

A SURVEY OF THE RECREATIONAL INTERESTS AND HABITS
AMONG STUDENTS AT KANSAS STATE UNIVERSITY

by

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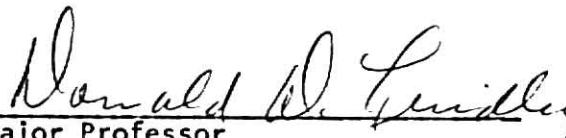
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CHAPTER ONE

STATEMENT OF THE PROBLEM

Each year, thousands of students from divergent economic, social, and cultural backgrounds attend institutions of higher learning in the United States. Confronted by a variety of stimulating experiences, these students should be prepared to accept a new way of life within an unfamiliar environment. The student should be physically and mentally prepared to accept the intellectual, emotional, and social changes which may occur. All of the resources of the college or university should be united in order to ease adjustment and to provide the necessary encouragement throughout the remainder of the educational process.

One prerequisite for student development is the availability of adequate recreational opportunities and facilities at the particular institution in order for students to enjoy and profit from their leisure, to gain emotional release from pressures and tensions, and to reduce some of the adjustment problems. (5) (14) (27) (19)

Many criteria should be included in the development of sound recreational opportunities for college students: dynamic leadership, creative imagination, efficient organization, and effective communication. However, the primary factor limiting student participation is the availability of adequate recreational facilities. Even the best conceived programs of recreation for university students will not be

fully realized if the activity space is limited. Students need gymnasias, swimming pools, sports fields, exercise rooms, and other areas designed for special recreational needs. (9)

Kansas State University in Manhattan, Kansas, provides an example of the problems encountered in creating and constructing facilities designed to satisfy student recreational needs.

For nearly twenty-five years, the recreational facilities were confined within two buildings--Ahearn and Nichols. These structures were designed primarily for use by the athletic department, but instructional space was also made available for the men's physical education department in Ahearn and the women's physical education department in Nichols. Throughout the years, these three departments have experienced marked program expansion. Simultaneously, related departments in athletics, recreation, collegiate education, and continuing education were expanding into whatever space could be found in Ahearn and Nichols.

For example, the Recreational Services Department, created in 1967, began to conduct its program in Ahearn. As the recreational and intramural programs expanded, the Recreational Services Department discovered that not only was office space limited, but so were participation areas for its numerous programs and activities. Therefore, the three departments in Ahearn (athletics, men's physical education, and Recreational Services) coordinated their schedules to avoid conflicts in facility usage as much as possible. The result was that students now had less free-time open for recreation participation because the facilities were in academic use during prime recreational times.

To complicate matters, Nichols Gymnasium was almost completely destroyed by fire in 1969. As a result, the women's physical education department moved its program to Ahearn. This placed additional use on the already limited facilities. The gymnasium space and swimming pools at Nichols had been used for free-time recreation as well as intramural competition. Now Ahearn had to absorb these activities. The university had to act in order to alleviate this burden. Therefore, facility planners formulated working ideas for a building adjacent to Ahearn, the Natatorium, which was completed in 1974. This facility provides three swimming and diving pools, locker rooms, office space, educational laboratories, classrooms, and a gymnastics area. Although this facility was a welcomed addition to Kansas State University, the motivating force behind its construction was primarily the need to replace the activity space lost in the Nichols Gymnasium fire. Thus, the Natatorium has provided limited relief from scheduling problems. With continued program expansion and development in the areas of: 1) intramural competition for both men and women, 2) unstructured recreational activities, 3) women's intercollegiate athletics, 4) Big-Eight intercollegiate contests, and 5) academic instruction in health, physical education, and recreation, new solutions and alternatives were explored by the administration of Kansas State University. (29) (31)

As early as 1965, increased usage was noted within the facilities when sports for women began to receive greater emphasis. By 1974, a separate Women's Athletic Department placed greater demands on the facility. This additional demand on the athletic complex further dictates immediate exploration of facility development at Kansas State University.

During the past three years, students have been asked to vote on two referenda concerning recreational facility development. Although the consensus indicates the need for immediate action, student response to the recreational facility proposals has not occurred at sufficient levels to warrant university action. The response seemed to be more apathetic than negative. Nevertheless, it is necessary to understand student attitudes in order to develop facilities and programs which will meet their physical and recreational needs. In order to provide this information, the present study was undertaken.

STATEMENT OF THE PROBLEM

The purpose of this study was to survey the recreational interests and habits of students at Kansas State University.

The specific objectives of this study were:

- 1) to investigate the student participation levels in the various recreational activities offered at Kansas State University;
- 2) to determine the degree to which students value their participation in recreational activities;
- 3) to examine reasons why students elected not to participate in certain recreational activities;
- 4) to ascertain the seasonal usage of the recreational facilities by the students;
- 5) to indicate the preferred recreational participation times of the students;

6) to investigate the willingness of students to support financially the construction of a new multi-purpose facility designed for academic, athletic, and recreational use;

7) to determine the willingness of students to support financially the renovating, staffing, and maintenance of new recreational facilities;

8) to explore any sub-group differences in recreational interests and habits based on the subject's sex, class, college, residence, size of high school attended, personal athletic background, and attendance at athletic events;

9) to establish a priority listing of the most urgent recreational facility needs of Kansas State University as conceived of by the students.

LIMITATIONS

1) The environment for questionnaire administration varied from the original site as the investigator complied with specific requests by certain subjects. Subject inconveniences were minimized in order to attain a high return rate.

2) The attitudes of each subject at the time of testing could have had an effect on the subject's ability to respond with clear, unbiased answers. This is an unavoidable pitfall of any study involving the variability of the human mind. The time of year during which the questionnaire was administered may have been inconvenient for many students because they were preparing for final examinations.

3) There were some subjects who felt confused or uncertain about the wording of particular questions. But the comprehensive developmental techniques used in the construction of this questionnaire minimized the impact of this limitation on the results. The researcher also noticed that a few students may have misinterpreted some of the directions in the questionnaire. These somewhat illegible answers were adjusted in a consistent manner which was arbitrarily accepted as being as close as possible to the probable intent of the respondent. This practice may have had some effect on the final results of this study.

4) Some respondents may have been discouraged by the size of the questionnaire. This factor may have affected the concentration of the subject and the thoroughness of the responses. However, the maximum time necessary to complete the questionnaire was determined to be about twenty minutes. Every attempt was made to inform the student that the questionnaire was not really as time consuming as it appeared.

DELIMITATIONS

The statistical findings gained from this study can be inferred from the student population of Kansas State University during the spring semester of the 1974 academic year. These student attitudes and opinions were assumed to be peculiar to that institution at that particular time.

DEFINITION OF TERMS

The following terms will be used in this study. These definitions will serve to clarify the meaning of the words.

Activity space

This refers to areas primarily designated for recreational use.

Athletic use

This refers to facilities used for regularly scheduled contests and practices of the competitive inter-collegiate sports programs.

Collegiate education

This refers to the process of education necessary to obtain a college degree.

Instructional or academic use

This refers to facilities utilized for regularly scheduled university classes and programs.

Leisure

This refers to the time during which the individual is "free from primary obligation or responsibility." (1:120)

Recreation

This refers to activities selected during leisure.

Recreational use

This refers to utilization of university facilities for organized or unorganized recreational activities.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

A review of the related literature was conducted:

- 1) to provide a general overview of the importance of recreation with an emphasis on the social and emotional benefits derived from recreational programs;
- 2) to gain insights into attitudes about recreational activity and recreational education within an educational environment;
- 3) to survey similar studies undertaken at major colleges and universities across the United States;
- 4) to look at recreational studies and related research conducted at Kansas State University;
- 5) to determine the most suitable technique for gathering information about recreation.

THE IMPORTANCE OF RECREATION

Shivers gives credance to the significance of recreation when he states "Recreational experiences are important in the development of human beings..." (25:8) In fact, "Recreational experience is universally recognized as one of the basic needs of human life." (25:13)

Within the past decade, recreation has been viewed with increasing significance because, according to Levy, "Recreation is faced with

the everchanging human needs introduced by our rapidly developing technical and affluent society. All levels in the field of recreation must become ingenuitive, sensitive, inventive and adaptive to these changing societal needs and assume their critical role in meeting man's expressive recreative needs." (17:51) Today, the field of recreation requires more in depth analyses and input than in the past. Decisions about recreation should be based on the sound principles of applied research.

Many people are realizing the impact that leisure attitudes can have on the life of an individual. Research conducted by Neulinger and Breit has indicated that "there is little doubt that leisure attitudes are closely linked to the core of personality." (22:256) In addition, this team demonstrated that "attitudes toward leisure and work are one of the basic values that determine man's life style." (23:115)

Other authorities have supported the contention that leisure behavior is of significant importance to the individual of the twentieth century. Research indicated that "leisure and education have become the most critical determinants of the potential quality of man's life in post-industrial societies." (16:34) Murphy believes "the American unprepared for a life of leisure is easily exploited and his uncreative adaptation to free time is perpetuated in the mass consumption-oriented Western culture." (20:34) Danford and Shirley write that "leisure can be either an asset or a liability depending upon the manner in which it is used." (5:21) Nash observed that "To use leisure intelligently and profitably is a final test of a civilization. No great one has yet developed on a large scale as a social pattern and

lived." (21:20) However, he notes that "America seems to be confusing leisure with idleness." (21:20) Therefore, comprehensive measures need to be taken in order to clear up the confusing spectrum of leisure alternatives.

Such decisions concerning facility and program development should be based on research procedures which can establish the recreational needs and desires of the population.

