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**LEISURE CONSTRAINTS, ETHNIC FACTORS, AND RECREATION
PARTICIPATION: A CASE STUDY OF THE LATINO POPULATION IN
MANASSAS PARK, VIRGINIA**

by

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B.S. August 2006, Radford University

A Thesis Submitted to the Faculty of Old Dominion University in Partial Fulfillment of
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ABSTRACT

LEISURE CONSTRAINTS, ETHNIC FACTORS, AND RECREATION PARTICIPATION: A CASE STUDY OF THE LATINO POPULATION IN MANASSAS PARK, VIRGINIA

Gregory T. Jones
Old Dominion University, 2007
Director: Dr. Edwin Gómez

The purpose of this research was to study the leisure constraints and ethnic factors that affect recreational use among Latinos in the City of Manassas Park. Respondents were mailed a questionnaire to the City of Manassas Park. The questionnaires were composed of questions pertaining to acculturation, values, discrimination, subcultural identity, perceived recreation benefits, constraints to park use, constraints to desired leisure activities, socio-economic status, program usage, and park usage. Confirmatory factor analyses identified six factors for recreational use: acculturation, discrimination, subcultural identity, derived benefits, park use constraints, and individual activity constraints. A *t*-test confirmed that there was no difference between male and female use patterns, as well as no difference between younger adults (ages 18-37) and older adults (ages 37 and older), contrary to previous reported findings. Perception of benefits derived from participation was found to be a significant predictor of recreation use. The results of this study were then applied to previous findings, and limitations, recommendations, and suggestions for Manassas Park practitioners are discussed.

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CHAPTER I

INTRODUCTION

Over the past 40 years, there has been a growing need and interest in the topic of how race and ethnicity affects leisure (Klobus-Edwards, 1981; Stamps & Stamps, 1985; Stodolska, 1998; Washburne, 1978; West, 1989). Much of the literature focused on race and ethnicity has traditionally been conducted on the constraints African Americans face when it comes to recreation services and facilities, but there has been little research conducted on the Latino population on the east coast of the United States, and there is a need for additional research on other racial/ethnic groups (Gómez, 2006).

Over the past decade, there has been a significant demographic shift in the United States (US) population, whereby the most populous ethnic group consists of people designated as Latino/Hispanic (US Census Bureau, 2000). According to the US Census Bureau (2001), the Hispanics/Latinos consisted of 12.5% of the population. By 2050, that percentage is expected to rise to 24% (U.S. Census Bureau, 1998). With this demographic shift, there is a need to explore attitudes, perceptions, and constraints that affect Latinos with respect to recreation and leisure. The majority of studies on Latinos and recreation have been conducted in the Southwest and Midwest urban centers and national parks in the US, but few studies have been conducted elsewhere (Floyd, Gramman, & Saenz, 1993). As such, there is a need for studies to be conducted throughout other regions in the US.

Statement of Problem

In the past five years, the Latino population in Manassas Park, Virginia has continued to grow significantly as a percentage of the population. According to the

Director of Manassas Park Parks and Recreation Department, the current Latino population represents 12.5% of the population of the city of 10,290 people (US Census Bureau, 2000). There has been a recent increase in the Latino population, but little research has been conducted on their use of municipal urban park offerings. As such, local recreation representatives want to investigate if the programs and facilities are being used by the Latino population, and if not, which constraints are in place that impede this population from participation in public parks. This study will provide information to the local recreation representatives about the constraints Latinos face, and usage patterns of the Latino population in Manassas Park.

Statement of Purpose

This study is being conducted to explore the use patterns, motivations, and perceptions of the Latino population regarding recreation in Manassas Park, Virginia. Issues that were considered are acculturation, benefits of leisure, discrimination, leisure constraints, and socioeconomic factors and their effect on public recreation participation. By finding out this information, Manassas Park Parks & Recreation staff may be able to serve the Latino population more effectively.

Significance of the Study

The significance of this study is to provide Manassas Park Parks and Recreation professionals with vital recreation and leisure information about the Latino population they serve. There has been a shift in user patterns and policies related to recreational use, and this study will provide a clearer picture of participation and the motivations and perceptions of the Latino population towards municipal parks and staff. This study will also examine previous theories related to ethnicity, marginality, discrimination,

acculturation, leisure benefits, and leisure constraints and how these theories impact public recreation participation within the Latino perspective. These theories are discussed further in the literature review. The Director of Parks and Recreation at Manassas Park has requested that specific areas be assessed. As such, there will be a direct application of this study to policy development in the City of Manassas Park. These include operations, communications, management of parks, pricing structures, programming considerations, park use, use of recreation facilities, and general attitudes towards the Manassas Park Parks and Recreation Department. From this study, the park staff will be able to understand the use patterns of their fastest growing population and, in turn, may be able to apply this information to more effectively meet the needs and wants of this population. In terms of research, this study will specifically examine the constraints and the role ethnicity plays on Latino recreation in Manassas Park, and add to the knowledge base on ethnicity and leisure.

Research and Hypotheses/Questions

Findings from this study will attempt to provide Manassas Park with information pertaining to barriers that the Latino population faces with respect to recreation. The research questions/hypotheses for this study are:

Research Question and Hypothesis #1: Is there a relationship between subcultural identity among the Latino population and recreation participation? (Ethnicity theory)

$$H_0: r_{sid/REC} = 0$$

$$H_A: r_{sid/REC} \neq 0$$

Research Question and Hypothesis #2: Is there a relationship between social economic status among the Latino population and recreation participation? (Marginality theory)

$$H_0: r_{\text{ses}/\text{REC}} = 0$$

$$H_A: r_{\text{ses}/\text{REC}} \neq 0$$

Research Question and Hypothesis #3: Is there a perception of discrimination among the Latino population, and if so, is there a significant relationship between discrimination and recreation participation? (Discrimination theory)

$$H_0: r_{\text{DIS}/\text{REC}} = 0$$

$$H_A: r_{\text{DIS}/\text{REC}} \neq 0$$

Research Question and Hypothesis #4: Is there a relationship between level of acculturation among the Latino population and recreation participation? (Acculturation theory)

$$H_0: r_{\text{ACC}/\text{REC}} = 0$$

$$H_A: r_{\text{ACC}/\text{REC}} \neq 0$$

Research Question and Hypothesis #5: Is there a perception of benefits derived from participation in recreation among the Latino population and does this perception of benefits impact their recreation participation? (Benefits theory)

$$H_0: r_{\text{BEN}/\text{REC}} = 0$$

$$H_A: r_{\text{BEN}/\text{REC}} \neq 0$$

Research Question and Hypothesis #6: Are there perceived leisure barriers, and if so, is there a significant relationship between leisure barriers and recreation participation? (Leisure constraints theory)

$$H_0: r_{\text{CON}/\text{REC}} = 0$$

$$H_A: r_{\text{CON}/\text{REC}} \neq 0$$

Research Question and Hypothesis #7: Is there a difference between men and women and their recreation participation (usage) patterns?

$$H_0: \bar{x}_{\text{men}} = \bar{x}_{\text{women}}$$

$$H_A: \bar{x}_{\text{men}} \neq \bar{x}_{\text{women}}$$

Research Question and Hypothesis #8: Are there differences between younger and older users (younger adults, older adults)?

$$H_0: \bar{x}_{\text{adult}} = \bar{x}_{\text{oldadult}}$$

$$H_A: \bar{x}_{\text{adult}} \neq \bar{x}_{\text{oldadult}}$$

Variables

For each of the research hypotheses/questions, the dependent variable is recreation participation (usage). The independent variables for the research hypotheses/questions are subcultural identity, socio economic status, acculturation, leisure constraints, perception of discrimination, perceptions of acculturation, and perception of leisure benefits, gender, and age.

Delimitations

The major delimitation of this study is that the study is conducted only in Manassas Park, Virginia, and as such only “scratches the surface” of possible leisure constraints to recreation participation by this ethnic group. In order to gain a broader knowledge of this issue, more studies would need to be conducted throughout the United States. The results of this study cannot be generalized to all Latino communities because the study was conducted in only one area, and is delimited, geographically, to the city of Manassas Park. However, although not generalizable, findings from this study will be helpful in providing more insight into the phenomenon of ethnicity and recreation.

Limitations

The limitations of this study pertain to the accessibility of the population being studied. Some of the population may not participate due to their illegal status. If the individuals had illegal status, it made it difficult for the mailing of questionnaires to addresses. In this study, surveys were mailed as part of the methodology for the research. Mailed surveys do not receive a large response rate and thus, multiple styles (mixed approach) of survey methodologies may need to be employed to increase response rate (Gratton & Jones, 2004). The city of Manassas Park is a small community, and the response rate was not as anticipated, as such it limited generalizability to this population. Further limitations are discussed in Chapter V.

CHAPTER II

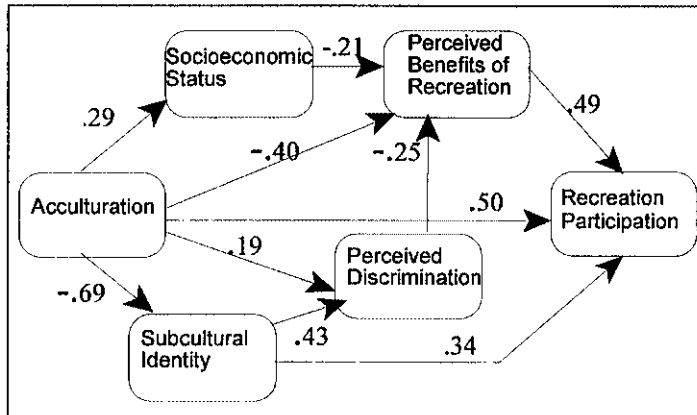
LITERATURE REVIEW

Ethnicity and recreation research and the constraints that various ethnic minority groups have with respect to leisure has been an area of concern for recreation managers since the 1960s (Lindsay & Ogle, 1972). In the early 1970s, studies began to explore what factors cause certain individuals not to participate in leisure activities (Craig, 1972; Washburne, 1978). Throughout the past decades, there have been numerous studies conducted on this issue (Woodard, 1988; Hutchinson, 1987; Floyd, 1995). Traditionally, the majority of the studies on ethnicity/race and recreation have been conducted on differences between African Americans and Caucasians (Stamps & Stamps, 1985; Phillip, 1997; Floyd & Shinew, 1999). There is little information on the leisure constraints the Latino population faces.

This literature review will address marginality, ethnicity, discrimination, assimilation/acculturation, leisure benefits, and leisure barriers as they relate to Latinos participation in recreation. This study utilized Gómez' (2002a, 2006) framework for researching Latinos; however, it extends his original analyses by incorporating leisure constraints theory (see Figure 1). The literature review is divided into four sections: ethnicity and recreation, leisure benefits, leisure barriers, and Latinos and recreation. The ethnicity and recreation literature is presented according to the development of theoretical explanation for minority underrepresentativeness. These explanations include ethnicity theory, marginality theory, discrimination theory, and acculturation theory. The consequent section considers the general benefits of leisure and the relatively new focus given within the context of Latinos. The next section of the literature review considers

leisure constraints theory and the role constraints play on recreation participation. Lastly, the fourth section of the literature review discusses the specific role of Latinos and leisure as found in the literature.

Figure 1. *Gómez' (2006) Ethnicity and Public Recreation Participation Model*



**Note: Numbers on arrows refer to path coefficients, which in the standardized case are equal to correlation coefficients.

Ethnicity and Recreation

Ethnicity/Subcultural Identity. Hutchison (1988) defined ethnicity as “membership in a subcultural group on the basis of country of origin, language, religion, or cultural traditions” (p.18). One theory that has been used in the past to study leisure constraints is the ethnicity hypothesis (Shinew, Floyd, & Parry, 2004). Washburne (1978) stated in the ethnicity theory that African-Americans leisure patterns are based on their subcultural style. However, although Washburne was the first to introduce the theory, Gómez (2002a) noted that it was never tested in Washburne’s study. Washburne defined ethnicity as group members who have an identity with that of a subculture, rather than with the mainstream culture.

In addition to Washburne’s ethnicity theory, Nagal (1994) added that ethnic identity is the result of internal and external expressions. Internal ascriptions are chosen

identities possessed by the individual, while external ascriptions refer to the ethnic identity developed by outside organizations. These ascriptions can take two forms: informal and formal (Floyd, 1998). Informal ascriptions are enforced externally by day to day interpersonal interaction (e.g., prejudice and interpersonal discrimination) (Nagal, 1994). Formal ascriptions are developed out of government policies (e.g., official ethnic categories, assimilation policies, affirmative action) (Nagal, 1994).

In 1981, Klobus-Edwards conducted a study in Lynchburg, Virginia to investigate differences between African-American and Caucasian recreation preferences. Three sets of information were measured in the study. The first looked at recreational behavior and preferences, which were categorized into three modes of activity: outdoor recreation, the use of publicly supervised recreation facilities and services, and membership in recreation associations. To measure this information, questions asked which activities they would participate in. The second set of information measured the individual's involvement in recreational activities. The questions asked in this set considered whether respondents ever participated in publicly sponsored recreational programs, and how much time was available for leisure activities. The independent variables in the study were race, sex, and residential location, and the dependent variables were age, education of the head of the household, total household income, and the number of persons in a household (Klobus-Edwards, 1981).

The findings from this study suggested that ethnicity is a factor that could determine the recreation preferences among users. One key finding was that African-Americans who lived in predominately Caucasian or mixed communities tended to participate in public recreational facilities because it enabled them to socialize with the

rest of the community (Klobus-Edwards, 1981). This illustrated that different races are willing to socialize with other races if given the opportunity. Furthermore, Klobus-Edwards (1981) stated:

The leisure values and norms of minority subcultures are a product of years of inaccessibility to certain types of recreational activities, as well as a function of experiences in leisure activities which have been readily available. Promotion of policies which would plan and develop recreation programs based on current ethnic preferences may simply accentuate such differences and perpetuate limited opportunities for new experiences. (p. 109)

As is evident by this review of the literature, the specific role that ethnicity plays in recreation participation is currently unclear, as findings are mixed.

Marginality. Washburne (1978) devised the marginality theory to explain the low usage levels by African Americans pertaining to outdoor recreation. One issue associated with marginality is that it has never been clearly defined (Floyd, 1998). There have been examples and empirical referents, but no clear definitions. Washburne (1978) stated:

The marginality perspective, suggesting that African-Americans do not participate because of poverty and various consequences of socioeconomic discrimination, seems to be reflected in many current programs that aim at overcoming barriers to African-American participation. Thus, the general marginal position of African-Americans in society (as concerns their access to various amenities to commonly enjoyed by Caucasians) could have resulted in a life style constrained by unmet basic needs, poor transportation, and limited opportunities due to their urban “ghetto” residence (pp. 176-177).

This description of marginality served as an orientation tool for researchers to study the various socioeconomic factors associated with lower usage numbers in outdoor recreation among African Americans. What the description did not do is explain how marginality affects leisure choices (Floyd, 1998).

