provide certain advantages, such as: the opportunity to learn a new skill in a supportive environment, encouragement to begin a new activity that may be associated with negative gender role stereotypes, and opportunities for increased independence and self-acceptance (Henderson and Biakeschki, 1986).

Women may be intimidated when participating in mixed gender programs, especially when attempting a new outdoor activity. Women-only programs allow for increased confidence and enhancement of skills before participating in a mixed gender program. However, some disadvantages may exist for those who continue to participate in women-only programs if they limit expanding their experiences by excluding co-ed programs. If women become too dependent on women-only programs, they may never integrate into co-ed programs, thus missing out on chances to learn more skills (Nolan and Priest, 1993).

The elements of an outdoor experience perceived as valuable by women participating in a week-long, women-only camping program were studied by Henderson and Bialeschki (1987). A pre-camp telephone interview, participant observation during the camp, and a follow-up interview after the camp experience were used to collect data from 22 women. Elements perceived to be valuable included the opportunity to choose activities for themselves, the chance to learn and practice environmental aesthetics, the women-only aspect of the experience, the opportunity for physical and emotional challenges, and the opportunity to play and be themselves.

The benefits of and motivations for participation in women-only outdoor programs were studied by Hornibrook, Brinkert, Parry, Seimens, Mitten, and Priest (1997). A mail questionnaire was used to collect data from 274 women who participated in a Woodswoman program in Minnesota. The most important program components identified were the all-women participants, the opportunity to become immersed in nature, and the inclusive environment. The most important reasons for participating were the opportunity to take part in a physical activity, to gain a new experience, and the non-

competitive atmosphere. The greatest benefits achieved were an increased belief in self, a desire to participate again, and pride in their accomplishments.

Jordan (1998) studied the reasons why women chose to participate in women-only outdoor recreation programs. Mail questionnaires were used to collect data from 100 women who had participated in a weekend-long, women-only outdoor recreation program. Four themes emerged as reasons to chose a women-only program, and included the non-threatening environment, the safe and high quality nature of the program, the chance to be with other women and make new friends, and the opportunity to learn new outdoor skills and gain knowledge. The safety of the program emerged as the most important, but the opportunity to learn proper skills increased feelings of competence and confidence in the participants' outdoor recreation abilities.

Qualitative Research Design

> A qualitative paradigm assumes that knowledge is the outcome or consequence of human activity, rather than an entity that is out there to be discovered . . . objectivity is not always useful or even desirable . . . instead subjectivity is sought, in the sense that the subjective experience of the researcher helps her understand the realities of the study. (Kraus and Allen, 1997, p. 22)

This section provides a review of qualitative research with an emphasis on leisure research, including discussions of trustworthiness, data collection, and data analysis. For reader clarification, references to "this study" indicate where issues related to the dissertation research are addressed.

Criticisms of traditional leisure research are centered around excessive reliance on the survey method, allowing the research method to dictate the problems to be studied (Howe, 1985; Jackson and Scott, 1999). Repeated recommendations for the use of both

quantitative and qualitative perspectives have been common in the literature (Kraus and Allen, 1997). One of the challenges to the study of leisure constraints has been the inability of researchers to better understand the process and interrelationships that exist between preferences, participation, negotiation, and categories of constraints (Jackson and Scott, 1999). The use of cross-sectional questionnaires has not been shown to provide the knowledge needed to understand how constraints are actually experienced by people in their daily lives. Instead,

> . . . qualitative methods of various kinds offer alternative opportunities to identify and evaluate the impact . . . of constraints. It is precisely because qualitative methods have been used that some researchers have discovered constraints such as sense of entitlement, ethic of care, and body image as constraints to leisure (most notably among women) – constraints which likely would have been overlooked in the absence of naturalistic approaches. (Jackson and Scott, 1999, p. 314)

The study of leisure is too complex to rely on one research perspective: instead, it is important to understand the differences between a qualitative and quantitative approach, and choose methodology based on the guiding research questions (Patton, 1990; Henderson, 1991). Henderson (1991) states, "when a researcher forces a method to fit a question, she/he may be closing off other valuable information that could be discerned" (p. 32).

The research questions in this study are descriptive and investigate patterns occurring in leisure behavior over time and activity phases. The study design is based upon a qualitative paradigm that assumes reality is "a function of personal interaction and perception . . . that must be interpreted rather than measured" (Merriam, 1988, p. 17). The setting in which human actions occur has significant impact on behavior. Studies using an individual's lived experience should be conducted in the setting where

participants build that experience, and examined through their feelings, thoughts, values, beliefs, and assumptions (Marshall and Rossman, 1999). Qualitative methods are best used when the researcher wishes to examine questions related to ". . . the meaning of human behavior, the context of social interaction, empathetic understanding, and the connection between subjective states and behavior" (Henderson, 1999, p. 12).

Qualitative studies share several thematic characteristics that include naturalistic inquiry, inductive analysis, holistic perspective, qualitative data, personal contact and insight, dynamic systems, unique case orientation, context sensitivity, empathetic neutrality, and design flexibility (Patton, 1990). Kraus and Allen (1997) identified six key elements of qualitative research design.

1. It is carried out in natural settings, where people are living their real lives.

2. Data are collected in the form of words or pictures, rather than numbers, and may include field notes, videotapes, diaries, official records, and other data types that provide a rich picture of the subjects being studied.

3. It is concerned not only with what happens but how and why it happens – the nature of interpersonal relations, how people confront or respond to each other, their jokes, body language, and conversational gambits.

4. It requires trust and researcher integrity in that subjects must be assured that the researcher is being honest with them and will not exploit them or destroy the meaning of their lives.

5. It is based on an inductive approach in which researchers do not begin with theoretical assumptions to be tested by observation, but rather with the need to see things from study participants' perspective and thus develop theory.

6. It demands checks in the form of detailed written notes and other types of documentation or evidence to confirm the researcher's conclusions. (p. 99)

As with any type of research design, method, or technique, a qualitative approach has both advantages and limitations. Kraus and Allen (1997) identified several advantages to qualitative methods, including the ability to observe behavior in a natural setting, a richer and deeper experiential exposure to the subjects, observations / impressions grounded in real-life happenings, and the possibility of a more flexible approach to research.

In this study the use of a qualitative research design provided the opportunity to examine leisure constraints and constraint negotiation as they occurred. Purposeful sampling, where information-rich cases are selected for in-depth study (Patton, 1990), forms the foundation for the study design. Investigating the lived experiences of women sea kayakers, as they began a new outdoor pursuit, allowed increased understanding of leisure constraints and constraint negotiation patterns over time and activity phases.

The selection of a qualitative research design requires the researcher to address issues of trustworthiness throughout the design process. Trustworthiness is determined by examining the truth value, applicability, consistency, and neutrality of the study findings (Lincoln and Guba (1985).

Trustworthiness

Qualitative methods have been attacked as less rigorous than a positivistic or quantitative approach (Patton, 1990). Potential limitations to a qualitative inquiry include: risks to the subjects through revealing of potentially harmful data; unconscious or deliberate influence of the subjects by the researcher; the unstructured nature of qualitative design, allowing too much flexibility; and, findings that are based on a limited

number of subjects, who may not be representative of a larger population (Kraus and Allen, 1997).

Qualitative research is not necessarily less rigorous than its quantitative counterpart; however, different methods for determining rigor may be appropriate and necessary (Lincoln and Guba, 1985; Patton, 1990; Henderson, 1991; Marshall and Rossman, 1999). The use of multiple methods to overcome possible weaknesses in the data collection process and analysis, along with other strategies that address the researcher's assumptions, worldview, and theoretical orientation, are frequently used to ensure the trustworthiness of the data (Lincoln and Guba, 1985; Patton, 1990; Henderson, 1991).

The issue of trustworthiness is approached through the use of the terms credibility, transferability, dependability, and confirmability. These terms correspond to the quantitative concepts of internal validity, external validity, reliability, and objectivity (Henderson, 1991).

Credibility

The purpose of credibility is to demonstrate that a study was done in a way that ensured accurate identification and description of the subject (Marshall and Rossman, 1999). Credibility is addressed at two levels. The first level concerns the use of the qualitative method as the study design. The second level is related to the instrument used to gather data and can be either the researcher or a specific data collection tool.

To ensure credibility at the first level, multiple data collection techniques may be used within a study, which allows cross-checks of the information being gathered. The

purpose of using multiple data sources is not to generate perfect matches, but instead to point out differences in the data that is gathered, and to understand the reasons for those differences. Patterns of data that are consistent from different sources, and with explanations for differences, makes a significant contribution to credibility (Patton, 1990). An open-ended questionnaire, supplemented with observation, and an interview are the multiple data collection methods selected for this study.

The second level of credibility relates to the researcher as a data collection instrument and her involvement with participants. Patton (1990) describes four ways that the presence of the researcher could affect the study findings: reactions of program participants and staff to the presence of the researcher, changes in the researcher during the course of the study, any predispositions or biases the researcher has, and researcher incompetence. Although objectivity is essential, preconceptions and interpretations will surface no matter what methods are used (Patton, 1990). Some bias can be controlled through the use of a well-thought out, sound research design and pilot testing (Marshall and Rossman, 1999). In addition, the careful documentation of procedures allows for review by other researchers (Patton, 1990).

Credibility at this level is addressed through the use of a pilot study to allow for procedure testing and researcher practice. Reactions of the participants, reactions of the instructors to the researcher, and any changes that occur in the researcher, were documented in the observation field notes.

Transferability

Transferability refers to the representativeness of the individuals or units being studied to similar populations, and whether results from the study being conducted could be transferred to the entire population (Henderson, 1991). Marshall and Rossman (1999) state that the "burden of demonstrating the applicability of one set of findings to another context rests more with the researcher who would make that transfer than with the original researcher" (p. 193). In addition, the degree of fittingness between the study situation and other settings may allow the transference of findings as working hypotheses (Lincoln and Guba, 1985).

Transferability has been challenged as one of the primary limitations of a qualitative approach. The guiding theoretical framework should be used to demonstrate that data collection and analysis are grounded in concepts and models. This approach allows readers or users to determine if the cases are transferable to other settings, and to understand how the research contributes to a body of knowledge and theory (Marshall and Rossman, 1999). Degree of transferability is also determined through the use of guiding research questions based on the research literature and the resulting rich descriptions of the data (Henderson, 1991).

The theoretical framework of leisure constraints and negotiation was used to guide the development of research questions for this study. Transferability will depend upon the degree to which results are applicable or useful to people or situations similar to those described. Readers who intend to apply the results must determine if the situation and study population are similar to their settings. The researcher's responsibility was to

provide the most complete and accurate description as possible for comparison to other situations.

Dependability

Dependability should be viewed as very different from the positivistic concept of reliability, for which the assumption is made of an unchanging universe in which a study could be replicated (Marshall and Rossman, 1999). A qualitative approach is based on the idea that the world, and people's experiences within it, are continually changing and that people are continually reconstructing themselves, making the logic of replication problematic (Henderson, 1991).

However, the issue of dependability remains and must be addressed, even though the real world is continually changing. Dependability can be increased in a number of ways, including: formation of a research plan that sets boundaries for the study, yet maintains the flexibility needed to gather data when new ideas emerge; documentation of any changes to the plan that occur; the use of triangulation; and, use of an audit trail to allow other researchers to obtain the same conclusions and test for consistency (Patton, 1990).

Boundaries for this study were set by the theoretical framework and guiding research questions, and within the parameters of the in-depth interview procedures. Any changes to the research procedures will be documented and reported.

Confirmability

Qualitative research allows for in-depth understanding of a participant's world and experiences to emerge. One of its strengths is allowing insight into the complex

social system that is being studied and description of what is happening (Marshall and Rossman, 1999). However, the ability of the researcher to become part of the setting under study, and to get close to her subjects, is a potential area of conflict through loss of objectivity (Patton, 1990; Henderson, 1991; Marshall and Rossman, 1999).

No research is completely objective. Quantitative measurement, experimental designs, and questionnaires are no less open to researcher bias than qualitative techniques (Patton, 1990). "Numbers do not protect against bias; they merely disguise it. All statistical data are based on *someone's* definition of what to measure and how to measure it" (Patton, 1990, p. 480). The burden of proof for confirmability (objectivity) should be placed on the data, rather than being an inherent characteristic of the researcher (Lincoln and Guba, 1985). The qualitative criterion for confirmability should be viewed in terms of the data helping to confirm the general findings that lead to the implications discovered from the study (Marshall and Rossman, 1999) .

The researcher must be aware of and acknowledge that objectivity is needed, and plan strategies for limiting bias as important components of the proposal (Marshall and Rossman, 1999). Strategies for limiting bias and ensuring confirmability include examining a variety of behavioral explanations for what occurs in the study, seeking another person to critically question the researcher's analysis, providing examples of judgement-free note taking, having a plan for conducting an audit of the study design including data collection and analysis, and having multiple data sources (Marshall and Rossman, 1999).

Multiple data sources and an intercoder reliability check form the basis of controlling for confirmability in this study. The potential for bias is recognized and

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acknowledged by the researcher. Strategies for limiting bias included adherence to the study procedures, noting when an expected event did not happen during the courses as part of observations, and separating objective and subjective observations during note taking.

Once issues of trustworthiness have been addressed, the selection of data collection techniques are determined. Gathering of qualitative data results in large amounts of descriptive material that are collected using techniques suited to the study research questions and design.

Qualitative Data Collection

The appropriate qualitative techniques used for data gathering can include: in-depth, open-ended interviews; simple observation; participant observation; key informant interviews; open-ended questionnaires; review of documents or other artifacts; and, physical traces (Howe, 1995; Lincoln and Guba, 1985; Henderson, 1991). In some cases, more than one data collection technique is appropriate. Using multiple methods of collecting data increases the likelihood of a rich and accurate understanding of the experience or phenomenon under investigation (Patton, 1990).

An in-depth interview strategy forms the framework of this study, with data collected through an open-ended written questionnaire, unobtrusive observation, and a structured open-ended interview. It is important for the researcher to clearly understand what the data collection techniques being used can be expected to produce in terms of data (Patton, 1990). Using an interview design strategy with written answers and interviews, supplemented with observation, allows for a large amount of data to be

collected (Marshall and Rossman, 1999). This method also allows for the discovery of possible relationships and interconnections that emerge from the data (Henderson, 1991).

In-depth Interviews

Interviews used in qualitative research are divided into four types: closed-ended quantitative interviews with fixed responses; standardized, open-ended interviews using the same set of fixed questions; an interview guide using topics and issues to be covered; and, informal conversational interviews (Patton, 1990; Henderson, 1991). This study uses both an open-ended questionnaire and a standardized, open-ended interview for data collection. The choice of interview type was guided by the study's theoretical and conceptual framework and the research literature that allowed prior determination of the types of information to be gathered (Henderson, 1991). A standardized, open-ended interview minimizes interviewer effects, ensures a systematic interview process, and allows for cross case analysis. The credibility and dependability of the interview are enhanced because the instrument is available for inspection (Patton, 1990). In-depth interviews have both advantages and limitations.

> In-depth interviewing can be expensive, time consuming, biased, and sometimes inefficient, but the method also provides some of the richest data that we can find. In-depth interviews are hard to pretest, have unpredictable results because different people tend to respond differently, and are difficult to standardize and replicate . . . they also offer many advantages in allowing the researcher to have a greater understanding of the complexities of social reality from a number of perspectives. (Henderson, 1991, p. 72)

Observation

Observation requires a systematic noting and recording of events and behaviors that occur in the social setting of a study (Marshall and Rossman, 1999). The value of observational data includes: a better understanding of the holistic context of the course being observed; an approach to data collection that is open, discovery-oriented and inductive; and, the opportunity to observe events that might escape the awareness of the participants (Patton, 1990). Limitations of observation techniques include possible negative observer effects on the subjects, researcher bias, and uncomfortable ethical dilemmas for the researcher (Marshall and Rossman, 1999). The choice to use unobtrusive observation was guided by the need to gather data concerning the women's experiences with challenges during the course. The use of the theoretical framework of leisure constraints allows for observations that are valid and grounded in the actual behavior of the participants during the course (Henderson, 1991).

One area of concern is the decision to use overt or covert observation (Patton, 1990; Henderson, 1991). The use of covert observation lessens the chances of a halo or observer effect; however, the issue of ethical research remains (Marshall and Rossman, 1999). In this study, overt observation was used and the participants were informed as part of the consent process.

The collection of qualitative data in the form of words requires the use of specific data analysis techniques. Again, as for the data collection techniques, the selection of data analysis techniques is based on the study research questions and design.

Data Analysis

Qualitative data provides a better picture of a person's life experiences by examining the perceptions and assumptions they make about the world around them (Patton, 1990). Qualitative data are described as

> . . . a source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts. With qualitative data one can preserve chronological flow, see precisely which events led to which consequences, and derive fruitful explanations. (Miles and Huberman, 1994, p. 1)

The study research questions and related literature should assist in developing guidelines for data analysis. There are six phases of analysis procedures, including: data organization; generation of categories, themes, and patterns; data coding; testing of understanding of the data; seeking alternative explanations; and, report writing (Marshall and Rossman, 1999).

The process of data analysis and interpretation in qualitative studies relies heavily on the ability of the researcher (Patton, 1990). Qualitative data are analyzed using one or more of the following techniques: analytic induction (i.e., data reduction, data display, conclusion drawing); enumeration (i.e., counting frequencies of a unit of analysis); constant comparison (i.e., distills patterns of responses, clusters of categories); or clustering (i.e., used for difficult to place information) (Lincoln and Guba, 1985; Henderson, 1991, Marshall and Rossman, 1999).

In this study analytic induction was used to reduce the data during content analysis and to draw conclusions. Constant comparison technique was used to examine emergent patterns, themes, and categories.

A researcher involved in qualitative data analysis must be "comfortable with developing categories and making comparisons and contrasts . . . be open to possibilities and see contrary or alternative explanations for the findings (Creswell, 1994, p. 153). Findings are commonly described as patterns and interactions of the people studied (Lincoln and Guba, 1985). Often the report of findings will contain reams of descriptive material that is provided in great detail (Patton, 1990; Henderson, 1991; Marshall and Rossman, 1999). It is from this descriptive material that the researcher must use both critical and creative thinking to complete the data analysis (Patton, 1990).

An important distinction of qualitative data is that "it goes beyond how much there is of something to tell us about its essential qualities" (Miles and Huberman, 1994, p. 253). However, there is value in using numbers and frequencies to report findings. Numbers help to verify hypotheses and protect against bias by keeping the researcher analytically honest (Miles and Huberman, 1994). In this study the results are reported via participant quotes. Descriptions of the participants and their experiences are used to illustrate emergent themes, categories, and patterns. Numbers and frequencies are used to assist the reader in understanding and verifying results.

The preceding review of literature has examined both conceptual papers and empirical studies. A number of research perspectives and techniques were used to examine leisure constraints, constraint negotiation, models of leisure constraints, women and gender issues related to leisure and the outdoors, and women-only outdoor programs. Researchers in the area of leisure constraints have continuously recommended that a diversification of research methods and techniques is needed to fully understand the ways that people experience leisure (Henderson et al., 1996; Jackson and Scott, 1999). Sound

research design practices dictate that the research methods selected for use in a study must be determined based on the type of research problem under investigation (Patton, 1990; Henderson, 1991; Marshall and Rossman, 1999). For this study, a qualitative design is critical to understanding constraint and negotiation interactions that occur over all activity phases.

CHAPTER III

PROCEDURES

The purpose of this study was to investigate leisure constraints and constraint negotiation by women sea kayakers who were participating in a women-only sea kayaking course. The research questions guiding the study were:

1. What were the leisure constraints women experienced before, during, and following a sea kayaking instructional course?

2. How do women negotiate leisure constraints affecting their participation before, during, and following a sea kayaking instructional course?

3. What were the patterns that exist between leisure constraints and constraint negotiation methods that women experience and use when beginning to participate in a new outdoor pursuit?

This chapter sets forth the study procedures, including the sample selection description, instrument development, data collection, and data analysis.

Sample

Subjects were twenty-one adult women (18 years and older) from courses offered by two companies, Black Parrot Paddling in Hamburg, Michigan and Adventures in Perspective in Bayfield, Wisconsin. The women participated in American Canoe Association (ACA) two-day, Basic Coastal Kayaking courses during the summer of 2002. All of the subjects were self-identified to the sea kayaking companies as beginning sea kayakers.

The coastal kayaking courses took place on inland lakes in Michigan and Wisconsin, and on Lake Michigan and Lake Superior. Each course, taught by female ACA certified instructors, was designated as women-only and used a standardized ACA

curriculum (Price, 1991; ACA 2001) (Appendix A, pp.198-200). The number of participants in each course was limited to an ACA required instructor/student ratio of no more than five students per instructor. The first course had thirteen participants and the second course had eight participants. The company owners notified participants during initial registration about contact from the researcher concerning participation in the study.

Instrument Development

Multiple methods of data collection were used to increase the generalizability, credibility, and dependability of the data. The use of multiple methods contributed to gathering a variety of data types, thus increasing the methodological rigor of the study. This section reviews development of the open-ended questionnaire, interview schedule, and observation recording/critical activity period identification form.

Instruments were developed to (1) determine the leisure constraints women experienced, (2) determine how constraints were negotiated, and (3) determine patterns among constraints and negotiation methods. Instruments included: an investigator-designed questionnaire, containing open-ended and demographic questions; an investigator-designed standardized, open-ended interview schedule; and, a recording form with critical activities identified for observation. The questionnaire was used during the first two phases of the study, the interview schedule was used in phase three of the study, and the recording form, with critical activities identified for observation, was used during phase two (Table 3.1) (Note: Study phases are discussed beginning on p. 72).

Table 3.1
Data Collection Instruments and Analysis Techniques Matched to Research Questions

Research Questions	Phase 1	Phase 2	Phase 3	Analysis
1. Constraints experienced	MQ	2Q; OB	IN	C/c; AI; CCp
2. Constraint negotiation	MQ	2Q; OB	IN	C/c; AI; CCp
3. Patterns of constraints and negotiation	MQ	2Q	IN	C/c; AI; Ccp

Note. Mailed questionnaire - MQ; phase 2 questionnaire - 2Q; interview - IN; observation - OB; cross-case analysis - C/c; analytic induction - AI; and constant comparison - CCp

Open-ended Questionnaire Development

Preliminary development of the open-ended questionnaire was based on a review of the literature on leisure constraints, constraint negotiation, and women-only programs. Further development of the questions was guided by the study's research questions. Open-ended questions were used to solicit information-rich descriptions of the women's experiences in the courses.

Questionnaire development proceeded through three steps, including preliminary development, expert review, and the pilot study. Preliminary development occurred during the summer of 2001 at the Great Lakes Sea Kayaking Symposium in Grand Marais, Michigan. Eight women sea kayakers – two beginners, two intermediates, and four advanced/experts – were asked to respond to pilot questions in writing. The purpose was to determine if the questions were understandable and would result in answers that were appropriate to the research questions. Each person was asked to comment specifically on any unclear terms or question structures related to constraints, constraint negotiation, sea kayaking experience, women-only courses, and the demographic question

of marital status. The depth and detail of responses validated the choice of a qualitative study design. The experience of gathering question responses provided practice in conducting an interview, contributing to the credibility and dependability of the researcher as a data collection instrument.

An expert review panel of six female ACA instructors was used for the second step of questionnaire development. All members of the panel were intermediate to advanced sea kayakers who have instructed beginning, women-only sea kayaking courses (Appendix A, pp.193-194). They were asked to provide written responses to the questions and comment about understandability. Results were used to further refine the questions used in the questionnaire. The use of an expert review panel contributed to the credibility and dependability of the open-ended questionnaire (Appendix A).

The final step for questionnaire development occurred during the pilot study. Eight women participating in the West Michigan Coastal Kayaking Symposium in May, 2002, made up the pilot sample. A modified version of the questionnaire was used because the pilot study subjects were not participating in a women-only course and data collection occurred during a single activity phase. Questions asked related to prior sea kayaking experience, constraints, and constraint negotiation. Included were: questions 1 thru 5 (Phase 1 questionnaire); question 2 (Phase 2a questionnaire); questions 3 thru 7 (Phase 2b questionnaire); and questions 8 thru 12 (Phase 2c questionnaire) (Appendix B, pp. 205-211).

Results from the pilot study were compared with the expert review panel comments and the following revisions were completed. The questionnaire section used for Phase 1 required minor editorial changes and question re-numbering to maintain topic

integrity. No changes were made to the Phase 2a questionnaire section. Revisions to questionnaire sections b and c of the Phase 2 questionnaire were needed to ensure that questions related to constraints and constraint negotiation were identically worded. Re-numbering occurred to allow for continuity within questions that explored the same concepts and to provide a logical question sequence. One question was deleted because the data gathered in the pilot study was deemed irrelevant to the research questions. One new question was added to allow for follow-up in the post-course interview. Because the majority of changes to the questionnaire sections were editorial, with the meaning of questions left intact, no further piloting of the questionnaire was conducted and the final questions were confirmed.

The final questionnaire consisted of the following components. The Phase 1 section contained demographic questions concerning age, marital status, number of children, education level, occupation, and income. Also included were questions about previous experiences with sea kayaking, constraints experienced, and negotiation methods used before coming to the course. The Phase 2a section contained questions regarding constraints, negotiation methods, and concerns about participation immediately prior to beginning the course. During the course, the Phase 2b section was used to ask about activity-related constraints and negotiation methods. The final questionnaire section (Phase 2c) gathered data about predicted constraints and negotiation methods for two months post-course (Appendix C, pp. 216-228).

Standardized, Open-ended Interview Schedule Development

Development of the interview schedule was guided by the need to deepen the understanding of the experiences of women beginning a new outdoor pursuit and to increase understanding of constraints and constraint negotiation following their participation in the course. Interview questions were based on the knowledge gained from development of the open-ended questionnaire. On completion of the first two phases of data collection, the preliminary interview schedule questions were reviewed and revised. Three practice interviews were conducted with female sea kayakers at the Great Lakes Sea Kayaking Symposium in July, 2002 to gain experience with the instrument and to ensure that the interview questions were clearly worded, non-leading, and non-judgmental. Minor revisions of the instrument were completed following the practice interviews, and included: numbering changes to group constraint and constraint negotiation questions together, deletion of one question determined to be irrelevant to the study purpose, and revision of the wording of two questions for clarity. Interview practice contributed to the credibility of the researcher, and to the credibility and dependability of the instrument (Appendix D, pp. 231-234).

Observation Recording Form Development and Critical Activity Identification

Identification of critical activity periods for observation were determined by applying the concepts of constraints and constraint negotiation to the ACA course outline by the researcher and the expert reviewers. The expert reviewers used the course outline to identify experiences that were challenging for beginners and to list other critical experiences they believed would be important for observation. The activity periods

included the initial introduction and fitting of kayaks, the wet exit component, beach activity preceding each on-water period, and on-water rescue activities. Use of the expert panel reduced the potential for bias, which strengthened confirmability of study results.

A recording form was developed listing each of the critical activity periods next to columns designated for objective and subjective entries. Copies of the form were placed in a plastic chart pocket and mounted on the front deck of the researcher's sea kayak. The form was used to remind the researcher of the critical activity periods to be observed and was used in transcribing written and recorded observations. Field notes included:

1. descriptions of the course setting, including weather conditions and sea states;
2. descriptions of the social environment, including patterns and frequency of interactions, and directions of communication patterns; and,
3. descriptions of what *did not* happen based on prior knowledge of the course critical periods. (Appendix E, p. 236)

Data Collection Procedures

This section details the data collection procedures for the pilot and main studies. The pilot study was used to practice data collection procedures. An in-depth interview strategy, supplemented with open-ended questionnaires and observational data, formed the framework of the study. Data collection occurred over three activity phases – before, during, and following – the sea kayaking courses. Phase 1 data collection occurred following registration of the participants in the course using an open-ended questionnaire. Phase 2 data collection occurred during the course at three different times – immediately prior to the start of the course, mid-way through the course, and at the end of the course – using an open-ended questionnaire and observation. Phase 3 data collection occurred two

months following the completion of the course during a telephone interview using a standardized, open-ended interview (Figure 3.1).

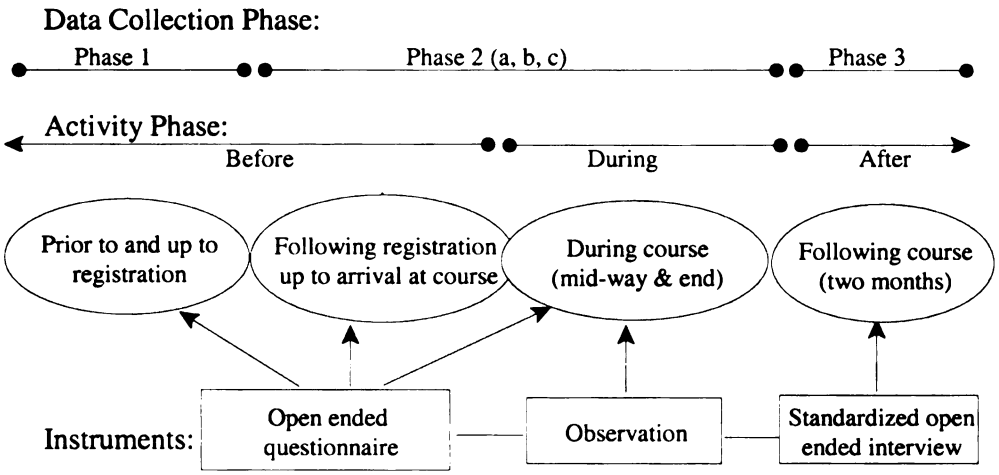


Figure 3.1. Study design illustrating the activity phases corresponding with the data collection phases and instruments.

Pilot Study

Using a pilot study provided important advantages for the research design related to credibility, dependability, and confirmability. Study procedures were practiced and refined and the researcher gained additional practice in administering the instruments. The following subsections review the pilot sample, data collection procedures, and results.

Sample

Eight adult women (18 years or older) attending the West Michigan Coastal Kayaking Symposium in May, 2002 participated in the pilot study. All the women

identified themselves as beginning sea kayakers and were self-selected for participation during the session that welcomed new participants to the symposium. The pilot study parameters and data collection procedures were explained to the subjects. Consent forms were signed and nicknames were selected to be used during the pilot to keep sections of the questionnaire together. To protect the confidentiality of the pilot study participants, no master list of nicknames was maintained. Women who participated were given a small gift for their assistance.

Data Collection

The modified version of the Phase 1 and Phase 2 questionnaire segments were used during the pilot. Instructions for each questionnaire section were provided immediately prior to use of the instrument. The Phase 2a questionnaire was used Friday evening before the on-water section of the symposium began (Data collection Phase 2a). The Phase 2b questionnaire was used on Saturday evening, following the first day of the symposium (Data collection Phase 2b). The Phase 2c questionnaire was used immediately before the participants left the symposium, on Sunday afternoon (Data collection Phase 2c) (Appendix B, pp. 205-211).

The observation recording form and a voice-activated recorder were used during the pilot to practice observation. However, the researcher was unable to do any sustained observation of the pilot study participants during critical activity periods. Immediately prior to the symposium another instructor cancelled and the researcher became a primary instructor, limiting the time available to practice observation. Observation procedures

were practiced during the time the researcher was on safety boat patrol, allowing for verification of adequate equipment performance.

Results

The pilot study provided an opportunity to practice the study procedures, including administration of the questionnaire sections and use of the narratives. Based on the results, the narratives were edited for sequences of information presentation. None of the procedures was modified. The researcher developed a higher level of comfort with administering the instruments and explaining the consent forms to participants.