Sophisticated research is gradually emerging and providing valuable information about leisure behavior patterns. For example, Witt and Bishop investigated the relationship between situational antecedents and subsequent leisure behavior. The investigation determined that recreational activities were selected primarily in response to the individual needs of each person. (30) These men discovered that recreational patterns tend to develop in direct response to specific needs manifested within present environments. (30) This research indicated that the motivating forces behind leisure expression are closely related to the working environment of the individual. (30) Therefore, recreational facilities and leadership should be developed to aid participants with their existing needs. These reasons for leisure behavior include a need for expenditure of surplus energy, relaxation, personal creativity, and competitive expression.

The Journal of Health, Physical Education and Recreation's "Charter for Leisure" emphasizes that "Recreation and leisure activities play an important part in establishing good relations between peoples [of every background]." (2:48) Benefits from recreational activities are

magnified when viewed as common bonds between all humans. Such activities and experiences are shared throughout the world as people seek to satisfy their individual recreational needs.

The "Charter" concludes with the statement that "every man has a right to recreational facilities open to the public..." (2:48) Each person should be allowed to participate in those recreational activities which are personally enjoyable and fulfilling. The equal right of participation should be provided to the entire public. "Achieving this goal requires three things--facilities, leadership, and programming." (26:211) The goal of professionals in recreation and related areas should be to provide "broad recreational opportunities available to all people." (26:211) Such opportunities, coupled with adequate recreational facilities and wise leisure decisions, can help man live and work more abundantly.

RECREATION IN AN EDUCATIONAL ENVIRONMENT

Kraus conducted an extensive review of the relationship between recreation and education. (14) His conclusions support the contention "that both recreation and education are concerned with many of the same kinds of experiences and subject areas and seek to accomplish similar outcomes." (14:62)

People will be able to make intelligent choices only if they have received sufficient background education in recreation and leisure. The processes involved in choosing proper leisure activities should be learned and cultivated throughout an entire lifetime. Nash believes

that the school is "second only to the home as an institution where the individual develops his...leisure time activities." (21:15) Nash declares that "one of the most characteristic and important aspects of life--all life--is the urge to activity." (21:83)

Staley and Miller provide encouraging information about recreation education. (28) These experts state that "the field of education has become increasingly concerned with its responsibility for equipping man to live in the 'Leisure Age'." (28:107) This concern should continue for "it is essential that students develop an awareness of the importance of leisure in society and a recognition of the significant values that it may contribute to their lives." (28:108)

Many professionals in the field of recreation see the need for a thorough educational exposure to recreation in order to give the students the wherewithal to make intelligent decisions about their recreational patterns. For example, Danford and Shirley write that the school should be "used as an instrument to convert leisure into an asset of tremendous significance." (5:22) Furthermore, these writers emphasize that "education for leisure is the major, unique and continuing responsibility of the school in relation to recreation." (5:23) "If the school," they continue, "is to be successful in the development of leisure skills, interests, and appreciations, their acquisition must not be left to chance but must be planned for and sought as intelligently and deliberately as are other goals which the school seeks." (5:23) In conclusion, Danford and Shirley indicate the importance of supplying students with adequate recreational facilities. "It is the

school's responsibility to provide opportunities wherein the various recreation activities taught can be practiced, interest deepened, and skills perfected." (5:24)

The foremost objective of recreation and intramurals at an educational institution is "the immediate satisfaction derived from participation in activities." (13:34) However, Kraus asserts that "... one must (also) recognize the values of group living and the inculcation of desirable values and ways of behaving that come from constructive, satisfying recreation experiences." (14:62) Simpson and Simpson concur with Kraus and add that "in the current clamor to tighten discipline and produce a generation of intellectuals, we must not lose sight of the function which extra-class activities may fulfill." (27:32) Further support for this contention comes from Means as he states that "intramural activities, as employed in the modern American school, represent a very important element of education." (19:31)

Most colleges and universities throughout the United States have developed some sort of recreational program and supplied the related facilities. The development primarily occurred in response to specific needs expressed by students. Recreation professionals should base their programs and facility development on research designed to interpret the needs, interests, and habits of the total student population. Once established, this information will serve to justify future action in program expansion. Several researchers have foreseen this need and have sought to devise the methodology necessary for recreational development. Cheatham developed an instrument designed to evaluate student

attitudes toward the accepted outcomes of recreation. (3) Robel attempted to gain new insights into the recreational patterns of the students and faculty at Kansas State University in order to improve the efficiency of the Recreational Services Department. (24) Maurer analyzed the attitudes of the students, the faculty and the administration toward the Division of University Recreation and Intramural Sports at Ohio State University. (18) The data provided by Maurer's study allowed Ohio State University to proceed with a more definite plan for additional facilities. Further studies at other institutions have indicated a need to recognize the recreational needs of women before pursuing long-range construction plans. (7) (10)

Universities should be prepared to furnish suitable recreational settings for the leisure fulfillment of their enrollment. University administrators should look upon the communication provided by research as the primary vehicle for the advancement of recreation programs and facilities.

UNIVERSITY RECREATION STUDIES

Many universities throughout the United States have begun to use research as an effective tool in the overall development of their recreational expansion. But, in many cases, inadequate facilities still seem to be the norm. Heine discovered that indoor recreational facility space allocations were found to be less than adequate in as many as 500 colleges and universities from coast to coast. In the institutions investigated, there existed a significant difference

between the facility recommendations and the reality of the structures in four main areas: 1) total indoor activity space; 2) indoor activity areas with low ceilings; 3) swimming and diving areas; and 4) indoor handball and squash courts. (9)

A dissertation by Maurer dealt with ideas similar to those discussed in the present study. (18) Maurer investigated the attitudes of the students, faculty, and administration toward the university-based recreation program. The results of a randomly administered questionnaire indicated:

- 1) that there was no significant difference in recreational attitudes when compared by sex or class;
- 2) that no significant relationship existed between recreational participation and attitudes;
- 3) that student participation had a significant effect on the attitudes they had toward paying additional fees to support a new recreational complex;
- 4) that students viewed organized sports more favorably than free-time recreation;
- 5) that all groups favored a recreational facility above all other proposed campus construction projects.

Final conclusions drawn by Maurer's study specify an immediate need to meet the perceived demand for an increase in recreational participation areas. (18)

Ibrahim was interested in determining the correlation between recreational preferences and the personality of the participant. To achieve this goal, he administered the California Personality Inventory

to 207 college students. The results denoted no significant personality differences between those participating in organized recreation and those not participating. (12:32)

There have been few attempts to gather data on a broad population basis, but Cicchetti did review and compile information concerning user attitudes in the field of recreation. (4) The purpose of Cicchetti's project is to develop a Sample Design of National Recreation Surveys. Data collection was accomplished through analysis of a survey similar to that used in the present study. Year to year variations in the responses were studied and then five year comparisons were made in order to determine the proper courses of action. (4) This comprehensive research procedure is important to the long-range planning of recreational facilities.

KANSAS STATE UNIVERSITY RESEARCH

During the past five years, researchers at Kansas State University have been involved with the collection of data concerning recreation, athletics, and physical education at the university. A survey completed by Robel (24) in 1970 provides an excellent background for the present study. Robel administered a two-page questionnaire to a random sampling of students and faculty at Kansas State University. The purpose of Robel's study was "to survey the recreational and intramural activities desired by students and faculty at Kansas State University, and to determine the importance of these areas in their lives." (24:3) A majority of all of the groups responding indicated that

recreation played an important role in their lives. The specific objectives of this study were to determine reasons for not using the university facilities, time preferences for facility use, competitive attitudes within various programs, interest in sports clubs, the extent of intramural participation, the potential for participation in expanded programs, and the willingness to support financially additional recreational facilities.

The results of Robel's study indicated a supportive attitude toward recreation at Kansas State University. Student responses were highlighted by the approval of a suggested fee increase of \$5.00 per semester to fund new facilities. However, when this proposal was placed before the entire student body in the form of a referendum, it was soundly defeated. Such discrepancies prompted the initiation of the present study.

Less formal studies have also been undertaken at Kansas State University. Young, Vice-President for University Development, conducted a space allocation study to determine the facility layout which would maximize space utilization. (31) A class in the Department of Architecture under the direction of Wendt developed plans to determine the most feasible alternatives for the actual construction of a multi-purpose facility. (29) In addition to these, Hoyt collected information about the level of student interest in expanded participation in intercollegiate athletics or in "club sports". (11) Hoyt presented these results to his Committee on "Non-Big 8" Sports for their consideration. Studies relating to the intramural programs at Kansas State University were conducted by Hintz (10) and Lee (15). These studies indicated a

continued need for modernization and expansion in both men's and women's programs.

TECHNIQUE OF DATA COLLECTION

"Behind most user surveys is the belief that if the manager is aware of user attitudes and opinions he should be better able to meet user needs. A user survey will, to the extent that it is methodologically sound, make the manager's opinions about what users actually prefer more accurate." (8:19) In addition, "knowledge of these preferences may also help planners and managers anticipate future demand." (8:20)

Through a comprehensive search of recent recreational literature, the author determined that the questionnaire method of data collection had been the most widely used tool in recreational research. Cicchetti (4), Heberlein (8), Maurer (17), Cheatham (3), Heine (9), Ibrahim, Neulinger and Breit (22) (23), Robel (24), and Lee (15) are among those professionals in recreation and leisure who have effectively used questionnaires to accumulate data.

