



Good Lives:
Exploring the Dynamics of Emotions
and Motivation in Outdoor Recreation

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Abstract (English)

The purpose of this study was threefold: First, to analyze some core concepts of human well-being. As part of this issue, the study deals with the distinction between life satisfaction and personal growth. Also related to this first issue, the study investigates the difference between the emotion of pleasure and the emotion of interest. Second, to investigate changes in health, life satisfaction and emotions during the first semester with outdoor recreation in folk high schools. And third, to explore how basic needs of competence, autonomy and relatedness, levels of self-determination, state and trait emotions, and previous experience with outdoor recreation affect motivation for outdoor recreation. Students ($N = 155$) in two Norwegian folk high schools participated in a panel questionnaire study. Results showed that life satisfaction correlated with overall emotions as reported from a several days long outdoor recreation hike. Personal growth correlated with emotions as reported from the best moment of the hike. The students reported improved health and increased subjective well-being after three months at school. A path model revealed that motivation for doing outdoor recreation was affected by intrinsic motivation and the pleasure reported during outdoor activities.

Keywords: *outdoor recreation, subjective well-being, emotions, self-determination theory, motivation, personal growth, satisfaction with life, pleasure, engagement.*

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Abstract (norsk)

Føremålet med dette studiet var tredelt: For det første, å analysere nokre kjernebegrep ved menneskeleg velvere. Som ein del av dette temaet har studiet tatt for seg forskjellen mellom livstilfredsleik og personleg vekst. Studiet har også undersøkt skilnaden mellom kjensla av behag og kjensla av interesse, relatert til dette første temaet. For det andre, å undersøkje endringar i helse, livstilfredsleik og emosjonar i løpet av det første semesteret med friluftsliv på folkehøgskule. Og for det tredje, å undersøkje korleis grunnleggande psykologiske behov for kompetanse, autonomi og relasjonar, ulike nivå av sjølvbestemming, generelle emosjonstrekk og spesifikke emosjonsopplevingar, samt tidlegare erfaring med friluftsliv påverker motivasjon for å drive med friluftsliv. Elevar ($N = 155$) ved to norske folkehøgskular deltok i ei spørjeundersøking. Resultata viser at livstilfredsleik korrelerte med generelle emosjonar slik dei vert rapportert etter ein fleire dagar lang friluftslivstur. Personleg vekst korrelerte med emosjonar slik dei vart rapportert frå det beste øyeblikket på turen. Elevane rapporterte betre helse og auka subjektivt velvere etter tre månadar på skulen. Ein stimodell viste at motivasjon for å drive med friluftsliv var påverka av indre motivasjon og behagelege kjensler rapportert under friluftslivsaktiviteten.

Nøkkelord: *friluftsliv, subjektivt velvere, emosjonar, sjølvbestemmingsteori, motivasjon, personleg vekst, livstilfredsleik, velvere, engasjement.*

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Preface

The idea to this exploratory project came into being in dialogs between the author and supervisor Joar Vittersø, based on the author's interests in outdoor recreation and positive psychology, and Vittersø's knowledge and competence in the field.

The initial contact with the folk high schools was made in August 2007, and data were collected from September 2007 to December 2007. The author has administered the practical details of the project, from graphical layout of the questionnaires, practical carrying out, to entering the data into SPSS. The author conducted the first wave of questionnaires at both schools, while the staff at the schools assisted in gathering data for the second and third wave of the study.

Most instruments used in the project are established and validated self-report scales. One of them (the Experience with Outdoor Recreation scale) was constructed by the author. The statistical analyses were conducted by the author, under the guidance of Vittersø. The two path models were analysed by Vittersø, due to his access and knowledge of the appropriate software.

Introduction

It is reasonable to assume that every individual wants to live well and healthy. However, the precise content of good and healthy lives is eagerly debated, and at least two major approaches dominate the research literature, often referred to as *hedonic* well-being and *eudaimonic* well-being. Hedonic well-being refers to the notion that well-being consists of pleasurable moments and happiness, while eudaimonic well-being, or optimal functioning, refers to the realization of one's potential as a human being. Hedonic well-being is related to being away from problems and being relaxed, and can be described with emotions like *pleasure*, *contentment*, *happiness* and *joy*. Optimal functioning is more related to personal growth, and fosters emotions like *interest*, *excitement*, *curiosity* and *engagement* (e.g. Boniwell, 2006). In the current study these concepts will be investigated with empirical data, and related to the issue of outdoor recreation and physical activity.

Historically, all emotions with an attractive and positive valence have fallen within the broad term *pleasure* (e.g. Gosling, 1998). However, recent theories of emotions suggest that a distinction should be made between different positive emotions (Fredrickson, 2004; Izard, 2007; Panksepp, 2007; Vittersø, Dyrdal, & Røysamb, 2005). For instance, engagement, interest and curiosity does not correlate strongly with happiness and satisfaction, and several studies have supported the notions that pleasure and interest are separable emotions with different functions (Silvia, 2006; Vittersø, Overwien, & Martinsen, in press). To explain these differences, Silvia (2006) suggests that *interest* is an emotion deriving from situations in which the individual is dealing with new and complex things, while simple and familiar situations are associated with happiness and pleasurable emotions. Interest motivates people to engage with new things, and thus cultivates knowledge and

competence. Pleasure, however, functions as a rewarding process while attaining a goal or as something regulating behavior (Fredrickson, 2004; Izard, 2007). A major aim of the study was to contribute to the understanding of how the emotion of pleasure interacts with the emotion of interest, and how both of them may connect with the idea of a good and healthy life.

Outdoor recreation is a popular study in folk high schools. The Norwegian folk high schools are a one-year boarding school offering a variety of non-traditional and non-academic subjects, as well as academic subjects (Folkehøgskolekontoret, 2008). The schools do not grant degrees or conduct exams, but offers a wide spectrum of topics for specialization. However, the schools aim at the person to grow, both individually, socially and academically, through great experiences and challenges. The students have a great opportunity to get more knowledge about their inner life and abilities, and to form strong social bonds within the student body. A second aim of this study was to explore possible effects of outdoor recreation on subjective well-being.

Psychologists want to understand why people behave as they do. Outdoor recreation is a suitable activity to study in order to learn about some of the important aspects of human behavior. Outdoor recreation is normally considered to be an activity with no obvious external forces driving one to attend. People are more or less free to choose the activity, and even though outdoor recreation has some positive effects, these effects seem to be positive side effect, rather than the main cause itself for attending. By investigating the underlying forces and motivation of people attending these activities, a better understand of the effect recreation activities have on humans will be attained. For instance, outdoor recreation has, by its nature of being a physical activity, some positive effects on peoples health. Knowledge on the

motivation for attending outdoor recreation should contribute to physical health and motivation for being physically active as social issues. Hence, a third aim of this study was to explore factors that may contribute to the motivation for doing outdoor recreation activities.

Positive Emotions

For several decades, positive emotions have received little attention in psychology research, compared to negative emotions and psychological problems. Traditional psychology has mainly focused on negative emotions, and how these emotions produce problems for the individual and society (Fredrickson, 2004). The consequences of negative emotions on the individual are quite clear and well documented, ranging from phobias and anxiety disorders, aggression and violence, depression and suicide, eating disorders and sexual dysfunctions, to stress-related physical disorders. Further, the *functions* of negative emotions in form of specific action tendencies are evident in an evolutionary perspective. For instance, the function of *fear* elicited when stepping on a snake, arouse the body and generate an urge to flee. The specific action tendencies of positive emotions is not quite as clear – positive emotions seldom occur in life-threatening situations, and the momentary thought-action repertoire to promote quick and decisive action may not be needed. However, there is an increasingly focus on positive psychology, with topic such as the importance of positive emotions, human thriving, and what makes people happy and satisfied with their lives (Sheldon & King, 2001). For example, in a review article on positive affect¹, Isen (2003) points out some misconceptions that have existed when it comes to the effects positive affect has on human. Arguments against these

¹ In this study I will treat emotions and affects interchangeably, although affects is often used to reflect a broader concept than emotions.

misconceptions are being presented in the review. For instance, there is an assumption that affect and cognition compete for resources, in a “thinking versus feeling” approach. An Isen show, however, that positive affect does not necessarily disturb cognition, as presumed, in a way that uncritically glamorize the world. In many cases positive affect leads to constructive, considerate problem solving, better memory, and flexibility and less defensiveness. Thus, one important task in the field of positive psychology is to understand when positive affect disturbs task performance, and when it facilitates task performance. Further, affect must be seen as a component in cognitive and motivational processes, in contrast to a distinct process. One implication of this view is that these functions influence each other. Another misconception is that positive affect and negative affect has either parallel or opposite effects. However, studies show that positive affect influences a person’s tendency to help other, while negative affect does not have the same or opposite effect, which indicate an asymmetry between positive and negative affect, and that these have different underlying structures. A normal assumption has been that only stable affective traits have an important and potentially long-lasting effect on cognition and behavior. However, several studies show that even smaller inductions of positive affect causes people to retrieve positive material in memory, perform better in important and interesting tasks, and to have a more pleasant social interaction with other human beings.

Positive emotions are further seen as important for people’s health, and as a signal of subjective well-being (Fredrickson, 2004; Pressman & Cohen, 2005). While an impressive number of studies show the impact of depression on health, little research has critically investigated the same presumption about positive affect. Pressman and Cohen (2005) found indications that positive affect is beneficial for

health. It seems like positive affect is associated with lower morbidity, increased longevity, decreased symptoms and pain, and psychological arousal. However, the literature is inconsistent, and a more conceptual and methodological research is needed.

The broaden-and-build theory describes how positive emotions are essential for optimal functioning and how this is important for the science of well-being (Fredrickson, 2004). A growing agreement among well-being researches suggests that subjective well-being consists of a cognitive evaluation (i.e. life satisfaction) and the overall balance of positive and negative emotions. According to this view, high scores of positive emotions in this balance is a signal of optimal functioning. However, the broaden-and-build theory argues that positive emotions also *produce* optimal functioning. As mentioned above, positive emotions differ from negative emotions in the function of specific action tendencies. For instance, when experiencing the negative emotions *fear*, *anger* and *disgust*, an urge to escape, attack or expel, respectively, arise. Positive emotions, however, has no such immediate action tendencies. Instead, “positive emotions broaden peoples’ momentary thought-action repertoires, widening the array of the thoughts and actions that come to mind” (Fredrickson, 2004, p. 1369). For instance, interest creates an urge to explore, joy creates an urge to play and be creative, contentment creates an urge to savor current life circumstances. Thus, these distinct positive emotions augment the individual’s personal resources, from physical, social to psychological. Positive emotions *broaden* the attention, cognition and action, and *build* physical intellectual and social resources.

Fredrickson seems to believe that the different positive emotions all work to both broaden and build. However, one could argue that pleasure and contentment

broadens attention without building intellectual resources, while interest and engagement build resources without broaden the attention (Vittersø, Hveem, & Ruuk, 2007, April). One set of arguments in support of this view comes from Carver's theory of positive affect as a motivational determinant (Carver, 2003).

Positive Affect as Motivational Determinant

Carver's (2003) model of the functions of affect is based on the notion that behavior is motivated by moving toward a desired goal or avoiding undesired anti-goals. The two motives generate either approach behavior or avoidance behavior, which in turn yield different relevant affects. The affective valence falls, according to Carver, along a bipolar dimension, from positive affect to negative affect, via neutral affect. Positive affect signals that you are doing well, either because you are approaching an attractive goal or because you are avoiding an unattractive goal. Negative affect signals that you are doing poorly, either because an undesired goal draws nearer or because a desired goal is disappearing. However, the two positives and the two negatives may not be quite the same, indicating two bipolar affect dimensions. While the approach system yield affects ranging from eagerness and excitement to sadness and dejection in the two ends of the dimensions respectively, the avoidance system yield affects from fear and anxiety to relief and contentment, illustrated in Figure 1. A feedback loop manage rate of progress as its input, while the output would be an adjustment in the rate of progress. In this view, the feedback loop would adjust behavior whether the rate of progress is above or below the desired rate. This idea is easy to grasp for negative affect, in such a way that the individual tries harder, and the negative affect ceases. However, what is counterintuitive with this system, is that neither negative *nor* positive affect is wanted. Thus, when things are going better than they need to and positive feelings arise, people tend to "coast", i.e.

ease back and reduce effort in order to reduce positive affect, although not necessarily stop. The system thus prevents both great amount of pleasure and great amount of pain. Positive affect signals that what you do is “good enough” and gives an opportunity to shift attention to something else. Positive affect thus might contribute to increased interest, motivation and drive to problem solving in other situation. Positive affects induce openness to other possibilities rather than the goal currently being pursued.

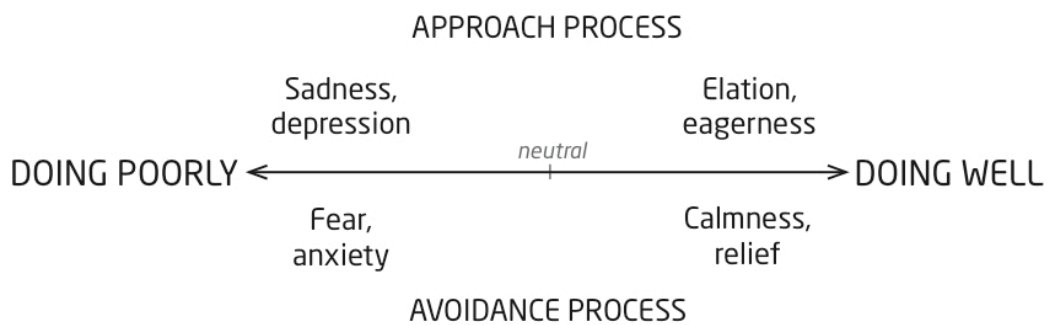


Figure 1. Two behavioral systems and poles of the affective dimensions held by Carver (2003).