Following the pilot study, final revisions to the questionnaire sections were completed, observation activity periods were confirmed, and study arrangements were completed with the two sea kayaking companies. Initial contact with participants commenced two weeks prior to the start of the first course.

Main Study

This section describes initial subject contact and the three data collection phases. Contact with Black Parrot Paddling and Adventures in Perspective occurred in April, 2002 to finalize the course dates, confirm their participation, and detail the information they would provide to potential study participants registered for their courses. Preparation of the open-ended questionnaire included copying each section on different colored paper to aid in later organization. Folders containing a sea kayaking participation log were prepared for each woman in the courses (Appendix C, p. 229).

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Initial Contact

As each course participant registered, they were notified by the paddling companies to expect a telephone or e-mail contact about the study. The initial telephone contact was to be used to introduce the researcher, explain the research study, and request their participation in the study. However, numerous phone calls to the first course participants resulted in minimal contacts. Most of the phone calls were screened by spouses, children, or answering machines. Even though preliminary information had been passed along to the participants by the sea kayaking company, they were reluctant to answer the phone because of concerns about telemarketers. Finally, e-mail contact was made with each of the participants and either a phone call was scheduled or study information was provided over e-mail. Participants in the second course were first contacted exclusively through e-mail, resulting in a 100% contact rate (Appendix C, p. 213).

Data Collection: Phase 1

The first phase of data collection covered the activity period prior to registration (Figure 3.1). The Phase 1 cover letter, questionnaire, consent form, and a self-addressed, stamped envelope were sent to each participant (Appendix C, pp. 214-220). If registration occurred within one week of the beginning of the course, they were instructed to hand carry their questionnaire and consent form. Extra cover letters, consent forms, and questionnaires were available on-site, but all participants either mailed or hand carried the first questionnaire. These were collected when the participants arrived at the meeting on the night before the course.

Data Collection: Phase 2

The second phase of data collection consisted of three sub-phases and covered the activity periods immediately prior to, during, and immediately following the course. Instruments for this phase included the Phase 2a, b, and c sections of the questionnaire (Appendix C, pp. 223, 225, 227-228) and the observation recording form (Appendix E, p. 236) (Figure 3.1).

Phase 2a. Subjects met on the evening before the course and were reminded that data collected was confidential, their participation voluntary, and that participation could be ended at any time. The Phase 2a questionnaire was completed with a reminder to use the nickname picked out for the first questionnaire. Nicknames were used to keep sections of the questionnaire together. A confidential master list of participant names, addresses, and nicknames was maintained, and allowed questionnaires to be matched with the final interviews for data analysis. After the questionnaires were completed, participants were reminded about the two other data collection phases.

Phase 2b. This phase of data collection occurred during the actual course through observation, and midway through the course (at the end of the first day) using the Phase 2b questionnaire (Figure 3.1). Observations were written immediately following each of the critical activity periods. This represents a change from the original research design that included the use of a tape recorder for observations. During the first course, use of the tape recorder became very intrusive and disruptive to course activities. Instructors' attention was diverted from the participants when the recorder was used. Participants tended to paddle to the researcher when they noticed the use of the recorder and continually asked questions about what was being recorded. The small size of the groups

also contributed to the difficulty of audio-recording observations. To preserve the integrity of the course and the participants' experiences, use of the recorder was suspended midway through the wet exit activity on the first day. As an alternative observation field notes were written up immediately following each of the critical activity periods (Appendix E, pp. 237-253).

Observation was unobtrusive and continued on the second day of the courses. When critical activity periods were not occurring, the researcher acted as an assistant to the course staff, helping load/unload kayaks and equipment and acting as a safety boater. This activity helped with integration and acceptance into the group. The Phase 2b questionnaires were distributed following dinner on the first day of the course. Participants were asked to think back upon the events of the day to answer the questions.

Phase 2c. Immediately before the final debriefing session on the final day of the course, the Phase 2c questionnaire was provided to the subjects (Figure 3.1). After the questionnaire was completed and collected, each participant was given a sea kayak log folder. They were instructed to keep track of their sea kayaking activities and verbally reminded about the telephone interview in two months. Subjects verified their phone number, address, and e-mail information. They were given the researcher's contact information and a thank you gift (t-shirt) for participating in the study.

Data Collection: Phase 3

Data collection during phase three occurred two months following the completion of each sea kayaking course (Figure 3.1). Subjects were contacted by telephone or e-mail to set up a time for the interview. All interviews were tape recorded and subjects were

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identified on the tape by their nickname. To begin the interview, a consent statement was read reviewing confidentiality and the voluntary nature of the study. Consent to participate was audio-recorded in addition to the signed consent form on file. Subjects were asked to use their log entries to report on sea kayaking activities during the two months following the course. Notes also were taken on the interview form for each of the subjects (Appendix D, pp. 231-234).

Data Analysis

Data analysis began with data organization and coding. Content analysis across cases analytically reduced the data to generate themes and categories. Constant comparison technique was used to describe relationships between theory and data as categories and patterns emerged and data were compared for fit. Analysis was related to the research questions to determine (1) leisure constraints women experienced, (2) how constraints were negotiated, and (3) patterns between constraints and negotiation methods (Table 3.1). The following sections review data preparation and data analysis procedures.

Data Preparation for Analysis

Data were prepared for analysis through data compilation, data coding, and quotation organization.

Data Compilation. Individual questionnaires and transcribed interviews were collated under each respondent's nickname. Triplicates were made of each data set (i.e., master, complete copy for analysis, and copy for notes). Questionnaire segments were transcribed, individual responses were organized under each question, and questions were

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grouped by activity phase. Observation field notes were transcribed onto the recording form.

Coding the Data. A preliminary list of codes was created prior to the start of fieldwork, based on the conceptual framework and research questions (Appendix F, p. 255). The list was organized using antecedent and intervening constraint categories reflecting the Expanded Model of Leisure Constraints (Henderson and Bialeschki, 1993). The final list of codes was organized using structural, intrapersonal, and interpersonal constraint categories that better described the emergent data (Appendix F, pp. 256-257). Results were coded according to the list of codes or by codes developed from the themes that emerged from indigenous typologies. Emergent themes or categories were typed on individual sheets with the questionnaire or interview question and the coded data.

Organization of Quotations for Description. Quotations from the participants were used to illustrate and support the results in narrative form. Selected quotations were written on 3X5 cards and grouped based on the research questions. Additional quotations were selected to illustrate the descriptive portions of the data. Quotes provided for illustration before the course began and during the course were from written responses. Interview quotations were verbatim transcriptions.

For reader clarification, in the reported results from interviews, short pauses in speech are indicated as (. . .), words and phrases emphasized by the speaker are <u>underlined,</u> double parentheses (( )) are the researchers' descriptions added for clarification or used when identifying names that were removed for privacy. When multiple constraint categories are present and important to the results, structural constraints are in *italics*, intrapersonal constraints are <u>underlined</u>, and interpersonal

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constraints are in **bold** type. In the constraint negotiation results section, behavioral negotiation methods are underlined and cognitive negotiation methods are in *italics*. Any additional changes in quotation reporting are described within the results. Punctuation has been added to quotations to make the text easier to read. Quotes are cited by participants' self-selected nicknames. Names of other participants and the course instructors have been omitted to ensure privacy.

Data Analysis and Presentation Procedures

A descriptive participant profile was reported from the results. Cross case analysis, analytic induction, and constant comparison were used to generate themes, categories, and patterns to answer the research questions (Table 3.1). Quotations were used to illustrate results. Numbers were used to increase understanding and verification of results. An intercoder reliability check was performed.

Participant Profile Description. The descriptive profile provided demographic information and answered basic questions such as how women found out about sea kayaking and reasons for taking the course. Data were coded using indigenous typologies (i.e., created and expressed by the participants). Constant comparison was used to compare themes and categories across cases.

Generating Categories, Themes, and Patterns. Cross case analysis was accomplished using content analysis to reduce the data, group it to discover emerging themes and patterns across cases, and to generate categories of constraints and constraint negotiation methods by activity phase. Data were analyzed first by question. Each data bit was transferred to a sticky note and placed on a large board. The data bits were then

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grouped to form categories or themes. This use of inductive analysis allowed for reduction of the data into usable categories or themes.

Analysis of constraint and constraint negotiation questions proceeded within the context of analyst-constructed typologies (i.e., reflecting categories grounded in the data and research literature). The decision to use analyst-constructed typologies to form data categories was guided by the theoretical conceptions of constraints and constraint negotiation.

The search for constraint and constraint negotiation patterns was guided by the theoretical foundations of the study. Potential emergent patterns were noted on the interview transcriptions and the questionnaire summary pages. Patterns were further explored through constant comparison of the resultant themes and categories emerging from each of the activity phases. This process was brought to closure when all of the sources of data had been exhausted, when no new category sets or themes emerged, and when the researcher began to extend the analysis beyond the bounds of the guiding research questions.

Use of Numbers in Results Reporting. The identification of themes and categories was based on the number of times a response emerges and consistency of the data. Numbers of respondents and frequencies were used during data analysis to protect against bias and to identify the robustness of patterns. Those numbers are reported to assist the reader in understanding and verifying data analysis results. They do not imply statistical significance.

Intercoder Reliability. An intercoder reliability check was performed to increase the credibility and dependability of the study results. The percentage of agreement of the

categories and themes emerging from the data should be in the 80% to 90% range (Miles and Huberman, 1994). After initial data coding was complete, three constraint questions and three constraint negotiation questions from the questionnaires, and three interview questions were selected. Data were sorted and coded by two graduate students, using their own classification schemes, to identify categories and themes. Comparison with the researchers' findings resulted in 89% intercoder reliability. Discussion of findings that were not in agreement resulted in all but 1% of the remaining data being coded into existing categories or themes. The residual data could not be coded into any of the categories or themes, and was determined by the coders as not relevant. A complete intercoder reliability check of all the data was not accomplished because of the large volume of responses. The researcher was unable to find anyone else who was willing to code all of the data; consequently, the questions that represented the most critical components of the study were selected for the intercoder check.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to investigate leisure constraints and constraint negotiation by women sea kayakers who participated in a women-only sea kayaking course. The research questions that guided the study were:

1. What are the leisure constraints women experience before, during, and following a sea kayaking instructional course?
2. How do women negotiate leisure constraints affecting participation before, during, and following a sea kayaking instructional course?
3. What are the patterns that exist related to leisure constraints and constraint negotiation methods that women experience and use when beginning to participate in a new outdoor pursuit?

This chapter presents the analysis of the study data. Following the profile of the participants, data are presented for the three research questions: constraints experienced before, during, and following the course; negotiation methods used before, during, and following the course; and, constraint and negotiation patterns.

Profile of the Participants

The participant profile is divided into the following subsections: demographic, sea kayaking participation, motivations for beginning sea kayaking, motivations for taking the course, and motivations for taking a women-only course. All but one woman, who became ill between the first and second day, completed the course. All twenty-one women provided an interview two months following their course.

Demographic Profile

The study group consisted of twenty-one adult women who identified themselves as beginning sea kayakers. All of the women were Caucasian, with ages ranging from 20 to 64 years old. Thirteen were single and eight were married. Eleven had children and four of those had children living with them full time, with ages ranging from 8 to 18 years old. Six women had adult children living elsewhere and one participant had one child living with her part-time. All of the women reported some education beyond the secondary level. Eighteen worked part-time or full time outside the home. The women reported a wide range of income levels (Table 4.1).

Table 4.1
Demographic Profile of the Participants

Demographic	n	Demographic	n
Age		Education	
18 - 29	6	Some college	3
30 - 39	2	Associate's Degree	3
40 - 49	7	Bachelor's Degree	8
50 - 59	4	Masters or Ph.D.	7
60 - 69	2		
Work		Marital Status	
Part-time	6	Single	13
Full-time	12	Married	8
No	3		
Income (personal)		Children	
None	3	Yes	11
< $20,000	4	No	10
$20 - $40,000	2		
$41 - $60,000	6		
$61 - $80,000	3		
$81 - $100,000	1		
> $100,000	2		

Sea Kayaking Participation Profile

Each participant identified herself as a beginning sea kayaker to the course instructors; however, actual experiences with sea kayaking varied greatly among individuals. Six of the women had never sea kayaked before, while fifteen had some experience. Of those fifteen, eleven had been in a sea kayak less than six times; three had participated six or more times; and one participant indicated previous participation without any other details. Ten participants indicated one year or less, three participants two years, and one participant five years of sea kayaking involvement. Previous sea kayaking experiences were either demo days (practice paddling kaykas) or day paddles of three hours or less in length. For example,

> I first kayaked a year ago with friends, then took a class (pool) over the winter and did some casual kayaking. (T.P.)

Seven women owned a sea kayak (>15' with fixed bulkheads) and one woman owned a recreational kayak (<15' without fixed bulkheads). Thirteen did not own sea kayaks. The women were most likely to have participated previously with friends or relatives (22 instances) or in classes (5 instances). Two women had participated alone (participants indicating multiple participation incidents also indicated multiple 'others' with whom they had participated).

> I have been sea kayaking (touring boat) for one year with my husband. We have paddled on the Huron River, on the very large pond next door, on several local lakes and Lake Michigan and Lake Superior, mostly with my husband but also a couple of women friends and my son. (Kayla)

Motivation Profile for Beginning Sea Kayaking

Participants were asked to identify how they first found out about sea kayaking and what motivated them to begin the activity. Eighteen identified their first experience

sea kayaking. Three themes emerged to reveal ways that the women first found out about sea kayaking, including indirect experiences with sea kayaking, prior experiences as a child or teenager, and recent experiences as an adult. Indirect experiences with sea kayaking – reading about or seeing it on TV, and watching other people participating – were mentioned most frequently by participants.

> It must have been the book by the woman from Duluth, MN who kayaked the entire shore of Lake Superior, partly solo. I don't remember her name or the title, this was probably shortly before I chose to try kayaking. (Felicia)

> Probably seven years ago when I saw kayakers in the ocean surrounding the San Juan Islands. National Geographic documentaries also showed kayaks a lot. (Bumpy)

> A friend of mine is into adventure racing, when she first started she took a kayaking class at Nantahala in North or South Carolina. She loved it and developed an interest. (Kayla)

> A friend was telling of some of her trips and brought me some great books, magazines and videos. (Summer Rae)

Prior experiences with sea kayaking as a child or teenager were reported as actual paddling experiences or an introduction to the activity by family members or in school.

> I did river kayaking in my Vesper Dagger first, that got me interested in sea kayaking. I canoed as a teenager and kayaks always seemed slicker, smoother, fast and graceful. (Fleece)

Parents' involvement with kayaking also was a first introduction to the activity.

> When I was a kid my father raced whitewater kayaks, so I was exposed to that sport many years ago. I did some paddling as a kid and I pulled the equipment out of storage the summer of 2000 and paddled the whitewater boats that summer. (Brae)

> As a young girl I had seen friends and family kayaking, we also saw kayakers when vacationing in Duluth. (Jen)

The third thematic area included recent experiences with kayaking and usually involved participation with friends or family.

> A person I dated was in kayaking and I tried it for fun and enjoyed it so much I decided to continue in the future. (T.P.)

> My mother and I rented kayaks on a whim to test them out and we were impressed by the feeling of being in the water in a boat. More than canoeing one can feel the surrounding water. (Special K)

> A friend of the family was up north visiting and had 2 kayaks, got up very early and went out for sunrise paddle, water was very calm, was able to use boat/paddle immediately, very beautiful morning. (Uba)

Participants were asked to identify why they decided to begin sea kayaking. Most described multiple reasons. Four themes emerged, including the opportunity to be involved in sea kayaking with friends and family, enjoyment of the outdoors in an environmentally responsible way, a need to seek challenge and new adventure, and the ability to engage in the activity. Two themes – the opportunity to be involved in sea kayaking with friends and family, and enjoyment of the outdoors in an environmentally responsible way – were frequently mentioned together.

> My husband had an interest and we tried different kayaks at a demo day in Manistee. I really liked it so we purchased kayaks the following spring. I like the peacefulness of being on the lake and I feel confident that I can do this. My husband is a big outdoorsman and I have tried very hard to follow along (mostly mountain biking), kayaking has been my favorite activity. (Kayla)

> I enjoy nature and it is a fun way to spend time with my family in a relaxing, natural environment. (Special K)

> My husband got into it, I enjoy being outdoors on the water. (Cilla)

In other cases the two themes emerged separately.

> I enjoy the personalities and outlooks of people who kayak. (T.P.)

A friend is very into it and she mentioned this class, it spurred my interest. (Summer Rae)

I own a lake cabin; want to kayak on my lake with my 9-year-old daughter. (Branch)

To be as close/ into the water as possible yet still be in a boat. To be able to explore less traveled coves, rivers, etc. To engage in environmental friendly boating, no use of fossil fuels, and fairly quiet boating. (Tooter)

Examples of the other two themes – need to seek challenge and new adventure and ability to engage in the activity – are provided by four women.

It's challenging, or looks challenging, I want to do as many sports as possible. (J-Bay)

I wanted to challenge myself, to learn something new. (Tooter)

I wanted to try a new physical activity that I thought I was capable of. (Felicia)

I am able to paddle without being limited by my asthma. (Jen)

Motivations for Taking the Sea Kayaking Course

Participants identified their motivations for taking the sea kayaking course. All of the women responded with multiple reasons. Four themes emerged, with the first – building knowledge and skills – most frequently mentioned (Table 4.2). This thematic area contained four sub-themes: learn a new activity, expand present knowledge and skills, gain confidence, and increase the safety of self and others.

I want to learn proper paddling techniques. My biggest frustration last year was not knowing proper stroke techniques. (Kayla)

I want to become more confident in my boat and on the water. (Brenda)

To learn better skills and improve safety for both paddling in groups and alone; I want to be able to do it safely. (Summer Rae)

> A refresher from what I've previously learned, hone skills, be able to do trips by self or one or two others (non-commercial), and feel confident on the water, know what to do in event of mishap. (Jo)

Table 4.2
Themes that Emerged as Participant Motivations for Taking the Sea Kayaking Course

Theme	Sub-themes
Building knowledge and skills	Beginning a new activity Expand knowledge and skills Gain confidence Increase safety of self and others
Building and changing interpersonal relationships	With family members and friends Group dynamics and women-only group
For personal challenge/satisfaction	Physical challenge For fun/to try new things
To negotiate time/money	Affordable option Course date/length/location acceptable

The second theme – use of the course to affect interpersonal relationships – emerged as two sub-themes. The first sub-theme was building and changing relationships with family and friends: "something fun to do with my daughter" (Fleece); "spending time with friends" (Trailhiker); and, "it's a good chance to bond with my mother before I become a bonified, independent person" (Special K). The second sub-theme related to group dynamics and the women-only designation of the course: "because it's for women-only, much less intimidating" (Kayla); "I enjoy paddling with an organized group, more fun to paddle with others than alone" (Brae); and, "to be with only women" (N.S.).

The third theme emerged as the ability of the course to fit with time or financial constraints. For example: "close to home, short weekend course, affordable price"

(Summer Rae) and "I wanted to take this course because it's close to home, it was affordable" (Tooter).

The fourth theme emerged as a way for participants to seek a physical challenge and personal satisfaction: "it seems challenging, want to do as many sports as possible" (Jen); "to get in shape for my BWCA canoe trip the following week" (Stretch); "it will be good to slowly 'build' my muscles for a whole day, to learn if I'm still up to the physical challenge now that I'm 60 years old" (Felicia); "I also like paddling on Lake Michigan and camping" (Kayla); and, "it's a fun, relaxing sport that allows one to feel a part of great bodies of water" (Special K).

Motivations for Taking A Women-Only Course

The sea kayaking courses were advertised as women-only courses. Participants were asked if and how that influenced their choice of a course. Fourteen women were influenced by the course designation of women-only; seven reported that the designation did not influence them. Two themes emerged, the first – seeking a learning environment that was different – consisted of four sub-themes, including seeking a different learning process, seeking more support and understanding, seeking a more comfortable and relaxed environment, and seeking a less intimidating and competitive environment. The second theme – building interpersonal relationships with other women – included two sub-themes: build camaraderie / have fun and meet other leisure partners (Table 4.3).

Table 4.3
Themes Related to the Influence of the Women-only Course on Participation Choice

Theme	Sub-themes
Seeking a learning environment that is different from a co-ed course	Different learning process More support and understanding More comfortable/relaxed Less intimidating/competitive
Seeking interpersonal relationships	Camaraderie and fun with women Meet other leisure partners

Nine women reported that they believed the course would provide a different learning experience relative to women's needs.

> After trying to keep up with my husband (who excels at anything physical!) I thought it would be much less intimidating with women only. I also believe we are built differently, think differently, and learn differently than men. (Kayla)

> I am hoping that the instructors will be able to explain things in ways I can relate to, be less competitive driven in their approach and more understanding of and helpful with my limitations (lack of upper body strength). (Cilla)

Many of the women were specifically seeking a less competitive learning environment: "the support for learning is better in a women's group, less competitive" (Felicia) and "different learning process, not so much pressure to keep up with the guys" (Jo).

The opportunity to build interpersonal relationships with other women and to experience new things influenced the choice of some women: "to meet the women who are interested in sea kayaking" (Jo); "the camaraderie" (Felicia); and, "I do like the idea of women-only classes and have enjoyed them in the past in other situations" (Jen).

> I took a week-long sailing trip that was for women only and enjoyed it! If it's only women, we get to do everything. I have sailed with men and they think you have limited abilities. (Frizz)
>
> I love women-only canoe trips in the BWCA; all the women get to 'tend the campfire'. (Stretch)

Seven women indicated that the course designation for women only did not influence their choice to participate. For example: "chose class based on dates that worked with my schedule" (Brae); "we actually thought we had signed up for the co-ed but it doesn't matter to me" (Jen); and, "I didn't know it was when I said I would go" (Branch).

At the end of the course the participants were asked what benefits, advantages, or problems there were to a women-only course. Participants identified a variety of benefits, but most focused on the different learning environment. For them the course provided more support and understanding, and a less intimidating and competitive experience.

> Everyone was very supportive. You weren't as afraid of ridicule or to make a mistake. You weren't afraid to push it either. (Summer Rae)
>
> The communication between women is not competitive. We want to understand, not challenge each other. We are not afraid to say 'I need to understand, please help me'. (Trailhiker)
>
> Not having to worry about keeping up and competing with the guys; not having to worry about slowing the guys down; having to do everything ourselves, no expectations that the guys will do the heavy work. (Jo)

Reported benefits related to interpersonal relationships and the camaraderie that developed within the group, "better interpersonal relationships among the group. The group dynamics were better in the women-only course than a co-ed" (Brae). One participant, who had been on other women-only courses, explained "I've been on several, the camaraderie, patience, and understanding ((are benefits))" (Felicia).

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Nine women did not report any problems with being in a women-only course; however, twelve women identified some problems. Most responses related to the pace and challenge of the course or concerns about the dynamics of the group. For example: "sometimes it's to have a balance of male/female energy, and sometimes having men around pushes me more to do well, try harder" (Reba); "not a balanced level of personalities in the group, 'too much estrogen' at times" (Bumpy); and, "sometimes the challenge of 'keeping up' with the guys gives me more motivation" (Jo).

Even though the benefits for the course were reported as less intimidating and competitive, some of the women also reported that as a problem. For example: "it may have been a little less challenging" (Brenda); "no competition" (J-Bay); and, "diversity of the group and no male perspective on skills and techniques" (Jen).

Two women reported the potential for interpersonal problems with a women-only course: "if a male friend wanted to participate" (Fleece) or "it makes men jealous" (Uba). Personal learning style preferences were reported by one participant: "I'm one of those weird girls who actually tends to communicate easier and learn easier with men; so I usually am more introverted around women" (Special K).

Constraints Experienced Before, During, and Following the Course

Results for the first research question were to determine constraints women experienced during each activity phase. These results are presented in subsections of constraints that were experienced before, during, and following the course.

Before the Course

Nineteen participants identified constraints that had impacted or prevented their participation from the time they had found out about sea kayaking. Two participants did not identify any constraints. Ten women identified multiple constraints, nine identified single constraints. Constraints emerged across three categories: structural, intrapersonal, and interpersonal (Table 4.4).

Table 4.4
Constraints that Prevented Participation After Women Found Out About Sea Kayaking

Structural Constraints	Intrapersonal Constraints	Interpersonal Constraints
Lack of time	Ethic of care	Lack of leisure companions
Lack of money	Perceived low skill/ knowledge	Leisure choice controlled by others
Lack of access	Socially inappropriate activity	
Lack of opportunity		
Lack of equipment		
Physical/health limitations		

Structural constraints. Structural constraints emerged as lack of time, money, access, opportunity, equipment, and physical/health problems. Most frequently reported were time constraints, identified simply as "time" (Brenda) and "only lack of time" (Kayla). Two of the participants identified both lack of time and money as constraints: "I'm a college student with little or no extra money or time" (Special K) and "time constraints, most of my 'free time' has been spent canoeing and doing other activities; money, I didn't have the cash to pay for class" (Jen). Other structural constraints were identified together as "lack of boat and accessories; lack of time; inability to handle a kayak by myself; lack of water" (Cilla).

Four participants identified lack of access to water as a constraint. For example: "just getting the time to do so, plus not a lot of water where I live" (Jo); "geographic location, I am landlocked in Minnesota" (Stretch); and, "time, not living where there is easy access, money" (Reba). Eleven women did not have a sea kayak; one perceived that as a constraint to participation.

Intrapersonal constraints. These constraints emerged as an ethic of care related to the needs of others, perceived low skill/knowledge, and sea kayaking as a socially inappropriate activity. Four participants reported intrapersonal constraints: "illness of my mother, free weekends spent helping care for her" (Fleece); "my daughter wasn't old enough or good enough swimmer to try" (Branch); "didn't have the knowledge" (Summer Rae); and, "Mom's fear of me doing anything too extreme" (Bumpy).

Interpersonal constraints. These constraints emerged as lack of leisure companions and leisure choice controlled by others. For example: "didn't have a friend who was interested" (Summer Rae), and

> Not knowing anyone else who owns one, or who belongs to a group who use the Mississippi River, which flows one mile from my house! I've never quite pursued contacting the rowing club that has a boathouse one mile away, or contacted 'Women in the Wilderness'. I'd need strong camaraderie to do it locally. (Felicia)

An additional intrapersonal constraint – leisure choice controlled by others – was reported by this participant: "my husband isn't interested in buying a two-person ((kayak))" (Felicia).

Participants also were asked to respond to the question, *Since you decided to take this course, has anything happened that made you think you might not be able to participate this weekend?* Eighteen participants responded with 'no' and three

participants reported constraints after deciding to take the course. Constraints emerged across structural, intrapersonal, and interpersonal categories (Table 4.5). All three women identified a combination of constraints.

Table 4.5
Constraints Experienced by Participants Prior to Arrival at the Course

Constraint Category	Activity Phase	
	Following Registration	Immediately Prior to Arrival
Structural	Lack of time Lack of money	Lack of time Lack of money Lack of equipment Physical/health limitations
Intrapersonal	Lack of entitlement	Ethic of care Perceived low skill/ knowledge
Interpersonal	Sense of obligation	Lack of leisure companions

One woman had lack of time and money constraints.

> Financially I was thinking I wouldn't be able to come up with the cash; I was also having schedule conflicts but was finally able to get it worked out. (Jen)

A second participant reported a structural constraint of lack of time and an intrapersonal constraint of lack of entitlement.

> *Too many other things to finish at work and at home.* Feelings of guilt about not being productive in those two areas. (Trailhiker)

The third woman identified a combination of structural constraints – lack of time and money – and an interpersonal constraint that emerged as a sense of obligation to others.

> *I thought the $200 was too much*, **my sister's wedding shower got scheduled for the same weekend, it ended up being my good friends' family camping weekend and I was invited**, *my life is crazy right now.* So in other words was it *worth the time and money*? Was it important enough? (Reba)

On the evening prior to the start of the course, participants were asked to identify anything that made them think they might not be able to participate that weekend. Fourteen women reported that nothing had happened to impact or prevent their participation. Seven of the women identified constraints they had encountered immediately prior to coming to the course that emerged across structural, intrapersonal, and interpersonal categories (Table 4.5).

Time constraints were identified by two women and illustrated by one of the participants.

> Massive school work, research to do for independent study course, five text chapters to read, 200-page book to read for three-week summer class. (J-Bay)

Physical and health limitations were reported by three participants: "hurt wrist" (T.P.); "I realized motion sickness may kick in" (Branch); and, "I have an injured left shoulder which is healing slowly, not sure I would be able to paddle" (Cilla). One participant identified money/financial constraints in addition to the physical and health limitations already mentioned.

> Meeting with employer suggested job may go away, had legal problems over pension problems related to divorce. (T.P.)

Money/financial constraints and lack of equipment were reported in combination with an intrapersonal constraint – ethic of care – by another participant.

> My oldest daughter was in an accident Thursday night before coming, *left paddle at home, left purse in Wendy's and $200 was stolen*, cars were not serviced correctly. (N.S.)

An interpersonal constraint – lack of leisure companions – was identified by one participant as occurring immediately before the course began: "I had trouble finding a woman friend to go with me" (Felicia).

Fourteen women identified concerns they had about participation in the course itself. These concerns emerged from the data as activity-specific constraints across structural and intrapersonal constraint categories (Table 4.6).

Table 4.6
Participant Concerns About the Sea Kayaking Course

Structural Constraints	Intrapersonal Constraints	Interpersonal Constraints
Physical/health limits	Fear Perceived low skill/knowledge Perceptions of age limits Perceptions of physical limits	

Intrapersonal. Nine women identified intrapersonal constraints, including internal fears, perceived low skill or knowledge levels, perceptions of age limitations, and perceptions of physical ability limitations. Fear was expressed by four of the participants: "will I be scared doing a wet exit?" (Tooter); "some of the rescue situations make me nervous, not in control" (Brae); "fear of drowning" (Frizz); and,

> I just finished a kayaking class at EMU and I was surprised at how scared I was to capsize my boat and be underwater. By the end I was fairly comfortable with wet exits and Eskimo rescues on my right side, but I panicked trying to roll and do rescues on my left and all of this was in a pool. I'm nervous about doing this in a lake! (Kayla)

Three women indicated concerns related to the perception of having low skills or knowledge: "afraid I was too inexperienced" (Summer Rae); "not be able to complete the course; not be able to learn the basic skill" (Frizz); and, "I'm not sure that concern is the proper word, but I am thinking about my capabilities and learning about bracing, rolling, and rescues in only two days" (Special K).

Two participants identified an intrapersonal constraint that emerged as perceptions of physical ability limitations. These were not actual physical limitations, but rather the perception that they could experience these as limitations: "will I be both physically strong enough and flexible enough" (Tooter) and "I remember the amount of work required for the beginners class and I assume the amount of work for this class will be equivalent" (Brenda).

Constraints concerning the perceptions of age limitations were identified by two of the women: "being older than others in the group" (Frizz) and,

> Because I did this essential course a few years ago here, I was somewhat anxious that time. This time my concern is only that I'm now 60 years old, so my physical capacities are less than the earlier experience. (Felicia)

Structural. Five women reported actual physical and health concerns that emerged as structural constraints: "I hate cold water, I am very tired" (J-Bay); "yes, a little bit regarding my shoulders" (Cilla); "lack of sleep" (N.S.); "bad back" (Uba); and,

> I realized that motion sickness might kick in; when I decided to participate, I was thinking this was a 'learn to kayak' weekend, not a 'learn to sea kayak' weekend. (Branch)

During the Course

Observations were collected during critical activity periods. The purpose of the observations was to provide a way to check on the experiences that participants identified as challenging. The reader will be directed to the observation field notes whenever they add to a more complete understanding of participant experiences (Appendix F).

