

여가동기와 아웃도어레크리에이션 관계에 미치는 사회계층 조절 효과

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The Moderating Role of Social Class on the Relationship between Motivation and Outdoor Recreation

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Abstract

This study examined how the relationship between motivation and outdoor recreation varies between high and low social classes. Using multidimensional conceptualization of motivation, a model was tested where the effects of motivational dimensions on outdoor recreation were moderated by social class. Results indicated that social class was a statistically significant moderator, such that variation in the sign or strength of the path coefficients was observed between high and low social classes. For the low social class, outdoor recreation was positively predicted by the desire for learning and leisure experience while the need for social interaction had a negative impact on outdoor recreation. For the high social class, outdoor recreation was positively affected by the desire for solitude and self-reflection and leisure experience. The need for leisure experience had greater impact on outdoor recreation for respondents in low social class than those in high class.

Key words : social class, motivation, outdoor recreation

주요어 : 사회계층, 여가동기, 아웃도어레크리에이션

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I. Introduction

Outdoor activities can provide variety of physical and psychological benefits, which result in improved quality of life. Despite of the numerous benefits, many individuals still fail to engage in outdoor recreation. To encourage participation in outdoor recreation, both researchers and practitioners have consistently investigated the determinants of healthy behavior.

One of the important predictors of behavior is motivation. According to Lawler (1973), a person behaves in a way to achieve specific physical and psycho-social outcomes. Person's behavior is driven by the expectation that efforts to recreate (e.g., spending time and money) will lead to performance (e.g., participating in specific activities), which will lead to valued physical or/and psychological outcomes (e.g., health, relaxation, self-reflection).

In the field of leisure and recreation, Lawler's theoretical approach has been widely accepted by researchers who have attempted to explain why individuals engage in certain leisure behavior in certain places. Especially within outdoor recreation field, much of research has emanated from the work of Drive and his colleagues (e.g., Driver, & Brown, 1986; Driver, Tinsley, & Manfredo, 1991; Driver & Tocher, 1970). Driver and his associates identified the reasons individuals visited natural environments for recreation, and developed recreation experience preference (REP) scale reflecting the psychological, social, and physiological outcomes obtained by participating in outdoor recreation activities.

Social class is also one of the key concepts in

understanding variations of individuals' behavior. Henry (2001) defined social class as an open stratification system associated with a systematically unequal allocation of financial, material and social resources and constraints. Social class represents not only different financial, material and social conditions of the individual's life but also different sets of social cognitive tendencies and patterns of thought, feeling, and action (Kraus, Piff, Mendoza-Denton, Rheinschmidt, & Keltner, 2012). While social class has been operationalized by measuring various socio-demographic characteristics such as occupation or/and education, a level of income has been regarded as the best single indicator of social class (Côté, Gyurak, & Levenson, 2010; Johnson, Richeson & Finkel, 2011).

A large body of literature has documented positive relationships between leisure participation and social class position (e.g. Bourdieu, 1984; Humphrey & Ruseski, 2006, 2007; Meltzer & Jena, 2010; Rohrer & Haller, 2015). For instance, Meltzer and Jena (2010) observed a positive relationship between social class and participation in physical activities. In their study, members in high social class were more likely to show higher exercise intensity than those in low social class. Similar finding was documented by Humphrey and Ruseski (2006, 2007). Their empirical research showed that individuals in high social class tended to show a higher level of engagement in any type of physical activity than those in low class.

There has been little research effort to investigate the interaction between motivation and social class and its application to outdoor recreation. However, the close relationships

between socio-demographic variables and motivation reported in several studies have suggested the association between social class and motivation (Carvache-Franco, Carvache-Franco, Carvache-France, Villagomez-Buele & Saltos Layana, 2020; Jensen, 2015; Ma, Chow, Cheung, Lee, & Liu, 2018). For instance, with data drawn from people in Denmark, Jensen (2015) found that motivations differed across various socio-demographic variables. In the study, respondents with higher level of education and income were more motivated by “appreciating natural resources” and “relax and escape” whereas those with lower education and income tended to rate “social relationship with family/friends” highest. There are some limitations of the past studies on the relationship between demographics and motivation. First, the relationship was analyzed by either simple descriptive statistics or correlation test. Second, by employing demographic approach, they failed to move beyond mere test of demographics- motivation link to examine how social structure associated with unequal allocation of resources affects patterns of motivation for different social classes. Last, no theoretical explanation was provided for the observed relationship.