Pleasure as the common currency

Another theory seeking to explain how people choose between different motivations by means of pleasure is proposed by Cabanac (1992). He asserts that individuals will behave in order to maximize pleasure in moment at any time. If several motivations conflicts, the maximizing of pleasure will be the determinant of what behavior to choose. The theory is illustrated in a study where participants were walking on a treadmill with different slopes and ambient temperatures, in two different conditions. The participants were in a risk of experience displeasure in form of either being cold or fatigue. In the first condition, the experimenter controlled the

slope and temperature, and the participants were asked to rate the pleasure/displeasure following different combinations of slope and temperature. In the second condition the participant could adjust either the slope or the surrounding temperature. The subjects adjusted the slope and temperature reciprocally, by either selecting steep slopes at low temperature and no slope at high temperatures, following the pattern of pleasure in the first condition. Thus, in situation with conflict between different motivations, one can predict the choice of the subject from the algebraic sum of affective ratings of pleasure and displeasure.

State emotions and trait emotions

One issue of contention that appear in the emotion is the distinction between *trait positive affect* and *state positive affect*, i.e. between stable disposition-like positive affect and short-term emotions in the moment. For instance, studies has suggested that emotional traits might be used as beliefs about oneself and one's emotions, and when event-specific emotion knowledge is lacking, one uses this as default for judgment (Robinson, Solberg, Vargas, & Tamir, 2003). When people are asked to consider their general emotional traits, they are asked to make generalizations, independent of context and time. People use semantic beliefs of their emotions, protected from forgetting and interference Emotional appraisal of more specific episodic events is more dependent of context, and looser organized.

Outdoor Recreation

The Norwegian term *friluftsliv* is neither easily translated to English, nor easily defined. Every Norwegian seem to have their own understanding of what the term means, and the definitions are often imprecise and diverse (SFT, 1994). However, the Norwegian Government defines *friluftsliv* as physical outdoor activities

with the intention of environmental change and nature experience (Miljøverndepartementet, 1987-1988). This is a quite diffuse definition, although it is further specified by the aspects that the activity should be without the use of motorized vehicles, without elements of competition, and in public, nature like areas. In this study, the term *outdoor recreation* will be used in line with this vague definition.

Outdoor recreation has many well-documented positive effects on humans. First of all, outdoor recreation has some evident effects on physical health (Bischoff, Marcussen, & Reiten, 2007): it normally involves some kind of physical activity in rich and varied grounds. In addition, outdoor recreation is, implied in its definition, often carried out in typical non-urban surroundings, with less pollution and noise than in urban surroundings. Second, outdoor recreation is often a social activity. In larger surveys regarding peoples motivation for doing outdoor recreation, being with friends and family are brought up as an important motive (Kaae & Madsen, 2003; Miljøverndepartementet, 2000-2001). Further, outdoor recreation and nature experiences contribute to an continuous focus on environmental issues and changes, such as global warming (Chipeniuk & Vittersø, 2002). Last, but not least, outdoor recreation seem to have positive effects on the psychological health (Vorkinn, Vittersø, & Riese, 2000). For instance, Kaplan (2001) demonstrated that the content of the view from home had an effect on peoples well-being. Natural elements or settings, in contrast to built elements, in the view from home contributed significantly to satisfaction and well-being. Attention Restoration Theory (ART) is based on the notion that attention is a finite resource, and that all stimuli encountered in daily life, such as media, family, traffic and job, require a certain amount of directed attention and information processing (Kaplan & Kaplan, 1989). This will lead to a mental

fatigue, which in turn might cause the individual to become inattentive, irritable, impulsive and even violent. However, exposure to nature gives a certain distance to these stressors. Nature impressions demand less directed attention, and is more directed by interest and fascination. Thus, the directed attention gets rest, and the individual gets an opportunity to restore mental health.

In Scandinavia, outdoor recreation is not only a private issue important for the individual (Bischoff et al., 2007). Outdoor recreation has become increasingly important as an issue for the society, e.g. in health politics, school politics, nature management and business activity. For instance, outdoor recreation has been implemented as an important part of the Norwegian school- and education system all the way up to the university level (Kirkebøen & Snare, 2008; Utdanningsdirektoratet, 2008). A quick search in a Norwegian education web portal revealed more than 170 different education programs in outdoor recreation at university, college and folk high school level (Utdanning.no, 2008).

Motivation

The motivation for doing a certain activity has important implications for how activities are being carried out and experienced, be it work, family life or leisure activities. However, motivation is not easily observed or measured, since people do experience a constant stream of emotions and perceptions that affects motivation from moment to moment (Amabile & Kramer, 2007). Hence, Amabile and Kramer (2007) took the effort of analyzing 12 000 diary notes from 238 professional in several project teams to investigate the inner factors of work situations: i.e. perceptions, emotions and motivations. They found that people perform better at work when they experience more positive emotions, stronger intrinsic motivation, positive perceptions

of work, project groups, leaders and the organization, regardless of personality and background.

Several studies have shown that positive emotions induced in laboratory settings improve creativity (Isen, 2003), and Amabile and Kramer (2007) found that this was the case also in real world settings. The data indicated that days with positive emotions often were followed by creative thinking. The same pattern is repeated when it comes to intrinsic motivation and creativity. Individuals high on intrinsic motivation show more creativity in problem solving tasks (Amabile & Kramer, 2007; Isen, 2003). Further, the study by Amabile and Kramer (2007) showed that the most important differentiator between the good days, with positive emotions and intrinsic motivation, and the bad days, was the experience of making progress in the work. Attaining a goal, manage a task or solve a problem awakens pleasurable emotions and excitement.

Several theories of motivation assume that people initiate and keep to a certain behavior when they believe this behavior will lead to a certain goal (Deci & Ryan, 2000). However, there are several different goals, and these goals results in different ways to act, and different affective consequences. As mentioned, Carver (2003) distinguishes between goals that generate approach behavior or avoidance behavior. Even though both of these goals are desirable, the affective consequence of the behavior will differ. Whereas successful approach to a desired goal might generate feelings of excitement and eagerness, successful avoidance of a possible threat might generate relief and satisfaction.

Basic Needs

Self-determination theory (Deci & Ryan, 2000) proposes that humans have some basic psychological needs, and that these needs must be satisfied as a

presumption for experiencing enjoyment of activities and autonomous self-regulation of behavior (Gagné, 2003), and for people being able to develop and work in healthy and optimal ways (Deci & Ryan, 2000). Deci and Ryan specify three basic needs:

Autonomy: People have a need to feel free to choose whatever activity they want, and how they do this. Further, people need to feel free to express their own ideas and meanings. This behavior is intrinsically motivated, without any external factors being the locus of causality. People do this kind of activity natural and spontaneously because they follow their inner interests and wishes. Extrinsic factors, like rewards, supervision and deadlines, lead to an undermining of intrinsic motivation and enjoyment of activity (Deci & Ryan, 2000; Gagné, 2003).

Competence: People have a need to feel competent in an activity that means something for them. Further, people need to learn interesting things and to manage challenges in the activity.

Relatedness: People have a need to feel attached to important others, like family and friends. Specially, the feeling of being supported by others and that other people like them and care about them.

Every one of these needs are thought to play an essential role in what Deci and Ryan (2000) call optimal functioning, and none of them can be thwarted or neglected without any negative consequences. The effect of goal pursuit and attainment is dependent on the degree to which people are able to satisfy their basic psychological needs. A fully understanding of goal-oriented behavior, psychological development, and well-being can only be attained by addressing these needs, since they give psychological influence on the goals, and regulate the processes that influence peoples goal attainment.

Stages of regulation

Deci and Ryan describes different ways in which behavior can be regulated and how these differences are experienced (in Markland, 2007). Internalization is an active and natural process in which individuals assimilate and reconstitute formerly external regulations into their integrated sense of self, so that they are self-determined while enacting them (Deci & Ryan, 2000). However, regulations may remain external or only partially internalized when the internalization process is forestalled, thus representing less than fully self-determined behaving. Self-determination is a matter of degrees rather than an all-or-nothing phenomenon. Different forms of regulations lie along a continuum ranging from completely non-self-determined to completely self-determined regulation (Markland, 2007), shown in Figure 2.



Figure 2. The Self-Determination Continuum, showing the Levels of Regulation and Locus of Control as presented by Markland (2007).

Amotivated people are completely non-self-determined. They have no intention or motivation to engage in a behavior, as they do not value the activity, do not feel competent to engage in it and/or feel that the behavior will produce any desired outcomes.

External regulated people do not engage in a certain activity because they value it as a worthwhile activity, but rather to attain a desired consequence or to avoid

a threatened punishment, i.e. controlled by external contingencies. The behavior is not self-determined, but the person may be motivated to comply with external pressure.

As the external pressure diminish, the behavior is likely to diminish as well.

Introjected regulated people are not acting upon external pressure, but are somewhat internally regulated in their behavior, although the regulation have not really become a part of the integrated set of motivations, cognitions, and affects that constitute the self. The contingent consequences are in a sense administered by the individuals themselves, and typical contingencies are loss of self-esteem, feelings of guilt and shame.

Identified regulated people appraise the behavior as being important in order to achieve personally valued outcomes, thus showing much greater self-determination. It is still extrinsically motivated, as the importance of the activity is the underlying value or outcome. "The importance of the outcome provides a strong incentive to override any difficulties or obstacles to the behavior. "

Intrinsic regulated motivation for doing a certain type of behavior is fully self-determined. The behavior is done entirely for the enjoyment inherent in the activity itself, and extrinsic outcomes do not seem important.

Hypotheses and research questions

This study has three main goals. First, some hypotheses regarding positive emotions, life satisfaction and personal growth will be tested. Second, changes in health and subjective well-being during the first semester at a Norwegian folk high school are to be investigated. Finally, factors that may contribute to the motivation for doing outdoor recreation activities will be explored. The following hypotheses and research questions have been formulated:

Hypothesis 1: Satisfaction with life predicts emotions in general, but not in effortful situations.

Hypothesis 2: Personal growth predicts emotions in effortful situations, but not in general.

Hypothesis 3: Based on previous studies (e.g. Vittersø, Oelmann, & Wang, in press), the correlation between satisfaction with life and personal growth is expected to be small ($< .30$).

Research questions 1: How does the first semester with outdoor recreation at the folk high school affect the student's health and subjective well-being?

Research question 2: How does the factor structure of a newly invented "Experience with outdoor recreation scale" look like?

Research question 3: How do trait emotions (engagement/interest, pleasure and negative emotion) and state emotions (engagement/interest, pleasure and negative emotions) affect motivation for outdoor recreation?

Research question 4: How do the basic need of *competence*, *relatedness* and *autonomy*, and *experience with outdoor recreation* relate to motivation for doing outdoor recreation?

Research question 5: How do the five levels of self-determination, *amotivation*, *external regulation*, *introjected regulation*, *identified regulation* and *intrinsic regulation*, predict motivation for outdoor recreation?

Method

Participants

A total of 155 students attending two Norwegian Folk High Schools participated in a panel study. Three waves of questionnaires were collected between September and December 2007. Age ranged from 18 to 31 years, with a mean of 19.5 years and a standard deviation of 1.4. Eighty-eight women and 54 men participated. Thirteen students did not report their gender, and 14 students did not report their age.

The two Norwegian Folk High Schools in the current study have specializations in outdoor recreation, and the students experience quite extreme outdoor situations. The students spend more than 50 nights in the open nature, sleeping in tents, igloos, cabins or even out in open air (Lofoten Folkehøgskole, 2008; Nordfjord Folkehøgskule, 2008). They experience all kinds of weather, from icy snowstorms to warm summer days.

Procedure

Every student registered in the outdoor recreation programme at the Lofoten Folkehøgskole and Nordfjord Folkehøgskule was invited to participate. They were briefed on the study and informed that they could withdraw from the study at any time. All information gathered from the study was guaranteed anonymity.

The study comprises a total of three questionnaires amounting to approximately 510 single variables. The first questionnaire (T1) was carried out by the author, while the two final questionnaires (T2 and T3) were administered by the staff at the two schools.

Of the 155 participants, 145 participants fulfilled the T1 questionnaire, 75 participants responded to the T2 questionnaire and 104 students participated at T3.

Some of the classes were attending outdoor recreation activities during the second wave of data collection, which partly explains the high attrition rate at T2. We were able to attain complete data at T1, T2 and T3 for only 58 participants, and decided to conduct analyses on data only from the T1 and T3 waves in the current study. The net sample size for merged T1 and T3 data was 96.

Assessments

Life Satisfaction was measured with the Satisfaction With Life Scale (SWLS - Pavot & Diener, 1993). The instrument contains five items such as “I am satisfied with my life”. The participants responded on a 7-point Likert-like response format from 1 (strongly disagree) to 7 (strongly agree). Cronbach’s alpha for the scale was .82 at T1 and .85 at T3.