Women were asked to describe their best experiences and their most challenging experiences at two points during the sea kayaking course, following completion of activities on the first day and immediately after the course ended. Data from these two times were combined because the emergent themes and categories remained the same throughout the two days of the course.

Best Experiences. Three categories emerged from best experiences: participating in and performing wet exits, rescues, and other skills; the enjoyment of the experience as an activity; and, the opportunity to lead the group paddle. Fourteen women reported that participating in and performing wet exits, rescues, and other skills was their best experience. For example: "I really felt good about accomplishing a solo-paddle float rescue" (Special K); "completing a paddle float rescue on the first try" (Kayla); and, "learning the j-lean when doing a sweep stroke" (N.S.).

Best experiences for six women emerged as enjoyment of the experience of the activity. For example: "I had a day I enjoyed all aspects of, gaining experience and feeling more confident" (T.P.); "being in/on the lake kayaking" (Tooter); "getting out on some bigger water and exploring the sea caves" (Jen); and,

> . . . just paddling around, today we went initially out of the harbor and around the pier towards another bay before the instructor called us back. It was easier than I thought and I enjoyed getting the balance. (Branch)

For three women their best experience emerged as the opportunity to lead the class on a paddle across the lake. One participant described this as "leading the pod back to shore" (Trailhiker).

When participants were asked to describe why the experiences they had selected were their best experiences, two themes emerged as building confidence in self and competence in skills, and overcoming fears. Two women indicated that building confidence in themselves and their skills was the reason this was their best experience: "I was putting together the skills I had learned; even though it was a group experience, I felt like I was going solo!" (Frizz) and "I'm usually the slowest so it was very novel to be in the lead. I had no one to watch out for so I didn't bump into them" (Cilla). Other women also reported reasons for their best experiences within this thematic area. Women who identified rescues and wet exits as their best experiences described the reasons in the following ways.

> We had not gone over it in any detail ((Eskimo rescue)) and yet I was able to flip back up, success! We did it pretty informally as a demo to the rest of the class, I kind of remembered how to do it from a previous class, but I wasn't positive, I just didn't let myself worry about it, I figured I would try it and worst case I would wet exit. The wet exit especially was easier as I did it more times. (Brae)

> I wasn't sure I could do it ((paddle float rescue)) because of my injured shoulder; I am not always very coordinated but it was the best experience because I was able to do it despite my shoulder and I was surprised by how well I did it. It made me feel more competent. (Cilla)

> It ((paddle float rescue)) was relatively easy and I like the feeling of being able to get back into my boat by myself. (Brenda)

The other theme to emerge from the data – overcoming fears – was described also as a reason for an experience to be reported as the best during the course.

> I had never done it before ((paddle float rescue)) and I was very scared to try it. ((The instructor)) was a wonderful, patient teacher, and my group was very supportive. (Kayla)

> I was very concerned about being able to do it ((wet exit)). But the instructor was great and helped me through it. It was wonderful to do it a second time and enjoy it. (Frizz)
> Because the first time I tipped ((wet exit)) I freaked out a bit underwater. It was less intense the second time. (Bumpy)

Challenging Experiences. Activities described as most challenging closely corresponded to the thematic areas of the women's best experiences. Challenging activities included rescues, wet exits, strokes and boat control, braces and rolling progression, physical challenges (e.g., getting back into the kayak, paddling longer distances), and frustration with other participants. Structural and intrapersonal constraints emerged from the challenging experiences.

Structural. Structural constraints included lack of knowledge and skills, and physical limitations or health problems. Lack of knowledge and skills was reported by twelve of the participants. This was expressed primarily as a feeling of frustration as participants worked to learn or improve their skills. For example: "paddling straight, I felt frustrated while I was doing it, but it improved. I can paddle a canoe fairly straight and changing to a kayak was a bit frustrating" (Reba).

> Paddling straight. The sweeps, turns, backwards, side draws were easy. Keeping my darn kayak from zigzaging, PHT!. I don't think I can concentrate on all the movements at once. I'll get the push-pull down, but forget to turn the paddle or have an easy grip. (Summer Rae)

> Transforming my kayaking ideas from white-water to sea kayaking. Hard to learn the forward stroke. It seemed different to me. It was actually hard because my pride was hurt. I thought I knew how to paddle but I guess not for sea kayaking. Then I got over myself and started really learning. (J-Bay)

> The high and low braces. The coordination of arm, leg, head movement was difficult for me. I felt frustrated and hot. (Trailhiker)

Structural constraints were also identified by four women related to physical limitations or health problems (Appendix E, p. 242, 250).

> The braces. It hurt on my left side (injured shoulder) such that I couldn't do the braces on that side. It was also hard for me to concentrate on multiple body positions at one time. Need to learn body stuff with lots and lots of practice and repeated instruction. I am challenged. I do not have strength or speed. (Cilla)

> T-rescue. Could not get back into the boat and felt that I was holding the group up. Did not have the upper body strength to lift myself over my PFD and into or onto the boat. (Frizz)

> Dealing with very unflexible legs and lower back. I felt frustrated at times because I was feeling great in the kayak and wanted to push it but I was having trouble with my legs falling asleep, felt like it was limiting my abilities. (Jen)

> Trying to get back into the kayak. I couldn't pull/kick myself up onto the kayak, getting onto the kayak was hard because I probably lack upper body strength. My PFD doesn't fit well and seemed to push me in directions I didn't want my body to go. (Tooter)

Intrapersonal. An intrapersonal constraint – fear – was reported by seven women (totals > 21, some women indicated multiple constraints). Most expressed fear in relation to wet exits or rescues where they were underwater in their kayaks. Drowning or being trapped in the kayak were mentioned frequently (Appendix E, pp. 239-242, 251-252).

> The paddle float rescue was the most challenging. I do not like to get out of my boat in the water and this was a big hurdle I crossed. I don't like tipping my boat over and being under water. It's never as bad as I think it will be, but I still have the fear. (Kayla)

> Wet exit in my new boat since the spray skirt is tight and you need to make sure the skirt does not hang up on the back of the seat. I was nervous during the experience. I was concerned I would get stuck in the boat. (Brenda)

> The wet exit. I was, quite frankly, scared before we did the roll but felt great after because I really enjoy it! My concern prior to this course was going over and being under the boat. I knew this procedure would be part of the course and I spent far too much time thinking about it. (Frizz)
>
> Being upside down underwater. I was nervous anticipating it and panicked a bit before I pulled the skirt off. I am not used to feeling out of control and wasn't sure how to handle it. Technically I knew what to do, but my emotions took over for a bit. (Bumpy)
>
> Initially voluntarily going into the water to practice a rescue. I was afraid I wouldn't be able to get out of the cockpit fast enough before I ran out of breath. After I did it (with cheating by removing my skirt before hitting the water) it seemed easy, a piece of cake; afraid of drowning, being pinned underwater. I'm very confident of my swimming ability, but had never been secured in something, tied in, as it were, and then voluntarily went into the water upside down, although it wasn't the upside down part that was scary, it was being secured in underwater. (Branch)

Constraints that emerged during the course were activity-based, related to sea kayaking, and linked to specific skills. Structural and intrapersonal categories of constraints were represented by the data but were not always mutually exclusive. For example, one participant experienced both structural constraints – physical limitations and health problems – and intrapersonal constraints – fear – during her most challenging experience of the wet exit (Appendix E, p. 250).

> *Apparently panicking a little during my 'tip-over' and worrying about getting my legs out before remembering to pull the skirt.* Getting a little H_2O in my nose and ear, not being able to hoist myself back in without special support; embarrassed *and a little panicked.* Even while rescuing, not being as strong as I'd like-embarrassing. Aching arms and shoulders, occasional muscle cramps. *I guess anxiety to one degree or another.* (Felicia)

Following the Course

Predicted Constraints. Immediately following course completion, participants were asked to predict what they believed would negatively affect their participation in sea

kayaking during the next two months. Two women had no plans to kayak again during the season and one woman did not respond with any constraints to participation. Eighteen women identified constraints in structural, intrapersonal, and interpersonal categories (Table 4.7).

Structural constraints included lack of time, lack of money, physical and health limitations, lack of equipment, lack of opportunities, and lack of knowledge and skill. Intrapersonal constraints emerged as a lack of entitlement to leisure, and interpersonal constraints were reported as a lack of leisure companions. Eight participants predicted single constraints. Time constraints were identified by five participants. Three participants predicted either physical and health limitations, or lack of knowledge/skill, or lack of leisure companions.

Table 4.7
Constraints Predicted to Affect Participation for Two Months Post-course

Structural Constraints	Intrapersonal Constraints	Interpersonal Constraints
Lack of time	Lack of entitlement	Lack of leisure companions
Lack of money		
Health/physical limitations		
Lack of equipment		
Lack of opportunities		
Lack of knowledge/skill		

Ten participants identified multiple constraints: "I have no equipment, no money, and am in college taking classes" (J-Bay); "I need a new boat and I need to find the time" (Kayla); "time constraints and acquiring a better, seaworthy boat" (Uba); and, "lack of

opportunity, no kayak, no one in my family who does it, lack of time/balance in life, I don't need another hobby no one else in my family does" (Branch).

Two Months Post-Course. Two months after course completion telephone interviews were conducted with each participant. The women were asked to identify constraints that had affected their sea kayaking participation since the course. Constraints emerged in structural, intrapersonal, and interpersonal categories (Table 4.8).

Table 4.8
Constraints Experienced by Participants in the Two Months Following the Course

Structural Constraints	Intrapersonal Constraints	Interpersonal Constraints
Lack of time	Ethic of care	Lack of leisure companions
Lack of money		
Physical limitations/health problems		
Lack of equipment		
Lack of opportunity		

Structural constraints included lack of time, lack of money, physical /health limitations, lack of equipment, and lack of opportunity. One intrapersonal constraint – ethic of care – and one interpersonal constraint – lack of leisure companions – also emerged from the data.

Ten women reported time constraints that usually were associated with work, family, school, or financial obligations.

> I don't know if I will have the time. Getting the house ready to sell (. . .) I was traveling for three weeks solid for business (. . .) so my job, and then you know the new job, has made it virtually impossible to do anything I want to do (. . .), not just kayaking (. . .) I've not gotten to do anything I wanted to this summer. (Brenda)

> The biggest thing would be time (. . .), I work on a lot of, um like school during the day, and then classes at night, and work on weekends so (. . .) I've had limited recreational time. I mean I've thought about it quite a bit, it's just the time thing (. . .) because I do have access to kayaks with work, you know, free rental too, so! (Jen)

> The major thing is money (. . .) um (. . .) the next thing would be time, haven't had much time, and I find that it's kind of difficult, at least when you are starting out to find a group, somebody who might have the equipment or at least knows where to get it and also has that same time and money, you know, when everything matches that you could go. (Bumpy)

Physical limitations and health problems were identified by three women as constraints. The ability to physically lift and load a sea kayak or actual physical problems were reported.

> Well, there's lots of times when I wasn't able to participate. If I could get my boat up on my car (. . .) if I could get my boat down out of the garage, out of the hanger and up onto my van by myself I could go all the time, but I have to rely on somebody else to help me do that because of the way our boats are stored (. . .) that's my biggest stumbling block. (Kayla)

> I'm not a young woman you know. I kind of worry if I did a long trip, you know, I would wonder if, like on a long crossing if it would bother my back or my legs, that would be something to just be, you know, cognizant of. (Stretch)

Not having a kayak was reported by four women as a constraint. One participant reported this constraint as "the resources that I currently own, no kayak" (Reba). Another woman, who currently owns a recreational kayak, expressed the need for a new sea kayak.

> I would like a new boat; I would like a boat that I feel a little more confident in and some (. . .) in more varied conditions. You know, and maybe some (. . .) rougher water; I don't have a terribly sea worthy boat. I would tend to, you know, check out conditions and say 'oh yeah, OK, that's doable', as opposed to 'no I shouldn't take this boat out in that'. (Uba)

Three participants identified a lack of opportunity to participate as a constraint. In some cases this was combined with time constraints or other obligations.

> I don't live on a body of water that allows it, for one thing (. . .) I thought it was a wonderful activity (. . .) but, you know, it has to be a concerted effort to go do that somewhere. (Stretch)

> We just have not had the opportunity this summer to do it as much as we normally do. Plus we sometimes go on a camping trip and we haven't been able to do that (. . .) my husband got to when we were at class, but I haven't done that and I really want to do that. (N.S.)

An intrapersonal constraint – ethic of care – was identified by five women. Usually this was related to family concerns and the need to take care of others before participating in leisure activities.

> O.K (. . .) um (. . .) let's see (. . .) well one weekend when I might have, maybe been able to do it, there was a family member became (. . .) an extended family member became very ill and I had to help transport her family to the hospital she was in. I guess there was actually a household something that we had to do on the exterior of our house that I had to do when my husband was available (. . .) and then I have a chronically ill friend and I was overdue to take her a meal (. . .) so, you know, another day I might have done it. So, I'm sorry, it sounds rather ridiculous, and
>
> then I went walking to raise funds for an organization (. . .) it's probably nothing different than anyone else comes up with for things that get in the way. (Felicia)

> What I did was I went up to the symposium in hopes that I could take some classes and demo some of the boats, maybe get into a boat that I'm thinking I want to purchase and then that's when my mom had her heart attack so I had to leave so I never got to do it. Just because of personal problems and because of my mom's death and the wedding. (T.P.)

> Because I'm busy (. . .) and there's times when I come home and it's like I should go out for a paddle but it's like I'm so tired. So I don't. I would say mostly family things, you know. Our kids are grown up so you wouldn't really think so but, I mean, they're in and out, and then his parents and my mom. And his brother is building a house so we're trying

> to help him and then we both work long hours and, you know, there's stuff (. . .) you have to grocery shop and do laundry and clean house and (. . .) just that type of stuff. (Cilla)

The need to find other people with whom to participate emerged as an interpersonal constraint – lack of leisure companions – for three women. For example: "just to get someone else to go out with. Another person" (Fleece) and "I would want to go with someone, preferably more experienced than me; certainly if I were going to do Lake Superior, it would have to be people more experienced than me" (Felicia).

Activity-Specific Constraints. Ten women reported having challenging experiences two months following the course. Four thematic areas emerged from the data. These included paddling in challenging environmental conditions, learning new skills (rolling), equipment issues, and teaching new skills to others (total >10, participants identified multiple experiences).

Paddling in challenging environmental conditions was identified by five of the participants as their most challenging experience.

> I went out with my husband and it was just very, very windy and there were large waves and I think that we probably both felt that we didn't have the best boats for those conditions because we didn't stay very long. (Uba)

Two women identified trying to learn new skills, specifically the roll, as their most challenging experiences: "probably learning to roll (. . .) just because it was something I've wanted to do (. . .) and it was a challenge and took a while to learn (N.S.) and "yes, actually the roll was challenging" (J-Bay). Three women identified issues with equipment that didn't fit as a challenge. For example "my most challenging thing is trying to work on the forward stroke (. . .) the thing is that I just really feel that it's influenced a lot by the kayak itself" (T.P.).

Two women reported that being placed in the position of teaching someone else sea kayaking skills was a challenge for them. One of them had also reported challenging water conditions: "when I was out with my friend who had not kayaked before" (Kayla) and

> I'd say the most challenging part would have been actually me getting him to be comfortable enough to go out, and just working with him, and kind of helping teach him, and just making him feel like he could do it, even though at the beginning he didn't want to. (Bumpy)

Constraints emerged when the women described what made their experiences challenging. Two structural constraints – lack of equipment and lack of knowledge/skills – and one intrapersonal constraint – ethic of care – emerged (Table 4.9).

Table 4.9
Constraints Related to Challenging Experiences in the Two Months Following the Course

Structural Constraints	Intrapersonal Constraints	Interpersonal Constraints
Lack of equipment Lack of knowledge/skills	Ethic of care	

Four women reported structural constraints related to equipment that didn't fit properly or was inappropriate for them. In some cases the ability to learn new skills was limited by equipment, as was illustrated by two women.

> Actually the roll was challenging (. . .) I don't have my own kayak sized to me. I was in my Dad's kayak and so the size was, it was big on me and it felt heavy to me. (J-Bay)

> The only thing is that because of my size, and me being smaller, no one has a boat that fits me, my most challenging thing is trying to work on the forward stroke (. . .) the thing is that I just really feel that it's influenced a lot by the kayak itself (. . .) if you're not in one that fits you, it's just more

> difficult to try to work on anything. I mean you can't work on rolls, can't work on forward strokes, because you have to hold your hands different, you're back too far (. . .) I don't know, it's just frustrating for me. (T.P.)

A lack of knowledge or skills was identified by five women, usually related to water and weather conditions. For example,

> I have to tell you, the Alaskan one was a little bit (. . .) you know it was one of those experiences where you learn to paddle more in waves, so it was a little more stressful (. . .) the waves weren't quite white capping this time, but just to the verge of white capping, which I think is around 3 feet (. . .) and lots of wakes. (Brenda)

> Ah (. . .) probably that was going out on Lake Michigan the other day when it was windy. The waves, they weren't really big but I was by myself and, so I, you know, I'm not used to going out by myself. (Fleece)

Two women reported an intrapersonal constraint – ethic of care – related to providing instruction in sea kayaking to friends.

> The second most challenging would be when I was out with my friend who had not kayaked before and trying to explain to her the importance of all of the safety features and (. . .) things that she should be doing, and constantly looking over my should to make sure she was OK, and not getting in trouble. (Kayla)

> I think the most challenging part as far as instructional, teaching and learning, was to let go with what I wanted to do (. . .) kind of back up for a second and go back to where he needed to be. (Bumpy)

Predicted Constraints for Following Year. Participants were asked to predict what would affect their participation in the next year. Structural, intrapersonal, and interpersonal categories emerged (Table 4.10).

Table 4.10
Constraints Predicted to Impact Participation Over the Next Year

Structural Constraints	Intrapersonal Constraints	Interpersonal Constraints
Lack of time Lack of money Lack of equipment Lack of knowledge/skill	Ethic of care	Lack of leisure companions

Structural constraints included lack of time, money, equipment, knowledge/skill, and opportunity. Five women identified time constraints. For example: "time is probably number one" (Reba); "I don't know if I will have the time" (Brenda); and, "my work schedule" (Tooter). Financial constraints alone, or time constraints in combination with financial constraints, were reported by five women. Two women provide illustrations: "probably financial, depending on how much it would cost would be the only (. . .) would be the main consideration" (Stretch) and,

> "probably the time frame (. . .) um (. . .) I am going back to school again (. . .) I mean, I'm in school, and so the time is probably the big thing and still, probably financial". (Jen)

A lack of knowledge and skill was identified by one participant as a constraint: "yeah, the main thing is, is that practice, and I'd like to take some additional instruction" (T.P.). Another participant reported a lack of equipment as a constraint: "I guess it's just a matter of where I work and whether I can bring my boat with me or not" (Jo).

An intrapersonal constraint – ethic of care – was reported by three participants. For example: "well, probably family stuff, my mom's not well so that's, you know, that's a (. . .) yeah, the kids coming and going, and vacations, and (. . .) just life stuff" (Cilla) and "kids going to college next year (. . .) I have one in college, but she wants to transfer

to California, and I have one that wants to go to California next year, so that may prevent me" (N.S.).

An interpersonal constraint – lack of leisure companions – was identified by four women and illustrated by three women: "I just don't quite have the companionship piece to push me into it" (Felicia); "a group of people who did it" (Frizz); and, "if I could find a female partner in the area or any kind of partner in the area to go with" (Kayla).

Constraint Negotiation

A basic assumption of the study was that, as participants encountered constraints, some type of negotiation method could be used to allow for continued participation. All twenty-one women reported experiencing constraints at some point before the start of the weekend sea kayaking course. However, because all of the participants also began the course, the data suggests that those constraints were negotiated to allow participation. Results for the second research question were to determine the negotiation methods women used to affect participation in each of the activity phases of the course. These results will be presented in subsections of negotiation methods used before, during, and following the course.

Before the Course

Before the course began, participants were asked to identify what made it possible for them to begin or continue participation in sea kayaking if they had reported constraints to participation or concerns with the course. First, the women were asked to identify what had made it possible for them to participate in sea kayaking now if something had impacted their participation in the past. Nineteen women reported ways

they had negotiated participation. Responses emerged in behavioral and cognitive categories of negotiation methods (Table 4.11).

Table 4.11
Negotiation Methods Used to Begin or Continue Sea Kayaking Before the Course

Behavioral Negotiation Methods	Cognitive Negotiation Methods
Modifying time and commitments	Face up to problems
Changing interpersonal relationships	
Relying on family and friends	
Improving health status/physical ability	
Improving finances	

The behavioral methods identified were modifying time and commitments, changing interpersonal relations, reliance on family and friends, improving financial situation, and improving health status or physical ability. Six women reported modifying time and other commitments to negotiate participation. For example: "retirement" (Frizz); "more time available" (Uba); and, "scheduling" (Tooter). For some, the modification of time or other commitments included making a change in life priorities: "priority, a little more time and purchasing a home on Lake Michigan 3 years ago" (N.S.) and "making the time, I'm not working as much and am able to travel more" (Jo). One woman reported that participation required negotiating her schedule as well as her friends' schedules.

> This summer's schedule for kayaking experiences arrived from Gail Green's organization, Adventures in Perspective; talking amongst women friends for one who'd go to be my partner, and there were enough dates to choose from so that it fit our schedules. (Felicia)

Four women negotiated participation by changing interpersonal relations. Some changes in interpersonal relations were specific: "my daughter is old enough now and my husband was available to babysit this weekend" (Branch); "my mother no longer needs help" (Fleece); and, "having a different mind set to spend time away from home and my husband" (Trailhiker). One woman reported a more complicated negotiation process integrated within the context of family relationships.

> We used to canoe a lot as a family when our children were growing up. Once we bought a canoe it was inexpensive and we could do it all together. Sea kayaking would have been expensive and not as practical for us as the canoeing. Now that our children are older we have time + money for activities like kayaking. (Cilla)

Four women relied on family or friends to negotiate participation, illustrated here by Fleece: "my spouse, friends, and kids have always been supportive, and the guys at work like to talk about it". The influence or support of friends, also attending the course, was another way to negotiate constraints: "two friends were going on the trip and invited me along" (Branch); "a friend's suggestion for the program" (Stretch); and, "I met ((friend)) and her excitement ((for sea kayaking)) is contagious" (Summer Rae).

Financial constraints were negotiated by four women to allow for participation: "I'm financially able to work part-time so I can get away" (Fleece); "mother's cash" (J-Bay); "my parents pay my way in the name of family quality time" (Special K); and, "I am able to pay for the class and found that this program was affordable" (Jen). One participant with shoulder problems had to improve her health status and physical ability by undergoing "surgery and physical therapy" (Brae) before being able to participate.

A cognitive method of negotiation – facing up to problems – emerged for two participants. "I force myself to take classes each year" (Brenda) and "I just decided to

bite the bullet and take a course. I have been wanting to try for a while and decided it was time" (Bumpy).

Behaviorally, the course itself appeared to be used to negotiate constraints. After the decision to participate was made, the number of women reporting constraints decreased from nineteen to three. The three women who reported additional constraints after registering for the course used three behavioral negotiation methods and one cognitive method to negotiate participation (Table 4.12).

Table 4.12
Negotiation Methods Used to Allow Participation in the Course Following Registration

Behavioral Negotiation Methods	Cognitive Negotiation Methods
Modifying time and commitments Relying on family and friends Improving finances	Face up to problems

One woman relied on family and friends as a negotiation method that made it possible for her to participate.

> My husband helping me get the camping gear together, and coming with a friend to help with food and stuff. (Trailhiker)

Another woman with time and financial constraints negotiated participation through improving her finances, and modifying time and other commitments: "I sacrificed other trips and stretched the grocery budget" (Jen). One participant used both cognitive and behavioral methods of negotiation: "I decided to make the choice. Primarily because of my friend's invitation and the $50 deposit" (Reba).

Seven women who reported constraints immediately prior to the start of the course identified three behavioral and two cognitive negotiation methods that allowed participation (Table 4.13).

Table 4.13
Negotiation Methods Used to Allow Participation Immediately Prior to the Course

Behavioral Negotiation Methods	Cognitive Negotiation Methods
Modifying time and commitments	Face up to problems
Relying on family and friends	Ignore problems
Improving health status/physical ability	

One participant used a combination of a behavioral and cognitive method – modifying her time and commitments and ignoring problems – to negotiate participation: "well the class is paid for so I gotta go! I brought readings with me, hope to get some done" (J-Bay). One woman ignored problems to negotiate concerns about motion sickness: "I pretended and hoped it wouldn't be an issue" (Branch). Physical and health problems, related to a shoulder injury, were identified by another participant as a constraint. She negotiated this constraint behaviorally by improving her health status: "I did my exercises for my shoulder faithfully, practiced kayaking overtime to make sure I could do it, and brought a big bottle of Ibuprofen" (Cilla).

Three women relied on family and friends: "a friend and I needed to get away and relax" (T.P.); "my husband helped me get all of the camping gear together; my friend who came with me helping out with the food" (Trailhiker); and, "I did find a friend and later we added on another" (Felicia). One woman cognitively negotiated her participation by facing up to problems: "persistence and the need to get away" (N.S.).

Immediately before the course began fourteen women identified concerns about the course that emerged as constraints related to the activity of sea kayaking. Most of these were in the intrapersonal constraint category and emerged as fear, perceived low skill and knowledge, perceived age limitations, and perceptions of physical ability limitations. Four women identified concerns that emerged as a structural constraint related to physical and health problems. During this time period, participants reported using two behavioral negotiation methods – acquiring more skills and improving health status/physical ability – and two cognitive negotiation methods – self-talk and facing up to problems – to continue to participate in the course (Table 4.14).

Table 4.14
Methods Used to Negotiate Concerns About the Sea Kayaking Course

Behavioral Negotiation Methods	Cognitive Negotiation Methods
Acquiring skills	Self-talk
Improving health status/physical ability	Face up to problems

Most participant concerns were negotiated by cognitively facing up to their problems. One participant who identified perceived age limitations and fear as constraints responded with, "nothing I can do about the age, but having gone through other life experiences, you just step up and do it!" (Frizz). Participants who had reported constraints related to fear and physical or health related constraints also negotiated participation by facing up to their problems: "the more I force myself to do it the easier it becomes" (Kayla); "just do it, quit my bitching and do it" (J-Bay); "Ibuprofen, determination. I want to do this" (Cilla); and, "just try and see" (Uba). In two cases

participants used self-talk as a negotiation method related to fear: "worst that could happen was I would capsize the boat, drown, not pass the class. Best that could happen, I find a new addiction" (Summer Rae). The other participant used self-talk to negotiate age-related perceptions of physical limitations: "remember that Gail was a very understanding instructor so I'm sure her attitude prevails" (Felicia).

Six women used behavioral negotiation methods. Fear of wet exits and rescues prompted two participants to take the course to acquire more skills: "practice, practice, practice" (Kayla) and "practice that leads to more confidence" (Brae). Concerns with physical limitations led to using the course as a negotiation method to acquire more skills through "participation" (Brenda) and,

> I plan to absorb enough information and knowledge to work on my skills independently because I would like to move on to more 'trip' type excursions with camping on different shores. (Special K)

Two participants negotiated health problems and physical limitations by improving their health and physical status, as illustrated by Tooter: "I am currently doing a workout program to build strength and flexibility for future kayaking". A woman with concerns about sea sickness also negotiated her physical problem by trying to improve her health: "followed instructors advice to try ginger, asked her to bring Dramamine along" (Branch).

The use of varied behavioral and cognitive negotiation methods allowed all the women to arrive at their respective courses and begin participation. For some, registering for the course reduced the number of reported constraints. However, the need to negotiate constraints related to concerns with actual participation in the course increased after the participants arrived on site.

During the Course

Participants were asked to describe the reasons why they were able to continue to participate during their most challenging experiences. Data were collected twice during the course and results were combined in the final analysis because the negotiation methods used by the participants did not change. Constraint negotiation methods emerged within behavioral and cognitive categories (Table 4.15).

Table 4.15
Constraint Negotiation Methods Used During the Course

Behavioral Negotiation Methods	Cognitive Negotiation Methods
Acquiring skills Relying on instructor or others Improving health/physical ability	Face up to problems

Behavioral negotiation methods included: acquiring skills; relying on the instructors or other participants /group for support; and, improving health status / physical ability. One behavioral negotiation method – acquiring skills – related to the continuous process of participating during the course, and gaining additional skills that led to increased confidence levels.

> On the Eskimo rescue, a little fearful. I was concerned that I could not find my partner's boat. I had done it before and I know I could always get out of my boat if I needed to. (Brenda)

> Leaning on the sweeps, I was afraid I would flip over, but I felt the effect of using my knees and after a few tries, I felt I had some control. (Cilla)

Seven participants relied either partially or exclusively on the instructor and others in the group to negotiate constraints. For example,

> J-lean and bracing. Because it is intimidating to do something you don't feel you have control over, I still need to work on it, because if I couldn't master it I would be disappointed. Patient instructor, group support. (Fleece)
>
> The high and low braces. The coordination of arm, leg, head movement was difficult for me. I felt frustrated and hot. The support that I received from our group and from the instructor. (Trailhiker)
>
> Doing an on-water transfer from one kayak to another. I was extremely scared, physically tense, very apprehensive and anxious, but I did not cry. I didn't know what to expect even though ((the instructor)) patiently explained what I and the others were going to do. I couldn't control my fear. The patient help of ((the instructor)) and the others. (Tooter)

A cognitive negotiation method – face up to problems – was used partially or exclusively by twelve participants, four of whom provided illustrations.

> Wet exit in my new boat since the spray skirt is tight and you need to make sure the skirt does not hang up on the back of the seat. I was nervous during the experience; concerned I would get stuck in the boat. I knew I would be able to do it. I just had to make myself do it. Also I knew the more I did it, the more confident I would be. (Brenda)
>
> Realizing myself, when underwater, I need practice to feel 100% comfortable staying underwater and not being scared of not surfacing safely. I feel like I could become comfortable with time. I love to improve; I like to practice. I like to get things right and not give up. (Reba)
>
> Trying to roll and trying again when I missed it. This is the thing I've always had a lot of trouble with and there were a lot of people around to see me miss it. I'm determined to get it by the end of the weekend. (Jo)
>
> The braces, it hurt on my left side (injured shoulder) such that I couldn't do the braces on that side. It was also hard for me to concentrate on multiple body positions at one time. Need to learn body stuff with lots and lots of practice and repeated instruction. I am challenged. I do not have strength or speed, but I have perseverance and I will eventually master the skills. (Cilla)

Of the twenty participants who completed both days of the course, six used a combination of constraint negotiation methods. The behavioral negotiation methods used

by one participant emerged as relying on instructor/others and improving health status/ physical ability.

> Panicking a little during my 'tip-over'; not being as strong as I'd like, embarrassed. Aching arms and shoulders; occasional muscle cramps. Taking aspirin, planning to ask for ice at the B&B; ultimate trust in the others. (Felicia)

Two participants used behavioral methods – acquiring skills and relying on the instructor or others – to negotiate constraints.

> Bracing exercises. A lot to learn. Wind blowing into shore. Late in the weekend; tired and uncomfortable in boat. Previous day's successes; company of group. Paddle float rescue. Many things to remember; determined to order; recall proper technique. Physical actions challenge ability to recall; satisfied when finished. Previous successes; observation of peers engaging/succeeding; confidence in instructors. (Uba)

> To be consistent in my strokes and achieve a cadence. I felt tired before the day was finished. Everything in the experience was new to me, the clothing, the equipment, the language, the movements on the water. I received positive reinforcement from my instructors and I also achieved the paddle float rescue and the underwater exit. (Trailhiker)

A combination of behavioral and cognitive methods – relying on the instructor/others and facing up to problems – was used by three participants to negotiate constraints.

