

THE IDENTIFICATION OF CORE COMPETENCIES AT THE MASTER'S
DEGREE LEVEL IN RECREATION AT KANSAS STATE UNIVERSITY

by

JAY PETER MERKLEY

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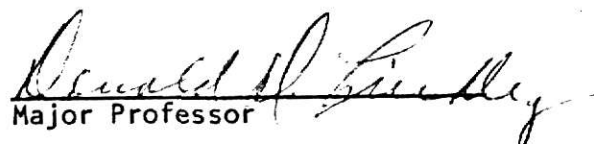
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CHAPTER 1

INTRODUCTION

Leisure time was once a luxury that very few people could afford. In fact, the early history of the United States was characterized by long hours of hard work with the people looking down on idleness. Since leisure time was very rare, the worthy use of leisure time was of little concern.

As the twentieth century began, many new ideas started to take root. One new idea was that people needed to have leisure time to relax and rejuvenate themselves. "All work and no play makes Jack a dull boy" was an expression that symbolized the people's desire to create leisure time for themselves. The work week was shortened and people finally had some time during the week to pursue their own interests. The forty hour work week eventually became a reality and, during the 1960's, Americans started considering the establishment of a four day work week.

As the United States experienced more and more leisure time, a new problem developed. When people who were not used to leisure time were suddenly given a day or two a week of their own, they found they did not know what to do with this gift of free time. In order to meet the nation's need to train people to help others use leisure time, a new profession was born--that of the professional recreation specialist.

By 1974, the need for professionals in the field of recreation was great enough that over one-hundred and fifty universities in the United States and Canada were offering some type of curriculum in recreation (16).

In October of 1974, the Society of Parks and Recreation Educators (SPRE) which is a branch of the National Recreation and Parks Association held an institute in Denver, Colorado. One recommendation from the institute was the need to establish national guidelines for recreation curriculums both at the four year level and the Master's degree level (16).

In 1973, there were sixty-five students majoring in the undergraduate recreation curriculum at Kansas State University. As of the spring semester of 1975, there were ninety-seven undergraduate students and five graduate students majoring in recreation. Two students have completed or received their Master's degrees in Health, Physical Education and Recreation, with an emphasis in recreation. Since the number of recreation majors was continually growing at Kansas State University, it appeared that a curriculum at the Master's degree level was justifiable.

As of 1975, Kansas State University, located in Manhattan, Kansas, was offering a Master's degree in Health, Physical Education and Recreation, with an emphasis in recreation. It was felt that recreation should have its own distinct Master's curriculum and offer a Master's degree in recreation rather than the conglomerate degree.

STATEMENT OF THE PROBLEM

The purpose of this study was to identify competencies which could be used in developing the core classes of a curriculum at the Master's degree level in recreation at Kansas State University. A subproblem of the study was to determine if recreation educators and professionals working in the field differed in the competencies they felt were most important in a curriculum at the Master's degree level in recreation.

DELIMITATIONS

The author sought to identify competencies which could be used in developing the core classes of a curriculum at the Master's degree level in recreation at Kansas State University. This study was undertaken specifically to determine the necessary knowledge and skill level expected of any candidate who had completed a Master's degree program in recreation.

There were many different groups who might have been asked to participate in the study, such as employers of recreation graduates and undergraduate students in the field of recreation; however, the twenty-four panel members who participated in the study represented recreation educators and professionals working in the field.

The study was not intended to apply to the Undergraduate program or the Doctoral level in recreation.

LIMITATIONS

The author of this study realized his lack of knowledge in the area of curriculum development. Therefore, a curriculum specialist from the College of Education was asked to serve as a committee member for this study. The author enrolled in an instructional improvement class in order to increase his competency in this area.

Time was another factor in making this study. The study was begun in November of 1974 and terminated in July of 1975.

DEFINITIONS OF TERMS

Competencies: Skills and knowledge which are required by a profession.

Competency-Based Curriculum: A curriculum based on standards or skills that a profession feels are required by a graduate.

Curriculum: The learning experiences offered by an educational institution or one of its branches (20:204).

Curriculum Development: That aspect of teaching and administration that designedly, systematically, cooperatively, and continuously seeks to improve the teaching-learning process (8:9).

Curriculum Theory: The general or abstract principles of curriculum development.

Leisure: Time free from the activities involved in making a living in which an individual may pursue his own interest (4:4).

Modules: A set of learning activities intended to facilitate the student's achievement of an objective or set of objectives (2).

Recreation: Activity voluntarily engaged in during leisure and motivated by the personal satisfactions which result from it (4:5).

SPRE: The Society of Park and Recreation Educators.

Traditional Method of Education: For purposes of this study, the traditional method of education refers to the philosophy that "the main function of education is the acquisition of certain bodies of knowledge, and that these bodies of knowledge remain constant in relation to all students" (19:1-2).

CHAPTER 2

REVIEW OF LITERATURE

The purpose of this chapter was to briefly review both the growth of recreation in the United States and the advancements made in educational curriculum development during the same period of time. An attempt was made to discuss the growth of recreation in light of the thinking of prominent people in the field of education during the period from 1853 to 1974. The chapter has been organized into specific time periods in order that the reader might more clearly be able to follow the historical developments in the field of recreation along with the thinking of prominent educators in the field of education during the same time periods.

Recreational activities have not always been accepted as a worthy use of leisure time in the United States. During colonial American history, recreation was associated with idleness which was considered evil and of the devil (10:12). Calvinist doctrine was largely responsible for this attitude; however, the early pioneers in the United States could devote very little time to anything but hard work if they wanted to survive.

The 1800's

Eventually, as early Americans began to have more free time to devote to their own interests, the strictness of the Calvinist doctrine was replaced by attitudes that saw nothing wrong with leisure time

activities. As early as 1853, Central Park was created in New York City in order that people might have a place to spend their leisure hours. By 1870, P. T. Barnum, Bailey, and Ringling Brothers had developed the traveling circus under canvas. In 1872, Yellowstone National Park became the first national park in the United States (10).

During the year 1886, the Boston Playground was established with leadership to oversee the activities. Hull House in 1892 opened their model playground in Chicago, Illinois. The first employee recreation association was established in 1894 by The Metropolitan Life Insurance Company in New York City. School buildings were opened as evening recreation centers in New York City in 1898 (10).

The Early 1900's

As the 20th century began, recreation had become an accepted facet of life in the United States. More and more cities were establishing city parks, organizing baseball teams and people were starting to look forward to enjoying the free time that was quickly becoming available to them. In 1903, the Chicago Southside Park Commission voted to spend \$5,000,000 to build ten neighborhood parks in order to supply the increasing number of people in the Chicago area with suitable places to spend their leisure hours (10).

Interest in recreational activities continued to grow and educators started to realize that the school had a responsibility to instruct students in the worthy use of leisure time. During the early 1900's, Dewey stated:

Education has no more serious responsibility than making adequate provision for enjoyment of recreative leisure; not only for the sake of immediate health, but...for the sake of its lasting effect upon habits of mind (4:113).

Dewey was one of the few men of great authority and prestige who had an influence on educational curriculum change in the United States prior to 1920 (8:10). At a time when the majority of educators were very reluctant to accept any change in the educational system, Dewey spelled out the importance of experience to learning, the relation of the school to society, and the implications of democracy to education in all its phases (8:10).

Although recreation was an important part of American life during the early 1900's, its inclusion in the educational system was a slow process. Many educators felt that recreational activities were learned as one grew up and were really unnecessary in the school curriculum. Most educators also felt the physical education classes which were being offered were sufficient.

Most educators in the early 1900's felt the main function of education was the acquisition of certain bodies of knowledge and that these bodies of knowledge would remain constant in relation to all students (19:1-2). Making changes in the curriculum was a very difficult undertaking. Since educating people in the worthy use of leisure time was not considered important by most educators of the day, its inclusion in the school curriculum seemed unnecessary to them.

The 1920's

The Recreation Training School was opened in Chicago, Illinois, at Hull House during October of 1920. The curriculum took one year to

complete and offered a certificate to those who satisfactorily completed the course of study. At first, admission was open to anyone with the equivalent of a high school education. Later, two years of college were required for those who wished to complete the course of study in one year (14:13).

The curriculum of The Recreation Training School was organized into five areas: theoretical courses, technical classes, dramatic art, supervision and administration, and social treatment (14:13-14). Boyd was hired as the director of the school and did much to give the field of recreation an air of professionalism.

