

EXAMINING THE CONSTRAINTS TO GOLF LESSON PARTICIPATION AMONG  
ADULTS

By

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To my parents, for all their support through-out the years

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## LIST OF DEFINITIONS

Beginner	An individual who is just taking up the sport or has not been playing very long.
Constraint	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” (Jackson, 1988, p. 203)
Golf lesson	Instruction given by a golf professional
Golfer	An individual who has played at least 1 round in the last 12 months
Socio economic - status	For the present study socio-economic status will be an umbrella term to include education level, household income, family size, and state of residence.

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The purpose of this study was to identify the factors that constrain golfers from participating in golf lessons. Crawford and Godbey's (1987) definition of leisure constraints and Crawford, Jackson, and Godbey's (1991) hierarchical model of leisure constraints was adopted as the theoretical framework of this study. Data was collected through convenience sampling from 108 golf participants at three golf courses in Gainesville, Florida. Principal component factor analysis was run and identified five constraint factors from the data. Multivariate analysis of variance (MANOVA) was conducted to test the relationship between demographic characteristics and the five constraint factors. This analysis revealed that age and income influenced whether or not an individual faced structural constraints (e.g., time and money), and skill level influenced the presence of interpersonal constraints (e.g., specifically lack of partners).

## CHAPTER 1 INTRODUCTION

Golf is one of the few sports that can be played by individuals ranging from the age of five to the age of ninety. Furthermore, it is a game that promotes exercise (Parkkari et al., 2000), socialization (Wood, 2011), and helps support the tourism industry at the regional, national, and international level. Regarding the promotion of exercise, Parkkari et al. (2000) found that older individuals benefit from walking a golf course. Specifically, a noticeable change in weight and body composition, as well as increased flexibility, was observed in individuals who participated in golf a couple of times per week. Given that a typical 18 hole golf course runs approximately 6,500 to 7,000 yards in length (which amounts to between six and seven miles to walk an entire golf course), the health benefits of golf participation were noted (Parkkari, et al., 2000). Further, Wood (2011) observed that some individuals use golf as a way to socialize with a group of friends. In her study, female golfers noted that the nature of golf participation (laid back, played outdoors, extends three to five hours) lends itself to social benefits and interaction that may not be present in other sports. Finally, golf is a global sport that is used to specifically attract tourists to a destination. Places such as Disney have built numerous golf courses to attract a greater variety of visitors (Gibson, 1998) and to generate an economic boost for the resort and surrounding areas.

Despite these known benefits, participation in the sport of golf has been in decline over the last decade. According to the National Golf Foundation's Rounds Played Report (2007, 2008, 2009), the number of rounds of golf played per year in the United States has declined 4.7% since 2007, and similar declines have been reported in other nations. Specifically, Veal (2009) assessed data from the Australian exercise,

recreation, and sport survey from 2001 to 2007 to compare participation percentages in physical activities and found that golf participation declined 2.6%. The decline in golf participation is problematic because the golf industry creates jobs, generates taxes for communities, and contributes to the local tourism industry and the housing market. In 2005, the United States golf industry had a total economic impact of \$195 billion (Golf 20/20, 2008). This is a significant impact on the United States economy that if lost, would be detrimental. Due to this high economic impact the desire to use golf as a draw for invigorating local economies is high with the number of golf courses increasing over the past decade (National Golf Foundation, 2010). Though the number of courses has increased, the demand has decreased over the same time period (National Golf Foundation, 2007, 2008, 2009).

One reason for this decrease in demand could be the perceived technical complexity associated with golf participation. Since technology has increased the distance that a person can hit a ball, newer golf courses have become longer to keep the distance of the course challenging. This increase in course length leads to longer and more difficult golf rounds, which is a characteristic that may be frustrating for beginner or novice golfers. As such, it may be that much more important for golfers to participate in golf lessons to improve their abilities, and thus improve their enjoyment of the game.

Historically, golf lessons have been perceived by managers as a means to facilitate golf skills improvement, better golf course experiences and by extension, increase the number of return visits. However, the literature contains limited understanding of the constraints associated with golf participation generally, and there

is a void in the research concerning golf lesson participation specifically. In the context of the current decline trend, very little is understood about what constraints may limit individuals from participating in golf lessons. By understanding the constraints that individuals face, golf course managers can attempt to help possible golf lesson participants negotiate those constraints. Thus, golf managers improve the chances that a patron will participate in golf lessons, which will lead to future rounds played by that participant. Therefore the constraints that individuals face towards participation in golf lessons need to be identified.

Many constraints exist to leisure and sport participation over the lifespan and those constraints are constantly changing (McGuire, Dottavio, & O'Leary, 1986). For example, time and money are two of the most commonly ranked constraints faced by individuals (McGuire et al., 1986; Kay & Jackson, 1991; Johnson, Bowker, & Cordell, 2001; McGinnis & Gentry, 2006). McGuire et al. (1986) found that as individuals age time constraints gradually become more prohibitive until an individual reaches retirement when time becomes less restrictive. Money, on the other hand, restricts young participants until they reach middle age where it becomes slightly less prohibitive and then retirees become restricted more due to fixed income (McGuire et al., 1986). Golfers may face many of the same constraints faced by regular leisure participants; however the constraints they face may be more exaggerated due to the cost of a round of golf and the length of time required to complete a round. Because of the amount of time and money required to participate in a round of golf individuals may forego lessons in favor of playing a round of golf. Moreover, their choice to participate in golf lessons specifically may be limited or constrained for multiple reasons.

## **Constraints: A Theoretical Framework**

Jackson (1988) defined constraints as, 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. 203). Further, Crawford and Godbey (1987) reviewed leisure constraints literature and identified the absence of a leisure constraints conceptual model. From their review of the literature they went on to qualify leisure constraints on the basis of three factors: structural, interpersonal, and intrapersonal.

Structural constraints are defined as factors which intervene in leisure preferences and participation (Crawford & Godbey, 1987) and may include time, money, and health. In Johnson, Bowker, and Cordell’s (2001) study on outdoor recreation constraints of marginalized groups in America, time and money were found to be the most common constraints. Specifically, structural constraints dictated what type of activity people participated in more than it kept them from doing an activity. Furthermore, in Samdahl and Jekubovich’s (1997) study, the researchers found that individuals who worked full-time and/or had family obligations were limited in the amount of time they were able to allocate to leisure activities. In a study conducted on sport participation in Greece (Alexandris & Carroll, 1997a) three constraint factors were identified that fell within the structural category. These constraints were facilities/services, accessibility/financial, and time. Time was found to be the most common constraint observed/reported. Thus, it appears that the structural constraint of time plays a significant role in influencing whether or not individuals participate in leisure activities. Within golf specifically, McGinnis and Gentry (2006) found that women were more likely than men to view family obligations as a constraint to golf participation, and those women who were

married had no problem letting their husbands play while they stayed home with the family. This finding may imply that women face greater time constraints when it comes to their perceived “role” within their family; tied more to family obligation than leisure pursuits.

A second structural constraint, money, also shapes what type of leisure activities people chose. Monetary considerations present a constraint for both adults and children (Kay & Jackson, 1991; Kremerik, 2000). Kremerik (2000) used data gathered from youth aged 15 and over to find out more about their sport participation. He found that families that make more money are able to put children into more activities, including those that are more cost prohibitive (Kremerik, 2000). A few sports these children participated in included golf, hockey, soccer, downhill skiing, and tennis. Moreover, Kay and Jackson (1991) conducted a study of constraints on leisure participation across a wide range of living situations. The study areas consisted of participants ranging from inner city to upper class. Fifty-six percent of those interviewed listed money as one of their dominant constraints to participation (Kay & Jackson, 1991). Further the study by Alexandris and Carroll (1997a) found that the third most experienced constraint was the financial constraint. With the price of sport participation and leisure increasing, coupled with the current recession, many families and individuals will most likely choose a less expensive activity.

Physical health is another structural factor that influences participation and enjoyment in sport and leisure activities (Crawford & Godbey, 1987). For golf participation one must be able to turn their torso and move their arms to make a golf swing. Batt (1992) surveyed amateur golfers to see what injuries they sustained from

playing golf and found that, of the participants surveyed, over half reported having a golf related injury, of those the top two injuries were to the wrist and back. Injury to the wrists and back make the motion of the golf swing more difficult and uncomfortable since the wrists must hinge and the body must turn around the spine. Experiencing discomfort, pain, or immobility would make that act of swinging a golf club more difficult, thus leading to reduced participation in golf and golf related activities (i.e., lessons).

Interpersonal constraints include relationships between participants, family responsibilities, absence of a leisure partner, and possessing a mismatched leisure partner (Crawford & Godbey, 1987; Samdahl & Jekubovich, 1997). McGinnis and Gentry's (2006) study of female golfers found that, for women with families, family responsibilities dictate what types of activities are done and limit the women from their previous level of participation. To participate in golf an individual is not required to have a partner or team; it is an individual sport. However, having a partner can make it more enjoyable for participants as McGinnis and Gentry (2006) and Wood (2011) observed.

In Wood's (2011) study on female golfers it was found that women used golf as a means of staying connected with friends while simultaneously getting their desired amount of physical activity. McGinnis and Gentry (2006) interviewed 20 golf professionals about their observations of female golfers at their courses. For women they observed that they preferred to play in groups of other women of their same ability level (McGinnis & Gentry, 2006). The women involved in Wood's (2011) study stated that they preferred to play in their normal group with one woman saying that she wouldn't be golfing if it wasn't for the group.

Alexandris and Carroll (1997b) found that having a partner to participate with was of some importance to those who participated in their study. By not having a partner to participate with, individuals may find an activity to be un-enjoyable. Conversely, having a partner who is not of the same enthusiasm or skill level can also become a barrier to participation for an individual. This issue is seen with couples in Samdahl and Jekubovich's (1997) study where individuals talk about having a partner who is not interested in doing the same activities. These individuals become frustrated that their partners come up with excuses not to participate, thus reducing their leisure involvement and enjoyment.

Intrapersonal constraints emphasize individual differences that are produced through varying personalities, levels of self-esteem, perceived skill, and psychological states such as fear, anxiety, and stress (Crawford and Godbey, 1987). If an individual does not feel that he or she is competent at a given activity, he or she may get frustrated, angry, and upset and no longer wish to participate in that activity. These varying psychological states influence the individual's ability to perform an activity and the individual's enjoyment of that activity. For example, if a person is learning or playing golf and he/she does not have patience then he/she will quickly become frustrated with the game, making it un-enjoyable for him/herself and his/ her playing partner(s).

Leisure research has focused on factors influencing participation and constraints; however, constraint literature has continued to evolve. Specifically, since Crawford and Godbey (1987) defined their typology of constraints (intrapersonal, interpersonal, and structural) the measurement of these constraint factors has continued to shift. Specifically, each new study puts a slight adaptation to the constraints measurement

scale, such as adding context specific factors (i.e. no other choice except skiing (Alexandris et al. 2008)) or removing unnecessary constraint items (i.e. lack of knowledge in Alexandris et al. (2008)). For the case of skiing it is more likely that an individual will realize that to get skiing instruction you must go to the ski resort. For studies in the early 1990's, the focus was on recreation participation as a whole (Crawford et al., 1991), focusing on specific leisure activities such as park use and skiing (Scott & Jackson, 1996; Alexandris, Kouthouris, Funk, & Chatzigianni, 2008), and then moving towards participation outside of North America (Alexandris & Carroll, 1997a).