Trait Emotions were measured with an extended, 18 item version of the Basic Emotions Trait Test (BETT - Vittersø et al., 2005). The original instrument contains 15 items, three for each of five basic emotion, i.e. Pleasure, measured with the items *enjoyment*, *contentment* and *happiness* ($\alpha_{T1} = .82$); Anger, measured with the items *anger*, *frustration* and *irritation*; Fear, measured with the items *fear*, *anxiety* and *nervousness*, and Sadness, measured with the items *sadness*, *discouragement* and *depression*. In the original version of BETT, Engagement/Interest was measured with the items *engagement* and *inspiration and interest*. In the current and extended version of BETT, Engagement and Interest were tentatively separated into an Engagement scale, comprising the items *enthusiasm*, *engagement* and *inspiration*; and an Interest scale comprising the items *intense absorption*, *intense concentration* and *intense interest*. The two subscales were highly correlated ($r_{T1} = .52$, $p < .001$) and were collapsed into an Engagement/Interest scale ($\alpha_{T1} = .83$) in the current study. Anger, Fear and Sadness were also collapsed into a negative emotion sumscore ($\alpha_{T1} =$

.85). The BETT items were presented after the introduction: "Normally I feel..." and for each item participants then reported on a Likert-like response scale running from 1 (never) to 7 (all the time).

Subjective Well-Being (SWB) was measured as a composite variable comprising the Satisfaction With Life Scale and the balance between positive trait emotions and negative trait emotions. This 20-item scale revealed a Cronbach's alpha of .89 at T1 and .91 at T3.

Personal Growth (PG) was measured with a composite scale comprising four subscales (Vittersø, Oelmann et al., in press): Curiosity (from Amabile, Hill, Hennessey, & Tighe, 1994) with three items; Flow (from Kashdan, Rose, & Fincham, 2004) with three items; Complexity (from Cattell's 16P from IPIP, 2002) with three items; and Competence (from Cloninger's TCI from IPIP, 2002) with three items. The participants responded on a five-point Likert-like response format from 1 (strongly disagree) to 5 (strongly agree). Examples of the items are: "I enjoy trying to solve complex problems" (Curiosity), "When I am participating in an activity, I tend to get so involved that I lose track of time" (Flow), "I love to think up new ways of doing things" (Complexity) and "I can perform a wide variety of tasks" (Competence). The Cronbach's alpha for the Personal Growth composite scale was .78 at T1 and .83 at T3.

Health was measured with a single question (from Aronsson & Lindh, 2004): "How would you describe your health?", and the participant chose one of the following alternative answers: *Very poor, poor, average, good* or *very good*.

State Emotions were measured with the Basic Emotions State Test (BEST - Vittersø, Oelmann et al., in press). Participants are asked to report on the intensity felt during a particular outdoor recreation event, with respect to nine items reflecting the

five basic emotions described above. The items were collapsed into three subscales: Pleasure (*contentment, enjoyment and happiness*) ($\alpha_{T3} = .92$), Engagement (*engagement, interest and enthusiasm*) ($\alpha_{T3} = .94$) and Negative Emotions (*fear, anger and sadness*) ($\alpha_{T3} = .75$). Answers were given on a Likert-like response format from 1 (no, not at all) to 7 (Yes, very much). The BEST items were introduced in a part of the questionnaire dealing with an outdoor recreation experience that the students had attended some weeks earlier. The participants were first asked to think back on the experience and then describe their experience of the trip as they would describe it in a letter to a friend. On the following page, they were instructed to think of the best experience during this outdoor recreation event, and describe their feelings during this episode. On the next page, the participant considered the outdoor recreation event as a whole, and described their general feelings during the hike.

Ambiguous drawings. Based on a series of drawings of a person in different situations, participants were asked to give their opinions as to how the person in the drawing might feel. Each drawing had the following six affect adjectives attached to them: *Satisfaction, Sadness, Interest, Anger, Challenge and Pleasantness*. Participants were asked to indicate how much the person on the drawing felt of each mood from one (not at all) to five (very much). In the first pair of drawings, a man is cross-country skiing (drawing 1a), whereas in the following frame he has just crossed the finish line, his arm raised above his head (drawing 1b). In drawing 2a, a woman is working hard on her homework (two small beads of sweat were visible on her cheek as she was bending over her desk), and in drawing 2b, she was awarded for her achievements in front of an audience. In the third pair of drawings, a woman is working on a jigsaw puzzle (drawing 3a) and then is shown looking at her completed work (drawing 3b). In the last two drawings, a man puts together a building-kit chair

(drawing 4a) and in the final frame (drawing 4b) he is sitting relaxed in the chair with a cup of coffee in his hand. A sumscore variable comprising all 32 positive emotion statements given to the drawings (*Satisfaction, Interest, Challenge* and *Pleasantness* times 8 drawings) minus all 16 negative emotion statements given to the drawings (*Sadness* and *Anger* times 8 drawings), revealed a Cronbach's alpha of .76.

Basic Need Satisfaction in Outdoor Recreation was measured with a Norwegian version of the Basic Need Satisfaction in General (BN - Samdal & Wold, 2005). The scale was slightly modified for the current study in order to measure basic need satisfaction in outdoor recreation. The inventory comprises three subscales: Psychological Need of Autonomy with 7 items ($\alpha_{T1} = .67$); Psychological Need of Competence with 6 items ($\alpha_{T1} = .72$); and Psychological Need of Relatedness with 8 items ($\alpha_{T1} = .81$). Examples of the items are: "I feel like I am free to decide for myself which outdoor recreation activities I attend" (Autonomy), "I do not feel very competent in outdoor recreation activities" (Competence, reversed), and "I really like the people I do outdoor recreation activities with" (Relatedness).

Experience with outdoor recreation was measured with a scale specifically developed by the author for the current study. The participants considered 15 statements about ones expertise with outdoor recreation, and reported on a 5-point respons scale from 1 (Do not agree) to 5 (Agree). The items are presented in Table 2.

Level of self-determination was measured with a modified version of the Behavioral Regulation in Exercise Questionnaire (BREQ-2 - Markland, 2007). The instrument comprises five scales: Amotivation with 4 items ($\alpha_{T1} = .69$); External regulation with 4 items ($\alpha_{T1} = .77$); Introjected regulation with 3 items ($\alpha_{T1} = .67$); Identified regulation with 4 items ($\alpha_{T1} = .77$); and Intrinsic regulation with 4 items ($\alpha_{T1} = .71$). The participants responded to statements on a Likert-like response format

from 1 (Totally disagree) to 5 (Totally agree). The instrument is originally designed to measure exercise regulation, but was modified for this study to measure outdoor recreation. Examples of the items are: "I think outdoor recreation is waste of time" (Amotivation), "I feel under pressure from my friends/family to do outdoor recreation" (External regulation), "I feel like a failure when I haven't been doing outdoor recreation in a while" (Introjected regulation), "I value the benefits of outdoor recreation" (Identified regulation), and "I find outdoor recreation a pleasurable activity" (Intrinsic regulation).

Motivation. In order to measure motivation for outdoor recreation we formulated the following two items: "*How likely will you carry out an outdoor recreation experience similar to this in about one year?*" and "*How likely will you carry out an outdoor recreation experience similar to this in about five years?*" Participant reported on a 7-point response scale (1 = Not likely at all; 7 = very likely), and the two items were collapsed into a motivation sumscore with a Cronbach's alpha of .87 at T3. The motivation items were presented immediately after the BEST items, in a part of the questionnaire dealing with a particular outdoor recreation event.

Analyses

Data were analyzed with SPSS 16.0 for Mac/Windows and Mplus 3.11 (Muthén & Muthén, 1998-2004). To identify a dimensional structure of the 15 outdoor recreation items, an exploratory factor analysis (with principal components) were conducted, allowing the factors to correlate. For the multiple regression analyses, and in the interest of keeping the number of independent variables small, relative to the sample size, we decided to proceed in an iterative manner. First, we grouped the independent variables into tree clusters. Next, each cluster of variables

was analyzed in separate regression analyses. Finally, the significant predictors from each of these analyses were included in a path model and analyzed with the Mplus statistical software.

Before we analyzed the data, skewness and kurtosis for the study variables were inspected. Values within the range of ± 2 for skewness and ± 7 for kurtosis, are were considered to be normally distributed (West, Finch, & Curran, 1995). Two of the variables (i.e., the Amotivation variables at T1 and T3) departed from these criteria of normality. Following advises from Hartwig and Dearing (1979), these two variables were normalized by means of a logarithm transformation. The new variables had skewness of 1.68 and 1.78, and kurtosis of 2.54 and 1.95 for the T1 and T3 measures respectively. The transformed variables were used in subsequent analyses.

Missing data were treated with the listwise deletion procedures. None of the variables exceed 10 % missing data, in other words all variables had acceptable values of missing (Cohen & Cohen, 1983). All significant tests are two-tailed.

Results

Hypotheses

Table 1 shows the relations between Personal Growth, Life Satisfaction, Global and Specific Emotions and the Ambiguous Drawings. The SWLS variable correlate significantly with Ambiguous Drawings and Global Emotions ($r = .20, p = .019$; and $r = .23, p = .033$, respectively), but not with Specific Emotions ($r = .15, p = .179$), thus supporting hypothesis 1. Personal Growth correlate significantly with Specific Emotions ($r = .28, p = .009$), but not with Ambiguous Drawings or Global Emotions ($r = .08, p = .317$; and $r = .20, p = .071$, respectively), supporting hypothesis 2. As predicted in hypothesis 3, the correlation between Life Satisfaction and Personal Growth was below .30.

Table 1
Pearson's Product-Moment Correlations and Descriptives for Personal Growth, Life Satisfaction, Global and Specific Emotions, and Ambiguous Drawings. Cronbach's Alphas are Shown in the Diagonal.

Variables	1	2	3	4	5
1 PG_T1	.78				
2 SWLS_T1	.28***	.82			
3 Draw_T1	.08	.20*	.76		
4 BEST_T3_p	.28**	.15	.19	.87	
5 BEST_T3_t	.20	.23*	.10	.77***	.86
N	145	145	144	94	95
Mean	3.60	5.35	2.04	9.63	9.19
SD	.48	.92	.67	2.45	2.37

Note. * = $p \leq .05$; ** = $p \leq .01$; *** = $p \leq .001$. PG_T1 = Personal Growth at T1; SWLS_T1 = Life Satisfaction at T1; Draw_T1 = Ambiguous Drawings at T1; BEST_T3_p = Specific Emotion Balance; BEST_T3_t = Global Emotion Balance.

A path model confirmed that Personal Growth predicts Specific Emotions ($\beta = .26, p < .0$), but neither General Emotions ($\beta = .15, ns$) nor Ambiguous Drawings ($\beta = .03, ns$). The model is shown in Figure 3. For Life Satisfaction, the path to General

Emotions is only parasignificant ($\beta = .20, p = .06$). However, the path from Life Satisfaction to Ambiguous Drawings is significant ($\beta = .25, p < .05$), but the path to Specific Emotions is not ($\beta = .15, ns$). The model has zero degrees of freedom, hence the degree to which our data fit the model cannot be tested.

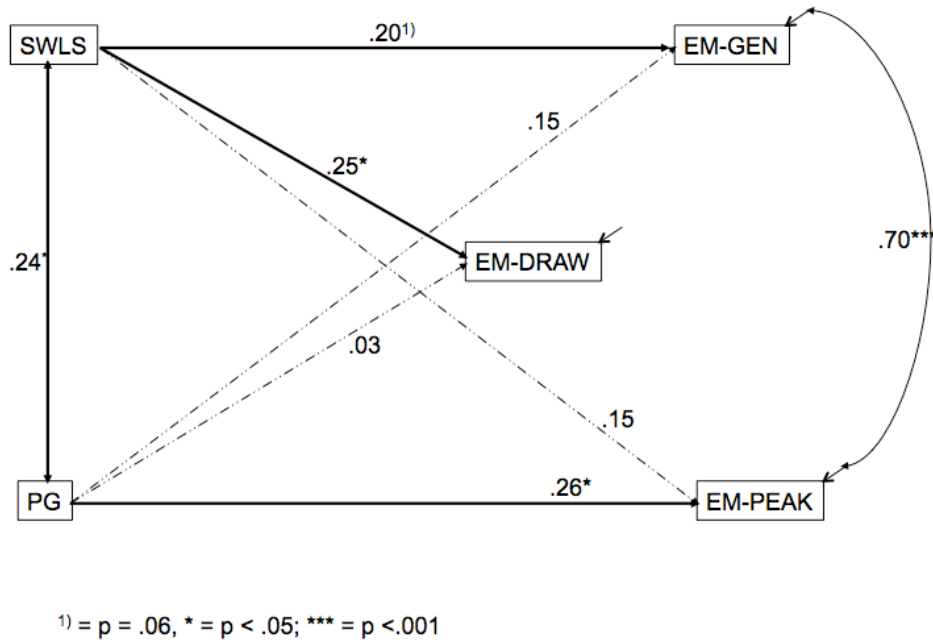


Figure 3. Path model of the relations between Satisfaction with Life (SWLS), Personal Growth (PG), General Emotions (EM-GEN), Specific Emotions (EM-PEAK) and Ambiguous Drawings (EM-DRAW).