At the time The Recreation Training School was being organized, the curriculum revision movement was underway. Educators were beginning to deal more thoroughly with such topics as the role of the school in society, the objectives of education, selection of effective learning experiences, the organization of learning experiences into a total curriculum, evaluation of the curriculum, and cooperation in curriculum improvement (8:5). The curriculum revision movement during the 1920's was motivated primarily by a rapidly growing interest in experimental psychology and educational philosophy (8:2). The curriculum revision movement had a positive effect on the field of recreation and, in 1927, Boyd was invited to offer recreation courses through the Sociology Department of Northwestern University. She developed the recreation program for Northwestern University and "taught her courses in play theory, leadership, group organization, and other subjects until her retirement in 1941" (13:15).

The 1930's

The great depression of the 1930's had several effects on curriculum development in the field of education. "Education was subjected to severe criticism, educational research and experimentation were encouraged, education began to expand into new areas, democratic principles and practices were applied to education, curriculum programs were expanded and strengthened, and the roles of those concerned with curriculum development were re-oriented and clarified" (8:15).

During the 1930's, many important advancements were made in the field of recreation. In an attempt to curb the great depression of the 1930's, the "New Deal" agencies initiated the most extensive public recreation program ever attempted up to that time as one of their make work projects (10:18). A project in community public recreation was established for two purposes: 1) to make work for the unemployed, and 2) to provide recreation services to the community. The "make work" programs of the federal government stimulated mass recognition of and participation in community recreation.

One agency called The Federal Emergency Relief Administration supervised the construction of recreation facilities and developed recreation programs and activities with trained leadership (10:18). Another agency called The Work Projects Administration developed a training program for recreation workers in which workers could spend at least two hours a week in some type of in-service training. Because of the make work programs of the federal government, the field of recreation was advanced 25 years (10:18).

In 1937, The College Conference for Training Recreation Workers was held at the University of Minnesota (10). "The Society of Recreation Workers of America" later known as "The American Recreation Society" was established in 1938 (10). As the great depression in the United States came to an end, recreation emerged as a profession which had grown tremendously and which enjoyed a great deal of prestige.

The 1940's

During the second World War, the armed forces of the United States employed recreation specialists in order to provide recreational outlets for soldiers in foreign countries and in the United States.

Once the second World War was finished, educators began to return to the task of curriculum development and improvement. The first large scale discussions by educators on the subject of curriculum theory were held in 1947 at the University of Chicago (3:56). At the conclusion of this conference, the following three-fold tasks were prescribed for curriculum theory development in education: a) to identify the critical issues or points in curriculum development and their underlying generalizations, b) to point up the relationships which exist between these critical points and their supporting structure, and c) to suggest and forecast the future of approaches made to resolve these critical issues (3:56).

A year later, in 1948, discussions were held concerning offering graduate courses in recreation at the meeting of The National Conference on Graduate Preparation for Health, Physical Education, and Recreation (10).

The 1950's

During the 1950's, many educators in the field of education in the United States became dissatisfied with the traditional educational system of curriculum development. Many educators started to claim the responsibility of education was to prepare people to live successfully in and attempt to improve a rapidly changing society (18:2). Knowledge, values, ideas, and ways of life, were changing rapidly and educators felt that people needed to be prepared through education to cope with these changes (19:2).

During the 1950's, study at the master's and doctoral level in recreation emerged along with the already existing four year undergraduate programs (10:25). National workshops on recreation were undertaken and underwritten by the Athletic Institute. The First National Recreation Workshop was held in Jackson's Mill, West Virginia, in 1952 (10:25).

One development that had far-reaching implications for recreation was the decision of the United States Supreme Court in 1955 which ruled as unconstitutional any race segregation on public playgrounds and parks (10:25).

During the 1950's, Americans began to participate in recreational activities more than ever before and, by 1955, the average American was spending about one-twelfth of his or her total income on recreational activities (4:52).

Although educators in the field of education were discussing curriculum theory and the changing role of the school as early as 1947, there were no texts available on the subject as late as the closing years of the 1950's.

The 1960's

Beauchamp's text, Curriculum Theory, was published in 1961.

"It was the first single volume to clarify the status and dimensions of curriculum theory based on conceptual structures and relationships derived from theory development efforts in closely related fields" (3:5). This publication and others that followed provided some long needed guidelines concerning curriculum theory and development.

In 1963, a paper analyzing the scientific approach to the task of theory building in curriculum development was presented at the National Conference of the Association for Supervision and Curriculum Development by Beauchamp (3:57-58). Another paper by Smith explored the role of philosophy in the developmental stages of scientific curriculum theory (3:58). These papers were evidence of the desires of educators in the field of education to promote the scientific method of curriculum development over the traditional method.

In 1966, Koopman attempted to define the most important issues in curriculum development. He stated that the five most important issues were:

1. What shall be the public policy on the role of education?
2. What shall be the public policy on centralization of educational administration?
3. What shall be the educational policy on the role and nature of curriculum development and staff growth?
4. What shall be the role of research and development in education?
5. What shall be the role of curriculum specialists and related personnel? (8:97-98)

Koopman believed the answers to these questions could only be obtained through the scientific method when he stated:

It is the process of research and development at the heart of which lies curriculum development which gives promise of demonstrating the enlarged role of education in a period of swift social change (8:110).

Defining the underlying values of curriculum theory and development was another issue which received much attention. When curriculum theorists spoke about the values of curriculum development, they generally referred to them as educational aims. Most educational aims have been stated in terms of specific ends the curriculum was supposed to meet. The aims then, were statements of value judgement (3:160). In reference to values of curriculum theory and development, Beauchamp stated:

The first task for curriculum planners with respect to values is to identify and state those expressed as attitudes, beliefs, ideas, or concepts, that the school should bring to the attention of pupils (3:162).

He also went on to say that curriculum planners and other educators had failed to deal with values of curriculum development adequately for modern schooling (3:168).

During the 1960's, the recreation explosion was five times as large as the population explosion in the United States. The Bureau of Outdoor Recreation (BOR) was created by Congress in 1963 and Mission 66 was started in order to improve the national parks in America (10:26). It was during the 1960's that national leaders, including President Kennedy, started placing great emphasis on the young people being fit. This concern for the fitness of the young people led to the establishment

of the President's Council on Youth Fitness, now known as the President's Council for Physical Fitness and Sport.

One of the most important developments in recreation during this period was the emergence of scientific research in the field. The field of recreation expanded into several different areas such as, therapeutic recreation, commercial recreation, industrial recreation, and outdoor recreation, as well as community recreation (10:26).

Although the community school concept had been conceived long before the 1960's, it was during this period that the first training center for community school education was established in Flint, Michigan (9).

With the increased interest the field of recreation received during the 1960's, it became more important than ever to develop training programs that would keep pace with the rapid changes the field was experiencing. Corbin suggested a more professional approach be used in designing curriculums in Health, Physical Education, and Recreation. The approach consisted of foundations or a professional philosophy, objectives or competencies which the curriculum was based on, programs which were designed to achieve the objectives, and continual evaluation of the curriculum to make sure the desired ends were being met (6:173).

The 1970's

In 1970, Nerbovig introduced a system of curriculum development called "Unit Planning" (13). A unit was described as

an organization of objectives, activities, and resources, with its focus on a purpose or problem prepared for use in a teaching-learning situation (13:11).

The unit was also broken down into what was referred to as a "teaching unit." The teaching unit was described as

a collection of objectives, activities, materials, etc., on a specified topic, prepared by a teacher for a specified time, to be used with a particular group of learners (13:12).

The unit planning approach to curriculum development was a system that educators could use to keep pace with the changing demands that were being made of education. If the units were based upon competencies that would be required of prospective graduates in any given field, it would be a relatively simple task to change the units as changes occurred in the field.

Competency-based education has received much attention by educators in the United States because of its emphasis on criterion-referenced measures rather than norm-referenced measures. Nagel and Richmond tried to point out the advantages of competency-based education over the traditional or norm-based method of education by use of four axioms of competency-based education (12). These axioms were designed to define the philosophical differences between competency-based education and the traditional methods of education. The four axioms were as follows:

1. In traditional programs time is held constant while achievement varies, while in a competency-based program achievement is held constant while time varies (12:4).
2. Traditional programs place greatest weight on entrance requirements, while competency-based programs place greatest stress on exit requirements (12:12).
3. If you want somebody to learn something, for heaven's sake tell him what it is (12:14).
4. Competency-based instruction equals criterion-referenced instruction plus personalization of instruction (12:57).