Constraints research has continued to evolve and will keep evolving to encompass specific sports (Wood, 2011). Specifically, Wood (2011) suggests that barriers to sport participation may be context specific, which emphasizes the need to examine the phenomenon on a sport by sport basis. Further, the measurement of constraints is continually evolving. For example, Alexandris and Carroll (1997a) uses seven factors to measure overall leisure constraints, and later Alexandris et al. (2008) adapted the scale to assess only five leisure constraint factors. This use of fewer variables was a result of focusing on one specific leisure activity, rather than trying to encompass multiple leisure activities and their constraints into one study (Alexandris et al., 2008).

### **Research Purpose and Objectives**

Over the last decade, most (if not all) sectors of industry in North America have seen some form of economic decline, with the golf industry being no exception (National Golf Foundation, 2007, 2008, 2009). The majority of research related to golf, and sport in general, has lacked information about how sport lesson participation has been impacted. Thus, this study is to address the knowledge gap about golf lesson

participation and the constraints individuals face. Specifically, the purpose of this study is to identify the factors that constrain golfers from participating in golf lessons.

The objectives of this study are three-fold. The first objective is to provide empirical evidence that may help to close the research gap concerning golf lesson participation constraints. The study therefore, will contribute to an evolving understanding of golf participation and golf lessons. Furthermore, the findings could provide a benchmark for research in other leisure or sport contexts where a link between increased participation and sport lesson participation is needed. The second objective is to provide much needed insights for golf professionals who may use the research to inform management and decision-making personnel in areas such as lesson pricing, service delivery, and marketing. The third objective is to determine if a relationship exists between demographic variables and golf lesson constraints. This objective will prove useful to golf professionals for identifying how to target specific groups (e.g., women) by negotiating the constraints they face (e.g., structural).

### **Chapter Summary**

The golf industry impacts the United States economy but the number of rounds played per year has decreased in recent years. This decrease directly impacts golf course revenues and indirectly impacts local economies. Golf is a difficult game that takes time and commitment to learn how to play, and therefore enjoy. Further golf rounds continue to get exceedingly long, due to players not being more skilled (e.g., losing golf balls, not knowing rules, teaching friends on the golf course). Golf lessons teach players fundamentals that improve an individual's ability to hit a golf ball, knowledge of the rules, and golf course etiquette. Thus, golf lessons are ever more

important to improving the skill level of golfers so that they may enjoy the game, and potentially reduce drop-off from participation. Therefore, identifying the constraints that individuals face to participating in golf lessons is important to maintaining golf participation by those who are currently involved and for properly introducing new golfers to the game so that they will enjoy playing and continue to participate. With that in mind the purpose of this research is to identify the factors that constrain golfers from participating in golf lessons. This will be done through the use of leisure constraints theory (Crawford et al., 1991) where structural, intrapersonal, and interpersonal constraints will be examined in relation to demographic variables.

## CHAPTER 2 LITERATURE REVIEW

### **Constraints to Participation**

As a reminder to the reader, constraints have been defined as 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” (Jackson, 1988, p. 203). In the last few decades, the literature indicates an evolving understanding of constraints in the context of leisure and sport participation and several models have been proposed and tested. For example, Crawford and Godbey (1987) and Crawford et al. (1991) identified specific constraints as being intrapersonal, interpersonal, and structural.

In 1991, Crawford et al. (1991) adapted the constraints identified by Crawford and Godbey (1987) and created a hierarchical model for measuring leisure constraints (Figure 2-1). The constraints were ranked as intrapersonal, interpersonal, and structural. The constraints were ranked as such because an individual first must overcome intrapersonal constraints (e.g., fear) and form a desire or leisure preference. As such, if intrapersonal constraints are overcome by an individual, interpersonal constraints surface (e.g., lack of partner) that may also hinder an individual’s participation. Finally structural constraints are encountered (e.g., time commitments), which must be negotiated in order for participation in an activity to occur. This model explains how people move from one constraint to another in their leisure participation.

Raymore, Godbey, Crawford, and Eye (1993) conducted a constraints study of high school kids based on the model created by Crawford et al. (1991) and found that constraints do follow the hierarchy that was proposed. Overall Raymore et al. (1993)

found that individuals seemed to be either highly constrained structurally, intrapersonally, or interpersonally or they were relatively unconstrained structurally, intrapersonally, or interpersonally in their leisure participation.

With busy daily lives it is difficult for individuals to fit leisure participation into their daily routine. In observing this, Samdahl and Jekubovich (1997) conducted in person interviews where participants were asked about their daily routine and whether they were able to make time for themselves during the day. Using the leisure constraints factors developed by Crawford et al. (1991), evidence of structural, interpersonal, and intrapersonal constraints were uncovered. For structural constraints, money and time were two of the most commonly identified constraints to participation in outdoor recreation activities. The participants acknowledged that interpersonal constraints included family obligations, lack of partner, and having a partner who was not as skilled or enthusiastic as interpersonal constraints; however, most participants did not view family obligations as a significant constraint but more as a normal part of everyday life. Finally, intrapersonal constraints were not viewed so much as leisure constraints but rather constraints on life in general. For instance, one participant detailed how he had lost everything due to alcoholism. In this regard intrapersonal constraints can be an overwhelming constraint to overcome for some.

Alexandris and Carroll (1997a) identified seven factors related to constraints faced by recreation participants. The seven factors were individual/psychology, lack of knowledge, facilities/services, accessibility/financial, lack of partners, time, and lack of interest. Here, they concluded that these seven constraint factors could be grouped into the constraint categories listed by Crawford and Godbey (1987): interpersonal (i.e., lack

of partners), intrapersonal (i.e., Individual/psychological and lack of interest), and structural constraints (i.e., facilities/services, accessibility/financial, and lack of time). Lack of knowledge fell into both intrapersonal and structural constraints due to the variables in the factor and therefore was not defined as one or the other. The study indicated that those who have more intrapersonal constraints are more likely to have lower levels of participation than those who are less intrapersonally constrained. Further, the study indicated that time and facilities/services (structural constraints) were the highest rated factors constraining both participants and non-participants.

In a study of 502 Greek adults, conducted by Alexandris and Carroll (1999), on constraints to Greek recreational participation, found that time (structural constraint) was the most constraining factor on recreation participation. Work, family, and social commitments were the strongest factors relating to time constraints. As a factor of constraint, time was followed closely by the constraint of facilities/services (structural constraint) with lack of interest rated as the lowest constraint. Specifically, Alexandris and Carroll (1999) stated that the quality of the service and the sport facilities influenced willingness to participate in leisure activities in that inadequate facilities constrained participation.

Scott and Jackson's (1996) study on constraints faced by recreational park users identified a number of constraints. Park users identified lack of time and being too busy with other activities as the top two constraints limiting them from using parks more. Both of these constraints can be classified as structural constraints relating to time. In their analysis they found that people of different ages reported time constraints differently. Specifically a difference existed between the middle age group related to both the

younger and older groups, showing that middle aged participants were more constrained structurally than younger and older participants. Further, Younger individuals were found to be participating in multiple activities more so than middle age and older individuals and reported a lack of information about parks as a reason for lower use of parks. This participation in multiple leisure activities limited the time they could spend participating in each of their different leisure pursuits. Seniors, those over 66, stated that they participated less due to lack of partners, poor health, and lack of transportation. In this case the strongest constraints to participation in leisure park use are interpersonal and structural. For Scott and Jackson' (1996) study, overall gender differences did not exist, but a few items were noted as significantly different; family responsibilities, lack of partners, and distance to the parks.

Jackson and Dunn (1991) used data collected from two surveys, administered by the Alberta Recreation and Parks in 1984 and 1988, to identify constraints faced by individuals who ceased a recreation activity and individuals who wanted to start a new recreation activity but could not. The data was divided into two groups. The first group included those individuals who ranked a constraint as not important and the second group included those who ranked constraints as somewhat important to very important. The first analysis was the relative overall importance of barriers to participation. From this analysis the top ranked reason as a barrier to participation was cost of equipment to participate in a given activity. Whereas the top reason for ceasing an activity was being physically unable to participate. Both these reasons cited fit with Crawford et al.'s (1991) definition of structural constraints. The second analysis measured the differences in barriers and reasons for discontinuing an activity related to an individual's age. Younger

and older individuals were less constrained than middle aged individuals when asked about family commitments and lack of leisure partner, interpersonal constraints (Crawford & Godbey, 1987). Lack of transportation, a structural constraint, was the opposite, constraining younger and older individuals more than middle aged individuals. Finally, cost of equipment, a structural constraint (Crawford & Godbey, 1987), became less constraining with advancing age. Again, using Crawford and Godbey's (1987) definition of constraints, age appears to influence interpersonal (e.g., lack of partners and family commitments) and structural (e.g., cost of equipment and lack of transportation) constraints.

Jackson and Henderson (1995) conducted a study on gender based differences related to leisure constraints which revealed that women are more constrained than men in their leisure participation. Specifically, women are more constrained intrapersonally and interpersonally due to a difficulty of having others to participate with, family responsibilities, lack of ability, lack of knowledge of where to participate, and lack of transportation. Women were also found to be more constrained by social isolation and lack of skills. From this analysis they found that family and work commitments were related to the women's age. Women progressively became more constrained as they got older until they reached the age of 43 when they started to become less constrained. Participants in Jackson and Henderson's (1995) study all showed similar levels of constraints based on income. It was noted that women between the ages of 22 and 36 were more constrained by the item "too busy with family". Overall this study found that women were constrained by difficulty in "finding others to participate with", "family responsibilities", "lack of ability", "not knowing where to participate", and "being

physically unable to participate” to name a few. These constraint variables fit the context of interpersonal and intrapersonal constraints (Crawford & Godbey, 1987)

A study conducted on the demographic differences in the perception of constraints to recreational activity (Alexandris & Carroll, 1997b) on the Greek population identified the same seven constraint factors identified by Alexandris and Carroll (1997a) and found that demographic differences exist in the level of constraints felt by participants. Two of these demographics apply to the current study; these demographics are gender and age.

Females, overall, were found to be significantly more constrained than males. Specifically the study identified intrapersonal constraints to be the most experienced constraints by females. Using the hierarchical constraints model (Crawford et al., 1991) females in this study were in the first stage of constraints, intrapersonal, which includes characteristics such as the individual/psychological and lack of knowledge. Since this is the first constraint that must be negotiated this supports the finding that females had a lower rate of participation in leisure activities.

