

# The Relationship between Young Adult's Leisure Awareness and their Depression Relief Leisure Behaviour

젊은 성인들의 레저인식과 우울함 완화 레저행동과의 관계

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## 〈Abstract〉

본 연구의 목적은 젊은 성인들의 레저인식과 우울한 기분 완화 레저행동 간의 관계를 조사한 연구로서, 호주의 대학생 433명을 대상으로 설문조사를 실시하였다. ‘활동적·사회적’, ‘일관련’, ‘스포츠·신체적’, ‘창조적’, ‘파괴적’, ‘휴식적’, ‘수동적·기술의존적’ 모두 8개의 우울한 기분 완화 레저 행동 형태가 분석되었고, 이 중 ‘활동적·사회적’, ‘스포츠·신체적’, ‘야외활동과 여행’ 요인이 ‘레저인식’에 정(+)의 관계의 유의한 영향을 미치는 것으로 나타났다. 또한 우울한 기분 완화 레저행동 요인들은 레저인식의 4개 하위차원과도 유의한 관계를 갖고 있었으며, ‘현명한 레저참여’ 요인이 우울한 기분 완화 레저행동과 가장 높은 관계를 갖고 있었으며, 다음은 ‘레저기술’로 나타났다. ‘레저지식’과 ‘레저태도’는 비교적 전자보다 낮은 관계성을 갖고 있는 것으로 분석되었다.

**Key Words** : 레저인식(leisure awareness), 우울함 완화 레저행동(depression relief leisure behaviour), 젊은 성인(young adults)

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## I. Introduction

In daily lives people experience a depressed mood state at different times. A depressed mood states<sup>1)</sup> are located in an affective dimension that corresponds to both an unpleasant and a low-activated state (Russell, 1980). Several authors have pointed out that young people sometimes experience severe depression during their lives (Donald & Dower, 2002) and a number of research studies of young people have suggested that there is a casual link between risky healthy behaviour and experiencing depressed mood state (Kovacs, 1980; Nolen-Hoeksema, 1987). Recently, it was demonstrated that there were both positive and negative dimensions in their leisure usage when young university students relieve a depressed mood state (Han, 2007). Leisure awareness has been known as an important factor for wise use of leisure (Mundy, 1998; Peterson & Stumbo, 2000), and in this point, it is regarded as a successful factor to help people to engage in positive leisure participation when they moderate a depressed mood state. Peterson and Stumbo (2000) indicated that leisure awareness relates to an individual's quality of life, personal resources for leisure involvement and/or current and future leisure lifestyle. Mundy (1998) have demonstrated the importance of the concept of leisure awareness in her leisure education units for implementation. However, empirical findings are rare to prove the relationship between leisure awareness. Therefore, this study aims to investigate the

relationship between leisure awareness and leisure participation when people experience depressed mood state focusing on young university students to help provide in-depth understanding of leisure awareness in relation to individual's depression relief leisure behaviour.

## II. Literature Review

### 1. Leisure awareness and wise use of leisure

It is common that many youths have no skills to self-initiate meaningful activities alone or with peers in an area where the leisure of many youth is dominated by watching TV, computers, and playing video games (Caldwell, Baldwin, Walls, & Smith, 2004). In regard to the issue of young people's negative use of leisure time, several studies have attempted to understand their time use (Larson, 2000; Larson & Verma, 1999), experience (Caldwell, Smith, & Weissinger, 1992; Larson & Kleiber, 1993) and adjustment (Kleiber, Larson, & Csikszentmihalyi, 1986). Leisure education programs for wise free time use have also been researched (Caldwell et al., 2004). Caldwell et al. (1992) have further developed 'leisure awareness' scales to measure adolescent awareness about their leisure, based on a motivational process. They suggested that one must be aware of the potential contribution of an activity or action to one's satisfaction before seeking engagement in that activity. In another variable predicting wise free time use, 'leisure skills' was used (Caldwell et al.,

1) This study is not concerned with clinical depression.