Competency-based curriculums have been the subject of several studies since 1970. Informal and subjective data were gathered by Bailey in which students generally felt that courses taught using the competency-based education approach were more meaningful and realistic than the traditional or standard educational approach (1). Bailey's An Educator's Notebook on Competency-Based Education describes the process of using specific competencies to develop instructional modules with specific goals (2).

Some research on competency-based education has been done in the field of Health, Physical Education and Recreation in which questionnaires have sought to determine the competencies most important to prospective graduates of two and four year college curriculums in Health, Physical Education and Recreation.

A competency survey was made concerning therapeutic recreation by the University of Illinois at Urbana-Champaign in 1974 (18).

The National Parks and Recreation Association (NPRA) has used a competency-based approach in defining the purpose of recreation education programs. The association has stated:

The general aim of the recreation and park programs is to prepare persons to live and to serve in a democratic society in which recreation plays an ever more important role (11:1).

The NPRA has also suggested that the basic core classes in a Master's degree program include at least three areas of competency:

1. Basic understanding of various research methods and procedures, including the use of the ability to interpret statistical data.

2. The ability to design, conduct, analyze, and interpret research related to a recreation or park problem.

3. An understanding of the philosophical, psychological, physiological, and social basis for recreation's contribution to individual and societal welfare (11:13).

In October of 1974, the Society of Parks and Recreation Educators (SPRE) which is a branch of the National Recreation and Parks Association held an institute in Denver, Colorado. One recommendation from the institute was the need to establish national guidelines for recreation curriculums both at the four year level and the Master's degree level. At that meeting, it was also determined that recreation educators needed to apply themselves to four areas of concern. The areas of concern included a need for SPRE to develop guidelines for curricula in recreation, the need for a national manpower study, the need for follow-up studies of graduates in recreation at the different institutions, and the need for heavy involvement of state organizations in the development of curriculum standards in recreation (16).

The field of recreation has become an important profession in the United States. There has been a real need to identify the competencies which graduates in recreation needed in order to be successful in the field. Recent attempts to identify important competencies in recreation and to make graduates in the field competent in these areas has started to improve the learning experiences which students in the field of recreation have been receiving.

CHAPTER 3

PROCEDURES

This study was undertaken for the purpose of identifying competencies which could be used to develop the core classes in a curriculum at the Master's degree level in recreation at Kansas State University. A second objective of the study was to determine if recreation educators and professionals working in the field differed in the competencies they felt were most important in a curriculum at the Master's degree level in recreation.

The procedures used in solving the problems in this study are expanded in this chapter.

Development of Survey Instrument

In order to develop the mail survey used in this study, the competencies to be rated by the panel needed to be identified and listed on the survey.

The competencies which were used in the survey were selected from the "National Park and Recreation Education Accreditation Project" of 1972, the "Graduate Student Handbook" from the Department of Recreation and Park Administration at the University of Illinois at Urbana-Champaign for 1973, a list of graduate competencies in recreation at the University of Iowa, and from discussions with the author's major professor at Kansas State University.

From the large number of competencies that might have been used, forty-six competencies representing eight general subject areas were selected (see Appendix A). The forty-six competencies and eight general subject areas were chosen in order to provide the information desired without making the survey time-consuming.

The forty-six competencies listed on the survey were divided into eight areas: 1) Administration, 2) Facilities, 3) Finance, 4) History, 5) Leadership, 6) Philosophy, 7) Programming, and 8) Research (see Appendix A).

The survey was sent to all members of the panel in order to obtain their opinions concerning which competencies were most important in developing the core classes of a curriculum at the Master's degree level in recreation.

A cover letter which explained the purpose of the study and how information from the survey would be used was sent with the survey to each of the selected participants (see Appendix B). The participants were asked to sign a statement that they understood the purpose of the study and agreed to participate. Participants were asked to indicate whether they would permit themselves or their institutions to be identified or not. Participants were assured that their identities and the identity of their institutions would be kept confidential if they so indicated. Participants were asked if they would desire an abstract of the completed study (see Appendix C).

The study was submitted to the "Committee for Rights and Welfare of Human Subjects," Department of Health, Physical Education and

Recreation. The committee approved the study before the survey was mailed to the panel members.

Panel Selection

Twelve educators in the field of recreation and twelve professionals working in the field of recreation were selected to serve as a panel to rate suggested competencies upon which to base the core classes of a curriculum at the Master's degree level in recreation (see Appendix D).

The twelve recreation educators were selected from a list of the officers and directors of the Society of Park and Recreation Educators (SPRE) for 1974 and the SPRE Curriculum Catalog of 1974.

The twelve recreation professionals working in the field of recreation were selected from a list of the officers and board of directors of the American Park and Recreation Society of 1974 and The Kansas Recreation and Park Directory of 1974 (7).

Twenty-one of the panel members were selected from different geographical areas of the United States in order that the study might reflect the general attitudes toward recreation training from several different geographical areas. The state of Kansas was represented by three of the panel members since the study was conducted at Kansas State University for the purpose of benefiting the recreation department at that institution.

Each panel member was asked to return an addressed and stamped postcard indicating whether or not they would be willing to participate in the study (see Appendix E). Twenty-three panel members returned the

postcards indicating they would be willing to participate in the study and one panel member agreed over the telephone to participate in the study.

Rating Scale

A research specialist was asked to assist in developing a rating scale for the competencies included in the questionnaire. Discussions with the research specialist resulted in a six point scale with ascending values for, of no more than minor importance for professional foundations (1 point), important, but relevant primarily to the undergraduate program (2 points), of minimal importance in the graduate program (3 points), desirable in the graduate program (4 points), important in the graduate program (5 points), and, essential in the graduate program (6 points). The panel members were asked to use this scale to rate the suggested competencies to be used in developing the core classes at the Master's degree level in recreation (see Appendix A).

Consultants in Competency-Based Education

When this study was begun, the author was not well versed in the development of competencies for educational purposes. Two specialists in competency-based education in the College of Education at Kansas State University agreed to help the author understand the principles involved in developing competencies upon which to base courses.

The author also enrolled in a course which was taught by one of the consultants in order to increase his understanding of competency-based education.

Analysis of the Data

The primary objective of the study was to identify competencies which could be used to develop the core classes in a curriculum at the Master's degree level in recreation at Kansas State University. The author identified competencies which could be used in a Master's degree level program by first selecting those survey items which received eighty-five percent or more of the total responses in values 4 to 6 of the survey rating scale. These items were considered as being very important in a Master's degree level curriculum in recreation. Those survey items which received less than eighty-five percent and more than sixty percent of the total responses in values 4 to 6 of the survey rating scale were considered acceptable in a Master's degree program in recreation.

A second method was used to identify competencies which could be used in developing the core classes of a curriculum at the Master's degree level in recreation. A six point rating scale was used in the survey with values of 4 to 6 representing desirable, important, and essential in the graduate program. Those survey items which received a mean of 4.0 to 6.0 were considered as graduate level competencies. Composite means between the recreation educators and professionals working in the field were computed for the forty-six survey items. Those items receiving a composite mean of 4.0 to 6.0 and which also received sixty percent or more of the total responses in the values from 4 to 6 on the survey rating scale were considered as being the most important competencies which could be used in developing the core classes in a curriculum at the Master's degree level in recreation.

A second objective of the study was to determine if recreation educators and professionals working in the field differed in the competencies they felt were most important in a curriculum at the Master's degree level in recreation.

The 't' test technique was used to determine if there were any significant differences between the opinions of educators in recreation and professionals working in the field regarding the importance of any of the given items for the core classes in a Master's degree level curriculum. The level of significance chosen for this study was .05.

Coefficient Alpha

Coefficient alpha was used to determine the internal consistency of the items in each subject area. The scores ranged from a low of .52 for facilities to a high of .88 for administration. Seven of the eight subject areas tested recorded an alpha of .68 or higher as noted in Table I. The highest alpha of .88 was recorded for the scale under administration with research, philosophy, programming, history, leadership, and finance following in order. The facilities scale received the lowest alpha score of .52 which was below the acceptable .60 measure of internal consistency.