To test marginality, Washburne conducted a study on Caucasians and African-Americans in California using random sampling interviewing. Respondents were asked questions about the types of activities they like to participate in, and what they thought inhibited them from participating in those activities. Washburne found that most African-Americans participated in more active sports, while Caucasians were most likely to attend sporting events. When asked about what inhibited them from participating in these activities, African-Americans mentioned cost and transportation more frequently than Caucasians. Washburne concluded that, "although African-American aspirations for leisure may follow their own unique patterns rather than those of the dominant Caucasian culture, African-Americans may still be constrained by some vestiges of marginality" (Washburne, 1978, pp. 184-185). Though marginality may be decreasing because of advances in employment, education and access to amenities for African-Americans, marginality effects still exist (Wasburne, 1978).

A second study that supported the marginality theory was conducted by Woodard (1988). Woodard was trying to accomplish two goals in this study. The first was to determine the extent to which class plays a role in participation, and the second was the extent to which intragroup regionality (e.g. same groups, but from different regions) determined participation. Woodard found that certain variables may be related to intragroup regionality which may influence leisure behavior. These variables were fear of

race prejudice, discrimination, coracialism, and behavior. When these variables were examined, Woodard confirmed that they play a role in recreation participation. This finding confirmed Stamps and Stamps' (1985) conclusion that race, age, sex, occupation, education, and the number of children can predict participation in different activities (Woodard, 1988).

Discrimination. Discrimination has been related to the concepts of assimilation and acculturation. Discrimination has been identified as a barrier to leisure participation. Portes (1984) suggested that, "It is only when minorities start to abandon their internal colonies, neighborhoods, and enclaves and compete directly with other groups that awareness of racial and cultural differences will be heightened and form the basis for mobilization" (p. 385). In recreation, many ethnic groups come into contact in public settings and discrimination can be felt in this type of environment. Aguirre, Saenz, and Hwang (1989) reported that there was less discrimination from Latinos who had higher education levels, spoke English fluently, and had friendships with non-Mexicans.

Floyd and Gramann (1995) conducted a study in which they were testing two theoretical perspectives of intergroup relations in a recreation context. The two perspectives were the ethnic enclosure hypothesis and the ethnic competition hypothesis. The study was conducted by phone interviews with persons of Mexican origin. The authors were studying perceptions of discrimination by asking questions that corresponded to discrimination in a recreation setting. The main finding of this study was that respondents with a greater knowledge of Spanish reported more discrimination than those with less knowledge. These findings corroborated the findings by Aguirre et al.

(1989) noted earlier. They also concluded that discrimination could be related to the acculturation process (Floyd & Gramann, 1995).

West (1989) also conducted a study on discrimination analyzing the discrimination among African-American minorities in park usage in Detroit, Michigan. West used a random digit dialing technique to conduct the interviews. To operationalize interracial factors, West asked questions pertaining to direct experience of racist reaction from Caucasians such as racial name calling, perception of anti-African-American attitudes and prejudice, and general perceptions of feeling uncomfortable or unwelcome. To avoid leading respondents, West used more open-ended questions so respondents could interpret the questions in interracial terms.

West found that minorities felt more unwelcomed because of interracial factors when visiting a park. When the minorities visited parks, they felt as though the other visitors were looking down upon them. The different types of negative reactions people experienced were categorized into four categories: interracial factors (e.g., anti-African-American), serious disturbance (e.g., gang activity), less serious disturbance (e.g., loud noise from other groups), and other (e.g., littering) (West, 1989). Though there was a strong perception of discrimination, this study also supported the marginality theory presented by Washburne. Results showed that transportation was an issue with some respondent's low visitation to parks. Transportation is one of the key components of the marginality theory, and this finding confirms that marginality should be a factor reviewed when studying underrepresentation of users (West, 1989). Additionally, transportation is often viewed as a constraint to participation (Shinew, et al., 2004).

Assimilation/Acculturation. Keefe and Padilla (1987) defined assimilation as the “social, economic, and political integration of an ethnic minority group into mainstream society” (p. 18). Gordon (1964) developed seven subprocesses for the assimilation process: acculturation/behavioral assimilation, structural assimilation, marital assimilation, identificational assimilation, attitude receptional assimilation, behavioral receptional assimilation, and civic assimilation.

According to Tsai (2000), acculturation has been defined using two approaches: monocultural approach and multicultural approach. Tsai described the monocultural approach as “the process of acquiring the customs of an alternate (non-native) society as a result of exposure to the new cultural system” (p. 35). The multicultural approach to acculturation was defined as “the process of incorporating the customs from alternate societies into the existing customs” (p. 35). Within these two definitions, there have been specific concepts of acculturation described.

One concept of acculturation is called selective acculturation. Shaull and Gramann (1998) described selective acculturation as:

the retention by an ethnic group of certain core cultural traits, such as family organization, child-rearing practices, and traditional foods and music preferences, while other traits of the majority group that contribute to socioeconomic advancement (such as language) are adopted fairly quickly. (pp. 48-49)

Gramann argued that selective acculturation may be a major contributor towards leisure behavior. Floyd, Gramann and Saenz (1993) stated that leisure has two characteristics that incorporate it into the expression of traditional cultural values. The first characteristic is that leisure has fewer social limitations than activities at school or work. Leisure

activities provide the potential for cultural expression that other settings would not allow for. The second characteristic is that leisure activities mainly occur within family and friendship groups. These groups can provide an environment that is supportive for the expression of a subcultural identity (Shaull & Gramann, 1998).

In the Floyd, Gramann, and Saenz (1993) study, acculturation, structural assimilation, and behavioral assimilation were examined in the use of outdoor recreation areas among Mexican Americans. Cultural distance (acculturation) was measured by asking respondents to report their preferred languages for use at home, radio listening and television viewing, and reading the newspaper. Socioeconomic distance (structural assimilation) was measured by educational attainment such as the number of years of schooling a respondent had completed. Intergroup distance (behavioral assimilation) was measured using a series of items designed to obtain discrimination in a recreational setting (Floyd, Gramann, & Saenz, 1993).

The key findings of this study were that people who use Spanish as their language were significantly less likely to use the public parks. Also, people with higher incomes showed high participation rates in the usage of parks. Lastly, the higher the education obtained by the user, the greater the participation rate in the parks. Education proved to be the most significant factor in participant usage. The study found that socioeconomic (marginality) factors, not cultural factors, were more important in describing participant usage. For future research, the authors suggested looking at individual groups rather than comparing groups (Floyd, Gramann, & Saenz, 1993). The present study incorporates this suggestion.

Leisure Benefits

Leisure benefits is a topic rarely looked at in studies conducted in the recreation field within the context of ethnicity. It is a subject that needs to be looked at for providing recreational professionals with information to help them serve ethnic minority participants better. The definition of leisure benefits has been a difficult topic to define. In order to completely understand the meaning behind leisure benefits, Moore and Driver (2005) considered leisure benefits as falling under three broad types: (a) change in a condition, (b) maintenance of a desired condition, and (c) realization of a satisfying recreation experience. For the purposes of this research, the literature on leisure benefits will be referred to as “leisure benefits theory” to underscore the general idea that there are perceived benefits derived from leisure pursuits (as reflected in the items in this study, see Methodology), and that these general benefits increase recreation participation.

The change in a condition of leisure benefits can be towards individuals, groups of individuals, or biophysical and cultural/heritage resources. Examples of this type include closer bonding among members of a family unit, improved mental or physical health, and a more economically practical local community. An improved change must be achieved for this condition to be maximized (Moore & Driver, 2005).

The maintenance of a desired condition prevents a non-desired condition from getting worse, or reduces the condition. Most users of park facilities do not realize that recreation agencies are geared towards fulfilling desired conditions. Examples include providing opportunities for users to maintain their physical and mental health, preventing youth from getting into trouble, and protecting land (Moore & Driver, 2005).

“Many, if not most, actions of parks and recreation professionals are directed toward providing opportunities for the realization of satisfying recreation experiences” (Moore & Driver, 2005, p. 23). This quotation describes the third type of leisure benefits. People do not realize the psychological impact recreation has on participants. Moore and Driver (2005) explained:

For example, the improved conditions that result from experiencing psychophysiological relaxation and increased physical fitness are more readily measured and managed scientifically than are any improved conditions that might be realized from recreation-prompted spiritual renewal or enjoyment of a scenic vista. (pp. 23-24)

In short, satisfying needs is a goal of many individuals when participating in recreational activities.

Leisure benefits can be looked at from different points of views. One perspective of leisure benefits is the psychophysiological perspective. Stress reduction is related to the psychophysiological perspective. As explained by Baum (1991), “[relaxation] tends to alleviate many of the symptoms of stress, and activities that fill leisure time are often done in groups, strengthening social support ties that also appear to negate some negative aspects of stress” (p. 407). Also related to the psychophysiological perspective is the availability of choosing activities. Individuals are able to choose which activity they may participate in, and how much time can be spent participating in that activity. Being able to choose what to do in one’s spare time can be helpful to one’s mind (Baum, 1991).

Leisure benefits can also be looked at from a social psychological perspective. The social psychological perspective is related to the choices one makes when choosing

recreation activities. The reasons for individuals choosing one activity over another are not clear, but they are believed to be closely related to the benefits that are derived from those choices. Leisure activities are measured on how many goals are obtained from participating in those activities. Ajzen (2005) noted, “benefits are defined in terms of goal attainment, and it may often be more important to assess whether people believe that a leisure activity helps them attain their goals than it is to assess programs toward the goal in a more objective manner” (p. 415). This perspective stated that leisure benefits should be measured in terms of goal attainment (Ajzen, 2005).

A third perspective of leisure benefits is via the sociological perspectives on recreation benefits. When reviewing sociological factors of recreation benefits there are three major models: (a) the critical theory model, (b) the interactional or interpretive models, and (c) the institutional or functional model. The critical theory model states that society is divided into two or more groups with different powers, interests, and control of resources. This theory claims that the benefits of leisure can lead to a change in the social system. The interactional model states that leisure and recreation offers both social and personal benefits. The benefits from this perspective are developmental. Kelly (2005) stated:

Through the life course, the play of leisure is a crucial context in which individuals take action that contributes to their development. Leisure and recreation provide opportunities for self-creation and expression that may be limited in other roles and contexts. (p. 420)

The institutional theory states that society is made up of institutions that make certain contributions to society. These institutions provide different benefits for individuals.

Examples of these institutions are education, government, and religion. This theory claims that benefits of leisure can be found outside the recreation realm (Kelly, 2005).

To measure why people participate in leisure activities, researchers have used a procedure in which subjects are given a series of motivational statements and asked to rate the importance of each of the statements (Iso-Ahola, 1980). Witt and Bishop (1970) conducted the first study using this format. They conducted their study on college students, and asked them to rate the degree of each reason why they would participate in a given activity. From the study, it was found that “leisure provides an important avenue for gratifying the fundamental need for optimal stimulation and arousal” (Iso-Ahola, 1980, p. 238). In general, the study found that people choose their type of relaxation based on prior situational and social experiences. Participation in recreation brings about sensations that help individuals choose between the different activities (Iso-Ahola, 1980).

Leisure Barriers & Constraints

McGuire (1984) defined a barrier as any hindrance to an individual’s participation in an activity of their choice. Jackson and Henderson (1995) stated a constraint to leisure was “anything that inhibits people’s ability to participate in leisure activities, to spend more time doing so, to take advantage of leisure services, or to achieve a desired level of satisfaction” (p. 31). Given this broad definition, one could argue that the previously mentioned constructs (i.e. marginality, ethnicity, cultural identity, discrimination, perceived benefits, and acculturation processes) could be considered constraints. Crawford, Jackson, and Godbey (1991) constructed a model that described leisure barriers. This model identified three primary barriers for leisure: structural, interpersonal, and intrapersonal (Crawford et al., 1991).

Structural barriers are factors that inhibit individuals from participating in their leisure preferences or choices (Lim, Turco, & Wachter, 2001). Examples of structural constraints include time, money, weather, and health. Interpersonal barriers involve the relationships between others, and the inability to find a partner for a leisure activity (Samdahl & Jekibovich, 1993). These types of barriers include family responsibilities, not having a partner, or not having a well-suited partner. Intrapersonal barriers are psychological factors that inhibit a person from participating in an activity (Lim, et al., 2001). Examples of this type of barrier include low self-esteem, lack of skills, fears, and age.

From the model presented by Crawford et al. (1991), there have been studies conducted that have measured the three barriers in their relation to leisure. Yusof and Omar-Fauzee (2003) conducted a study at the University of Putra, Malaysia to find out which factors prevented students from participating in sport activities and if there were intervening participation constraints for students according to gender, academic program, and ethnicity. Yusof and Omar-Fauzee used a survey that consisted of 18 questions pertaining to different constraints that related to (1) structural, (2) interpersonal, and (3) intrapersonal constraints. The results found that the structural constraints that kept students from participating were (a) lack of information on activities, (b) facility location, and (c) inconvenient operating hours. The interpersonal constraints were (a) not finding a suitable partner for an activity, (b) sports make them feel uncomfortable, and (c) lack of skill. The intrapersonal constraints were (a) disapproval from friends on particular activities, (b) religious beliefs, and (c) family discouragement. In reference to the difference between participation between students of different ethnicities, there were no

significant differences between the different ethnic groups (Yusof & Omar-Fauzee, 2003).

Shinew, Floyd, and Parry (2004) conducted a study to look at leisure constraints and leisure preferences of Chicago park users among African-Americans and Caucasians. Two constraint scales were used to measure the leisure constraint among users. The first scale was related to park use. Respondents were asked, "How much does each of the following factors limit your use of community or neighborhood parks?" (Shinew, et al., 2004, p. 189). The constraints noted by respondents included fear of crime, no one to go with, availability of facilities, over-crowded parks, and gang activity in the parks, among others. These constraints were measured using a five-point Likert scale from "not at all" to "a lot."

The second constraint scale corresponded with questions regarding a desired leisure activity. Respondents were asked, "What recreational activity would you like to spend more time doing, but are unable to for some reason?" (Shinew, Floyd, and Parry, 2004, p. 189). The reasons included too busy with family, poor health, lack of time, self-confidence, and lack of skills. Again, these constraints were measured using a five-point Likert scale from "not at all" to "a lot." Shinew et al.'s work will be utilized as the framework for leisure constraints in the current study.

Latinos and Recreation

Throughout all the studies conducted on leisure participation rates among ethnic groups or races, there are a growing number of studies looking at the Latino population (Carr & Williams, 1993; Floyd & Gramann, 1995). Given the Latino population's position as the largest growing ethnic group in the US, there is a need for more studies to

look specifically at this population. The studies that have been conducted on the Latino population have provided valuable information, but there is still a need for more research.

Gaining access to a population of Hispanics can be a difficult task. Gómez (2002b) conducted a study that focused on how to gain access to hard-to-reach populations. The study also looked at (1) the impacts of acculturation on perceived benefits and eventual park use, (2) if park use differs between different levels of acculturation, and (3) if there was a difference between high usage and low usage visitor levels of acculturation and perceptions of benefits (Gómez, 2002b).

Acculturation was measured in terms of cultural distance, cultural behaviors, and biculturalism. The survey included acculturation factors such as language at home, language for radio/television, language for magazine/paper, language for music, language for close friends, language at parties, and language when visiting others. The answer choices ranged from only Spanish to only English. Concepts of benefits of leisure included relaxation, escape, socialization, family time, and physical fitness. To measure benefits of leisure, the respondents were asked to respond to the question “a benefit of going to a park is...,” and a few of the answer choices were “to enjoy nature at parks”, “parks allow me to escape”, “parks allow me to socialize/create contacts”, and “parks allow me to be with family/friends.” To measure park use, the year was divided into seasons, and each respondent was asked how many times they visited a certain park per month during each of those times. The answer choices were never, once, 2-4 times, 5-13 times, 14-20 times, 21-29 times, and 30+ times (Gómez, 1999).