2004). In their study, 'leisure skills' comprised of four main categories: 'initiative,' 'peer influence,' 'planning and decision making skills' and the 'ability to restructure a boring situation.' Both 'leisure awareness' and 'leisure skills' were found to be important factors that could help predict adolescents' positive free time use (Caldwell et al., 2004).

Peterson and Stumbo (2000) also indicated that 'leisure awareness' and 'leisure skill' are important factors for wise use of leisure. They emphasized that cognitive awareness of leisure and their benefits, a valuing of the leisure phenomenon and a conscious decision-making process to activate involvement are important aspects of a leisure lifestyle and involvement. In their discussion, 'leisure awareness' was considered to include four elements such as 'knowledge of leisure,' 'self-awareness,' 'leisure and play attitudes' and 'related participatory and decision-making skills.' They stated that having a 'knowledge of leisure' relates to the understanding of the concept of leisure and its relation to quality of life, the benefits and possible outcomes of leisure involvement, and the balance between leisure, work, and other obligations. 'Self-awareness' focuses on a more personal understanding of leisure and individuals such as actual and perceived abilities and skills that impact leisure involvement or personal resources for leisure involvement. 'Leisure and play attitudes' include past, current, and future societal attitudes related to leisure or the impact of leisure attitudes on current and future leisure lifestyle (see Table 1).

(Table 1) Component of Leisure Awareness

Leisure awareness	Details of each categories
Knowledge of leisure	Concept of leisure and its relation to quality of life
	Benefits and possible outcomes of leisure involvement Balance between leisure, work, and other obligation
Self-awareness	Actual and perceived abilities and skills that impact leisure involvement
	Personal resources for leisure involvement
Leisure and play attitude	Past, current, and future societal attitudes related to leisure
	Impact of leisure attitudes on current and future leisure lifestyle
Leisure participation and decision-making skill	Decision-making skills with regards to leisure involvement
	Leisure planning skill

Source: Author, modified from Peterson and Stumbo (2000)

Mundy (1998) has demonstrated the importance of the concept of leisure awareness in her leisure education units for implementation. That is, leisure awareness consisted of understanding the concept of leisure, freedom, sense of responsibility in relation to people's own lives, as well as knowing the difference between internal motivation and external motivation. In Mundy's study, leisure experiences included people's preferences and leisure activity patterns so as to provide the experiences, conditions, knowledge, skills, equipment, supplies, or places needed for one's leisure experiences, personal outcomes of leisure experiences and their values

to the individual. An understanding of the relationship of leisure to the quality of one's life was the other component of leisure awareness. Other leisure education units were demonstrated as self-awareness, leisure resources, and leisure skills (see Table 2).

〈Table 2〉 Leisure Education Units for Implementation

Units	Components
Leisure awareness	Definition of leisure, Concept of freedom, Self-responsibility
	Internal motivation, The relationship of leisure to time
	Leisure experiences, Relationship of leisure to one's life
Self-awareness	Relationship of leisure to the quality of one's life
	Leisure needs, motivation, and satisfaction, Leisure goals
Leisure resources	Leisure interests. Constraint
	People, organization, institutions, environments, commercial enterprises, communication structures, equipment, and material
Leisure skills	Decision making, Values clarification, Social interaction, Problem solving, Behaviour change

Source: Author, modified from Mundy (1998)