TABLE I
Coefficient Alpha for the Eight Subject Areas

SCALE	COEFFICIENT ALPHA*
Administration	0.8861
Facilities	0.5276
Finance	0.6850
History	0.7517
Leadership	0.7243
Philosophy	0.8406
Programming	0.7977
Research	0.8662

* .60 acceptable measure of internal consistency

CHAPTER 4

FINDINGS

This study was undertaken for the purpose of identifying competencies which could be used in developing the core classes in a curriculum at the Master's degree level in recreation. A subproblem of this study was to determine if recreation educators and professionals working in the field differed in the competencies they felt were most important in developing the core classes of a curriculum at the Master's degree level in recreation.

The findings of this study were based on a one-hundred percent return of a mail survey sent to a panel composed of twelve recreation educators and twelve professionals working in the field.

The important competencies were identified by the percentage of the total responses each competency received in the survey rating scale from 4 to 6 and those competencies receiving a mean of 4.0 to 6.0 were also considered as graduate level competencies.

The 't' test was used to determine if significant differences occurred between recreation educators and professionals working in the field. The prior level of significance chosen for this study was .05.

The findings of this study have been presented in two parts: 1) the identification of important competencies at the Master's degree level in recreation, and 2) a discussion of differences in opinions between recreation educators and professionals working in the field concerning which competencies were most important in a Master's degree program in recreation.

Identification of Important Competencies

As mentioned in Chapter 3, those survey items which received eighty-five percent or more of the total responses in the rating scale from 4 to 6 were considered important in the Master's curriculum in recreation.

There were nine items that were listed as being Master's degree level competencies by at least eighty-five percent of the twenty-four panel members. These competencies were, ability to interpret statistical data (1), ability to discuss and develop administrative principles and organizational goals (2), be able to use various research methods and procedures (3), describe motivational techniques (4), design, conduct, and analyze research and surveys related to recreation (5), analyze and interpret policies and recommendations formulated by advisory and policy making boards (6), develop personal policies such as inservice education, position analysis, pay scale, recruitment, and selection of personnel (7), organize inservice education programs for recreation leaders (8), and develop a master plan for land acquisition and development (9).

Table II has listed these nine competencies and the percentage of responses in each of the rating scales from 4 to 6 which represented desirable, important, and essential in a Master's degree level curriculum in recreation.

Although the ability to interpret statistical data received the highest total percentage of responses in the rating scale from 4 to 6, it was noted that the ability to discuss and develop administrative

TABLE II

Competencies Receiving 85% or More of Total Responses
in the Rating Scale from 4 to 6 (N=24)

COMPETENCY	PERCENTAGE OF RESPONSE			TOTAL
	4	5	6	
45. Interpret statistical data.	12.5	37.5	45.8	95.8
1. Discuss and develop administrative principles and organizational goals.	8.3	20.8	62.5	91.6
44. Be able to use various research methods and procedures.	8.5	25.0	58.3	91.6
21. Describe motivational techniques.	25.0	33.3	25.0	88.3
46. Design, conduct, and analyze research and surveys related to recreation.	12.5	29.2	45.8	87.5
2. Analyze and interpret policies and recommendations formulated by advisory and policy making boards.	25.8	20.8	41.7	87.5
3. Develop personal policies such as inservice education, position analysis, pay scale, recruitment, and selection of personnel.	12.5	37.5	37.5	87.5
36. Organize inservice education programs for recreation leaders.	45.8	37.5	4.2	87.5
9. Develop a master plan for land acquisition and development.	33.3	29.2	25.0	87.5

principles and organizational goals received the highest percentage of responses in number 6 of the rating scale which represented essential in the graduate program. The ability to use various research methods and procedures was another competency which received a higher percentage of responses in number 6 of the rating scale than the ability to interpret statistical data which suggested the ability to conduct research properly was considered more important than the ability to interpret statistical data.

There were fifteen items which were listed as Master's degree level competencies in recreation by 83 percent to 60 percent of the twenty-four panel members. Table III has listed these fifteen competencies and the percentage of responses in each of the rating scales from 4 to 6 which represented desirable, important, and essential in a Master's degree level curriculum in recreation.

There was one item on the survey listed as a Master's degree level competency by 83.3 percent of the twenty-four panel members. The competency was the ability to develop capital improvement programs for land and facility acquisition.

The ability to evaluate a site using established evaluation criteria was listed as a Master's degree level competency by 79 percent of the panel members. It was noted, however, that only 12.5 percent of the panel members rated this competency as essential in a Master's degree level curriculum in recreation.

The ability to discuss legal aspects of operating a recreation department and the ability to discuss administrative functions of a recreation department were both rated as essential in a recreation

TABLE III

Competencies Receiving 60% to 85% of Total Responses
in the Rating Scale from 4 to 6 (N=24)

COMPETENCY	PERCENTAGE OF RESPONSE			TOTAL
	4	5	6	
13. Develop capital improvement programs for land and facility acquisition.	33.3	29.2	20.8	83.3
8. Evaluate a site, using established evaluative criteria.	29.2	37.5	12.5	79.2
4. Discuss legal aspects of operating a recreation department i.e. enabling legislation, bonds, ordinances, and regulations.	8.3	12.5	58.3	79.1
5. Discuss administrative functions such as budget, financial management, office operations, and public relations.	4.2	12.5	58.3	75.0
11. Present and defend a budget.	0.0	29.2	45.8	75.0
12. Identify current trends in tax supported, voluntary, private, commercial, and industrial recreation.	29.2	20.8	25.0	75.0
14. Discuss performance budget methods.	20.8	16.7	33.3	70.8
19. Demonstrate a knowledge of theory relating to supervision and supervisory practices.	4.2	45.8	20.8	70.8
20. Analyze the role of the supervisor in regard to his subordinates and his superiors.	20.8	29.2	20.8	70.8
39. Construct behavioral objectives.	25.0	33.3	12.5	70.8

TABLE III (continued)

COMPETENCY	PERCENTAGE OF RESPONSE			TOTAL
	4	5	6	
27. Relate the basic communication theories and their application to the communication process.	16.7	20.8	20.8	68.3
17. Describe the sociological factors influencing the trends in recreation.	16.7	12.8	37.5	67.0
6. Develop school-community cooperative programs.	29.2	29.2	8.3	66.7
28. Discuss the philosophical basis for recreation's contribution to individual and societal welfare.	25.0	8.3	33.3	66.6
31. Express a philosophy of supervision.	25.0	33.3	4.2	62.5

graduate program by 58.3 percent of the panel members which suggested that these two competencies were possibly more important at the graduate level than some of the competencies listed in Table I.

The procedure of selecting those survey items which received 60 percent or more of the total responses in values 4 to 6 of the survey rating scale identified twenty-four competencies which seemed to be acceptable for use in a Master's degree program in recreation as shown in Tables II and III.

Competencies Receiving a Mean of 4.0 or Higher

Another method was used to identify competencies which could be used in developing a curriculum at the Master's degree level in recreation. The panel members were asked to rate the importance of various competencies to a Master's degree level curriculum in recreation by using a rating scale from 1 to 6 with ascending values. A rating of 1 to 3 indicated that the competencies were of importance mainly to the undergraduate level. A rating of 4 to 6 indicated desirable, important, and essential to the Master's degree level. Those competencies which received a mean of 4.0000 or higher were considered to be the competencies upon which the core classes in a curriculum at the Master's degree level in recreation should be based. The means for each of the forty-six survey items were listed in Table IV.