Gómez (2002a, 2002b) had suggestions for future research on the Latino population. He suggested using the acculturation scale when looking at other Latino

populations, and that the language preference scale was the best known measure for acculturation. Another suggestion was, “that more research involving biculturalism as a specific subtopic of acculturation is recommended to explore the pluralistic nature of future recreation use patterns” (Gómez, 2002a, p. 60). Each of these suggestions will help in measuring acculturation in the present study.

Shaul and Gramann (1998) conducted a study to investigate the effect of cultural assimilation on the importance of family-related and nature-related recreation among Hispanic Americans. The data were collected through the use of telephone surveys. To measure ethnic identification, the respondents were asked which ethnic identity best described them. Gordon (1964) claimed that self-reported ethnic identification can measure an individual’s level of assimilation. To measure cultural assimilation, respondents were asked questions pertaining to the language used. A Spanish-comprehension scale consisted of three questions asking respondents to rate their ability to read, speak, and understand Spanish. An English scale was conducted the same as the Spanish scale. The last scale combined both Spanish and English, and asked respondents which language was preferred at home, watching television, listening to the radio, and reading newspapers and magazines (Shaul & Gramann, 1998).

There were a number of findings from this study. The two major findings were that when the education attained increased, the importance of family-related recreation benefits decreased, and as the number of young children in the household increased, family-related recreation benefits became more important. Shaul and Gramann (1998) pointed out the following:

Because theory and earlier research suggested that familism was a core Hispanic value that resisted assimilation pressures, the first hypothesis investigated the relationship between the importance of family-related recreation benefits and language acculturation. If selective acculturation accounted for this relationship, then family-related recreation benefits should have been more important to Hispanic Americans than to Anglo Americans, regardless of Hispanics' level of language acculturation. (p. 59)

At the end of the study, Shaul and Gramann felt that the impact of immigration had affected assimilation. It was found that 95.8% of the least-accultured respondents were immigrants. This finding suggests that studies reviewing acculturation should look at the impact of immigration (Shaul & Gramann, 1998).

To discuss the social organization of leisure among Mexican-American's, McMillen (1983) conducted a study in Houston, Texas by personal interviews. McMillen hypothesized that extensity and intensity of participation in leisure activities among Mexican-Americans were related to one or more of the fifteen different social organization variables. Some of these fifteen social organization variables included household density, national origin, weekday free time, importance of having Hispanic neighbors, and length of residence in the neighborhood. It was also hypothesized that the leisure participation patterns among Mexican-Americans would be different from the overall population (McMillen, 1983).

To test these hypotheses, McMillan chose 32 activities and asked each respondent to rank them in terms of extensity and intensity. From the results, McMillen found that the activities in which the general population participated more frequently was also

participated in by Mexican-Americans. It was also found that the activities least participated in by the overall population was the same for Mexican-Americans. This suggests that the participation patterns between Mexican-Americans and the overall population is generally the same. In relation to the social organization variables, the language barrier was the primary factor that isolates the ethnic groups. These results suggested that those who speak Spanish as their primary language tend to associate with others who speak Spanish rather than those outside their ethnic background.

To examine the level of discrimination perceived by Latinos, Floyd and Gramann (1995) conducted a telephone survey of respondents who were of Mexican origin. In order to understand how perceived discrimination varied across different ethnic minority groups, perceived discrimination was treated as the dependent variable. The independent variables in the study were measures of Spanish maintenance, primary structural assimilation, educational attainment, chronological age, and gender.

Spanish maintenance was measured by asking respondents about their ability to understand, speak, and read in Spanish ranging from "Not at all" to "Excellent." Primary structural assimilation was measured by asking respondents to indicate the ethnicity of friends and family members who visited with them to local recreation areas. The second measure of primary structural assimilation was measured by asking the respondents the ethnicity of the friends they socialize with the most. To measure discrimination, respondents were asked to respond to each of these three statements. The first read, "There are some outdoor recreation areas I have been to where people of my ethnic background are not welcome" (Floyd and Gramann, 1995, p. 195). The second read, "Police in some outdoor recreation areas I have been to often hassle people of my ethnic

background” (Floyd and Gramann, 1995, pp. 195-196). The third read, “The presence of other ethnic groups at outdoor recreation areas sometimes makes me feel uncomfortable” (Floyd and Gramann, 1995, p. 196). The responses ranged from strongly agree to strongly disagree.

The results from the study showed that those who speak more Spanish than English report more discrimination than others. Secondly, it was found those with more years of education reported less discrimination. The study found that there is no evidence that ethnic assimilation contributes to the rise of perceptions of discrimination. The main finding was that those who are more educated report less discrimination than those with less education (Floyd and Gramann, 1995). These results supported the findings presented by Aguirre, Saenz, and Hwang (1989).

Carr and Williams (1993) conducted a study to understand the role of ethnicity in outdoor recreation experiences. To gain the data needed for the study, a self administered, on-site survey was the primary collection method used. Extensive questions pertaining to the respondent’s social structural background were asked in the survey. In order to understand ancestral origins and generational status, respondents were asked the country and state where they and each of their parents and grandparents were born. Acculturation was measured using a four-item language skill and preference scale developed in 1991 by Marín and Marín (Carr & Williams, 1993).

Results showed that those individuals of Mexican ancestry were more likely to spend time with their immediate and extended family while visiting a recreation area. In terms of acculturation, respondents of Mexican decent were more acculturated than those of other groups. Acculturation scores among Hispanics who spent time in groups rather

than alone were higher. Some of the results found in the study were surprising. Carr and Williams (1993) explained:

It is somewhat counter-intuitive that spending time with one's family was not the most frequent answer for either of the Hispanic groups to the question on primary reason for coming to the site. This seems contradictory to the image of the centrality of family within the Hispanic culture. It is possible, however, that the family is such a central part of Hispanic culture that wanting or not wanting to spend time with family members is not a conscious issue in the recreation decision-making framework. (Carr and Williams, 1993, para. 31)

This study demonstrated that there is a need to explore or confirm the nature of the centrality of the "family" in Hispanics/Latinos and their leisure.

Conclusion

This literature review provides an overview of the research related to leisure constraints' and ethnicity and recreation. Common constructs found in the literature related to ethnicity and leisure included assimilation/acculturation, discrimination, ethnicity (subcultural identity), and marginality (socioeconomic status). A less common construct explored in the ethnicity literature is the perception of benefits derived from recreation/leisure in public recreation settings. Furthermore, there has been little work conducted on leisure constraints as they relate to Latinos and public recreation. The literature calls for additional studies conducted primarily on the Latino population, which is why this current study is being conducted. It seeks to provide information that supports the current literature, but explains what specific challenges the Latino population faces.

CHAPTER III

METHODOLOGY

Research Design

The researcher conducted a quantitative study via a questionnaire. The questionnaire/survey contained questions that were closed ended, as well as demographic in nature. The majority of closed ended questions were measured using Likert-Type scales. They were measured using Likert-type scales related to agreement/disagreement for most of the measures involving acculturation, cultural identity, benefits of using the park, socioeconomic status, leisure constraints, and discrimination (See Appendix). The demographic questions elicited information on gender, educational attainment, occupation, and the family income of the household.

Sample

The population under investigation was the Latino community of Manassas Park, Virginia. The Latino population of Manassas Park was 1,544 in year 2000 (US Census Bureau). The researcher obtained information on these individuals with the help of the Manassas Park Parks and Recreation Department and the City Hall of Manassas Park in order to establish a mailing list or sampling frame. Both of these departments have access to mass mailing listings, and helped in finding the appropriate households.

The population of the study was chosen by looking at the citizens' names in Manassas Park. From this list, all the names that have Latino surnames were mailed a survey. Respondents ages 18 and over were asked to participate in the survey. While there is the risk that people who are married to others with non-Spanish surnames, it is noted that this as a limitation of the study. A sign up sheet was displayed at local Latino

businesses as well as at the recreation department. This was done in the hopes of intercepting those who may not be on any list, and names and addresses were cross referenced to protect against duplication. This approach combines both a systematic approach to sampling, as well as a convenience approach to sampling.

Instrumentation/Questionnaire

The questionnaire was developed by borrowing from the work of Gómez (1999, 2002a, 2006) and Shiner, Floyd, & Perry (2005). The questionnaire consisted of Likert-scale questions on leisure constraints, leisure benefits, acculturation, discrimination, ethnicity, and marginality affect leisure participation. Answers for these questions ranged from strongly agree to strongly disagree. The strongly agree answers were coded as a “5,” while the strongly disagree questions were coded as a “1.”

Leisure constraints. In order to measure marginality, Likert-scale questions were adopted from previous studies conducted on leisure constraints. The leisure constraints were adopted from a study conducted by Shiner, Floyd, and Parry (2004) in which they studied the relationship between race and leisure activities and constraints. In this study, a few of the leisure constraints used were location of parks, fear of crime, lack of time, gang activity in park, lack of transportation, feeling unwelcome, and fear of racial conflict. All of these leisure constraints as well as others were used in the questionnaire. Additionally, the wording was adapted to suit the particular parks under study in Manassas Park.

Ethnicity and leisure. A second study that was used to develop the questionnaire came from Gómez (2006) in which he used the Ethnicity and Public Recreation Participation Model to describe factors related to ethnicity that act as barriers to public

participation. Within the study, Gómez identified five scales that can be used to measure prior theories discussed in the ethnicity and recreation literature – the acculturation scale, the subcultural identity scale, socioeconomic scale, perceived benefits, and the perceived discrimination scale. The acculturation scale measured which preferred language was used in the household, on the radio/television, and when people were visiting. The subcultural identity scale measured how the individual identified themselves in terms of ethnicity, and which ethnicity they preferred to be with. The socioeconomic scale that was used in Gómez' study was the Hollingshead Index. The Hollingshead Index was a measure that has been used in previous studies to measure socioeconomic standing based on income, education, and a score on occupation (Gómez, 2006). The perceived discrimination scale measured if the Puerto Rican culture felt unwelcomed, if the police harassed them, and if they felt Americans exclude them from activities because of their ethnicity. The benefits scale measures the perceived benefits of using a public park. All these scales were used in the questionnaire.

Issues with validity were addressed using face validity and content validity. The face validity was assessed using the literature review and expert opinion. The items in the questionnaire have been used in previous studies, and have reported face and content validity. The content validity was assessed using an expert panel consisting of Dr. Gómez, Dr. Shinew, and Dr. Floyd. Each of these researchers has published articles pertaining to leisure constraints and ethnicity and recreation. The reliability of the study (internal consistency factors) was addressed by using the Cronbach's Alpha.

To test the items in the questionnaire, a pilot test was conducted at the Manassas Park Parks and Recreation using 10 participants. Six of the 10 participants came from the

English as a Second Language Program, and four came from other participants that were in the recreation facility at the time of the pilot test. The questionnaire was translated into Spanish by Faculty from the Linguistics Program at Old Dominion University and from the Foreign Language Department. After the pilot questionnaire was administered questions regarding wording, sequencing, and general administration were asked – there were no additional issues related to the pilot test, and no changes were made.

Operational Definitions

In this study, the constructs of leisure constraints, acculturation, discrimination, marginality, perceived benefits, and ethnicity were measured using various scales.

Acculturation was described in the literature as:

The retention by an ethnic group of certain core cultural traits, such as family organization, child-rearing practices, and traditional foods and music preferences, while other traits of the majority group that contribute to socioeconomic advancement (such as language) are adopted fairly quickly. (pp. 48-49)

Acculturation was measured was by asking questions concerning the topic of language usage in different areas of the respondent's life, and asking the participant to rate the questions on a "5" point Likert-scale. The scale measures a "1" as "Only in English," a "3" as "Both English/Spanish," and a "5" as "Only in Spanish."

Discrimination was related to the concepts of assimilation and acculturation in the review of literature. Discrimination was described as having the feeling that you are treated differently or are not wanted due to your race or ethnicity (Portes, 1984).

Discrimination was measured by asking questions related to different aspects of the

phenomenon, and having the participant respond on a “5” point Likert-scale, where strongly agree was coded a “5” and strongly disagree was coded a “1.”

In order to measure socioeconomic status, a combination of education and income scores were going to be used in this study. The respondent answered questions related to their income and education (see Appendix for categories).

Gómez (2006) noted that this perceived benefits was a relatively under-studied concept in ethnicity and recreation, and that even though it is looked at in the general recreation literature, previous researchers have not looked at it in detail in the ethnicity and recreation literature. The respondent answered questions related to issues of escape, relaxation, socialization, play, or exercise, and the extent of agreement on these issues as benefits derived from participation in a public park. The scale is scored from “1” to “5” on a strongly disagree/agree continuum.

Leisure constraints were measured by asking questions related to specific barriers such as location of a park, fear of crime, and lack of transportation. The scale was developed by Shiness, Floyd, and Perry (1998) and was adopted for the purpose of this study. Leisure constraints were operationalized by asking respondents to indicate whether a factor (e.g., location of park, fear of crime) limited their use of parks (1=Not at all, 2=Very Little, 3=Some, 4=Quite a Bit, 5=A lot). The same scale was used to measure factors that limited their participation in a desired leisure activity.

The last concept measured in the study was ethnicity. The literature review conceptualizes that ethnicity is defined as “membership in a subcultural group on the basis of country of origin, language, religion, or cultural traditions” (Hutchison, 1988, p. 18). Ethnicity was measured by asking the participants to note the extent of agreement on

items related to their views on cultural identity (whether they tend to be more Latino/Hispanic or American in their behavior). Again, the user rated the different factors using a “5” point Likert-Scale from strongly agree to strongly disagree.

Questions pertaining to park use were developed by Gómez (1999). Questions were then adapted for this study to correspond with the characteristics of Manassas Park. Respondents were asked how many times they use a park during each of the four seasons. The responses are never (scored “0”), once (scored “1”), 2-4 times (scored “3”), 5-13 times (scored a “9”), 14-20 times (scored “17”), 21-29 times (scored “25”), and 30+ times (scored “35”). It was decided to take the median value (interpolation) of the category for scoring purposes, as some people tend to overestimate, while others tend to underestimate their park usage. Using median values as estimates of usage are more useful from a practical perspective for practitioners, and was used for the descriptive portion of the analysis. However, the same categories were scored from 1 to 7, respectively, for inferential analyses.

The questions used to measure specific use of programs and activities were developed by Shiness, Floyd, and Parry (2004). The questions were adapted to correspond with programs and activities offered by the Manassas Park Parks and Recreation Department. A total of 11 items were used to measure specific use of programs and activities, and these were supplied by the directors of the Manassas Park Department of Parks and Recreation. Answers were given on a 5-point scale, ranging from “5” as almost daily to “1” as not at all.