## 2. Young adults' leisure and their depression relief leisure behaviour

The research on young adults' leisure behaviour that is used to relieve a depressed mood state has been rarely shown. Recently, Han (2007) conducted focus group interviews to investigate what type of leisure behaviour is associated with relieving a depressed mood state

with ten university students. The results found that a total of seven leisure-related categories were associated with changes to a depressed mood state: (a) computer and media use, (b) doing nothing, sleeping, and eating, (c) socialising and talking, (d) physical activities, (e) outdoor activities, (f) hobbies, and (g) spiritual activity. In particular, participants indicated that they liked to several unstructured passive leisure activities such as 'surfing the Internet', 'playing computer games', 'watching TV', 'doing nothing', 'sleeping and eating'. There were also other more active activities that they enjoyed such as 'going out with friends', 'engaging in sports or physical activities', and 'outdoor activities'. They also participated in activities that were static and other creative activities such as 'playing a musical instrument', 'drawing', 'reading', or 'meditating'. Additionally, spending free time in practical ways such as 'sorting out files', 'house chores or study-related reading' was also indicated in the study. Moreover, risky health behaviour such as drinking and smoking were also identified in the session taken anonymous questionnaire after focus group interview, that implied that leisure can be used as means of depression in non-healthy ways.

## III. Methods

### 1. Research Instrument

#### 1) Socio-demographic Characteristics of Respondents

The sample of young university students consisted of 57.7% female and 42.3% male participants.

The majority of participants were young university students who were in the age range of 17-20 (60.3%). The next largest group were 21-24 year old students which comprised 27.9% of the sample. Others (25-32 years old) comprised 11.8% of the sample.

## 2) Leisure Awareness

Two scales - the leisure awareness scale (Caldwell et al., 1992) and the leisure skill scale (Caldwell et al., 2004) were reviewed as each was originally developed for testing with adolescents. In developing the leisure awareness scale, the researcher modified the wording of some of the items developed previously to make them more culturally appropriate and to better align with the literature related to the concept of leisure awareness (e.g., Mundy, 1998; Peterson & Stumbo, 2000). Content validity was obtained through the instrument development procedures and construct validity was checked through a pilot test process. A total of 26 items were finally used in the scale. This consisted of four sub-categories - Knowledge of leisure (6 items), Leisure attitudes (4 items), Leisure skills (8 items), and Wise leisure participation (8 items). A 5-point Likert response scale from 1 (strongly disagree) to 5 (strongly agree) was used for each item defined below. High scores in each category indicate a person's high level of leisure awareness:

- *Knowledge of leisure* measures the participant's understanding about the concept of leisure and its relation to quality of life, benefits and possible outcomes of leisure involvement, balance between leisure, work, and other

obligations.

- *Leisure attitudes* evaluates participant's current attitudes in relation to leisure.
- *Leisure skills* measures participant's planning skills, behavioural change skills and decision-making skills in regards to leisure involvement.
- *The wise leisure participation* sub-scale measures participant's actual wise leisure involvement through actual and perceived abilities and skills that impact on leisure involvement and personal resources for leisure involvement.

## 3) Depression Relief Leisure Behaviour

An activity list was developed by the researcher to measure each study participant's perceived leisure involvement that is engaged to relieve a depressed mood state. General mood regulation strategies (Parkinson & Totterdell, 1999; Thayer, Newman, & McClain, 1994), leisure coping methods (Iwasaki, MacKay, & Mactavish, 2005), a perceived stress reducing leisure activity list (Caltabiano, 1994), Australian leisure participation activity list for young adults (Veal, 2001) were reviewed to develop a list of leisure items to measure depression relief leisure behaviour. This activity list originally contained 67 leisure items. Post pilot testing of the items, a revised list of 39 leisure activity items were selected for inclusion on the study questionnaire. Content validity was obtained via compliance with the requisite instrument development procedures and adherence to established pilot test protocols. A 5-point Likert scale measuring the degree of participation from 1 (never) to 5 (very often) was used for each item.