There were twenty-six competencies which received a mean of 4.0 to 5.3 from the recreation educators listed in Table V together with the rank order of each competency. The competencies which received

TABLE IV
't' Test Results for the Forty-Six Survey Items

COMPETENCY	MEAN,		't' VALUE
	1*	2**	
1. Discuss and develop administrative principles and organizational goals.	5.3333	5.1667	0.30
2. Analyze and interpret policies and recommendations formulated by advisory and policy making boards.	5.0833	4.5000	1.04
3. Develop personal policies such as inservice education, position analysis, pay scale, recruitment, and selection of personnel.	5.0833	4.6667	0.76
4. Discuss legal aspects of operating a recreation department i.e. enabling legislation, bonds, ordinances, and regulations.	5.2500	4.5000	1.12
5. Discuss administrative functions such as budget, financial management, office operations, and public relations.	5.3333	4.1667	1.65
6. Develop school-community cooperative programs.	4.4167	3.2500	2.26***
7. Develop safety policies and procedures for recreation areas-- buildings, parks, marinas, and beaches, etc.	3.5000	3.0000	0.86
8. Evaluate a site, using established evaluative criteria.	4.4167	4.0833	0.64
9. Develop a master plan for land acquisition and development.	4.7500	4.5833	0.40
10. Develop maintenance procedures.	4.1667	2.8333	3.04***

—* Educators in the Field of Recreation

** Professionals working in the Field of Recreation

*** .05 Level of Significance with 23 Degrees of Freedom at 2.07

**** Significant, but not Rated as Graduate Level Competency by either Group

TABLE IV (continued)

COMPETENCY	MEAN		't' VALUE
	1*	2**	
11. Present and defend a budget.	4.9167	4.4167	0.70
12. Identify current trends in tax supported, voluntary, private, commercial, and industrial recreation.	4.5833	3.9167	1.13
13. Develop capital improvement programs for land and facility acquisition.	4.6667	4.2500	0.86
14. Discuss performance budget methods.	4.3333	4.2500	0.12
15. Trace historical attitudes towards recreation.	3.0000	2.3333	1.26
16. Relate important stages in the growth and development of organized recreation in the United States.	3.0833	2.0833	1.98
17. Describe the sociological factors influencing the trends in recreation.	4.9167	3.5833	2.01
18. Discuss and demonstrate leadership techniques.	3.5000	2.3333	2.08****
19. Demonstrate a knowledge of theory relating to supervision and supervisory practices.	4.7500	3.9167	1.34
20. Analyze the role of the supervisor in regard to his subordinates and his superiors.	4.4167	3.8333	0.91
21. Describe motivational techniques.	4.5000	4.5000	0.0
22. Participate as a leader on a face-to-face level (either paid or voluntary).	2.6667	2.4167	0.51

* Educators in the Field of Recreation

** Professionals working in the Field of Recreation

*** .05 Level of Significance with 23 Degrees of Freedom at 2.07

**** Significant, but not Rated as Graduate Level Competency by either Group

TABLE IV (continued)

COMPETENCY	MEAN		't' VALUE
	1*	2**	
23. Plan and chair a business meeting according to Roberts Rules of Order.	2.5833	3.1667	-1.25
24. Plan and chair a meeting using group process.	2.8333	3.2500	-0.78
25. Describe current leadership theories and their strengths and weaknesses.	3.0000	3.3333	-0.60
26. Discuss the nature of groups and group process.	3.2500	3.5833	-0.54
27. Relate the basic communication theories and their application to the communication process.	3.6667	4.0000	-0.49
28. Discuss the philosophical basis for recreation's contribution to individual and societal welfare.	4.5833	3.5000	1.56
29. State a philosophy of recreation.	4.0000	3.0833	1.29
30. State recreation principles.	3.4167	2.9167	0.81
31. Express a philosophy of supervision.	3.9167	3.5833	0.61
32. Describe pros and cons of the joint "school-community concept" of recreation programs.	4.0000	3.0833	1.78
33. Discuss the psychological basis for recreation's contribution to individual and societal welfare.	4.5833	3.0833	2.49***
34. Describe values of recreation as related to a belief in man, society, and a supreme being.	4.0833	3.2500	1.06

* Educators in the Field of Recreation

** Professionals working in the Field of Recreation

*** .05 Level of Significance with 23 Degrees of Freedom at 2.07

**** Significant, but not Rated as Graduate Level Competency by either Group

TABLE IV (continued)

COMPETENCY	MEAN		't' VALUE
	1*	2**	
35. Discuss contributions of authorities in the field.	3.5833	3.2500	0.58
36. Organize inservice education programs for recreation leaders.	4.4167	4.1667	0.71
37. Develop a sample program for a recreation department.	3.0000	3.1667	-0.26
38. State program goals and objectives.	3.5000	3.9167	-0.56
39. Construct behavioral objectives.	3.9167	4.0000	-0.13
40. Develop program manuals.	3.8333	3.0833	1.32
41. Develop innovative programs.	3.7500	2.9167	1.24
42. State program planning principles.	2.5833	2.7500	-0.30
43. Describe a desirable progression of program skills for all age groups in any specific area of recreation i.e. art, music, outdoor, drama, dance, sports, and games.	2.8333	2.4167	0.79
44. Be able to use various research methods and procedures.	5.2500	5.2500	0.0
45. Interpret statistical data.	5.3333	5.0833	0.62
46. Design, conduct, and analyze research and surveys related to recreation.	5.1667	4.7500	0.76

* Educators in the Field of Recreation

** Professionals working in the Field of Recreation

*** .05 Level of Significance with 23 Degrees of Freedom at 2.07

**** Significant, but not Rated as Graduate Level Competency by either Group

TABLE V

Rank Order of Master's Level Competencies
as Rated by Educators in the Field of Recreation

COMPETENCY	MEAN	RANK ORDER
1. Discuss and develop administrative principles and organizational goals.	5.3333	2.0
5. Discuss administrative functions such as budget, financial management, office operations, and public relations.	5.3333	2.0
45. Interpret statistical data.	5.3333	2.0
4. Discuss legal aspects of operating a recreation department i.e. enabling legislation, bonds, ordinances, and regulations.	5.2500	4.5
44. Be able to use various research methods and procedures.	5.2500	4.5
46. Design, conduct, and analyze research and surveys related to recreation.	5.1667	6.0
2. Analyze and interpret policies and recommendations formulated by advisory and policy making boards.	5.0833	7.5
3. Develop personal policies such as inservice education, position analysis, pay scale, recruitment, and selection of personnel.	5.0833	7.5
11. Present and defend a budget.	4.9167	9.5
17. Describe the sociological factors influencing the trends in recreation.	4.9167	9.5
9. Develop a master plan for land acquisition and development.	4.7500	11.5
19. Demonstrate a knowledge of theory relating to supervision and supervisory practices.	4.7500	11.5

TABLE V (continued)

COMPETENCY	MEAN	RANK ORDER
13. Develop capital improvement programs for land and facility acquisition.	4.6667	13.0
12. Identify current trends in tax supported, voluntary, private, commercial, and industrial recreation.	4.5833	15.0
28. Discuss the philosophical basis for recreation's contribution to individual and societal welfare.	4.5833	15.0
33. Discuss the psychological basis for recreation's contribution to individual and societal welfare.	4.5833	15.0
21. Describe motivational techniques.	4.5000	17.0
6. Develop school-community cooperative programs.	4.4167	19.5
8. Evaluate a site, using established evaluative criteria.	4.4167	19.5
20. Analyze the role of the supervisor in regard to his subordinates and his superiors.	4.4167	19.5
36. Organize inservice education programs for recreation leaders.	4.4167	19.5
14. Discuss performance budget methods.	4.3333	22.0
10. Develop maintenance procedures.	4.1667	23.0
34. Describe values of recreation as related to a belief in man, society, and a supreme being.	4.0833	24.0
29. State a philosophy of recreation.	4.0000	25.5
32. Describe pros and cons of the joint "school-community concept" of recreation programs.	4.0000	25.5

TABLE VI

Rank Order of Master's Level Competencies as Rated
by Professionals Working in the Field of Recreation

COMPETENCY	MEAN	RANK ORDER
44. Be able to use various research methods and procedures.	5.2500	1.0
1. Discuss and develop administrative principles and organizational goals.	5.1667	2.0
45. Interpret statistical data.	5.0833	3.0
46. Design, conduct, and analyze research and surveys related to recreation.	4.7500	4.0
3. Develop personal policies such as inservice education, position analysis, pay scale, recruitment, and selection of personnel.	4.6667	5.0
9. Develop a master plan for land acquisition and development.	4.5833	6.0
2. Analyze and interpret policies and recommendations formulated by advisory and policy making boards.	4.5000	8.0
4. Discuss legal aspects of operating a recreation department i.e. enabling legislation, bonds, ordinances, and regulations.	4.5000	8.0
21. Describe motivational techniques.	4.5000	8.0
11. Present and defend a budget.	4.4167	10.0
13. Develop capital improvement programs for land and facility acquisition.	4.2500	11.5
14. Discuss performance budget methods.	4.2500	11.5

TABLE VI (continued)

COMPETENCY	MEAN	RANK ORDER
5. Discuss administrative functions such as budget, financial management, office operations, and public relations.	4.1667	13.5
36. Organize inservice education programs for recreation leaders.	4.1667	13.5
8. Evaluate a site, using established evaluative criteria.	4.0833	15.0
27. Relate the basic communication theories and their application to the communication process.	4.0000	16.5
39. Construct behavioral objectives.	4.0000	16.5

a mean of 4.0 to 6.0 from the professionals working in the field of recreation were listed in Table VI together with the rank order of each competency.