To better understand the mechanisms underlying variations in outdoor recreation, this study systematically examined how two determinants of individuals’ behavior, motivation and social class, interact to affect recreational behavior in natural settings. Based upon the proceeding review of the literature, it was hypothesized that social class moderates the link between motivation and outdoor participation. The results of the model testing were discussed from the perspective of

psychology of social class.

II. Method

1. Sample

For this study, data were gathered from subscribers to Cleveland Metroparks’ Emerald Necklace, a free monthly published magazine in the United States, which is provided to residents who have registered. From the database of about 50,000 subscribers, 1,500 subscribers’ names and addresses were randomly selected. Using a modified Dillman (2000) procedure, survey instruments were distributed. With a 57.3% response rate, 860 completed surveys were collected.

2. Measure

Motivations for visiting the parks were measured using 19 items from the battery of REP scale items (Manfredo, Driver & Tarrant, 1996). The construct was measured on a 5 point Likert scale with 1 (not at all important) to 5 (extremely important). Visit to Cleveland Metroparks was measured by asking respondents about total number of trips they have made to the parks during the last 12 months. In this study, social class was operationalized by household pre-tax income. It was measured by asking people to choose the pre-tax income range proper to their family from a set of 8 options.

Exploratory factor analysis (EFA) (principal axis with varimax rotation) was conducted to

categorize 19 REP motivation items into similar conceptual groups as there is conceptual and empirical overlap among the items. The EFA procedure yielded six domains accounting for 71% of the variance in the data: (1) Learn (3 items) reflecting the desire to learn about the natural and cultural history of the area; (2) Autonomy (3 items) examining the desire for solitude and self-reflection; (3) Activity (3 items) referring the expectation of leisure-related activities; (4) Social (3 items) examining the desire for opportunities for social interaction; (5) Nature (2 items) reflecting the desire for the opportunities to enjoy nature; and (6) Health (3 items) representing the desire for relaxation and exercise (Table 1).

Table 1. Exploratory Factor Analysis for Motivation

Motivation	Factor Loading					
	1	2	3	4	5	6
Learn ($\alpha=.85$)						
To learn about the natural history of the area		.83				
To learn about the countryside		.81				
To learn about the local history of the area		.87				
Autonomy ($\alpha=.73$)						
To be on my own		.73				
To think about my personal values		.58				
To experience solitude		.77				
Activity ($\alpha=.65$)						
To take risks			.76			
To show others			.68			
To test my endurance			.50			
Social ($\alpha=.62$)						
To be with members of my group				.68		
To meet new people				.42		
To share my skill and knowledge with others				.55		
Nature ($\alpha=.80$)						
To enjoy the view					.78	
To be close to nature					.78	
Health ($\alpha=.75$)						
To get exercise						.67
To relax physically						.52
Help reduce built-up tension						.48

3. Data Analysis

For testing a moderating effect of social class, the median income range (\$40,000~\$59,999) was used as cut-off points. Subjects with pre-tax income lower than the median were grouped as low social class (n=255). Subjects who reported to earn income higher than \$59,999 were classified as high social class (n=356). The data presented in Table 2 show differences between two groups in marital status, gender, and age. Individuals in low social class showed relatively even distribution of marital status with married (53%) and single (47%) while the majority of respondents in high social class were married (82.3%). For both groups, the majority of subjects were female (70.6% of low social class and 62.9% of high social class). Respondents in low social class were older (M=56.0, S.D.=16) than those in high social class (M=48.9, S.D.=12.2).

The test of a hypothesized model began with confirmatory factor analysis (CFA) followed by invariance testing.

Table 2. Result of Descriptive Analysis

Demographic Characteristics		Lower (n=255) %	Higher (n=356) %
Marital Status	Married	53.0	82.3
	Single	47.0	17.7
Gender	Male	29.4	37.1
	Female	70.6	62.9
Age	Mean(S.D.)	56.0(16.0)	48.9(12.2)

III. Results

The result of confirmatory factor analysis showed satisfactory model fit for both groups

Table 3. Confirmatory Factor Analysis and Reliability for Motivation

	Low		High	
	β	t	β	t
Learn	.78	--	.82	--
	.79	16.53*	.80	19.23*
	.72	15.34*	.86	20.54*
Autonomy	.66	--	.75	--
	.63	11.65*	.50	9.20*
	.88	11.09*	.79	9.73*
Activity	.39	--	.48	--
	.80	7.89*	.79	8.96*
	.76	7.87*	.69	8.82*
Social	.51	--	.59	--
	.61	8.86*	.79	11.06*
	.68	9.32*	.64	10.32*
Nature	.81	--	.92	--
	.75	12.64*	.82	15.90*
	.57	--	.52	--
Health	.80	11.32*	.80	10.12*
	.77	11.28*	.66	9.59*

* $p < .05$

(Lower class: $\chi^2 = 903.12$, $df = 180$, RMSEA = .08, NNFI = .90, CFI = .95; Upper class: $\chi^2 = 959.91$, $df = 180$, RMSEA = .08, NNFI = .90, CFI = .95). All scale items had adequate factor loadings (between .39 and .92) and were statistically significant (t -value between 7.87 and 20.54) (Table 3).