Data Collection Procedures

The data collection method followed a modified version of Don Dillman's Total Design Method. The first step was to create the questionnaire. Spanish and English versions of the questionnaire were created (see Appendix). Once the questionnaire was created, it was submitted to the Human Subjects Review Committee. When the researchers received approval from Human Subjects, a pilot test was given at the Manassas Park Parks and Recreation Department. There were no necessary changes made to the survey once the pilot test was concluded. After the pilot test was concluded, no major changes were made, and the survey was distributed, along with a letter explaining the purpose of the survey and contact information. Surveys were sent to a list of Spanish surnames from a mailing list provided by the city, and self-addressed stamped envelopes were provided for the respondents. The sampling frame (i.e., mailing list) was obtained by the director of Manassas Park's Department of Parks and Recreation from the city's town hall. On July 1, 2007 the first mass mailing of the survey was mailed to 1,109 Latino residents of Manassas Park. After three weeks, follow up surveys were mailed.

Data Analysis Procedures

The Statistical Package for the Social Sciences program (SPSS 15.0) was used to analyze the quantitative data. In addition to the SPSS program, simple descriptive statistics such as means and percentages of frequencies were used to describe general characteristics of the population. Inferential statistics allowed the researcher to study patterns in the sample to infer to the population. Specific statistics used were confirmatory factor analyses, reliability analyses, correlation analyses, and *t*-tests.

CHAPTER IV

RESULTS AND DISCUSSION

The raw data gathered from the surveys were analyzed using the Statistical Package for the Social Sciences (SPSS 15.0). Basic descriptive statistics were run on the data set to get an overview of park users. For this study, acculturation (ACC), education (EDU), subcultural identity (SID), discrimination (DISC), and benefits (BENE) served as the independent variables and park usage (USE) was the dependent variable.

Response Rate

A total of 984 surveys were mailed out to Latino residents of Manassas Park on July 1, 2007 (based on surnames from a list provided by the city). After three weeks, 36 completed surveys were returned. Because of the low response, a second mass mailing was mailed on August 3, 2007, along with another cover letter. To increase the response rate, a one hundred dollar gift card from Wal-Mart was offered in a raffle for those individuals who returned a completed survey. Two weeks after the second mailing, 53 more surveys were returned, giving a final total of 89 surveys that were completed.

A total of 69 surveys were returned due to incorrect addresses, thereby bringing the number to 915 which were actually delivered. This represents a response rate of 9.7%. None of the surveys which were left (300 surveys) onsite with the Department of Parks and Recreation were returned. Several reasons as to the low response rate could be surmised. First, as noted earlier, mailed surveys typically do not receive high response rates. Second, as Gómez (2002b) noted, this is a very hard to reach and very mobile population subgroup. Many are immigrants, some are illegal, and others do not want to be found. Third, much of the local and regional newspapers circulated several newspaper

articles, and policies were enacted in Prince William County to discourage illegal immigrants from participating in publicly funded areas; this targeting of illegal immigrants and associated issues, especially among Latinos in the county, led to a general lack of participation in community events and programs by Latinos (personal communication, Theresa Polk, Deputy Director, Department of Parks and Recreation, Manassas Park, September 21, 2007). According to personnel at the Manassas Park Parks and Recreation Department, participation by Latinos in their programs and parks plummeted, and participation in anything by Latinos was limited. Additionally, sponsorship for festivals and events that involved Latinos also plummeted (personal communication, Theresa Polk, September 21, 2007).

Descriptive Statistics

Out of the 89 respondents who participated, 56% were female and 44% were male. Respondents ranged in age from 19 to 65 years, with the average respondent being 38.6 years. Respondents referred to themselves as 57.8% Latino/Hispanic, 22.9% Latino/Hispanic and American equally, 9.6% more Latino/Hispanic than American, 8.4% American, and 1.2% more American than Latino/Hispanic.

Respondents were not highly educated, with 30.9% having an education of eighth grade or below, 33.3% having attended/graduated from high school, 16% having some college, and 19.8% having attended/graduated from college. The highest percentage of respondents (25.7) claimed a total household income of \$35,000 to \$49,999. Seventy-five percent of respondents were married, 14.5% single, and 8.4% were divorced, widowed, or separated.

Respondents visited Costello Park anywhere from zero to 30 times per month. During the summer months (June-August), 27.7% never visited, 20.5% visited between 5 to 13 times, and 13.3% visited between 14 to 20 times. During the fall months (September-November), 40% never visited, 18.7% visited between 2 to 4 times, and 17.3% visited between 5 to 13 times. During the winter months (December-February), 62.7% never visited, 13.3% visited 2 to 4 times, and 12% visited once. During the spring months (March-May), 31.6% never visited, 16.5% visited 2 to 4 times, and 16.5% visited 5 to 13 times. By using the median scale conversions to estimate visitation, Costello Park was estimated at receiving 1,937 visits for the year (818 visits in the summer, 433 visits in the fall, 248 visits in the winter, and 664 visits in the spring).

Respondents visited Signal Hill Park anywhere from zero to 30+ times per month. During the summer months (June-August), 34.1% visited 2 to 4 times, 17.1% visited 5 to 13 times, and 14.6% visited 14 to 20 times. During the fall months (September-November), 26% never visited, 23.3% visited 5 to 13 times, and 21.9% visited 2 to 4 times. During the winter months (December-February), 56.9% never visited, 16.7% visited 2 to 4 times, and 15.3% visited once. During the spring months (March-May), 29.3% visited 2 to 4 times, 24% never visited, and 21.3% visited 5 to 13 times. Signal Hill Park was estimated at receiving 1,877 visits for the year (769 visits in the summer, 444 visits in the fall, 205 visits in the winter, and 559 visits in the spring).

Overall, an estimate for total park usage was 3,622 visits from these 89 respondents in the span of one year. Costello Park was used slightly more than Signal Hill Park -- this could be due to the closer proximity of Costello Park to the residents.

Fifty-eight percent of respondents claimed that Costello Park was the closest park in relation to their residence. Fifty percent of respondents visited parks on the weekends, 20.7% visited parks during the week, 20.7% visited parks on both weekdays and weekends, and 8.5% did not use parks. The highest percentage of respondents (48.8%) used the parks between 2 to 3 days a week, 26.9 used the park zero to 1 day a week, and 24.4% used the parks 4 to 7 days a week. In response to the amount of time spent at the parks, 51.4% used the parks between 4:00 p.m. and 7:00 p.m., 24.3% used the parks between noon and 4:00 p.m., and 10% used the parks between 9:00 a.m. and noon. The average amount of time spent visiting the parks was 2.5 hours. When visiting the parks, 84.3% visited with family members, 8.7% visited with friends or others, and 7.1% visited alone.

The top three barriers that kept respondents from visiting parks were lack of time, overcrowded parks, and lighting in the parks. The bottom three factors that kept respondents from visiting parks were no one to go with, confrontation with others, and lack of transportation (see Table 1). In relation to lack of time, 50% of respondents felt it had no or little effect on their willingness to visit parks, 26.9% felt it had quite a bit or a lot, and 23.1% felt it had some effect. In relation to overcrowded parks, 63.3% felt it had no or little effect on willingness to visit parks, 16.5% felt it had quite a bit or a lot, and 20.3% felt it had some effect. In relation to lighting in the parks, 72.2% felt it had no or little effect on their willingness to visit parks, 20.8% felt it had quite a bit or a lot, and 6.9% felt it had some effect. In relation to no one to go with, 75% felt it has no or little effect on their willingness to visit parks, 15.8% felt it had some, and 9.2% felt it had quite a bit or a lot. In relation to confrontation with others, 78.9% felt it no or little effect on

their willingness to visit parks, 13.2% felt it had some effect, and 7.8% felt it had quite a bit or a lot. In relation to lack of transportation, 88% felt it had no or little effect on their willingness to visit parks, 6.7% felt it had quite a bit or a lot, and 5.3% felt it had some effect.

Table 1

Ranking of Barriers that Limit Use of Community or Neighborhood Parks

Variables	<u>M</u>	<u>SD</u>
Barriers to park usage ^a		
<i>Indicate the extent to which you feel the following are barriers park usage ...</i>		
Lack of Time	2.57	1.40
Overcrowded Parks	2.15	1.24
Lighting in Parks	2.13	1.41
Availability of Facilities	2.11	1.24
Fear of Racial Conflict	2.11	1.45
Fear of Crime	2.01	1.37
Gang Activities	1.98	1.33
Landscaping and Trees	1.97	1.34
Lack of Green Space	1.96	1.27
Alcohol/Drugs in Park	1.94	1.45
Fear of Physical Assault	1.89	1.22
Maintenance of Facility	1.89	1.37
Don't Offer Activities You Want	1.88	1.23
Location of Park	1.80	1.22
Feeling Unwelcome	1.79	1.29
Fear of Sexual Assault	1.76	1.29
No One To Go With	1.76	1.17
Confrontation with Others	1.72	1.09
Lack of Transportation	1.53	1.00

^a – Barriers were coded as 1=Not At All, 2=Very Little, 3=Some, 4=Quite A Bit, and 5=A Lot

The top three facilities or programs used by the respondents were the recreation center, swimming facilities, and exercise programs. The three facilities/programs used the least by the respondents were parenting programs, arts and crafts programs, and senior citizen programs (see Table 2). Sixty-three percent (63.3%) of respondents used recreation facilities not at all or less than once a month, 22.8% used it about once a week or daily, and 13.9% used it about once a month. Regarding the swimming facilities, 66.7% of respondents used them not at all or less than once a month, 20.5% used them about once a week or almost daily, and 12.8% used them about once a month. With respect to the exercise programs, 82.7% of respondents used it not at all or less than once

Table 2

Ranking of Facilities and Programs Used in the Past 12 Months

Variables	<u>M</u>	<u>SD</u>
Facilities and programs used ^a		
<i>Indicate which of the following facilities and programs you have used in the past 12 months ...</i>		
Recreation Center	2.22	1.41
Swimming Facilities	2.15	1.24
Exercise Programs	1.60	1.27
ESL (English as a Second Language)	1.55	1.20
Organized Athletics	1.53	1.10
Tennis Facilities	1.52	1.08
Pre-School and Kids	1.46	1.02
Poor Health (Health Informational Classes)	1.28	.87
Parenting Program	1.28	.82
Arts and Crafts Programs	1.25	.80
Senior Citizen Programs	1.22	.66

^a – Use was coded as 1=Not At All, 2=Less Than Once A Week, 3=About Once A Month, 4=About Once A Week, and 5=Almost Daily

a month, 13.3% about once a week or almost daily, and 4% used it about once a week. Parenting programs were not utilized very much, with 92.1% of respondents using the program not at all or less than once a month, 3.9% used it about once a month and 3.9% used it about once a week or almost daily. In relation to the arts and crafts programs, 93.5% of respondents used the programs not at all or less than once a month, 3.9% used them about once a week or almost daily, and 2.6% used them about once a month. With senior citizen programs, 93.4% of respondents used them not at all or less than once a month, 5.3% used them about once a month, and 1.3% used them almost daily.

The top three special events that respondents have attended were the July 4th Celebration, the Latino Festival, and the Family Fun Fair. The three special events used the least by the respondents were the Annual Easter Egg Hunt, Battle of the Bands, and the Flashlight Egg Hunt (see Table 3).

The 4th of July Celebration was the only really heavily attended event where 77.5% of respondents indicated past attendance. Although the Latino Festival and the Family Fun Fair were the next most heavily attended events, there was much less attendance than at the 4th of July Celebration (see Table 3). The Annual Easter Egg Hunt, the Battle of the Bands, and the Flashlight Egg Hunt were the least attended events with 79.7%, 81.0%, and 91.8% of respondents noting no attendance.

Table 3

Ranking of Special Events Respondents Have Attended

Variables	Percent		<u>M</u>	<u>SD</u>
	<u>Yes</u>	<u>No</u>		
Special Events Attended ^a				
<i>Indicate "Yes" or "No" for your past attendance ...</i>				
July 4 th Celebration	77.5	22.5	1.22	0.42
Latino Festival	38.2	61.8	1.61	0.48
Family Fun Fair	35.9	64.1	1.64	0.48
Spring Yard Sale	28.1	71.9	1.71	0.45
The Comcast Film Festival	27.0	73.0	1.73	0.44
Fall Yard Sale	23.1	76.9	1.76	0.42
Annual Easter Egg Hunt	20.3	79.7	1.79	0.40
Battle of the Bands	19.0	81.0	1.80	0.39
Flashlight Egg Hunt	8.2	91.8	1.91	0.27

^a – Attendance was coded as 1=Yes, 2=No

The top three special events that respondents stated they would attend in the future were the July 4th Celebration, the Latino Festival, and the Family Fun Fair, thereby indicating repeat visitation in the case of the 4th of July Celebration and an increase in visitation to the Latino Festival and the Family Fun Fair (see Table 4). The three special events that respondents were least likely to attend in the future were The Comcast Film Festival, the Annual Easter Egg Hunt, and the Flashlight Egg Hunt (see Table 4).

Table 4

Ranking of the Special Events Respondents Would Attend in the Future

Variables	Percent			<u>M</u>	<u>SD</u>
	<u>Yes</u>	<u>NS</u>	<u>No</u>		
Future Attendance of Special Events ^{ab}					
<i>Indicate if you plan to attend in the future ...</i>					
July 4 th Celebration	78.3	13.0	8.7	4.21	1.14
Latino Festival	60.6	23.9	15.5	3.66	1.31
Family Fun Fair	62.0	19.7	18.3	3.56	1.34
Spring Yard Sale	52.9	20.0	27.1	3.24	1.38
Fall Yard Sale	53.6	17.4	29.0	3.18	1.42
Battle of the Bands	42.0	30.4	27.5	3.07	1.34
The Comcast Film Festival	44.7	20.9	34.4	2.92	1.43
Annual Easter Egg Hunt	34.3	25.7	40.0	2.71	1.37
Flashlight Egg Hunt	28.4	19.4	52.2	2.37	1.33

^a -- Future Attendance was coded as 1=No, 2=Probably No, 3=Not Sure, 4=Probably Yes, and 5=Yes

^b -- Values 1 & 2 recoded as "No"; Value 3 recoded as "NS"; Values 4 & 5 recoded as "Yes"

The top three activities respondents like to do were spend time with family, walk, and picnic. The three activities least liked by respondents were fishing, playing tennis, and skateboarding (See Table 5).

In relation to time spent with the family, 63.1% of respondents stated they spent time with family quite a bit or a lot, 26.3% stated some, and 10.5% stated not at all or very little. With walking, 50.7% of respondents stated they walked quite a bit or a lot, 35.4% stated some, and 13.9% stated not at all or very little. For picnicking, 44.4% of respondents stated they picnicked quite a bit or a lot, 29.2% stated not at all or very little and 26.4% stated some.

Table 5

Ranking of Activities Respondents Like To Do

Variables	<u>M</u>	<u>SD</u>
<i>Activities Respondents Like To Do^a</i>		
<i>Check each program you participated in (or will participate in) during the next year in Manassas Park ...</i>		
Spend Time with Family	3.96	1.10
Walk	3.64	1.20
Picnic	3.25	1.35
Visit with Friends	3.19	1.35
Jog or Run	3.18	1.43
Listen to Music	3.12	1.45
Go Swimming	3.01	1.46
Relax or Do Nothing	2.94	1.36
Play Basketball	2.84	1.46
Play Soccer	2.84	1.61
Go To Sporting Events	2.78	1.51
Observe or Photograph Nature	2.59	1.42
Go Fishing	2.27	1.44
Play Tennis	2.02	1.19
Skateboard	1.67	1.17

^a – Activity Participation was coded as 1=Not At All, 2=Very Little, 3=Some, 4=Quite A Bit, and 5=A Lot

Regarding fishing, 62.4% of the respondents stated they do not like to fish at all or very little, 26% quite a bit or a lot, and 11.7% stated some. In relation to playing tennis, 61.4% of the respondents stated they do not like to play tennis at all or very little, 28.6% play some tennis, and 10.3% play quite a bit or a lot. Lastly, with skateboarding, 77.1% of respondents stated they do not like skateboarding at all or very little, 14.3% liked it some, and 8.6% like to skateboard quite a bit or a lot.