#### 4) Data Collection

The researcher used an Internet survey to collect the study data. The key benefit of using an Internet survey for the study population involved was that it provided each respondent with complete anonymity. As the privacy issue accessing to student e-mail addresses for data collection, the researcher chose to distribute fliers at a wide range of sites across campus. Each flyer detailed information about the study and provided Internet URL address to access the questionnaire. In all, 1,800 fliers were distributed in 4 rounds by the researcher and one assistant to the libraries, cafés and refectories at the three campuses of the University of Queensland in Queensland, Australia. The survey was completed at the end of August 2006 to comply with deadline criteria. An incentive method was employed to encourage greater participation in the survey. Each flier was given its own 3-digit code to be inputted by the respondent at the end of survey to enter a lucky draw (one winner of an Ipod Nano mp3 player). The lucky draw was engineered to prevent participants entering the competition more than once and students were advised in the flyer that they could participate in the study without penalty should they seek to withdraw at any time. A total of 440 students participated in the online survey. Of the 440 responses, seven responses were incomplete or answered by young people who were not in the age category between 17 and 32 years and were therefore removed. Thus, a total of 433 usable responses were available for data analysis. The completed data set was coded

automatically by the Internet survey software and analysed by the researcher using the SPSS 15 program. Factor analysis, multiple regression, and correlation were used to solve the research questions.

## IV. Results

### 1. Leisure Awareness

Table 3 indicates reliability alpha of leisure awareness scale and of each leisure awareness sub-category with mean scores and standard deviations. Overall, the mean scores for each of the four categories were high and scored over 4 points except for 'leisure skills' which scored 3.53. 'Knowledge of leisure' achieved the highest mean (4.39), while 'leisure attitudes' was the next highest with 4.20. 'Wise leisure participation' scored a mean of 4.08, while 'leisure skills' scored lowest with 3.53. Reliability alpha of leisure awareness scored .884 and internal alpha consistencies were greater than 0.60, indicating that the scales were appropriate for the measures.

A correlation analysis was conducted among leisure awareness sub-categories. Table 4 shows that all the correlation coefficients were positive and significant at the level of .001. 'Knowledge of leisure' had a stronger correlation with both 'leisure attitudes' ( $r = .454$ ) and 'wise leisure participation' ( $r = .434$ ) than with 'leisure skills' ( $r = .247$ ). 'Leisure attitudes' had a stronger correlation with 'knowledge of leisure' ( $r = .454$ ) and 'wise leisure participation' ( $r = .432$ ) than 'leisure skills' ( $r = .267$ ). 'Leisure skills' had the strongest correlation with 'wise

<Table 3> Participants' Leisure Awareness - Items, Scale Reliability and Mean

Sub Categories	Items	C	N	M
Knowledge of leisure (6 items)	Free time is an important part of one's lifestyle.	.731	427	4.39
	How to use free time relates to one's physical and mental health.			
	Free time activities help make life more worthwhile.			
	Free time activities are important to family togetherness.			
	Free time helps balance my life in terms of work and leisure.			
Leisure attitude (4 items)	Free time activities are important for social bonding.	.607	430	4.14
	I personally value my free time.			
	I highly value my free time opportunities.			
	Free time is less important than my study or work commitments.			
Leisure skills (8 items)	I consider free time activities a waste of my time.	.825	427	3.53
	I know how to plan for my free time.			
	I am good at planning for my free time.			
	I know how to turn a boring situation into something that is more interesting to me during my free time.			
	I know how to make things more fun in my free time.			
	I actively seek to participate in free time activities that make me 'feel full of life.'			
	I find my involvement in free time activities refreshes me.			
	I make good decisions about what to do in my free time.			
I have at least one hobby that I am really interested i				
Wise leisure participation (8 items)	When I'm involved in free time activities, I am generally quite happy.	.840	425	4.08
	My free time activities provide me with a network of friends.			
	My free time activities bring laughter into my life.			
	My free time activities help keep me physically healthy.			
	I usually feel refreshed after participating in my free time activities.			
	My free time activities contribute to my sense of well-being.			
My free time activities help me deal with stress.				
Overall, I am satisfied with the quality of my free time activities				
Leisure Awareness	Total 26 items	.840	410	4.03

C: Cronbach's Alpha, N: Number of Sample, M: Mean

leisure participation' ( $r = .554$ ), while it had weaker correlations with 'knowledge of leisure' ( $r = .247$ ) and 'leisure attitudes' ( $r = .267$ ). 'Wise leisure participation' had stronger correlations, mostly with 'knowledge of leisure' ( $r = .434$ ) and 'leisure attitudes' ( $r = .432$ ), while its correlation with 'leisure skills' was the highest ( $r = .554$ ).