Responses of Recreation Educators

The educators in recreation who participated in the study listed twenty-six of the survey items as being acceptable for inclusion in a Master's degree level curriculum in recreation. These twenty-six items were listed in Table V together with the means and rank order of the items.

The recreation educators rated the ability to discuss and develop administrative principles and organizational goals and research capabilities as being very important competencies for graduates of a Master's degree program in recreation.

The recreation educators tended to rate administrative and research competencies as the competencies which were most important in developing a curriculum at the Master's degree level in recreation.

Responses of Professionals Working in the Field of Recreation

The professionals working in the field of recreation who participated in the study listed seventeen of the survey items as being acceptable for inclusion in a Master's degree level curriculum. These seventeen items were listed in Table VI together with the means and rank order of the items.

The professionals working in the field of recreation rated research competencies and administrative competencies as the most

important competencies which a Master's degree curriculum in recreation should stress.

Research competencies tended to receive higher means than administrative competencies from the professionals working in the field of recreation.

Discussion of Composite Means

The composite mean and rank order were computed for the forty-six survey items. There were twenty items which had a composite mean of 4.0 or higher--4.0 to 6.0 being that portion of the rating scale signifying graduate level competencies.

Table VII has listed the twenty items together with the composite mean and composite rank order.

When the composite mean between the recreation educators and professionals working in the field were computed, the administrative competencies showed a slightly higher rating than the research competencies as shown in Table VII. The twenty survey items which received a composite mean of 4.0 or higher on the survey rating scale from 1 to 6 showed administrative and research capabilities to be the most important competencies which could be used to develop the core classes of a curriculum at the Master's degree level in recreation.

The twenty survey items which received a mean of 4.0 to 6.0 on the survey scale were compared with the twenty-four survey items in Tables II and III which received 60 percent or more of the total responses in values 4 to 6 of the rating scale. All twenty of the items in Table VII were listed in Tables II and III. The four items listed in

TABLE VII

Composite Mean and Rank Order for the Twenty Survey Items
Receiving a Composite Mean of 4.0 or Higher

COMPETENCY	COMPOSITE MEAN	COMPOSITE RANK ORDER
Discuss and develop administrative principles and organizational goals.	5.2500	2.0
Be able to use various research methods and procedures.	5.2500	2.0
Discuss administrative functions such as budget, financial management, office operations, and public relations.	5.2500	2.0
Interpret statistical data.	5.2083	4.0
Design, conduct, and analyze research and surveys related to recreation.	4.9583	5.0
Develop personal policies such as inservice education, position analysis, pay scale, recruitment, and selection of personnel.	4.8750	6.0
Discuss legal aspects of operating a recreation department i.e. enabling legislation, bonds, ordinances, and regulations.	4.8756	7.0
Analyze and interpret policies and recommendations formulated by advisory and policy making boards.	4.7916	8.0
Present and defend a budget.	4.6667	9.5
Develop a master plan for land acquisition and development.	4.6667	9.5
Describe motivational techniques.	4.5000	11.0

TABLE VII (continued)

COMPETENCY	COMPOSITE MEAN	COMPOSITE RANK ORDER
Develop capital improvement programs for land and facility acquisition.	4.4583	12.0
Demonstrate a knowledge of theory relating to supervision and supervisory practices.	4.3333	13.0
Organize inservice education programs for recreation leaders.	4.2917	14.5
Discuss performance budget methods.	4.2917	14.5
Identify current trends in tax supported, voluntary, private, commercial, and industrial recreation.	4.2500	17.0
Describe the sociological factors influencing the trends in recreation.	4.2500	17.0
Evaluate a site, using established evaluative criteria.	4.2500	17.0
Analyze the role of the supervisor in regard to his subordinates and his superiors.	4.1250	19.0
Discuss the philosophical basis for recreation's contribution to individual and societal welfare.	4.0416	20.0

Tables II and III which were not listed in Table VII as having a composite mean of 4.0 to 6.0 were the ability to develop school-community cooperative programs (6), ability to relate the basic communication theories (27), ability to express a philosophy of supervision (31), and the ability to construct behavioral objectives (39).

The twenty survey items shown in Table VII appeared to emerge as the twenty most important survey competencies upon which the core classes of a curriculum at the Master's degree level in recreation might be based.

General Subject Areas

The forty-six survey items represented eight general subject areas: 1) Administration, 2) Facilities, 3) Finance, 4) History, 5) Leadership, 6) Philosophy, 7) Programming, and 8) Research.

The composite mean was computed for each of the eight general subject areas by adding the means of the recreation educators and the professionals working in the field and then dividing by two. These composite means were compared against the highest mean possible for that area. Research, administration, finance, facilities, and philosophy were the sections which the panel members rated as being the most important general subject areas at the Master's degree level in recreation. The areas of history, leadership, and programming were not rated as high. Table VIII has listed the eight general subject areas together with the composite mean and the highest mean possible in each area. Coefficient alpha showed the facilities scale to lack internal consistency, and generalizations based on this scale should be made with caution.

TABLE VIII

Composite Mean and Highest Mean Possible
for the Eight Survey Subject Areas

General Subject Areas	Composite Mean	Highest Mean Possible
Administration	31.6250	42.0
Facilities*	12.1665	18.0
Finance	17.6660	24.0
History	9.5000	18.0
Leadership	34.7500	60.0
Philosophy	28.9583	48.0
Programming	27.1250	48.0
Research	15.4166	18.0

* Coefficient alpha showed this scale to lack internal consistency and generalizations based on this scale should be made with caution.

Differences Between the Two Groups

A subproblem of this study was to determine if recreation educators and professionals working in the field differed in the competencies they felt were most important in a curriculum at the Master's degree level in recreation.

The 't' test technique was used to determine if there were any significant differences between the opinions of recreation educators and professionals working in the field regarding the importance of any given items for the core classes in a Master's degree level curriculum. The prior level of significance chosen for this study was .05. The 't' scores for the forty-six survey items were listed in Table IV.

The recreation educators and professionals working in the field each rated the ability to discuss and develop administrative principles and organizational goals as an important competency at the Master's degree level in recreation. Research was another area that both groups rated quite high, but the professionals working in the field of recreation rated research abilities higher than did the recreation educators.

There were seven survey items which were rated as graduate level competencies by the recreation educators but were rated as undergraduate level competencies by the professionals working in the field of recreation. These seven competencies were listed in Table IX together with the mean the competencies received from each group and the 't' score.

There were three items which showed significant differences at the .05 level as noted in Table IX. The data in Table IX showed that the seven survey items listed were rated as graduate competencies by the recreation educators and undergraduate competencies by the profes-

TABLE IX

Differences Between Recreation Educators and Professionals
Working in the Field for Seven Survey Competencies

COMPETENCY	MEAN 1*	MEAN 2**	't' SCORE
17. Describe the sociological factors influencing the trends in recreation.	4.9167	3.5833	2.01
33. Discuss the psychological basis for recreation's contribution to individual and societal welfare.	4.5833	3.0833	2.49***
6. Develop school-community cooperative programs.	4.4167	3.2500	2.26***
10. Develop maintenance procedures.	4.1667	2.8333	3.04***
34. Describe values of recreation as related to a belief in man, society, and a supreme being.	4.0833	3.2500	1.06
29. State a philosophy of recreation.	4.0000	3.0833	1.29
32. Describe pros and cons of the joint "school-community concept" of recreation programs.	4.0000	3.0833	1.78

* Educators in the Field of Recreation

** Professionals working in the Field of Recreation

*** .05 Level of Significance with 23 degrees of freedom at 2.07

sionals in the field. The greatest difference between the recreation educators and professionals in the field of recreation concerned competency 10, the ability to develop maintenance procedures. The recreation educators rated the competency as desirable in the graduate program while the professionals working in the field felt it was important at the undergraduate level.

The professionals working in the field of recreation rated two survey items as graduate level competencies which recreation educators rated as undergraduate competencies. These two items were listed in Table X together with the mean received from each group and the 't' score. The two items shown in Table X were rated as desirable in the graduate program by the professionals working in the field of recreation while the recreation educators rated these two items as of minor importance in a recreation Master's degree program. The 't' score was not significant for the data shown in Table X and, therefore, it was concluded that no real difference existed between the two groups concerning these two competencies.