Inferential Statistics

Factor analyses using Varimax Rotation were conducted to determine if the variables within each component (i.e., acculturation, social identity, discrimination, constraints to park use, constraints to desire leisure activities, income, education, benefits, and total park usage) were measuring the same phenomenon. Prior to statistical analysis, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was employed to evaluate the data. Sampling adequacy was confirmed using a KMO (>0.60) and Bartlett's Test of Sphericity (BTS) ($p<0.05$) on each of the components.

According to Tabacknick and Fidell (1996), values of 0.60 for the KMO, and $p<0.05$ for Bartlett's Test of Sphericity are required for factor analysis. Additionally, reliability analyses were performed on each component to determine the deletion of any items which would increase scale reliability. Due to the low N of 89, items with reliability coefficients (i.e., factor loadings) below 0.60 (i.e., $\alpha<0.60$) were not retained. Guadagnoli and Velicer (1988) concluded that factors/components are well defined when they have factor loadings of 0.60 or higher. As such, the criteria used for retention of components and variables/items were a KMO (>0.60), a BTS ($p<0.05$), factor loadings ($h>0.60$) and an overall component Cronbach's reliability coefficient ($\alpha<0.60$).

ACC. The acculturation component was measured by seven items labeled as follows (each acculturation item on the questionnaire began with 'please indicate which language(s) you prefer to use'); *ACC1* (preferred language at home), *ACC2* (preferred language for radio and television), *ACC3* (preferred language for magazines/newspapers), *ACC4* (preferred language for music), *ACC5* (preferred language your close friends speak), *ACC6* (preferred language at parties and get-togethers), and *ACC7* (preferred

language when you visit people or people visit you) (see Table 6). The initial factor analysis for ACC, with all seven variables, yielded one component. The seven items yielded a Cronbach's alpha of 0.95. The KMO was 0.91 and BTS was significant ($p=0.0001$).

Table 6

Items used for Acculturation Component (N = 81)

<i>Items^a</i>	<i>M</i>	<i>SD</i>	<i>h^b</i>	
Accultuation Scale (ACC, $\alpha = 0.95$)				
<i>Please indicate which language(s) you prefer to use.</i>				
ACC1	preferred language at home	2.40	1.26	.87
ACC2	preferred language for radio and television	2.95	1.23	.83
ACC3	preferred language for magazines/newspapers	2.60	1.35	.86
ACC4	preferred language for music	2.74	1.37	.81
ACC5	preferred language your close friends speak	2.30	1.30	.93
ACC6	preferred language at parties and get-togethers	2.30	1.28	.93
ACC7	preferred language when you visit people or people visit you	2.22	1.26	.95

^a -- underlined items were not used in the scale construction

^b -- factor loadings only presented for those items included in the scale

DISC. The discrimination component was measured by five items labeled *DISC1* (I feel that Latinos/Hispanics are not very welcomed), *DISC2* (I feel that police often hassle Latinos/Hispanics), *DISC3* (the presence of other groups that are not Latino/Hispanic makes me feel uncomfortable), *DISC4* (I feel Americans excluded me from activities because I am of Latino/Hispanic origin), and *DISC5* (I feel Americans look down on me because I participate in customs of my culture) (see Table 7).

The final Discrimination Component used in the analysis was composed of four items, *DISC1*, *DISC2*, *DISC4*, and *DISC5*, and had a Cronbach's alpha of 0.84. The KMO was 0.75 and BTS was significant ($p=0.0001$).

Table 7

Items used for Discrimination Component (N = 80)

<i>Items</i> ^a	<i>M</i>	<i>SD</i>	<i>h</i> ^b	
Discrimination Scale (DISC, $\alpha = 0.84$)				
<i>In Manassas Park...</i>				
DISC1	I feel that Latinos/Hispanics are not very welcomed	3.21	1.28	.77
DISC2	I feel that police often hassle Latinos/Hispanics	3.13	1.28	.73
<u>DISC3</u>	the presence of other groups that are not Latino/Hispanic makes me feel uncomfortable			
DISC4	I feel Americans excluded me from activities because I am of Latino/Hispanic origin	2.92	1.38	.89
DISC5	I feel Americans look down on me because I participate in customs of my culture	2.98	1.41	.89

^a -- underlined items were not used in the scale construction

^b -- factor loadings only presented for those items included in the scale

SID. The cultural identity component was measured by six items labeled *SID1* (I strongly identify myself as a Latino/Hispanic first, rather than as an American), *SID2* (Latinos/Hispanics in America should try harder to be American rather than practicing activities that connect them to their cultural heritage), *SID3* (I would prefer to be with Latinos/Hispanics, rather than with Americans), *SID4* (Latino/Hispanic culture is very distinct and very different from the American culture), *SID5* (I identify with other Latinos/Hispanic, even if they are not close friends or relatives, and *SID6* (I would prefer to display my country's flag, rather than the American flag) (see Table 8). The initial

factor analysis for SID with all six items yielded two components; as such the component was not unidimensional. Therefore, a reliability analysis was performed on the full scale to ascertain whether any items should be excluded from the scale. One item, *SID2*, was subsequently excluded from the cultural identity component and reliability was re-evaluated. The final Cultural Identity Component used in the analyses was composed of five items, *SID1*, *SID3*, *SID4*, *SID5*, and *SID6*, and yielded a Cronbach's alpha of 0.79, a KMO of 0.69 and BTS was significant ($p=0.0001$). It should be noted that the factor loading for *SID2* (0.07) was below the required 0.60. Therefore, it was not included in the final component.

Table 8

Items used for Subcultural Identity Component (N = 81)

<i>Items</i> ^a		<i>M</i>	<i>SD</i>	<i>r</i> ^b
Subcultural Identity Scale (SID, $\alpha = .74$)				
SID1	I strongly identify myself as a Latino/Hispanic first, rather than as an American	4.01	1.26	.72
<u>SID2</u>	Latinos/Hispanics in America should try harder to be American rather than practicing activities that connect them to their cultural heritage			
SID3	I would prefer to be with Latinos/Hispanics, rather than with Americans	2.85	1.08	.70
SID4	Latino/Hispanic culture is very distinct and very different from the American culture	3.87	1.06	.65
SID5	I identify with other Latinos/Hispanics, even if they are not close friends or relatives	3.60	1.08	.78
SID6	I would prefer to display my country's flag, rather than the American flag	2.54	1.29	.63

^a – underlined items were not used in the scale construction

^b – factor loadings only presented for those items included in the scale

BENE. The benefit component was measured by seven items labeled as follows (each benefit item on the questionnaire began with ‘a benefit of going to parks in Manassas Park is that’) *BENE1* (parks allow me to enjoy nature), *BENE2* (parks allow me to escape for a while), *BENE3* (parks allow me to socialize/create personal contacts), *BENE4* (parks allow me to get some exercise), *BENE5* (parks allow me to spend time with family/friends), *BENE6* (parks offer a place with lots of open space), and *BENE7* (parks offer a place for children/youth to go) (see Table 9). The final Benefit Component used in the analyses was composed of seven items, *BENE1*, *BENE2*, *BENE3*, *BENE4*, *BENE5*, *BENE6*, and *BENE7*, and yielded a Cronbach’s alpha of 0.86, a KMO of 0.83 and BTS was significant ($p=0.0001$).

Table 9

Items used for Benefit Component (N = 79)

<i>Items^a</i>	<i>M</i>	<i>SD</i>	<i>h^b</i>
Benefits Scale (BENE, $\alpha=0.86$)			
<i>A benefit of going to parks in Manassas Park is that...</i>			
BENE1 parks allow me to enjoy nature	4.48	.65	.82
BENE2 parks allow me to escape for a while	4.44	.76	.80
BENE3 parks allow me to socialize/create personal contacts	3.88	1.03	.68
BENE4 parks allow me to get some exercise	4.51	.74	.81
BENE5 parks allow me to spend time with family/friends	4.44	.82	.76
BENE6 parks offer a place with lots of open space	4.40	.85	.78
BENE7 parks offer a place for children/youth to go	4.51	.67	.61

^a – underlined items were not used in the scale construction

^b – factor loadings only presented for those items included in the scale

BARR(A). The constraints to park usage component was measured by nineteen items labeled as follows (each barrier(a) item on the questionnaire began with ‘how much

does each of the following barriers limit your use of community or neighborhood parks’): *BARR(A)1* (location of park), *BARR(A)2* (fear of physical assault), *BARR(A)3* (maintenance of facility), *BARR(A)4* (fear of crime), *BARR(A)5* (no one to go with), *BARR(A)6* (lack of time), *BARR(A)7* (overcrowded park), *BARR(A)8* (availability of facilities), *BARR(A)9* (gang activity in park), *BARR(A)10* (alcohol/drugs in park), *BARR(A)11* (lighting in the parks), *BARR(A)12* (lack of green space), *BARR(A)13* (landscaping and trees), *BARR(A)14* (lack of transportation), *BARR(A)15* (confrontation with others), *BARR(A)16* (feeling unwelcome), *BARR(A)17* (fear of sexual assault), *BARR(A)18* (don’t offer activities you want), and *BARR(A)19* (fear of racial conflict) (see Table 10).

The initial factor analysis for BARR(A), with all nineteen variables, yielded four components. Therefore, a reliability analyses was performed on the full scale to ascertain whether any variables should be excluded from the scale. Three items, *BARR(A)3*, *BARR(A)8*, and *BARR(A)18*, were subsequently deleted from the barrier(a) component and reliability was re-evaluated. The second factor analysis for BARR(A), with the remaining sixteen, yielded four components. Therefore, a reliability analyses was performed on the full scale to ascertain whether any variable should be excluded from the scale. One item, *BARR(A)5*, was subsequently deleted from the barrier(a) component and reliability was re-evaluated. The third factor analysis for BARR(A), with the remaining fifteen, yielded four components. Therefore, a reliability analyses was performed on the full scale to ascertain whether any variables should be excluded from the scale. Two items, *BARR(A)1* and *BARR(A)12*, was subsequently deleted from the barrier(a) component and reliability was re-evaluated. The final Barrier(a) Component used in the

analysis was composed of thirteen items, *BARR(A)2*, *BARR(A)4*, *BARR(A)6*, *BARR(A)7*, *BARR(A)9*, *BARR(A)10*, *BARR(A)11*, *BARR(A)13*, *BARR(A)14*, *BARR(A)15*, *BARR(A)16*, *BARR(A)17*, and *BARR(A)19*, and had a Cronbach's alpha of 0.92. The KMO was 0.84 and BTS was significant ($p=0.0001$).

Table 10

Items used for Constraints to Park Usage Component (N = 65)

<i>Items^a</i>	<i>M</i>	<i>SD</i>	<i>h^b</i>
Constraints to Park Usage Scale (BARR(A), $\alpha = .92$)			
<i>How much does each of the following barriers limit your use of community or neighborhood parks?</i>			
<u>BARR(A)1</u> location of park			
BARR(A)2 fear of physical assault	1.92	1.24	.90
<u>BARR(A)3</u> maintenance of facility			
BARR(A)4 fear of crime	1.98	1.39	.89
<u>BARR(A)5</u> no one to go with			
BARR(A)6 lack of time	2.53	1.41	.79
BARR(A)7 overcrowded parks	2.15	1.27	.72
<u>BARR(A)8</u> availability of facilities			
BARR(A)9 gang activity in park	1.96	1.33	.76
BARR(A)10 alcohol/drugs in park	1.87	1.31	.78
BARR(A)11 lighting in the parks	2.15	1.42	.79
<u>BARR(A)12</u> lack of green space			
BARR(A)13 landscaping and tress	1.90	1.35	.68
BARR(A)14 lack of transportation	1.55	1.04	.66
BARR(A)15 confrontation with others	1.73	1.12	.65
BARR(A)16 feeling unwelcome	1.72	1.24	.92
BARR(A)17 fear of sexual assault	1.66	1.27	.87
<u>BARR(A)18</u> don't offer activities you want			
BARR(A)19 fear of racial conflict	2.04	1.25	.80

^a – underlined items were not used in the scale construction

^b – factor loadings only presented for those items included in the scale

BARR(B). The constraints to desired leisure activities component was measured by fourteen items labeled as follows (each barrier(b) item on the questionnaire began with 'list your favorite activity' and 'what are some of the reasons you don't spend more

time doing this activity’): *BARR(B)1* (too busy with family), *BARR(B)2* (lack of energy), *BARR(B)3* (costs too much), *BARR(B)4* (feel guilty), *BARR(B)5* (lack of skill), *BARR(B)6* (safety and security concerns), *BARR(B)7* (physical disability), *BARR(B)8* (lack of time), *BARR(B)9* (poor health), *BARR(B)10* (lack of self-confidence), *BARR(B)11* (not in shape), *BARR(B)12* (don’t know anyone else participating), *BARR(B)13* (too much planning involved, and *BARR(B)14* (no suitable place) (See Table 11). The initial factor analysis for BARR(B), with all fourteen variables, yielded three components. Therefore, a reliability analyses was performed on the full scale to ascertain whether any variables should be excluded from the scale.

Table 11

Items used for Constraints to Desired Leisure Activities Component (N = 61)

<i>Items^a</i>	<i>M</i>	<i>SD</i>	<i>h^b</i>
Constraint to Desired Leisure Activities Scale (BARR(B), $\alpha = .91$)			
<i>What recreation activity would you like to spend more time doing, but you are unable for some reason?</i>			
<i>What are some of the reasons you don't spend more time doing this activity?</i>			
<u>BARR(B)1</u> too busy with family			
<u>BARR(B)2</u> lack of energy			
<u>BARR(B)3</u> costs too much			
BARR(B)4 feel guilty	1.50	.95	.90
<u>BARR(B)5</u> lack of skill	1.63	1.09	.75
<u>BARR(B)6</u> safety and security concerns			
BARR(B)7 physical disability	1.45	.99	.86
<u>BARR(B)8</u> lack of time			
BARR(B)9 poor health	1.60	1.06	.87
BARR(B)10 lack of self-confidence	1.50	1.04	.77
BARR(B)11 not in shape	1.83	1.17	.83
<u>BARR(B)12</u> don't know anyone else participating			
<u>BARR(B)13</u> too much planning involved			
<u>BARR(B)14</u> no suitable place			

^a – underlined items were not used in the scale construction

^b – factor loadings only presented for those items included in the scale

Three items, *BARR(B)3*, *BARR(B)6*, and *BARR(B)13*, were subsequently deleted from the activity participation barrier component and reliability was re-evaluated.