<Table 4> Correlations among Leisure Awareness Sub Categories

	Knowledge of leisure (1)	Leisure attitudes (2)	Leisure skills (3)	Wise leisure participation (4)
1 (n= 427)	1			
2 (n= 430)	.454***	1		
3 (n= 427)	.247***	.267***	1	
4 (n= 425)	.434***	.432***	.554***	1

\*\*\*  $p < .001$

2. Types of depression relief leisure behaviour

Exploratory factor analysis was used to reduce the 39 original depression relief leisure behaviour items and create new categories. Correlated variable composites were created from the original 33 items and yielded a smaller set of items. Kaiser-Meyer-Olkin (KMO)

measure of 792 indicated that there was a high sampling adequacy for the factor analysis. Bartlett's test of sphericity to establish whether the correlation matrix is an identity matrix was significant ( $p < .001$ ).

Cronbach's alpha was calculated to test the reliability of variables retained in each factor. Coefficients greater than or equal to 0.5 were

(Table 5) Factors of Depression Relief Leisure Behaviour

Variables		Communality	Alpha
1. <i>Active · Social</i> Eigenvalue: 6.40 Variance: 17.31	Go out with friends (or family)/Visit friends	.838	.809
	Get together with friends (or family)	.830	
	Talk to someone/Call on friends (or family)	.746	
	Sing/Dance	.517	
	Go for a movie	.461	
	Go shopping	.405	
2. <i>Work Related</i> Eigenvalue: 6.40 Variance: 17.31	Using Humour/Make people laugh	.387	.774
	Do house work	.864	
	Do errands	.830	
	Cook/Bake	.557	
3. <i>Sports Physical</i> Eigenvalue: 6.40 Variance: 17.31	Do school-related reading or stud	.555	.720
	Do competitive sports and physical activities	.780	
	Do adventurous or outdoor activities	.706	
4. <i>Creative</i> Eigenvalue: 6.40 Variance: 17.31	Do non-competitive sports and physical activities	.682	.687
	Paint/Draw	.801	
	Do sculpture (or craft)	.750	
5. <i>Deviant</i> Eigenvalue: 6.40 Variance: 17.31	Do something creativity	.692	.585
	Have a cigarette	.666	
	Take drug/Use drugs	.604	
	Relax with a drink/Drink alcohol	.597	
	Have sex	.519	
6. <i>Relaxing</i> Eigenvalue: 6.40 Variance: 17.31	Do something bad for fun	.465	.595
	Gamble	.426	
	Do nothing/Relax	.792	
7. <i>Passive Technology</i> Eigenvalue: 6.40 Variance: 17.31	Sleep/Take a nap	.789	.538
	Eat something	.518	
	Play computer games	.796	
8. <i>Outdoor Travel</i> Eigenvalue: 6.40 Variance: 17.31	Surf the Internet	.720	.747
	Watch pornograph	.539	
	Visit park/Bush walking/Picnic	.709	
	Go travel/Day trip/Go away	.602	

KMO = .792 Bartlett's test of Sphericity =4238.987 P-value = .000



considered to be a good indication of construct reliability (Nunnally, 1967). Eight factors obtained a coefficient alpha of greater than 0.5, while Spiritual (factor 9) and Deviant (factor 10) were removed because they had lower coefficients than 0.5 (see Table 5).