Research Question 1

Health

A paired-sampled t-test was conducted to evaluate whether the students perceived an increase in their health after three months with outdoor recreation in Folk High School. There was a statistically significant increase in perceived health from Time 1 ($M = 4.29, SD = .65$) to Time 3 ($M = 4.42, SD = .70$), $t(93) = 2.03, p = .045$.

Life Satisfaction

In order to evaluate whether the participants experienced any change in life-satisfaction (SWLS) during the first three months in school, a paired-sampled t-test was again conducted. There was no significant change in life satisfaction from T1 ($M = 5.47, SD = .78$) to T3 ($M = 5.55, SD = .88$), $t(95) = -.98, p = .331$.

Emotions

The students experienced more positive emotions after three months ($M = 5.30, SD = .81$) than at the beginning of the school year ($M = 5.16, SD = .70$), $t(94) = 2.19, p = .031$, and less negative emotions after three months ($M = 2.45, SD = .73$) than the first time ($M = 2.83, SD = .75$), $t(94) = 5.77, p < .001$.

Subjective Well-Being

To evaluate whether there was a change in subjective well-being (SWB) during the first three months in school, a paired-sampled t-test was conducted. Figure 4 illustrates the difference from T1 ($M = 7.80, SD = 1.68$) to T3 ($M = 8.40, SD = 1.95$), which was statistically significant ($t(94) = -4.50, p < .001$).

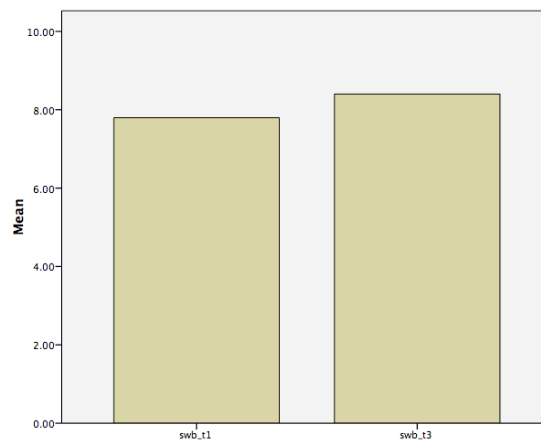


Figure 4. Changes in the Subjective Well-Being from T1 (left) to T3 (right).

Research Question 2

The 15 outdoor recreation items were submitted to a principal component analysis (PCA) with Promax rotation. Inspection of the correlation matrix revealed the presence of many coefficients of .3 and above. The Kaiser-Meyer-Okin (KMO) value was .78, exceeding the recommended value of .6 (Kaiser, 1970, in Pallant, 2007) and Bartlett's Test of Sphericity reached statistical significance, supporting the factorability of the correlation matrix. Principal Component Analysis revealed the presence of five factors with Eigenvalues exceeding 1. A Parallel Analysis (Lautenschlager, 1989) showed four components with Eigenvalues exceeding the corresponding criterion values for a randomly generated data matrix of the same size (15 variables x 145 respondents). Visual inspection of the Screeplot revealed a break after the fourth component, and it was decided to retain four components for further investigation, explaining 29.1%, 11.3%, 8.6% and 8.5% of the variance respectively. The four factors are named *General competence* ($\alpha = .77$), *Extreme Competence* ($\alpha = .70$), *Hunting/Fishing Specialization* ($\alpha = .60$), and *Endurance* ($\alpha = .56$), shown in Table 2.

Table 2
Pattern Matrix for PCA with Promax Rotation of Four Factor Solution of Experience with Outdoor Recreation items.

Item	Pattern Coefficients				Communalities
	<i>Factors</i>				
	GC	EC	HS	E	
12. I easily know how to use map and compass to navigate in dense fog.	.785			.388	.495
2. I know exactly how to raise a tent.	.777				.523
11. I have no problems recognizing the surrounding landscape while reading a map.	.770			.324	.573
4. I easily know how to light a bonfire in the birch wood.	.501		.422		.724
6. I easily know how to use several types of camping stoves like primus and multifuel.	.489	.312			.483
8. I am able to climb a steep peak in winter conditions using crampons and ice axe.			.765		.591
7. I am able to lead a multipitch climbing route.			.701		.580
3. I know exactly how to dig a snow cave.			.640		.608
5. I will have no problems to plan and carry out a five-day-long canoeing trip.			.636		.497
1. I know exactly what is needed to plan and carry out a ten-day-long winter hike.			.540		.611
13. I know how to carve big game.			.934		.627
10. I know exactly how to use a GPS.			.705		.642
9. I know how to gut fish.			.617		.675
14. The trip really only gets going after the first 2-3 days.				.728	.533
15. The longer the trip, the better it gets.				.647	.483

Note. Only loadings > .30 are reported. GC = General Competence; EC = Extreme Competence; HS = Hunting/Fishing Specialization; E = Endurance.

Zero Order Correlations

An analysis of the zero-order correlations was run for the variables in research questions 2, 3, and 4. Means, standard deviations, bivariat correlations and reliability estimates are reported in Table 3.

Table 3

Zero Order correlations among the variables in Research Question 2, 3, and 4. Stability correlations (T1 x T3) in the grey fields, T1 correlations below the diagonal, T3 correlations above the diagonal.
N(T1) = 140 - 145; *N*(T3) = 103 - 104.

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Mean ^a	SD ^a	Alpha ^a
1 Amotivation	.192	.420***	.181	-.353**	-.537**	-.257**	.361***	.568***	.050	-.124	.220*	-.030	.005	.082	.064	.091	-.170	.070	.264**	-.131	0.16	.27	0.69
2 Ext Reg.	.272**	.469***	.345***	-.224*	-.311*	-.211*	.346***	.285**	.026	-.210*	.149	.045	-.080	-.071	-.019	.065	-.136	-.079	.401***	-.024	1.54	.61	0.77
3 Intro Reg	.074	.240**	.528***	.245*	-.030	-.057	.305**	.288**	.035	-.122	.215*	.069	-.015	.026	-.072	-.181	.020	.020	.096	.080	2.41	.88	0.67
4 Iden Reg	-.215**	-.133	.295***	.529***	.686***	.341***	-.354**	-.233*	.160	.269**	-.064	.149	.041	.143	-.139	-.095	.460***	.256*	-.250*	.357***	3.92	.73	0.77
5 Intri Reg	-.461**	-.227**	.043	.625***	.613***	.506***	-.501**	-.601**	.178	.489***	-.273**	.122	.024	.039	-.105	-.077	.448***	.205*	-.382**	.369***	4.59	.47	0.71
6 BN Comp	-.308**	-.378**	-.106	.468***	.474***	.648***	-.573**	-.481**	.340***	.308**	-.292**	.230*	.266*	.334***	.138	.047	.268**	.315**	-.304**	.232*	3.95	.55	0.72
7 BN Aut	.412***	.398***	.238**	-.414**	-.491**	-.599**	.564***	.560***	-.352**	-.403**	.247*	-.204	-.226*	-.230*	-.127	-.240*	-.169	-.225*	.344***	-.208*	2.03	.46	0.67
8 BN Rel	.346***	.495***	.253**	-.318**	-.378**	-.485**	.574***	.626***	-.166	-.467**	.329***	-.022	-.153	.021	.059	.118	-.251*	-.129	.258**	-.123	1.62	.49	0.81
9 BetEngInt	.065	-.099	-.136	.156	.141	.325***	-.236**	-.205*	.675***	.619***	-.274**	-.142	.138	.189	.104	.226*	.351***	.547***	-.089	.240*	4.60	.85	0.83
10 BetPlea	-.037	-.156	-.117	.172*	.238**	.306***	-.302**	-.434**	.440***	.585***	-.480**	-.086	.001	-.040	-.002	-.024	.502***	.339***	-.272**	.253*	5.11	.82	0.82
11 BetNeg	.082	.387***	.280***	-.035	-.046	-.266**	.208*	.420***	-.344**	-.378**	.617***	.006	-.127	-.161	.025	.008	-.054	-.161	.271*	-.256*	1.77	1.02	0.85
12 OEYear	-.272**	-.146	.043	.287***	.375***	.354***	-.390**	-.170*	.076	.047	.105	---	---	---	---	---	---	---	---	---	6.68	2.28	---
13 OE1	-.131	-.238**	-.004	.262**	.184*	.426***	-.415**	-.168*	.152	.018	.032	.375***	---	---	---	---	---	---	---	---	3.67	.72	0.77
14 OE2	-.047	-.175*	.069	.263**	.184*	.352***	-.286**	-.007	.123	-.069	-.042	.257**	.465***	---	---	---	---	---	---	---	2.64	.80	0.70
15 OE3	-.046	-.108	-.050	.108	.140	.179*	-.238**	.098	.064	-.121	-.133	.265***	.467***	.352***	---	---	---	---	---	---	2.51	.91	0.60
16 OE4	-.163	-.149	.175*	.193*	.047	.170*	-.168*	-.007	.168*	-.072	-.066	-.003	.186*	.240**	.180*	---	---	---	---	---	2.58	.89	0.56
17 BestPleT3	-.244*	-.023	-.139	.228*	.398***	.240*	-.171	-.242*	.321**	.281**	-.238*	-.187	-.013	-.102	-.040	-.049	---	---	---	---	---	---	---
18 BestEngT3	-.015	-.013	-.127	.131	.248	.253*	-.164	-.258*	.344***	.083	-.164	-.197	.022	.196	.062	.106	.552***	---	---	---	---	---	---
19 BestNegT3	.183	.314**	.090	-.170	-.291**	-.191	.102	.192	-.107	-.190	.466***	.155	-.101	-.130	-.089	-.129	.346***	-.321**	---	---	---	---	---
20 MotT3	-.116	-.075	-.261*	.210	.420***	.330**	-.166	-.209	.277**	.116	-.356**	-.037	.033	.004	-.008	.014	.549***	.443***	-.418**	---	---	---	---
Mean ^b	0.15	1.54	2.58	3.96	4.49	3.85	2.02	1.60	4.71	5.39	2.45	---	---	---	---	---	5.54	5.24	1.59	5.42	---	---	---
SD ^b	.29	.53	.88	.70	.57	.57	.49	.56	.96	.82	.73	---	---	---	---	---	1.08	1.16	.76	1.64	---	---	---
Alpha ^b	0.76	0.74	0.64	0.73	0.76	0.75	0.68	0.86	0.86	0.85	0.87	---	---	---	---	---	0.92	0.94	0.75	0.87	---	---	---

Note. ^{a)} For T1 measures, ^{b)} For T3 measures. *, p < 0.05, **, p < 0.01, ***, p < 0.001. Ext Reg = External Regulation; Intro Reg = Introjected Regulation; Iden Reg = Identified Regulation; Intri Reg = Intrinsic Regulation; BN Comp = Basic Need Competence; BN Aut = Basic Need Autonomy; BetEngInt = Trait Engagement/Interest; BetPlea = Trait Pleasure; BetNeg = Trait Negative; BestPleT3 = State Pleasure T3; BestEngT3 = State Engagement T3; BestNegT3 = State Negative T3; OEYear = No. Years with outdoor recreation experience; OE1 = General Competence in Outdoor Recreation; OE2 = Extreme Competence in Outdoor Recreation; OE3 = Hunting/Fishing Specialized Competence in Outdoor Recreation; OE4 = Endurance; MotT3 = Motivation T3.

Research Question 3

In the first analysis, hierarchical multiple regression was used to assess the ability of Trait Emotions and State Emotions (Engagement/Interest, Pleasant Emotions and Negative Emotions) in predicting the level of peoples motivation for doing outdoor recreation. Trait Emotions were entered in the first step, and State Emotions were entered in the second step. Results from the regression analysis are presented in Table 4.

Table 4
Pearson’s Product-Moment Correlations and Standardized Regression Coefficients for Trait Emotions at T1 and State Emotions at T3 as Predictors of Motivation at T3 (N = 87).

Variables	Correlations	Step 1	Step 2
BetEngInt	.28**	.22*	.06
BetPlea	.12	-.02	-.14
BetNeg	-.26***	-.19 ¹⁾	-.18 ¹⁾
BestPlea	.57***		.44***
BestEng	.46***		.12
BestNeg	-.43***		-.19*
R ² -change			.33***
R ²		.11*	.44***

Note. 1) = $p < .10$; * = $p \leq .05$; ** = $p \leq .01$; *** = $p < .001$. BetEngInt = Trait Engagement/Interest; BetPlea = Trait Pleased; BetNeg = Trait Negative; BestPlea = State Pleased; BestEng = State Engagement; BestNeg = State Negative

Trait Emotions explained 11% of the variance in Motivation at T3 ($F(3, 83) = 3.38, p = .02$). After entering the State Emotions in step 2, the total variance explained by the model as a whole was 44%, $F(6, 80) = 10.31, p < .001$. The results reveal that general Engagement/Interest affects Motivation for doing outdoor recreation ($\beta = .22, p = .05$), but this relationship was mediated by pleasantness during the hike. When pleasant feelings were entered into the model, the relationship between Engagement/Interest and Motivation dropped to $\beta = .06 (p = .52)$. Negative

emotions in general seem to affect motivation. When more negative emotions are experienced, one also report less motivation for doing outdoor recreation ($\beta = -.19, p = .05$).

Research Question 4

Table 5 shows how the Basic Need variables (Competence, Autonomy and Relatedness) and previous outdoor recreation experience predicts motivation for outdoor recreation.