Questionnaires are successful because they have been well adapted for "gathering information from individuals within an entire population." (4:90) Using the questionnaire method, "information can be easily gathered and analyzed in an attempt to determine the reasons for non-participation as well as relative intensity of participation." (4:91) This technique has proven to be successful in "improving planning methodologies and by making theoretical models operational." (4)

Heberlein has conducted advanced research into the psychology of the user survey. (8) His research indicates that "three basic social psychological issues form the theoretical backbone of user survey." (8:21) These include (1) the nature and organization of the attitudes, (2) the relationship between the attitude and resultant behavior, and (3) the nature of the attitude change. (8) "Before a user study can have strong application it has to show just what people believe, how they feel about these beliefs and how these beliefs and feelings are related." (8:23)

The questionnaire used in the present study was designed to serve as a part of the planning process set forth by Gans in the guidelines for the development and construction of facilities in Health, Physical Education and Recreation. (6) The sequential steps for planning facilities were established as the result of an analysis of several recreational development projects. This analysis revealed:

- 1) a need to complete the development of existing educational and recreational facilities;
- 2) a lack of involvement of the faculty of the Health, Physical Education, Recreation and Athletic Departments;
- 3) a lack of knowledge within the Health, Physical Education, and Recreation Departments that any planning even existed;
- 4) a lack of faculty input during the design stages which resulted in inadequate instructional space specifications. (6)

The questionnaire used in the present study helped provide a solution for these needs by involving the faculty and the administration during the initial stages of the project. The developmental

techniques employed in the present study helped to alleviate some of the problems that might result from a lack of communication between the university departments concerned with recreational facility expansion.

"Leadership can function effectively only as it operates upon the solid rock of understanding with respect to the nature of human beings and why they behave as they do.... A more adequate understanding of people and their behavior is the most vital of all the bases for the solution of problems confronting the recreation leaders of our time."

(5:28) The present study can provide that link of understanding and communication between the students and the leadership at Kansas State University as they relate to recreational development.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

This chapter describes the methods and procedures used to meet the specific research objectives outlined in Chapter 1. The research methods and procedures included the following:

- 1) development of the questionnaire,
- 2) selection of the subjects,
- 3) characteristics of the subjects,
- 4) administration of the questionnaire,
- 5) return rate of the questionnaire,
- 6) treatment of the data.

THE DEVELOPMENT OF THE QUESTIONNAIRE

The developmental processes of this thesis began with an analysis of the present problem and an evaluation of the possible methods of obtaining a solution. The related literature was reviewed in order to determine the most suitable method for data collection. It was decided that the questionnaire method was the most feasible and appropriate for the particular situation encountered in this study. Therefore, the investigator constructed an acceptable questionnaire which would elicit clear and concise responses in order to discriminate sufficiently between varying student opinions.

The investigator attempted to involve those university departments concerned with the development of future recreational, instructional, and athletic facilities. This technique of gaining departmental involvement and cooperation served to eliminate some of the biases inherent in a study conducted from only one viewpoint.

To initiate this method of questionnaire development, a series of introductory interviews were scheduled with the leaders of those university departments and offices which were primarily concerned with this project. They included:

- 1) Judy Akers, Director of Women's Athletics;
- 2) Ernie D. Barrett, Director of Athletics;
- 3) Dr. Charles B. Corbin, Head of the Department of Health, Physical Education and Recreation;
- 4) Mark A. Edelman, President of the 1974-1975 Student Body;
- 5) Dr. Donald P. Hoyt, Director of Educational Resources and Chairman of the Committee on "non-Big Eight" Sports;
- 6) Joe Knopp, President of the 1973-74 Student Body;
- 7) Dr. Donald D. Lindley, Coordinator of Recreation;
- 8) Raydon H. Robel, Director of Recreational Services;
- 9) Dr. Paul M. Young, Vice-President for University Development and Chairman of the Long-Range Planning Committee.

During each of these interviews, the thesis topic concerning the recreational interests and habits of the students was presented and discussed in detail. Specific interest was placed on each individual's unique perception of the problem. Each suggestion and idea obtained

from the interviews was recorded and considered during the preparation of the questionnaire. The construction and refinement of the questionnaire was facilitated by channelling the expertise of these people into the study. These university leaders were consulted periodically thereafter and given the opportunity to review and comment upon the content of each rough draft of the questionnaire.

Once all of the consultants had agreed upon the content of the questionnaire, a pre-test was conducted in order to uncover flaws in the format which might cause misunderstanding. The pre-test questionnaire was administered to six volunteers among Kansas State University students who recorded the approximate testing time and verbalized any problems, real or probable, which might influence a subject's ability to understand the questions.

Final corrections were made in light of pre-test input. Each member of the panel of nine experts interviewed was then asked to give written approval of the questionnaire by co-signing a letter of explanation which was to be sent to each subject selected. This endorsement would serve to impress upon the student the importance of this study. See Appendix A for a copy of the questionnaire used in this survey.

SELECTION OF THE SUBJECTS

A computer program was designed to select at random 509 subjects from among the 14,770 students enrolled at Kansas State University. All students enrolled, part-time as well as full-time, during the spring semester of the 1973-1974 school year were equally eligible for selection.

ADMINISTRATION OF THE QUESTIONNAIRE

A letter signed by those professionals who endorsed the study was sent to each of the randomly selected students two days prior to testing. See Appendix B. The letter explained the details which helped the subject understand his position as a voluntary participant in this recreational study. Questionnaire administration was conducted throughout one full week of regularly scheduled university session, April 16-19. Monday, April 15, was not used because it was a holiday for the students. Students could choose between two different days designated for their appointment. This system helped alleviate scheduling inconveniences for the subject.

The 509 subjects were divided into three testing schedules in order to reduce the possibility of overcrowding at the testing site. The first 200 names appearing on the computer list of subjects were asked to report for testing on either Tuesday, April 16 or Wednesday, April 17; the next group on either Wednesday, April 17 or Thursday, April 18; the remainder were to be tested on either Thursday, April 18 or Friday, April 19. The questionnaire was administered in Room 215 in Fairchild Hall between 8:00 A.M. and 5:00 P.M., excluding the lunch hour. The employees of the Offices of Educational Resources handled the personal contact with the responding subjects and the questionnaire administration. The procedures for administration were conducted in an organized and consistent pattern. Upon entering the offices in Room 215 of Fairchild Hall, the students were greeted by a secretary who administered the questionnaire. The student was first asked to

read the human rights form which insured his understanding of the basic questionnaire procedures. The secretary recorded the class, sex, college, and test number codes on a blank questionnaire. The student was asked to go to one of two questionnaire administration areas within the office and finish the questionnaire with all sincerity and diligence. Upon completion, the subject returned the questionnaire to the main desk in the office and left the building. These strict administration procedures had to be adjusted as the study moved through its various stages of completion. These adjustments were initiated to minimize subject inconvenience in order to elicit a sufficient return rate. See Appendix C for a copy of all materials used at the questionnaire administration site.

Follow-Up Procedures

Following the initial week of testing, the investigator and a group of graduate students from the Department of Health, Physical Education and Recreation telephoned subjects unable to meet their scheduled appointment times. Participation was encouraged because only nineteen percent responded to the initial appeal. These subjects were again asked to report to Room 215 in Fairchild Hall any time during regular office hours throughout the rest of the following week. The members of the telephone contact team attempted to reach all of those subjects who had not yet answered the questionnaire. The team either spoke directly to the party involved or left a message emphasizing the importance of the student's cooperation. Records were kept in order to determine the type and number of contacts made with each non-respondent in order to

avoid excessive duplication. The name of the subject was removed from the follow-up list once the Office of Educational Resources received the completed questionnaire.

During the latter part of the first week of the follow-up, the project was able to enlist the valuable assistance of Dr. Thomas J. Frith, Director of Housing and Food Service at Kansas State University. Through his experience, Dr. Frith was able to aid in the solicitation of responses from the approximately eighty non-respondents residing in the dormitories. Dr. Frith distributed addressed questionnaires to his subordinates who, in turn, were responsible for the administration and then accumulation of the completed questionnaires.

During the second week of the intensive program to contact the non-respondents, the investigator initiated another telephone contact procedure. The format for telephoning was very similar to that of the initial contact. All non-responding subjects with listed telephone numbers were called and reminded of the necessity of their cooperation. This time the students were afforded the alternative of having a copy of the questionnaire mailed to their homes. Such procedures interested many of the students and a number requested immediate mailing. A self-addressed stamped envelope was included in each mailing to insure prompt compliance. Information concerning the voluntary and confidential nature of the results had been included in the initial letter of appeal to all of the randomly selected subjects. This served as a type of human rights form for those who requested mailed questionnaires. See Appendix D.

Those subjects who had no listed phone numbers were sent another brief letter encouraging their participation. See Appendix D. Any subject whose present address was outside the Manhattan area was presumed to be a commuting student and, thus, would probably find difficulty in meeting the on-campus appointment times. Therefore, another short letter of explanation and a questionnaire were enclosed along with a stamped, self-addressed envelope and mailed to these individuals. See Appendix D.

Many of the responses obtained from those randomly selected subjects who resided at the Athletic Dormitory at Kansas State University were solicited through personal contacts scheduled by a Resident Assistant at that residence.

The pursuance of potential respondents continued until the spring semester ended on May 10, 1974. All of the methods of questionnaire administration were utilized as they applied to each individual student.

RETURN RATE OF THE QUESTIONNAIRE

Eventually, a total of 389 of the subjects responded to the questionnaire. This response yielded a return rate of 76.4 percent of the sample total of 509 students. There were 120 students who did not respond to the questionnaire. A breakdown of these non-respondents showed that fifty were not reachable by either telephone or mail. Therefore, the total number of reachable non-respondents was seventy.

An adjusted return rate based on the total number of contacted subjects was determined to be 84.7 percent. Table 1 refers to a more detailed analysis of the return rate.

TABLE 1
SIZE OF SAMPLE AND RETURN RATE

	N	%
SIZE OF RANDOM SAMPLE	509	100.0
SIZE OF RETURN	<u>389</u>	<u>76.4</u>
TOTAL NON-RESPONDENTS	120	23.6
BREAKDOWN OF NON-RESPONDENTS		N
MOVED OR UNREACHABLE BY MAIL (LETTERS WERE RETURNED)		120
LIVED OUT OF THE MANHATTAN AREA (NO RESPONSE TO MAIL)		15
LIVED IN MANHATTAN BUT WERE UNREACHABLE BY PHONE (NO RESPONSE TO MAIL)		10
NUMBER OF CONTACTED NON-RESPONDENTS		<u>25</u> 70
RETURN RATE FOR CONTACTED SUBJECTS	$\frac{389}{459} = 84.7$	

CHARACTERISTICS OF THE SUBJECTS

Characteristics of the respondents and of the sample were compared by means of the chi square analyses. The two distributions were found to be no different than chance with respect to any of the classification schemes (sex-marital status, class, college, and place of residence). Therefore, there was no reason to believe that the non-respondents were basically different from the respondents.