The second factor analysis for BARR(B), with eleven variables, yielded three components. Therefore, a reliability analyses was performed on the full scale to ascertain whether any variables should be excluded from the scale. One item, *BARR(B)8*, was subsequently deleted from the activity participation barrier component and reliability was re-evaluated. The third factor analysis for BARR(B), with ten variables, yielded three components. Therefore, a reliability analyses was performed on the full scale to ascertain whether any variables should be excluded from the scale. Four items, *BARR(B)1*, *BARR(B)2*, *BARR(B)12*, and *BARR(B)14*, was subsequently deleted from the activity participation barrier component and reliability was re-evaluated. The final BARR(B) component used in the analysis was composed of six items, *BARR(B)4*, *BARR(B)5*, *BARR(B)7*, *BARR(B)9*, *BARR(B)10*, and *BARR(B)11*, and had a Cronbach's alpha of 0.87. The KMO was 0.83 and BTS was significant ($p=0.0001$).

Correlation Analyses

Subcultural identity and recreation participation. A correlation analysis was conducted to determine if subcultural identity had an effect on the recreation participation of the Latino population. The correlation coefficient ($r=0.16$) was found to not be significant ($p=0.15$). This indicates that subcultural identity is not significantly associated with recreation participation, and cannot be said to have a direct association to recreation participation among the Latino population.

Social economic status and recreation participation. A correlation analysis was conducted to determine if social economic status had an effect on the recreation

participation of the Latino population. The correlation coefficient ($r=0.20$) was not found to be significant ($p=0.08$). This indicates that social economic status is not significantly related to recreation participation and cannot be said to have a direct association between it and recreation participation among the Latino population.

Discrimination and recreation participation. A correlation analysis was conducted to determine if discrimination was associated with recreation participation in the Latino population. The correlation coefficient ($r=0.20$) was not found to be significant ($p=0.06$). This indicates that discrimination is not significantly related to recreation participation, and discrimination cannot be said to have a direct association to recreation participation among the Latino population.

Acculturation and Recreation Participation. A correlation analysis was conducted to determine if acculturation was directly related to recreation participation in the Latino population. The correlation coefficient ($r=0.06$) was not found to be significant ($p=0.53$). This indicates that there is no direct relationship between acculturation and recreation participation, and acculturation cannot be said to have a direct association to recreation participation among the Latino population.

Perception of benefits derived and recreation participation. A correlation analysis was conducted to determine if the perception of benefits derived from a recreational experience had an effect on recreation participation. The correlation coefficient ($r=0.21$) was found to be significant ($p=0.04$). This indicates that the perceived benefits derived from a recreational experience is significantly related with recreation participation and could be said to have a direct association with recreation participation among the Latino population.

Leisure constraints and recreation participation. A correlation analysis was conducted to determine if leisure constraints to park use (BARR(A)) had a direct relationship with recreation participation of the Latino population. The correlation coefficient ($r=0.10$) was not found to be significant ($p=0.33$). This indicates that leisure constraints to park use is not directly associated with recreation participation and cannot be said to have a direct association with recreation participation among the Latino population.

Gender. A *t*-test was used to test the statistical significance in mean differences between men and women recreational users and recreation participation. There was no significant difference between men and women and their recreation participation. Men demonstrated a higher frequency use ($M=3.20$, $SD=1.96$) than did women ($M=2.80$, $SD=1.09$), $t(80)=1.28$, $p=0.21$), but no statistical difference between the two groups was found.

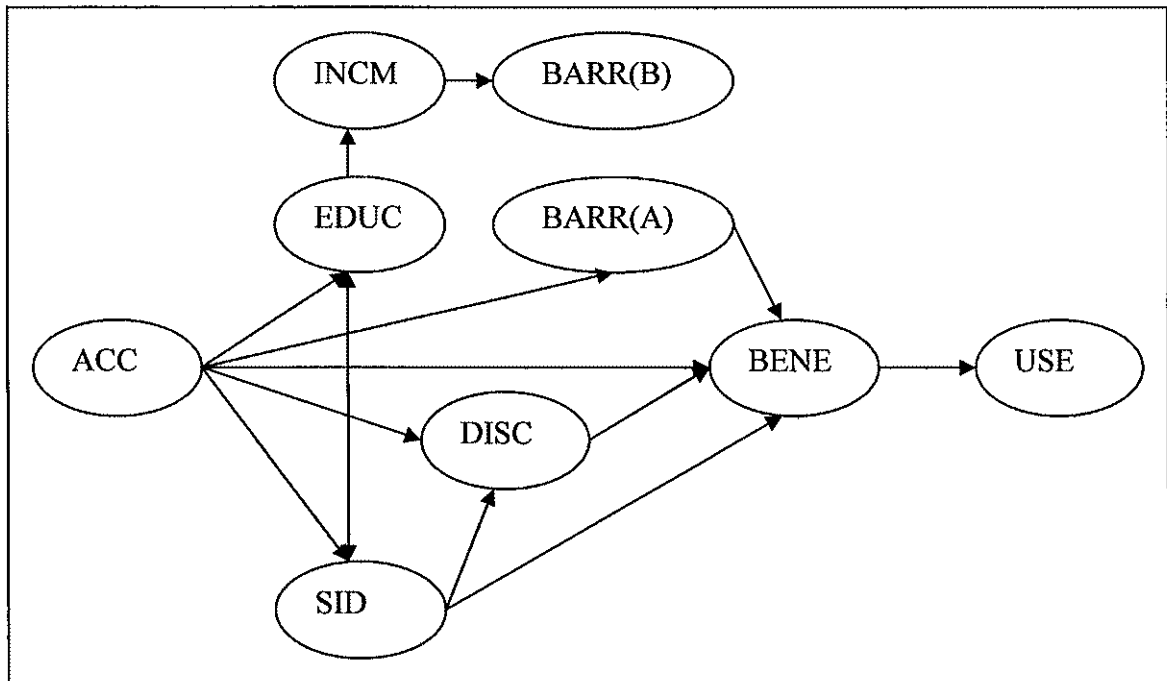
Age. A *t*-test was used to test the statistical significance in mean differences between young adults (ages 18-37) and older adults (38 and older) and their recreation participation. There was no significant difference between younger adults and older adults and their recreation participation. Younger adults demonstrated slightly higher usage ($M=3.13$, $SD=2.91$) than did older adults ($M=2.91$, $SD=1.26$), $t(76)=0.72$, $p=0.47$). There was no support found to suggest that younger adults and older adults have significantly different recreation use patterns.

The Manassas Park Recreational Participation Model

The results from the current study were used to create a model to explain the relationships between acculturation, discrimination, subcultural identity, perceived

benefits, socio-economic status, park usage barriers, desired leisure activity participation barriers, and recreational use (see Figure 2). The model yielded a direct relationship between derived benefits and recreational use. Acculturation had a direct relationship with subcultural identity, benefits, activity participation barriers, and socio-economic factors. From this model, BENE is the only component that had a direct relationship with recreational use patterns of Latinos in Manassas Park. The other components do not have a direct relationship with recreation use; however, they do reflect previous relationships found by Gómez (2006), which will be discussed in the next chapter.

Figure 2. *Manassas Park Latino Recreation Participation Model*



General procedures and findings are summarized in the next and final chapter. Additionally, research hypotheses will be formally accepted or rejected, suggestions will be made for Manassas Park, and recommendations for future studies will be discussed.

CHAPTER V

CONCLUSIONS

This chapter considers the extent to which hypotheses were rejected or failed to be rejected based on the data analysis. Following the examination of the hypotheses, the analysis of the conclusions that were reached about the issues related to acculturation, discrimination, cultural identity, recreational barriers, and recreational benefits will be discussed. Next, the findings in study will be related to the study presented by Gómez (2002a, 2006), and the study presented by Shinew et al. on leisure constraints (2004). Lastly, recommendations for the directors at Manassas Park's Department of Parks and Recreation to better serve the Latino population will be suggested.

Hypotheses Examined

Research Question and Hypothesis #1: Is there a relationship between subcultural identity among the Latino population and recreation participation? (ethnicity theory)
There was no significant direct relationship between subcultural identity, and recreation participation.

$$H_0: r_{sid/REC} = 0 \qquad \text{Fail to reject } H_0$$

$$H_A: r_{sid/REC} \neq 0$$

Research Question and Hypothesis #2: Is there a relationship between social economic status among the Latino population and recreation participation? (marginality theory) There was no significant direct relationship between socio economic status, and recreation participation.

$$H_0: r_{ses/REC} = 0 \qquad \text{Fail to reject } H_0$$

$$H_A: r_{ses/REC} \neq 0$$

Research Question and Hypothesis #3: Is there a perception of discrimination among the Latino population, and if so, is there a significant relationship between discrimination and recreation participation? (discrimination theory) There was no significant direct relationship between discrimination and recreation participation.

$$H_0: r_{DIS/REC} = 0 \quad \text{Fail to reject } H_0$$

$$H_A: r_{DIS/REC} \neq 0$$

Research Question and Hypothesis #4: Is there a relationship between level of acculturation among the Latino population and recreation participation? (acculturation theory) There was no significant direct relationship between acculturation and recreation participation.

$$H_0: r_{ACC/REC} = 0 \quad \text{Fail to reject } H_0$$

$$H_A: r_{ACC/REC} \neq 0$$

Research Question and Hypothesis #5: Is there a relationship between perception of benefits derived from participation in recreation among the Latino population and recreation participation? (benefits theory) There was a significant relationship between benefits derived, and recreation participation.

$$H_0: r_{BEN/REC} = 0 \quad \text{Reject } H_0$$

$$H_A: r_{BEN/REC} \neq 0$$

Research Question and Hypothesis #6: Are there perceived leisure constraints to park use, and if so, is there a significant relationship between leisure constraints and recreation participation? (leisure constraints theory) There were perceived leisure constraints, as was evident by the BARR(A) construct. There was no significant direct relationship, however, between leisure constraints and recreation participation.

$H_0: r_{\text{CON/REC}} = 0$ **Fail to reject H_0**

$H_A: r_{\text{CON/REC}} \neq 0$

Research Question and Hypothesis #7: Is there a difference between males and females and their recreation participation (usage) patterns? There was no significant difference between males and females, and their recreation participation patterns.

$H_0: \bar{x}_{\text{males}} = \bar{x}_{\text{females}}$ **Fail to reject H_0**

$H_A: \bar{x}_{\text{males}} \neq \bar{x}_{\text{females}}$

Research Question and Hypothesis #8: Are there differences between younger and older users (younger adults, older adults)? There was no significant difference between younger adults and older adults, and their recreation participation patterns.

$H_0: \bar{x}_{\text{adult}} = \bar{x}_{\text{oldadult}}$ **Fail to reject H_0**

$H_A: \bar{x}_{\text{adult}} \neq \bar{x}_{\text{oldadult}}$

Conclusions about General Findings

Subcultural Identity. As stated in the literature review, Washburne (1978) noted that minority leisure patterns are based on their subcultural style. Washburne used the ethnicity hypotheses to describe the relationship between Africa-American leisure patterns and subcultural style. In addition, Klobus-Edwards (1981) also suggested that ethnicity is a factor that could determine the recreation preferences among users. On the contrary, the current study did not find a direct correlation between subcultural identity and recreational use patterns. Subcultural identity was found to be a unidimensional construct in this study. The current study supports the notion that subcultural identity has an indirect relationship to recreation participation, and that this indirect relationship is mitigated by the perception of benefits derived from using the parks (see Figure 2).

Marginality. Washburne (1978), Woodard (1988), and Stamps and Stamps' (1985) each hypothesized that socioeconomic factors such as occupation, income, and education each played a role in recreation participation among users. These factors inhibited users from participating in certain activities. It was noted in the current study that socioeconomic factors did not have a direct relationship between recreational use patterns. The socioeconomic factors investigated in this study were education and income. Neither of these variables had a direct relationship between them and recreational use patterns. However, income was found to have a direct negative association with constraints to desired leisure activities ($r = -0.36, p < 0.01$). As one's income increases, one has fewer constraints on one's desired leisure activities. Furthermore, education was not found to have any relationships to barriers, benefits, or recreation participation (see Figure 2).

Discrimination. West (1989) found that minorities felt less welcomed when visiting a park because of discrimination. This study found support for the unidimensionality of the discrimination construct. In general, the current study found that the Latino population does not find that discrimination inhibits them from directly visiting parks, nor was there a direct relationship between discrimination and leisure constraints (BARR(A) or BARR(B)). Discrimination did not have a significant direct relationship with recreational use patterns. Discrimination was related to benefits, which was then related to recreational user patterns.

Acculturation. Floyd, Gramann, and Saenz (1993) conducted a study to examine if acculturation played a role in recreational user patterns. They found that people who use Spanish as their primary language were significantly less likely to use public parks.

In the current study, it was found that most participants spoke more Spanish than English in their households, but the acculturation level did not have a direct relationship to recreational use patterns. Acculturation was found to be unidimensional, and directly related to derived benefits, which was then related to recreation use patterns.

Acculturation does seem to have the most connection to all previously hypothesized variables as noted in Gómez' Model (see Figure 1). With respect to acculturation's relationship to leisure constraints, there was a direct relationship between acculturation and BARR(A) ($r = 0.37, p = 0.001$), but no significant relationship to BARR(B).

Leisure Benefits. Driver and Driver (2005) claimed that recreation professionals direct their action towards providing recreational programs and activities towards satisfying recreational experiences of users. In this study, this concept was extended to include the notion that the perception of benefits derived from participation in these programs affect usage or repeat visitation, and this claim is supported in the current study. It was found that the perception of benefits derived from a recreation experience have a direct relationship with recreation use patterns. In fact it was the only significant direct relationship found between any of the hypothesized relationships on recreation participation/park usage. Additionally, Iso-Ahola (1980) found that participation in recreation brings about sensations that help individuals choose between the different activities. It was found that among Latinos, family-oriented activities bring about the most rewarding sensations, which could explain higher attendance and future attendance in family-oriented programming. In terms of the implication for the broader leisure literature, this study supports a benefits based management approach to increase leisure participation among Latinos in Manassas Park.

The Ethnicity and Public Recreation Participation (EPRP) Model.

Gómez (2006) created a model to describe the recreation participation use among ethnic recreational users. This model was used as the framework for the current study. In his model, acculturation had a direct relationship with socioeconomic status, subcultural identity, perceived benefits of recreation, perceived discrimination, and recreation participation. Though my model was developed from Gómez' Model, there are distinct similarities and differences between the two. First, all of the previous hypothesized constructs in Gómez' EPRP Model were confirmed in this study, thereby acknowledging the existence of such factors as acculturation, subcultural identity, discrimination, mentioned in the previous literature on ethnicity and leisure. Second, because researchers did not have access to the Hollingshead Index (see Gómez, 2006), marginality was operationalized differently in this study as two separate variables (income and education). Unlike, Gómez' findings, marginality was not supported as an explanation for either perceived benefits or recreation participation, given the measures used in this study. Third, a major difference between Gómez' model (see Figure 1) and the current model (see Figure 2), is that acculturation had no direct relationship with recreation use in the current model, while acculturation had a direct and very significant relationship with recreation participation in Gómez' Model. Fourth, perceived benefits played a very salient and central role in Gómez' Model, and it seems to play a very important role in the Manassas Park Model as well. Studies should continue to explore the relationship between perceived benefits and recreation participation. Last, the components in the current model that are not present in Gómez' Model are the two barrier components. The interesting aspect of the additional components is that the two barriers did not have a

relationship with recreation use, nor were they related to benefits. However, acculturation was found to have a significant relationship with constraints to park usage. Further studies are needed to apply this model in other settings and to other ethnic groups.