Constraints were found to vary significantly according to an individual’s age as well, with significant differences existing in the time, individual/psychology, and lack of knowledge constraints. Overall the youngest group (18-25) and oldest group (46-65) were found to be the most constrained. The oldest group was found to be most constrained by individual psychology and lack of knowledge, while the middle age groups (26-35 and 36-45 years old) were found to be constrained more than the young and old groups by time. This same finding was evidenced by Scott and Jackson (1996).

Overall constraints related to time and facilities/services (structural constraints) were reported to be the most perceived constraints by participants.

A study of 190 skiing participants indicated that intrapersonal constraints are important in predicting skiing behavior (Alexandris, Kouthouris, Funk, & Chatzigianni, 2008). Again, psychological and time constraints were the constraints experienced most frequently by the participants in the study. Skiers may have felt they were not good skiers or that they were not fit enough to ski, and since skiing, for most individuals, requires travel time to and from the resort, time constraints play a big part in determining if and how often an individual can participate in skiing. Moreover, Alexandris, Funk, and Pritchard (2011) conducted a study of skier constraints and motivation in Greece. The sample included 294 participants who filled out a self-reported questionnaire updated and adapted from Alexandris and Carroll's (1997a) leisure constraints scale. Constraints and motivation were found to be negatively correlated, this indicates that the more constraints that must be negotiated the less motivated an individual is likely to be.

The use of Crawford et al.'s (1991) leisure constraints model to conceptualize how individuals are constrained was seen throughout the reviewed literature. The vast majority of previous research has adopted Crawford et al.'s (1991) model as well as Crawford and Godbey's (1987) conceptualizations of constraints as mechanisms for exploring leisure constraints among participants. As such, structural, interpersonal, and intrapersonal constraints were selected for use in the current study as the theoretical model and conceptualization technique for measuring how individuals are constrained in their golf lesson participation.

From the literature, structural constraints (i.e., time, money) appear to be the most strongly perceived constraints by recreation and leisure participants. However, after reviewing previous research in this area, it appears that the hierarchical model created by Crawford et al. (1991) (Figure 2-1) may be problematic when examining sport lesson participation specifically. For instance, with the exception of Jackson and Dunn (1991), each reviewed article sampled current leisure participants who were asked why they did not participate more often or ceased participation all together. Since participants in these studies already participated in the activities examined (e.g., skiing, parks, outdoor recreation), it would be reasonable to assume that they have already negotiated intrapersonal constraints (e.g., fear, anxiety). Further, Jackson and Dunn (1991) found that for participants who wished to start a new activity they rated structural constraints as the highest factor for constraining their participation in a new activity. Therefore, the findings of previous research do not appear to follow the hierarchy proposed by Crawford et al. (1991) that suggests that intrapersonal constraints are faced before interpersonal constraints which are then followed by structural constraints. This could be because individuals have negotiated intrapersonal constraints to begin the activity, and therefore intrapersonal constraints are no longer the most constraining factor to participation. For example, with an individual who has already participated in skiing the fear attached to continued skiing participation (intrapersonal constraint) is not the greatest issue, but rather the interpersonal (e.g., lack of partner) or structural (e.g., lack of money) constraints may be the deterring factors to enhanced participation. This challenge to the model may be particularly relevant for golf lessons where individuals

will typically have participated in at least one golf related experience (e.g., driving range, round of golf) prior to contemplating lesson participation.

### **Influence of Demographic Variables**

Demographic variables are important to recreational professionals in identifying target markets. Further, understanding if and how demographic variables influence constraint levels can help industry professionals attempt to target specific markets for sustained or increased lesson participation. Support for the exploration of how demographic variables influence constraints is evidenced in a study conducted by Alexandris and Carroll (1997b). Specifically, education, age, gender, and marital status were all found to have an effect on the constraints faced by sport participants. In the following sections each demographic variable will be addressed with evidence of how each can constrain sport and leisure participation.

#### **Gender**

Men and women face many constraints and barriers to participation in sport and leisure activities. In the case of golf participation women face greater constraints than men. In particular, McGinnis and Gentry (2006) conducted interviews of golf professionals about the difficulties that women face in golf. From these interviews it was noted that “many women feel as if they are not important people in golf” (McGinnis & Gentry, 2006, p. 224) given that golf is typically viewed as being a masculine sport, which can lead to social closure for women. “(Social) closure is established when a social group, seeking to monopolize its own life chances, organizes itself against competitors who share some positive or negative characteristics” (Weber, 1978, p. 342). Social closure can be experienced by female golfers in many ways. For instance,

McGinnis et al. (2005) conducted interviews of women from the mid-west about how they are treated in golf and how they feel on the golf course. From that research lack of merchandise, course setup, and golf functions were found to be particularly relevant to social closure (McGinnis et al., 2005).

Lack of merchandise for women such as equipment, clothing, and accessories was a common concern for women (McGinnis et al., 2005). Most men do not face this particular problem, although left handed golfers may sometimes run in to problems finding readily available clubs. Both left handed golfers and women may be an under-represented market in golf and by not having merchandise for them many feel forgotten and women may feel unwanted. Social closure in the form of course setup is felt by women through a lack of restroom facilities on the golf course (McGinnis et al., 2005). Johnson et al. (2001) also found that inadequate facilities were a common constraint for women's lack of participation in outdoor recreation. Since men are not limited in their need to use restroom facilities and can relieve themselves anywhere on the course, the lack of restroom facilities have lead women to feel that the golf course is an extension of a men's locker room (McGinnis et al., 2005), which can result in a segregated atmosphere for women (McGinnis & Gentry, 2006). It is not surprising then that female golfers experience more anxiety, primarily feeling unimportant, threatened, lost, and unaccepted as a result of the course setup (McGinnis & Gentry, 2006). These factors would increase non-participation decisions and removal from an activity as women determine they are not "fit" on the golf course, and thus motivation to participate declines.

Golf outings are enjoyable experiences where fellow golfers can come together and compete with one another, socialize, and enjoy golf. However, for women to participate in an outing a majority of the time it is in couples events where they must play with men (McGinnis et al., 2005). For some women this is fine because they already play with their husband or boyfriend, but it limits those women who wish to play with and against other women, and socialize with other women, with very few opportunities (McGinnis et al., 2005; Wood, 2011). The women in Wood's (2011) study used their social group to allow them to have other women to play golf with once a week. By having this group of women they were able to have an enjoyable golf experience. Since these women are faced with facility and equipment barriers, as evidenced, social closure in this case would fit as a structural constraint as defined by Crawford et al. (1991)

Social closure also puts on added pressure which leads women to underperform due to increased anxiety. This anxiety leads them to fall into gendered stereotypes of women who are slow, bad golfers (McGinnis et al. 2005). Increased anxiety also appears to lead women to take lessons in groups and a desire to avoid making mistakes (McGinnis & Gentry, 2006; Wood, 2011). This desire to avoid mistakes also leads women to take group lessons because it makes them more comfortable learning around others who are of the same skill as themselves. Wood (2011) concluded in her study of a group of female golfers that women were more comfortable learning with each other; groups they trusted and knew had similar skill levels. McGinnis and Gentry (2006) also found that females display less confidence on the golf course, during lessons, and with their golf knowledge, more so than men do. This may be a result of

the hegemonic structure of golf and the treatment that women receive in sports by men. Men also treat women as if they have no knowledge of golf without knowing anything about the women's abilities (McGinnis & Gentry, 2006). The anxiety and lack of confidence created by social closure fits with intrapersonal constraints as defined by Crawford et al. (1991).

One of the ways people believe you can show golfing ability is by how far you hit the ball off the tee, and this is no different for women. McGinnis et al. (2005) and McGinnis and Gentry (2006) found that women were concerned about driving distance as a measure of golfing ability and felt that slow speed of play lead them to be stereotyped as bad golfers. Many women assume that because they do not hit the ball very far they are inadequate golfers, and they believe that men see them as inadequate as well. Many of the women involved in these studies believe driving distance is important to determining who belongs on the golf course (McGinnis et al., 2005; McGinnis & Gentry, 2006). However, the reality is that it only determines which tee box one should be playing from. Because of this misconception many women put unneeded pressure and dissatisfaction upon themselves and their level of play (McGinnis et al., 2005). In addition to these pressures women felt that in order to feel on par with the men they must drive the ball further. Thus, it may be that women feel they must play in a similar way to men to deserve to be on the golf course.

Being labeled as slow players was of larger concern than a lack of driving distance (McGinnis & Gentry, 2006). When feeling the label of a "slow golfer", women feel picked on by the men at the golf course as well as the golf course employees. Women would be warned to watch their pace of play but many women never witnessed the men being

warned. This targeting of the women puts more pressure on them. Due to being labeled as slow players women feel rushed when they play on the course because they do not want to be slow (McGinnis et al., 2005). Because women are still viewed as being inferior players to men they are doubted for their ability and knowledge of the game. In McGinnis et al. (2005), one woman, who is an NCAA Division one college player, was less respected by the men until they found out her credentials at which point they would then try to make up for their behavior.

Women fell into “role entrapment” where the women embrace their stereotypical roles. This leads to women emphasizing the differences between men and women on the golf course. Women who embrace their femininity try to play in such a way that they do not appear too masculine. For some this is not too difficult since to them golf can easily be viewed as feminine to them. These women were labeled as “token’s”.

Token women golfers reported feelings of frustration because of stereotyping, heightened performance pressures due to increased visibility, and role entrapment because of gendered expectations of behavior. (McGinnis et al. 2005, p. 320)

McGinnis, Gentry, and McQuillan (2009) interviewed 22 female golfers about their golfing habits along with their likes and dislikes about golf. From those interviews they concluded that female golfers can be broken down into three groups; accommodating, unapologetic, and unaware. Accommodating women will act in such a way that does not challenge the masculinity of the men on the golf course. These women will avoid times when men play more and many of these women will play only with their significant others. Some of the women in this group actually felt more uncomfortable playing with other women than with men. According to McGinnis et al. (2009) these women would

feel that they must protect their male playing partner's masculinity by down-playing their own success. This group would be mostly intrapersonally constrained since they feel that they must act in a certain way and have feelings of social pressure. The unapologetic group challenged the gender norms and rituals. These women felt that they should be treated equally with the men and found power when playing with women who had similar views. These women found enjoyment in playing golf and being competitive with the men. The unapologetic women will mostly be constrained interpersonally because they prefer playing with like-minded women. They will not be very constrained because they play for the love of the game but they may feel some interpersonal constraints. The unaware group was either unaware or ignored the masculine rituals and gender norms and played because of intrinsic motivation and enjoyment of the game. They shared the love for the game that the unapologetic women had and felt many of the problems in golf but did not feel that these problems were gender biased, such as confusing golf terms and rules, and therefore felt gender biases were of little concern. This group will not be constrained by one specific constraint more than another.

Women fell into these groups based on how they view their playing partners. It is important to see how women view themselves on the golf course because it provides insight into how golf can become more inclusive and break gender norms and stigmas in golf. The women involved in Wood's (2011) study made golf more inclusive for themselves by creating their own set of rules to play by. These women ignored much of the established golf etiquette in small ways. "taking additional tee shots, stopping balls on the green, kicking the ball out from under bushes, talking while others are hitting the

ball, walking over lines on the green” (Wood, 2011, p. 30). By creating their own rules they made the game more enjoyable and easier for themselves to play, and since they were not worried about playing in competition they have no need to adhere to the strict rules of golf. These women tried to negotiate the interpersonal constraint by creating a group they felt comfortable playing golf with which in turn will help negotiate the other two constraints better.