However, the sample was not totally representative of the university. Chi square analyses required the rejection of the hypothesis that the two groups contained proportional numbers of the various categories. Specifically, the sample over-represented married females and under-represented single females. Other groups which were over-represented included special students, graduate students, doctoral students, and students living in residence halls. Under-represented groups included seniors, the college of home economics, members of fraternities and sororities, and students living outside of Manhattan.

The fact that these differences were statistically significant suggests that the computer was not altogether successful in drawing a representative sample. On the other hand, as a practical matter, the degree of divergence from the total university statistics was slight. It seems likely that inferences from the respondents to the total university will not be seriously biased, even though slight over- and under-representation was apparent for selected sub-groups. See Table 2 for an analysis of the distribution of the various characteristics of the respondents, sample, and total university.

TREATMENT OF THE DATA

Since the main purpose of the investigation was to determine the recreational attitudes and habits of the Kansas State University student body, most of the data were analyzed by computing simple percentages. Such analyses were applied to the following information:

TABLE 2

DISTRIBUTION OF RESPONDENTS, SAMPLE, AND TOTAL UNIVERSITY
ON VARIOUS DEMOGRAPHIC CHARACTERISTICS
(In Percentages)

	Respondents (R) (N=389)	Sample (S) (N=509)	University (U) (N=14770)	R-S	Chi Squares R-U	S-U
Sex-Marital Status						
Single Male	49.4	50.1	46.2	$\chi^2=0.4$	7.6	13.1
Single Female	25.5	25.3	31.2	d.f.=3	3	3
Married Male	13.6	12.4	13.6	NS	NS	P<.01
Married Female	11.6	12.2	9.0			
Class						
Freshman	21.9	21.4	22.1	$\chi^2=1.9$	18.3	29.3
Sophomore	21.9	20.9	18.8	d.f.=7	7	7
Junior, V.M. Fresh.	18.0	17.3	18.8	NS	P<.02	P<.01
Senior, V.M. Soph.	14.9	15.3	21.6			
5th Year, V.M. Jr.	0.5	.4	0.9			
Vet. Med. Sr.	0.0	.2	0.6			
Special	2.3	3.3	2.1			
Graduate	20.6	21.2	15.1			
College						
Agriculture	10.5	10.0	10.9	$\chi^2=1.2$	18.0	34.1
Architecture	5.4	5.7	5.8	d.f.=9	9	9
Arts and Sciences	37.5	38.5	36.3	NS	P<.05	P<.01
Bus. Administration	8.0	8.6	10.2			
Education	4.1	3.5	4.0			
Engineering	5.1	4.3	5.6			
Home Economics	6.4	5.9	10.1			
Vet. Medicine	2.6	2.4	2.4			
Master's	13.6	13.4	11.1			
Doctorate	6.7	7.7	3.8			

TABLE 2 (Con't.)

	Respondents (R) (N=389)	Sample (S) (N=509)	University (U) (N=14770)	R-S	Chi Squares R-U	S-U
Residence						
Residence Hall	37.7	35.8	29.1	$\chi^2=1.9$	29.4	19.2
Fraternity-Sorority	8.0	9.0	12.3	d.f.=4	4	4
Parents	3.1	3.3	4.0	NS	P<.01	P<.01
Outside Manhattan	4.9	6.5	10.2			
Apt., room, etc.	45.3	45.4	44.4			
No. of Srs. HS Class						
1-99	24.4	*-	*-			
100-199	13.1	-	-			
200-499	27.3	-	-			
500 +	33.7	-	-			
no answer	1.5					
H.S. Athletic Participation						
None	40.9	-	-			
Yes, but no letter	15.9	-	-			
Yes, won letter	41.4	-	-			
No answer	1.8					
Spectator Habits, KSU						
Men's Sports						
None	39.9	-	-			
One	19.3	-	-			
Two	24.9	-	-			
Three or more	15.9	-	-			

TABLE 2 (Con't.)

	Respondents (R) (N=389)	Sample (S) (N=509)	University (U) (N=14770)	Chi Squares R-S	S-U
Spectator Habits, KSU (Con't.)					
Women's Sports					
None	82.8	-	-		
One	10.0	-	-		
Two or more	7.2	-	-		
All Sports					
None	36.3	-	-		
One	20.6	-	-		
Two	21.3	-	-		
Three	11.6	-	-		
Four	6.2	-	-		
Five or more	4.1	-	-		

* Not available

- 1) the frequency of participation in organized intramural activities and unorganized individual activities;
- 2) the evaluation of the perceived benefits of an intramural or individual activity as it serves to provide exercise, fun, and relaxation;
- 3) the student with unfulfilled desires for participation in certain activities;
- 4) the reasons for not participating in certain desirable activities;
- 5) the preferred hours for using the recreational facilities;
- 6) the student support for new recreational facilities;
- 7) the student support for the operation of new recreational facilities;
- 8) the student priorities for recreational facility development.

Student usage of recreational facilities was recorded in mean hours per student per week. Chi square analyses were conducted to determine if various sub-groups gave similar responses to the questionnaire.

CHAPTER FOUR

ANALYSIS OF THE DATA

The specific objectives which provided the basis for the present study were outlined in Chapter 1 of this manuscript. In this section, data collected in response to the statement of the problem will be analyzed as the data pertains to each one of the specific objectives. The analysis will include a presentation of the accumulated data and a discussion regarding an explanation of the results.

Specific Objective One

One purpose of this study was to investigate the student participation levels in the various recreational activities offered at Kansas State University.

Subjects were asked to indicate those organized intramural activities in which they participated. The list of activities included all organized events of formal competition under the direction of the Recreational Services Department at Kansas State University. The highest frequency of participation was noted in contests involving basketball (22.1 percent), softball (18.8 percent), flag football (15.4 percent), bowling (13.6 percent), swimming (12.6 percent), and volleyball (12.1 percent). See Table 3 for a ranking of the participation levels in organized intramural activities.

TABLE 3
PARTICIPATION IN ORGANIZED INTRAMURAL ACTIVITIES
(N=389)

Activity	Percent Participation
Basketball	22.1
Softball	18.8
Flag Football	15.4
Bowling	13.6
Swimming	12.6
Volleyball	12.1
Tennis	9.3
Table Tennis	8.5
Track	7.2
Handball	5.7
Weightlifting	5.4
Bike or Trike Race	5.1
Badminton	3.9
Canoe	3.1
Racquet Ball	2.8
Rifle	2.8
Cross Country	2.3
Soccer	2.1
Golf	1.8
Wrestling	1.8
Kickball	1.5
Water Polo	1.3
Horseshoes	1.0
Total	160.2

Participation in unorganized, individual activities was measured by following the same format that was used to determine the intramural participation levels. The frequency of student participation was determined as the subjects indicated the individual activity alternatives they had chosen for themselves during the year. Students checked

Individual activities if they had participated in them two or more times during the 1973-74 school year. Bowling (32.7 percent), swimming and diving (30.9 percent), tennis (27.5 percent), jogging (25.2 percent), and "pick up" team sports (23.7 percent) were the leaders in total student participation. For a complete listing of the level of student participation in individual recreational activities see Table 4.

TABLE 4
PARTICIPATION IN UNORGANIZED INDIVIDUAL ACTIVITIES
(N=389)

Activity	Percent Participation
Bowling	32.7
Swimming, Diving	30.9
Tennis	27.5
Jogging	25.2
"Pick Up" Team Sports	23.7
Table Tennis	18.8
Camping	15.4
Weightlifting	14.7
Handball	14.1
Golf	10.3
Volleyball	8.7
Ice Skating	7.2
Racquet Ball	4.4
Badminton	4.4
Archery	3.3
Horseshoes	2.1
Total	243.4

Discussion. A comparison of the data collected about recreational activity participation showed that a larger number of the students engaged in activities of an individual and unscheduled nature

(243.4 percent) than in the intramural sports programs (160.2 percent). The primary reason for this was probably that the less rigid scheduling of the individual activity provided more students with an opportunity for participation. Intramural activities usually require a definite time period for an event. Therefore, this scheduling pattern limited the inclusion of individuals bound by a less flexible time schedule.

Specific Objective Two

One purpose of this study was to determine the degree to which students value their participation in recreational activities.

Students rated the degree to which each activity in which they participated was valuable to them in terms of providing (1) exercise and physical conditioning, (2) fun and friendship, and (3) relaxation and release from tension. In most cases, at least 75.0 percent of the participants evaluated their participation as being "worthwhile" or better as it related to these categories. See Table 5 and Table 6 for evaluations of recreational participation.

Discussion. These favorable responses were to be expected because a person will be most likely to choose activities which most nearly satisfy the perceived needs of the individual. The outlook should at least be positive in some areas or the choice would not have initially been made. However, several of the activity alternatives did receive rather low ratings in certain categories.