> Paddling through the refracting waves/clapotis. Didn't know which way the water was coming from, *had to force myself to relax and go with the flow. Able to force myself to relax*; knew that if I had a big problem, ((the instructor)) would be right there.(Jo)

> Trying to get back into the kayak. I couldn't pull/kick myself up onto the kayak. *Trying to get calm and loose enough to not be scared of flipping again.* Getting onto the kayak was hard because I probably lack upper body strength; *because I want to do this, and I will learn to do this.* ((The instructor)) was very calm and helpful. The other students were supportive. (Tooter)

> Initially casting off into the surf in a new kayak, a double that I had never tried before and using the rudder for the first time with a partner I knew was way more scared than I was. I was afraid her fear would translate into

> dumping us both, which didn't scare me, but I knew would scare her terribly. *I'm very confident of my own abilities to balance* and was very confident of our instructor's ability to pull us out of any disaster. (Branch)

During the course, participants primarily used either a behavioral negotiation method – relying on the instructor or others in the group – or a cognitive negotiation method – facing up to problems – to continue with participation. Six participants used a combination of two negotiation methods to overcome constraints.

Following the Course

Following completion of the course, the participants were asked to identify potential and actual negotiation methods they could use to affect their participation in sea kayaking. Potential negotiation methods that could be used in the two months following the course were predicted on the final questionnaire section. Actual negotiation methods used to continue challenging experiences and predicted methods for the next year were identified during the interview.

Predicted Positive Impacts. Immediately following the completion of the course, the women were asked to predict what might positively affect their participation in sea kayaking over the next two months. Thirteen women responded and four thematic areas emerged, including: participation in the course led to acquisition of new knowledge and skills; the ability to access equipment and opportunities; ability to access leisure partners; and attempting to improve health and physical status.

Seven women identified ways to negotiate participation through acquisition of new knowledge and skills. For example: "the instructors positively affected my participation. They were excellent. They have helped me become a more skilled

paddler" (N.S.); "I want to get out and practice my skills" (Kayla); and, "more comfortable with all aspects of it ((sea kayaking)) now, much easier to do again" (Bumpy).

The ability to access equipment and opportunities to sea kayak were reported by four women. For example: "I will be on Lake Michigan for 4th of July with kayaks and kayakers" (J-Bay); "living on a warm lake, having my own boat and equipment" (Cilla); and, "find a trip to go on" (Brae). Two women indicated that the ability to access leisure companions would positively affect their participation: "I know of more people who are interested" (Brae) and "I've just learned of 2 people I know who have a double, and at least one gave me an eager invitation" (Felicia). One participant was planning on improving her health or physical status: "I'm working on losing weight and getting stronger" (Tooter).

Activity-Specific Negotiation Methods. Ten participants identified negotiation methods they had used to continue to participate during challenging experiences following the course. Two negotiation methods emerged in the behavioral category – relying on family and friends and acquiring equipment – and one method in the cognitive category – face up to problems – as ways to continue participation (Table 4.16).

Table 4.16
Negotiation Methods Used During Challenging Experiences in the Two Months Following the Course

Behavioral Negotiation Methods	Cognitive Negotiation Methods
Acquiring equipment	Face up to problems
Relying on family and friends	

One participant negotiated a constraint related to loading her kayak on her vehicle by acquiring additional equipment: "I've got sort of a loader thing with wheels and I lift up and then I can stand the kayak up and sort of roll it up and push it" (Jo). Three participants relied on friends and family to behaviorally negotiate constraints. This method was illustrated by one woman who was trying to learn to roll.

> Being able to see both my sister-in-law and my daughter do it ((rolling)). They both have a little bit different techniques (. . .) and then trying to put their techniques together and then having my husband right in the water with me (. . .) and (. . .) um (. . .) kind of showing me where the paddle should be and that kind of thing. (N.S.)

Two women negotiated constraints by combining behavioral and cognitive methods – relying on friends and family, and facing up to problems – to continue participation.

> The one time we played in the three-to four-foot waves, that was challenging, but I felt that I could do it because of the things I had learned in the class and I think if I had done that like before the class I would have been really scared (. . .) but I was able to enjoy it. I went out with Laurie and Bonnie and there was another woman, Freda, that (. . .) um (. . .) the four of us went out and (. . .) oh (. . .) *we just did it together* and had fun and laughed and played. (Cilla)

> The roll was challenging (. . .) I had a couple of people helping me (. . .) oh (. . .) encouragement from the people that were helping me and *determination just to 'get it' because I've done it before, I know I can do it.* (J-Bay)

Four participants used a cognitive negotiation method – face up to problems – exclusively. One participant, challenged by high wave conditions, stated, "making the decision to turn around and be comfortable with where I was at, you know, as comfortable as I could get in that situation and just trying to take control over it" (Bumpy). Rough water, wind, and waves were identified as constraints for the other three women.

> Well, when we were out in rough water it was 'I'm not going to let this thing defeat me (. . .) I know I've got good basic skills, I may be still a beginner but this is a good time to practice them (. . .) it's like I know I can keep my head calm (. . .) um (. . .) I know what to do if I go over; I'm not that far from shore and I know that I can handle this', so it was mental. (Kayla)

> I am not letting a little wave or wake defeat me. And I know that the more you do this and the more lessons you take and the more you get out there and do it (. . .) um (. . .) the easier it's going to be. (Brenda)

> Well I have to say I have a lot more confidence since taking that class (. . .) I think the experience that I had (. . .) um (. . .) you know, being out of the boat a lot (. . .) gave me more confidence about being out of the water around my boat and not being concerned about going over and (. . .) uh (. . .) and just sort of feeling comfortable that if that happened, you know, it wouldn't be that big a deal and you'd cope with it. (Uba)

Predicted Negotiation Methods for Future Participation. Women were asked what would help them to participate more in sea kayaking over the next year. Six behavioral methods of negotiation emerged, including modifying time and commitments, changing interpersonal relations, acquiring more skills, changing leisure behavior, accepting a lower level of participation, and acquiring equipment (Table 4.17).

Table 4.17
Negotiation Methods Predicted to Allow Future Participation in Sea Kayaking

Behavioral Negotiation Methods	Cognitive Negotiation Methods
Modifying time and commitments	(none)
Changing interpersonal relationships	
Acquiring more skills	
Changing leisure behavior	
Accept lower level of participation	
Acquiring equipment	

A behavioral method – changing interpersonal relations – was most frequently reported as a way to negotiate constraints. Three women reported this method exclusively. For example,

> I do have an acquaintance now who has one ((sea kayak)). (. . .) If she's willing to still go (. . .) and on a lake (. . .) you know, I think near the suburbs is where she lives, I would go (. . .), at least until I maybe find some other acquaintances (. . .) um (. . .) that would make the difference (. . .) you know I just don't have the companionship piece to push me into it (. . .) well actually, the two ((friends)) that I got to go with me from here, you know, we could rent too and go (. . .) yeah. (Felicia)

One woman planned to use two behavioral methods – changing interpersonal relations and acquiring skills – to negotiate constraints related to finding a paddling partner.

> Taking some more classes and meeting some more people who are interested (. . .) I really enjoyed the women's symposium and if they have another one next summer I'm sure I'll go back to that, you know, I'd like to hook up with someone going on a short trip like maybe a couple of days and try that (. . .) basically, I'd just like to get out more and be more confident in my skills and practice more rescues. If I could find a female partner in the area, or any kind of partner in the area, to go with more often that would help (. . .) if I had a consistent paddling partner, who wanted to go as much as I do. You know my husband will go but he has so many other (. . .) I mean his job keeps him away from us too much and then he has a lot of other things that he does, too so he's not always available. (Kayla)

Five women predicted they would use a combination of behavioral methods – changing interpersonal relations and changing leisure behavior – to negotiate more participation in sea kayaking through trips and vacations. For example,

> I think we are going to do a family guided tour (. . .) you know I thought of going with West Michigan Kayaking, not the symposium but like this weekend they're doing on the Platte River. I could buy a boat for a friend. To have an extra one on hand but I won't do that, it's too expensive (. . .) the girl I've been river kayaking with (. . .) I don't know how much longer she's going to want to go with me, but, just cuz she's in college and a lot

> younger than I am but she's taken the fundamental class (. . .) so one at least, I mean, so she might be ready to go out on Lake Michigan too. (Fleece)
>
> If we make it to Alaska I will definitely be doing a trip and it might be a bigger trip (. . .) um (. . .) if not, you know, I'm right on the ocean in Virginia, you know, where I'm going to be moving and I fully intend to do some kayaking out there (. . .) if I find a group to paddle with (. . .). I
>
> really need to find a group when I get out there because my husband is living in Ohio right now and it's really hard to get yourself out there and I need to find a new kayaking partner and I'd like to find a group because then someone else is sort of planning things, then it's hard to say no (. . .). So where do you go to find a group? Because I really feel like I need the support to help me (. . .), it's so difficult to get the things planned, get everything together, to get the kayaks loaded up, and to get out there. And if you don't have a group to do it with it's easier to say 'I'll stay home and sleep today'. My biggest thing is when I get out there I wanna find a group to be involved with. (Brenda)
>
> I would definitely like to get out again sea kayaking in the spring. I think right now, unless I can plan it with somebody it would just be a day thing somewhere on the lakes or somewhere nearby in Minneapolis (. . .). I would definitely like to get out and do a bigger trip, I think within the next year my biggest problem is going to be the time and the money (. . .) I would love to go, you know, join a tour group doing down to Mexico, the Baja (. . .) I've actually thought about it before and so far it hasn't come true (. . .). Actively search out people who are willing to do that and who are looking for that kind of an adventure. Maybe contact some of the companies around and find out if there are groups, that kind of thing (. . .) kind of a network. (Bumpy)

A combination of two behavioral methods – changing leisure behavior and accepting a lower level of participation – were reported as potential negotiation methods by three women. For example,

> We just talked to a friend of ours who is moving to Thailand and (. . .) um (. . .) he's telling us that we have to come over there and kayak (. . .). We'll probably go back to the Apostles, maybe next summer (. . .) but kids are going to college next year, I have one in college but she wants to transfer to California (. . .) so that might prevent me, I'll be busy with

> them, you know, getting them situated. If we didn't have the travel we would be up in Michigan kayaking (. . .) or going on trips with the kayaks but it's the travel ((for kids)) right now and the focus on the kids. (N.S.)

> Well, I hope to do some kind of trip on the Great Lakes next year (. . .) you know some kind of multi-day (. . .) probably not seven days but, you know, two or three days (. . .) certainly some open water. I want to get an open water trip in (. . .) um, you know (. . .) schedules are (. . .) I have two kids, schedules are what schedules are (. . .) I'm not going to cut back on their activities to make time for mine (. . .) you know (. . .). Last weekend my daughter and I went to the lake and took turns paddling and, usually we take a white water kayak but, the fact is that the white water kayak is tough to paddle on the open lake. So it means I give her the sea kayak and I paddle the white water (. . .) which I worry then too that I'm not really working on my sea kayaking skills, because you do paddle differently. (Brae)

Accepting a lower level of participation was identified by two women as their primary negotiation method: "well, I have to graduate first, get a job, that's about it" (Special K) and,

> . . . well, actually next year I'll be working (. . .) um (. . .) if I didn't do anything but save money I'd be able to but (. . .) no I don't think so, I don't know because I'm going to be (. . .) it'll be my first year teaching, I'm going to be (. . .) I know I'm going to be very overwhelmed, I'm not even going to have the time, I mean that's (. . .) I don't know where I'm going to be (. . .) what I'm going to be doing. (J-Bay)

A behavioral method – acquiring more skills – was reported by three participants as their exclusive method of negotiation for the next year. Two women illustrate this method: "I plan on looking into more classes, exactly like what we had because they are so fun, and I could always try out different boats" (Summer Rae) and

> Yeah, the main thing is, is that I think practice and I'd like to take some additional instruction. And I like individual instruction (. . .) or smaller group instruction. I don't like large groups. Oh I want to roll, isn't that funny, but the thing is I think that if I would have the confidence to roll then that would take away some of the apprehensions that I might have of going into (. . .) strong wave conditions and, because the more confidence

> I can build up in my ability to rescue myself or to right myself is only going to make me feel more confident so I can kind of explore some bigger (. . .) um (. . .) trips in open water. (T.P.)

One woman identified two behavioral methods – modifying time and commitments, and acquiring more skills – as ways to negotiate constraints to participation.

> I need to do, and what I want to do, is to just get in a kayak and to play around and fidget in it and shift my weight every way that I can imagine (. . .) so I really want to focus on that as well as just to continue to practice and improve the skills that I learned in the class (. . .). There's an
>
> organization that has classes throughout the year and they do it in a pool, so I hope to continue to learn more about kayaking by maybe taking more classes. I'm always tinkering with my teaching schedule (. . .) um (. . .) even though I am an older person, I'm still relatively new as a professor, but one of the things that's hard for me, even the last couple years, is just getting that balance between work and my private life. (Tooter)

For two women a behavioral method – acquiring equipment – was reported as a way of negotiating constraints.

> I'm sure if the right kayak presented itself in the future and I had sufficient money I would not be opposed to buying a kayak and messing around in the lake (. . .) especially since I have a daughter and I want to kayak with her. (Branch)
>
> I live right on the shoreline of Lake Michigan. I would like a new boat, I would like a new boat that I feel a little more confident in and some (. . .) uh (. . .) in more varied conditions. You know, and maybe some (. . .) some rougher water, I don't have a terribly sea worthy boat. (Uba)

Constraint Patterns

Results across all phases of the study were used to answer the third research question related to constraint patterns. Subsections review the results for three emergent constraint patterns, including (1) the interactions of constraints across the three different categories, (2) the emergence, disappearance, and re-emergence of constraints within

categories and across activity phases, and (3) constraints for participants and non-participants following completion of the course.

Pattern 1: Constraints Across Categories

Generally, constraints that impacted participation prior to the beginning of the course emerged within structural, intrapersonal, and interpersonal categories. However, the categories were not mutually exclusive; constraints frequently were related to each other across and within categories. For example, this participant's response demonstrates the interrelationship of constraints across structural (lack of equipment) and interpersonal categories (leisure choice controlled by others and lack of leisure companions).

> **Not knowing anyone else who owns one, or who belongs to a group who use the Mississippi River**, which flows one mile from my house! I've never quite pursued contacting the rowing club that has a boathouse one mile away, or contacted "Women in the Wilderness". *My husband isn't interested in buying a 2-person.* **I'd need strong camaraderie to do it locally.** (Felicia)

Participants also identified multiple constraints that had impacted their participation. Two women experienced multiple constraints, in more than one constraint category, immediately prior to the beginning of the course.

> **#1-meeting with employer suggested job may go away**, *#2 had legal problems over pension problems related to divorce, #3 washing machine broke-had flood, #4 hurt wrist.* (T.P.)

> My oldest daughter was in an accident Thursday night before coming, *left paddle at home, left purse in Wendy's and $200 was stolen*, cars were not serviced correctly. (N.S.)

Pattern 2: Emergence/Disappearance/Re-emergence of Constraints

Constraints tended to emerge, disappear, and re-emerge throughout the study. Structural constraints were identified before the course, disappeared during the course, and emerged again following the course. Intrapersonal constraints emerged most frequently during the course. Interpersonal constraints, in particular a lack of leisure companions, consistently emerged before and following the sea kayaking course.

Constraints Before the Course. Nineteen women identified constraints that had affected their participation since they had first found out about sea kayaking. Most constraints emerged within the structural constraint category. Intrapersonal constraints included an ethic of care, perceived low skill, and sea kayaking as socially inappropriate. Interpersonal constraints emerged as lack of leisure companions and leisure controlled by others. Once the decision to participate in the course had been made, the number of women reporting constraints decreased to three, with structural constraints mentioned most frequently. The number of participants reporting constraints immediately prior to the course increased to seven, with most of those women reporting multiple constraints. Structural constraints were reported most frequently during this time period (Table 4.18).

Table 4.18
Comparison of Constraint Emergence Within Structural, Intrapersonal, and Interpersonal Categories During Activity Phases Before the Course

	Activity Phases (Before)		
Constraint category	Constraints prior to registration	Constraints following registration	Constraints prior to course
Structural	Lack of time Lack of money Lack of equipment Physical/health Lack of access Lack of opportunity	Lack of time Lack of money	Lack of time Lack of money Lack of equipment Physical/health
Intrapersonal	Ethic of care Perceived low skill Socially inappropriate	Lack of entitlement	Ethic of care
Interpersonal	Lack of companions Leisure controlled by others	Sense of obligation	Lack of leisure companions

Constraints During the Course. Fourteen women reported concerns that emerged as activity-related constraints (Table 4.19). Most activity-related concerns emerged in the intrapersonal constraint category and included fear, perceived low skill, perceived age limitations, and perceived physical/health limitations. One third of the participants reported actual physical or health limitations that emerged as structural constraints.

Table 4.19
Constraints that Emerged as Course Concerns, During Challenging Experiences, and Predicted Following the Course

Constraint category	Concerns about the course	Activity-related constraints	Constraints predicted for next 2 months
Structural			Lack of time Lack of money Lack of equipment Lack of opportunity
		Lack of knowledge/ skill	Lack of knowledge/ skill
	Physical/health	Physical/health	Physical/health
Intrapersonal	Fear Perceived low skill Perceived age limits Perceived physical/ limits	Fear	Lack of entitlement
Interpersonal			Lack of leisure companions

During the sea kayaking course, participants frequently reported multiple constraints related to lack of skill (structural constraint) and fear (intrapersonal constraint). At the completion of the course, the women predicted constraints that might impact their participation in sea kayaking during the following two months. Structural constraints, mainly lack of time, emerged as those most likely to impact participation. An interpersonal constraint – lack of leisure companions – disappeared entirely as a concern during the course but re-emerged when participants predicted constraints for the two months following the course.

Constraints Following the Course. Structural constraints were reported the most frequently two months after the course (Table 4.20). However, an intrapersonal constraint – ethic of care – emerged more frequently than was originally predicted by the participants. Eleven women reported activity-related constraints. These were reported most frequently as the structural constraints lack of equipment and lack of skill.

Table 4.20
Comparison of Constraints that Emerged Following the Course, as Activity-related Constraints, and as Predicted for the Following Year

	Activity Phases (Following)		
Constraint category	Constraints following the course	Activity-related constraints	Constraints predicted
Structural	Lack of time Lack of money Lack of equipment Lack of knowledge/ skill Lack of opportunity Physical/ health limits	Lack of equipment Lack of knowledge/ skill	Lack of time Lack of money Lack of equipment Lack of knowledge/ skill
Intrapersonal	Ethic of care	Ethic of care	Ethic of care
Interpersonal	Lack of leisure companions		Lack of leisure companions

Constraints predicted to affect participation in sea kayaking over the next year mainly emerged as a structural constraint related to lack of time. An interpersonal constraint – lack of leisure companions – emerged more frequently following the course

and was predicted to occur more frequently over the next year than at the end of the course.

Pattern 3: Constraint Differences Between Post-course Participants and Non-participants

During the interview women were asked if they had participated in sea kayaking in the two months following the course. Ten women had not participated and identified constraints that emerged within the structural and intrapersonal categories (Table 4.21).

Table 4.21
Comparison of Constraints Experienced by Post-course Sea Kayaking Participants and Non-participants

	Constraints Experienced[a]			
Constraint categories	Participants	n	Non-participants	n
Structural	Lack of time	2	Lack of time	7
	Lack of money	1	Lack of money	1
	Lack of equipment	1	Lack of equipment	1
	Lack of opportunity	1	Lack of opportunity	1
Intrapersonal	Ethic of care	4	Ethic of care	2
Interpersonal	Lack of leisure companions	4		

[a]Some women reported more than one constraint.

Eight women identified structural constraints that included lack of time, money, equipment, and opportunity. Time constraints were identified by seven women and usually were associated with work or other responsibilities, as illustrated by Trailhiker.

> Yeah, free time (. . .) working and lots of it, I do a lot (. . .) not a lot (. . .) but I'm involved with my professional organization and then (. . .) uh (. . .) the recycling center and, you know, and so I have some commitments to (. . .) to some non-profits.

In some cases time constraints were also interrelated with a lack of opportunity, as illustrated by one woman.

> Well (. . .) I don't live on a body of water that allows it, for one thing (. . .) um (. . .) I thought it was a wonderful activity (. . .) um (. . .) but, you know, it has to be a concerted effort to go do that ((sea kayaking)) somewhere. (Stretch)

Two women identified an intrapersonal constraint – ethic of care – that had prevented them from participating in sea kayaking since the course. For example,

> There was a family member became (. . .) an extended family member became very ill and I had to help transport her family to the hospital (. . .) and I have a chronically ill friend (. . .) and then I went walking to raise funds for an organization so I don't (. . .) it's probably nothing different than anyone else comes up with for things that get in the way. (Felicia)

The eleven women who had participated in sea kayaking since the course reported that their participation had been at less than desired levels. Constraints that had impacted their ability to participate emerged in structural, intrapersonal, and interpersonal categories (Table 4.21). Structural constraints – lack of time, money, equipment, opportunity, and physical/health limitations – were reported by six of these women.

Four women reported an intrapersonal constraint – ethic of care – as limiting their ability to participate in sea kayaking as much as they desired. This constraint is illustrated by two of the women.

> We didn't get to the symposium (. . .) um (. . .) because we were getting kids (. . .) uh (. . .) ready for college, however I wish we could have made that (. . .) um (. . .) no we just have not had the opportunity this summer to do as much as we normally do. (N.S.)

> I would say mostly family things, our kids are grown up so you wouldn't think so but, I mean, they're in and out, and then his parents and my mom (. . .) and his brother is building a house so we try to help him out. (Cilla)

Four women indicated an interpersonal constraint – lack of leisure companions – as having an impact on their participation following the course, as illustrated by Kayla.

> Well, if I could find a female partner in the area or any kind of partner in the area to go with more often (. . .) that I could get help with loading my boat, I would go all the time. We have lots of lakes around here to go on.

Intrapersonal and interpersonal constraints were more likely to impact women who perceived their level of participation as less than they desired. Lack of leisure companions emerged as a difficult constraint to negotiate.

> With my friend (. . .) um (. . .) I wanted her to enjoy it. I wanted (. . .) you know, I'm hoping that she, or maybe some of my other friends, will get hooked so that I have some women to kayak with and I can get out more, so I wanted to get somebody else involved in it and enjoy it. (Kayla)

However, structural constraints, especially lack of time, had a large impact on preventing participation for women who had not been able to sea kayak since the course. Time constraints were rarely reported as having an impact on women who had participated since the course.

Constraint Negotiation Patterns

Results across all phases of the study were used to answer the third research question related to constraint negotiation patterns. Subsections review the four negotiation patterns: (1) changes in negotiation methods used by participants during each activity phase, (2) changes in negotiation methods related to the constraints experienced throughout the activity phases, (3) use of the sea kayaking course as a negotiation

method, and (4) the process of successful negotiation of challenging experiences into best experiences.

The women demonstrated the ability to successfully negotiate constraints before and during the sea kayaking course; following the course they were less successful. Eleven women were not able to negotiate constraints following the course. Ten women were successful in negotiating constraints to participation and during their challenging experiences with sea kayaking. However, these women also reported experiencing constraints that impacted their ability to participate at their desired activity level.

Pattern 1: Negotiation Methods Used During Each Activity Phase

Before the course began, behavioral methods of negotiating constraints – modifying time and commitments, and relying on family and friends – were used most frequently (Table 4.22). Cognitive methods of negotiation were used rarely during this time period.

Table 4.22
Comparison of Negotiation Methods Used Before the Sea Kayaking Course

	Activity Phases (Before)		
Negotiation Category	Methods prior to registration	Methods following registration	Methods prior to course
Behavioral	Modifying time/ commitments Rely on family/ friends Improve finances Improve physical/ health Change interpersonal relationships	Modifying time/ commitments Rely on family/ friends Improve finances	Modifying time/ commitments Rely on family/ friends Improve physical/ health
Cognitive	Face up to problems	Face up to problems	Face up to problems Ignore problems

During the course, participants frequently relied on the instructor or others in the group as a behavioral negotiation method. However, they were most likely to use a cognitive method of negotiation – face up to problems – when expressing concerns about sea kayaking or participating in the activities of the course (Table 4.23).

> I knew I would be able to do it. I just had to make myself do it. Also, I knew the more I did it, the more confident I would be. (Brenda)

> Well, when we were out in the rough water it was 'I'm not going to let this thing defeat me (. . .) I know I've got the basic skills, I may be still a beginner but this is a good time to practice them (. . .) it's like I know I can keep my head calm (. . .) um (. . .) I know what to do if I go over, I'm not that far from shore and I know that I can handle this' so it was mental, you know, reinforcing myself mentally. (Kayla)

Table 4.23
Negotiation Methods Used During the Course for Concerns and Constraints Related to Challenging Experiences

	Activity Phase (During)	
Negotiation categories	Methods used for concerns	Activity-related methods used
Behavioral	Acquiring skills Improving physical/health	Acquiring skills Improving physical/health Relying on instructor/others
Cognitive	Face up to problems Self-talk	Face up to problems

Following the course, during challenging experiences, participants relied on family or friends as a behavioral negotiation method or used a cognitive negotiation method – face up to problems – to overcome constraints. Only behavioral negotiation methods were reported as ways to negotiate predicted constraints during the two months following the course and into the next year (Table 4.24).

Table 4.24
Negotiation Methods Used Following the Course and Predicted for the Future

	Activity Phase (Following)	
Negotiation categories	Activity-related methods	Predicted methods for future
Behavioral		Modify time/commitments Change interpersonal relationships Acquire skills Change leisure behavior Accept lower level of participation Acquire equipment
	Rely on family/friends	
Cognitive	Face up to problems	

Pattern 2: Negotiation Methods Related to Constraint Category

Generally, over the course of the study, structural constraints were most likely to be negotiated using behavioral methods to begin or continue participation. Interpersonal and intrapersonal constraints, that were frequently related to structural constraints, were usually negotiated using behavioral methods. Cognitive methods were most likely to be used to negotiate constraints that emerged as an intrapersonal constraint – fear – associated with activity-related constraints.

Before the Course: Negotiation of Constraints. Before the course began, the constraints most frequently experienced emerged in the structural category. Behavioral methods of negotiation – modifying time and commitments, and relying on family and friends – were most frequently used to negotiate structural constraints (Table 4.25).

Table 4.25
Constraints Experienced and Negotiation Methods Used Before Course Began

Constraint Category	Constraints (before course)	n[a]
Structural	Lack of time	13
	Lack of money	7
	Lack of access	4
	Lack of opportunity	1
	Lack of equipment	1
	Physical/health limitations	3
Intrapersonal	Ethic of care	2
	Perceived low skill/ knowledge	2
	Socially inappropriate activity	1
	Lack of entitlement	1
Interpersonal	Lack of leisure companions	3
	Leisure controlled by others	2
	Sense of obligation	2
Negotiation Category	**Negotiation Methods (before course)**	**n[a]**
Behavioral	Modify time and commitments	8
	Change interpersonal relationships	4
	Rely on family and friends	9
	Improve health/physical status	2
	Improve finances	5
Cognitive	Face up to problems	4
	Ignore problems	2

[a]Some women reported multiple constraints and negotiation methods.

During the Course: Negotiation of Constraints. Structural constraints related to health and physical limitations emerged when participants were asked to identify their concerns associated with the course. Intrapersonal constraints emerged as fear, perceptions of low skill or knowledge, and age or physical limitations. Most concerns

were negotiated using cognitive methods – face up to problems or self-talk – or behaviorally by acquiring skills or improving their health status (Table 4.26).

During the course, constraints were activity-related and focused on challenging experiences. Most constraints emerged in the structural category as lack of knowledge/ skill and physical/health limitations, and in the intrapersonal category as fear. These constraints were primarily negotiated using behavioral methods – acquiring skills and improving health/physical status.

An intrapersonal constraint – fear – was associated exclusively with activities in which the women were participating as part of the sea kayaking course. Fear was negotiated primarily using a cognitive method – facing up to problems – or in combination with a behavioral negotiation method – relying on the instructor and others (Table 4.26).

Table 4.26

Constraints and Negotiation Methods Related to Course Concerns and the Activity

Course Concerns					
Constraints			Negotiation		
Category	Type	n	Category	Method	n
Structural	Physical/health limitations	6	*Behavioral*	Acquire skills	3
				Improve health/ physical ability	3
Intrapersonal	Fear	5	*Cognitive*	Self-talk	2
	Perceived low skill/ knowledge	4		Face up to problems	9
	Perceptions of age limitations	2			
	Perceptions of physical limits	2			
Interpersonal					

Activity-related During Course					
Constraints			Negotiation		
Category	Type	n	Category	Method	n
Structural	Lack of knowledge/ skills	22	*Behavioral*	Acquire skills	10
	Physical/health limitations	18		Rely on instructor/ others	17
				Improve health/ physical	2
Intrapersonal	Fear	22			
			Cognitive	Face up to problems	26
Interpersonal					

Note. n = number of times constraint or negotiation method was reported; for activity-related constraints n represents a combination of two collection periods during the two-day course

Following the Course: Negotiation of Constraints. In the two months following the course, eleven participants were able to successfully negotiate activity-related constraints associated with challenging experiences. Two structural constraints – lack of knowledge/skill and lack of equipment – emerged. One intrapersonal constraint – ethic of care – was also reported. Women who experienced a lack of knowledge/skill or an ethic of care as constraints were most likely to rely on family or friends (behavioral method) or face up to problems (cognitive method) to negotiate those constraints (Table 4.27).

Table 4.27
Activity-related Constraints and Negotiation Methods of Women Who Participated in Sea Kayaking Following the Course

Constraints			Negotiation		
Category	Type	n	Category	Method	n
Structural	Lack of equipment	4	*Behavioral*	Rely on family/ friends	5
	Lack of skills	5		Acquire equipment	1
Intrapersonal	Ethic of care	2	*Cognitive*	Face up to problems	6
Interpersonal					

Note. n represents the number of times a constraint or negotiation method was reported

Following the Course: Predicted Negotiation of Constraints. Two times during the study the women were asked to predict the constraints that would affect their participation in sea kayaking and what they could do to negotiate those constraints. Constraints most frequently emerged as structural constraints, especially lack of time.

Predicted negotiation methods emerged exclusively in the behavioral category. No cognitive methods were predicted for the two-month or year time frames (Table 4.28).

Table 4.28
Predicted Constraints and Negotiation Methods for Two Months and One Year Following the Course

Predicted for Two Months Post-course					
Constraints			Negotiation		
Category	Type	n	Category	Method	n
Structural	Lack of time	10	*Behavioral*	Rely on new skills	7
	Lack of money	3		Have access to equipment	4
	Lack of equipment	5		Improve physical/ health status	1
	Lack of knowledge/ skill	1		Change relationships	2
	Lack of opportunities	1	*Cognitive*	(none)	
	Physical/health limitations	1			
Intrapersonal	Lack of entitlement	1			
Interpersonal	Lack of leisure companions	1			

Predicted for Year Post-course					
Constraints			Negotiation		
Category	Type	n	Category	Method	n
Structural	Lack of time	10	Behavioral	Acquire skills	5
	Lack of money	5		Acquire equipment	2
	Lack of equipment	1		Change leisure behavior	8
	Lack of knowledge/ skill	1		Accept less participation	5
				Modify time/ commitments	1
				Change relationships	9

Note. n represents number of times constraint or negotiation method was predicted.

Pattern 3: Using the Sea Kayaking Course to Negotiate Constraints

When the theoretical framework of constraints and constraint negotiation was applied to the thematic areas identified from the participants' reasons for taking the sea kayaking course, constraints and constraint negotiation methods emerged from the data (Table 4.29).