Invariance testing was conducted to investigate a moderating effect of social class (Bollen, 1989). Invariance testing involves series of tests to examine (1) the suitability of the six factor solutions for motivation between the two groups, (2) the similarity in the pattern of factor loadings between the groups, and (3) the similarity of the regression paths for groups.

In the first test, it was hypothesized that the pattern of fixed and free values in the matrices pertaining factor loadings, structural coefficients and the variance/covariance matrix was same. Non-fixed parameters were not restricted to have the same value between two

Table 4. Summary of invariance testing

Model	χ^2	df	$\Delta \chi^2$	Δdf	NNFI	CFI	RMSEA
H1	1895.6	366			.95	.94	.06
H2	1935.6	385	40.0***	19	.95	.94	.06
Final	1910.9	375	15.3	9	.96	.94	.07
H3	1925.6	381	14.7*	6	.92	.96	.08
Final	1918.8	377	7.9*	2	.92	.95	.07

* $p < .05$, *** $p < .001$

groups. The fit of this unconstrained model (Table 4) was considered adequate ($\chi^2 = 1895.57$, $df = 366$, RMSEA = .06, NNFI = .95, CFI = .94) and served as a point of comparison for the second test.

In the second test, the fit of the model which restricted all factor loadings to be the same between the groups was compared with the result of the first test. The χ^2 value of the second test was compared with the first test. The χ^2 difference test indicated that this constraint significantly impaired fit ($\Delta \chi^2 = 40.0$, $\Delta df = 19$). Subsequent tests suggested the need to free the estimation across groups for 10 factor loadings.

In the final test, the result of the second test was compared with the fit of the model where the regression coefficients of two groups were constrained to be equal. A significant deterioration in model fit ($\Delta \chi^2 = 14.7$, $\Delta df = 6$) was observed after imposing this constraint. Successive independent tests showed that four paths were significantly different between two groups and were freely estimated. They are paths from Learn, Autonomy, Activity and Social to Park Visit.

The final model for each group was present in Figure 1 and 2. The following relationships (bolded lines in Figures) showed significant differences between high class and low class.

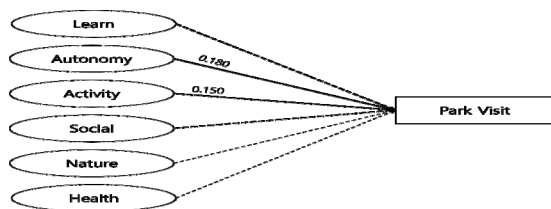


Figure 1. Final Model for High Social Class

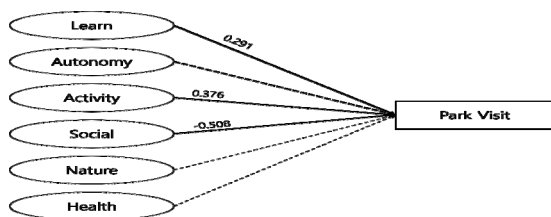


Figure 2. Final Model for Low Social Class

For the low social class, Park Visit was positively predicted by Learn ($\beta=.291$, $t=3.048$) and Activity ($\beta=.376$, $t=2.901$) while Social had a negative impact on Park Visit ($\beta=-.508$, $t=-2.938$). For the high social class, Park Visit was positively affected by Autonomy ($\beta=.180$, $t=2.323$) and Activity ($\beta=.150$, $t=2.879$). The effects of Activity on Park Visit were greater among the low class than the high class. Learn and Social predicted Park Visit for the low class alone while Autonomy had an impact on Park Visit for the high class alone.

IV. Discussion

The purpose of this study was to investigate the effect of social class on the relationship between motivation and outdoor recreation. Findings illustrated that social class moderates the impact of motivation on behavior in meaningful ways. It was observed that the

relationships between motivational dimensions and outdoor recreation were not uniform across social classes. Not all paths were statistically significant nor were they of equal strength of the path coefficients for both social classes. Below, this aspect of findings was discussed in more detail.

Park Visit of low social class respondents was positively affected by Learn and Activity, and negatively influenced by Social. On the other hand, for individuals in high social class, Autonomy and Activity had a positive effect on Park Visit.