For example, among the intramural programs involving men's, women's and co-recreational organized activity, only 52.4 percent of

TABLE 5
THE EVALUATION OF PARTICIPATION IN ORGANIZED INTRAMURAL ACTIVITIES
(N=389)

Activity	Percent Participation	Percent rating activity "worthwhile" or better	
		Exercise	Fun Relaxation
Basketball	22.1	93.8	94.8
Softball	18.8	84.0	95.7
Flag Football	15.4	94.3	96.4
Powling	13.6	52.4	93.9
Swimming	12.6	97.4	95.2
Volleyball	12.1	87.2	92.9
Tennis	9.3	96.7	87.5
Table Tennis	8.5	61.9	96.6
Track	7.2	91.7	90.5
Handball	5.7	95.5	100.0
Weightlifting	5.4	100.0	54.6
Rike or Trike Race	5.1	86.7	86.7
Radminton	3.9	63.6	92.3
Canoe	3.1	57.1	100.0
Racquet Ball	2.8	100.0	100.0
Rifle	2.8	33.3	100.0
Cross Country	2.3	100.0	85.7
Soccer	2.1	80.0	85.7
Golf	1.8	83.3	100.0
Wrestling	1.8	100.0	100.0
Kickball	1.5	80.0	100.0
Water Polo	1.3	80.0	100.0
Horseshoes	1.0	0.0	100.0

THE EVALUATION OF PARTICIPATION IN UNORGANIZED INDIVIDUAL ACTIVITIES (N=389)

Activity	Percent Participation	Percent rating activity "worthwhile" or better	
		Exercise	Fun
Bowling	32.7	53.3	93.0
Swimming, Diving	30.9	97.1	94.3
Tennis	27.5	99.0	95.9
Jogging	25.2	98.9	80.0
"Pick Up" Team Sports	23.7	96.1	100.0
Table Tennis	18.8	54.4	95.7
Camping	15.4	78.9	98.2
Weightlifting	14.7	100.0	55.3
Handball	14.1	98.1	95.9
Golf	10.3	85.7	100.0
Volleyball	8.7	86.2	93.8
Ice Skating	7.2	88.0	88.5
Racquet Ball	4.4	100.0	100.0
Badminton	4.4	40.0	80.0
Archery	3.3	42.9	100.0
Horseshoes	2.1	0.0	85.7

the bowlers felt that the activity was "worthwhile" in terms of providing exercise. Intramural activities such as table tennis (61.9 percent of the participants), badminton (63.6 percent), canoeing (57.1 percent), riflery (33.3 percent), and horseshoes (0.0 percent) received similarly low ratings in the exercise category. These sports, if played at only a leisurely pace, provided somewhat less energy expenditure than the remainder of the intramural activities.

Every organized intramural sport, except weightlifting (54.6 percent), was rated by at least 85.0 percent of the participants as being "worthwhile" for providing fun and friendship. This low rating could have been due to the solitary nature of weightlifting.

The participants usually found their experiences to be beneficial from the standpoint of providing relaxation and release from tension. Only weightlifting (44.4 percent), badminton (72.7 percent), and water polo (50.0 percent) were rated "worthwhile" by fewer than 75.0 percent of the participants. This emphasizes the point that most intramural activities chosen can provide a pleasantly relaxing change of pace in the lives of many students.

As was the case during the value ratings of the intramural activities, the less strenuous individual recreational activities were judged to be of limited value in terms of providing exercise and physical conditioning. Bowling (53.3 percent), table tennis (54.4 percent), badminton (40.0 percent), archery (42.9 percent), and horseshoes (0.0 percent) were all rated noticeably low by the participants in the area of physical conditioning.

The solitude of a weightlifting experience again prompted participants to rate that activity relatively low on the scale of providing fun and friendship. Only 55.3 percent of the weightlifters believed that their participation rated "worthwhile" or better in this category. However, the spontaneity of the participation in the remainder of the individual activities promoted otherwise high ratings (above 80.0 percent of the participants) for providing fun and friendship.

Relaxation and release from tension was a benefit perceived by most participants in the individual activities. More than 80.0 percent of the participants in the unorganized individual activities rated their experiences "worthwhile" or better in this category except in the sports of weightlifting (55.3 percent), badminton (60.0 percent), and archery (70.0 percent).

The basic nature of the activity had a direct bearing on the attitude of the student toward the benefits derived from participation therein. Overall ratings were generally high in every category because the initial choice for participation had already been made. In both individual and intramural activities, only weightlifting received a low rating in the category of providing fun and friendship. Activities undertaken through the free will of the participant should provide a substantial degree of enjoyment.

In many cases, students may have chosen to participate in certain activities with a full awareness and acceptance of any shortcomings in the activity. Therefore, a low rating should not be viewed as a fault in the activity or a deterrent to further participation. The probable intent of the participant at the outset should be analyzed before

judging the benefits of an activity. The possibility exists that the participant did not wish to gain either exercise, fun, or relaxation as a benefit from the particular choice of activities.

Specific Objective Three

One purpose of this study was to examine reasons why students elected not to participate in certain recreational activities.

Students were asked to indicate those activities that they seriously wanted to participate in during the 1973-74 school year but did not. Tabulation of the results showed that students with unfulfilled activity desires in organized intramural competition were most interested in tennis (16.2 percent of the respondents), canoeing (15.9 percent), swimming (14.4 percent), basketball (13.4 percent), bowling (12.1 percent), and softball (12.1 percent). The results indicated that students experienced unfulfilled activity desires in many areas involving the spontaneous participation of students in individual recreational activities. The activities with the largest number of students expressing unfulfilled desires included swimming and diving (18.3 percent of the respondents), tennis (13.6 percent), camping (13.4 percent), archery (11.6 percent), bowling (10.8 percent) and ice skating (10.5 percent).

Next, the responding students indicated the most important reason why they did not participate in personally desirable activities. Subjects were to choose from among eight reasons why they were unable to participate in these activities. If more than one consideration had a major influence on a decision not to participate, then the student was asked to choose the next most important reason.

The dominant reason for non-participation in desirable recreational activities was that the students were too busy with other activities such as school, jobs, etc. Over 50.0 percent of all students with unfulfilled activity desires in organized intramural sports listed this as being the most important reason for not participating in every activity except tennis (44.4 percent of those with unfulfilled desires), handball (48.8 percent), and water polo (47.6 percent). This trend was continued among the individual activities as the students expressed a lack of time as the major reason for their non-participation. In only tennis (45.3 percent), archery (46.7 percent), and racquetball (33.3 percent) did less than 50.0 percent of the students with unfulfilled desires list this concern as their major consideration. See Table 7 and Table 8 for the unfulfilled activity desires and the reasons for non-participation.

Discussion. An individual can expect that the primary limiting factor on any enjoyable recreational undertaking is the time allocation. College students are limited in the total amount of time available for recreational activity. Therefore, every recreational avenue of interest cannot be fully pursued with the desired intensity and vigor. However, by examining the second and third most important reasons for non-participation, the researcher can focus on specific needs within an individual or intramural activity program.

A relatively large percent of the students with unfulfilled desires indicated that their lack of participation was primarily due to a lack of knowledge about what one has to do to get involved. The

TABLE 7

ORGANIZED INTRAMURAL ACTIVITIES:
UNFULFILLED DESIRES AND REASONS FOR NON-PARTICIPATION
(N=389)

Activity	Percent with Unful. Desires	Percent Selecting Specific Reasons for Non-Participation								
		*1	2	3	4	5	6	7	8	9
Tennis	16.2	6.4	44.4	4.8	4.8	0.0	36.5	15.9	27.0	1.6
Canoe	15.9	1.6	50.0	8.1	6.5	1.6	3.2	30.7	21.0	1.6
Swimming	14.4	5.4	78.6	3.6	8.9	10.7	1.8	10.7	10.7	1.8
Basketball	13.4	21.2	78.9	0.0	3.9	5.8	9.6	9.6	5.8	3.9
Bowling	12.1	4.3	61.7	0.0	10.6	2.1	6.4	10.6	12.8	6.4
Softball	12.1	2.1	74.5	2.1	6.4	4.3	0.0	17.0	6.4	6.4
Golf	11.6	2.2	62.2	15.6	2.2	0.0	0.0	20.0	22.2	4.4
Handball	10.5	4.9	48.8	7.3	4.9	0.0	29.3	12.2	24.4	2.4
Volleyball	10.3	7.5	65.0	2.5	7.5	5.0	2.5	17.5	10.0	0.0
Flag Football	10.0	10.3	64.1	0.0	5.1	7.7	0.0	10.3	10.3	7.7
Track	8.7	8.8	50.0	0.0	11.8	8.8	2.9	20.6	5.9	14.7
Badminton	8.0	9.7	74.2	3.2	9.7	0.0	0.0	25.8	3.2	3.2
Bike or Trike Race	7.7	0.0	73.3	0.0	6.7	3.3	0.0	26.7	10.0	3.3
Soccer	6.9	11.1	51.9	0.0	11.1	3.7	0.0	29.6	14.8	11.1
Rifle	6.4	8.0	52.0	8.0	0.0	0.0	0.0	52.0	4.0	0.0
Weightlifting	5.7	13.6	59.1	0.0	9.1	4.6	13.6	13.6	13.6	9.1
Water Polo	5.4	0.0	47.6	0.0	0.0	0.0	0.0	33.3	14.3	4.8
Table Tennis	3.9	6.7	66.7	0.0	0.0	0.0	6.7	26.7	13.3	0.0
Cross Country	3.6	7.1	78.6	0.0	7.6	0.0	0.0	14.3	7.1	0.0
Racquet Ball	3.3	0.0	53.9	0.0	15.4	0.0	30.8	7.7	15.4	7.7
Horseshoes	3.1	0.0	83.3	0.0	8.3	0.0	0.0	8.3	8.3	8.3
Wrestling	2.8	0.0	63.6	0.0	0.0	0.0	9.1	0.0	36.4	0.0
Kickball	2.3	0.0	55.6	0.0	0.0	0.0	0.0	33.3	11.1	0.0

TABLE 7 (Con't.)