A multiple regression analysis was also conducted with the depression relief leisure behaviour factors. The set of depression relief leisure behaviour independent variables predicted 11% of the variance of leisure awareness (*Adj. R*<sup>2</sup> = .11, *F*<sub>8, 359</sub> = 6.82, *p* < .001). Among the independent variables, 'sports physical' (*β* = .248, *p* < .001), 'active social' (*β* = .201, *p* < .001) and 'outdoor travel' (*β* = .133, *p* < .01) had a positive relationship with leisure awareness (see Table 6).

(Table 6) Depression Relief Leisure Behaviour and Leisure Awareness - Multiple Regression

Depression Relief Leisure Behaviour Factors	Leisure Awareness	
	<i>β</i>	Model Summary
1. Active · Social	.201***	
2. Work Related	-.007	
3. Sports · Physical	.248***	<i>R</i> <sup>2</sup> =.132
4. Creative	.007	<i>Adj. R</i> <sup>2</sup> = .113
5. Deviant	-.085	<i>F</i> (8, 359) = 6.822
6. Relaxing	-.043	<i>p</i> = .000
7. Passive Technology	-.065	
8. Outdoor Travel	.133**	

Second, depression relief leisure behaviour factors were tested with the leisure awareness sub categories. 'Wise leisure participation' (*Adj. R*<sup>2</sup> = .131, *p* < .001) and 'leisure skills' (*Adj. R*<sup>2</sup> = .111, *p* < .001) had strong relationships

to depression relief leisure behaviour. 'Knowledge of leisure' also showed weaker relationships (*Adj. R*<sup>2</sup> = .40, *p* < .05) than 'wise leisure participation' and 'leisure skills,' while 'leisure attitudes' had no significant relationship to the depression relief leisure behaviour factors.

(Table 7) Depression Relief Leisure Behaviour and Leisure Awareness Sub Categories -Multiple Regression

Depression Relief Leisure Behaviour Factors	Leisure Awareness Sub Categories			
	Knowledge of leisure <i>β</i>	Leisure attitudes <i>β</i>	Leisure skills <i>β</i>	Wise leisure participation <i>β</i>
1. Active · Social	.163**	.059	.173***	.156**
2. Work Related	.062	-.077	.024	-.034
3. Sports · Physical	.109*	.085	.205***	.316***
4. Creative	-.047	.013	.089	-.027
5. Deviant	-.102*	-.013	-.101*	-.049
6. Relaxing	.033	-.002	-.131**	-.027
7. Passive Technology	-.013	-.035	-.098*	-.054
	.060	.092	.119*	.128**
	<i>R</i> <sup>2</sup> = .060	<i>R</i> <sup>2</sup> = .027	<i>R</i> <sup>2</sup> = .130	<i>R</i> <sup>2</sup> = .149
	<i>Adj. R</i> <sup>2</sup> = .040	<i>Adj. R</i> <sup>2</sup> = .006	<i>Adj. R</i> <sup>2</sup> = .111	<i>Adj. R</i> <sup>2</sup> = .131
Model Summary	<i>F</i> (8, 373) = 2.964	<i>F</i> (8, 376) = 1.284	<i>F</i> (8, 373) = 6.962	<i>F</i> (8, 371) = 8.121
	<i>p</i> = .003	<i>p</i> = .250	<i>p</i> = .000	<i>p</i> = .000

\*\*\* *p* < .001 \*\* *p* < .01 \* *p* < .05

## V. Discussion and Conclusions

The aim this study was to investigate the relationship between young adults' leisure behaviour that is engaged to relieve depressed mood state and their leisure awareness.

Significant relationships were identified between the variables and the results demonstrated consistencies with previous findings on leisure awareness.

Each set of depression relief leisure behaviour factors explained the variance of leisure awareness at 11% ( $p < .001$ ). The findings of the study indicated that leisure behaviours that are engaged in to relieve a depressed mood state significantly relate to an individual's leisure awareness.