The impact of Learn on Park Visit was significant only for respondents in low social class. That is, low-class respondents in this study believed that the national parks provided unique opportunities to learn about the natural and cultural history of the area while the learning opportunity was not a reason for high-class respondents to engage in outdoor activities in the national parks.

Results also showed that Activity had a stronger impact on Park Visit for respondents in low social class than those in high social class. The outcomes and qualities obtained from leisure activities in the parks (e.g., endurance, risk, skill) were more valued and appreciated by respondents in low social class. These results were in line with the findings of past research on socio demographic characteristics and motivation (Carvache-Franco et al., 2020; Jensen, 2015; Ma et al., 2018). For instance, Jensen (2015) found that individuals with lower income was more strongly associated with the motivator of searching for knowledge and skill development.

Social was found to have the greatest and

negative impact on outdoor recreation among individuals in low social class alone. Respondents in low social class who desired to spend more time with their family or friends were less likely to visit the parks while social interaction did not motivate people in high social class to visit the parks. It is possible to interpret that residents in low social class were less likely to consider the parks as suitable environment to experience social bonding and enhance sense of community. Alternately, perhaps people in low social class are not fully aware the opportunities for social interaction that these settings can provide. The negative and non-significant effect of Social observed for low class and high social class correspondingly is inconsistent with the findings of previous studies suggesting that social interaction is common driver to engage in outdoor recreation for people with low income (Bieger & Laesser, 2002; Li, Huan & Cai, 2009; Ma et al., 2018).

For respondents in high social class position, their desire for opportunities to experience solitude and self-reflection drove them to engage in outdoor recreation. On the other hand, the same desire had no effect on outdoor recreation participation of low social class respondents. These findings are inconsistent with the study of Carvache-Franco and his colleagues (2020) illustrating that a level of income was negatively associated with the desire for opportunity to get to know/understand myself better. In general, the literature has long described the need for solitude and self-reflection as a strongest driver of outdoor

recreation participation, especially in natural and wilderness-like places (for review Driver, Tinsley & Manfredi, 1991; Manning, 1999). The findings of this study partially supported the general findings of leisure literature in that the effect of such desire on outdoor recreation was significant only for respondents in high social class.

In the context of psychology of social class, class-based variations in the effects of motivational dimensions on outdoor recreation can be attributed to environment and contexts created by social class. People in high social class grow up in the environment where there are abundant material and psychological resources readily available to them. Such environment enables them to hold strong beliefs that they can shape their own social outcome as long as they have strong desire and will to perform (Kraus et al., 2012). As a result, individuals in high social class tend to be individualistic-oriented and focus on self (i.e., Autonomy) in their leisure time. In contrast, those in lower social class grow up in circumstances where they constantly face a lack of resources available to them. In such environment, they become sensitive to ways in which external events shape their lives. Continued exposure to the scarcity and deficiency of resources makes them to rely on others for material and social support and become more observant of changes in environment, leading them to be sensitive to their environment (i.e., Learning) and focus on others (i.e., Social) in their leisure (Kraus et al., 2012).

V. Conclusion

In the field of leisure and recreation, this study was the first attempt to systematically examine how social class and motivation interplay to influence behavior. Investigation on the moderating role of social class makes a crucial contribution to the ongoing effort to better understand the origins of variations in individuals' outdoor recreation.

The findings that the attributes associated with outdoor recreation were valued differently by social classes are somewhat incongruent with the work of research on general motivation of outdoor recreation. Results might highlight the assertion that research on outdoor recreation are framed by higher (middle to high) social class model where the primary focus is on self rather than relationships (DeVol, 2006; Rose, 2016; Walker, 2016). Due to the class inequality in outdoor recreation participation, the perspectives of higher social class, the largest segment of recreationists, might have been overly represented in research on outdoor recreation (Walker, 2016). As leisure scholars have contended, we might need to re-consider the privileged position of autonomy in leisure model (e.g., Iso-Ahola, 1999; Neulinger, 1981) so that differences in goals, needs, and desires of each social class can be appreciated and addressed appropriately.

As there has been little research on how psychological variables are interrelated with social class to influence various aspects of outdoor recreation, other researchers are encouraged to continue to investigate on the ways social class shapes cognition, emotion and behavior in leisure

and recreation contexts. Similarly, since the nature and direction of a link between motivation and social class may be subject to contextual differences, it would be worthwhile extending these findings to other populations and settings. In this study, social class was operationalized by household income alone. Although a level of income has been regarded as a best scale of social class (Co'te' et al., 2010; Johnson et al., 2011; Scott & Munson, 1994), a more sophisticated measure such as combination of income, education and occupation needs to be employed in future research.

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