-
- * 1 = I felt intimidated by others who use the facility (I felt unwelcome or "out of place.")
- 2 = I was too busy with other activities (school, job, etc.).
- 3 = The facility was in an inconvenient location.
- 4 = The facility was not available when I had free time.
- 5 = The times when the facility was available were undesirable.
- 6 = The facility tends to be overcrowded.
- 7 = I don't know what one has to do to get involved.
- 8 = I don't have the necessary knowledge and/or skills.
- 9 = Other reasons.

TABLE 8

INDIVIDUAL ACTIVITIES (UNORGANIZED):
UNFULFILLED DESIRES AND REASONS FOR NON-PARTICIPATION
(N=389)

Activity	Percent with Unful. Desires	Percent Selecting Specific Reasons for Non-Participation								
		*1	2	3	4	5	6	7	8	9
Swimming, Diving	18.3	4.2	73.2	2.8	9.9	7.0	4.2	15.5	9.9	1.4
Tennis	13.6	3.8	45.3	11.3	11.3	0.0	39.6	3.8	13.2	1.9
Camping	13.4	0.0	63.5	5.8	5.8	1.9	0.0	28.9	5.8	3.9
Archery	11.6	2.2	46.7	0.0	2.2	0.0	0.0	55.6	17.8	4.4
Bowling	10.8	4.8	69.1	2.4	9.5	0.0	9.5	2.4	9.5	11.9
Ice Skating	10.5	2.4	53.7	17.1	2.4	2.4	0.0	24.4	19.5	2.4
Golf	9.3	2.8	55.6	22.2	2.8	0.0	0.0	11.1	22.2	5.6
Handball	9.0	2.9	57.1	11.4	8.6	0.0	28.6	8.6	28.6	0.0
Weightlifting	6.4	20.0	56.0	0.0	32.0	0.0	4.0	8.0	16.0	0.0
Badminton	6.2	4.2	75.0	0.0	12.5	0.0	0.0	20.8	4.2	0.0
Volleyball	5.9	0.0	65.2	4.4	8.7	4.4	0.0	17.4	4.4	4.4
Jogging	5.7	0.0	68.2	0.0	4.6	0.0	4.6	9.1	4.6	13.6
"Pick Up" Team Sports	5.7	0.0	54.6	4.6	4.6	0.0	18.2	22.7	4.6	9.1
Racquet Ball	3.9	0.0	33.3	0.0	13.3	0.0	26.7	6.7	13.3	13.3
Table Tennis	3.9	6.7	66.7	6.7	13.3	0.0	0.0	13.3	6.7	6.7
Horseshoes	2.1	0.0	62.5	0.0	12.5	0.0	0.0	0.0	12.5	25.0

TABLE 8 (Con't.)

-
- * 1 = I felt intimidated by others who used the facility (I felt unwelcome or 'out of place').
- 2 = I was too busy with other activities (school, job, etc.).
- 3 = The facility was in an inconvenient location.
- 4 = The facility was not available when I had free time.
- 5 = The times when the facility was available were undesirable.
- 6 = The facility tends to be overcrowded.
- 7 = I don't know what one has to do to get involved.
- 8 = I don't have the necessary knowledge and/or skills.
- 9 = Other reasons.

strength of this contention was mirrored by the reasons given for non-participation. The intramural sports of canoeing (30.7 percent of the would-be participants), golf (20.0 percent), track (20.6 percent), badminton (25.8 percent), bike or trike race (26.7 percent), soccer (29.6 percent), riflery (52.0 percent), table tennis (26.7 percent), and kickball (33.3 percent) were all hindered by an expressed lack of student knowledge about the existence of these activities within the competitive intramural program.

The data indicated that participation in individual activities was hampered by this lack of knowledge. Lack of understanding about the process of gaining involvement was listed as a major reason for non-participation in each of the following activities: swimming and diving (15.5 percent of the would-be participants), camping (28.9 percent), archery (55.6 percent), ice skating (24.4 percent), badminton (20.8 percent), volleyball (17.4 percent), and "pick-up" team sports (22.7 percent).

The avenue of communication between the recreational program directors and the students seemed to be less than adequate in some cases. The responsibility for this lack of communication may have been with either faction. However, the problem does exist.

Another sizeable group of students listed a lack of the necessary knowledge and skills about the activity as a primary deterrent to their participation. These subjects indicated that increased instruction in the rules and the skills involved in an activity would enhance the fulfillment of a desire to participate. The major intramural activities that students indicated would benefit from an instructional

emphasis were tennis (27.0 percent of the would-be participants), canoeing (21.0 percent), golf (22.2 percent), handball (24.4 percent), and wrestling (36.4 percent). Among the individual activities, students believed that skill instruction would be beneficial in sports such as tennis (13.2 percent of the would-be participants), archery (17.8 percent), ice skating (19.5 percent), golf (22.2 percent), handball (28.6 percent), weightlifting (16.0 percent), and racquetball (13.3 percent).

Few respondents thought that the recreational facilities on the campus of Kansas State University were inconveniently located. All facilities were generally rated as being readily accessible except the golf course and the ice skating area. Intramural golfers indicated that their unfulfilled desires were the result of a poorly located facility at a rate of 15.6 percent of the potential participants. Ice skating (17.1 percent of the would-be participants) joined golf (22.2 percent), as individual activities with rather inconveniently located participation areas. It should be noted that Kansas State University does not have facilities for either golf or ice skating. Students desiring participation in these activities must be transported to the nearest location available.

Overcrowding of certain facilities limited student participation in some activities. For example, overcrowding of the facilities was a major factor in the unfulfilled intramural activity desires of students in three activities--tennis (36.5 percent of the would-be participants), handball (29.3 percent), and racquetball (30.8 percent). The most obvious overcrowding problem among the individual activities occurred on the tennis courts where 39.6 percent of the potential participants were unable to play because of the excessive use of the

facilities. Other individual activities hampered by overcrowding were handball (28.6 percent of the would-be participants), "pick-up" team sports (18.2 percent), and racquetball (26.7 percent).

For the most part, the activities and programs were scheduled during desirable times. Only during intramural swimming (10.7 percent of the would-be participants) were the times that the facility was available undesirable to a relatively large number of students.

Participation in the intramural programs of bowling (10.6 percent of the would-be participants), track (11.8 percent), soccer (11.1 percent), and racquetball (15.4 percent) was decreased somewhat because the facilities and programs were not available when the students had free time. Individual activities limited by this factor were tennis (11.3 percent of the would-be participants), badminton (12.5 percent), racquetball (13.3 percent), table tennis (13.3 percent), and horseshoes (12.5 percent). However, only during individual weightlifting activities did a large number of the potential participants list poor scheduling as a major deterrent as 32.0 percent believed that the facility was not available when they had free time.

Certain psychological considerations inherent within some activities have become a hindrance to some people as they attempt to participate. The basic nature of some activities prompted many students to indicate that they did not participate because they felt intimidated by those who used the facility. This feeling of being unwelcome or "out of place" was most evident within those students who wanted to participate in the intramural sports of basketball (21.2 percent of the would-be participants), flag football (10.3 percent), soccer (11.1 percent),

and weightlifting (13.6 percent). Among the individual activities the intimidation of participants was most evident in the sport of weightlifting as 20.0 percent of the potential participants felt unwelcome.

Those rough, physical activities requiring a specified area for participation and special motor skills seemed to provide the most intimidation to possible participants. By nature, these activities have developed into sports for more fierce, strong-willed competitors. The nature of the participation and the environment within the facility intimidated some students, whether intentional or not.

The student population at Kansas State University expressed a wide range of unfulfilled activity desires. By examining the reasons for this lack of fulfillment, recreational planners can be better equipped to meet the needs of the student.

Specific Objective Four

One purpose of this study was to ascertain the seasonal usage of the recreational facilities by the students.

In order to determine the relative extent of usage, students were asked to estimate the average number of hours per week that they had used each of the listed recreational facilities during the 1973-74 academic year at Kansas State University. This estimation included only the time during which Kansas State University was in session and did not include any use during regular class activities. The data was analyzed in terms of the mean number of hours of activity per student per week at each separate facility. Differentiation was made between seasonal usage as the categories included separate consideration of

fall (September, October and November), winter (December, January and February), and spring (March, April and May) usage levels. See Table 9 for the estimated student use of the recreational facilities.

Discussion. Facility-use patterns generally followed predictable seasonal trends. During the milder months of the fall, students sought more participation in the outdoor recreational activities. For example, the tennis courts (.62 hours per student per week), open lawns and fields around the university buildings (.76 hours), and the outdoor basketball courts (.58 hours) all received more extensive use during the fall than in the cold of winter.

This weather-related seasonal trend continued during the winter as the participation overload shifted to the indoor facilities in the Ahearn Building. Sizeable increases were noticed in the participation levels at the fieldhouse (.71 hours per student per week), the gymnasium (.72 hours), and the swimming and diving pools (.58 hours) during the months of December, January, and February. Outdoor activity decreased markedly during this time as tennis (.14 hours), outdoor basketball (.31 hours), and open play on the university grounds (.27 hours) all noticed a substantial drop in participation.

With the coming of the spring and warm weather, outdoor facility use increased substantially as the tennis courts (.81 hours per student per week), handball courts (.56 hours), athletic grounds and outdoor areas around the university (.93 hours), and outdoor basketball courts (.78 hours) became hotbeds of activity.

Several interesting aspects in the usage of particular facilities were noticed as the yearly cycle progressed through the seasons.