Table 4.29
Reasons for Participation in the Course Related to Constraints and Negotiation

Participation Reason: To build knowledge and skills			
Constraints		Negotiation	
Category	Type	Category	Method
Structural	Lack of knowledge/skill	*Behavioral*	Acquire skills
Intrapersonal	Perceptions of age limits	*Cognitive*	Face up to problems
Interpersonal	(none)		

Participation Reason: To build/change interpersonal relations			
Constraints		Negotiation	
Category	Type	Category	Method
Structural	(none)	*Behavioral*	Change interpersonal relations
Intrapersonal	Ethic of care	*Cognitive*	(none)
Interpersonal	Lack of leisure companions Sense of obligation		

Table 4.29 (cont.)

Participation Reason: Course fits for time/money			
Constraints		Negotiation	
Category	Type	Category	Method
Structural	Lack of time Lack of money Lack of access	*Behavioral*	Modify time/ commitments Improve finances
Intrapersonal	(none)	*Cognitive*	(none)
Interpersonal	(none)		
Participation Reason: For personal challenge/satisfaction			
Constraints		Negotiation	
Category	Type	Category	Method
Structural	Physical/health limits Lack of knowledge/skill	*Behavioral*	Acquire skills Improve health/ physical status
Intrapersonal	(none)	*Cognitive*	(none)
Interpersonal	(none)		

Five structural constraints were identified, including lack of time, lack of money, lack of access, physical and health limitations, and lack of knowledge and skill. Two intrapersonal constraints – ethic of care and perceptions of age limitations – and two interpersonal constraints – lack of leisure companions and sense of obligation – emerged as constraints that were negotiated by participation in the course.

By registering and participating in the weekend course, women were able to behaviorally negotiate constraints by modifying time and commitments, modifying financial constraints, seeking out further instruction, acquiring skills/knowledge,

improving physical/health status, and changing or modifying interpersonal relations. The course was also used to cognitively negotiate constraints by facing up to problems. The most frequently mentioned reason for taking the course was to learn new skills and increase knowledge of sea kayaking; however, lack of knowledge or skill did not emerge as a constraint prior to the beginning of the course.

The women-only designation of the course also influenced fourteen women in their choice of courses. Most of the women reported they were seeking a learning environment in which they would be provided with more support and understanding. They believed a women-only course would be less intimidating, less competitive, more comfortable, more relaxed, and offer a different learning process compared to a co-ed course. Some women were seeking the opportunity to build camaraderie and participate in a new activity in the company of other women. The ways in which the participants were influenced to choose a women-only course are related to the use of the course to negotiate constraints. The women-only course enabled participants to negotiate a structural constraint – lack of knowledge and skill – in a way that met their needs for a different learning environment. An interpersonal constraint – lack of leisure companions – was also negotiated through the choice of a women-only course. Many of the women participated in the course with friends or were seeking others with whom to participate in sea kayaking; the course enabled this constraint to be negotiated, at least partially.

Pattern 4: Negotiating Challenging Experiences into Best Experiences

During the course, participants were asked to describe their best and most challenging experiences. Most of these experiences were very similar to each other. Best

experiences emerged in three categories: participating in and performing on-water skills (e.g., wet exits, rescues, other skills); enjoyment of the activity/course; and, leading the group on the group paddle. Challenging experiences emerged as participating in on-water skill areas (e.g., wet exits, rescues, strokes, braces) and overcoming physical challenges. On-water skills were reported by most as their best and challenging experiences.

Reasons why an experience was 'best' emerged in two thematic areas as building confidence in self/competence in skills and overcoming fears. The constraints that emerged from challenging experiences were both structural (lack of knowledge/skill and physical/health limitations) and intrapersonal (fear). Fear was most frequently related to the on-water skills of wet exits and rescues. The methods used to behaviorally negotiate constraints during challenging experiences included acquiring skills, relying on the instructor or others, and improving health/physical status. A cognitive method – face up to problems – was used exclusively to negotiate fear.

Comparison of some of the participants' best experiences with their most challenging experiences illustrates the pattern of successful negotiation enabling challenging experiences to become best experiences (best experiences are in *italics*, challenging experiences are <u>underlined</u>, negotiation methods are in **bold,** and double parentheses (( )) indicate researcher's additions for clarity).

> *Completing a paddle float rescue on the first try.* I had never done it before and was very scared to try it. **((The instructor)) was a wonderful, patient teacher, and my group was very supportive.** <u>The paddle float rescue was the most challenging.</u> I do not like to get out of my boat in the water and this was a big hurdle I crossed. I don't like tipping my boat over and being under water. It's never as bad as I think it will be, but I still have the fear. **The support of Wendy and the group gave me the confidence and determination to complete the rescue.** (Kayla)

> *I was very concerned about being able to do it ((wet exit)).* **But the instructor was great and helped me through it.** It was wonderful to do it a second time and enjoy it. The wet exit. I was, quite frankly, scared before we did the roll but felt great after because I really enjoy it! My concern prior to this course was going over and being under the boat, I knew this procedure would be part of the course and I spent far too much time thinking about it. **I am the kind of person that once I decide to take something on, I will stay with it.** (Frizz)
>
> *Paddle over rescue ((bow rescue)).* We had not gone over it in any detail and yet I was able to flip back up, success! We did it pretty informally as a demo to the rest of the class, I was kind of remembering how to do it from a previous class, but I wasn't positive, **I just didn't let myself worry about it, I figured I would try it and worst case I would wet exit.** Paddle over rescue ((bow rescue)), wasn't sure how it would work out. **I just talked myself into not worrying about it.** (Brae)

Best experiences were not always matched to the most challenging experiences. However, the ability to overcome constraints by negotiating through fear, frustration, lack of knowledge/skill, and physical/health limitations enabled many of the women to continue to participate in their best or most challenging experiences.

> ((Best experience)) *Doing the paddle float rescue.* I wasn't sure I could do it because of my injured shoulder. I am not always very coordinated but it was the best experience because **I was able to do it, despite my shoulder** and I was surprised by how well I did it. It made me feel more competent. (Cilla)
>
> ((Challenging experience)) Wet exit in my new boat since the spray skirt is tight and you need to make sure the skirt does not hang-up on the back of the seat. I was nervous during the experience. I gained confidence by completing the exercise. **I knew I would be able to do it. I just had to make myself do it. Also, I knew the more I did it, the more confident I would be.** (Brenda)

Overcoming fear through negotiation resulted in increased feelings of competence and confidence for many of the participants, increasing their motivation to continue with course activities.

CHAPTER V

CONCLUSIONS AND DISCUSSION

The purpose of this study was to investigate leisure constraints and constraint negotiation by women who were beginning sea kayakers participating in a women-only sea kayaking course. The study was guided by three research questions. The first examined the leisure constraints that women experience before, during, and following a sea kayaking instructional course. Second, the methods the participants used to negotiate the constraints they experienced before, during, and following the course were investigated. Third, constraint and negotiation patterns were investigated for each of the activity phases of the study.

This chapter sets forth the summary of procedures and findings, conclusions, and discussion of the study. The following sections are included: summary of procedures, summary of findings, conclusions, discussion and implications, and recommendations for further study.

Summary of Procedures

Subjects were twenty-one adult women (18 years and older) from courses offered by two companies, Black Parrot Paddling in Hamburg, Michigan and Adventures in Perspective in Bayfield, Wisconsin. The women participated in American Canoe Association (ACA) two-day, Basic Coastal Kayaking women-only courses during the summer of 2002. Data were collected in three phases: before (Phase 1) and during (Phase 2) the course, and two months post-course. A researcher designed open-ended questionnaire, supplemented with observations, was used before and during the courses.

Two months post-course, data were collected using a standardized, open-ended telephone interview. Instruments were developed through use of an expert review and pilot study.

A cross-case design formed the framework for data analysis. Emerging themes, patterns, and categories of constraints and negotiation methods were generated inductively through content analysis. Constraint and constraint negotiation data were analyzed within the context of analyst-constructed typologies. Analysis used to construct the participant profiles used indigenous typology, allowing themes to emerge from the perspective of the participants. Constant comparison technique was used to compare the resultant themes and categories to search for patterns. An intercoder reliability check was preformed on a sample of the data by two independent coders, resulting in an average of 89% reliability of the resultant themes and categories. Quotations from the participants, who self-selected nicknames for identification, are used to illustrate the results.

Summary of Findings

Findings are presented based on the guiding research questions and are grouped into subsections of constraints, negotiation, constraint patterns, and negotiation patterns.

Constraints

Generally, constraints emerged in structural, intrapersonal, and interpersonal categories. The three constraint categories were not mutually exclusive and interaction occurred between constraints in different categories. Before the course, constraints primarily were structural (e.g., lack of time, lack of access, lack of opportunity, and lack of equipment). After the course began, structural constraints such as lack of time and

money disappeared. During the course constraints were activity-related and either structural (lack of skill or knowledge), intrapersonal (fear), or a combination of both.

Following the course, most predicted constraints were structural, with lack of time and money re-emerging. Some intrapersonal constraints (ethic of care and lack of entitlement) and an interpersonal constraint (lack of leisure companions) were also predicted to affect participation. Actual constraints corresponded to predicted constraints. Activity-related constraints were structural (lack of equipment and lack of skill/knowledge) and intrapersonal (ethic of care).

Negotiation

Behavioral methods were most often used to negotiate constraints that were not activity-related and were the primary methods used to negotiate structural constraints such as lack of time and money limitations. Facing up to problems (cognitive method) and relying on others (behavioral method) were most often used to negotiate activity-related constraints, especially fear. When activity-related constraints such as fear and physical limitations were successfully negotiated, women experienced feelings of increased confidence and competence. Even when some constraints were negotiated to allow participation, other constraints were encountered that limited participation to less than desired levels. These constraints – ethic of care and a lack of leisure companions – were difficult to negotiate. Behavioral negotiation methods were most often predicted as a way to affect future participation.

Constraint Patterns

Constraints interacted within and across structural, intrapersonal, and interpersonal categories. Multiple constraints, from all three categories, were experienced during each activity period. Constraints tended to emerge, disappear (through negotiation), and re-emerge. Some constraints had to be negotiated every time participation was desired. Generally, structural constraints emerged before the course began, disappeared after course registration, and re-emerged following the course. Intrapersonal constraints most frequently emerged during the course and were activity-related. An interpersonal constraint – lack of leisure companions – most frequently emerged following the course.

Non-participation was attributed to either a lack of motivation / desire to continue or the structural constraints of lack of time and money, or a combination of both. Desired levels of participation were negatively affected by an intrapersonal constraint (ethic of care) and an interpersonal constraint (lack of leisure partners).

Negotiation Patterns

Before the course, behavioral methods were most frequently used for negotiation. During and following the course, either a behavioral method (relying on the instructor/others) or a cognitive method (facing up to problems) was used to negotiate activity-related constraints. Following the course, only behavioral methods were predicted for constraint negotiation.

Behavioral methods were used to negotiate structural constraints. Fear (intrapersonal constraint) was negotiated by either relying on the instructor (behavioral

method) or facing up to the problem (cognitive method). Intrapersonal constraints primarily were activity-related, with the exception of ethic of care, which was negotiated using behavioral methods and occurred either before or following the course.

Some women decided to participate in the course as a way to negotiate constraints and motivate participation. Structural (lack of time, lack of money, lack of access, physical / health limitations, and lack of knowledge / skill), intrapersonal (ethic of care and perceptions of age limitations) and interpersonal (lack of leisure companions and a sense of obligation) constraints were behaviorally and cognitively negotiated through course registration. When the perceived benefits (e.g., building knowledge and skills, building interpersonal relationships, allowing negotiation constraints, for personal challenge and satisfaction) of an instructional course were desirable, women were motivated to negotiate constraints to allow for participation. The perceived benefits of a women-only course, in terms of a different learning environment, were an important part of negotiating participation.

Conclusions

Based on the findings and within the limits of this study, it was concluded that women do encounter constraints during all phases of participation in a sea kayaking course. Multiple constraints are encountered and occur in structural, intrapersonal, and interpersonal categories. However, because of the interaction of constraints within and across categories, mutual exclusivity of constraint categories is not supported.

Based on the emergence, negotiation, and re-emergence of constraints throughout the study phases, it is concluded that constraints do not occur in a hierarchical or linear

pattern, but instead in a cyclical pattern. This supports the Expanded Model of Leisure Constraints (Henderson and Bialeschki, 1993) rather than the Hierarchical Model of Leisure Constraints (Crawford et al., 1991).

In order to participate in the course, women did negotiate constraints. This supports the assumption that negotiation occurs before, during, and following participation in outdoor recreation activities. Some constraints are more difficult for women to negotiate than others, especially ethic of care and lack of leisure companions, and are likely to result in less than desired levels of participation. Most negotiation methods used are behavioral, especially for structural constraints. However, fear is negotiated through both behavioral and cognitive methods.

Furthermore, if the perceived benefits of an activity are important, women will negotiate to participate. Comments indicated that there were benefits to participation in a women-only course. Therefore, it is concluded that, for some women, perceived benefits such as a different learning environment and decreased levels of competition help them to negotiate participation in outdoor recreation activities.

Discussion and Implications

The following subsections discuss the study's theoretical implications, qualitative design implications, implications for outdoor experiences for women, and practical applications of the research findings.

Theoretical Implications

As the patterns of constraints and constraint negotiation emerged, it became apparent that separating constraints from the process of negotiation removed the results

from the lived experiences of the participants. For this reason, the six theoretical implications address constraints and constraint negotiation together wherever possible.

Constraint Classification. Neither of the constraint category classifications proposed by Henderson and Bialeschki (1993) (antecedent and intervening constraints) or Crawford and Godbey (1987) (structural, intrapersonal, and interpersonal constraints) was determined to contain mutually exclusive categories. For this study, analyst typologies were used to guide preliminary data reduction; however, constraint categories were not predetermined. Instead, data were sorted into constraint groups and then a constraint category framework was applied. Although not demonstrated to be mutually exclusive, the constraint types best fit into structural, intrapersonal, and interpersonal categories (Crawford and Godbey, 1987) rather than the temporal categories of antecedent and intervening constraints (Henderson and Bialeschki, 1993).

Participants experienced multiple constraints within and between constraint categories. Some constraints, especially within the intrapersonal category, could have been identified as more than one constraint depending on the life circumstances and perspectives of that individual. Constraints tied to the activity tended to emerge singularly; however, that was not the case with general leisure constraints because they emerged in multiples. The results suggested that mutual exclusivity within any of the constraint categories may not be possible to achieve.

Negotiation Classification. Findings support the negotiation classification system proposed by Jackson et al. (1993), whereby negotiation methods or strategies were classified as either behavioral (an observable change in behavior) or cognitive (a reduction of cognitive dissonance). No new categories emerged from the data, and the

categories were consistent with previous findings. The results further support Jackson and Ruck's (1995) proposal that the majority of negotiation strategies used are behavioral. However, those findings are supported only when related to negotiation of structural constraints. Activity-related intrapersonal constraints associated with fear were more likely to be negotiated with a cognitive, rather than a behavioral, method.

Constraint Models. Findings demonstrated a lack of support for the *Hierarchical Model of Leisure Constraints* proposed by Crawford et al. (1991) (Figure 1.1). Their model is based on the concept that constraints are encountered hierarchically and linearly, from intrapersonal to interpersonal to structural. Neither the concept of a hierarchy of importance or linear movement through constraints to participation was supported. Participants tended to report multiple rather than singular constraints, all of which had to be negotiated for participation to occur. This emergence of multiple constraints did not demonstrate a hierarchy of importance. However, for some women, ethic of care and lack of leisure companions did appear to be more difficult to negotiate than most structural constraints. In addition, the concept of linear movement through negotiation of a single constraint ignores the complexity of continued participation over time and the phenomena of re-emergence of constraints after initial successful negotiation.

Findings more closely support Henderson and Bialeschki's (1993) *Expanded Model of Leisure Constraints* (Figure 1.2) rather than the hierarchical model. Results indicated that constraints do influence one another and are acted on by activity preference, participation, and negotiation processes. Henderson and Bialeschki describe their model as representing a cyclical process of constraint and constraint negotiation. Although the women in this study experienced constraints that tended to emerge,

disappear, and re-emerge throughout the activity phases it is difficult to determine if the negotiation process is cyclical, unless a study is conducted longitudinally. Certainly, the recurring need for participants to negotiate continuously over time supports the basic premise of the expanded model that states,

> . . . constraints are not sequential and hierarchical, but dynamic and integrated . . . that the relationships among constraints, preferences, and participation were more complex and interactive . . . and that negotiations may occur over and over within the expanded model. . .this model is not linear, but holistic and interactive in its basic tenets. (Henderson and Bialeschki, 1993, p. 247)

Integrated Model of Leisure Constraints and Negotiation. The major finding in this study was the pattern of emergence, disappearance (through negotiation), and re-emergence of constraints throughout the activity phases. Negotiated constraints did not disappear forever. Even when women had a preference and motivation for participation, the same constraints could be encountered and re-negotiated again and again. Building on Henderson and Bialeschkis' model, this process is illustrated as the *Integrated Model of Constraints and Constraint Negotiation* (Figure 5.1).

Key characteristics of the model are:

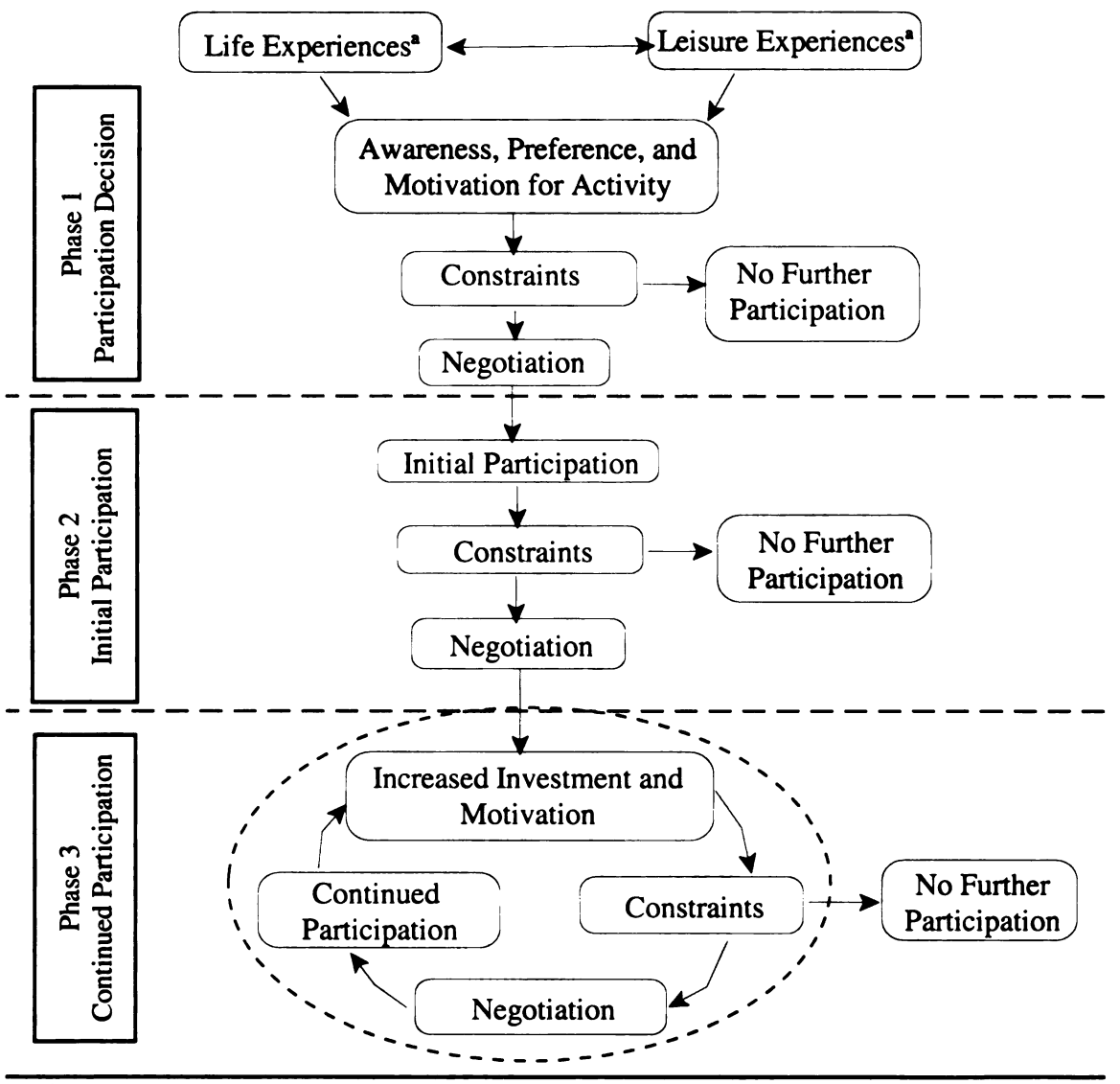
1. Life experiences and leisure experiences are interrelated, and include constraints and negotiation as part of the process of participation.

2. Constraints continuously emerge, are negotiated, and re-emerge throughout participation phases.

3. The process of constraint negotiation is complex, acted upon by activity preference, motivations, and investment.

4. Non-participation in an activity may occur at any point following the initial participation phase.

5. Life and leisure experiences continuously interact across all three activity phases.



[a] Life and leisure experiences continuously interact across all phases of the activity.

Figure 5.1. Integrated Model of Leisure Constraints and Negotiation

The Integrated Model is divided into participation phases with constraints encountered and negotiated within each phase. Phase 1 encompasses the preliminary decision to participate in a leisure activity. This decision is interrelated with a person's life and leisure experiences, awareness, preference, and motivation for the activity.

Constraints may be encountered at any time during this phase, with progression to the next phase dependent upon successful negotiation.

Phase 2 represents initial participation in a leisure activity. Again, constraints related to the activity may be encountered during this phase. If those constraints are not successfully negotiated, then no further participation may occur and the process begins again for another activity. If negotiation is successful, then the participant may move to the next phase.

As a person becomes more involved in an activity, they may increase their investment (e.g., purchase equipment, schedule time for participation, find leisure partners) and motivation for the activity, entering Phase 3 of the model. During this phase constraints are encountered again, with successful negotiation the key to continued participation. However, constraints continue to emerge and re-emerge, with negotiation required each time for participation to occur. The process of continuous constraint negotiation is integrated with a person's life and leisure experiences. As life changes, leisure preferences and motivations also may change. During this study, an ethic of care (intrapersonal constraint) and lack of leisure companions (interpersonal constraint) are examples of two constraints that emerged, were negotiated, and re-emerged each time participation was desired. These constraints tended to have a negative impact on desired participation levels.

The model process is illustrated further from the study results. Some structural constraints experienced by the women, such as lack of equipment, were negotiated in different ways, which tended to dictate if further negotiation would be needed. During the participation decision phase (Phase 1, Figure 5.1), lack of equipment was negotiated

by renting from the sea kayaking companies. As the women moved into the initial participation phase (Phase 2, Figure 5.1) they had equipment to use; however, not all of the equipment fit as well as the women may have desired (Appendix E, pp. 237, 244, 247, 250). Following initial participation, continued participation (Phase 3, Figure 5.1) usually included having or purchasing a sea kayak, or the ability to access equipment (e.g., rentals or borrowing from friends). Owning a sea kayak represents an investment in the activity. For women who owned a sea kayak, lack of equipment tended to disappear as a constraint. However, if renting or borrowing equipment was a negotiation strategy, then lack of equipment would have to be negotiated each time participation was desired. Half of the women in the study did not sea kayak during the two months following the course. None of the non-participants owned sea kayaks. Of the women who continued to participate, eight owned sea kayaks and two had access to rentals or borrowed from friends. These women continued to negotiate constraints in an effort to actively participate in sea kayaking. Further investigation, over time, of the emergence, disappearance (through negotiation), and re-emergence of constraints is needed to determine if this cycle continues, changes, or disappears throughout participation phases.

Participation Dependent on Constraint Negotiation. Results support Crawford et al.'s (1991) proposition that participation in leisure activities is dependent upon negotiation through constraints rather than the absence of constraints. All of the women reported multiple constraints that had to be negotiated successfully to participate in the course. They also predicted multiple constraints that could affect their future participation, but were able to predict ways to negotiate those constraints to allow for continued or greater participation in the future. Activity-related constraints, primarily

fear and lack of knowledge/skill, were negotiated successfully during the course using both behavioral and cognitive methods.

Integration of Constraints and Life Experiences. Results supported Samdahl and Jekubovich's (1997) contention that examining constraints in the absence of constraint negotiation, or failing to place them within the context of people's lived experiences, is an artificial representation of the leisure experience. Data collected over a period of time, from people who were actually involved with the activity under study, provided a more comprehensive view of the way constraints and negotiation impact participation. As the women's life experiences changed, the constraints they encountered also changed. Activity-related constraints emerged and were identified because the study was occurring as the women were participating in the activity. When activity-related constraints were negotiated successfully, that process was described and the feelings of improved self-confidence and competence were expressed as they occurred.

Results revealed the multitude of constraints with which participants were confronted, the ways in which they negotiated those constraints, and how the activity of sea kayaking was experienced as skills were gained. A single questionnaire, with forced responses on a check-off list for constraints and negotiation methods, would be unable to provide an understanding of the depth and complexity experienced by these women while beginning and participating in the activity. The use of qualitative methods, as has been recommended repeatedly in the research literature, provided the opportunity to make an in-depth examination of constraints and constraint negotiation over time.

Anticipated Benefits and Constraint Negotiation. Findings support Nadirova and Jackson's (2000) proposal that anticipated benefits of an activity encourage people to

attempt to negotiate constraints to enhance their leisure. The benefits and motivations women identified for taking the sea kayaking course assisted with constraint negotiation. In addition, the women-only designation influenced some women to register for the course. The desire for a different learning experience or the need to find other women with whom to participate were reported as benefits that a women-only course could provide. These expected benefits provided an incentive to negotiate through constraints to participation.

Understanding of constraint and constraint negotiation theory has developed and expanded during more than a decade of research efforts. This study's findings demonstrate support for the expanded model of leisure constraints within the context of examining leisure constraints and negotiation methods as cyclical in occurrence. Also, the findings lend further support for continuing research efforts that examine leisure constraints tied to constraint negotiation methods embedded within the context of people's lives.

Qualitative Design Implications and Discussion

Criticism about constraints research (Samdahl and Jekubuvich,1997) has resulted in continued recommendations for a diversification of research methods, in particular the use of qualitative designs and techniques, to be applied to further leisure constraint studies. Many researchers believe that the use of qualitative techniques increases understanding of the richness and complexity of the leisure experience related to constraints and constraints negotiation (Henderson and Bialeschki,1993; Samdahl and Jekubovich, 1997; Jackson and Scott, 1999; Jackson, 2000). This study's design allowed

the process of constraint negotiation to be examined over a period of time and within the lived experiences of the participants. Through this process the complex nature of interactions between constraints and negotiation methods emerged (Figure 5.1).

Past use of quantitative methods has been unable to fully investigate the interrelationship between constraints and negotiation (Jorgensen, 1998; Jackson and Scott, 1999). In addition, use of qualitative methods has resulted in the discovery of constraints such as an ethic of care and a lack of entitlement for leisure, especially for women's experiences (Henderson and Bialeschki, 1993). Use of an open-ended questionnaire during participation in the course allowed the integrated nature of constraints and negotiation to emerge. This resulted in a better understanding of the negotiation process. How women negotiate fears behaviorally (rely on instructor and others) and cognitively (face up to problems) as related to sea kayaking activities would not have been discovered without using qualitative techniques.

The study findings give further support to advances in constraint and negotiation theory that call for leisure experiences to be examined within the context of people's lives rather than separately. This implies the need for use of qualitative designs and methods to allow researchers to move beyond the simple listing of categories and strategies to examining the interactions of leisure negotiations within the larger context of life experiences. Gathering data over a two-month period of time allowed a greater understanding of women's experiences in the outdoors. Leisure constraints and negotiation theory proved to be a valuable framework within which to examine leisure experiences. However, leisure constraints do not exist in a vacuum. Although constraint and negotiation theory provided an excellent study framework, better integration of

participant motivations and preferences would have contributed to a greater understanding of the women's outdoor experiences. Constraints and the ways people negotiate them will never be fully understood without placing leisure experiences within the context of life experiences.

Women's Outdoor Experiences

The ways in which women view the outdoor experience, along with social and gender-related differences found in the general constraint literature, made a study of a women-only outdoor recreation program focused on the female experience important. Few studies have focused on women in the outdoors, even though their participation in outdoor recreation activities continues to grow. The following subsections detail issues that emerged related to women in the outdoors. These issues are beyond the scope of the original research questions and should be considered the researcher's impressions of the study results based on many years of experience working with women in the outdoors and as a sea kayaking instructor.

No One To Sea Kayak With. One issue to emerge was the women's search for other people as activity partners. Although only a total of four women predicted that a lack of leisure companions would be a constraint to participation in the two months following the course, the reality of trying to find someone else with whom to participate in sea kayaking was much different. During the interview nine women predicted the need to negotiate a lack of leisure companions for sea kayaking over the following year. The most frequently mentioned negotiation methods were behavioral – changing interpersonal relations and changing leisure behavior. The power of this constraint to affect

participation is reflected in the depth and detail of the women's responses as they discussed how to negotiate participation in the future. The following response serves as an example.

> I'm right on the ocean in Virginia, you know, where I'm going to be moving and I fully intend to do some kayaking out there (. . .) if I find a group to paddle with (. . .). I really need to find a group when I get out there because my husband is living in Ohio right now and it's really hard to get yourself out there and I need to find a new kayaking partner and I'd like to find a group, because then someone else is sort of planning things, then it's hard to say no (. . .). So where do you go to find a group because I really feel like I need the support to help me (. . .) it's so difficult to get the things planned, get everything together, to get the kayaks loaded up, and to get out there. And if you don't have a group to do it with it's easier to say 'I'll stay home and sleep today'. My biggest thing is when I get out there I wanna find a group to be involved with. (Brenda)

Sea kayaking is an outdoor adventure activity that requires participants to accept a certain degree of risk. Courses and symposia emphasize the need for knowledge and skills that contribute to the safe enjoyment of the activity. One of the primary rules for safe sea kayaking is to participate with at least one, preferably more, people during the activity. This need for other people with whom to participate is illustrated here by one woman who did not kayak after the course.

> Um (. . .) well I guess I would say that I like the idea of (. . .) of doing a longer instructional course that would, maybe include camping on some of the islands and that's something that I would be afraid to go do without an experienced guide because of the nature of the weather on Lake Superior. But I absolutely loved the sea caves and (. . .) you know, I like the idea (. . .) and because I've done many, many Boundary Waters trips. I like the idea of going and camping and, you know (. . .) but I would never dare to do that without a guide. (Stretch)

Even women with a spouse who shares their desire to participate in sea kayaking reported that a lack of leisure companions impacted their ability to participate as much as they desired. The following is an illustration of one woman's experience with a lack of

leisure companions during the study time frame. Kayla is married, has two children, and works full-time. She owns a sea kayak and had done some paddling during the year before the study began. Most of her paddling experiences were with her husband, a few friends, and her son. Here she explains why she decided to start sea kayaking.

> My husband had an interest and we tried different kayaks at a demo day in Manistee. I really liked it so we purchased kayaks the following spring. I like the peacefulness of being on the lake and I feel confident that I can do this. My husband is a big outdoorsman and I have tried very hard to follow along (mostly mountain biking), kayaking has been my favorite activity.

She explains why she was taking the sea kayaking course and the influence the women-only designation had on her decision.