Table 5
Correlations and Standardized Regression Coefficients for Basic Needs and Previous Outdoor Experience as Predictors of Motivation at T3 (N = 83).

Variables	Correlations	β
Basic Need Competence	.33**	.42**
Basic Need Autonomy	-.17	.01
Basic Need Relatedness	-.20	-.05
OE Year	-.02	-.09
OE1	.06	.06
OE2	.00	-.17
OE3	-.01	-.07
OE4	-.04	.06

Note. 1) = $p < .10$; * = $p \leq .05$; ** = $p \leq .01$; *** = $p \leq .001$. OE Year = No. years with outdoor recreation experience; OE1 = General Competence in Outdoor Recreation; OE2 = Extreme Competence in Outdoor Recreation; OE3 = Hunting/Fishing Specialized Competence in Outdoor Recreation; OE4 = Endurance.

The model explains 16 % of the total variance in Motivation at T3, $F(8, 74) = 1.70, p = .11$. Only Perceived Competence predicts Motivation ($\beta = .42, p < .01$), which means that the more competent people perceive themselves to be, the more motivated they are for repeating a similar outdoor recreation event in the future. Previous experience with outdoor recreation does not seem to have an effect on motivation.

Research Question 5

In the second analysis, a multiple linear regression was utilized in order to identify the motivational potential of the different levels of self-determination (i.e. Amotivation, External Regulation, Introjected Regulation, Identified Regulation and Intrinsic Regulation). Results from the regression analysis are presented in Table 6.

Table 6
Correlations and Standardized Regression Coefficients for Level of Self-Determination as Predictors of Motivation at T3 (N = 85).

Variables	Correlations	β
Amotivation	-.12	.12
External Regulation	-.08	.09
Introjected Regulation	-.26*	-.28**
Identified Regulation	.21	-.01
Intrinsic Regulation	.42***	.47***

Note. 1) = $p < .10$; * = $p \leq .05$; ** = $p \leq .01$; *** = $p \leq .001$

The model explains 25 % of the total variance in Motivation at T3, $F(5, 79) = 5.27, p < .001$. According to the results, both Introjected Regulation and Intrinsic Regulation affect motivation for doing outdoor recreation with the unique effects being $\beta = -.28$ ($p = .01$) and $\beta = .47$ ($p < .001$) for Introjected and Intrinsic Regulation respectively. In other words, individuals scoring high on Introjected Regulation also tend to report less motivation for attending a similar outdoor recreation activity in the future. Independent on this effect, those who score high on intrinsic motivation are also more motivated to attend outdoor recreation activities.

To summarize, a considerable amount of motivation for doing outdoor recreation can be explained by general engagement/interest, pleasurable and negative state emotions, introjected and intrinsic regulation in self-determination, and

perceived competence. Perhaps surprisingly, previous experience had no effect on motivation.

The path model

To further investigate the dynamics of outdoor motivation, we entered each of the significant predictors from the three previous regression models into a structural equation model. In a first and exploratory “calibration” model, all variables in Figure 5 were predicted by the variables located on the left hand side. In the second and final model, only the significant paths from the calibration model were estimated. The data fitted the final model satisfactory ($\chi^2 (13, n = 83) = 18.58, p = .136, CFI = .95, RMSEA = .07$). The model reveals that both intrinsically regulated motivation ($\beta = .22, p < .05$), and pleasure during the particular outdoor recreation activity predict motivation for repeating a similar activity in the future ($\beta = .47, p < .001$). Engagement affects the motivation indirectly, by affecting pleasure during the particular activity. Pleasure during the particular activity does to some extent mediate the relation between intrinsically regulated motivation and motivation. General pleasure affects motivation indirectly, by affecting intrinsically regulated motivation. Basic need of competence does not predict motivation directly in this model.

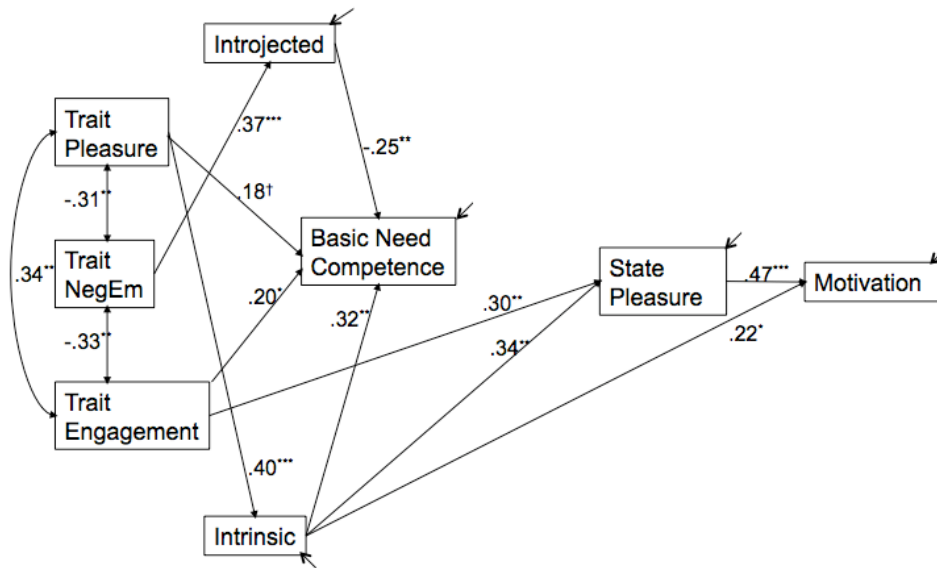


Figure 5. A Path Model of Trait Emotions (Pleasure, Negative Emotions and Engagement), Level of Self-Determination (Introjected and Intrinsic), Basic Need of competence, State Emotion (Pleasure) and Motivation. All betas are significant at $p < .05$, except the path from Trait Pleasure to Intrinsic Motivation, which is parasignificant at $p < .10$.

Discussion

In this study I have wanted to test the hypotheses that satisfaction with life predicts emotions in general, and that personal growth predicts emotions in challenging situations. The current study supported these findings, indicating that a distinction between satisfaction with life and personal growth is warranted. Second, I sought to understand how the first semester of a folk high school affected the student's health and subjective well-being. The students reported improved health and affect balance. No changes in satisfaction with life were found. And third, I have sought to explore how trait emotions, state emotions, basic needs, previous experience and level of self-determination affect motivation for outdoor recreation.

This study shows that emotions in general and ambiguous drawings to some extent are being predicted by life satisfaction, but not by personal growth. On the other hand, the emotions reported during the best moment of an outdoor recreation event was predicted by personal growth, and not by life satisfaction. This support the idea that life satisfaction and personal growth cover different areas of the domain of human well-being. Satisfied people seem to have more positive emotions in general, but life satisfaction is a poor predictor of subjective experiences during specific and challenging events. Individuals with high scores on life satisfaction, tend to appraise situations and experiences as overall positive, independent of specific episodes and events. How specific events are being experienced seem, however, to be relatively independent of the general satisfaction with life. On the other hand, personal growth predicts how individuals cope with a specific event. Engagement, interest and curiosity for outdoor recreation makes a person more committed to goal attainment in specific situations. It prevents unpleasant emotions, and challenges and obstacles are

faced in a constructive manner. However, personal growth does not predict the overall judgment of an experience.

Studies has shown that when event-specific emotion knowledge is lacking, might emotional traits might profitably be used as beliefs about oneself and one's emotions. This means that satisfaction with life will color how individuals experience and assess an event as a whole. This pattern was repeated when it comes to judgment of the emotions in the ambiguous drawings. High satisfaction with life predicted positive appraisal for both the general events and ambiguous drawings. This indicates and pleasantness bias in satisfaction with life, and that this bias is more apparent in global appraisals of outdoor recreation events, compared to more specific events. This might imply that the global appraisal of an outdoor recreation experienced is colored by both trait and state pleasure. The notion that the specific appraisal was predicted by personal growth and not life satisfaction, might be explained with the fact that the outdoor recreation activity involve some effortful situations, but that these are not taken into consideration when appraising the experience seen as a whole.

The outdoor recreation students experienced an increase in health during the first three months in school. This should not come as a big surprise. The students has been attending at times physically challenging outdoor recreation activities, in rich and varied nature. This support the presumption that outdoor recreation has a positive effect on physical health. Further, the study show that the students experienced an increase in positive emotions, and a decrease in negative emotion after three months from the first to the third wave of questionnaire. However, there was no significant change in life satisfaction, but subjective well-being increased significantly during the first semester. The reasons for this positive change might be many. Outdoor recreation is comprised by many challenging, interesting and positive events, contributing to

personal growth. Further, it takes the individual away from the stressful everyday-life in more urban settings. In addition, the settings in folk high school gives the students an opportunity to tie close bonds of friendship, and is spared for the extrinsic pressure given by exams, grades and work. In this study there was no control group. Thus, the changes in health and well-being might as well be due to the nature of folk high school.

How people experience their outdoor recreation activities is an important predictor for the desire to repeat the activity. This is in line with findings reported by Wirtz, Kruger, Scollon and Diener (2003). These authors discovered that remembered experience of a previous experience is the best predictor of the desire to make a similar experience in the future. When thinking back of a previous experience, people tend to overestimate the intensity of this experience, compared to their actual on-line experience, and when on-line and remembered experience differ, the remembered experience predict motivation for future motivation. Wirtz et al. (2003) also found that people's expectations had a direct influence on their memories. People who think in advance that they will have a great experience, do remember this experience more favorably. This study shows that remembering the experience as pleasurable is predicted by intrinsic motivation and general engagement and interest. Individuals that are generally engaged and interested seem to experience outdoor recreation activities as more pleasant than less engaged and interested individuals. Further, people who are more engaged and interested in an activity, and intrinsically motivated for this activity, do probably have greater expectations for this activity. Intrinsically motivated people attend an activity solely because of the enjoyment inherent in the activity itself, consequently reporting more pleasurable experiences. Intrinsic motivation does also contribute uniquely to the motivation for future experiences.

Competence turned out to be a non-significant predictor of motivation in the path model. The model shows that there is nothing about competence that is not ensured by pleasure and intrinsic motivation. This study did not measure the participant's expectations for a coming outdoor recreation activity, and one possible future study would be to measure the expectations as well.

Limitations

The present study used data from questionnaires, with the limitations inherent to this method. The format of a questionnaire is limited, and gives it hard to examine complex issues and constructs. Self-reports

There was a relatively large attrition rate from T1 to T3. There might be several reasons for this. For instance, some of the classes were attending outdoor recreation activities during the third wave of collection. Second, participation in the study was voluntary, thus, the students have been free to choose not to participate. However, no investigation of possible patterns of attrition has been carried out.

The sample analyzed in this study was recruited from a relatively limited group of people, and care must be taken when generalizing to a broader population. This study has mainly been an exploratory study. The procedure of analysis in this study has been to let the correlations and regression decide which variables to use in the final model. Thus, the results have been used to generate a model. Since all statistical analyses contain some noise, the path model predicting motivation for outdoor recreation may fall pray of the phenomenon of 'capitalization on noise'. A hallmark of science is the idea that hypotheses should not be generated and tested with the same data. This was the case in several of the research questions in the current study, for example. The second path model was tested on the same data providing the background of the model. This means that the findings here may be due

to some distinct characteristics of the sample, i.e. noise, and not substantial conditions in the population. An other approach which could have avoid this weakness would be to test the path model of motivation without the preceding regression analyses. Then the model would have been generated in advance, based on a theory or previous studies with other samples. A third approach would be to run the regression on half of the sample, and the model-test on the other half. But then the sample size is to small. Replication of this study is therefore needed before any firm conclusions of the findings can be drawn.

Further, there was no control group in this study. This means that one should be careful before concluding that the changes over time observed in the study is because of outdoor recreation activities, or whether there is something more generally about attending a folk high school that causes these changes.

One problem with subjective reports of motivation for doing a certain activity is that we do not know if this reported motivation is related to actual behavior. For instance, Berry, Fraser, Spence and Bengoechea (2007) found in a study that even though owning a pedometer increased motivation for being physically active, this enunciated increase in motivation where not related to increased physical activity. Even though the participants in this study reported a high probability that they would repeat an outdoor recreation experience they have just had, we do not know anything about how likely this behavior will occur.

Conclusion

This study has shown that one semester with outdoor recreation in Folk High School had some positive effects on the students. They experienced increased health, more positive emotions, less negative emotions, and increased subjective well-being.

Further, the study replicated the findings that pleasure and interest are two distinct emotions with different functions, supporting the findings done by Vittersø, Oelmann et al. (in press). A Structural Equation Model show that motivation for doing outdoor recreation is affected by intrinsic motivation, affected by general pleasure trait, and state pleasure, affected by general engagement trait. To the best of my knowledge, the dynamics found in this study between general engagement and interest, and pleasure, has not been debated earlier in the research literature. The findings on how motivation for doing outdoor recreation activities is affected, should have important implications on the knowledge on how health promotive activities can be stimulated.

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APPENDIX

The T1 and T3 folk high school questionnaires

SPØRRESKJEMA OM FRILUFTSLIV



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2007

Les dette først:

Spørsmålene i dette skjemaet dreier seg om opplevelser knyttet til friluftsliv, om følelser, personlighet og tilfredshet med livet.

Vi ber deg lese spørsmålene grundig og svare så godt du kan. Undersøkelsen er anonym og frivillig. Du skal ikke sette noe navn på skjemaet.