'Active social,' 'sports physical' or 'outdoor travel' depression relief leisure behaviour factors had significant positive relationships with higher leisure awareness. It was shown that frequent active, positive, or healthy types of depression relief leisure participation predicts individual's higher leisure awareness. These results were consistent with previous findings that indicated a positive relationship between leisure awareness and leisure skills and wise use of free time (Caldwell et al., 2004). However, regarding this result, a careful interpretation is needed because leisure awareness may firstly influence a person's depression relief leisure participation. Therefore, the cause and effect relationship between two variables should be further examined.

Additionally, different levels of impact were examined according to each of the four leisure awareness sub-categories. In particular, 'wise leisure participation' had the strongest relationship with depression relief leisure behaviour (*Adj. R*<sup>2</sup> = .13). 'Leisure skills' ranked second (*Adj. R*<sup>2</sup> = .11). 'Knowledge of leisure' and 'leisure attitudes' showed a comparatively lower power in the relationship than the former.

In terms of the distinction on the impacts of both 'leisure skills' and 'wise leisure participation' on the depression relief leisure behaviour, 'leisure skills' had more significant correlations with various healthy or unhealthy depression relief leisure behaviour independent variables than 'wise leisure participation.' Particularly, 'deviant', 'relaxing' and 'passive technology' types of leisure were found to have a significant negative correlation only with 'leisure skills', which implies that frequent unhealthy type of leisure participation predicts lower leisure skills.

In addition, the significance of leisure awareness for wise leisure use and its contribution through the impacts on overall human health and wellbeing have been emphasised by several leisure scholars (Caldwell et al., 1992; Mundy, 1998; Peterson & Stumbo, 2000). However, there have been few empirical findings in regard to leisure awareness dimensions. In terms of this, this study demonstrated different dimensions of leisure awareness through four sub-categories, while correlation analysis showed the relationship among these categories. There was a propensity for foundational leisure awareness variables such as 'knowledge of leisure' and 'leisure attitudes' to correlate more closely with each other ( $r = .454$ ) while practical variables such as 'leisure skills' and 'wise leisure participation' correlate more closely with each other ( $r = .554$ ). However, both 'knowledge of leisure' and 'leisure attitudes' still correlated to 'wise leisure participation' at a higher level ( $r = .434$  and  $r = .432$  respectively) while 'knowledge of leisure' and 'leisure attitudes'

correlated with 'leisure skills' at a lower level ( $r = .247$  and  $r = .267$  respectively). This supports the idea that 'knowledge of leisure' and 'leisure attitudes' provides the foundations for wise use of leisure participation and development of leisure skills. However, on that point, 'leisure skills' may not be as strongly influenced as 'wise leisure participation,' according to its lower level of correlation. There is a need for further investigation and explanation of 'leisure skills' as it was identified as an important factor in the analysis of depression relief leisure behaviour.

To conclude, leisure awareness has significant relationships with young adult's depression relief leisure behaviour and the types of depression relief leisure behaviour that have positive influences on leisure awareness were demonstrated in this study. Further research will be needed to investigate whether leisure awareness influence depression relief leisure behaviour in a reverse way, and it is imperative that future research on leisure awareness to be conducted to add to the current understanding of the impact of leisure awareness. Until now, there have been scant empirical findings on leisure awareness and its dimensions (such as the sub-categories of leisure awareness in the study). There is a need for more empirical studies to research the divisions of the sub-categories, while the relationship between the categories and their impact should also be investigated further for their practical application. This study has demonstrated differences in the power of impact according to the leisure awareness sub-categories. Practical leisure awareness such

as leisure skills and wise leisure participation was shown to have a stronger relationship with positive or healthy leisure behaviour engaged in to relieve depression than notional or attitudinal factors (knowledge of leisure and leisure attitudes). 'Leisure skills,' in particular, needs to be further investigated because this factor had more significant relationships with various types of depression relief leisure behaviour.

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