**Supplemental Materials**

**Leisure Engagement and Subjective Well-Being: A Meta-Analysis**

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Appendix A

Prototypical Measures of Leisure Engagement

1. Diversity of leisure engagement

Definition: How many leisure activities an individual participates in

Protypical example:

Participants are asked to indicate which activities they currently participate in from an exhaustive list of leisure activities that typically includes activities such as[[1]](#footnote-1):

* Mass media

☐ Watching tv

☐ Surfing the internet or social media site

* Social activities

☐ Dancing

☐ Attending club meetings

☐ Spending time with friends

* Outdoor activities

☐ Biking

☐ Running

☐ Walking

☐ Camping

☐ Hunting

☐ Gardening

☐ Hiking

* Sports activities

☐ Attending spectator sports

☐ Biking

☐ Running

☐ Playing tennis

☐ Playing soccer

☐ Golfing

* Cultural activities

☐ Attending musical performances

* Reading

☐ Reading or listening to books

☐ Reading newspapers/magazines

* Hobbies

☐ Painting

☐ Sewing

Using this format, diversity measures of leisure engagement represent the number of activities in which individuals participate.

Individuals who spend all their leisure time in a single activity (e.g., watching television) cannot obtain a high score on diversity measures. In fact, such an individual would score a 1.

2. Frequency of leisure engagement

Definition: How often individuals participate in leisure activities

Prototypical example:

Participants are asked to indicate how frequently they participate in an exhaustive list of leisure activities that typically includes activities such as[[2]](#footnote-2):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Never or Less than Once a Month** | **Once a month** | **Twice a Month** | **Weekly** | **More than once a week** |
| Watching tv |  |  |  |  |  |
| Surfing the internet or social media site |  |  |  |  |  |
| Dancing |  |  |  |  |  |
| Attending club meetings |  |  |  |  |  |
| Spending time with friends |  |  |  |  |  |
| Biking |  |  |  |  |  |
| Running |  |  |  |  |  |
| Walking |  |  |  |  |  |
| Camping |  |  |  |  |  |
| Hunting |  |  |  |  |  |
| Gardening |  |  |  |  |  |
| Hiking |  |  |  |  |  |
| Attending spectator sports |  |  |  |  |  |
| Biking |  |  |  |  |  |
| Running |  |  |  |  |  |
| Playing tennis |  |  |  |  |  |
| Playing soccer |  |  |  |  |  |
| Golfing |  |  |  |  |  |
| Attending musical performances |  |  |  |  |  |
| Reading or listening to books |  |  |  |  |  |
| Reading newspapers/magazines |  |  |  |  |  |
| Painting |  |  |  |  |  |
| Sewing |  |  |  |  |  |
| Woodworking |  |  |  |  |  |

An individual who spends all of his or her leisure time on a single activity (e.g., watching television) will not have a high score on this measure.

3. Quantity of leisure engagement

Definition: Total amount of time spent in leisure activities over a certain time period

Prototypical example:

Participants are asked to indicate the number of hours they spend on different types of leisure activities over a certain time period.

How many hours per week do you participate in the following types of activities?

* Social activities such as eating out, attending parties, volunteering, attending religious activities and club meetings (Hours per week = \_\_\_\_\_\_)
* Spectator activities such as watching tv, attending sports events, and artistic performances (Hours per week = \_\_\_\_\_\_)
* Sports and fitness activities such as jogging, walking, biking, playing tennis and other organized sports, and a variety of other active sports (Hours per week = \_\_\_\_\_\_)
* Hobbies and individual interests such as reading, gardening, collecting, woodworking, sewing, and a variety of other hobbies (Hours per week = \_\_\_\_\_\_)

The total score is the sum of hours across all categories. Because the response format is hours and is not a bounded scale, one could have a high score solely from spending many hours in a single activity (e.g., watching television).

Appendix B

Findings on Gender

Gender differences for the relationship between leisure and SWB were not hypothesized. However, they were examined as moderators in light of recent findings about gender differences in leisure time and leisure satisfaction (i.e., Gimenez-Nadal & Sevilla-Sanz, 2011; Robinson & Godbey, 1999; Bittman & Wajcman, 2000; Mattingly & Bianchi, 2003; Sayer, 2005; Mattingly and Sayer, 2006). Because these gender differences are particularly salient for working women compared to working men, we limited our analyses to those subgroups.

Findings show that that the relationship between leisure engagement and SWB is weaker for working women than for working men. We were unable to assess subgroup differences for the relationship between leisure satisfaction and SWB.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Table S1 | | | | | | | |  |  |  |  |
| *Meta-Analytic Results for Working Women vs. Working Men* | | | | | | | | | | | |
|  | Sample | |  | Mean effect size | | | | |  | Heterogeneity | |
|  |  |  |  |  | 95% CI | | 95% PI | |  |  |  |
| Sample | K | N |  | *r* | LL | UL | LL | UL |  | Q | I2 |
| Leisure satisfaction & SWB |  |  |  |  |  |  |  |  |  |  |  |
| Working men samples | 5 | 819 |  | 0.40 | 0.32 | 0.48 | 17.95 | 58.79 |  | 6.61 | 39.44 |
| Working women samples | 4 | 424 |  | 0.21 | 0.11 | 0.30 | 0.02 | 0.34 |  | 0.67 | 0.00 |

*Notes.* \* = significant at p<.05; CI=Confidence Interval; PI=Prediction Interval; LL=Lower Limit; UL=Upper Limit

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1. The included items do not represent an exhaustive list of leisure activities. Examples are listed for illustrative purposes only. We do not include reproductions of real scales due to copyright limitations. [↑](#footnote-ref-1)
2. The included items do not represent an exhaustive list of leisure activities. Examples are listed for illustrative purposes only. We do not include reproductions of real scales due to copyright limitations. [↑](#footnote-ref-2)