Comments from Panel Members

The panel members were asked to list three additional competencies which they felt were important to the graduate student at the Master's degree level in recreation. Many of the surveys were returned with no additional competencies listed. The additional competencies that were listed did not reflect any particular subject area or competency, except one. Six of the professionals working in the field and one of the recreation educators stated that they felt a graduate student

TABLE X

Differences Between Recreation Professionals Working in the Field
and Recreation Educators for Two Survey Competencies

COMPETENCY	MEAN 1*	MEAN 2**	't' SCORE***
27. Relate the basic communication theories and their application to the communication process.	3.6667	4.0000	0.49
39. Construct behavioral objectives.	3.9167	4.0000	0.13

* Educators in the Field of Recreation

** Professionals Working in the Field of Recreation

*** .05 Level of Significance with 23 Degrees of Freedom at 2.07

should be given a good working knowledge of the political process necessary in order to operate a community recreation program.

Summary

The primary problem in this study was to identify competencies which could be used to develop the core classes in a curriculum at the Master's degree level in recreation at Kansas State University.

Twelve recreation educators and twelve professionals working in the field were selected to complete a forty-six item mail survey. The findings of this chapter were based on a one-hundred percent return of all surveys from the twenty-four panel members.

Twenty-four Master's degree level competencies were identified by listing those competencies which received sixty percent or more of the total responses in values from 4 to 6 in the survey rating scale which indicated desirable, important, and essential in a graduate program in recreation.

A second method of identifying graduate competencies was used in which those items which received a mean of 4.0 to 6.0 from recreation educators and professionals working in the field were considered as being acceptable in a recreation Master's degree curriculum. The means of the recreation educators and professionals working in the field were added and divided by two for the purpose of computing a composite mean for each of the forty-six survey items. Twenty items received a composite mean of 4.0 to 6.0 which represented desirable, important, and essential in a Master's degree program in recreation.

The twenty competencies which received a composite mean of 4.0 to 6.0 were compared with the twenty-four competencies which received sixty percent or more of the total responses in the survey rating scale from 4 to 6. Twenty competencies emerged as receiving both a composite mean of 4.0 or higher and at least sixty percent of the total responses in values 4 to 6 of the survey rating scale.

A subproblem of this study was to determine if recreation educators and professionals in the field differed in the competencies they felt were important for a curriculum at the Master's degree level in recreation. The findings of this study indicated that although there was strong agreement between recreation educators and professionals in the field concerning the competencies which were important at the Master's degree level in recreation, there were also some disagreements over certain competencies. Over all, recreation educators tended to rate the survey items higher than the professionals working in the field. The recreation educators rated twenty-six items as graduate level competencies while the professionals rated seventeen items as graduate level competencies. A significant 't' score was recorded for four of the competencies.

CHAPTER 5

CONCLUSIONS

The purpose of this study was to identify competencies which could be used to develop the core classes of a curriculum at the Master's degree level in recreation which could be implemented at Kansas State University.

A panel of twelve recreation educators and twelve professionals working in the field of recreation were asked to complete and return a survey indicating which competencies they felt were most important for graduate students to acquire during their training in preparation for a Master's degree in recreation. The conclusions are based on a one-hundred percent return of the surveys from the panel members with a rating scale of 1 to 6 used by the panel members in rating various competencies.

Conclusions and Recommendations

There were four conclusions and recommendations made from this study. They were as follows:

1. The twenty competencies which received a composite mean of 4.0 or higher and which also received sixty percent or more of the total responses in values 4 to 6 of the survey rating scale were identified as the most important competencies which could be used to develop a curriculum at the Master's degree level in recreation at Kansas State University.

2. The twenty competencies mentioned in the first conclusion and listed in Table VII of Chapter 4 should be used to develop the core classes of a curriculum at the Master's degree level in recreation at Kansas State University.

3. The survey items which were rated as being undergraduate competencies should be considered as possible prerequisites for entrance into a program at the Master's degree level in recreation at Kansas State University.

Recommendations for future studies in this area included:

1. A study should be made to determine how the twenty most important competencies as determined by this study could best be used to develop the core classes of a curriculum at the Master's degree level in recreation.

2. This study should be repeated using different panels such as students in recreation and employers of recreation graduates.

3. This study should be made using different competencies and general subject areas.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

Survey

For Office Use Only

No.

Research #

COMPETENCY SURVEY

MASTER'S DEGREE CORE COMPETENCY SURVEY

Kansas State University

Department of Health, Physical Education and Recreation

Manhattan, Kansas

The results of this competency survey will be used in suggesting the major competencies upon which the core classes of a Master's curriculum in recreation should be based at Kansas State University.

KANSAS STATE UNIVERSITY
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

MASTER'S DEGREE CORE COMPETENCY SURVEY

DIRECTIONS: Please read each statement carefully and use the code numbers to indicate how you feel about the statement. Please mail the questionnaire to me in the enclosed envelope.

Please circle the one response you feel is most appropriate for each question. There are six possible responses to each question. They are as follows:

- 1 Of no more than minor importance for professional foundations
- 2 Important, but relevant primarily to undergraduate program
- 3 Of minimal importance in graduate program
- 4 Desirable in graduate program
- 5 Important in graduate program
- 6 Essential in graduate program

COMPETENCIES	RESPONSES					
<u>ADMINISTRATION</u>						
1. Discuss and develop administrative principles and organizational goals.	1	2	3	4	5	6
2. Analyze and interpret policies and recommendations formulated by advisory and policy making boards.	1	2	3	4	5	6
3. Develop personal policies such as inservice education, position analysis, pay scale, recruitment, and selection of personnel.	1	2	3	4	5	6
4. Discuss legal aspects of operating a recreation department i.e. enabling legislation, bonds, ordinances, and regulations.	1	2	3	4	5	6
5. Discuss administrative functions such as budget, financial management, office operations, and public relations.	1	2	3	4	5	6

- | | | | | | | |
|--|---|---|---|---|---|---|
| 6. Develop school-community cooperative programs. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Develop safety policies and procedures for recreation areas--buildings, parks, marinas, and beaches, etc. | 1 | 2 | 3 | 4 | 5 | 6 |

FACILITIES

- | | | | | | | |
|--|---|---|---|---|---|---|
| 8. Evaluate a site, using established evaluative criteria. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Develop a master plan for land acquisition and development. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Develop maintenance procedures. | 1 | 2 | 3 | 4 | 5 | 6 |

FINANCE

- | | | | | | | |
|--|---|---|---|---|---|---|
| 11. Present and defend a budget. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Identify current trends in tax supported, voluntary, private, commercial, and industrial recreation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Develop capital improvement programs for land and facility acquisition. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Discuss performance budget methods. | 1 | 2 | 3 | 4 | 5 | 6 |

HISTORY

- | | | | | | | |
|---|---|---|---|---|---|---|
| 15. Trace historical attitudes towards recreation. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Relate important stages in the growth and development of organized recreation in the United States. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. Describe the sociological factors influencing the trends in recreation. | 1 | 2 | 3 | 4 | 5 | 6 |

LEADERSHIP

- | | | | | | | |
|--|---|---|---|---|---|---|
| 18. Discuss and demonstrate leadership techniques. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Demonstrate a knowledge of theory relating to supervision and supervisory practices. | 1 | 2 | 3 | 4 | 5 | 6 |

20. Analyze the role of the supervisor in regard to his subordinates and his superiors.	1	2	3	4	5	6
21. Describe motivational techniques.	1	2	3	4	5	6
22. Participate as a leader on a face-to-face level (either paid or voluntary).	1	2	3	4	5	6
23. Plan and chair a business meeting according to Roberts Rules of Order.	1	2	3	4	5	6
24. Plan and chair a meeting using group process.	1	2	3	4	5	6
25. Describe current leadership theories and their strengths and weaknesses.	1	2	3	4	5	6
26. Discuss the nature of groups and group process.	1	2	3	4	5	6
27. Relate the basic communication theories and their application to the communication process.	1	2	3	4	5	6