I. Tilfredshet, følelser og deg som person

Aller først kommer noen spørsmål om din tilfredshet med livet, dine følelser og deg selv som person.

Tilfredshet

Nedenfor står fem utsagn om tilfredshet med livet som et hele. Vis hvor enig eller uenig du er i hver av de fem påstandene ved å sette en ring rundt det tallet du synes stemmer best for deg. Sett en ring for hvert utsagn.

	<i>Helt uenig</i>					<i>Helt enig</i>				
1. På de fleste måter er livet mitt nær idealet mitt.	1	2	3	4	5	6	7			
2. Mine livsforhold er utmerkede.	1	2	3	4	5	6	7			
3. Jeg er tilfreds med livet mitt.	1	2	3	4	5	6	7			
4. Så langt har jeg fått de viktige tingene jeg ønsker i livet.	1	2	3	4	5	6	7			
5. Hvis jeg kunne leve på nytt, ville jeg nesten ikke forandret på noe.	1	2	3	4	5	6	7			

Vurderinger av deg selv

Nedenfor finner du en del påstander som passer mer eller mindre godt for ulike mennesker. Din oppgave er å sette en ring rundt det tallet som passer best for deg, **slik du vanligvis er**. Husk å svare på alle spørsmålene.

	<i>Helt uenig</i>					<i>Helt enig</i>				
1. Jeg nyter å hankses med problemer som er helt nye for meg.	1	2	3	4	5					
2. Jeg nyter å forsøke å løse kompliserte problemer.	1	2	3	4	5					
3. Jo vanskeligere problem, dess mer nyter jeg å forsøke å løse det.	1	2	3	4	5					
4. Når jeg deltar i en aktivitet, har jeg en tendens til å bli så involvert at jeg "glemmer tiden".	1	2	3	4	5					
5. Når jeg er intenst interessert i noe, skal det mye til for å avbryte meg.	1	2	3	4	5					
6. Mine venner vil beskrive meg som "ekstremt intens" når jeg er midt oppe i noe.	1	2	3	4	5					
7. Jeg elsker å komme på nye måter å gjøre ting på.	1	2	3	4	5					
8. Jeg liker å høre om nye ideer.	1	2	3	4	5					
9. Jeg foretrekker variasjon framfor rutine.	1	2	3	4	5					
10. Jeg mestrer de fleste oppgaver.	1	2	3	4	5					
11. Jeg kan utføre en rekke ulike oppgaver.	1	2	3	4	5					
12. Jeg møter gjerne utfordrende oppgaver.	1	2	3	4	5					

Følelser

Til vanlig, hvor ofte opplever du de følelsene som er listet opp nedenfor? Sett en ring rundt det tallet som passer best for hver av de 18 følelsene.

<i>Vanligvis føler jeg...</i>	<i>Aldri</i>						<i>Hele tiden</i>
	1	2	3	4	5	6	7
1. Velbehag.....							
2. Tilfredshet.....							
3. Lykke.....							
.....							
4. Sinne.....							
5. Frustrasjon.....							
6. Irritasjon.....							
.....							
7. Begeistring.....							
8. Engasjement.....							
9. Inspirasjon.....							
.....							
10. Redsel.....							
11. Frykt.....							
12. Nervøsitet.....							
.....							
13. Intens oppslukthet.....							
14. Intens konsentrasjon.....							
15. Intens interesse.....							
.....							
16. Tristhet.....							
17. Nestemthet.....							
18. Depresjon.....							

II. Friluftsliv

Her kommer noen spørsmål om ditt forhold til friluftsliv.

Beskriv en flott fjelltur

Tenk deg at du nettopp har kommet tilbake fra en flott fjelltur. En venn skriver til deg og spør hvordan turen har vært. Bruk litt tid på å skrive et svar til din venn, der du forteller hvordan turen har vært. Bruk plassen under til dette.

Vurderinger av friluftsliv I

Nedenfor følger en liste over påstander om deg selv og ditt friluftsliv. Les dem nøye og sett ring rundt det taller som passer best for hver påstand.

	<i>Helt uenig</i>				<i>Helt enig</i>
1. Jeg bestemmer selv hvilke friluftslivsaktiviteter jeg vil være med på.	1	2	3	4	5
2. Jeg liker de personene jeg driver med friluftsliv sammen med.	1	2	3	4	5
3. Jeg føler meg ikke så veldig flink i friluftsliv.	1	2	3	4	5
4. Jeg føler meg så stresset når jeg driver med friluftsliv.	1	2	3	4	5
5. Folk jeg kjenner sier jeg er god i friluftsliv.	1	2	3	4	5
6. Jeg kommer godt overens med folk jeg treffer når jeg driver med friluftsliv.	1	2	3	4	5
7. Jeg holder meg stort sett for meg selv når jeg driver med friluftsliv.	1	2	3	4	5
8. Jeg føler jeg kan komme med egne ideer og si hva jeg mener når jeg driver med friluftsliv.	1	2	3	4	5
9. De jeg er sammen med når jeg driver med friluftsliv, ser jeg på som mine venner.	1	2	3	4	5
10. Jeg lærer mange interessante ting når jeg driver med friluftsliv.	1	2	3	4	5
11. Jeg må gjøre det som blir sagt når jeg driver med friluftsliv.	1	2	3	4	5
12. De jeg er sammen med når jeg driver med friluftsliv, bryr seg om meg.	1	2	3	4	5
13. Jeg føler meg som oftest flink i friluftsliv.	1	2	3	4	5
14. De jeg vanligvis er sammen med når jeg driver med friluftsliv, bryr seg om hvordan jeg har det.	1	2	3	4	5
15. Jeg får sjelden mulighet til å vise hvor flink jeg er i friluftslivsaktivitetene mine.	1	2	3	4	5
16. Det er ikke mange jeg tenker på som gode venner, av de jeg driver med friluftsliv sammen med.	1	2	3	4	5
17. Jeg føler stort sett at jeg kan være meg selv når jeg driver med friluftsliv.	1	2	3	4	5
18. Det virker ikke som de jeg er sammen med når jeg driver med friluftsliv liker meg noe særlig.	1	2	3	4	5
19. Jeg føler ofte at jeg ikke så flink i friluftsliv.	1	2	3	4	5
20. Jeg får sjelden bestemme selv hvordan ting skal gjøres når jeg driver med friluftsliv.	1	2	3	4	5
21. De jeg er sammen med når jeg driver med friluftsliv, er ganske greie med meg.	1	2	3	4	5

Vurderinger av friluftsliv II

Nedenfor følger noen utsagn om friluftsliv. Sett en ring rundt det tallet som passer best for ditt forhold til denne aktiviteten. Husk å svare på alle spørsmålene.

	<i>Helt uenig</i>				<i>Helt enig</i>
1. Friluftsliv gir meg mange forskjellige opplevelser.	1	2	3	4	5
2. Det nye jeg oppdager gjennom friluftsliv, får meg til å sette enda mer pris på det.	1	2	3	4	5
3. Friluftsliv gir meg gode minner.	1	2	3	4	5
4. Friluftsliv gjenspeiler de kvalitetene som jeg liker ved meg selv.	1	2	3	4	5
5. Friluftsliv er ikke i konflikt med andre aktiviteter i livet mitt.	1	2	3	4	5
6. For meg er friluftsliv en lidenskap, men det er en lidenskap som jeg klarer å kontrollere.	1	2	3	4	5
7. Jeg blir fullstendig oppslukt av friluftsliv.	1	2	3	4	5
8. Jeg kan ikke leve uten friluftsliv.	1	2	3	4	5
9. Trangen til å drive med friluftsliv er så sterk at jeg ikke klarer å la være å gjøre det.	1	2	3	4	5
10. Jeg kan vanskelig se for meg livet mitt uten friluftsliv.	1	2	3	4	5
11. Jeg føler at jeg bare må drive med friluftsliv.	1	2	3	4	5
12. Det er vanskelig for meg å kontrollere mitt behov for å drive med friluftsliv.	1	2	3	4	5
13. Jeg føler meg nesten besatt av friluftsliv.	1	2	3	4	5
14. Humøret mitt er avhengig av at jeg får drevet med friluftsliv.	1	2	3	4	5

Holdning til friluftsliv

Vi er interessert i holdninger og underliggende årsaker til menneskers beslutning om å drive, eller ikke drive, med friluftsliv. Bruk skalaen nedenfor til å angi hvor enig eller uenig du er i påstandene som presenteres. Sett en ring for hver påstand.

	<i>Helt uenig</i>				<i>Helt enig</i>
1. Jeg driver med friluftsliv fordi andre mennesker sier at jeg burde.	1	2	3	4	5
2. Jeg får dårlig samvittighet når jeg ikke driver med friluftsliv.	1	2	3	4	5
3. Jeg verdsetter fordelene med friluftsliv.	1	2	3	4	5
4. Jeg driver med friluftsliv fordi det er morsomt.	1	2	3	4	5
5. Jeg forstår ikke hvorfor jeg burde drive med friluftsliv.	1	2	3	4	5
6. Jeg driver med friluftsliv fordi mine nærmeste venner/familie/kjæreste sier jeg burde.	1	2	3	4	5
7. Jeg føler meg skamfull når jeg går glipp av en tur.	1	2	3	4	5
8. Det er viktig for meg å drive med friluftsliv regelmessig.	1	2	3	4	5
9. Jeg forstår ikke hvorfor jeg skulle bry meg med å drive med friluftsliv.	1	2	3	4	5
10. Jeg nyter å drive med friluftsliv.	1	2	3	4	5
11. Jeg driver med friluftsliv fordi andre vil bli misfornøyd med meg dersom jeg ikke gjør det.	1	2	3	4	5
12. Jeg ser ikke poenget med å drive med friluftsliv.	1	2	3	4	5
13. Jeg føler meg mislykket når jeg ikke har drevet med friluftsliv på en stund.	1	2	3	4	5
14. Jeg synes det er viktig å ta seg tid til å drive med friluftsliv regelmessig.	1	2	3	4	5
15. Jeg synes det å drive med friluftsliv er en lystbetont aktivitet.	1	2	3	4	5
16. Jeg føler meg presset av mine venner/familie til å drive med friluftsliv.	1	2	3	4	5
17. Jeg blir rastløs dersom jeg ikke driver med friluftsliv regelmessig.	1	2	3	4	5
18. Jeg opplever glede og tilfredsstillelse ved å drive med friluftsliv.	1	2	3	4	5
19. Jeg synes det å drive med friluftsliv er bortkastet tid.	1	2	3	4	5

Din erfaring med friluftsliv

Hvor lenge har du holdt på med friluftsliv?

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Mindre enn 2 måneder | <input type="checkbox"/> 1 til 2 år | <input type="checkbox"/> 6 til 10 år |
| <input type="checkbox"/> 2 - 5 måneder | <input type="checkbox"/> 3 til 4 år | <input type="checkbox"/> Mer enn 10 år |
| <input type="checkbox"/> 6 - 11 måneder | <input type="checkbox"/> 5 til 6 år | |

Nedenfor finner du en del påstander om deg selv. Vi ber deg om å vurdere påstandene og markere hvor godt disse stemmer for deg. Sett en ring for hver påstand.

	<i>Stemmer dårlig</i>				<i>Stemmer godt</i>
1. Jeg vet akkurat hva som trengs for å planlegge og gjennomføre en 10-dagers tur på vinterfjellet.	1	2	3	4	5
2. Jeg vet akkurat hvordan man setter opp et telt.	1	2	3	4	5
3. Jeg vet akkurat hvordan man graver en snøhule.	1	2	3	4	5
4. Jeg vil enkelt kunne fyre opp et bål i bjørkeskogen.	1	2	3	4	5
5. Jeg vil uten problemer kunne planlegge og gjennomføre en 5 dagers kanotur.	1	2	3	4	5
6. Jeg kan fint bruke flere typer kokeapparat; primus, multifuel, stormkjøkken.	1	2	3	4	5
7. Jeg kan lede og klatre en flere taulengder lang klatrerute.	1	2	3	4	5
8. Jeg kan bestige en bratt ting vinterstid med bruk av stegjern og isøks.	1	2	3	4	5
9. Jeg kan sløye fisk.	1	2	3	4	5
10. Jeg har full kontroll på hvordan man bruker en GPS.	1	2	3	4	5
11. Jeg har ingen problemer med å kjenne igjen landskapet rundt meg når jeg leser et kart.	1	2	3	4	5
12. Jeg vil fint kunne bruke kart og kompass for å navigere i tett tåke.	1	2	3	4	5
13. Jeg vet hvordan man parterer storvilt.	1	2	3	4	5
14. Først etter 2 - 3 dager begynner den virkelige turopplevelsen.	1	2	3	4	5
15. Jo lenger turen varer, dess bedre blir den.	1	2	3	4	5

III. Vurdering av andres følelser

Hittil har du svart på spørsmål som angår deg selv. På de neste to sidene skal du forsøke å vurdere hvordan andre har det. Du kommer til å se åtte tegninger av mennesker i ulike situasjoner, og din oppgave er å vurdere hvordan du tror personen på tegningen opplever den situasjonen han eller hun befinner seg i. For hver tegning skal du sette en ring for *alle* opplevelsene. Det vil si, 6 ringer for hver tegning.