TABLE 9
ESTIMATED USE OF THE FACILITIES
(Mean hours per student per week)
(N=389)

Facility	Months				
	Sept. Nov.	Oct. Nov.	Dec. Feb.	Jan. Feb.	Mar. Apr. May
Gymnasium	.48		.71		.38
Field House	.52		.72		.43
Swimming, Diving Pools	.45		.58		.69
Weight Room	.34		.37		.39
Handball Courts	.40		.20		.56
Tennis Courts	.62		.14		.81
Washburn Athletic Fields	.12		.04		.19
Gymnastics Room	.10		.10		.09
Game Rooms in Your Residence	.61		.67		.64
Open Lawns or Fields Around University Buildings	.76		.27		.93
Union Recreational Center (bowling, billiards, etc.)	.65		.84		.76
Outdoor Basketball Courts	.58		.31		.78

The use of the gymnasium (.48 hours in the fall compared with .38 hours in the spring) and the fieldhouse (.52 hours in the fall compared with .43 hours in the spring) was higher during the fall than in the spring although the weather was comparable. This variance can be attributed to the approach of the intramural and inter-collegiate basketball seasons at Kansas State University. Students were practicing in the fall because of the high level of interest generated by the opening of the basketball season.

Oddly enough, the use of the indoor swimming and diving pools increased as the school year progressed despite seasonal changes in the weather. Participation increased from .45 mean hours per student in the fall and .58 hours in the winter to .69 hours during the spring. This phenomenon could have been partially attributed to the approach of summer and the traditional swimming season. However, the most probable reason for this increase in participation was the completion of the Natatorium. The construction of this facility was finished near the beginning of the spring semester in early 1974. Students were quick to take advantage of these new aquatic areas as participation steadily increased throughout the months of spring even though the warm weather outside was most enticing.

The weight room and the gymnastics room maintained a stable participation load throughout the entire year. Participants in these activities generally tend to be more dedicated individual athletes pre-scribing to year around workout programs.

Game rooms in the residence halls and the Union Recreational Center (bowling, billiards, etc.) received elevated usage all year

with minimal increases in the level of participation noticed during the winter. Seasonal variances in the usage of game rooms in the residence halls changed from .61 hours per student per week in the fall to .67 hours in the winter to .64 hours in the spring. The Union Recreational Center experienced a similar trend with only slight variations from fall (.65 hours) to winter (.84 hours) to spring (.76 hours). The interest in the type of activity offered in these game areas seemed to be governed by forces other than the climate. Many of these game-type activities were designed to fill the dead time spaces between classes or appointments. Participants often just passed the time of day with these activities.

Specific Objective Five

One purpose of the present study was to indicate the preferred recreational participation time of the students.

The survey asked the students to indicate the times that they would prefer to participate in recreational activities. Three separate categories were listed so that students were able to choose the desirable recreation times as they related to different segments of the week. The categories included options for Monday through Friday, Saturday, and Sunday. On Monday through Friday, students indicated a preference for recreation during the after-class hours of the afternoon and the evening. Some 30.1 percent of the students chose 3:00 p.m. to 5:00 p.m. time period. Another 60.2 percent of the students believed that their recreational fulfillment would most likely occur between the hours of 6:00 p.m. and 10:00 p.m.

A broader spectrum of time preferences highlighted the recreational time selection during the weekend. Recreational activity seemed most suitable for 41.9 percent of the students when it occurred between 1:00 p.m. and 3:00 p.m. on Saturday. Following as a close second among Saturday preferences was the time slot between 3:00 p.m. and 5:00 p.m. during which 40.3 percent of the students expressed an interest in participation. Between the hours of 6:00 p.m. and 10:00 p.m. on Saturday evening, 31.1 percent of the students indicated a preference for participation in recreational activities.

On Sundays, the survey noted a similar trend toward the afternoon and evening use of recreational facilities with 40.6 percent of the students choosing 1:00 p.m. to 3:00 p.m., 46.3 percent choosing 3:00 p.m. to 5:00 p.m., and 29.1 percent choosing 6:00 p.m. to 10:00 p.m. See Table 10 for a listing of the preferred hours for using the recreational facilities at Kansas State University.

Discussion. The preferred hours for using the recreational facilities generally followed a predictable pattern. Desire for recreational participation was noted to increase in the late afternoon and evening after a day's study and work at Kansas State University had been completed.

An interesting development was noted while analyzing the morning participation preferences of students during the weekend. While 23.1 percent of the students desired open participation on Saturday mornings between the hours of 8:00 a.m. and 11:30 a.m., only 10.5 percent preferred the similar time period on Sunday mornings. The lower frequency of participation on Sunday morning was probably caused by a

TABLE 10
PREFERRED HOURS FOR USING THE RECREATIONAL FACILITIES
(In Percentages)
(N=389)

Times	Days		
	Monday- Friday	Saturday	Sunday
Between 6:00 a.m. and 8:00 a.m.	8.7	5.4	4.4
Between 8:00 a.m. and 11:30 a.m.	6.4	23.1	10.5
Between 11:30 a.m. and 1:00 p.m.	8.5	18.5	13.1
Between 1:00 p.m. and 3:00 p.m.	10.0	41.9	40.6
Between 3:00 p.m. and 5:00 p.m.	30.1	40.4	46.3
Between 6:00 p.m. and 10:00 p.m.	60.2	31.1	29.1
Between 10:00 p.m. and Midnight	14.9	16.2	12.0

combination of two factors: 1) the traditional relaxing atmosphere of a Sunday; and 2) the religious commitments of many students.

Specific Objective Six

One purpose of the present study was to investigate the willingness of students to support financially the construction of a new multi-purpose facility designed for academic, athletic and recreational use.

The possibility exists that to satisfy the recreational desires of the students at Kansas State University, it may be necessary to construct some new facilities. Support for this development would probably come from the instigation of a new student fee. Therefore, students were asked to indicate on the survey the maximum fee that they would be willing to pay each semester to support such a project. Exactly 50.0 percent of those responding students indicated a willingness to tolerate an additional fee with 36.8 percent of the total respondents choosing the minimum monetary value listed (\$5.00). A total of 23.4 percent of the students refused to lend support to the additional fee because they would be gone before a new facility could be opened. Another 19.4 percent were unable to make an estimate while 6.9 percent believed that recreation was not important enough in their lives to warrant any fee increase. Consult Table 11 for more information about the degree of student support for new recreational facilities.

Discussion. The data indicated that students were as yet undecided about a decision to increase fees for additional recreational facility development. Nearly one-fourth of the respondents indicated that they would decline to lend financial support for such a development

TABLE 11
STUDENT SUPPORT FOR THE CONSTRUCTION OF NEW RECREATIONAL FACILITIES
(N=389)

Support for Construction	N	Percent
None, recreation isn't that important.	27	6.9
None, I'll be gone before the facility could be opened.	91	23.4
\$5 a semester	143	36.8
\$10 a semester	36	9.3
\$15 a semester	10	2.6
\$20 a semester	5	1.3
I'm unable to make an estimate.	77	19.8

because they would be gone before a new facility could be opened. This type of attitude could be detrimental to future facility development plans. The initiation of recreational facility development would probably require certain portions of the university population to make sacrifices for the long-term benefit of the institution. However, this type of long-range planning and financing is not new to Kansas State University. For example, funds used to build the K-State Union were collected from students who were long since graduated before its completion.

Only 6.9 percent of the respondents declined to support recreational facility development because they did not feel that recreation was that important. This fact should be encouraging to recreational leaders and planners because it denotes a general degree of total university interest in recreation. Most students do seem to have at least some positive feelings toward recreation and the benefits derived from participation therein.

Specific Objective Seven

One purpose of the present study was to determine the willingness of students to support financially the renovation, staffing, and maintenance of new recreational facilities.

A new multi-purpose recreational facility would probably require additional student fees that would be needed to operate the area. Therefore, the subjects were asked to express their opinions about increasing student fees to support the staffing and the maintenance of the new buildings. Responses were found to be somewhat similar to those obtained

with regard to financing the new construction. Some 59.6 percent of the students indicated a willingness to support monetarily the operation of a new facility with 34.7 percent of the total respondents choosing \$2.50 per semester--the lowest alternative. Students indicating no support for this additional fee totaled 16.2 percent while another 24.2 percent of the students were still uncertain about the extent of any financial commitment. See Table 12 for additional insights into the level of student support for the operation of new facilities.

TABLE 12
STUDENT SUPPORT FOR THE OPERATION OF NEW RECREATIONAL FACILITIES
(N=389)

Support for Operation	N	Percent
None	63	16.2
\$2.50 per semester	135	34.7
\$5.00 per semester	82	21.1
\$7.50 per semester	4	1.0
\$10.00 per semester	11	2.8
I'm uncertain	94	24.2

Although the student financial support for the operation of new facilities seemed somewhat higher than the support for the construction, many of the students were still basically undecided and hesitant about the extent of their commitment. Without the benefit of a tangible plan of action, many students were unable to justify an allocation of additional student fees for recreational facility development.

Specific Objective Eight

One purpose of the present study was to explore any sub-group differences in recreational interests and habits based on the subject's sex, class, college, residence, size of high school attended, personal athletic background, and attendance at athletic events.

Activity Value Rating. Comparisons were made between the value rating given each activity by the participants (see Tables 5 and 6) and the characteristics of the respondents (see Table 1). Students had rated the degree to which each intramural and individual activity was valuable to them in terms of providing exercise, fun, and relaxation. These ratings were compared to the characteristics of the respondents in order to determine any differences in the recreational interests and habits between the sub-groups within the university community. The chi square analysis indicated that no significant differences in ratings existed among sub-groups except in the case of those defined by high school athletic background. More extensive athletic backgrounds were related to less positive value ratings. For example, former winners of at least one varsity letter rated jogging less enjoyable than did students who were less competitive in high school athletics. Former high school athletes also gave jogging a lower rating in terms of providing relaxation. See Table 13 for a comparison of the level of high school athletic participation and the value rating given various recreational opportunities.