PHILOSOPHY

28. Discuss the philosophical basis for recreation's contribution to individual and societal welfare.	1	2	3	4	5	6
29. State a philosophy of recreation.	1	2	3	4	5	6
30. State recreation principles.	1	2	3	4	5	6
31. Express a philosophy of supervision.	1	2	3	4	5	6
32. Describe pros and cons of the joint "school-community concept" of recreation programs.	1	2	3	4	5	6
33. Discuss the psychological basis for recreation's contribution to individual and societal welfare.	1	2	3	4	5	6
34. Describe values of recreation as related to a belief in man, society, and a supreme being.	1	2	3	4	5	6
35. Discuss contributions of authorities in the field.	1	2	3	4	5	6

PROGRAMMING

- | | | | | | | |
|---|---|---|---|---|---|---|
| 36. Organize inservice education programs for recreation leaders. | 1 | 2 | 3 | 4 | 5 | 6 |
| 37. Develop a sample program for a recreation department. | 1 | 2 | 3 | 4 | 5 | 6 |
| 38. State program goals and objectives. | 1 | 2 | 3 | 4 | 5 | 6 |
| 39. Construct behavioral objectives. | 1 | 2 | 3 | 4 | 5 | 6 |
| 40. Develop program manuals. | 1 | 2 | 3 | 4 | 5 | 6 |
| 41. Develop innovative programs. | 1 | 2 | 3 | 4 | 5 | 6 |
| 42. State program planning principles. | 1 | 2 | 3 | 4 | 5 | 6 |
| 43. Describe a desirable progression of program skills for all age groups in any specific area of recreation i.e. art, music, outdoor, drama, dance, sports, and games. | 1 | 2 | 3 | 4 | 5 | 6 |

RESEARCH

- | | | | | | | |
|--|---|---|---|---|---|---|
| 44. Be able to use various research methods and procedures. | 1 | 2 | 3 | 4 | 5 | 6 |
| 45. Interpret statistical data. | 1 | 2 | 3 | 4 | 5 | 6 |
| 46. Design, conduct, and analyze research and surveys related to recreation. | 1 | 2 | 3 | 4 | 5 | 6 |

Please list three (3) additional competencies you feel are important to the graduate student at the Master's Degree level in Recreation.

APPENDIX B

Cover Letter

Department of Health, Physical Education
and Recreation
Manhattan, Kansas 66506

April 22, 1975

Thank you very much for your willingness to participate in the study I am conducting at Kansas State University. The purpose of the study is to determine the most important competencies to be developed in the core classes of a curriculum for the Masters Degree in recreation.

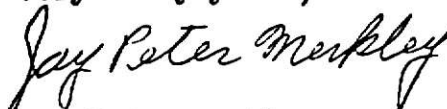
Enclosed is a copy of the competency survey with instructions. Also enclosed is a human rights and welfare form which should be filled out and returned with the survey.

An addressed, stamped envelope has been provided for your convenience in returning the survey and human rights form.

I will appreciate it very much if you will return the survey and human rights form by May 15, 1975.

Thank you again for your cooperation in this study.

Very truly yours,



Jay Peter Merkley
Graduate Teaching Assistant



Don Lindley
Associate Professor

Enclosures (3)

am

APPENDIX C

Human Rights and Welfare Form

KANSAS STATE UNIVERSITY
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION
HUMAN RIGHTS AND WELFARE FORM

I understand the purpose of this questionnaire is to determine the most important competencies that will be expected of an individual upon completion of a Master's Degree program in Recreation.

I also understand that the findings of this study will be used to suggest the basic classes that all Master's Degree candidates in Recreation would be required to take at Kansas State University.

I agree to participate in this study under the following stipulations:

- ☐ You may use my name and the name of the institution for which I work.
- ☐ You may use my name but not the name of the institution for which I work.
- ☐ You may not use my name but may use the name of the institution for which I work.
- ☐ You may not use my name or the name of the institution for which I work.

Would you like an abstract of the completed study? ☐yes ☐no

APPENDIX D

**Panel Members chosen from
Educators in Recreation
and
Professionals Working in the Field**

The members of the panel classified as educators were:

Joseph J. Bannon
University of Illinois at Urbana-Champaign
Champaign, Illinois

James L. Bristor
Michigan State University
East Lansing, Michigan

Paul D. Brown
San Jose State University
San Jose, California

Arlin F. Epperson
University of Missouri-Columbia
Columbia, Missouri

Edward H. Heath
Oregon State University
Corvallis, Oregon

Janet R. MacLean
Indiana University
Bloomington, Indiana

Tony A. Mobley
The Pennsylvania State University
University Park, Pennsylvania

Elmer A. Scholer
The University of New Mexico
Albuquerque, New Mexico

Thomas A. Stein
Program in Recreation Administration
205 Pettigrew Hall
Chapel Hill, North Carolina

David E. Sterle
California State University at
Northridge, California

Pearl H. Vaughn
Grambling University
Grambling, Louisiana

**One name withheld by request

The members of the panel classified as professionals working
in the field were:

Frank J. Anneberg
Manhattan Recreation Comm.
120 North 4th Street
Manhattan, Kansas

James A. Colley
Norfolk Recreation Bureau
406 East Plume Street
Norfolk, Virginia

James L. Donohue
200 Lincoln
Salinas, California

Bill Enlow
835 Irving Boulevard
Irving, Texas

James F. Fisher
North Jeffco Recreation and Park District
9101 Ralston Road
Arvada, Colorado

William I. Lederer
Town of Greenburgh, Recreation Comm.
55 West Hartsdale Avenue
Hartsdale, New York

Bret J. McGinnis
Public Recreation Commission
222 E. Central Parkway
Cincinnati, Ohio

Richard A. Tapply
Community Recreation Service
State of New Hampshire
Box 856
Concord, New Hampshire

Addresses withheld by request on the following professionals:

Suzanne Umphrey

Richard S. Westgate

**Two names withheld by request

APPENDIX E

Cover Letter and Postcard

Department of Health, Physical Education
and Recreation
Manhattan, Kansas 66506

March 27, 1975

In partial fulfillment of the requirements for a Masters Degree in Health, Physical Education and Recreation at Kansas State University in Manhattan, Kansas, I am conducting a study to determine the most important competencies upon which the core classes of a curriculum at the Masters Degree level in recreation should be based. The information gained from this study will be used to set up modules with goals for a curriculum at the Masters Degree level in recreation at Kansas State University.

You have been selected as one of the twenty-four prominent educators and professionals in the field of recreation to complete a questionnaire that will take approximately 15 to 20 minutes to complete.

Please indicate on the enclosed postcard whether or not you would be willing to participate in this study. Your cooperation will be greatly appreciated.

Very truly yours,

Jay Peter Merkley
Graduate Teaching Assistant

Don Lindley
Associate Professor of Recreation

enclosure

POSTCARD

Would you be willing to participate in this study by taking 15 to 20 minutes to complete a questionnaire and return it in a stamped and addressed envelope that will be provided...

_____ Yes

_____ No

Would you be interested in receiving an abstract of the completed study...

_____ Yes

_____ No

THE IDENTIFICATION OF CORE COMPETENCIES AT THE MASTER'S
DEGREE LEVEL IN RECREATION AT KANSAS STATE UNIVERSITY

by

JAY PETER MERKLEY

B. A., Brigham Young University, 1970

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Health, Physical Education and Recreation

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1975

ABSTRACT

This study was undertaken for the purpose of suggesting the core competencies of a curriculum at the Master's degree level in recreation at Kansas State University. A mail questionnaire containing forty-six competencies to be rated on a six point rating scale with ascending values was developed and mailed to twelve recreation educators and twelve professionals working in the field of recreation. The twelve recreation educators and twelve professionals working in the field of recreation were selected to rate the forty-six competencies as to their importance in a recreation graduate curriculum at the Master's degree level. The most important competencies were identified by selecting those competencies which received 60 percent or more of the total responses in values 4 to 6 of the rating scale and received a composite mean of 4.0 or higher. Twenty competencies were identified as having both 60 percent or more of the total responses in values 4 to 6 of the rating scale and composite means of 4.0 or higher. The recommendation was made that the twenty competencies which received both 60 percent of the total responses in values 4 to 6 of the rating scale and composite means of 4.0 or higher be used to develop the core classes of a curriculum at the Master's degree level in recreation at Kansas State University. Additional recommendations were made that the competencies which were rated as undergraduate competencies be used as prerequisites for entrance into a curriculum at the Master's degree level in recreation and research should be conducted concerning the general subject

area of the political process of administering community recreation to determine if this area should be taught at the Master's degree level in recreation and what aspects of the subject area would be most important.