Time is a big factor in determining how much an individual can participate in a leisure activity (Samdahl & Jekubovich, 1997). For golf participation women tend to play less golf than men (McGinnis & Gentry, 2006). Some of the reasons that women reported were family obligations, time constraints, lack of ability, and frustration with the game (McGinnis & Gentry, 2006). These constraints can be grouped into both structural constraints and intrapersonal constraints. Time and family obligations both fit under structural constraints and lack of ability is an intrapersonal constraint (Crawford et al., 1991). Taking care of the kids takes a lot of time and many women stated that many times their husbands would take time to play golf but they themselves had never asked their significant other to watch the kids so that they could go play golf (McGinnis et al. 2005). Women were not only frustrated with their own abilities with the game but with the way they were treated by other players.

Golf is still a male dominated sport, with only about 20% of golfers being women, therefore many women still feel out of place and unwelcome on the golf course (National Golf Foundation, 1998). Also women tend to take over more of the family responsibilities than men do which puts golf and golf lessons low on the list of priorities. With these pressures from men at the course and family responsibilities that take up

possible leisure time there will most likely be gender differences in the constraints faced by golfers to participate in golf lessons. Women appear to face more constraints than men do in the golf participation. The two most obvious being structural and intrapersonal, women must first overcome the intrapersonal constraints that they have built up within themselves before they can negotiate the structural constraints.

## **Age**

McGuire, Dottavio, and O'Leary (1986) conducted a study about constraints over the lifespan and ranked constraints as limitors and prohibitors. Limitors were constraints that reduced an individual's participation levels where prohibitors prevented participation all together. From this study it was found that everyone is constrained in some way across their lifespan but the constraints change and the level of each constraint changes as individual's age. The top three constraints identified by McGuire et al. (1986) were lack of time, lack of companions, and poor health.

In McGuire et al.'s (1986) study, time constraints and lack of companions were high limitors to participation in young to middle aged persons but as individuals reached their fifties the percentage in which they were limited decreased. In Garton and Pratt's (1991) study on the leisure activities of adolescent students, 1274 students were surveyed about their leisure time participation. Time was ranked highly by 250 of the students as a constraint to their participation in current activities as well as constraining their interest in trying new ones. Since youth have so much to do between school, family obligations, and extracurricular activities they do not have enough time to participate in everything they wish to participate in. Johnson et al. (2001) found the individuals participation in their favorite activity was the top constraint cited by those who participate in leisure activities and non-participants. Poor health increased as a

limitor as individuals increased in age with a large increase after age 50 (McGuire et al., 1986). Both Johnson et al. (2001) and McGuire (1984) found that older individuals were more likely to be constrained by personal health problems than younger individuals. Thus, these findings suggest that there may be constraints to participants of all ages; however, analysis of these differences remains relatively scant.

As an individual gets older he or she will begin to have more time to partake in leisure activities and find it easier to find a companion to participate with (McGuire, Dottavio, & O'Leary, 1986). Young children do not have much problem finding people to participate with, but 20 students in Garton and Pratt's' (1991) study did, acknowledging that every age group will have someone constrained in just about every way. Son, Kerstetter, and Mowen (2008) conducted a study on age and gender and how it is related to constraining physical activity. Two hundred seventy-one participants aged 50 and older were involved in the study to identify how age and gender were related to the constraints faced in leisure participation. It was found that age was not related to overall constraint levels for older adults compared to middle aged individuals (Son et al., 2008). Son et al. (2008) and McGuire et al. (1986) both have similar findings for individuals around 50 years of age and their participation in leisure activities. It is agreed by both Son et al. (2008) and McGuire et al. (1986) that constraint levels are similar for middle age to elderly individuals but the constraints that individuals face change as they get older.

Everyone has something that constrains them from participating in activities or completing tasks that they set for themselves. One of the factors that will dictate the extent that an individual is constrained is his or her age. As individuals become older

the constraints that individual faces will be constantly changing, therefore an individual's age could be a way to identify how an individual is constrained.

### **Socio-Economic Status**

Golf is an expensive sport in terms of both time and money. To play a round of golf an individual must have golf clubs and pay a fee to play at the golf course. This fee ranges from \$20 to upwards of \$100. Additionally, many golf courses require membership to play and charge membership fees. Along with these fees one has to account for how much is their time worth. The average amount of time for an 18-hole round of golf is four hours, a long amount of time to take out of a day. The socioeconomic status of an individual or family plays an important role in the decision to participate in golf and golf lessons.

Socioeconomic status (SES) is a conglomerate of factors that include occupation, education, income, wealth, and place of residence. By looking at the combination of education, income, wealth, and place of residence, it creates a better understanding of how an individual lives than the use of each element individually. Raymore, Godbey, and Crawford (1994) used SES as a means of measuring self-esteem, leisure participation and desire to participate in leisure. It was found that SES is negatively correlated to intrapersonal constraints in that as SES goes up the number of intrapersonal constraints goes down (Raymore et al., 1994). The same study also found that an individual's self-esteem increased as income level increased. Therefore it can be assumed that as an individual's income increases, the level that they feel they are constrained decreases.

Won, Hwang, and Kleiber (2009) conducted a study on how golfers choose a golf course. The study included 155 participants who were asked to rank the most important

factors they consider when choosing a location to play. Between men and women, cost of a round of golf (greens fees) was third and second respectively (Won et al., 2009). It was noted that individuals who make less than \$60,000 per year ranked cost as the highest factor on their list (Won et al., 2009). An individual's income is a major dictator on his or her ability to participate in golf and golf-related activities (i.e., lessons). In Gobster's (1998) study on minority under-participation in golf, focus groups consisting of minorities from North Chicago were used to determine possible reasons as to why minorities did not participate. Cost was ranked as one of the dominant factors preventing those involved in the study group from participating (Gobster, 2009).

Cerin and Leslie (2008) studied the link between socioeconomic status and physically active leisure participation. For their study, 2650 participants aged 20-65 were randomly sampled and asked to rate their physically active leisure along with the collection of SES data. Walking was used as the measure for physically active leisure participation. Cerin and Leslie (2008) found that higher income, higher education, and higher self-efficacy led to higher participation in walking for leisure, whereas individuals with lower income, lower education, and lower self-efficacy had lower participation rates.

Given these findings, it may also be assumed that an individual's or family's socioeconomic status will impact the choice or the level of constraints faced in his or her participation in golf lessons. The socio-economic status of an individual falls under structural constraints in that individuals are constrained by financial issues.

### **Skill Level**

Skill development is done in a couple of ways. Early on in an individual's sporting career it has been suggested that the best way to begin the learning process is through

deliberate play (Cote, Lidor, & Hackfort, 2009). Deliberate play is where an individual is given the opportunity to engage themselves in sports without any real guidance at first to let them explore what they can do. Cote et al. (2009) suggested that through deliberate play individuals develop the necessary skills to later specialize in a single sport. After deliberate play is deliberate practice where instruction and focus on basic essential skills is performed; in the case of golf, deliberate practice would include focus on the proper grip, stance, alignment, ball position, and swing plane. These elements are considered the foundations for the golf swing and are learned through golf instruction.

Skill level is an important factor to the enjoyment of sports activities. Therefore, the current and desired skill level of an athlete will be important factors in the consideration of how much time that individual will participate in lessons and deliberate practice sessions to improve his or her skills. The skill level of an individual will constrain people intrapersonally, since each individual sets their own goals and determines for themselves what it is they wish to achieve or what would be considered “good” play. Further it can be fit somewhat under interpersonal constraints because they may not be able to find a partner to participate with because they are either too skilled or not skilled enough for particular groups.

### **Research Question**

What constraints exist to golf lesson participation and does a relationship exist between constraints and demographic characteristics of golf lesson participants?

## **Hypotheses**

Given the summary of literature represented in the preceding section, the argument here is that constraints on golfer's participation in golf lessons will be influenced by the individual's gender, age, skill level, and socio-economic status. Specifically, four hypotheses were formed to identify how individuals are constrained in their golf lesson participation. Given the lack of research on constraints related to golf lesson participation, the magnitude and direction of this influence on individual constraints is unknown. As such, the hypotheses are as follows:

Hypothesis one: There will be differences between males and females in their constraints.

Hypothesis two: There will be differences between age groups in their constraints.

Hypothesis three: There will be differences between skill levels and their constraints.

Hypothesis four: There will be differences between different income levels and their constraints.

## **Conclusion**

The current chapter outlined constraints as defined by Crawford and Godbey (1987) into structural, interpersonal, and intrapersonal factors and provided supporting evidence for those constraints and how they affect leisure participation. From the review of the literature structural constraints were the most perceived constraints by participants as constraining to leisure participation. Participants in each of the studies had a wide range of participation constraints with age being most related to structural

constraints, where-as gender was related to both intrapersonal and interpersonal constraints. Further, how these constraints relate to demographic characteristics of individuals has been outlined. The current study specifically focuses on constraints to golf lesson participation and is intended to fill this gap in the academic literature and open up further research into specific sport constraints research. Four hypotheses have been established to identify how demographic variables relate to structural, interpersonal, and intrapersonal constraints related to golf lesson participation.

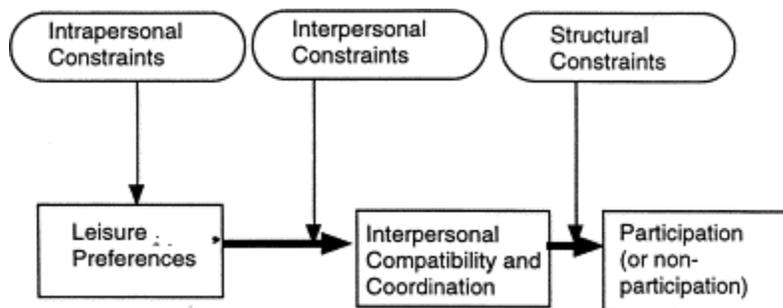


Figure 2-1. Hierarchical model of leisure constraints [Retrieved from A hierarchical model of leisure constraints. (source: Crawford, Jackson, & Godbey, 1991, p. 313.)]

## CHAPTER 3 METHODS

The current study involved the collection of quantitative data through the use of pencil and paper surveys administered in person at golf facilities located in Gainesville, Florida. The questionnaires (Appendix) consisted of self-constructed items measuring demographic information (i.e., gender, age, skill level, and socio-economic status), average 18-hole golf score, and frequency of golf lesson participation. There were also questions regarding if an individual feels they participate often enough in golf lessons, and why they may not participate more in golf lessons. The survey was designed to take five minutes to complete.