> I want to learn proper paddling techniques. My biggest frustration last year was not knowing proper stroke techniques. I was excited about this class because it is for women only, much less intimidating. I also like paddling on Lake Michigan and camping. After trying to keep up with my husband (who excels at anything physical) I thought it would be much less intimidating with women only. I also believe we are built differently, think differently, and learn differently than men.

During the course, Kayla described her most challenging and best experiences.

> The paddle float rescue was the most challenging. I do not like to get out of the boat in the water and this was a big hurdle I crossed. It was exhilarating to be able to do this! During the rescue I felt much calmer and focused that I thought I would be. The support of ((the instructor)) and the group gave me the confidence and determination to complete the rescue. ((The best experience)) Completing a paddle float rescue on the first try. I had never done it before and was very scared to try it. Also rescuing ((the instructor)) while on our paddle trip. I redeemed myself from botching a rescue this morning and proved to myself that someone really could get to a capsized boat fast enough to rescue before the rescuee had to wet exit.

Kayla was one of the women who participated in sea kayaking following the course. She provides the following description of her best and most challenging experiences.

> Um (. . .) probably the day that my husband and I went out on Lake Michigan when the water was calm (. . .) um (. . .) that was what I had been looking forward to all summer and finally got to do it. I was kind of by myself because he always gets so far ahead of me ((laughter)), but that was a good experience. The most challenging would be when I was out with my friend who had not kayaked before and trying to explain to her the importance of all of the safety features. I wanted her to enjoy it, I wanted (. . .) you know, I'm hoping that she, or maybe some of my other friends will get hooked so that I have some women to kayak with and I can get out more so I wanted to get somebody else involved in and enjoy it.

When Kayla was asked what had prevented her from sea kayaking as much as she wanted to following the course, she reported that

> Um (. . .) well there's lots of times when I wasn't able to participate. If I could get my boat up on my car (. . .) if I could get my boat down out of the garage (. . .) out of the hanger and up onto my van by myself I could go all the time (. . .) um (. . .) but I have to rely on somebody else to help me do that because of the way our boats are stored. If I could find a female partner in the area or any kind of partner in the area to go with more often that I could get to help with loading my boat. I would go all the time. We have lots of lakes around here to go on. Yes, if I had a consistent paddling partner who wanted to go as much as I do. (. . .) You know, my husband will go but he has so many other (. . .) I mean his job keeps him away from us too much.

Kayla did have some ideas about how to negotiate the lack of a leisure companion.

> Um (. . .) well, I guess probably taking some more classes and meeting some more people who are interested (. . .) um (. . .) there was, I was trying to remember (. . .) I think there was information from the symposium on the local club down here and I did send in stuff to join it but I haven't heard from them yet so I have to dig that stuff out and find out who I sent it to and see if I can contact them and see what's the deal, but I'd really like to get involved with the club.

Even though she had indicated that she was unable to participate at desired levels, Kayla provided some insight into why she wants to sea kayak and the benefits she gains from her participation.

> Well(. . .) it was really my husband's idea, he was the one who was interested in it and (. . .) um (. . .) I've kind of just followed along with

> some of the different activities that he does like mountain biking and fishing and things like that, so I was, like, OK sounds like fun (. . .) um (. . .) you know, hadn't really done it before except in little play boats and (. . .) um (. . .) we went and we looked and we bought these boats and really shopped for them the wrong way and, but have enjoyed those initial boats anyway and once I got out there and started paddling I was like 'Wow, this is really cool ((laughter)) (. . .) I just really like this and this is peaceful and it's calm and it's something I could do' and, you know, even if he's a half mile ahead of me, I don't care. I'm still enjoying it and going at my own pace and I just really (. . .) I don't know there's just something about it, I just like it. I just like being outside, the freedom of it (Kayla).

As illustrated by Kayla's experiences, women's outdoor experiences are shaped by the dynamic nature of their lives. It is not enough simply to know that women lack leisure companions; we must build a greater understanding of how they negotiate that constraint within the context of their life experiences.

'Sea Kayaking Had to Wait for the Kids to Grow Up': Active Creators vs. Passive Responders to Constraints. Before the course began, eighteen women indicated that constraints had affected their ability to participate in sea kayaking. The ways that they then negotiated participation tended to reflect either an active way to create participation or a passive response (waiting for constraints to change or abate) to constraints. Seven women were at the course because friends or family had suggested it to them. Even though they indicated an interest in sea kayaking, they had not been actively seeking ways to participate; instead they simply waited for life experiences to change. For example: "my parents pay my way in the name of family quality time" (Special K) and,

> We used to canoe a lot as a family when our children were growing up. Once we bought a canoe it was inexpensive and we could do it all together. Sea kayaking would have been expensive and not as practical for us as the canoeing. Now that our children are older we have time for activities like kayaking. (Cilla)

Nine women took a more active approach to creating opportunities for participation. "I force myself to take classes each year" (Brenda) and "just decided to bite the bullet and take a course. I have been wanting to try for a while and decided it was time" (Bumpy). During the course, participant responses to constraints were active. However, following the course, active creators predicted different ways in which their participation in sea kayaking could be continued into the future compared to passive responders. Thirteen women indicated a passive response to constraints negotiation that usually involved hoping for a trip in the future, wishing for someone else to go with, or waiting for family activities to allow participation.

> I guess the only thing (. . .) is to just keep it in (. . .) on the horizon as an interest in my head and kind of keep opened up in terms of where I might be able to do it again. (Reba)

> Um (. . .) I would keep my eyes open for things, yeah, I mean I would like to something like that again ((the course)), I would like to have additional instruction, when specifically it will fit in it sort of depends on a lot of factors. I considered finding a trip to take over Christmas break but actually we just decided to book something else, no I'm not going to do that but I did think about it (. . .) it was on the short list. (Uba)

> Oh (. . .) I've actually met a few people that do sea kayaks so that will probably help, as far as having someone to go with. And that's the big thing (. . .) maybe just planning my summer a little better next year. (Jo)

Eight women were more active in the ways they predicted future constraint negotiation. Some of them had kayaks and equipment, good access to friends who participated, or concrete plans for future trips and opportunities for participation.

> Um (. . .) actively search out people who are willing to do that and who are looking for that kind of adventure. Maybe contact some of the companies around and find out if there are groups, that kind of thing. (Bumpy)

> Uh (. . .) we're going to do a family guided tour. And, you know, it doesn't matter, but I asked ((instructor)) to do that whole Lake Superior thing with my family. We could do it somewhere else too but that was so gorgeous I want everybody to see it. (Fleece)

For some women, their motivation or preference for sea kayaking as an activity may have affected whether their negotiation of constraints was actively created or a passive response.

'It Just Seemed Like a Fun Thing to Do': Participation Motivations Other Than Learning to Sea Kayak. One assumption made prior to beginning this study was that the women who were participating in the course were doing so because they were interested in sea kayaking as an outdoor activity. This assumption was true for some of the participants; however, for almost half of the women, participation in sea kayaking was not the primary motivation for attending the course. Instead they appeared to be attempting to negotiate other constraints in their lives and had no intention of continuing sea kayaking as an activity. The following responses describe what had prevented them from continuing to sea kayak.

> I really, you know, I did this kind of on the spur of the moment because I've always wanted to do kayaking and I wanted to take a course because next spring or early summer I'd like to go off the coast of North Carolina where they go off the islands and stuff through the Elderhostel group and I thought, you know, I don't want to get out there having never put myself in a kayak and whatnot, so that basically when ((my friend)) suggested it do me I said 'Great'. (Frizz)

> Um (. . .) no, you know it's not really a priority in my life right now (. . .) so it's not like I'm itching to go all the time, I have other (. . .) um (. . .) other interests. Um (. . .) well actually next year I'll be working (. . .) um, it'll be my first year of teaching, I'm going to be very overwhelmed. I don't know where I'm going to be (. . .) what I'm going to be doing. (Jbay)

The course provided the opportunity to spend time with friends or simply to do something different for one weekend. Participation in the course or sea kayaking was not the motivating force; rather, the social context of spending time with friends was more important.

> Uh (. . .) no desire to. Not 'cuz I didn't like kayaking but just because it (. . .) I never intended to fit it in my life (. . .) and um (. . .) I can't fit it into my life right now (. . .) it's not because I didn't like it, I like it fine. I also don't own a kayak and I would have no time right now to go fishing after somebody to say 'let's go kayaking', I mean that was never my intent. ((So you attended the course because?)). Uh (. . .) on the spur of the moment I found there was an opening in the course with friends and so it was doing something with friends which is fun and I always wanted to see what it would be like to kayak (. . .) I wanted to do it sometime in my life. (Branch)

Finding a Way Outdoors: Women as Outdoor Recreation Participants. Although women's involvement in sea kayaking was this study's focus, the overall experiences of women in the outdoors are more complex than a single activity. However, the active involvement of women in outdoor recreation activities has been virtually ignored (Bialeschki, 1992). Women have been and continue to participate in outdoor recreation. During this study, fifteen women indicated they had previous experiences in the outdoors and eight had previous canoeing experience. Some had participated extensively in outdoor activities.

> I've lead a couple of trips, yeah (. . .) and a couple of canoe trips down rivers, one in the Ten-Thousand Islands, and one in Florida rivers. (Bumpy)

> I started doing it by myself (. . .), all my river kayaking I did by myself, yeah, for like eight years. No whitewater just local rivers. (Fleece)

Many viewed sea kayaking as a way to extend their time outdoors and add a new dimension to enhance their experiences.

> I also like the fact, and look forward to, exploring places like little coves and little bays and things that you, maybe couldn't get a larger boat into, you know, doing exploring and looking and being part of that in areas that you couldn't access either by foot (. . .) I like it because it is outside and I love hiking and being outdoors and this is another opportunity to do that (. . .) um (. . .) I think some of the things that I'll be able to see are only possible to be seen from a kayak, like going up to a glacier, really close, or looking at the sea caves on the south shore of Lake Superior. (Tooter)

> I love the outdoors! I just love it, um, I have spent my whole life backpacking and camping when I was growing up and sea kayaking has all of that. You're outdoors all day (. . .) but it's kind of nice not having your backpack strapped to your back and having your head down the whole time and when you're outdoors (. . .) this way you get to see a little more 'cuz your head's not looking at the trail. So, um, I think the combination of being outside and the camping side of kayaking really attracts me. (Brenda)

> I love to be outside and I love to, um, you know, ride my bike, hike and all that (. . .) I think being on the water you get a much different perspective on things than you would, you know, hiking a trail or, whatever, just a different perspective (. . .) a different way of looking at the work, I guess. (Trail Hiker)

So, although sea kayaking was a new activity, participating in activities outdoors was a familiar experience. Focusing on constraints and constraint negotiation, as this study did, provided an effective theoretical framework. However, including motivations, preferences, and previous experiences with outdoor activities, as suggested by Henderson and Bialchieski (1993), would have added to the understanding of the overall experience of these women. This further supports Samdahl and Jekubovich's (1997) caution that leisure research should not rely so heavily on constraints theory as to lose the insights gained by integrating leisure experiences as part of people's lives.

Practical Application and Implications for the Paddlesports Community

Leisure constraints researchers consistently have recommended the development of partnerships with practitioners as one way that leisure constraints research can have an impact on professional practice (Jackson and Scott, 1999). This study provided a greater understanding of the constraints that women face as they choose to participate in a sea kayaking program and the continuation of their participation over time. It has several implications for curricular design within the American Canoe Association (ACA).

The ACA continues to strive for improvement in the instructional services its instructors provide for the safety and knowledge of participants in paddlesports activities (ACA, 2001). The ACA has recognized the changing demographics of paddlesports enthusiasts, specifically the growing number of women, older participants, and recreational kayakers, and is currently revising its courses (G. Black, personal communication, August 11, 2001). However, limited information is available concerning the needs of beginning sea kayakers, including both men and women, the constraints they encounter, and the negotiation strategies they use as they participate in the activity. The results of this study have implications for the sequencing of specific skills within the curriculum design and areas of concern related to female participants, especially beginners.

'Help, My Kayak Doesn't Fit': Equipment Concerns. One area of concern that emerged for many participants in the course was the frustration they experienced trying to gain skills using equipment that did not fit them or using kayaks that were too heavy.

> I've had wonderful experiences with the people (. . .) um, that have been helpful and nice in bringing kayaks for me (. . .) it's just unbelievable. The only thing is, that because of my size, and me being smaller no one has a

boat that fits me ((laughter)). My most challenging thing is trying to work on the forward stroke and (. . .) um, the thing is that I just really feel that it's influenced a lot by the kayak itself. If you're not in one that fits you it's just more difficult to try to work on anything. I mean you can't work on rolls, can't work on forward strokes, because you have to hold your hands different, you're back too far, I don't know (. . .), it's just frustrating for me. I think that if anyone is going to take up kayaking and they get enough interest where they feel they really want to do the sport that the most critical thing to do is to get in with the proper boat and the proper equipment (. . .) I just feel really, really strongly about that. (T.P.)

You know the only thing I really struggled a little bit with is equipment (. . .) you know (. . .) getting equipment to fit me. The place in ((city)) (. . .) you know (. . .) lots of times I've been there they had no wetsuits, no women's wetsuits (. . .). I'm finding it a challenge to buy equipment. I know it's out there and I have the impression from things I've read and stuff like that, that the manufacturers are making equipment for women but I'm having trouble finding it in a place where I can touch and feel before I buy. My kayak is actually fine. I'm reasonably happy with it, it's um (. . .) I was complaining to a friend the other day (. . .) I haven't been lifting as much (. . .) and the other day I carried it down to the beach and my god, this thing weighs a ton (. . .) um, you know I have trouble putting it on and off the car, I don't have trouble paddling it, I really like the boat (. . .) but it's one of the plastic ones so it's heavy as a dog. (Brae)

Oh (. . .) the boat size for women. That's another thing that we are going to, we're going to look at ((type of)) boats (. . .) I've tried them two years ago at the symposium (. . .) I have a ((kayak type)), I've padded it out and it still doesn't fit quite right (. . .) so, it's just, um, you know, they try to make the new ((kayak type)) just the size for women (. . .) and not being able to do it yourself (. . .) I think if you had a really light boat and a small car you might be able to do it by yourself (. . .) but we have big vehicles (. . .) so that's impossible to do by myself. (N.S.)

Concerns about equipment for sea kayaking are echoed by women who are trying to participate in other outdoor adventure activities. Even though women's participation in outdoor recreation activities has been identified as the second most important outdoor recreational national trend and is increasing faster than men's participation, women's needs for equipment are not being met (Wellner, 1997).

The American Canoe Association (ACA) is the largest paddlesports organization in the United States. Increased recognition, on behalf of women's issues in paddlesports by the ACA, would have a significant impact in raising awareness of equipment-related problems women encounter. The addition of a kayak loading section to the two-day basic course would serve to assist women with the particular challenge of lifting and loading heavy kayaks, greatly increasing their ability to participate more frequently.

Gaining A Network: Lack of Leisure Companions. The difficulty women have negotiating interpersonal constraints, specifically a lack of leisure companions, emerged as a concern. Participating in sea kayaking instructional courses and symposia is one important strategy that women use to negotiate constraints; seeking opportunities that provide multiple benefits helps with the negotiation process. Participation in a course or symposium provides access to many people engaged in the same activity.

Anecdotal evidence from the various women's clinics held at sea kayaking symposia in the Midwest, and supported by the results of this study, suggest that large numbers of women who are participating in the women-only clinics are using those experiences to negotiate constraints. Just as with the courses during the study, women are seeking opportunities to enhance their skills, gain knowledge, find others with whom to participate, and modify their time commitments.

The ACA and its instructor core are in the ideal position to advocate for the importance of providing instructional opportunities that meet the learning needs of all participants. Although women-only courses frequently have been the source of negative discussion and comments at symposia and clinics, it is important to note that for some women, gender-specific courses provide the learning environment they need to attain

skills. The ACA should embrace the needs of all participants in providing safety and skill instruction.

Wet Exits Are Scary: Negotiation of Fear. The findings provided greater understanding of the activity-related constraints and negotiation methods used by women who are beginning sea kayakers. The majority of ACA instructors are aware, through their own experiences as beginners, that many on-water skills sea kayakers need to learn to be safe can create situations in which the participants experience fear and frustration. Examining the study participants' best and most challenging experiences provides a better understanding of the fear and frustration that may be experienced during instructional courses. These experiences also illustrate the feelings of competence and confidence that occur when fear and frustration are successfully negotiated.

Insights into the negotiation methods used by participants provide more detailed information about the appropriateness of the skills progression in the course. The negotiation process also points out individual differences and responses to fear and frustration as participants seek to continue participation. The majority of participants negotiated fear by relying on the instructor and others in the group, internally facing up to their fears, or a combination of both methods.

Although the focus was on women as beginning sea kayakers, the insights gained related to fear during on-water skill development have implications for all beginners. The ACA Basic Coastal Kayaking course curriculum demonstrated an appropriate progression of activities. Most of the participants expressed satisfaction with the way the courses were conducted, the high level of teaching skill and support provided by the instructors, and the skills progression throughout the courses. However, it is important to

acknowledge that the ways in which people are successful in overcoming fear during activities such as wet exits and rescues have the potential to impact significantly their ability to continue an activity. Instructors must be aware of the tendency for women to rely heavily on them and the others in the course for support during frightening and stressful activities. While some women are able to internalize their fears and work through them, others depend upon group support. This reliance on support from the group to overcome fear and frustration is important. If a course is competitive rather than supportive, the potential exists for some women to have less successful experiences.

'The World Looks Different from the Front': A Chance to Lead. A group paddle across the lake was one on-water activity in which the women participated. The instructors asked for volunteers to lead the group. While this was not a long or particularly difficult activity, women were hesitant to volunteer (Appendix E, p. 243, 245, 245). One woman explained how being in a women-only class helped her.

> Um (. . .) I think that the men are more assertive about things and so I tend to wait, you know, wait my turn, I guess but that doesn't bother me, I tend to do that anyway, but sometimes with women it's just a little easier for me sometimes to say "oh, I'll go first", when there's men in the class I (. . .) I usually don't, they usually go first. (Cilla)

For those who did lead the group, this activity emerged as one of their best experiences.

> Leading the pod back to shore ((best experience)). I had worked on high and low braces without a feeling of real accomplishment. I felt like I had accomplished something by the end of the day. (Trailhiker)

> Going across the lake in the lead. I was putting together the skills I had learned. Also even though it was a group experience, I felt like I was going solo. (Frizz)

It is important for instructors to recognize that some women may hesitate to volunteer in situations they are unsure of, or if they are culturally conditioned to wait for

men to go first. One of the benefits of a women-only course is that women get to do all of the tasks, even those that may have been labeled for men as explained by Stretch. "I love women-only canoe trips in the BWCA, all the women get to tend the campfire", and Frizz commented "I took a week-long sailing trip that was for women only and enjoyed it! If it's only women we get to do everything, I have sailed with men and they think you have limited abilities".

It is common for a beginning sea kayaker to find themselves in the back of a group of paddlers. The opportunity to be in front of the group rather than trailing behind was an important part of these women's experience.

> I lead the class across the lake! I'm usually the slowest so it was very novel to be in the lead. I had no one to watch out for so I didn't bump into them. (Cilla)

ACA Instructor Trainers should stress, during Instructor Development Workshops, the importance and value of giving everyone a chance to lead the group.

The Point: Reasons to Participate in Sea Kayaking. Sea kayaking as an activity provided a vehicle for studying constraints and constraint negotiation methods used by women. However, understanding the reasons that women want to participate in an outdoor adventure activity, which has the potential for high levels of risk, can provide a better understanding of women's experiences in the outdoors. The following examples are representative of the primary reasons reported for participation in sea kayaking.

> I like the physical challenge, especially the, you know, the longer trips or (. . .) um, it can be exciting when it's windy or wavy, I like that (. . .). I like the idea of being outside and on the water with no motor ((laughter)). It's quiet, environmentally friendly. (Jo)

> Well, really and truly I wouldn't have gotten into it if my husband wasn't into it (. . .) um, but I enjoy it very much, with or without him. I like being

> out on the water, I like the proximity to the water because we used to do a lot of canoeing and that was nice to but kayaking you're even closer to the water. I like the independence of it, even though I need help carrying my boat and everything. I like to think I'm independent ((laughter)). I just like, yeah, the independence of it, I like the sport. (Cilla)
>
> You know, it's like a (. . .) um, a physical adventure that I can manage (. . .) because I wasn't, you know, a star athlete in any are but it's just like (. . .) it occurred to me about the time I did the course at ((an outfitter's)) place a few years ago that was something (. . .), it was adventure that I could manage (. . .) or that I was capable of physically. (Felicia)

The ACA is supportive of local clubs and symposia around the United States. These types of paddlesport opportunities assist people in their efforts to build networks of others with whom to participate. The ACA's provision of insurance to instructors has contributed to meeting demands for instruction. The ACA should be encouraged to continue their efforts to provide highly trained, qualified instructors to the paddlesports community.

Recommendations for Further Study

The recommendation section is divided into four sections. These include procedural and research recommendations, study limitations, and practical application subsections.

Procedural Recommendations

Recommendations in this section relate to subject contact and observation recording issues.

- The intrusiveness of telemarketers made the initial contact with study participants very frustrating. However, e-mail contact was well received by the women. The

majority of them felt more comfortable with an e-mail contact first and then were willing to schedule a telephone contact. With studies that require prior participant contact, it is recommended that e-mail, with a subject line that clearly indicates the study purpose, be used for an initial contact with participants.

- The use of a voice-activated recorder, while mechanically sound, was not effective when used with a small group with whom the observer was attempting to be unobtrusive. Study participants and instructors were able to hear the recordings being made and they appeared to be uncomfortable and self-conscious. It is recommended that observers take written notes in the field when possible or write field notes immediately following activities to decrease the intrusiveness of observation.

Research Recommendations

Recommendations in this section address the need for further research efforts investigating constraints, negotiation, and outdoor recreation activities. Also included are recommendations for the use of qualitative methods and longitudinal data.

- The emergence of a cyclical pattern of constraints and negotiation, as illustrated by the Integrated Model of Leisure Constraints and Negotiation (Figure 5.1), was based on a small number of participants and with only one outdoor recreation activity. It is recommended that further studies of the emergence, negotiation, and re-emergence pattern of constraints be conducted to determine if constraints are cyclical or if other patterns exist. These would include replication of this study, applications to a larger sample, and replication with additional outdoor recreation activities.

- The use of constraint and constraint negotiation theory was useful as a framework for the investigation. It is recommended that participant motivations and preferences for leisure experiences be integrated with the constraint negotiation process, and further investigation be conducted to provide greater understanding of leisure experiences within the context of people's lives.

- The use of a qualitative design and techniques to investigate leisure constraints and negotiation proved to be very productive. The use of multiple data collection techniques increased the richness and complexity of the data, allowing for a greater understanding of women's experiences to emerge. Dependent upon the research questions being investigated, it is recommended that additional qualitative studies be conducted to increase the understanding of all people's leisure experiences.

- Collecting longitudinal data from people who are actually involved in the activity under study serves to increase our understanding of constraint and negotiation cycles and complexities. This study collected data from a variety of time periods; however, it only covered a span of two months, greater insight may have emerged with a follow-up interview one year later. Increased use of longitudinal data collection techniques are recommended to provide additional insight into constraints and negotiation over time.

- A lack of leisure companions was found to result in participation at less than desired levels for the women in this study. Studies focused on the ability of women to

negotiate a lack of leisure companions are recommended to provide greater understanding of how this constraint affects women's leisure.

- Although the issue of women's previous outdoor experiences was beyond the scope of this study there were indications that this affected participation levels and type of involvement with sea kayaking. Women continue to increase their participation in outdoor activities, yet research in this area is limited. It is recommended that additional research be conducted about the effects and impacts of previous outdoor experience on women's recreation participation patterns.

- This study focused on women as beginning sea kayakers. Further studies of women who are intermediate and advanced sea kayakers are recommended to determine if constraints and negotiation methods change as experience levels increase. Also recommended are comparison studies of male sea kayakers to determine the constraints they encounter and how they might negotiate those constraints.

- Findings suggest that the benefits people expect to gain from participation in an activity are an important component of constraint negotiation. Therefore, further investigation is recommended into the role of perceived benefits and how those benefits affect leisure constraint negotiation strategies.

- Comments from the women in this study indicate that people may employ different methods of negotiation to constraints. Some women actively created and negotiated participation while others passively responded to constraints. It is recommended that

the concept of active creators and passive responders to life and leisure experiences be further investigated to increase understanding of the constraint negotiation process.

- There continues to be a lack of empirical studies investigating the benefits, motivations, and perceptions of women who choose to participate in gender-only programs. Equally, there is little research that explores the reasons why some women prefer not to participate in gender-specific programs. Therefore, it is recommended that increased research efforts be made to more fully explore this area of women's outdoor experiences to increase understanding of who does and does not participate in these programs.

Study Limitation Recommendations

Recommendations in this section address the limitations of the study design related to the study participants.

- One of the strengths *and* limitations of this study was the women-only design. It is recommended that the study be replicated with comparison groups of men-only and co-ed groups to increase our understanding of activity-related constraints related to sea kayaking. In addition, other outdoor adventure activities should be investigated and observations made about potential activity-specific constraints and negotiation methods used by participants.

- Participants self-selected for this study. Only those women who were able to negotiate constraints were included in the study. Although the sea kayaking companies may have been, and probably were, contacted by women who did not

participate, they were not part of the study. It is recommended that future studies provide a way to contact people who decided not to participate to increase understanding of the constraint negotiation process.

- Although a large age range was represented by the study participants, this group of women was not culturally diverse. Replication of this study is recommended to increase the represented geographical area and include a more diverse population to increase the generalizability of the results.

Practical Application Research Recommendations

Recommendations in this section address the needs of the general sea kayaking community and the American Canoe Association.

- The increase in sea kayaking participation over the last five years points to the need for a greater understanding of the people who are participating in the activity. It is recommended that the ACA conduct a user survey to determine the populations that are participating in sea kayaking, their needs in terms of safety and instruction, and how best to provide needed instruction and programs.

- The number of people participating in kayaking with recreational kayaks (less than 15 feet long) has dramatically increased over the last five years. People are buying kayaks, and have little to no safety gear – such as personal flotation devices or float bags – or any type of instruction. They may also tend to participate with limited understanding of the bodies of water appropriate for their watercraft. Recent increases in kayaking deaths are being attributed to people using recreational kayaks

in situations that are not appropriate or safe. It is recommended that the ACA conduct studies examining the use of recreational kayaks to determine the safety and educational/instructional needs of this group.

APPENDICES

APPENDIX A

EXPERT REVIEW PANEL MATERIALS

(NOTE: See the actual questionnaires to be reviewed in Appendix C, questionnaires for the "main study")

MEMBERS OF THE EXPERT REVIEW PANEL
An Investigation of Constraints and Constraint Negotiation by Women Sea Kayakers Participating in a Women-Only Course

Anne Keith

Ms. Keith is a member of the West Michigan Coastal Kayaking Association and the Great Lakes Sea Kayaking Club. She is an intermediate sea kayaker with six years of experience as a paddler and two years as an instructor with the ACA. She has been a participant and an instructor of women-only coastal kayaking clinics and courses.

Suzie Smith

Ms. Smith is a member of the West Michigan Coastal Kayaking Association and the Great Lakes Sea Kayaking Club. She is an intermediate sea kayaker with five years of experience as a paddler and two years as an instructor with the ACA. She is co-owner of Black Parrot Paddling. Suzie has paddled extensively throughout Michigan, including a week-long trip along the north shore of Lake Superior as part of a women-only trip. She has been a participant and an instructor of women-only coastal kayaking clinics and courses.

Wendy Beckwith

Ms. Beckwith is a member of the West Michigan Coastal Kayaking Association and the Great Lakes Sea Kayaking Club. She is an advanced sea kayaker with six years of experience as a paddler and three years as an instructor with the ACA. She has taught numerous women-only courses and clinics. Wendy has paddled extensively throughout Michigan, including a week-long trip along the north shore of Lake Superior as part of a women-only trip.

Gail Green

Ms. Green is a member of the West Michigan Coastal Kayaking Association and the Great Lakes Sea Kayaking Club. She is an expert sea kayaker with ten years of experience as a paddler and five years as an instructor with both the ACA and the British Canoe Union (BCU). She is certified as a Regional Instructor Trainer Educator with the ACA and owns Adventures in Perspective in Bayfield, WI. Gail is in demand around the country as an instructor and trip leader. She has extensive sea kayaking experience in the Great Lakes, Mexico, Belize, and Russia.

Laurie Levknecht

Ms. Levknecht is a member of the West Michigan Coastal Kayaking Association and the Great Lakes Sea Kayaking Club. She is an advanced sea kayaker with eight years of experience paddling and five years as an ACA instructor. She has been a participant and instructor of women-only clinics and courses. Laurie has paddled extensively throughout Michigan, including a week-long trip along the north shore of Lake Superior as part of a women-only trip.

Nancy Vedder

Ms. Vedder is a member of the West Michigan Coastal Kayaking Association and the Great Lakes Sea Kayaking Club. She is an advanced sea kayaker with six years of experience paddling and three years as an ACA instructor. She has been a participant and instructor of women-only clinics and courses. She currently leads sea kayaking trips in the Chicago area and the Apostle Islands for an outfitter in Illinois.

April 21, 2002

Dear ( ),

Thank you for agreeing to participate on the expert review panel for the research study *Building Outdoor Experiences: An Investigation of Constraints and Constraint Negotiation by Women Sea Kayakers Participating in a Women-Only Course.* Your input concerning the questions to be used on the questionnaires, and identification of challenging experiences that beginning sea kayakers could encounter during an ACA Basic Coastal Kayaking course, are critical to the success of the research study. The comments, evaluations, and suggestions you provide will be used in the further development of the data gathering instruments.

The purpose of this study is to investigate the relationships between, and negotiation of constraints to participation as experienced by women participating in a women-only sea kayaking course. The study will also examine the reasons that women chose to participate in sea kayaking and their motivations for selecting a women-only program. Data for the study will be collected during women-only sea kayaking courses offered during the summer of 2002 in the midwestern United States. Participants will be asked to complete open-ended questions before, during, and following the courses. At the completion of the primary paddling season, in-depth telephone interviews will be conducted with the study participants.

The enclosed packet of materials contains the following:

1. an evaluation/comment sheet;
2. copies of the questionnaires to be used before and during the course;
3. a copy of the ACA Basic Coastal Kayaking course outline; and
4. a self-addressed, stamped envelope to return your responses.

Please follow the directions on the evaluation/comment sheet to conduct your review of the materials. When you are finished, place the evaluation/comment sheet, questionnaire, and the course outline in the return envelope and mail it back to me by ( ). If you have any questions or need more information, please contact the investigators listed below.

Sincerely,

Lynn A. Dominguez
1739 Stockman Dr.
Mt. Pleasant, MI 48858
(989) 774-7305
domin1LA@cmich.edu

Dr. Gail A.Vander Stoep, Michigan State University
Park, Recreation and Tourism Resources Department
131 Natural Resources Bldg.
East Lansing, MI 48824
(517) 353-5190 ext. 117
vanders1@msu.edu

If you have questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact-anonymously, if you wish - Ashir Kumar, M.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517) 355-2180; fax: (517) 432-4503; e-mail: ucrihs@msu.edu; or regular mail:202 Olds Hall East Lansing, MI 48824.

Building Outdoor Experiences: Reflections from Women Sea Kayakers

Expert Review Panel
Evaluation/Comment Worksheet

Reviewer: _____

I. Review of Survey Questions

Step 1: Think about the first experiences you had as a beginning sea kayaker. Then think about experiences that women participants would have in your instructional courses.