Leisure Constraints

Shinew, et al. (2004) described leisure barriers as structural, interpersonal, and intrapersonal. Structural barriers are factors that inhibit individuals from participating in their leisure preferences or choices. Interpersonal barriers involve the relationships between other, and the inability to find a partner for a leisure activity. Intrapersonal barriers are psychological factors that inhibit a person from participating in an activity. In the current study, the structural barriers that held during the factor analysis were lighting in the parks, landscaping and trees, overcrowded parks, lack of time, and lack of transportation. The interpersonal barriers were alcohol and drugs, gang activities, feeling unwelcomed, and confrontation with others. The intrapersonal barriers were fear of crime, fear of physical assault, fear of sexual assault, and fear of racial conflict. Even though these barriers held during the analyses, barriers did not have any direct association with recreation/park use patterns. The role of discrimination bears more explanation, however.

Based on the data, discrimination does not appear to be related to recreation participation, but does have a direct relationship on Latino perceptions of benefits derived from participating in recreation ($r = 0.26, p < 0.05$). Here the more discrimination, the more benefits they derive. This seems counterintuitive. However, if Shaw's (2001) argument that leisure could be viewed as a form of resistance for minorities is taken into

consideration, then this would make sense. That is, as more discrimination is felt by Latinos in Manassas Park, they perceived even greater benefits from participating in leisure – in order to resist discrimination (recall that two of the measures in the BENE construct is that parks allow for “escape/freedom” and for creating “social/interpersonal contacts”), which eventually leads to more participation. This finding contradicts previous literature on ethnicity and leisure, but lends support for Shaw’s third approach to leisure as a form of resistance (see Shiner, et. al, 2004). One could make the argument that the perception of discrimination is itself a leisure constraint – something not previously discussed in leisure constraints research, as the constraints literature has a mainstreamed focus. Furthermore, Shiner et al. noted that there was a general lack of models on race/ethnicity and constraints, and this study helps to fill that void. Lastly, with respect to leisure constraints and women, there was no difference found between men and women and their park usage in this study.

Limitations

During the study, there were several limitations that were evident. The first limitation is that the number of participants who returned surveys was low. The total number of responses was eight-nine, which means the results cannot be generalized towards other populations or to the Manassas Park’s Latino population. Because one can not be sure of a representative sample with only 8.6% response rate, all results must be interpreted with caution. As such, the results from this study can be used as a case study for the Manassas Park Parks and Recreation.

A second limitation was the method used to gain information from the respondents. A mailing list was composed, and used to mail the instrument to all

participants. It has been noted that using mailings as a method of acquiring information is one of the least effective approaches, in terms of response rate. Future studies should consider on-site data collection at the parks and recreation facilities in Manassas Park, or conducting personal interviews in the neighborhoods where the highest concentrations of Latinos are located in the city. Additionally, identification of key informants or community leaders would help to increase interest and response (Gómez, 2002b).

Recommendations for Manassas Park Parks and Recreation

This study sought to give some direction to future programming efforts for the staff at the Manassas Park Department of Parks and Recreation in order to serve the Latino population more effectively. One recommendation is to program more family activities. It was found that the most used programs and special events were those that incorporated the family aspect. In addition, the programs and special events least used were those that did not have the family aspect. Spending time with family was found to be a priority among the Latino population and for Manassas Park to effectively serve this population there should be an increase in family programs and events.

When participants were asked which programs they would like to see offered through the recreation department, the most recurring answer was “soccer.” Out of 38 open-ended responses, soccer was reported 13 times. Soccer is very popular among this Latino population, and should be available for those who want to play. If soccer was offered as an activity, an increase in participation would be highly likely.

Although Costello Park was located closer to most of the respondents, Signal Hill Park was used almost as much. For this reason, another recommendation would be to hold an equal number of programs or special events at both parks, if feasible. Second, it

was found that 51% of respondents use the parks between 4:00pm and 7:00pm. This information should be incorporated when developing or planning the specifics of a program or special event. A majority of the population are employed, which only allows evenings to participate in activities. Additionally, one could speculate that the 4th of July Festival is also heavily attended because it is offered at a time where no one works. This too should be a consideration.

Though there was not a direct relationship between discrimination and recreational use, many did feel as though they had been discriminated against at one time or another (some openly wrote this in open-ended sections). To help understand how and why some feel they are being discriminated against, Manassas Park could put together a council to discuss such issues as discrimination against minority groups. Having community leaders understand the issues that are facing nearly a quarter of their citizenry could lead to a positive change in relations. The council would also enable minority groups to discuss their experiences without feeling they are going to be discriminated against for bringing up such topics. A discrimination council would benefit the community as a whole.

The only relationship found between recreation participation and any of the components was derived benefits. When developing programs, Manassas Park should look to try to satisfy the benefits perceived by the Latino population. In order to effectively offer program events for the Latino population, Manassas Park needs to meet the benefits desired by this population, and perhaps conduct a needs assessment.

Recommendations for Future Research

An issue in this study was the small sample size. For future studies, researchers should look to gathering data on-site rather than through a mass mailing. The mass mailing received a low return rate, and if time had permitted, an on-site study would have been completed. Secondly, future researchers should consider using a multi-method approach to sampling to increase response rate. The multi-method would include a mass mailing of surveys, on-site sampling, and door-to-door interviewing. These measures would likely increase the sample size.

Future researchers should also consider macro issues, such as political barriers that inhibit minorities from participating in public recreational activities. In Prince William County, where Manassas Park is located, there has been a change in legislation that is frightening immigrant minority groups, Latinos in particular. This change has affected the recreational use patterns of the Latino population in the Manassas Park area. Manassas Park has had an annual Multi-Cultural Festival to celebrate the many cultures that are located in their area. Due to this change in legislation, the festival, which usually attracts 5,000-10,000 users, had to be cancelled due to lack of sponsorship – from nearly 40 sponsors in 2006 to only 2 sponsors in 2007 – most of this due to illegal immigration concerns in the county (personal communication, Theresa Polk, September 21, 2007). Researchers could use similar circumstances, and find the reasons why these changes affect minority groups.

Lastly, future researchers should incorporate more qualitative approaches rather than quantitative. Using qualitative approaches could enable researchers to receive an additional perspective from the management point of view. This would allow researchers

to take the information received from the participant, and have a more in depth discussion of how the management at a public parks and recreation department could increase participation among a minority group. Qualitative research allows the participant to describe in more detail how they feel about leisure constraints, the current political climate and its role on their public recreation, and the role of discrimination and perceived benefits derived from participation in a recreation setting more in-depth.

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APPENDIX A

English and Spanish Questionnaires

**A Survey of Latinos/Hispanics and use of Parks in Manassas Park, Virginia
Recreation & Tourism Studies Program – Old Dominion University**

INSTRUCTIONS

This survey is meant to capture the perceptions of benefits, motivations, and opinions from the Latino/Hispanic community in Manassas Park, Virginia. The purpose of this study is to understand how Latinos/Hispanics use public recreation settings. It is important that you answer the following questions as honestly as possible in order to accurately represent the Latino/Hispanic community. Your participation in this study is voluntary, and at any time you may choose to not answer a question. Your answers will remain confidential, and your identity anonymous. Please take your time answering the questions. The questionnaire should take approximately 15-20 minutes to complete.

SECTION I: LATINO/HISPANIC CULTURE QUESTIONS

Directions: Please indicate the extent to which you feel the statement reflects your opinion on the following topics by placing a "✓" or "X" in the box along the scale from 1-5.

Please indicate which language(s) you prefer to use.

	Only Spanish 1	More Spanish than English 2	Use Both Equally 3	More English than Spanish 4	Only English 5
A. Preferred language at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Preferred language for radio and television.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Preferred language for magazines/newspapers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Preferred language for music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Preferred language your close friends speak.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Preferred language at parties and get-togethers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Preferred language when you visit people or people visit you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate how important you feel these are.

	Unimportant 1	A little Important 2	A little Important 3	Somewhat Important 4	Very Important 5
A. How important is it to celebrate holidays in the Latino way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. How important is it to raise your children with Latino values?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. How important is it to maintain the use of the Spanish language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. How important is it to maintain Latino values as a part of your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Some people have reported that other people do not treat them fairly in Manassas Park simply because they are Latino/Hispanic. Others have not experienced this. How do you feel about the following statements? Please indicate the extent to which you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with the following statements.

	Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
In Manassas Park ...					
A. I feel that Latinos/Hispanics are not very welcomed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. I feel that police often hassle Latinos/Hispanics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. the presence of other groups that are not Latino/Hispanic makes me feel uncomfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. I feel Americans excluded me from activities because I am of Latino/Hispanic origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. I feel Americans look down on me because I participate in customs of my culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the extent to which you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with the following statements regarding your views on your cultural identity.

	Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
A. I strongly identify myself as a Latino/Hispanic first, rather than as an American.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Latinos/Hispanics in America should try harder to be American rather than practicing activities that connect them to their cultural heritage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. I would prefer to be with Latinos/Hispanics, rather than with Americans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Latino/Hispanic culture is very distinct and very different from the American culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. I identify with other Latinos/Hispanic, even if they are not close friends or relatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. I would prefer to display my country's flag, rather than the American flag.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION II: PARK USE QUESTIONS

Directions: Please indicate the extent to which you feel the statement reflects your opinion on the following topics by placing a "✓" or "X" in the box along the scale.

People have suggested many reasons why they visit parks. Below is a list of the **benefits** of going to a park. Please indicate whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

A benefit of going to parks in Manassas Park is that ...

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
	1	2	3	4	5
...parks allow me to enjoy nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...parks allow me to escape for a while	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...parks allow me to socialize/create personal contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...parks allow me to get some exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...parks allow me to spend time with family/friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...parks offer a place with lots of open space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...parks offer a place for children/youth to go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often during each season do you use or the following public park in Manassas Park?

	(Almost Never)	(Sometimes)	(Frequent)	(Very Frequent)			
	Never	Once	2-4 times	5-13 times	14-20 times	21-29 times	30+ times
1. Costello Park							
Summer (June-August)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fall (September-November)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Winter (December-February)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spring (March-May)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	(Almost Never)	(Sometimes)	(Frequent)	(Very Frequent)			
	Never	Once	2-4 times	5-13 times	14-20 times	21-29 times	30+ times
2. Signal Hill Park							
Summer (June-August)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fall (September-November)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Winter (December-February)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spring (March-May)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which park is closest to where you live? Costello Park Signal Hill Park

How long does it take you to travel to the parks listed above? Costello Park _____ minutes Signal Hill Park _____ minutes

Which days you use the parks?
 Don't use parks Mondays Tuesdays Wednesdays Thursdays
 Fridays Saturdays Sundays

When do you use the parks?
 Don't use parks Before 9:00 a.m. 9:00am-Noon
 Noon - 4:00 p.m. 4:00 p.m.-7:00 p.m. 7:00 p.m.-10:00 p.m.

Who do you go to the park with?

- Go Alone Family Other Relatives Friends Others

If you participate in sports at the park, do you (select one) ...

- participate in a Sports League.
 participate with friends and family.
 participate alone.
 don't participate.

How long do you usually stay at this park or facility? _____ hours _____ minutes

*People have suggested many reasons why they do not visit parks. Below is a list of **barriers** that limit visitation to parks in Manassas Park. Please indicate if the barriers that limit you a lot, quite a bit, some, very little, or not at all.*

“How much does each of the following **barriers** limit your use of community or neighborhood parks?”

	Not at All	Very Little	Some	Bit	Quite A Lot
	1	2	3	4	5
Location of Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear of Physical Assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintenance of Facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear of Crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No One to Go With	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overcrowded Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gang Activity in Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol/Drugs in Park	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lighting in the Parks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Green Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Landscaping and Trees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confrontation with Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling Unwelcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear of Sexual Assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't Offer Activities You Want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear of Racial Conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION III: PROGRAMS, ACTIVITIES, AND SATISFACTION QUESTIONS

Please indicate which of the following facilities and programs you have used in the past 12 months.

	Not At All 1	Less Than Once a Month 2	About Once a Month 3	About Once a Week 4	Almost Daily 5
Tennis Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recreation Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organized Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior Citizen Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts and Crafts Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre School and Kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parenting Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as Second Language Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have you, or will you, attended any festivals put on by Manassas Park's Park and Recreation? Please indicate "Yes" or "No" for your past attendance, and if you plan to attend in the future, below:

			<u>Will You Attend in the Future</u>					
			No	Probably No	Not sure	Probably Yes	Yes	
<u>Attended in the Past</u>			1	2	3	4	5	
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Annual Easter Egg Hunt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Flashlight Egg Hunt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	The Comcast Film Festival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Latino Festival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	July 4 th Celebration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Family Fun Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Battle of the Bands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Spring Yard Sale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Fall Yard Sale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where do you hear about the events and programs? Newspaper TV Radio
 Family/Friend Other _____

Please check each program you participated (or will participate) in during the next year at Manassas Park. (Check all that apply)

How much do you like to...

	Not at All 1	Very Little 2	Some 3	Quite A Bit 4	A Lot 5
Play Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skateboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe or Photograph Nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jog or Run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending Time with Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play Basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go for a Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go for a Picnic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visit with Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to Sporting Events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go Fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relax or do Nothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play Baseball/Softball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend a Festival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What recreation activity would you like to spend more time doing, but you are unable to for some reason?

Name of recreation activity you would like to do more often: _____

What are some of the reasons you don't spend more time doing this activity?

	Not at All 1	Very Little 2	Some 3	Quite A Bit 4	A Lot 5
Too Busy With Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Costs Too Much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feel Guilty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety and Security Concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of Self-Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not in Shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't Know Anyone Else Participating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too Much Planning Involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No Suitable Place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On a scale of 1 to 10, with 10 being perfect, how would you rate the overall quality of your experience with Manassas Park's Parks and Programs? _____ out of 10.

SECTION IV: DEMOGRAPHICS

A1. How long have you lived in United States? _____ Years

A2. Have you ever lived in outside the United States? No Yes _____ YearsB1. Where were you born? In the USA. Outside the USAB2. Where was your **father** born? In the USA. Outside the USAB3. Where was your **mother** born? In the USA Outside the USAB4. Where was your **grandfather (mother's side)** born? In the USA Outside the USAB5. Where was your **grandmother (mother's side)** born? In the USA Outside the USAB6. Where was your **grandfather (father's side)** born? In the USA Outside the USAB7. Where was your **grandmother (father's side)** born? In the USA Outside the USAC. What do you consider your cultural background to be? Latino/Hispanic
 More Latino/Hispanic than American
 Latino/Hispanic and American equally
 More American than Latino/Hispanic
 AmericanD. What is your sex? Male Female

E. What is your age? _____

F. What is your marital status? Single Married Separated
 Divorced Widowed OtherG. What is your work status? Employed Self-employed Full-time home maker
 Retired Unemployed Other

G. What is your occupation? _____

I. What was your **total family income** in 2006 (before taxes)? [Include parents and children's income.]
 Under \$5,000 \$15,000 to \$24,999 \$50,000 to \$75,000
 \$5,000 to \$9,999 \$25,000 to \$34,999 \$75,000 to \$99,999
 \$10,000 to \$14, 999 \$35,000 to \$49,999 \$100,000 and overJ. What is the highest grade that you completed in school?
 Eighth Grade or Below Some College, no degree Some Graduate School
 Some High School Associate's Degree Master's Degree
 High School Graduate/GED Bachelor's Degree Doctoral Degree**Thank you very much for your assistance!****IF YOU NEED MORE INFORMATION, PLEASE CONTACT:**

<p>Dr. Edwin Gómez or Mr. Thomas Jones, Recreation & Tourism Studies Program, Old Dominion University, 115 Spong Hall, Norfolk, VA 23529. Phone (757) 683- 6309. email: egomez@odu.edu, gtjones@odu.edu</p>

**Encuesta a Latinos/Hispanos sobre Uso de Parques
en Manassas Park, Virginia**
Programa de Estudios en Recreación & Turismo – Old Dominion University

INSTRUCCIONES

Esta encuesta busca determinar la percepción de la comunidad latina/hispana en Manassas Park en cuanto a beneficios, motivaciones y opiniones. El propósito de la misma es entender como los latinos/hispanos utilizan los espacios de recreación públicos disponibles en su comunidad. Para llevar a cabo esta investigación, es importante que usted conteste las siguientes preguntas de una manera sincera. Esto con el fin de que los resultados sean representativos del punto de vista de la comunidad latina/hispana. Su participación en este estudio es voluntaria y usted puede decidir en todo momento si no desea contestar alguna de las preguntas. Sus respuestas serán tratadas de forma confidencial y su participación será anónima. Por favor tome el tiempo que sea necesario para contestar las preguntas. Contestar este cuestionario le tomará aproximadamente 15-20 minutos.