	Lite					Mye				
Tilfredshet	1	2	3	4	5	1	2	3	4	5
Trishet	1	2	3	4	5	1	2	3	4	5
Interesse	1	2	3	4	5	1	2	3	4	5
Sinne	1	2	3	4	5	1	2	3	4	5
Utfordring	1	2	3	4	5	1	2	3	4	5
Velbehag	1	2	3	4	5	1	2	3	4	5



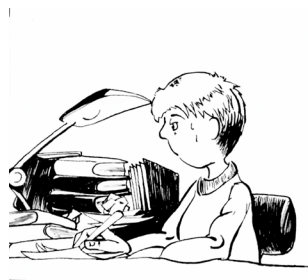
	Lite					Mye				
Tilfredshet	1	2	3	4	5	1	2	3	4	5
Trishet	1	2	3	4	5	1	2	3	4	5
Interesse	1	2	3	4	5	1	2	3	4	5
Sinne	1	2	3	4	5	1	2	3	4	5
Utfordring	1	2	3	4	5	1	2	3	4	5
Velbehag	1	2	3	4	5	1	2	3	4	5



	Lite					Mye				
Tilfredshet	1	2	3	4	5	1	2	3	4	5
Trishet	1	2	3	4	5	1	2	3	4	5
Interesse	1	2	3	4	5	1	2	3	4	5
Sinne	1	2	3	4	5	1	2	3	4	5
Utfordring	1	2	3	4	5	1	2	3	4	5
Velbehag	1	2	3	4	5	1	2	3	4	5



	Lite					Mye				
Tilfredshet	1	2	3	4	5	1	2	3	4	5
Trishet	1	2	3	4	5	1	2	3	4	5
Interesse	1	2	3	4	5	1	2	3	4	5
Sinne	1	2	3	4	5	1	2	3	4	5
Utfordring	1	2	3	4	5	1	2	3	4	5
Velbehag	1	2	3	4	5	1	2	3	4	5



	Lite					Mye				
Tilfredshet	1	2	3	4	5	1	2	3	4	5
Trishet	1	2	3	4	5	1	2	3	4	5
Interesse	1	2	3	4	5	1	2	3	4	5
Sinne	1	2	3	4	5	1	2	3	4	5
Utfordring	1	2	3	4	5	1	2	3	4	5
Velbehag	1	2	3	4	5	1	2	3	4	5



	Lite					Mye				
Tilfredshet	1	2	3	4	5	1	2	3	4	5
Trishet	1	2	3	4	5	1	2	3	4	5
Interesse	1	2	3	4	5	1	2	3	4	5
Sinne	1	2	3	4	5	1	2	3	4	5
Utfordring	1	2	3	4	5	1	2	3	4	5
Velbehag	1	2	3	4	5	1	2	3	4	5



	Lite					Mye				
Tilfredshet	1	2	3	4	5	1	2	3	4	5
Trishet	1	2	3	4	5	1	2	3	4	5
Interesse	1	2	3	4	5	1	2	3	4	5
Sinne	1	2	3	4	5	1	2	3	4	5
Utfordring	1	2	3	4	5	1	2	3	4	5
Velbehag	1	2	3	4	5	1	2	3	4	5



	Lite					Mye				
Tilfredshet	1	2	3	4	5	1	2	3	4	5
Trishet	1	2	3	4	5	1	2	3	4	5
Interesse	1	2	3	4	5	1	2	3	4	5
Sinne	1	2	3	4	5	1	2	3	4	5
Utfordring	1	2	3	4	5	1	2	3	4	5
Velbehag	1	2	3	4	5	1	2	3	4	5

IV. Mestring og helse

Her kommer noen spørsmål om mestring av problemer og din helse.

Å mestre problemer

Her kommer noen påstander om hvordan man vanligvis kan mestre/takle problemer. Din oppgave er å angi hvor sjelden eller ofte du takler problemer på den måten som påstandene antyder. Sette en ring rundt det tallet som best beskriver hvordan du vanligvis forholder deg til problemer.

	<i>Aldri</i>		<i>Ofte</i>		
1. Jeg fokuserer på å mestre problemer, og hvis nødvendig setter jeg andre ting til side.	1	2	3	4	5
2. Jeg prøver å komme på en strategi for hva jeg skal gjøre.	1	2	3	4	5
3. Jeg gjør noe i tillegg for å bli kvitt problemet.	1	2	3	4	5
4. Jeg blir lei meg og viser følelser.	1	2	3	4	5
5. Jeg slipper følelsene løs.	1	2	3	4	5
6. Jeg prøver å få følelsesmessig støtte fra venner og slektninger.	1	2	3	4	5
7. Jeg fortsetter som om ingenting har hendt.	1	2	3	4	5
8. Jeg vender meg til arbeid eller andre aktiviteter for å få tankene vekk fra problemet.	1	2	3	4	5
9. Jeg prøver å holde følelsene for meg selv.	1	2	3	4	5

Helse

Hvordan vil du beskrive helsen din (sett kryss)?

- Svært dårlig
- Dårlig
- Middels
- God
- Svært god

V. Din personlighet

Beskriv deg selv slik du generelt er ved å sette en ring rundt det tallet som passer best for deg:

	<i>Helt uenig</i>					<i>Helt enig</i>	
1. Liver opp i et selskap	1	2	3	4	5	6	7
2. Snakker ikke mye	1	2	3	4	5	6	7
3. Er avslappet mesteparten av tiden	1	2	3	4	5	6	7
4. Har problemer med å forstå abstrakte ideer	1	2	3	4	5	6	7
5. Har en livlig fantasi	1	2	3	4	5	6	7
6. Holder meg i bakgrunnen	1	2	3	4	5	6	7
7. Har medfølelse med andres følelser	1	2	3	4	5	6	7
8. Roter ofte til ting	1	2	3	4	5	6	7
9. Føler meg sjelden nedfor	1	2	3	4	5	6	7
10. Er ikke interessert i abstrakte ideer	1	2	3	4	5	6	7
11. Er ikke interessert i andres problemer	1	2	3	4	5	6	7
12. Får oppgaver unnagjort med en gang	1	2	3	4	5	6	7
13. Glemmer ofte å sette ting tilbake på plass	1	2	3	4	5	6	7
14. Blir lett opprørt	1	2	3	4	5	6	7
15. Har ikke god forestillingsevne	1	2	3	4	5	6	7
16. Snakker med mange mennesker i selskaper	1	2	3	4	5	6	7
17. Er egentlig ikke interessert i andre	1	2	3	4	5	6	7
18. Liker orden og ryddighet	1	2	3	4	5	6	7
19. Har ofte humørsvingninger	1	2	3	4	5	6	7
20. Er oppmerksom på andres følelser	1	2	3	4	5	6	7

VI. En liten problemløsningsoppgave

Denne oppgaven består i å lage meningsfulle ord av bokstavene som er presentert hulter til bulter. Nedenfor ser du tre kolonner med bokstaver. Hver kolonne har fem rader, og for hver rad skal du sette sammen bokstavene slik at de blir til et meningsfullt ord. Du skal altså sette sammen i alt fem ord. Du må imidlertid velge hvilken kolonne du skal jobbe med, og du skal ikke arbeide med de andre kolonnene. Den første kolonnen har tre bokstaver, den andre kolonner har fem bokstaver og den tredje kolonnen har åtte bokstaver. Helt øverst i hver kolonne ser du et eksempel på hvordan bokstavene kan bli et meningsfullt ord.

Hvilken kolonne ønsker du å arbeide med? Sett bare ett kryss.

Jeg velger å arbeide med:

Kolonne A (3 bokstaver).

Kolonne B (5 bokstaver).

Kolonne C (8 bokstaver).

	A		B		C	
	Fyll inn:		Fyll inn:		Fyll inn:	
<i>Eksempel</i>	ØNS	<i>Sno</i>	TERSE	<i>Seter</i>	LAAKEMLR	<i>Karamell</i>
	TLA		EKSHA		LKIOPITK	
	RME		LBMOL		SVE'NISU	
	AKN		BRNAA		FEKERIRM	
	TER		AKTKR		YFIRELEL	
	ØLB		IUGML		MEEJRSAR	

Følelser her og nå

Her skal du beskrive hvordan du føler deg nå. Sett en ring rundt det tallet som best beskriver dine følelser akkurat nå (en ring for hver følelse):

<i>Akkurat nå føler jeg...:</i>	<i>Nei, ikke i det hele tatt</i>				<i>Ja, i høyeste grad</i>			
1. Tilfredshet	1	2	3	4	5	6	7	
2. Velbehag	1	2	3	4	5	6	7	
3. Lykke	1	2	3	4	5	6	7	
4. Frykt	1	2	3	4	5	6	7	
5. Sinne	1	2	3	4	5	6	7	
6. Tristhet	1	2	3	4	5	6	7	
7. Engasjement	1	2	3	4	5	6	7	
8. Interesse	1	2	3	4	5	6	7	
9. Entusiasme	1	2	3	4	5	6	7	
10. Eventuell annen dominerende følelse: (fyll inn): _____	1	2	3	4	5	6	7	

VII. Bakgrunnsopplysninger

1. Kjønn:

Kvinne

Mann

2. Fødselsår: _____

3. Har du norsk som morsmål?

Ja

Nei

Identifikasjon

For at vi skal kunne sammenligne spørreskjemaene dine fra gang til gang (tre ganger), så trenger vi en kode for å kunne "koble sammen" de tre spørreskjemaene dine. Dette er en kode som bare du kjenner, og det vil ikke være mulig eller ønskelig for oss å spore koden til deg som person. Koden lager du på følgende måte: Bruk din mors initialer og de tre siste sifrene i mobiltelefonnummeret ditt. *Eksempel: mors navn: "Åse Hansen", mobilnr: "98769876". Koden blir da: "ÅH876".*

Din ID (fyll inn): _____

Nå kan du levere inn spørreskjemaet!

Tusen takk for hjelpen!

SPØRRESKJEMA OM FRILUFTSLIV



Institutt for psykologi
2007

Les dette først:

Det er siste gang vi ber deg svare på disse spørsmålene. Som for de foregående skjemaene, dreier spørsmålene seg om opplevelser knyttet til friluftsliv, om følelser, personlighet og tilfredshet med livet.

Vi ber deg lese spørsmålene grundig og svare så godt du kan. Undersøkelsen er anonym og frivillig. Du skal ikke sette noe navn på skjemaet.

I. Tilfredshet, følelser og deg som person

Aller først kommer noen spørsmål om din tilfredshet med livet, dine følelser og deg selv som person.

Tilfredshet

Nedenfor står fem utsagn om din tilfredshet med livet som et hele. Vis hvor enig eller uenig du er i hver av de fem påstandene ved å sette en ring rundt det tallet du synes stemmer best for deg. Sett en ring for hvert utsagn.

	<i>Helt uenig</i>					<i>Helt enig</i>				
	1	2	3	4	5	6	7			
1. På de fleste måter er livet mitt nær idealet mitt.	1	2	3	4	5	6	7			
2. Mine livsforhold er utmerkede.	1	2	3	4	5	6	7			
3. Jeg er tilfreds med livet mitt.	1	2	3	4	5	6	7			
4. Så langt har jeg fått de viktige tingene jeg ønsker i livet.	1	2	3	4	5	6	7			
5. Hvis jeg kunne leve på nytt, ville jeg nesten ikke forandret på noe.	1	2	3	4	5	6	7			

Vurderinger av deg selv

Nedenfor finner du en del påstander som passer mer eller mindre godt for ulike mennesker. Din oppgave er å sette en ring rundt det tallet som passer best for deg, **slik du vanligvis er**. Husk å svare på alle spørsmålene.

	<i>Helt uenig</i>					<i>Helt enig</i>				
	1	2	3	4	5	6	7			
1. Jeg nyter å hankses med problemer som er helt nye for meg.	1	2	3	4	5					
2. Jeg nyter å forsøke å løse kompliserte problemer.	1	2	3	4	5					
3. Jo vanskeligere problem, dess mer nyter jeg å forsøke å løse det.	1	2	3	4	5					
4. Når jeg deltar i en aktivitet, har jeg en tendens til å bli så involvert at jeg "glemmer tiden".	1	2	3	4	5					
5. Når jeg er intenst interessert i noe, skal det mye til for å avbryte meg.	1	2	3	4	5					
6. Mine venner vil beskrive meg som "ekstremt intens" når jeg er midt oppe i noe.	1	2	3	4	5					
7. Jeg elsker å komme på nye måter å gjøre ting på.	1	2	3	4	5					
8. Jeg liker å høre om nye ideer.	1	2	3	4	5					
9. Jeg foretrekker variasjon framfor rutine.	1	2	3	4	5					
10. Jeg mestrer de fleste oppgaver.	1	2	3	4	5					
11. Jeg kan utføre en rekke ulike oppgaver.	1	2	3	4	5					
12. Jeg møter gjerne utfordrende oppgaver.	1	2	3	4	5					

Følelser

Til vanlig, hvor ofte opplever du de følelsene som er listet opp nedenfor? Sett en ring rundt det tallet som passer best for hver av de 18 følelsene.