Step 2: Read the narratives and questions on the enclosed questionnaire and answer them as completely as possible. Some of them you will be able to answer from your own experiences, others you will need to answer from the perspective of women who have participated in your courses. The questions are still being developed, and we are interested in gaining an idea of how a participant might respond to them. Even if you have not, personally had the experience a question asks for, please draw on the professional experience you have instructing beginning sea kayakers.

Step 3: In addition to answering each question as a survey respondent, make any comments or suggestions you have about individual questions (content, wording, structure) either directly on the questionnaire or in the space provided below, and on the back of this page, if needed. Please indicate to which questionnaire you are referring in your comments.

Comments or Suggestions:

This completes the review of the questions. Continue on next page.

II. Review of *ACA Basic Coastal Kayaking Course* curriculum

Step 1: Take out and review the copy of the *ACA Basic Coastal Kayaking Course* curriculum.

Step 2: Using a *pen/pencil or highlighter,* circle (or highlight) the content area(s), based on your experiences with beginning sea kayakers, that you believe are the most challenging for them.

Step 3: In the space provided below, list any other challenging experiences that you think a beginning sea kayaker might encounter from the time they arrive at a course until they leave. These experiences will be used to provide the framework for identifying critical observation periods on which the researcher will focus during the courses.

Additional critical observation periods:

Return the evaluation/comment sheets and questionnaire, along with the basic course outline, in the envelope provided.

Thank you for sharing your knowledge, expertise, and energy with this project. Your contribution is greatly appreciated!

American Canoe Association
Basic Coastal Kayak

Goal: To provide beginners with a safe and fun introduction to the sport of coastal kayaking.

Objectives: Participants will earn how to:

1. Properly fit & adjust their kayak for effective control and comfort.
2. Safely portage their kayak to the water
3. Attach their sprayskirt
4. Properly & safely enter and exit their kayak from shore
5. Safely & effectively wet-exit their kayak
6. Demonstrate proper use & control of the paddle
7. Perform basic strokes and maneuvers
8. Perform a T- and Paddle Float Self-rescue
9. Be oriented with essential safety equipment
10. Understand the importance & influence of weather and tides on the coastal kayaker
11. Identify marine hazards & safety concerns and explain strategies for dealing w/them
12. Demonstrate an understanding of some basic Rules of the Nautical Road
13. Understand personal limitations and skill level

Time: 7-8 hours

Place: Ideal teaching conditions are a protected freshwater lake or saltwater cove environment where waves do not exceed 1 foot, winds do not exceed 10 knots and groups are kept within ½ mile from shore.

Course Content:

Introduction & Expectations-15 Minutes

Enrollment/registration/liability
Student & instructor expectation
Environment-underwater learning
Physical-flexibility, fatigue
Emotional-fears
Cognitive-information overload
Course itinerary

Dryland Presentations-60 Minutes

Equipment orientation
-Personal clothing & gear
-PFD's, wetsuits & sprayskirts
-Safety equipment (i.e., pump, paddle float, sling)
-Kayak nomenclature & terminology
-Basic boat design (hull shape, length, beam, rocker vs. keel, initial vs. secondary stability)
-Boat fit & adjustment
-Boat/body weld
-Individuals get sized to boats
Sprayskirt attachment & use
Wet-exit explanation & dryland practice

Paddle orientation
-Parts & design
-Sizing, indexing, relaxed grip
-Feathered vs. non-feathered, paddle control
-Concept of torso rotation & paddler's box

Launching & Landing/Wet-Exit Practice-30 Minutes

Carrying kayak to and from water
Proper entry & exit of boat from shore or dock
Boat control/stability exercises (supported boogie-woogie, j-leans using partner's bow for support)
Demonstrate and practice wet-exits (one-on-one supervision by instructor)
Allow students about 5 mins. to get oriented/familiar with their kayak

Introduction to Basic Strokes & Maneuvers - 60 Minutes

Sweep strokes (forward & reverse, spins)
Forward touring stroke
Reverse stroke & stopping
Draw stroke (draw-to-the-hip w / in-water recovery)

Lunch Break/Discussion – 45 Minutes

Signaling & safety devices discussion/show & tell

Introduction to Basic Rescues – 60 Minutes

Demonstrate & practice T-rescue (w/ & w/o stirrup)
Demonstrate & practice paddle float self-rescue (w/ & w/o stirrup)

Group Safety Talk – 15 Minutes

Paddling as a group
Group signals
What to do in the event of an emergency

Afternoon Tour (w/continued application & development of skills) – 2 hours

Continue to develop good forward stroke technique
Discuss & practice course correction techniques for windy conditions
Observation & explanation of on-water hazards
Observation & explanation of tides & currents (if applicable)
Observation & explanation of weather, wind, & wave dynamics
-Listen to NOAA weather radio
-Discuss current wind speed & direction concerns
-Discuss maximum limits for beginners

Additional Stroke & Skill Development – 30 Minutes

Low & high braces (w/ hip snap development/lower body boat control)
Low brace support underway for looking behind you
Rafting up for support demonstration & practice
Reinforce the idea of paddling with a partner/group

Conclusion/Course Wrap-up – 30 Minutes

Load boats showing proper tie-down techniques
Provide individual feedback if possible
Group debrief of how course went
Explain what is next in their learning progression
Course evaluation

Evaluation: Students will be evaluated on their ability to:

1. Properly adjust foot braces and attach spray skirt
2. Safely enter & exit their kayak from shore
3. Perform a wet-exit with comfort & control
4. Maintain good pasture and balance in their kayak
5. Perform the basic strokes, maneuvers & rescues with efficiency
6. Identify common coastal/marine hazards
7. Understand their physical abilities & limitations
8. Know when it is safe & appropriate to paddle

References:

1998 Buckner, M. *Coastal Kayaking Flatwater Touring Kayak Course Outline*
1995 Kent Ford, Outdoor Pursuits Series Whitewater & Sea Kayaking
1998 Shelley Johnson, Woman's Guide to Sea Kayaking
1992 David Seidman, The Essential Sea Kayaker

Equipment:

Properly sized & outfitted sea kayaks with front and rear flotation and related paddling & safety equipment (i.e., paddles, PFD's, sprayskirts, paddle floats, bilge pumps, slings, & wetsuits if necessary)

16 February 2001

APPENDIX B

PILOT STUDY MATERIALS:
CONSENT FORM, NARRATIVES, MODIFIED QUESTIONNAIRES

CONSENT TO SERVE AS A SUBJECT IN A RESEARCH PILOT STUDY

Building Outdoor Experiences: An Investigation of Constraints and Constraint Negotiation by Women Sea Kayakers Participating in a Women-Only Course

The purpose of this pilot study is to investigate your experiences in a sea kayaking course. You are being asked to provide information about your experience by answering open-ended questions in written form and through observations by the researcher during the sea kayaking course.

The total amount of time required to actively participate in this pilot study will be approximately 1 1/2 hours to answer written questions divided over three different time periods.

Your participation in this pilot study is voluntary and you may choose not to participate in any segment or choose not to answer individual questions at any time. You may also choose to discontinue your participation at any time during the pilot study. If you choose to withdraw from the study, all of your written answers will be destroyed immediately.

All of your written responses to questions during this study will be held in confidence, and your privacy will be protected to the maximum extent allowable by law. You will be asked to choose a nickname to be used to identify parts of the data collection instruments so that all sections of the questionnaire can be kept together.

If you have any questions about this study, please contact the investigators listed below:

Lynn A. Dominguez
1739 Stockman Dr.
Mt. Pleasant, MI 48858

(989)774-7305
dominlLA@cmich.edu

Dr. Gail A. Vander Stoep
Michigan State University,
Park, Recreation and Tourism Resources Department
131 Natural Resources Bldg.
East Lansing, MI 48824
(517) 353-5190 ext. 117
vanders1@msu.edu

If you have questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact-anonymously, if you wish - Ashir Kumar, M.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517)355-2180; fax: (517)432-4503; e-mail: ucrihs@msu.edu; or regular mail:202 Olds Hall East Lansing, MI 48824.

Your signature below indicates your voluntary agreement to participate in this study.

Signed: _____ **Date:** _____

Printed Name: _____

Pilot Study: Narrative Script for 1st Meeting - Data Collection Phase (1)
(evening prior to the start of the course)

***Introduction*:** Welcome participants (Check on consent forms)

(Read to participants) Tonight I need to explain a few more things about the pilot study. First of all, your participation in this pilot study is completely voluntary. No one is required to participate and your decision to participate in the study or not has no impact on your participation in the sea kayaking course itself or the class you are taking. Even if you decide to participate in the pilot study tonight, you may decide to stop participating in the pilot study at any time.

Your participation is important so that a better understanding of your experiences as a sea kayaker can be gained. The best way to understand your experiences is to collect your thoughts, feelings, and perceptions of the course while it is happening. This is what will take place during the course.

You will be asked to choose a nickname for yourself to identify your questionnaire sections. Your real name will never be used in the pilot study. All of the data collected from the questionnaires will be confidential and your identity will be protected to the maximum extent allowable by law.

Those of you who consent to participate in the pilot study will be given a questionnaire to fill out tonight. Tomorrow you will notice me observing the course and talking into a recorder. All of the observations gathered will be confidential; no one will be personally identified on recordings. The reason for observing the course is to make sure the right questions are being asked on the questionnaires, and as a check for the answers you provide. Tomorrow evening each of you will be given another short questionnaire to fill out about your experiences during the day. The last questionnaire you will receive will be on Sunday afternoon.

Your time commitment for the pilot study will be approximately 1 1/2 hours to fill out the questionnaire.

Does anyone have any questions about the pilot study and what you will be doing?

Answer any questions.

Make sure all participants have a signed consent form and a copy.

Distribute questionnaires for Phase (2a) data collection phase.

Pilot Study: Narrative Script for 1st Meeting - Data Collection Phase (2a) cont.
(evening prior to the start of the course)

(Read to participants) Over the next two days you will be learning many new skills, such as paddle strokes and navigation, and having new experiences, such as completing wet exits and practicing rescues. Some of these experiences will be more challenging for you than others and everyone will have different ideas about what they think is a challenging experience. You may experience a wide range of emotions and feelings during the weekend, which is normal for anyone starting a new outdoor pursuit. The questionnaire will focus on the challenging experiences that you have and how you feel about them.

Remember to write your nickname on the top of the questionnaire.

PILOT STUDY – QUESTIONNAIRE 2a

Building Outdoor Experiences: An Investigation of Constraints and Constraint Negotiation by Women Sea Kayakers Participating in a Women-Only Course

Thank you for agreeing to participate in this research project. Your participation in the pilot study is voluntary and you may choose to discontinue your participation at any time.

All responses to the questionnaire will be kept confidential. At this time, you need to choose a nickname for yourself and write it in the space provided below. Pick a nickname that you can remember easily.

Please read the following questions carefully and answer each as completely as possible. If you need more room, you may write on the back of the sheet or use the extra sheets of paper that have been provided.

My nickname is: _____

Section 1: Sea Kayaking

The questions in this section are about sea kayaking. Some of them will ask you to recall and describe past events. Take as much time as you need to think about the questions and answer them as completely as possible.

1 a) Have you ever been in a sea kayak before?

- ❑ NO - Go to Question 2 (next page)
- ❑ YES - Describe below when and where your previous experience(s) with sea kayaking were and how many times you have participated.

b) List below who (by relationship, not personal name) went with you in each of the previous times you have gone sea kayaking.

c) Do you currently own a sea kayak?

- ❑ NO - Go to Question 2 (next page)
- ❑ YES - List the: Make/Model: _____
  Length: _____of your sea kayak.

2) Why did you decide to start sea kayaking? List all of the reasons that are important to you.



Circle the ***most important*** reason that you decided to start sea kayaking from those listed above.

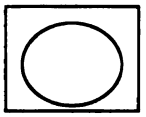
3a) Describe when you first found out about sea kayaking.

b) How did you find out about it?

c) Has anything prevented you from participating since then? If so, what has prevented you from participating?

4) If there was something that prevented you from participating in sea kayaking in the past, what has made it possible for you to participate now?

5) Why are you taking this sea kayaking course? List all of the reasons that you feel are important to your decision to participate.



Circle the ***most important*** reason for your decision to take this sea kayaking course.

6a) Do you have any concerns about your participation in the course this weekend?

- ❑ NO - Return your questionnaire to the researcher.
- ❑ YES - Describe any concerns you have below.

b) Describe the ways that you think you could overcome concerns you have.

Thank for completing this section of the questionnaire.
Return your questionnaire to the researcher.

Pilot Study: Narrative Script - Data Collection Phase (2b)
(end of first day of course -- evening)

Hi, how is everyone doing?

Let participants talk a bit about their experience during the day.

> (Read to participants) Now that you have finished one full day of the course, please think about the experiences you had today. The questionnaire tonight will focus on those experiences. Some of the questions may seem to be repeats from the other questionnaire. That's O.K. because some of them are! Learning a new skill or activity is a progressive experience that builds on previous learning; that's why you are filling out this questionnaire during the middle of the course.

Take your time to think about each of the questions. Don't forget to write about your feelings, perceptions, and other people who were involved in your experiences today. If you need more room to answer a question, you can write on the back of the page.

PILOT STUDY – QUESTIONNAIRE 2b

Building Outdoor Experiences: An Investigation of Constraints and Constraint Negotiation by Women Sea Kayakers Participating in a Women-Only Course

Think about the experiences you have had today. Then read the questions below and answer them as completely as possible. Be sure to write about your feelings, perceptions, and any other people who were involved with those experiences.

My nickname is: _____

7) What did you enjoy most about today's sessions?

8a) What was the easiest thing for you to do today during the course?

b) Why was it easy?

9a) Describe the most challenging experience(s) for you today.

b) Why was/were the experience(s) challenging?

10a) How did you feel during your most challenging experience(s)?

b) How do you feel now that the experience(s) is/are finished?

11) What happened or what were the reasons that you were able to continue to participate during the challenging experience(s).

Now, re-read your answers and add any other details that you think would help us better understand your experiences during the day.

Thank for completing this section of the questionnaire.
Remember to write your nickname in the space provided.
Return your questionnaire to the researcher.

Pilot Study: Narrative Script - Data Collection Phase (2c)
(end of course)

(Read to participants) First of all, congratulations to all of you for finishing the course this weekend. Hopefully you have learned some new skills and have enjoyed your time here. This is the last of the written questionnaires that you will be answering. Think back over the entire weekend and picture in your mind the experiences that you have had throughout the course.

Then read each question and answer it as thoroughly as you can. Remember to write about your feelings, perceptions, and the other people involved in your experiences. Again, some of the questions will seem to repeat themselves. That's O.K. because your experiences may have changed.

When you are finished with the questionnaire, please return it to me.

PILOT STUDY – QUESTIONNAIRE 2c

Building Outdoor Experiences: An Investigation of Constraints and Constraint Negotiation by Women Sea Kayakers Participating in a Women-Only Course

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Think back over the last two days and about the experiences you have had during the sea kayaking course. Then answer the following questions as completely as possible. Remember to include your feelings, perceptions, and anyone who was involved with your experiences.

My nickname is: _____

12a) Describe the best experience you had this weekend.

b) Why was it the best experience?

13a) Describe the experience that was the most challenging for you during the entire weekend.

b) Why was it the most challenging experience?

14a) Is the experience you described in question 13 as your most challenging experience the same experience that was the most challenging for you during the first day of the course?

- ❑ YES - Go to Question 15
- ❑ NO - Describe why your most challenging experience changed from the first day to the second.

15) Describe the reasons why you were able to continue to participate after your most challenging experience.

16a) Was there anything that you were NOT able to do during the course?

- ❑ NO - Go to Question 17 (next page)
- ❑ YES - Describe what you were not able to do.

b) What stopped you from being able to do what you described above?

17) If there is anything else you would like to share about your experience this weekend, please write it in the space below or on the back of this page.

Thank you again for participating in this pilot study. Your answers to the questions about your experiences this weekend have provided valuable information about your experiences in the outdoors. Return your questionnaire to the researcher.

APPENDIX C

INITIAL PHONE CONTACT SCRIPT, COVER LETTER, CONSENT FORM, NARRATIVES, QUESTIONNAIRES FOR PHASES 1 & 2 DATA COLLECTION, AND SEA KAYAK LOG

Initial Telephone Contact
(prior to the start of the course)

Hi, my name is Lynn Dominguez and I am calling you about the sea kayaking course that you have signed up for with (Ron Smith and Black Parrot Paddling / Gail Green and Adventures in Perspective) that is beginning _____ (date).

When you registered for the course did they let you know you would be contacted? Do you have a few minutes to talk about the course and a research project that will be occurring during the course?

Over the last few years the number of people, and women in particular, that have started sea kayaking is growing. But we don't know a lot about the experiences that women have when they are starting sea kayaking and the challenges they may encounter as they participate in the activity.

During this summer, women who are in sea kayaking courses in Michigan and Wisconsin, will be asked to help increase our understanding about their experiences by taking part in a research study. Most of the study will be done during the time that you are at the sea kayaking course. You would be filling out a few questionnaires and talking to me in a telephone interview, that would be voice recorded, later this fall. Your total time involvement would be approximately 3 hours and that would include the one hour telephone interview two months after the course. As a thank you for your help you would receive a t-shirt at the end of the course.

Your participation in the study would be voluntary and you could choose to end your participation at any time. All of your written and oral responses would be kept confidential and your privacy would be protected to the maximum extent of the law. You would be asked to pick a nickname that would be used to identify parts of the questionnaire and interview. Your nickname could be used in the final report for quotations. Any voice tapes that are made would be destroyed at the end of three years, following the completion of the study. Are you interested in helping out with this research project?

(If YES) Thank you for agreeing to help! You will be receiving the first questionnaire in the mail along with a consent form. Please fill out the questionnaire, read and sign the consent form, and return them in the enclosed self-addressed, stamped envelope. If the questionnaire gets to you with less than a week before the start of the course, please bring it with you and it will be collected there. Do you have any questions for me? If you have questions later, or need more information, phone numbers and email addresses will be on the cover letter with the questionnaire. (Confirm mailing address)

(If NO) Do you have any other questions? OK, thank you for your time. If you change your mind and decide to participate later, I would be happy to talk with you again.

CONSENT TO SERVE AS A SUBJECT IN A RESEARCH STUDY

Building Outdoor Experiences: An Investigation of Constraints and Constraint Negotiation by Women Sea Kayakers Participating in a Women-Only Course

The purpose of the study is to investigate your experiences in a sea kayaking course that is for women only. You are being asked to provide information, about your experience, by answering open-ended questions in written form, participating in a telephone interview that will be voice recorded, and through observations by the researcher during the sea kayaking course.

The total amount of time required to actively participate in this study will be approximately 3 hours (2 hours to answer written questions divided over four different time periods and one hour for the telephone interview to be conducted two months following the course). At the end of the sea kayaking course you will receive a t-shirt as a thank you for participating in the study.

Your participation in this study is voluntary and you may choose not to participate in any segment or choose not to answer individual questions at any time. You may also choose to discontinue your participation at any time during the study. If you chose to withdraw from the study all of your written answers and voice recorded interview will be immediately destroyed.

All of your written and oral responses to questions during this study will be held in confidence and your privacy will be protected to the maximum extent allowable by law. You will be asked to choose a nickname to be used to identify parts of the data collection instruments and the interview so that all sections of the instruments can be kept together. Your nickname may be used in the final report for quotations. All voice tapes of the telephone interviews will be maintained in confidence; the tapes will be destroyed after three years, following the completion of the research project.

If you have any questions about this study, please contact the investigator listed below:

Lynn A. Dominguez
1739 Stockman Dr.
Mt. Pleasant, MI 48858
(989)774-7305
dominlLA@cmich.edu

Dr. Gail A. Vander Stoep
Michigan State University,
Park, Recreation and Tourism Resources
131 Natural Resources Bldg.
East Lansing, MI 48824
(517) 353-5190 ext. 117
vanders1@msu.edu

If you have questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact-anonymously, if you wish - Ashir Kumar, M.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517)355-2180; fax: (517)432-4503; e-mail: ucrihs@msu.edu; or regular mail:202 Olds Hall East Lansing, MI 48824.

Your signature below indicates your voluntary agreement to participate in this study.
Signed: _____ **Date:** _____
Printed Name: _____

(DATE)

Dear ( ),

Every year increasing numbers of women are choosing to begin sea kayaking as a new outdoor pursuit. This growth in participation by women has lead to the development of better equipment, such as life jackets and sea kayaks, that have been designed to meet the needs of female paddlers. However, even though we know that more women are sea kayaking, there is a lack of understanding about why women are starting this activity and the kinds of challenges they face to being able to continue to participate. The enclosed questionnaire has been designed to help gather information about your experiences as a sea kayaker so that instructional programs can be better designed to meet the needs of people who are beginning this exciting outdoor pursuit.

As you know from the conversation we had on the telephone, the enclosed questionnaire is the first part of the research study. This questionnaire will be followed by three more, given to you, during the course, plus a telephone interview two months after the completion of the sea kayaking course. Your assistance in completing this questionnaire, before you come to the course, would be greatly appreciated. Please answer each question as completely as possible, using the back of the sheets or additional paper if needed. Return the completed questionnaire and consent form in the enclosed stamped, self-addressed envelope as soon as possible. If you are receiving this questionnaire less than one week before the start of the course, please fill it out and bring it with you. The forms will be collected at the beginning of the course.

Your participation in the study is voluntary and you may choose to discontinue your participation at any time. Your responses will be kept confidential and your privacy will be protected to the maximum extent allowable by law. You will be asked to select a nickname that will be used to keep each section of the questionnaire and interview together. Your nickname also may be used to report the results of the study through quotations. As a thank you for participating in the study you will receive a t-shirt at the end of the sea kayaking course. Thank you in advance for your assistance with this study. If you have any questions about this study, please contact one of the investigators listed below.

Sincerely,

Lynn A. Dominguez
1739 Stockman Dr.
Mt. Pleasant, MI 48858
(989) 774-7305
domin1LA@cmich.edu

Dr. Gail A. Vander Stoep
Michigan State University,
Park, Recreation and Tourism Resources
131 Natural Resources Bldg.
East Lansing, MI 48824
(517) 353-5190 ext. 117
vanders1@msu.edu

If you have questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact-anonymously, if you wish - Ashir Kumar, M.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517)355-2180; fax: (517)432-4503; e-mail: ucrihs@msu.edu; or regular mail:202 Olds Hall East Lansing, MI 48824.

QUESTIONNAIRE 1

Building Outdoor Experiences: An Investigation of Constraints and Constraint Negotiation by Women Sea Kayakers Participating in a Women-Only Course

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Thank you for agreeing to participate in this research project. Your participation in the study is voluntary and you may choose to discontinue your participation at any time. All responses to the questionnaire will be kept confidential. At this time, you need to choose a nickname for yourself and write it in the space provided below. Pick a nickname that you can remember.

Please read the following questions carefully and answer each as completely as possible. If you need more room, you may write on the back of the sheet or use the extra sheets of paper that have been provided.

My nickname is: _____

Section 1: Sea Kayaking

The questions in this section are about sea kayaking. Some of them will ask you to recall and describe past events. Take as much time as you need to think about the questions and answer them as completely as possible.

1 a) Have you ever been in a sea kayak before?

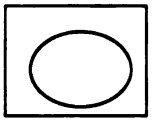
- ❑ NO - Go to Question 2 (next page)
- ❑ YES - Describe below when and where your previous experience(s) with sea kayaking were and how many times you have participated.

b) List below who (by relationship, not personal name) went with you in each of the previous times you have gone sea kayaking.

c) Do you currently own a sea kayak?

- ❑ NO - Go to Question 2 (next page)
- ❑ YES - List the: Make/Model: _____
  Length:_____of your sea kayak.

2) Why did you decide to start sea kayaking? List all of the reasons that are important to you.



Circle the ***most important*** reason that you decided to start sea kayaking from those listed above.

3) Describe when you first remember finding out about sea kayaking.

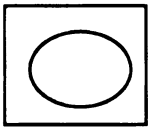
4a) Has anything prevented you from participating in sea kayaking since then? If so, what has prevented you from participating?

b) If there was something that prevented you from participating in sea kayaking in the past, what has made it possible for you to participate now?

Section 2: Sea Kayaking Course Information

The following questions refer specifically to the two-day sea kayaking course for which you have registered.

5) Why are you taking this sea kayaking course? List all of the reasons that you feel are important to your decision to participate.



Circle the ***most important*** reason for your decision to take this sea kayaking course.

6) This class is advertised as a women-only course. Did that influence your choice to take this class?

- ❑ NO - Go to Question 7a
- ❑ YES – Why?

7a) Since you decided to take this course, has anything happened that made you think you might not be able to participate this weekend?

- ❑ NO - Go to Question 8 (next page)
- ❑ YES - Describe what happened. Be sure to include any other people who were involved (then go to question 7b on the next page).

b) What made it possible for you to still participate in the course?

Section 3: Demographic Information

Your answers to the following questions will help provide a clearer picture about women who are choosing to begin sea kayaking as an outdoor pursuit.

8) Your age is:

- ❑ 18-29
- ❑ 30-39
- ❑ 40-49
- ❑ 50-59
- ❑ 60-69
- ❑ 70 and older
- ❑ choose not to answer

9) Your marital status is:

- ❑ single
- ❑ single (living with a significant other)
- ❑ single/widowed
- ❑ single/divorced
- ❑ married
- ❑ choose not to answer

10) Do you have children?

❑ NO - Go to Question 11 (next page)

❑ YES - How many children do you have? _____

↓ List their ages: __ __ __ __ __

↓

How many of your children are:

Living with you full-time? _____

Living with you part-time? _____

Living elsewhere full-time? _____

11) **Do you have other household dependents living with you?**

❑ NO - Go to Question 12

❑ YES - List all other dependents living with you **by their relationship to you:**

_____

_____

_____

_____

12) What is the highest level of education you have completed?

❑ less than high school

❑ high school

❑ some college

❑ college (Associate degree)

❑ college (Bachelor's degree)

❑ college (MA or PhD degree)

13) **Do you currently work outside your home?**

❑ **NO - Thank you for completing the questionnaire.**

❑ **YES - Do you work:** ❑ **part-time**

↓ ❑ full-time

↓

Your average income is:

❑ less than $20,000 / year

❑ $20,000 to $40,000 / year

❑ $41,000 to $60,000 / year

❑ $61,000 to $80,000 / year

❑ $81,000 to $100,000 / year

❑ more than $100,000 / year

❑ choose not to answer

Thank you for taking the time to complete this phase of the research project. Please return the questionnaire in the envelope provided or take it with you to the first evening of the sea kayaking course, where it will be collected by the researcher.

Main Study: Narrative Script for 1st Meeting - Data Collection Phase (1)
(evening prior to the start of the course)

***Introduction*:** Welcome participants (Check on consent forms)

(Read to participants) *I'd like to welcome all of you tonight to the sea kayaking course. My name is Lynn Dominguez and we have already talked on the phone about the research study. Did everyone receive their questionnaires and consent form in the mail? How many of you brought them with you tonight? Who returned them in the mail? Does anyone need another questionnaire?*

(Gather any questionnaires returned in person; make contact with anyone who didn't mail their questionnaire or hasn't filled it out yet, provide the initial questionnaires to anyone who needs them; make sure all consent forms are signed)

(Read to participants) Tonight I need to explain a few more things about the study. First of all, your participation in this study is completely voluntary. No one is required to participate and your decision to participate in the study or not, has no impact on your participation in the sea kayaking course itself. Even if you decide to participate in the study tonight, you may decide to stop participating in the study at any time.

Your participation in the study is important so that a better understanding of your experiences as a sea kayaker can be gained. The best way to understand your experiences is to collect your thoughts, feelings, and perceptions of the course while it is happening. This is what will take place during the course.

(Read to participants) You will be asked to choose a nickname for yourself to identify your questionnaire sections and for possible use to identify quotations reported in the study results. Your real name will never be used in the study. All of the data collected from the questionnaires will be confidential and your identity will be protected to the maximum extent allowable by law.

Those of you who consent to participate in the study will be given another short questionnaire to fill out tonight. Tomorrow you will notice me observing the course and talking into a recorder. All of the observations gathered will be confidential, no one will be personally identified on recordings. The reason for observing the course is to make sure the right questions are being asked on the questionnaires, and as a check for the answers you provide. Tomorrow evening each of you will be given another short questionnaire to fill out about your experiences during the day. The last questionnaire you will receive will be on Sunday afternoon, right before the final debrief session of the course. After you hand in that questionnaire, you will be given a log sheet so you can keep track of your participation in sea kayaking over the next two months.

You will be asked to verify your address and phone number at that time. I will be calling you in September (October) to set up a time for a telephone interview as a final step in the study. Your time commitment for the study following this weekend will be approximately two more hours as you jot down your sea kayaking activities during the rest of the summer and complete the hour-long telephone interview with me in two months.

Does anyone have any questions about the research study and what you will be doing?

Answer any questions.

Make sure all participants have a signed consent form.

Distribute questionnaires for Phase (2a) data collection phase.

Main Study: Narrative Script for 1st Meeting - Data Collection Phase (2a)
(evening prior to the start of the course)

(Read to participants) Over the next two days you will be learning many new skills, such as paddle strokes and navigation, and having new experiences, such as completing wet exits and practicing rescues. Some of these experiences will be more challenging for you than others and everyone will have different ideas about what they think is a challenging experience. You may experience a wide range of emotions and feelings during the weekend, which is normal for anyone starting a new outdoor pursuit. The questionnaire will focus on the challenging experiences that you have and how you feel about them.

Some of you may even have experienced some challenges just getting to the course this weekend. The questions you are going to answer relate to the **time period between when you registered and made the decision to participate and right now**. So, as you answer these questions, please think about that time period. Remember to write your nickname on the top of the questionnaire and let me know what it is when you return your questionnaire to me.

QUESTIONNAIRE 2a

Building Outdoor Experiences: An Investigation of Constraints and Constraint Negotiation by Women Sea Kayakers Participating in a Women-Only Course

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My nickname is: _____

1 a) Think about the time period between when you answered the first questionnaire and now. Did anything happen or were there any reasons that made you think you might not be able to participate in the course this weekend?

- ❑ NO - Go to Question 2
- ❑ YES - Describe what happened. Be sure to include any other people who were involved.

b) What made it possible for you to still be able to participate this weekend?

2a) Do you have any concerns about your participation in the course this weekend?

- ❑ NO - Return your questionnaire to the researcher
- ❑ YES - Describe any concerns you have below.

b) Describe the ways you think you could overcome concerns you have.

Thank you for completing this portion of the study.
Return your questionnaire to the researcher.

Main Study: Narrative Script - Data Collection Phase (2b)
(end of first day of course -- evening)

Hi, how is everyone doing?

Let participants talk a bit about their experience during the day.

(Read to participants) Now that you have finished one full day of the course, please think about the experiences you had today. The questionnaire tonight will focus on those experiences. Some of the questions may seem to be repeats from the other questionnaire. That's O.K. because some of them are! Learning a new skill or activity is a progressive experience that builds on previous learning; that's why you are filling out this questionnaire during the middle of the course.

Take your time to think about each of the questions. Don't forget to write about your feelings, perceptions, and other people who were involved in your experiences today. If you need more room to answer a question, you can write on the back of the page.

QUESTIONNAIRE 2b

Building Outdoor Experiences: An Investigation of Constraints and Constraint Negotiation by Women Sea Kayakers Participating in a Women-Only Course

---

Think about the experiences you have had today. Then read the questions below and answer them as completely as possible. Be sure to write about your feelings, perceptions, and any other people who were involved with those experiences.

My nickname is: _____

3a) Describe the best experience you had today.

b) Why was it your best experience?