To measure leisure constraints, Alexandris et al.'s (2008) scale was adopted and items underwent minor wording adjustments to fit the current golf lesson participation context. Within this scale there are five factors that include "individual psychology" (e.g., it makes me feel tired), "lack of partners" (e.g., nobody to participate with), "golfing experience" (e.g., feeling unwelcome at the golf course), "time constraints" (e.g., work/study commitments), and "finance/cannot afford" (e.g., lessons are expensive). Prior to data collection, Institutional Review Board (IRB) approval of the project was obtained.

The target population was Gainesville area golf participants. Current golf participants were chosen because of ease of access in locating individuals for participation, rather than asking random individuals if they have considered taking a golf lesson before. The average Gainesville, Florida resident is 26.4 years old, makes \$27,420 per year, and have a relatively equal male to female ratio(48.9% and 51.1% respectively) (City of Gainesville, 2011). The average skill level of golfers in Gainesville

is relatively unknown. In total, 143 individuals were invited to participate in the study. Of those who were invited, 108 individuals completed the pencil and paper questionnaire for a response rate of 75.5%. Survey collection took place onsite at the Mark Bostick golf course, Gainesville Country Club, and Ironwood golf courses. These courses were chosen because they are located in different parts of Gainesville which receive different types of players. Also each course receives a different type of player demographic. Gainesville Country Club is a private golf course with high membership dues. The Mark Bostick golf course is the University of Florida's golf course and limits play to student, faculty, staff, and athletic booster members. Finally Ironwood golf course is a city run golf course that has lower costs for play. Further these courses were willing to allow the researcher to hand out surveys during business hours. Each golf course had a different response rate with 35.2% of the respondents coming from the Mark Bostick golf course, 23.1% of the respondents coming from Gainesville Country Club, and 41.7% of the respondents coming from Ironwood golf course (Figure 3-1).

Convenience sampling was used to gather data from local golfers in Gainesville, Florida. A table was set up at three local golf courses where golfers were asked to participate in a brief survey about their golf lesson participation.

Data was analyzed using SPSS software and multiple comparisons were run to formulate groups based on gender, age, skill level, income, and frequency of participation and interest in golf lessons. Descriptive and multivariate analysis of variance (MANOVA) statistics were run to determine the differences in level of participation in golf lessons, create a basic demographic profile of participants, and

examine potential significant differences in the impact of constraints related to the demographic characteristics of the participants.

### **Delimitations**

This study has been delimited to individuals who are golfers in the area of Gainesville, Florida.

### **Limitations**

The study was limited to a sample population of golfers in the geographical area of a city in the southeast United States that is categorized as a “college town”. As such, it is important to note that the range of ages and the ratio of male to female golfers in this city is not be a good representative sample of the entire golf population. Also, the skill level of golfers is not a representative sample of the golfing population. In particular, the type of golf courses within the city may be limiting; three public courses, two private courses, and the university golf course, which is limited to students, faculty, and alumni are available to the Gainesville population.

Convenience sampling is limiting because it cannot be used to represent a population (Bryman, 2008). As such, it does not give everyone in the population an equal chance of being selected. Convenience sampling may lead to biased results due to how the sample is selected and each individual participant’s motivation for participation in the survey; however, this potential bias was combated by not offering an external incentive such as a prize for participation. By not offering external incentive it puts the focus back on the purpose of the study rather than putting focus on whether the prize is worth the participation. Convenience sampling is the best method for the current study due to ease of access to golfers in Gainesville Florida; it is low cost, and is the quickest way to obtain data. For the purpose of this study, being an initial look at

constraints in golf lessons, this strategy provided a good base for future research to build from and compare to.

The next limitation is the researcher's bias. The researcher is a scratch golfer (shoots in the low 70's) who played golf in college and is a part time golf instructor. Therefore the researcher has firsthand experience through interaction with golf lesson students and fellow golf instructors about how people interact while taking lessons, and some reasons that people do not take more golf lessons. These experiences influence some of the opinions and some of the items on the questionnaire.

### **Hypothesis Testing**

#### **Hypothesis One**

Hypothesis one was tested using multivariate analysis of variance (MANOVA) with gender as the independent variable and the five factors identified in the factor analysis as dependent variables.

#### **Hypothesis Two**

Hypothesis two was tested using multivariate analysis of variance (MANOVA) with age as the independent variable and the five factors identified in the factor analysis as dependent variables.

#### **Hypothesis Three**

Hypothesis three was tested using multivariate analysis of variance (MANOVA) with skill level as the independent variable and the five factors identified in the factor analysis as dependent variables.

## **Hypothesis Four**

Hypothesis four was tested using multivariate analysis of variance (MANOVA) with income as the independent variable and the five factors identified in the factor analysis as dependent variables.

### **Assumptions**

It was assumed that there would be differences in the types of constraints faced and the level of constraints based on demographic variables. Specifically, women would be more constrained than men, middle aged individuals would be more constrained by time than younger and older individuals, middle aged individuals would be less constrained financially than young and older individuals, and that those with lower incomes would be more constrained financially than those with higher incomes.

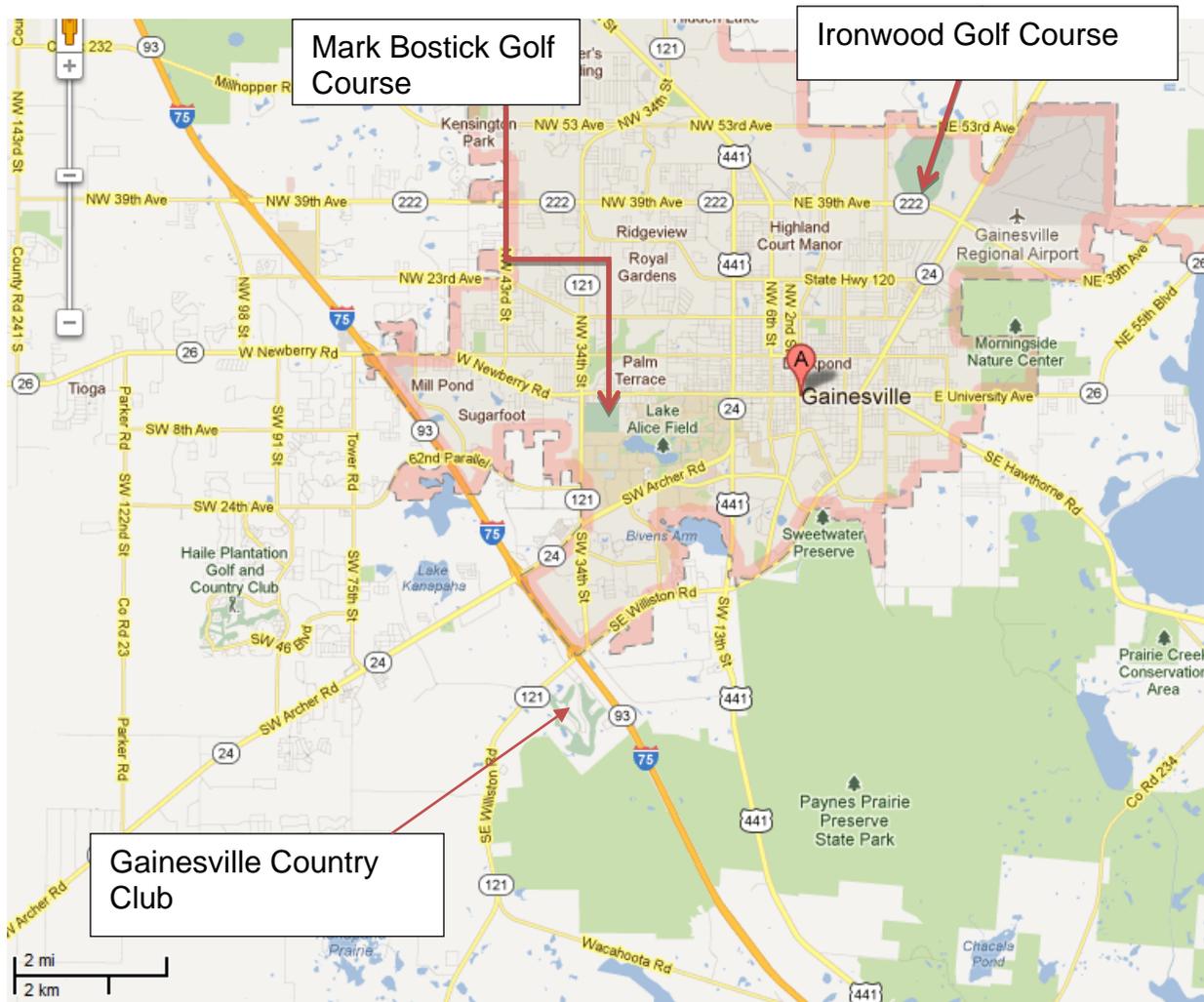


Figure 3-1. Map of Gainesville, Florida with golf course locations.

## CHAPTER 4 RESULTS

Of the 108 responses 86.6% were men and 13.2% were women, where the majority of participants (30.0%) fell into the 41-60 years of age category. Approximately 47.0% of the respondents reported household income over \$100,001. Skill level of survey participants was measured by average score since not all golfers keep a golf handicap. The scores ranged from 72 to 130 and were broken down into categories of skill level for analysis: 72 to 80 (experienced; 15.2%), 81 to 90 (avid; 48.5%), 91 to 100 (average; 23.2%), and 101 and over (beginner/novice; 13.1%). When asked to indicate their previous participation in golf lessons, 52.8% of respondents indicated that they had not taken lessons; however, 65.7% indicated that they were at least somewhat interested in taking golf lessons in the future. This data represents the basic demographic profile of participants in the study.

In order to gain a comprehensive understanding of the participant profile, cross-tabulation analyses were run to analyze golfers demographic factors related to their interest in golf lessons and their frequency of participating in golf lessons. The cross-tabulation breaks down the relationship of individual's interest in lessons and frequency of participation in lessons to better understand what type of golfer participated in the study. These results are displayed in Tables 4-1 through 4-8, and demonstrate how demographic factors interact with current golf lesson participation, as well as interest in participating in golf lessons.

## **Demographic Profile**

### **Age**

Of those that indicated they had participated in golf lessons, individuals who were 41 to 60 years old had the highest frequency of participation (Table 4-1). Specifically, 33.3% of those 41 to 60 years old participated once a year, while 46.6% of individuals in the same age group participated in lessons two to six times a year. The lowest level of golf participation was in the 26-40 age category, where the participants were found to have a 35.0% overall lesson frequency rate.

Furthermore, as noted, the majority (30.0%) of survey respondents fell into the 41 to 60 age category. Of those 30.0%, 76.6% indicated they were at least somewhat interested (Table 4-2) in taking golf lessons. Interestingly those that were in the 26-40 age category (18.9%) and had noted only a 35.0% lesson frequency rate also indicated a substantial interest in taking golf lessons in the future (63.1%).

### **Gender**

Of the survey respondents, 50.0% of women indicated that they did not participate (Table 4-3) in golf lessons. However, of the 50.0% that had taken lessons, 85.0% of those individuals took lessons between once a month and once a year. For the men, 53.2% stated they did not take golf lessons. However, of those who did take lessons, 41.8% took lessons once a year and 37.2% took lessons two to six times a year.