<i>Vanligvis føler jeg...</i>	<i>Aldri</i>						<i>Hele tiden</i>
	1	2	3	4	5	6	7
1. Velbehag.....							
2. Tilfredshet.....							
3. Lykke.....							
.....							
4. Sinne.....							
5. Frustrasjon.....							
6. Irritasjon.....							
.....							
7. Begeistring.....							
8. Engasjement.....							
9. Inspirasjon.....							
.....							
10. Redsel.....							
11. Frykt.....							
12. Nervøsitet.....							
.....							
13. Intens oppslukthet.....							
14. Intens konsentrasjon.....							
15. Intens interesse.....							
.....							
16. Tristhet.....							
17. Nestemthet.....							
18. Depresjon.....							

II. Om turen du rapporterte fra forrige gang

Tenk tilbake på den turen du rapporterte fra forrige gang du fylte ut spørreskjema. Her kommer noen spørsmål om denne turen. Først ber vi deg fylle inn når denne turen var.

1. Hvilken dato var denne turen?

Beskriv turen for en venn

Tenk deg at en venn skriver til deg og spør hvordan turen har vært. Bruk litt tid på å skrive et svar til din venn, der du forteller om turen slik du har opplevd den. Bruk plassen under til dette.

Følelser i løpet av turens høydepunkt

Her skal du beskrive dine følelser under turens høydepunkt. Tenk tilbake på den turen du rapporterte fra forrige gang, og det høydepunktet du beskrev da. Beskriv dine følelser under dette høydepunktet.

1. Følelser i løpet av turens høydepunkt. Sett en ring rundt det svaret som passer for deg. Husk å svare på hvert spørsmål, en ring for hver følelse.

Under høydepunktet følte jeg...	Nei, ikke i det hele tatt				Ja, i høyeste grad		
1. Tilfredshet	1	2	3	4	5	6	7
2. Velbehag	1	2	3	4	5	6	7
3. Lykke	1	2	3	4	5	6	7
4. Frykt	1	2	3	4	5	6	7
5. Sinne	1	2	3	4	5	6	7
6. Tristhet	1	2	3	4	5	6	7
7. Engasjement	1	2	3	4	5	6	7
8. Interesse	1	2	3	4	5	6	7
9. Entusiasme	1	2	3	4	5	6	7
10. Eventuell annen dominerende følelse: (fyll inn): _____	1	2	3	4	5	6	7

2. Hvor godt passer beskrivelsene nedenfor til din opplevelse av dette høydepunktet? Sett ring.

	Passer ikke i det hele tatt				Passer helt
a. Tankene mine vandret ikke. Jeg tenkte ikke på noe annet, og var totalt involvert i det jeg holdt på med.	1	2	3	4	5
b. Å konsentrere seg var som å puste - jeg tenkte ikke på det. Jeg var lite oppmerksom på meg selv og mine problemer. Jeg brydde meg overhode ikke om mine omgivelser.	1	2	3	4	5
c. Det virket som om tiden stod stille. Jeg var så involvert i det jeg holdt på med at jeg ble en del av det.	1	2	3	4	5

Følelser for turen som helhet

Her skal du beskrive dine følelser for turen som helhet. Tenk tilbake på hele turen sett under ett, og beskriv hvor typisk disse følelsene har vært for denne turen. Sett en ring rundt det svaret som passer for deg. Husk å svare på hvert spørsmål, en ring for hver følelse.

Typisk for turen følte jeg...	Nei, ikke i det hele tatt				Ja, i høyeste grad		
1. Tilfredshet	1	2	3	4	5	6	7
2. Velbehag	1	2	3	4	5	6	7
3. Lykke	1	2	3	4	5	6	7
4. Frykt	1	2	3	4	5	6	7
5. Sinne	1	2	3	4	5	6	7
6. Tristhet	1	2	3	4	5	6	7
7. Engasjement	1	2	3	4	5	6	7
8. Interesse	1	2	3	4	5	6	7
9. Entusiasme	1	2	3	4	5	6	7
10. Eventuell annen dominerende følelse: (fyll inn): _____	1	2	3	4	5	6	7

Motivasjon for senere tur

Tenk på turen du her beskriver og sett en ring rundt det svaret som passer best for deg med tanke på om du kommer til å gjennomføre en lignende tur senere.

	Svært lite sannsynlig				Svært sannsynlig		
1. Hvor sannsynlig er det at du vil gjennomføre en tur som ligner på denne om ett års tid?	1	2	3	4	5	6	7
2. Hvor sannsynlig er det at du vil gjennomføre en tur som ligner på denne om ca fem år?	1	2	3	4	5	6	7

III. Holdning til friluftsliv

Her kommer noen spørsmål om ditt forhold til friluftsliv generelt.

Holdning til friluftsliv

Vi er interessert i holdninger og underliggende årsaker til menneskers beslutning om å drive, eller ikke drive, med friluftsliv. Bruk skalaen nedenfor til å angi hvor enig eller uenig du er i påstandene som presenteres. Sett en ring for hver påstand.

	<i>Helt uenig</i>				<i>Helt enig</i>
1. Jeg driver med friluftsliv fordi andre mennesker sier at jeg burde.	1	2	3	4	5
2. Jeg får dårlig samvittighet når jeg ikke driver med friluftsliv.	1	2	3	4	5
3. Jeg verdsetter fordelene med friluftsliv.	1	2	3	4	5
4. Jeg driver med friluftsliv fordi det er morsomt.	1	2	3	4	5
5. Jeg forstår ikke hvorfor jeg burde drive med friluftsliv.	1	2	3	4	5
6. Jeg driver med friluftsliv fordi mine nærmeste venner/familie/kjæreste sier jeg burde.	1	2	3	4	5
7. Jeg føler meg skamfull når jeg går glipp av en tur.	1	2	3	4	5
8. Det er viktig for meg å drive med friluftsliv regelmessig.	1	2	3	4	5
9. Jeg forstår ikke hvorfor jeg skulle bry meg med å drive med friluftsliv.	1	2	3	4	5
10. Jeg nyter å drive med friluftsliv.	1	2	3	4	5
11. Jeg driver med friluftsliv fordi andre vil bli misfornøyd med meg dersom jeg ikke gjør det.	1	2	3	4	5
12. Jeg ser ikke poenget med å drive med friluftsliv.	1	2	3	4	5
13. Jeg føler meg mislykket når jeg ikke har drevet med friluftsliv på en stund.	1	2	3	4	5
14. Jeg synes det er viktig å ta seg tid til å drive med friluftsliv regelmessig.	1	2	3	4	5
15. Jeg synes det å drive med friluftsliv er en lystbetont aktivitet.	1	2	3	4	5
16. Jeg føler meg presset av mine venner/familie til å drive med friluftsliv.	1	2	3	4	5
17. Jeg blir rastløs dersom jeg ikke driver med friluftsliv regelmessig.	1	2	3	4	5
18. Jeg opplever glede og tilfredsstillelse ved å drive med friluftsliv.	1	2	3	4	5
19. Jeg synes det å drive med friluftsliv er bortkastet tid.	1	2	3	4	5

Vurderinger av friluftsliv I

Nedenfor følger en liste over påstander om deg selv og ditt friluftsliv. Les dem nøye og sett ring rundt det taller som passer best for hver påstand.

	<i>Helt uenig</i>				<i>Helt enig</i>
1. Jeg bestemmer selv hvilke friluftslivsaktiviteter jeg vil være med på.	1	2	3	4	5
2. Jeg liker de personene jeg driver med friluftsliv sammen med.	1	2	3	4	5
3. Jeg føler meg ikke så veldig flink i friluftsliv.	1	2	3	4	5
4. Jeg føler meg så stresset når jeg driver med friluftsliv.	1	2	3	4	5
5. Folk jeg kjenner sier jeg er god i friluftsliv.	1	2	3	4	5
6. Jeg kommer godt overens med folk jeg treffer når jeg driver med friluftsliv.	1	2	3	4	5
7. Jeg holder meg stort sett for meg selv når jeg driver med friluftsliv.	1	2	3	4	5
8. Jeg føler jeg kan komme med egne ideer og si hva jeg mener når jeg driver med friluftsliv.	1	2	3	4	5
9. De jeg er sammen med når jeg driver med friluftsliv, friluftsliv, ser jeg på som mine venner.	1	2	3	4	5
10. Jeg lærer mange interessante ting når jeg driver med friluftsliv.	1	2	3	4	5
11. Jeg må gjøre det som blir sagt når jeg driver med friluftsliv.	1	2	3	4	5
12. De jeg er sammen med når jeg driver med friluftsliv, bryr seg om meg.	1	2	3	4	5
13. Jeg føler meg som oftest flink i friluftsliv.	1	2	3	4	5
14. De jeg vanligvis er sammen med når jeg driver med friluftsliv, bryr seg om hvordan jeg har det.	1	2	3	4	5
15. Jeg får sjelden mulighet til å vise hvor flink jeg er i friluftslivsaktivitetene mine.	1	2	3	4	5
16. Det er ikke mange jeg tenker på som gode venner, av de jeg driver med friluftsliv sammen med.	1	2	3	4	5
17. Jeg føler stort sett at jeg kan være meg selv når jeg driver med friluftsliv.	1	2	3	4	5
18. Det virker ikke som de jeg er sammen med når jeg driver med friluftsliv liker meg noe særlig.	1	2	3	4	5
19. Jeg føler ofte at jeg ikke så flink i friluftsliv.	1	2	3	4	5
20. Jeg får sjelden bestemme selv hvordan ting skal gjøres når jeg driver med friluftsliv.	1	2	3	4	5
21. De jeg er sammen med når jeg driver med friluftsliv, er ganske greie med meg.	1	2	3	4	5

Vurderinger av friluftsliv II

Nedenfor følger noen utsagn om friluftsliv. Sett en ring rundt det tallet som passer best for ditt forhold til denne aktiviteten. Husk å svare på alle spørsmålene.

	<i>Helt uenig</i>					<i>Helt enig</i>	
	1	2	3	4	5		
1. Friluftsliv gir meg mange forskjellige opplevelser.	1	2	3	4	5		
2. Det nye jeg oppdager gjennom friluftsliv, får meg til å sette enda mer pris på det.	1	2	3	4	5		
3. Friluftsliv gir meg gode minner.	1	2	3	4	5		
4. Friluftsliv gjenspeiler de kvalitetene som jeg liker ved meg selv.	1	2	3	4	5		
5. Friluftsliv er ikke i konflikt med andre aktiviteter i livet mitt.	1	2	3	4	5		
6. For meg er friluftsliv en lidenskap, men det er en lidenskap som jeg klarer å kontrollere.	1	2	3	4	5		
7. Jeg blir fullstendig oppslukt av friluftsliv.	1	2	3	4	5		
8. Jeg kan ikke leve uten friluftsliv.	1	2	3	4	5		
9. Trangen til å drive med friluftsliv er så sterk at jeg ikke klarer å la være å gjøre det.	1	2	3	4	5		
10. Jeg kan vanskelig se for meg livet mitt uten friluftsliv.	1	2	3	4	5		
11. Jeg føler at jeg bare må drive med friluftsliv.	1	2	3	4	5		
12. Det er vanskelig for meg å kontrollere mitt behov for å drive med friluftsliv.	1	2	3	4	5		
13. Jeg føler meg nesten besatt av friluftsliv.	1	2	3	4	5		
14. Humøret mitt er avhengig av at jeg får drevet med friluftsliv.	1	2	3	4	5		

IV. Mestring

Her kommer noen påstander om hvordan man vanligvis kan mestre/takle problemer. Din oppgave er å angi hvor sjelden eller ofte du takler problemer på den måten som påstandene antyder. Sette en ring rundt det tallet som best beskriver hvordan du vanligvis forholder deg til problemer.

	<i>Aldri</i>					<i>Ofte</i>	
	1	2	3	4	5		
1. Jeg fokuserer på å mestre problemer, og hvis nødvendig setter jeg andre ting til side.	1	2	3	4	5		
2. Jeg prøver å komme på en strategi for hva jeg skal gjøre.	1	2	3	4	5		
3. Jeg gjør noe i tillegg for å bli kvitt problemet.	1	2	3	4	5		
4. Jeg blir lei meg og viser følelser.	1	2	3	4	5		
5. Jeg slipper følelsene løs.	1	2	3	4	5		
6. Jeg prøver å få følelsesmessig støtte fra venner og slektninger.	1	2	3	4	5		
7. Jeg fortsetter som om ingenting har hendt.	1	2	3	4	5		
8. Jeg vender meg til arbeid eller andre aktiviteter for å få tankene vekk fra problemet.	1	2	3	4	5		
9. Jeg prøver å holde følelsene for meg selv.	1	2	3	4	5		

V. Bakgrunnsopplysninger

Hvilken dato er det i dag?

Svar: _____

Kjønn

Kvinne

Mann

Helse

Hvordan vil du beskrive helsen din (sett kryss)?

Svært dårlig

Dårlig

Middels

God

Svært god

Identifikasjon

For at vi skal kunne sammenligne spørreskjemaene dine fra gang til gang (tre ganger), så trenger vi en kode for å kunne "koble sammen" de tre spørreskjemaene dine. Dette er en kode som bare du kjenner, og det vil ikke være mulig eller ønskelig for oss å spore koden til deg som person. Koden lager du på følgende måte: Bruk din mors initialer og de tre siste sifrene i mobiltelefonnummeret ditt. *Eksempel: mors navn: "Åse Hansen", mobilnr: "98769876". Koden blir da: "ÅH876".*

Din ID (fyll inn): _____

Nå kan du levere inn spørreskjemaet!

Tusen takk for hjelpen!