4a) Describe the experience(s) that were the most challenging for you today. Be sure to include how you felt during and following the experience(s).

b) Why was/were the experience(s) challenging?

c) Describe the reasons you were able to continue to participate during the challenging experience(s).

Now, re-read your answers and add any other details that you think would help us better understand your experiences during the day.

Thank for completing this section of the questionnaire. Remember to write your nickname in the space provided. Return your questionnaire to the researcher.

Main Study: Narrative Script - Data Collection Phase (2c)
(end of course)

(Read to participants) First of all, congratulations to all of you for finishing the course this weekend. Hopefully you have learned some new skills and have enjoyed your time here. This is the last of the written questionnaires that you will be answering. Think back over the entire weekend and picture in your mind the experiences that you have had throughout the course.

Then read each question and answer it as thoroughly as you can. Remember to write about your feelings, perceptions, and the other people involved in your experiences. Again, some of the questions will seem to repeat themselves. That's O.K. because your experiences may have changed.

When you are finished with the questionnaire and return it to me I will need just a couple minutes of your time to verify your address and phone number and provide you with a log to keep track of your sea kayaking activities for the next two months.

QUESTIONNAIRE 2c

Building Outdoor Experiences: An Investigation of Constraints and Constraint Negotiation by Women Sea Kayakers Participating in a Women-Only Course

---

Think back over the last two days and about the experiences you have had during the sea kayaking course. Then answer the following questions as completely as possible. Remember to include your feelings, perceptions, and anyone who was involved with your experiences.

My nickname is: _____

6a) Describe the best experience you had *today*.

b) Why was it the best experience?

7a) Describe the experience(s) that was/were the most challenging for you *today*. Be sure to include your feelings during and following the experience(s).

b) Why was/were experience(s) challenging?

c) Describe the reasons you were able to continue to participate during the challenging experience(s).

8a) Describe the experience that was the most challenging for you during the *entire weekend*.

b) Why was this experience the most challenging?

c) Describe the reasons you were able to continue to participate after your most challenging experience *this weekend*.

9a) Was there anything you were NOT able to do during the course?

- ❑ NO - Go to Question 10
- ❑ YES - Describe what you were not able to do.

b) What stopped you from being able to do what you described above?

10) What do you think were the benefits of participating in a women-only course?

b) What do you think were the problems with participating in a women-only course?

11) Describe what you think will positively and negatively affect your participation in sea kayaking during the next two months.

12) What did you enjoy most about your experience this weekend?

Thank you again for participating in this study. Your answers to the questions about your experiences this weekend have provided valuable information about your experiences in the outdoors.

Expect a phone call in two months so we can talk about any other sea kayaking experiences you have after this course.

Return your questionnaire to the researcher, verify your phone number/ address, and pick up your log sheets and thank you gift.

SEA KAYAKING PARTICIPATION LOG

Instructions: The purpose of the sea kayaking participation log is to help you remember the kinds of activities you do that involve sea kayaking following the course. Any time that you participate in something related to sea kayaking make an entry in your log. Record the date, the type of sea kayaking activity (e.g., going paddling; buying equipment; reading a book about sea kayaking; viewing a video; taking another course), and any other comments that would help you remember the activity. You will use your log when the researcher calls you for the phone interview in two months.

Date	Sea Kayaking Activity	Comments

APPENDIX D

POST-COURSE INTERVIEW

Main Study: Post-course Interview Narrative
(by phone approximately 2 months after the course)

Interview Instructions:

1. Establish contact with the participant.
2. Make sure a signed consent form is on file.
3. Ask about the participant's log; make sure she has it with her, if possible.
4. After turning on the recorder, read the consent information and have the participant verbally confirm consent to participate.
5. If a subject indicates they have not been sea kayaking at all since the course, follow the prompts to the correct questions.
6. Take notes on the interview form for checks against the recording.

Introduction:

Hi, _____, this is Lynn Dominguez calling for our interview that we scheduled for today. The interview today will be recorded to make sure that I have your complete answers. Your nickname of _____ will be used to identify your answers to the questions. Do you have your sea kayaking log with you? Do you have any questions before we get started?

OK, I'm going to turn the recorder on and we will get started.

Read the following statement and gain verbal consent

Please listen to the following consent statement. At the end, you will be asked to verbally agree or disagree to the statement.

Your participation in this study is voluntary and you may choose not to participate in any segment, or choose not to answer individual questions at any time. You may also choose to discontinue the telephone interview at any time.

Your responses to the interview questions are being voice recorded. All your responses will be held as confidential and your privacy will be protected to the maximum extent allowable by law. The nickname you picked during the kayak course will be used to identify your tape and may be used to identify quotations in the final report. All of the voice tapes will be maintained in confidence and stored in a locked cabinet. The tapes will be destroyed after three years, following the completion of the research project.

Do you have any questions about the statements that were read to you?

Do you consent to participate in the interview?

(**Yes** - continue) (**No**-thank the participant and end the interview)

Interview Schedule:

Interviewee's nickname is: _____

We are going to be talking about your sea kayaking experiences since you completed the sea kayaking course. You should use your log to help remember your experiences.

1a) Have you been sea kayaking since the course?
YES Tell me about those experiences:

Go to Question 1b

NO Have you done anything else related to sea kayaking since the course?
YES What kinds of things? NO – Go to Question 6a

b) How many times have you been sea kayaking since the course?

c) Who usually went with you?
*prompt: Alone? With friends? With family?

d) Where have you paddled?
*prompt: inland lakes? Great Lakes?

e) What kinds of equipment have you purchased?
*prompt: New kayak? Safety equipment?

2a) Tell me about the best experience you have had sea kayaking since the course.

b) Why was this the best experience?

3a) Describe your most challenging experience sea kayaking since the end of the course.

b) Why was this the most challenging?

4) What kinds of things helped you to continue to participate during your most challenging experience?
*prompt: Were there other people that helped you? Explain.

5) Have you been able to participate in sea kayaking as much as you would like to?
❑YES *(go to Question 7)* ❑ NO - Tell me about the times you were unable to participate?
Prompt: What has prevented you from participating? Go to Question 7

CONTINUE FOR SUBJECTS WHO HAVE NOT PARTICIPATED IN ANY SEA KAYAKING SINCE THE COURSE:

6a) What has prevented you from sea kayaking since the course?
*prompt: Have you wanted to go but couldn't? Describe those times.

b) Is there anything you have thought about doing or plan to do that will allow you to participate in sea kayaking in the future?

Go to Question 7

CONTINUE WITH ALL SUBJECTS

7) What kinds of sea kayaking do you plan on doing in the next year?
*prompt: Places you are planning to go? Skills you want to develop?

8) Is there anything you think will prevent you from sea kayaking as much as you want to in the next year? Explain?

9) Describe what you think you could do to assist with your participation next year?

FINISH WITH THESE QUESTIONS FOR SUBJECTS WHO *HAVE BEEN* PADDLING; ALL OTHERS SKIP TO QUESTION 11 AND END WITH QUESTION 13.

10) Since the sea kayaking course have you participated in any other sea kayaking instructional courses? Describe them.

a) Were the courses women-only ❑? Co-ed ❑?

11) Do you plan to participate in any other sea kayaking instructional courses next year? Such as?

a) Would you prefer to participate in women-only courses ❑; co-ed courses ❑; or a combination of both ❑? Why?

12) Tell me why you participate in sea kayaking.
*prompt: What benefits do you get?

13) Is there anything else you would like to add to what we have talked about today? Concerns, problems, good experiences?

Do you have any questions for me?

Thank you very much for your time and participation in this research study! Would you like a copy of the executive summary of the study when it is completed?

❑ ***YES*** ❑ ***NO***

I hope to see you 'on the water' very soon.

APPENDIX E

OBSERVATION RECORDING FORM AND FIELD NOTES

Observation Recording Form

Course Number

Critical Activity	**Objective Observation**	**Subjective Comments**
Boat fit and equipment		
Entering/exiting kayaks		
Wet exit demo on-land		
Launched kayaks from shore		
Wet exit – on water		
Paddle Float Rescue		
Rescues – T and bow		
Low and high braces		
Strokes		
Group paddle		
Additional activities as needed		

Observation Field Notes

Course One Critical Activity	**Objective Observations** I - Instructor(s) P- Participant(s)	**Subjective Comments**
Boat fit and entering exiting kayaks	Muskegon State Park 10:20am-June 29, 2002 Sunny; 65°; wind 5-10 knots	
	On-land activity:	
	Participants gathered around kayaks in a semi-circle.	P: listening closely, intently
	I: demonstrated entering kayak; discussed idea of wearing boat; initial lead-up activities for wet exit	
	Ps: gathered around kayak to examine it as a group; looked inside kayak; moved closer together	P: listening closely, intently
	I: moved into kayak to demonstrate kayak fit	
	P: asked questions about heel pads; questions about installing foam	
	Two P's switched kayaks because one P had shorter legs than the other and the foot pegs wouldn't go short enough	
	What didn't happen: No concerns were voiced by participants about fitting <u>into</u> the kayak; no body image types of concerns (e.g., large hips; large body size)	

Critical Activity	Objective Observations	Subjective Comments
	Moved to Duck Lake for on-water sessions Sunny, 75°; wind 8-10 knots; sea state-riffles	
Wet Exit demo on-land	I: got into kayak on land; p's were asked twice to move so they could see better;	
	Ps: gathered in semi-circle around instructor in kayak; 8 p's that had not done a wet exit before watched closely; 5 p's that had done wet exit moved to one side or behind other p's. No discussion or questions from p's.	8 p's appeared to be listening intently to instructions; closely watching instructor
	8 p's w/o wet exit experience moved to their own kayaks, practiced putting on spray skirt; pounding kayak 3 times; waving hands to signal rescue; releasing spray skirt and exiting kayak- 3 times each.	
	3 p's with wet exit experience watched; 2 got kayaks ready	Approximately half of the P's appeared nervous about the wet exit.
	I: demo'ed wet exit in the water	
	Discussion among participants about how warm they were in their wetsuits/pfd's. 5 P's had the instructors re-adjust PFD's	
Launched Kayaks from shore	I's: Directed P's to their kayaks and started loading process. P's left shore in small groups and individually; gathered around two instructors 50 yards from shore.(researcher assisted with participants getting into kayaks and was the last person off the beach)	
	Group paddled 400 yds. to wet exit area	
	What didn't happen: no shore rolls or problems with kayak fit	

Critical Activity	Objective Observations	Subjective comments
Wet Exit - on-water	12:25pm Near a sandy beach with 3 ft. of water; water to10 ft.-20 yards from shore	
	3I's wet exited their kayaks and asked for volunteers to go first.	
	5 P's clustered close to the instructors and wet exit area; maneuvered kayaks to observe; 5 P's formed a semi-circle outside of the first group; 3 P's remained further out away from each other and the group. Watched without making eye contact with I's; played with lines on kayaks; adjusted PFD's; paddled slowly back and forth.	3P's Appeared hesitant and had to be encouraged more than the other P's
	10 P's wet exited successfully (6 with spray skirts - 4 w/o); emptied kayaks then watched from shore or in their boats in small groups of 2 or 3	Paddling back to the shore for lunch lots of animated conversations within the group; discussing how scared they had been; how relieved they were, and how fun wet exiting was than they thought it would be.
	3 P's were asked to come in by instructors to wet exit (this was their first time to exit). All successfully exited without spray skirts; required longer time period and repeated encouragement from I's and the group.	
	4 P's wet exited again using spray skirts; last 3 P's wet exited with spray skirts.	What didn't happen: No one refused to wet exit; no one spent more time than normal under the water; no one got stuck or needed assistance releasing their spray skirts.
	Group responded by clapping each time a person successfully wet exited.	

Critical Activity	Objective Observations 4:00pm; 80o; sunny; light winds	Subjective comments
Paddle Float Rescue	P's split up into three groups: 5, 4, 4 Mom and daughter teams split up; 2 older P's that had come together- stayed together in one group.	
	Observed group #1 primarily; partial of group #2.	
	Group #1 I: demo'ed paddle float rescue for each group. Asked for volunteers; one volunteered immediately	
	3 P's were successful on first try; 1P had to start over when kayak capsized again. All participants gathered closely around the person doing the paddle-float rescue; clapped for each person when they were successful; talked quietly among selves or watched.	Appeared to have upper body strength problems when trying to get back in the kayaks.
	Group #2 2 older P's stayed on outer edge of group; both waited to be last; P that had taken the longest to wet exit also capsized a second time during the rescue and had to start over. Group was supportive and clapped for each successful rescue. 2 older P's came together to talk frequently and check on each other. One had talked the other into attending (had never been in kayaks before) they were behind their group all afternoon each time the group paddled to another spot.	What didn't happen: no one was unsuccessful doing the rescue 5P's made requests to the instructors on the paddle back to the take-out to go beyond the ACA basic course and practice Eskimo rolling during the weekend. I's talked among selves seemed to be deciding how to say no to rolling.

Critical Activity	Objective Observations June 30, 2002; 83°; wind 10 knots; partly cloudy; sea state-light chop	Subjective comments
Rescues - T-rescue and bow rescue	Group worked together at put-in to unload kayaks; two P's were late breaking camp and one of their rental boats needed to be carried to the put-in. Discussion among P's centered on how heavy the kayaks were. I's tried to get each P to be responsible for carrying and loading their own kayaks. Especially by 2nd day. P's gathered together in small groups (up to 4) and talked about equipment; clothing they had selected for the day; how warm the day was with wetsuits on. I: conducted session on group communication. At put-in requested volunteers for lead/sweep/ left flank/ right flank. Hesitation by group to volunteer; once first person volunteered the rest followed. P's entered kayaks quickly; last P on the water was one of the oldest (also was P that was late) Paddled to middle of lake for T-rescue demonstration by the I's. P's paddled up into a semi-circle around the demo boats; rafted up in groups of 3 or 4; conversation and laughter within each group; I's divided group into same three pods. Spread out on the lake. Group #2 (w-2 oldest paddlers) 1 of the older P's volunteered to go first for T-rescue-her partner looked at her, grimaced, shrugged her shoulders-they paired off for the rescue; lots of talking between them, they were successful but one P had trouble lifting the kayak to dump it.	One P that was late appeared surprised that no one had carried her boat for her.

Critical Activity	Objective Observations	Subjective Comments
T-rescue/bow rescue (cont.)	Group #1: 1st pair had already done T-rescue when researcher arrived; 2nd pair had just started. Much conversation going on between the rescue pair. Talking about the steps to follow while the others watched in pairs.	
	Group #3: 1st and 2nd pair had completed T-rescue-3rd pair had waited to the end and hung back on the outside of the group.	Minimal conversation between this pair
	Group #2: Oldest P's switched roles and oldest P (after much encouragement from instructor and her friend) wet exited the kayak. She forgot to pound the sides to signal so swam back under the kayak to pound-much laughter and conversation from the rest of the group. Emptied kayak OK; P tried and failed 4 times to re-enter; I's towed her and the kayak away from the weeds and shore twice. I's then demo'ed stirrup rescue; P was able to re-enter kayak-lots of cheering and hugging in the group. Group 1 & 3 moved to bow rescues ahead of Group 2	P was visibly tired and put less effort into each try Oldest P immediately began to talk about the experience with her friend
	Group 3: conversations among P's were increasing; more laughter; some singing-group gathered in semi-circle to listen and watch bow rescue demo; 2 P's volunteered immediately-others watched and talked.	
	P's practiced hip snaps off each others bows; progressed to full bow rescues; 1st pair was successful; 2nd pair-rescuee let got of the kayak and had to wet exit-came up coughing-re-entered kayak; asked to try again was successful	

Critical Activity	Objective Observations	Subjective comments
Bow rescues (cont.)	Group 1: followed same progression; advanced slower than Group 3 but was ahead of Group 2; spent more time on hip snaps; all were successful at bow rescues; conversation among members was increasing Group 2: practiced hip snaps off of bows; two oldest were paired up-both had problems controlling the kayaks and coordinating their body movements; This pair decided NOT to do full bow rescues; Other pairs were successful. Other Notes: wind/waves/temps. increased throughout morning; large boat traffic and jet skis increased in number; overall communications within the group increased from the first day to the second. More conversations within groups of two and three as kayaks drift together; clapping and cheering for each other as skills are attempted and completed continue to increase. What didn't happen: no unexpected capsizes; no equipment failures. 2:00pm; 92°; Wind 15 knots/gusty; waves (wind and boat) 1ft. or less Lakeside discussion of afternoon session; 4 P's continue to ask about rolling; Decision by group to remain on Duck Lake to avoid crowds at Lake Michigan; 2 P's voice disappointment w/not going on Lake Michigan; I: Ask for volunteers to lead group-no volunteers - pick 4; uneventful launch with 8 people watching from shore	

Critical Activity	Objective Observations	Subjective comments
Low and high braces	Researcher stationed between Groups 1 & 3-also able to observe Group 1 I's led low brace demo.; P's practiced one on one with instructor. Group 3-moved first to waist deep water to play 'bracing game' (I stands behind kayak and rocks it from side-to-side and P does low braces); increased laughter and conversation within this group; moves to high braces w/Group 1 just beginning waist deep 'bracing game' and Group 2 continuing to work on shallow water low braces. Group 3 - I demo's extreme high braces and works one-on-one in waist deep water - some P's sit on top of their kayaks to watch; two P's converse and then switch kayaks so that one could try out the others smaller boat. (they remain switched for the rest of the day); One P in Group 3 progresses more slowly with hip snaps; is the last to volunteer and does not join in with laughter and conversation; she also hesitates each time instructor calls her out to practice. Group 1 - is progressing through low braces; 1 P (youngest in group) capsizes unexpectedly in waist deep water but wet exits and tries again; another P helps empty her kayak; Group moves on to high braces; One P is always the first to try each new skill, she then moves off to the side and continues to practice braces and moves independently to extreme high braces, she approached the researcher and discussed rolling-expressed interest in rolling before the end of summer/ disappointment in not rolling during weekend.	

Critical Activity	Objective Observations	Subjective comments
Low and high braces (cont.)	Group 2 - progresses slowest through low braces; spends extra time w/oldest P; she expresses frustration to the instructor that she 'will never get it'; she begins to capsize unexpectedly but catches herself in the shallow water with a hand on the bottom. Group 2-spends limited time on high braces-instructor moves them off shore to demo. using a paddle float to practice braces and rolls Instructors formed group and demo'ed using a paddle float to practice rolls for the entire group. P's volunteered to lead/sweep/flank for the group paddle across the lake. Group needed to stay together because of increased boat traffic. Boat wakes of 1-2 ft. were common. After crossing main part of lake one instructor capsized-three P's immediately paddled over for a bow rescue which was completed successfully. Clapping and cheering from group. Practiced draw strokes as a group. Paddled as a group back to take-out. 3 P's stopped on a sandbar with one instructor to practice rolls. 2 P's asked to paddle other P's kayaks. Group worked together to load kayaks and gear.	Group dynamics: Group 2: one of the youngest and the oldest P's are in this group. Youngest P is beginning to appear frustrated as instructor has to spend more time with two older P's The three groups seem to have distinct personalities. Group 1: most P's are evenly matched by skill and progression with the exception of one P who spends time watching Group 3-appears to be interested in joining them, they are progressing quicker than other two groups. Group 2: clearly divided between the two oldest P's and other pair in skills and physical ability. Longer amount of time needed for older pair to complete skills. Youngest P has not kayaked before but has athletic skills and gets skills quickly.

Critical Activity	Objective Observation	Subjective comments
		This group has progressed slowest and covered fewer skills. Group 3: has 3 P's that are more advanced than the other groups and have pushed the progression of instruction for the entire group. 1 P was frustrated w/her kayak but tried everything with enthusiasm, once she switched kayaks her skills began to advance rapidly. 1P advanced more slowly; always was last and appeared uncomfortable with the pace of instruction. This group was introduced to more advanced rescues by the instructor and progressed further in skills.
	End of Course One	

Course Two Critical Activity	Objective Observations Red Cliff, WI; Lake Superior; Apostle Island area.	Subjective comments
Unloading of kayaks at beach and fitting of wetsuits	Overcast; 70° (air) - 60° (water); winds 10-15 knots; sea state: calm to 1 ft.; Buffalo Bay marina-sandy beach and cove protected by a breakwater from the main part of the lake. Group make-up: two groups of three women who came to course together; 2 P's who came separately-don't know anyone else in the group. P's: unloaded kayaks at the beach; worked together in groups of two. During wetsuit fitting-two tallest P's exchanged wetsuits for longer ones; 1P tried on four different wetsuits before finding one that was proportioned and big enough to fit.	P appeared frustrated after trying on two wetsuits.
Boat fit and equipment	Group gathered around instructor to discuss boat fit and to divide up the equipment (Note: only one instructor was with this group-they are three paddlers over recommended ratio's for insurance purposes with the ACA. Company carries own liability insurance and allows a larger ratio. This is different from the first course-they maintained recommended ratio of 1:5) 4 P's chose to wear their wetsuits; others do not-the P's with fit concerns do not wear them for morning session. P's: group gathered around instructor for boat outfitting and discussion. 3P's remain together during discussion.	All P's seem concerned about how warm the wetsuits are.
On-shore entry	P's: all enter kayaks on shore to adjust fit; 1 P is placed in widest kayak with largest cockpit-fit of cockpit comes up under her arms further	

Critical Activity	Objective Observations	Subjective comments
On-shore entry /Boat fit (cont.)	P's continue to adjust fit of kayaks on beach. Gather around each kayak; discussion about colors of kayaks; different seats; size of cockpits; much climbing in and out to adjust foot pegs; P's rock kayaks back and forth on the sand. Group prepares to go on water; All but two P's put on their wetsuits	
Wet exit demonstration	Rain begins. I: discusses and demonstrates wet exit on shore; all P's sit in their kayaks (on-shore); practice steps of wet exit; practice releasing spray skirts; Two P's have wet exited before-six have not wet exited a kayak. Last 2 P's put on their wet suits. One P stays with instructor to discuss weather (wind/waves) rest go to restroom. Observation audit: Rather than paddling with this group the researcher observed from on top of a hill above the cove for the following reasons: 1. Group size (8) made it difficult to be unobtrusive; 2. Instructor with this group was young and VERY nervous about the researcher observing; 3. Owner of the company had voiced concerns about the effect that observation would have on this group. To maintain the integrity of the experience for the group the researcher made the choice to watch from land - advantages: able to see the entire group at once; able to make observations notes during the course rather than following each of the activities.	

Critical Activity	Objective Observations	Subjective comments
	Disadvantage: can't hear all of the conversations within the group.	
On-water activities begin- launch from beach	Group moves to water's edge and enters kayaks; last P to enter had the most problems with wetsuit fit, is in largest kayak, and was the last to put on wetsuit	
	4 P's require instructors help to put on spray skirts and launch; 4 P's require no help	
	Group gathers together short distance from shore and forms a semi-circle facing the instructor.	
Strokes	I: begins group instruction on forward and reverse strokes; sweeps	
	Group remains together to practice strokes; instructor demonstrates stroke and then provides individual attention	
	Group paddled back to beach for lunch; one P did a shore roll (tipped over kayak while getting out) by accident - laughter followed from the group	*What didn't happen*: no unexpected capsizes during launch or during stroke practice.
Afternoon launch for on-water activities	Mostly sunny to cloudy; winds 10-20 knots; waves- chop to 1 ft.	
	Group prepares to re-enter kayaks and go on the water.	
	One P tips entering the kayak on the beach (same P that shore rolled) and requested help -another P assisted her.	
	I: assisted 4 P's to get on water; 4 P's didn't need help	

Critical Activity	Objective Observations	Subjective comments
Afternoon launch (cont.)	P's gathered together about 25 yards off shore; floated around or practiced strokes while in the instructor helped everyone get on the water.	
	I: P's gathered around instructor; 2 P's came back to shore to adjust foot pegs and get sunglasses.	
	One P continues to paddle away from the group while practicing her forward stoke; I calls her back.	
	Unexpected capsize during practice on strokes; P's gather together; I performs a t-rescue-P in water tries to get back in the kayak three times. I uses stirrup rescue to get her back in boat. P's clap when she is back in kayak.	Appeared to have problems with upper-body strength
Wet exits	I: demo's wet exit on-water; talks P's through the steps; asks for volunteers. 2 P's volunteer. Group gathers around instructor and one P who successfully wet exits. Group takes turns wet exiting - all are successful; Group stays together during this activity.	*What didn't happen*: no one hesitated to wet exit; no one was under water for long time; on one was stuck in kayak

Critical Activity	Objective Observations	Subjective comments
T-rescue	P's pared off to practice T-rescue. Groups tended to float apart and pairs had to be reminded to paddle away from shore when wind blew them too close. Each pair was successful with rescue. P that accidently capsized did not do another T-rescue. What didn't happen: no one else required a stirrup to re-enter their kayak; except for the first P no one else failed to get back in kayak on first try Some pairs practiced T-rescue more than once.	T-rescue went very smoothly for this group. No one appeared to hang back or be reluctant to participate. The instructor moved from group to group to assist where needed but everyone seemed to be moving along OK.
Bow rescue/hip snaps	I: demonstrated the progression for the bow rescue including hip snaps. P's: stayed in their T-rescue pairs to practice hip snaps on each others bows. P's talked quietly in pairs; and took turns practicing. Moved to bow rescues. Instructor worked with each pair individually while others watch. Group was blown toward shore and had to paddle back out after each pair performed rescue.	P's appeared to be concentrating intently within each pair as the skills progressed.
	*Failed bow rescue: P with unexpected capsizes failed to grab bow of her partner's kayak and had to wet exit. Instructor performed a T-rescue. P was unable to get back in without stirrup after 2 failed attempts. Rescue required a long period of time.	P appeared to be upset; was in the water a long time; instructor was intently talking to her.

Critical Activity	Objective Observations	Subjective comments
Bow rescues (cont.)	During the rescue 2 P's floated away from the group and were talking together; one wet exited and other came in to do a T-rescue (away from the group about 75 yards); rescue kayak also capsized; two P's rafted up to help the other P that the instructor had been rescuing. Instructor gathered group together and had the two in the water demonstrate an'all-in T-rescue'.	After the rescue the instructor pulled this pair aside and talked to them; they didn't wander away the rest of the afternoon
Paddle float rescue	I: demo'ed a paddle float rescue for the group. Only 4 P's tried it.	
Take-out at beach	Group paddled in together. 4 P's came immediately to the beach and exited their kayaks then gathered together at the water's edge to watch the other P's and the instructor.	
	4 P's (three of the youngest that came together as a group) requested rolling instruction. Group gathered in waist deep water and instructor worked with each of them individually.	
	One P told instructor she had rolled before; she tried two rolls and missed both, had to wet exit. Instructor worked with each of the other 3 P's on the roll progression. None tried a complete roll. P that had missed roll had instructor spot for her again; missed again and wet exited. Group moved to beach and exited kayaks.	
	Loaded boats working in groups of two. Much conversation about how tired they were and how heavy the kayaks were. Two P's decided to float their kayak to the take-out ramp and trailer. They told everyone about this method and over half of the kayaks were floated to trailer rather than carried.	The two P's that floated the first kayak were very animated about this method; they excitedly talked to everyone and demonstrated the method.

Critical Activity	Objective Observation	Subjective comments
	August 11, 2002 - Sunny; 80°; winds: 10-15 knots; sea state: 1-2 ft. Observation Audit: This course followed a different progression than the first course; the same activities were covered but instead of mini-group paddles scattered throughout the two days, like the first course, the second course instructor covered all of the critical activities identified for observation on the first day of the course. During the second day the group moved to Meyer's beach and launched into Lake Superior to paddle for a longer period of time - during this time they practiced strokes but didn't do any other activities identified from the course outline as critical for observation. The researcher met the group back at the agency headquarters to finish the last questionnaire section. Continued observation was not done during the second day of that course.	I was forced to change the observation protocol during this course. There were advantages to unobtrusive observation occurring away from the participants-they didn't paddle up to me and talk to me; but I also didn't feel that the same connections were made with this group as with the first course. I was very concerned about the instructor's reaction to being observed and how that could affect the participant's experience - so rather than negatively impacting their course I chose to adjust the research observation protocol. I felt that the participant's experience was more important than the research study; and that I had to protect the integrity of the course for both the women and the company. End of observation

APPENDIX F

PRELIMINARY AND FINAL LIST OF CODES

Start List of Codes

Concept/Category	Code	Research Question
Constraints	CT	
Antecedent	CT-an	1, 3
Socially inappropriate/ unsuitable activity	CT-an-soc	
Female gender roles	CT-an-fem	
Social Discomfort	CT-an-dis	
Shy/shyness	CT-an-shy	
Self-conscious	CT-an-sel	
Body image concerns	CT-an-bod	
Low self-esteem	CT-an-est	
Low skill level (perceived)	CT-an-ski	
Lack of entitlement	CT-an-ent	
Ethic of care	CT-an-eth	
Lack of leisure companions	CT-an-com	
Sense of obligation	CT-an-obl	
Leisure choice controlled by others	CT-an-cho	
Fear of violence	CT-an-vio	
Intervening	CT-in	1, 3
Time	CT-in-tim	
Money	CT-in-mon	
Facilities availability	CT-in-fac	
Lack of programs	CT-in-pro	
Stress/low energy levels	CT-in-eng	
Physical/health problems	CT-in-phy	
Lack of transportation	CT-in-tra	
No opportunities	CT-in-opp	
Negotiation Methods	NM	
Cognitive Strategies	NM-co	2, 3
Ignore problems	NM-co-ign	
Facing up to problems	NM-co-fac	
Self-talk	NM-co-sel	
Behavioral	NM-be	2, 3
Modifying time spent on other activities	NM-be-mod	
Improve financial situation	NM-be-imp	
Improve health status	NM-be-hea	
Change interpersonal rel.	NM-be-int	
Accept lower level of part.	NM-be-low	
Seek out further instruction	NM-be-see	
Rely on instructor/others	NM-be-rel	

Final List of Codes

Concept / Category	Code	Research Question
Constraints	CT	1, 3
Structural	CT-st	
Time	CT-st-time	
Money/finances	CT-st-mon	
Lack of access	CT-st-acc	
Physical/health problems limitations	CT-st-phy	
Lack of equipment	CT-st-eqp	
Lack of opportunity	CT-st-opp	
Lack of knowledge/skill	CT-st-know	
Intrapersonal	CT-inta	
Fear-internal	CT-inta-fear	
Perceptions of age limits	CT-inta-age/p	
Perceptions of physical ability limitations	CT-inta-phy/p	
Perceived low skill/ knowledge levels	CT-inta-skill/p	
Ethic of care	CT-inta-eth	
Lack of entitlement	CT-inta-entil	
Socially inappropriate Activity	CT-inta-soc	
Interpersonal	CT-intr	
Lack of leisure companions	CT-intr-comp	
Sense of obligation	CT-intr-obl	
Leisure choice controlled by others	CT-intr-cho	
Negotiation Methods	NM	2, 3
Behavioral	NM-be	
Modifying time and/or other commitments	NM-be-time	
Acquiring skills	NM-be-skill	
Changing interpersonal relations	NM-be-intper	
Improving finances	NM-be-fin	

Final List of Codes (continued)

Concept / Category	Code	Research Question
Negotiation Method (cont.)	NM	2, 3
Behavioral (cont.)	NM-be	
Improving health status/ physical ability	NM-be-phy	
Changing leisure behavior	NM-be-beh	
Accept lower level of participation	NM-be-less/p	
Seek out further instruction	NM-be-inst	
Rely on instructor	NM-be-rely/inst	
Rely on family/friends	NM-be-rely/fam	
Acquire equipment	NM-be-equip	
Cognitive	NM-cog	
Self-talk	NM-cog-self	
Ignore problems	NM-cog-plan	
Face-up to problems	NM-cog-face	

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