Of note, a larger percentage (64.0%) of male respondents indicated that they were at least somewhat interested (Table 4-4) in lessons. Moreover, 78.5% of female respondents indicated that they were interested in taking golf lessons.

## **Skill Level**

Within the skill level categories, the individuals with the highest level of participation (Table 4-5) were in the 81 to 90 skill category (avid golfer) with a rate of 85.7%; yet, all of the groups had a high level of interest in taking golf lessons. The 72 to 80 skill category (experienced golfer) had a 76.9% interest (Table 4-6) in taking golf lessons followed closely by the individuals in the 91 to 100 skill category (average golfer) with a 73.9% interest rate. Those individuals in the 101 and over skill category (beginner/novice golfer) reported a 50% interest rate in taking golf lessons.

## **Socio Economic Status**

Survey respondents in the \$100,001 to \$120,000 income category had the highest participation (Table 4-7) rate with 71.4% taking lessons once a year. Of those in the over \$120,001 income category, respondents indicated participation rates of 39.1% taking lessons once a year and 39.1% taking lessons two to six times a year. For golf lesson interest (Table 4-8), 84.0% of respondents were at least somewhat interested in taking golf lessons in the \$100,001 to \$120,000 income category.

### **Summary of Participation and Interest in Golf Lessons**

When asked “how often do you participate in golf lessons”, 70.6% indicated that they either did not participate in golf lessons or only did once a year. However, interestingly of those who did not currently participate in golf lessons, 52.7% indicated they were at least somewhat interested in taking golf lessons in the future. As such, to serve the purpose of this study, it is also important to examine the potential constraints to golf lesson participation in order move these individuals from “interested” into “participating”.

## Factor Analysis

A principal components factor analysis was run and then rotated using a varimax rotation to determine the factor structure of the items used to measure constraints among golf lesson participants. From the factor analysis, a five factor structure emerged from the data. The five factors accounted for 71.4% of the variance explained in the factor structure. Only those components with eigenvalues greater than 1.00 were retained and rotated. The results are shown in Table 4-9. The factors were labeled similar to previous literature (Alexandris et al., 2008) and the conceptual relevance of the labels to the items under each factor. As such, the factors are as follows: 1) “individual psychology” (four items), 2) “lack of partners” (four items), 3) “golfing experience” (four items), 4) “time constraints” (four items), and 5) “finance” (two items). New variables were created with the items identified so that further analysis could be run. Those items that were greater than .60 and no closer than .10 from loading on any other factor were included in the analysis (Tabachnick & Fidell, 2007).

It is important to note that the item “transportation problems” ( $M = 1.67$ ,  $SD = 1.370$ ) and the item “not feeling confident in my skills” ( $M = 2.30$ ,  $SD = 1.697$ ) were removed when recoding the factors for hypothesis testing. These items were removed because they did not conceptually fit the definition of the factors under which they were loading (Table 4-9). Once these items were removed Cronbach’s alpha values were calculated for each of the individual scales to determine scale reliability and ranged from .83 to .94. Therefore, the values fell into acceptable limits (DeVellis, 1991).

## Multivariate Analysis of Variance (MANOVA)

MANOVA’s were run with age groups, gender, skill level, and income level as the independent variables. The five constraint factors identified by the factor analysis

(individual psychology, lack of partners, golfing experience, time constraints, and finance) were used as the dependent variables.

From the MANOVA statistics a significant difference was found for three of the independent variables; age, income, and skill level. Age was found to influence significant differences in the “lack of time” and “finance/cannot afford” constraint dependent variables. Specifically, the 41-60 ( $M=3.6$ ,  $SD=1.5$ ) year old group differed significantly from both the 26-40 ( $M=4.2$ ,  $SD=1.8$ ) and the over 60 ( $M=2.3$ ,  $SD=1.3$ ) age groups in the “lack of time” constraint (Table 4-10). Thus, the 26-40 year old age group was more constrained in “lack of time” than the 41-60 age group, and the over 60 age group was less constrained than the 41-60 age group by “lack of time”. For the constraint category of “finance/cannot afford” the 19-25 ( $M=4.3$ ,  $SD=2.0$ ) age group differed significantly from both the 26-40 ( $M=2.6$ ,  $SD=1.9$ ) and 60 and over ( $M=2.3$ ,  $SD=1.5$ ) age groups (Table 4-10). Those individuals in the 19-25 age group were more constrained by “finance/cannot afford” than the 26-40 and the over 60 age group, thus partially supporting hypothesis two.

Income was found to be significantly different in the “finance/cannot afford” constraint with the income groups of \$40,001-\$60,000 ( $M=4.6$ ,  $SD=2.2$ ) and the \$100,001-\$120,000 ( $M=2.9$ ,  $SD=1.6$ ) being significantly different (Table 4-11). Those individuals who made between \$40,001 and \$60,000 were more constrained than those who made between \$100,001 and \$120,000. This partially supports hypothesis four. Next, the skill level category revealed that “lack of partner” contained significant differences for those individuals who scored over 101 ( $M=2.7$ ,  $SD=1.4$ ) on 18 holes (Table 4-12) compared to those who scored between 91-100 ( $M=1.5$ ,  $SD=.6$ ) and 81-90

( $M=1.7$ ,  $SD=1.1$ ) (Table 4-12). Individuals who scored over 101 (beginner/novice) were more constrained than both the 91-100 (average) group and the 81-90 (avid) group in having a “lack of partner”. These results partially support hypothesis three. Finally no significant difference was found to exist between the level of constraints faced between males and females (Table 4-13) which provides no support for hypothesis one.

Table 4-1. Lesson Frequency/Age Group Cross tabulation

		Age Group					Total
		under 18	19-25	26-40	41-60	60 and over	
Lesson Frequency	Not at All	1	15	13	17	10	56
	Once a year	0	3	3	5	9	20
	2-6 times a year	0	6	2	7	3	18
	Once a month	0	0	1	1	2	4
	Twice a month	0	2	0	1	0	3
	Once a week	1	0	1	1	1	4
	Twice a week or more	0	0	0	0	1	1
Total		2	26	20	32	26	106

Table 4-2. Lesson Interest/Age Group Cross tabulation

		Age Group					Total
		under 18	19-25	26-40	41-60	60 and over	
Lesson Interest	Not at all	1	0	1	1	2	5
	Uninterested	0	0	3	2	1	6
	Somewhat Uninterested	0	3	2	2	2	9
	Neutral	0	4	1	3	7	15
	Somewhat Interested	0	9	3	9	5	26
	Interested	0	6	5	9	8	28
	Very Interested	1	4	4	4	1	14
Total		2	26	19	30	26	103

Table 4-3. Lesson Frequency/Gender Cross tabulation

		Gender		Total
		Male	Female	
Lesson Frequency	Not at All	49	7	56
	Once a year	18	2	20
	2-6 times a year	16	2	18
	Once a month	2	2	4
	Twice a month	3	0	3
	Once a week	3	1	4
	Twice a week or more	1	0	1
Total		92	14	106

Table 4-4. Lesson Interest/Gender Cross tabulation

		Gender		Total
		Male	Female	
Lesson Interest	Not at all	4	1	5
	Uninterested	4	2	6
	Somewhat Uninterested	9	0	9
	Neutral	15	0	15
	Somewhat Interested	23	3	26
	Interested	22	6	28
	Very Interested	12	2	14
Total		89	14	103

Table 4-5. Lesson Frequency/Skill Level Cross tabulation

		Score				Total
		72-80	81-90	91-100	101+	
Lesson Frequency	Not at All	5	27	11	8	51
	Once a year	3	10	4	2	19
	2-6 times a year	4	8	5	0	17
	Once a month	1	1	1	1	4
	Twice a month	1	1	0	1	3
	Once a week	1	1	2	0	4
	Twice a week or more	0	0	0	1	1
Total		15	48	23	13	99

Table 4-6. Lesson Interest/Skill Level Cross tabulation

		Score				Total
		72-80	81-90	91-100	101+	
Lesson Interest	Not at all	1	3	0	1	5
	Uninterested	1	0	3	2	6
	Somewhat Uninterested	1	3	2	2	8
	Neutral	0	11	1	1	13
	Somewhat Interested	4	14	6	2	26
	Interested	1	12	8	3	24
	Very Interested	5	5	3	1	14
Total		13	48	23	12	96

Table 4-7. Lesson Frequency/Household Income Cross tabulation

		What range does your household income fall							Total	
		< \$20,000	\$20,001- \$40,000	\$40,001- \$60,000	\$60,001- \$80,000	\$80,001- \$100,000	\$100,001- \$120,000	>\$120,001	Rather not say	
Lesson	Not at All	7	2	9	8	4	10	10	6	56
Frequency	Once a year	0	2	1	1	1	5	9	1	20
	2-6 times a year	0	1	3	1	1	1	9	2	18
	Once a month	0	0	0	0	2	0	1	1	4
	Twice a month	1	0	0	0	0	0	2	0	3
	Once a week	0	0	1	1	0	1	1	0	4
	Twice a week or more	0	0	0	0	0	0	1	0	1
	Total		8	5	14	11	8	17	33	10

Table 4-8. Lesson Interest/Household Income Cross tabulation

		What range does your household income fall							Total	
		< \$20,000	\$20,001- \$40,000	\$40,001- \$60,000	\$60,001- \$80,000	\$80,001- \$100,000	\$100,001- \$120,000	>\$120,001	Rather not say	
Lesson	Not at all	1	0	1	1	0	1	1	0	5
Interest	Uninterested	0	0	1	1	1	2	1	0	6
	Somewhat Uninterested	1	0	1	1	1	2	1	2	9
	Neutral	0	1	5	2	2	2	2	1	15
	Somewhat Interested	4	1	4	1	1	4	9	2	26
	Interested	1	2	2	3	2	4	13	1	28
	Very Interested	1	1	0	1	1	1	5	4	14
	Total		8	5	14	10	8	16	32	10

Table 4-9. Factor Items

Survey Items	Factor				
	Individual psychology	Lack of partners	Golfing experience	Time constraints	Finance/ Cannot afford
Feel too tired to participate	.840				
It makes me feel tired	.805				
Afraid of getting injured	.800				
Perceived health problems	.711				
Transportation problems	.606				
Nobody to participate with		.840			
Friends do not like golf lessons		.792			
Friends do not have time		.757			
Not Feeling confident in my skills		.584			
Not happy in social situations		.568			
Not liking the golf facility			.885		
Feeling Unwelcome at the golf course			.861		
Not liking the Weather			.815		
No Choices other than Golfing			.606		
Work/study commitments				.863	
Family commitments				.847	
Social time commitments				.834	
Not enough time				.641	
Cannot afford lessons					.922
Lessons are expensive					.911

Table 4-10. Age Group MANOVA

Dependent Measure	Participant Group									
	under 18		19-25		26-40		41-60		over 60	
	M	SD	M	SD	M	SD	M	SD	M	SD
Lack of Time	4.0	2.8	3.5	1.6	4.2 <sub>a</sub>	1.8	3.6 <sub>b</sub>	1.5	2.3 <sub>a,b</sub>	1.3
Finance/Cannot afford	4.3	3.2	4.3 <sub>a</sub>	2.0	2.6 <sub>a</sub>	1.9	3.0	2.0	2.3 <sub>a</sub>	1.5

Note. Means in a row sharing subscripts are significantly different.