SECCION I: PREGUNTAS ACERCA DE LA CULTURA LATINA/HISPANA

Instrucciones: Por favor indique si los enunciados expresados a continuación reflejan su opinión acerca de cada una de las situaciones descritas. En la escala de 1 a 5, marque con una “√” o una “X” el cuadro que mejor refleje su opinión.

Por favor indique que lenguaje prefiere utilizar en cada caso.

	Solo Español 1	Más Español que Inglés 2	Usa ambos en igualdad 3	Más Inglés que Español 4	Sólo Inglés 5
H. Lenguaje que prefiere usar en casa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Lenguaje que prefiere cuando escucha radio o ve televisión.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Lenguaje que prefiere cuando lee revistas/periódicos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Lenguaje que prefiere cuando escucha música	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. Lenguaje que prefiere cuando habla con sus amigos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. Lenguaje que prefiere usar en fiestas y reuniones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Lenguaje que prefiere cuando le visitan o visita amistades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Por favor indique que tan importante son para usted los siguientes casos.

	1	2	3	4	5
	No Importante	Poco Importante	Relativamente Importante	Muy Importante	Muy Importante
A. ¿Qué tan importante es celebrar días festivos al estilo latino?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. ¿Qué tan importante es criar a sus hijos con valores latinos?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. ¿Qué tan importante es mantener el uso del idioma Español?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. ¿Qué tan importante es mantener valores latinos en su vida diaria?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Algunas personas comentan que han sido tratadas de manera injusta en Manassas Park simplemente porque son latinos/hispanos. Otros comentan que no han experimentado ningún trato injusto. ¿Cuál es su opinión acerca de los enunciados abajo descritos? Por favor indique su grado de acuerdo o desacuerdo con cada uno de los enunciados.

En Manassas Park ...	Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo
	1	2	3	4	5
A. Creo que los latinos/hispanos no son bienvenidos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Creo que la policía a menudo agrede a latinos/hispanos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. La presencia de otros grupos que no son latinos/hispanos me hace sentir incómodo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Siento que los americanos me excluyen de ciertas actividades porque soy de origen latino/hispano.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Siento que los americanos me miran despectivamente cuando adopto las formas y costumbres de mi cultura.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Por favor indique su grado de acuerdo o desacuerdo con los siguientes enunciados que tienen que ver con su punto de vista sobre la **identidad cultural**.*

	Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo
	1	2	3	4	5
A. Me identifico primordialmente como latino/hispano, más que como americano.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Los latinos/hispanos en los Estados Unidos deberían tratar de ser más como los americanos en lugar de realizar actividades que los ligan a su herencia cultural.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Prefiero convivir con latinos/hispanos más que con americanos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. La cultura latina/hispana es muy distintiva y muy diferente de la cultura americana.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Me identifico mejor con latinos/hispanos aunque no sean amigos cercanos o familiares.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Prefiero colocar o mostrar la bandera de mi país más que la bandera americana.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECCION II: PREGUNTAS SOBRE USO DE PARQUES

Instrucciones: Por favor indique si los enunciados expresados a continuación reflejan su opinión acerca de cada una de las situaciones descritas. Marque con una "✓" o una "X" el cuadro que mejor refleje su opinión de acuerdo a la escala.

Algunas personas nos han sugerido varios motivos por los que asisten a un parque. A continuación hay una lista de los posibles beneficios de acudir a un parque. Por favor indique su grado de acuerdo o desacuerdo en cada caso.

Un beneficio de acudir a parques en Manassas Park es que ...

	Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo
	1	2	3	4	5
...los parques ayudan a disfrutar de la naturaleza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...los parques me permiten distraerme por un rato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...los parques me ayudan a socializar/crear contactos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...los parques me permiten hacer ejercicio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...los parques ayudan a convivir con familia/amigos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...los parques ofrecen muchos espacios abiertos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...los parques ofrecen un espacio para niños/jóvenes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Durante cada estación del año, ¿que tan seguido utiliza los siguientes parques públicos en Manassas Park?

1. Parque Costello	Nunca	Una vez	(Casi Nunca)	(Algunas Veces)	(Con Frecuencia)	(Mucha Frecuencia)	(Todo el Tiempo)
			2-4 veces	5-13 veces	14-20 veces	21-29 veces	30+ veces
Verano (Junio-Agosto)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otoño (Septiembre-Noviembre)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invierno (Diciembre-Febrero)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primavera (Marzo-Mayo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Parque Signal Hill	Nunca	Una vez	(Casi Nunca)	(Algunas Veces)	(Con Frecuencia)	(Mucha Frecuencia)	(Todo el Tiempo)
			2-4 veces	5-13 veces	14-20 veces	21-29 veces	30+ veces
Verano (Junio-Agosto)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otoño (Septiembre-Noviembre)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invierno (Diciembre-Febrero)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primavera (Marzo-Mayo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¿Cuál parque está más cerca de su domicilio? Parque Costello Parque Signal Hill

¿Cuánto tiempo le toma llegar a los parques arriba descritos?

- Parque Costello _____ minutos
 Parque Signal Hill _____ minutos

¿Qué días va a estos parques?

- No voy a parques Lunes Martes Miércoles Jueves
 Viernes Sábados Domingos

¿A que hora acude a los parques?

- No voy a parques Antes de las 9:00 a.m. 9:00am-Mediodía
 Mediodía-4:00 p.m. 4:00 p.m.-7:00 p.m. 7:00 p.m.-10:00 p.m.

¿Con quién(es) va a los parques?

- Solo Familia Otros Parientes Amigos Otros

Si usted participa en actividades deportivas en el parque, usted ... (escoja una opción)

- ...participa en una liga deportiva.
 ...participa con amigos y familiares.
 ...participa solo.
 ...no participa.

¿Cuánto tiempo permanece en el parque normalmente? _____ horas _____ minutos

*Algunas personas nos han sugerido varios motivos por los que no acuden a un parque. A continuación hay una lista de los **obstáculos** que limitan acudir a un parque. Por favor indique el grado en que estos obstáculos son aplicables en su caso.*

“Los siguientes obstáculos, ¿en que grado limitan su asistencia a parques en su comunidad o barrio?”

	Para Nada	Muy Poco	Algo	Bastante	Mucho
	1	2	3	4	5
Ubicación del parque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Temor a ser asaltado físicamente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mantenimiento de las instalaciones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Temor de posibles crímenes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No tengo con quien ir	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de tiempo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
El parque está sobresaturado de personas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disponibilidad de las instalaciones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bandas criminales en el parque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uso de alcohol/drogas en el parque	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iluminación en los parques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de espacios verdes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jardinería y arbolado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de transporte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confrontaciones con otras personas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No me siente bienvenido	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Temor de asaltos sexuales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No se ofrecen las actividades que prefiero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Temor de conflictos raciales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECCION III: PREGUNTAS SOBRE LOS PROGRAMAS, ACTIVIDADES Y GRADO DE SATISFACCION

Por favor indique cuales instalaciones y programas ha utilizado en los últimos 12 meses.

	Nunca 1	Menos de una vez al mes 2	Cerca de una vez al mes 3	Cerca de una vez a la semana 4	Casi diario 5
Cancha de tenis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Albercas / Piscinas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Centro Recreativo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ligas Atléticas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programas para adultos mayores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programas de artes y artesanías	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programas para prescolares e infantes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programas para realizar ejercicio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programas para padres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programas de enseñanza de inglés	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¿Ha asistido o piensa asistir a festivales organizados por la oficina de Parques y Recreación de Manassas Park? Por favor indique la frecuencia con la que asiste o planea asistir a festivales pasados o futuros en los espacios indicados:

Asistí en el Pasado		Asistiré en el Futuro					
		No 1	Probablemente No 2	No estoy seguro 3	Probablemente Si 4	Si 5	
<input type="checkbox"/> Si	<input type="checkbox"/> No	Búsqueda de los huevos de Pascua	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Si	<input type="checkbox"/> No	Búsqueda nocturna de Pascua	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Si	<input type="checkbox"/> No	Festival de Cine Comcast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Si	<input type="checkbox"/> No	Festival Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Si	<input type="checkbox"/> No	Celebración del 4 de Julio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Si	<input type="checkbox"/> No	Feria de Diversión Familiar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Si	<input type="checkbox"/> No	Batalla de las Bandas Musicales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Si	<input type="checkbox"/> No	Venta de Patio en Primavera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Si	<input type="checkbox"/> No	Venta de Patio en Otoño	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¿Cómo se entera de estos eventos y programas?

- Periódico TV Radio
 Familia/amigos Otro _____

Por favor indique la(s) actividad(es) en que ha participado (o en que planea participar) durante el próximo año en Manassas Park. (Marque **todos** los casos aplicables)

¿Qué tanto le gusta ...

	Para Nada 1	Un Poco 2	Algo 3	Bastante 4	Mucho 5
Jugar fútbol soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jugar tenis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Andar en patineta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ir a nadar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observar o tomar fotografías de la naturaleza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correr o trotar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pasar tiempo con la familiar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jugar basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salir a caminar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ir de paseo al campo (picnic)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visitar amigos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ir a eventos deportivos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ir de pesca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escuchar música	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relajarse / no hacer nada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jugar béisbol/ softball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asistir a un festival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¿Cuáles son las actividades recreativas a las que le gustaría dedicar más tiempo, pero que no puede por alguna razón?

Escriba la actividad recreativa a la que le gustaría dedicar más tiempo: _____

¿Cuáles son las razones por las que no puede dedicar más tiempo a dicha actividad?

	Para Nada 1	Un Poco 2	Algo 3	Bastante 4	Mucho 5
Muy ocupado con la familia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de energía	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cuesta mucho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sentimiento de culpa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de habilidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No me siento seguro y a salvo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discapacidad física	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de tiempo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de auto-confianza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No estoy en buena forma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No conozco otras personas que participen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requiere demasiada planeación	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de lugar(es) adecuado(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Con base en su propia experiencia y utilizando una escala del 1 al 10 (1=pésimo, 10=excelente), ¿que calificación le da a los Parques y Programas Recreativos en Manassas Park? _____ (entre 1 y 10)

SECCION IV: INFORMACION DEMOGRAFICA

A1. ¿Cuánto tiempo tiene viviendo en los Estados Unidos? _____ años

A2. ¿Ha vivido alguna vez fuera de los Estados Unidos? No Si _____ años

- B1. ¿Dónde nació? En los Estados Unidos. Fuera de los Estados Unidos
 B2. ¿Dónde nació su **padre**? En los Estados Unidos. Fuera de los Estados Unidos
 B3. ¿Dónde nació su **madre**? En los Estados Unidos. Fuera de los Estados Unidos
 B4. ¿Dónde nació su **abuelo materno**? En los Estados Unidos. Fuera de los Estados Unidos
 B5. ¿Dónde nació su **abuela materna**? En los Estados Unidos. Fuera de los Estados Unidos
 B6. ¿Dónde nació su **abuelo paterno**? En los Estados Unidos. Fuera de los Estados Unidos
 B7. ¿Dónde nació su **abuela paterna**? En los Estados Unidos. Fuera de los Estados Unidos

C. ¿Cuál considera que sea su identificación cultural?

- Latino/hispano
 Más latino/hispano que americano
 Tan latino/hispano como americano
 Más americano que latino/Hispano
 Americano

D. ¿Cuál es su sexo? Masculino Femenino

E. ¿Qué edad tiene? _____

F. ¿Cuál es su estado civil? Soltero/a Casado/a Separado/a
 Divorciado/a Viudo/a Otro

G. ¿Cuál es su estado laboral? Empleado/a Auto-empleado/a Trabaja en casa
 Retirado/a Desempleado/a Otro

N. ¿Cuál es su ocupación o empleo? _____

I. ¿Cuál fue su ingreso familiar total en el 2006 (antes de pagar impuestos)? [Incluya ingreso de padres e hijos.]

- Menos de \$5,000 \$15,000 a \$24,999 \$50,000 a \$75,000
 \$5,000 a \$9,999 \$25,000 a \$34,999 \$75,000 a \$99,999
 \$10,000 a \$14, 999 \$35,000 a \$49,99 \$100,000 o más

J. ¿Cuál es su grado más alto de estudios escolares?

- Octavo grado o menos Cursos universitarios (no graduado) Cursos de Posgrado (sin grado)
 Cursos de preparatoria (no graduado) Diploma Técnico Universitario Grado de Maestría
 Graduado de preparatoria o GED Grado Universitario (Licenciatura) Doctorado

¡Muchas gracias por su colaboración!

SI REQUIERE INFORMACION ADICIONAL, POR FAVOR COMUNIQUESE CON:

Dr. Edwin Gómez o Sr. Thomas Jones, Recreation & Tourism Studies Program, Old Dominion University,
 115 Spong Hall, Norfolk, VA 23529. Tel. (757) 683-6309, email: egomez@odu.edu, gtjones@odu.edu

VITA

Gregory T. Jones

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Education

December 2007	Master of Science in Education Old Dominion University Norfolk, Virginia
August 2006	Bachelor of Science in Recreation, Parks and Tourism Radford University Radford, Virginia

Professional Experience

05/07-Present	<u>Recreation Program Coordinator,</u> <u>City of Waynesboro Parks and Recreation</u> Developed programs, special events, and trips for the City of Waynesboro. Developed athletic events including the Jr. Olympic Basketball Competition. Planned trips to Washington Capitals games, golf shows, whale watching trips, and a White House Tour. Coordinated special events such as the Reel Rock Tour and Kite Day at Coyner Springs.
08/06-05/07	<u>Teaching Assistant/Graduate Assistant,</u> <u>Old Dominion University</u> Graded exams, supervised undergraduate classes, conducted research, proctored exams, collected data, and entered data.
05/06-08/06	<u>Internship, City of Manassas Park Parks and Recreation</u> Completed a 600 hour internship; programmed camps, developed flyers, created employee schedules, created job announcements, helped implement special events, and developed a winter camp for kids K-5.