Table 4-11. Income MANOVA

Dependent Measure	Participant Group													
	<\$20,000		\$20,001-\$40,000		\$40,001-\$60,000		\$60,001-\$80,000		\$80,000-\$100,000		\$100,001-\$120,000		>\$120,000	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Finance/ Cannot afford	4.2	2.2	5.1	1.2	4.6 <sub>a</sub>	2.2	2.1	1.2	3.3	2.0	2.9 <sub>a</sub>	1.6	2.5	1.8

Note. Means in a row sharing subscripts are significantly different.

Table 4-12. Average Score MANOVA

Dependent Measure	72-80		81-90		91-101		Over 101	
	M	SD	M	SD	M	SD	M	SD
Lack of Partner	1.9	1.2	1.8 <sub>a</sub>	1.1	1.5 <sub>b</sub>	.6	2.8 <sub>a,b</sub>	1.4

Note. Means sharing subscripts are significantly different.

Table 4-13. Gender MANOVA

Dependent Measure	Male		Female	
	M	SD	M	SD
Individual Psychology	1.5	.83	1.6	.94
Lack of Partner	1.8	1.1	2.4	1.4
Golf Experience	2.7	1.6	2.5	1.5
Lack of Time	3.2	1.7	4.0	1.6
Finance/Cannot afford	2.9	2.0	4.0	2.1

## CHAPTER 5 DISCUSSION AND CONCLUSION

The purpose of the current study was to identify constraints to golf lesson participation. Further, there were two underlying objectives. The first objective was to provide empirical evidence of constraints and how they relate to demographic variables that may help to close the research gap concerning golf lesson participation constraints. The second objective was to provide much needed insights for golf professionals who may use the research to inform management and decision-making personnel in areas such as lesson pricing, service delivery, and marketing.

Five constraint factors similar to those found by Alexandris et al. (2008); “individual psychology”, “lack of partners”, “golfing experience”, “time constraints”, and “finance/cannot afford”, were identified from the factor analysis (Table 4-9). These factors were used to test the four hypotheses;

Hypothesis one: There will be differences between males and females in their constraints.

Hypothesis two: There will be differences between age groups in their constraints.

Hypothesis three: There will be differences between skill levels and their constraints.

Hypothesis four: There will be differences between different income levels and their constraints.

### **Hypotheses**

No differences in constraints between men and women were found in this study; both men and women reported being equally constrained by the five factors. Therefore providing no support for hypothesis one. This finding contrasts what McGinnis and

Gentry (2006) found in their study of female golfers. Specifically, in their study, women faced more social pressures and barriers in course set up and lack of merchandise. Since the current study focuses on constraints to lesson participation and not constraints to golf participation, as McGinnis and Gentry (2006) studied, it may be that women feel less constrained by the learning process than by the actual play. Further Alexandris and Carroll (1997b) identified that women are constrained intrapersonally (Crawford & Godbey, 1987) specifically by individual/psychology and lack of knowledge. More evidence of females being more constrained is seen in the conclusions of McGinnis et al. (2005) and McGinnis and Gentry (2006); that women experience constraints through social closure, lack of merchandise, and family responsibilities, each of which can be classified as structural constraints (Crawford & Godbey, 1987). Furthermore, Jackson and Henderson (1995) identified that women are more constrained by men both intrapersonally and interpersonally (Crawford & Godbey, 1987).

There are a few possible reasons for not finding a significant difference between men and women in lesson constraints in the current study. First, the small number of female survey participants may have contributed to this result. With a small number of female participants the amount of variability between participants is more difficult to obtain, thus a larger sample of females may provide different results. Second, the females who do participate did not perceive any of the items as being more constraining to their participation than the men did. Third, the women who participated have already successfully negotiated their constraints, therefore no longer considering them constraining. For example, Wood (2011) found that women prefer to participate with

other women and therefore actively pursue playing partners before getting involved in the sport. As such, the women's lesson participation in the current study (i.e., already involved in playing golf) may not be constrained by lack of partner. Further, men may wish to participate in lessons on their own rather than in a group, which may limit their need for a practice partner. Thus, there would be no variation between genders when examining the "lack of partner" constraint factor. Finally, the number of men who participated in the study was more than double the number of women who participated, which would lead to a dilution of percentages for the men. These are a few possible reasons that no significant differences were found in the data.

Differences were found in "lack of time" and "finance/cannot afford" constraints faced between different age groups therefore partially supporting hypothesis two. Specifically, for the "lack of time" constraint, those who were between the ages of 41 and 60 were found to differ from both the 26-40 and over 60 age groups. The 26-40 age group was found to be the most constrained age group followed by the 41-60 age group. Since the 26-40 age group includes those individuals who are just starting and still advancing through their careers as well those with families with young to adolescent children it would be assumed that this group would be most constrained. This trend follows what McGuire et al. (1986) and Alexandris and Carroll (1997b) found in their studies that, as individual's age, they become more constrained by time, until they reach retirement. Further, Scott and Jackson (1996) found that time was a constraint to leisure participation. Following Crawford and Godbey's (1987) constraints categories this study provides support that age is related to structural constraints.

Differences in the “finance/cannot afford” constraint were also found, with those who were 19-25 years old being the most constrained and differing from the 26-40 age group and the 60 and over age groups respectively. The 19-25 age group includes students and individuals who are just starting out in new jobs. These groups tend not to have much discretionary income to spend on activities such as golf lessons. From this data it can be concluded that an individual’s age is related to structural constraints as defined by Crawford and Godbey (1987). This finding is supported by Alexandris and Carroll (1997b). The finding “finance/cannot afford” is cited as a constraint to participation by Jackson and Dunn (1991) and Jackson and Henderson (1995) as well.

Significant differences were also found in the constraints faced between individuals with varied skill levels, thus providing some support for hypothesis three. Specifically, “lack of partners” was significantly different for individuals who had an average score from 101 and up (beginner/novice) compared to those from two groups; 91-100 (average) and 81-90 (avid). Those individuals who scored 101 and over were the most constrained by not having a partner to participate with, followed by the 81-90 and 91-100 groups respectively. Further, those individuals who have a higher average score may be infrequent golf participants who only participate when they have a partner to participate with. As Wood (2011) found, some individuals only participate because of the social group they are a part of and only play when members of that group are playing. From this analysis the skill level of an individual is constrained by interpersonal constraints as defined by Crawford and Godbey (1987). This finding is further supported by Samdahl and Jekubovich (1997) and McGinnis and Gentry (2006) who found the “lack of partner” variable to be constraining to an individual’s leisure participation.

Participants from Samdahl and Jekubovich's (1997) study did report having a mismatched leisure partner was constraining which would be related to an individual's skill level, but there is little literature relating skill level and constraints specifically.

Differences were found in the constraints faced between different income levels, specifically for the constraint "finance/cannot afford", thus providing partial support for hypothesis four. Those individuals whose income was between \$40,001 and \$60,000 were found to be significantly more constrained than those individuals who made between \$100,001 and \$120,000. Won et al. (2009) found that those individuals who make under \$60,000 per year rated cost of a round of golf as the highest constraint to their golf participation, supporting the finding of this study. As "finance/cannot afford" is a structural constraint (Crawford & Godbey, 1987) further support for this finding is established by Kay and Jackson (1991) and Samdahl and Jekubovich (1997) who found structural constraints (cost of leisure and lack of money) to be one of the top constraining factors to leisure participation. For those individuals in the higher income categories their ability to negotiate this constraint is supported by Raymore et al. (1994) who found that as an individual's income increases the ability for that individual to negotiate constraints increases.

From the hypothesis testing it was found that demographic characteristics influence constraint variables. Specifically, "finance/cannot afford" followed by "lack of time", and "lack of partner" were all found to be significant constraints related to golf lesson participation. Both constraint variables "finance/cannot afford" and "lack of time" are labeled as structural constraints (Crawford & Godbey, 1987), whereas "the lack of partner" is an interpersonal constraint (Crawford & Godbey, 1987). This supports

previous literature (Jackson & Dunn, 1991; Scott & Jackson, 1996; Alexandris & Carroll, 1997b; Samdahl & Jekubovich, 1997) that found structural constraints to be the strongest constraint factor to constraining leisure participation followed closely by interpersonal constraints. The findings in the current study provide support for the need to re-examine the progression of constraints outlined by Crawford et al.'s (1991) hierarchical model, specifically in the context of sport participation where individuals have already been participating in the sport (i.e. golf lesson participation).

Moreover, the demographic variables age and socio-economic status specifically influenced structural constraints, and skill level influenced interpersonal constraints. Gender did not reveal any differences in the level of constraints felt by study participants. Interestingly, intrapersonal constraints were not significantly influenced by any of the demographic factors in the current study. This may be due, in large part, to golf lessons being a sub-section of the sport of golf. Since those individuals who already play golf were asked to participate in the survey they have already negotiated most, if not all, of the intrapersonal constraints that they would face as first time participants. Therefore they do not need to negotiate intrapersonal constraints before participating in golf lessons.

### **Conclusion**

Overall demographic variables do have some influence on how an individual will be constrained in his/her golf lesson participation. Specifically, an individual's age, skill level, and socio-economic status will affect how an individual is constrained. Thus providing an answer to the research question, a relationship was found to exist between demographic characteristics and the constraints that an individual will face in their golf lesson participation. Furthermore, in the current study both structural and interpersonal

constraints were the strongest constraints faced by individuals in their golf lesson participation. It was assumed that since most individuals may already negotiate intrapersonal constraints in order to participate in golf itself, then they must only negotiate interpersonal and structural constraints to participate in golf lessons. This is an assumption that should be explored in future research through qualitative interviews with golf participants.

The current study has theoretical, methodological, and practical contributions that should be addressed. Theoretically it has added to Crawford et al.'s (1991) model providing evidence for how demographic factors influence Crawford and Godbey's (1987) constraint factors. This is particularly useful for constraints theorists moving forward who may wish to examine specific constraints in depth with demographic populations that are relevant to each constraint. For example, when exploring interpersonal constraints it may be helpful to target female populations to gain a more in-depth understanding of antecedents and outcomes of this particular constraint category. Methodologically this study supports how the leisure constraints scale adapted from Alexandris et al. (2008) can be further adapted for use in measuring leisure constraints of golf lesson participation. This may be particularly relevant for individuals assessing lesson participation in other sport contexts (e.g., skiing, tennis). Practically, the findings show how specific demographic characteristics of people may affect the way in which an individual is constrained, which can be used by golf professionals. Each of these contributions is outlined in detail in the following sections.

### **Theoretical Contributions**

Leisure constraints theory has been focused on leisure participation on a broad scale, specifically the literature has only gone as deep as looking at constraints related

to a leisure activity as a whole. Raymore et al. (1993) and Jackson and Dunn (1991) observed constraints related to general leisure participation, Samdahl and Jekubovich (1997) focused on the ability to make time for any kind of leisure participation, Alexandris and Carroll (1997a) observed general recreation participation, and Alexandris et al. (2008) observed constraints faced by skiing participants. Overall there has been little focus on very specific sport by sport or even more specific, sport lesson constraint research. This research focus on the sport of golf, specifically golf lesson participation and how constraints impact participation in golf lessons contributes not only to constraints literature but to golf participation literature and more specifically opens the door to sport lesson participation research. The current study further adds to constraints literature by providing information about how demographic variables relate to Crawford et al.'s (1991) model. Specifically that age and socio-economic status are related to structural constraints and that skill level of an individual is related to interpersonal constraints (Figure 5-1.).

This research contributes further to Crawford et al.'s (1991) work by showing its application towards measuring constraints as they relate to golf lesson participation. Specifically, since golf lessons are a sub-section of golf as a whole, the negotiation of constraints for golf lessons via intrapersonal constraints (Crawford & Godbey, 1987) may not be influenced by demographic characteristics in particular. Since the individuals involved in this study were already golf participants, and therefore had negotiated their intrapersonal constraints (e.g. anxiety, and lack of ability, and lack of knowledge about golf) they no longer needed to negotiate intrapersonal constraints to participate in golf lessons. This suggests that a leisure activity can be broken down further to identify

constraints based on specific aspects of that sport, as in the case of golf lessons, where demographic factors may only influence interpersonal and structural constraints within Crawford et al.'s (1991) model. As such, additional antecedents to intrapersonal constraints should be considered in this context.

The current study involved the use of current golf participants, which would lead to participants who have already negotiated most if not all intrapersonal constraints. Future research into golf lesson participation would benefit from looking at non golf participants and the constraints faced by individuals interested in participation, but have not yet participated. These individuals may be constrained differently than current golf participants within each of the intrapersonal, interpersonal, and structural constraint factors.

### **Methodological Considerations**

As in any research projects, it is important to recognize the potential limitations of the study. First, this study was limited by the sample area of Gainesville, Florida since the demographics do not represent the United States golf population. Despite the potential limits on generalizability, the findings here provide a benchmark for the need to further decipher constraints to sport lesson participation. Second, since this was the first study to be done on golf lesson participation constraints, the validity of the constraints scale from Alexandris et al. (2008) may need to be reassessed in this context with this phenomenon. Specifically, the leisure constraint factors within their scale may not adequately represent the factors that constrain lesson participation.

The leisure constraints scale, adapted from Alexandris et al. (2008), was a good stepping stone to identifying constraints to golf lesson participation. With that said there are a few items that should be added to the scale for future research into golf lesson

participation. First, information about availability of partners, social identity attached to lesson participation, how people view the importance of instruction to improving their game, and the enjoyment of the game may be factors that will reveal more detailed information about constraints related to golf lesson participation that was not identified in the current study. Second, availability of instructors, quality of instructors, and knowledge of where to get instruction should be included in future research. Third evaluating how a person currently views their golf game (do they feel they need to improve, are they happy with their current performance) would be a key factor to determining if an individual feels they are constrained. If an individual feels they play well enough, or does not feel they need to improve their golf game then it will impact how they rank their level of constraints to golf lesson participation.

### **Practical Contributions**

This research has contributed to the current literature on sport participation, specifically by highlighting the importance of social factors when examining constraints to sport lesson participation. It has also made some practical contributions for golf professionals and golf course managers.

For those golf professional and golf course managers looking to improve the number of lessons (and the number of rounds played) there are a few suggestions from the current study. First, as evidenced by the “beginner/novice” group, providing more group lessons or group events at the golf course. This will address this specific group’s constraint “lack of partners”. Further, providing group lessons by skill level will allow for golf participants to meet others of their ability level and find partners to play golf with.

Adjusting the price of golf lessons would improve the ability of those who made between \$40,001 and \$60,000 dollars as well those individuals who are in between 26-

40 years of age. Both these groups reported that the cost of a lesson was a major reason for not participating in golf lessons. This demographic category also represents the younger generation, who will be the ones to pass the sport down to their children, and who will be contributing to golf for some time to come. By assisting this demographic golf professionals can work toward ensuring the future of golf through improved golf games and access to lessons for more people.

Finally, “lack of time” was reported as a constraint to lesson participation. This is the most difficult constraint to assist people in negotiating, since golf lessons are already structured into half hour and hour long sessions. Shorter lesson periods may not be a viable option to consider for assisting the negotiation of this constraint. Therefore, providing a blocked session where an instructor is available to assist anyone who walks up could improve the negotiation of this constraint. Structuring the block as a clinic where the instructor(s) will spend a short amount of time with each individual would work for this time block. It gives more people the chance to have their swing critiqued and can allow the instructor to work with more individuals.

The current study sought to identify the constraints to golf lesson participation. Specifically, the constraints as they relate to a persons’ age, gender, skill level, and socio-economic status. Age, skill level, and socio-economic status were found to be related to how an individual is constrained in their golf lesson participation. This research has contributed new insight to golf lesson participation and constraints research and paved the way for future research into sport lesson participation constraints. Further it has provided golf professionals with some suggestions for improving the number of lesson participants and how people are constrained in their

lesson participation so that they may come up with other possibilities for negotiated those constraints.

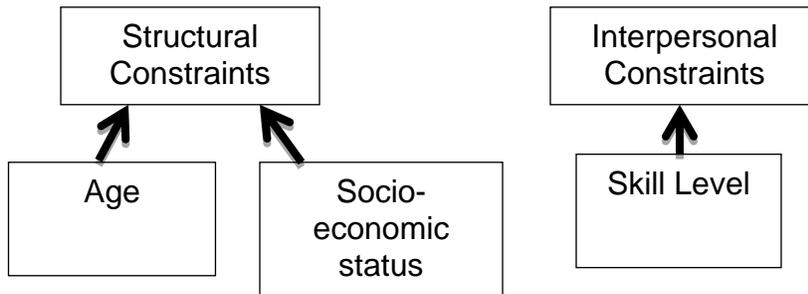


Figure 5-1. How demographic variables influence constraints

APPENDIX  
QUESTIONNAIRE



**Golf Lesson Participation Questionnaire**

Thank you for agreeing to participate in this survey regarding golf lesson frequency of participation and the constraints that are faced in the choice to participate or not to participate.

Please indicate in the following questions your level of participation in golf lessons by circling a number on the scale from 1 (Not at all) to 7 (Twice a week or more).

1. How often do you participate in golf lessons?

Not at all	Once a year	2-6 times a year	Once a Month	Twice a month	Once a week	Twice a week or more
1	2	3	4	5	6	7

2. Whether you have participated or not, please rate your interest in taking lessons by circling a number on the scale from 1 (Not at all) to 7 (Very interested).

Not at all	Uninterested	Somewhat uninterested	Neutral	Somewhat interested	Interested	Very interested
1	2	3	4	5	6	7

*\*\*If you have not participated in golf lessons, please move on to Question 5.*

3. If you have participated in golf lessons, please indicate how long your average lesson lasts by circling a number on the scale from 1 (Less than 20 minutes) to 6 (More than 60 Minutes).

Less than 20 minutes	21 to 30 minutes	31 to 40 minutes	41 to 50 minutes	51 to 60 minutes	More than 60 minutes
1	2	3	4	5	6

4. In your opinion, do your golf lessons last a sufficient length of time?  
(Please check the answer that best applies to you)

- Yes
- No → If no, should your golf lesson be longer or shorter?
  - Longer
  - Shorter

The next section of questions will address potential factors that constrain you from either participating in golf lessons or participating more often in golf lessons.

5. To what extent does cost influence your choice to participate in golf lessons?

Not at all						Always
1	2	3	4	5	6	7

6. Please indicate the price you would be willing to pay for golf lessons by checking the most appropriate box below.

- I would not pay for golf lessons
- \$10 to \$20
- \$21 to \$30
- \$31 to \$40
- \$41 to \$50
- \$51 to \$60
- \$61 to \$70
- \$71 or more

7. If you have taken golf lessons, what price range did you last pay for golf lessons?

- I have not taken golf lessons
- \$10 to \$20
- \$21 to \$30
- \$31 to \$40
- \$41 to \$50
- \$51 to \$60
- \$61 to \$70
- \$71 or more

8. Please rank the frequency that each of the following items constrains your ability and/or desire to participate in golf lessons by circling a number from 1 (Not Important) to 7 (Very Important).

	Not Important			Neutral			Very Important
Not having time	1	2	3	4	5	6	7
Not liking golf facility	1	2	3	4	5	6	7
Not liking weather conditions	1	2	3	4	5	6	7
Not feeling welcome on the course	1	2	3	4	5	6	7
No other choices except golfing	1	2	3	4	5	6	7
It makes me feel tired	1	2	3	4	5	6	7
Feel too tired to participate in golf lessons	1	2	3	4	5	6	7

Afraid of injury or getting hurt	1	2	3	4	5	6	7
Perceived health problems	1	2	3	4	5	6	7
Not feeling confident in my skills	1	2	3	4	5	6	7
Not happy in social situations	1	2	3	4	5	6	7
Time: work/studies commitments	1	2	3	4	5	6	7
Time: family commitments	1	2	3	4	5	6	7
Time: social commitments	1	2	3	4	5	6	7
Transportation problems	1	2	3	4	5	6	7
Cannot afford lessons	1	2	3	4	5	6	7
Lessons are an expensive activity	1	2	3	4	5	6	7
Friends do not have time	1	2	3	4	5	6	7
Nobody to participate in lessons with	1	2	3	4	5	6	7
Friends do not like golf lessons	1	2	3	4	5	6	7

9. Are there any other reasons that keep you from taking golf lessons more often?

\_\_\_\_\_

10. Do you have any other activities that keep you from participating in golf lessons?

- Yes
- No

If yes, please list the activities. \_\_\_\_\_

In this last section of the questionnaire we would like to ask you some information about yourself. This information is for statistical purposes only and it will be kept confidential.

11. What is your average golf score for an 18-hole round? \_\_\_\_\_

12. What age range do you fall in?

- Under 18
- 19 to 25
- 26-40
- 41-60
- Over 60

13. What is your gender?

- Male
- Female

14. Do you have family living with you?

- Yes

- No

If yes, how many family members are in your household? \_\_\_\_\_

15. In what range would your household income fall?

- Less than \$20,000
- \$20,001 to \$40,000
- \$40,001 to \$60,000
- \$60,001 to \$80,000
- \$80,001 to \$100,000
- \$100,001 to \$120,000
- More than \$120,001
- I'm not sure/ Rather not say

THANK YOU FOR YOUR TIME AND PARTICIPATION

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Philip Somersall attended Concord University where he was a member of the golf team for four years. He graduated in 2009 with a degree in recreation and tourism management. After graduating from Concord University he obtained a golf instructor certification and pursued golf instruction before being accepted to the University of Florida to obtain his master's degree in sports management.