Discussion. Former high school athletes may have been searching for the extrinsic awards and acclamation resulting from triumphs

TABLE 13
HIGH SCHOOL ATHLETIC PARTICIPATION AND RATINGS
OF VARIOUS RECREATIONAL OPPORTUNITIES
(N=389)

Activity & Dimension	None	Yes, but no Letter	Yes, Letter
Jogging - Fun	*3.24	3.88	2.20
Jogging - Relaxation	3.06	4.34	2.53
Softball - Exercise	3.23	3.87	1.97
Organized Swimming - Fun	2.53	4.15	1.60
Bowling - Relaxation	3.41	3.51	2.29
Bowling - Exercise	3.17	2.73	1.97
Flag Football - Relaxation	2.26	5.22	2.83

* 1 = Of little or no value

2 = Of limited value

3 = Worthwhile

4 = Of considerable value

5 = Extremely valuable

in more competitive activities than jogging. Another occurrence affecting this negative attitude toward the fun and relaxation provided by jogging could have been the basic dread of running developed early in many athletic careers. Some coaches use running as a punishment for poor performance. This degrades the athlete's attitude toward the activity. The data showed that former letter winners believed that intramural softball was of limited value in terms of providing exercise and physical conditioning. In contrast, other students believed softball to be very valuable as a physical conditioner. The significance of this variance in attitude could have been attributed to the degree of past participation in other vigorous activities. The former athlete remembered the rigors of training and interscholastic competition. Such comparisons served to belittle the fitness benefits of softball.

Organized intramural swimming seemed to provide non-letter winners with a greater degree of satisfaction and fun. An explanation for the lack of enjoyment expressed by the high school varsity letter winners would seem to be that these students may have taken the competition too seriously and placed too much emphasis on winning. The pressures of competition are often greater on former athletes because they are expected to be consistently excellent in their performance.

Bowling provided significantly less relaxation and exercise for the former varsity athlete. Reasons involving an overly competitive nature may have reduced the relaxing qualities of bowling. The comparison of bowling with the other activities of the participants may have diminished the perceived exercise benefits.

Oddly enough, both non-athletes and varsity letter winners considered flag football to be of little value in terms of providing relaxation. Intimidation and fear of failure may have promoted this attitude among the non-athletes. However, former high school letter winners were probably obsessed with an overly competitive desire to win.

Support for Construction and Operation. A comparative analysis was conducted in order to ascertain the characteristics of those students with a willingness to support financially the construction and the operation of a new multi-purpose recreational facility. Only within the sub-group determined by varying levels of student attendance at varsity athletic events was a significant difference in the degree of support noted at the .05 level of significance. All of the other characteristics of the respondents yielded no significant difference in the level of support based on statistical chi square analysis. See Table 14 for an analysis of the relationship between athletic attendance and support for new facilities.

Discussion. This data determined that a higher degree of athletic attendance denoted a greater willingness to lend monetary support to the development and operation of a new recreational facility.

Only 41.7 percent of the students who did not attend half of the home games in any varsity sport were willing to allocate financial support for construction of new facilities. However, this support increased correspondingly with the level of athletic attendance. It was noted that 52.2 percent of the students indicating regular attendance during one or two athletic seasons expressed a willingness to

TABLE 14

ATHLETIC ATTENDANCE AND SUPPORT FOR NEW RECREATIONAL FACILITIES
(In Percentages)
(N=389)

	ATTENDANCE		
	None	1 or 2	3 or more
<u>Support for Construction</u>			
None, recreation isn't that important	11.5	5.0	3.5
None, I'll be gone before	28.8	21.1	18.6
\$5 a semester	32.4	39.8	38.4
\$10 a semester	7.9	9.3	11.6
\$15 a semester	0.0	3.1	5.8
\$20 a semester	1.4	0.0	3.5
I'm uncertain	18.0	21.7	18.6
<u>Support for Operation</u>			
None	22.3	12.4	12.8
\$2.50 a semester	33.1	37.3	32.6
\$5.00 a semester	14.4	22.4	30.2
\$7.50 a semester	0.7	1.2	1.2
\$10.00 a semester	3.6	0.6	5.8
I'm uncertain	25.9	26.1	17.4

support financially the construction of new facilities while 58.3 percent of the respondents who regularly attended half of the home contests in three or more sports exhibited similar generosity.

An almost identical trend was expressed in the support for the operation of the new facilities as it increased concurrently with the level of athletic attendance. Only 51.8 percent of the students not regularly attending any intercollegiate athletic contests indicated support, while 61.5 percent of those who attend one or two events regularly demonstrated a willingness to give financial support. Furthermore, those more intense fans who regularly attended events in three or more sports denoted the greatest level of support when 69.8 percent expressed a desire to pay for the maintenance and staffing of a new recreational facility.

This pattern of support increased correspondingly with regular attendance. The trend seemed to emphasize the adage that people tend to uphold programs in which they are more personally involved. Students regularly attending athletic events may generally have a much closer feeling of kinship with the programs. Although the views of these students may have been somewhat biased, they may also possess knowledgeable insights into the needs of the various athletic and recreational programs.

Specific Objective Nine

One purpose of the present study was to establish a priority listing of the most urgent recreational facility needs of Kansas State University as conceived of by the students.

To aid planners considering student needs for additional recreational facilities, the respondents listed those indoor and outdoor facilities which they felt deserved priority consideration for future development. Students were asked to list those facilities which they would be most likely to use frequently. A separate sheet which listed possible facility options was given to the respondent at the questionnaire administration site. (See Appendix E). A large number of the students (36.3 percent) indicated that construction of outdoor tennis courts should be the primary concern of future recreational facility planners. Other facility development possibilities receiving strong support were indoor basketball courts (16.7 percent), outdoor handball courts (15.2 percent), indoor handball courts (14.7 percent), a golf course (12.1 percent), and a sauna (11.1 percent). See Table 15 for a listing of the student priorities for future recreational facility development.

Discussion. This priority listing for facility development correlated with the data collected in Tables 7 and 8 concerning the reason why students did not participate in certain activities in which they had a desire. A primary reason for non-participation in tennis, handball, racquetball, and "pick-up" team sports such as basketball was that the facility involved tends to be overcrowded. These two sets of similar information tended to give additional credance to the impact of this data.

TABLE 15
STUDENT PRIORITIES FOR RECREATIONAL FACILITY DEVELOPMENT
(N=389)

	N	Percent
Outdoor tennis courts	141	36.3
Indoor basketball courts	65	16.7
Outdoor handball courts	59	15.2
Indoor handball courts	57	14.7
Golf course	47	12.1
Sauna (includes steam bath = 3)	43	11.1
Ice skating rink	40	10.3
Camping facilities	39	10.0
Exercise room	36	9.3
Game room (general purpose)	36	9.3
Indoor tennis courts	31	8.0
Roller skating rink	27	6.9
Large fields for sports	27	6.9
1) Football	12	3.1
2) Soccer	7	1.8
3) Softball	6	1.5
4) Field hockey	2	.5
Golf driving range	24	6.2
Table tennis	24	6.2
Track and field (inc. jogging) (indoor and outdoor)	24	6.2
Weight room	21	5.4
Outdoor basketball courts	20	5.1
Outdoor archery range	20	5.1
Indoor swimming pool	19	4.9
Golf putting greens	19	4.9
Indoor or outdoor badminton courts	18	4.6
Gymnastics room	15	3.9
Dance room	14	3.6
Gymnasium or fieldhouse	14	3.6
Indoor squash courts	13	3.3
Wrestling and judo room	12	3.1
Outdoor squash courts	10	2.6
Outdoor swimming pool	9	2.3
Shuffleboard	8	2.1
Riding stables	7	1.8
Indoor or outdoor volleyball courts	7	1.8
Bowling	7	1.8
Fencing room	7	1.8

TABLE 15 (Con't.)

	N	Percent
Indoor archery range	6	1.5
Rifle range (trap and skeet)	5	1.3
Family picnic grounds	3	.8
Bicycle paths	3	.8
Canoeing	3	.8
Hunting area	2	.5
Rodeo arena	2	.5
Night lights for facilities	2	.5
Fishing lakes	2	.5
Motorcycle course	1	.3
Playground	1	.3
Giant slide	1	.3
Cross country snow skiing	1	.3
Water skiing	1	.3
Air conditioning for weight room	1	.3

Student Comments

Students listed any further comments that they had concerning the recreational programs and facilities on the back of the questionnaire. These comments ranged throughout all of the various levels of support for recreation at Kansas State University. The comments were probably written by those students who had more definite reactions about the recreational attitudes and facilities at the university. Some suggestions about possible solutions to the recreational problems were offered by concerned students. This input may be helpful during the development and evaluation of future recreational programs and facilities at Kansas State University. See Appendix F for a listing of all student comments about recreation and related topics.

SUMMARY

The results of the present study indicate that the student body at Kansas State University generally accepts recreation as an important component of university life. Students see the need for recreational opportunities and have a desire to participate in a wide variety of individual and intramural activities. The analysis of the data revealed several deficiencies existing within certain recreational programs. Some of these problems could be alleviated by initiating basic alterations in recreational programming practices. These changes could include adjustments in time schedules, supervision policies, skill instruction, and promotion. However, many of these deficiencies could

be satisfied by the construction of facilities based on the student priorities for recreational facility development. These priority considerations are given further support in the present study as the students listed the reasons why they did not participate in desirable activities. For example, the students listed overcrowding as a major deterrent to their participation in sports such as tennis, handball, and basketball. This data is in agreement with the most urgent recreational facility needs expressed by the students.

The analysis of related clusters of student priorities for recreational facilities revealed some important information about the perceived recreational needs of the students at Kansas State University. In Table 16 the general interest clusters within the recreational facility priority list are highlighted.

DISCUSSION

The individual participation desires of the students seemed to be even more pronounced when interacted with the responses to the other specific objectives of the present study. The overall trend seems to be toward a more individualized form of recreational participation. In Table 16, students gave additional credence to this generalization. Student priority considerations for recreational facility development tended to favor individual participation areas (179.2 percent) over more organized team participation areas (34.2 percent). These results are in agreement with the comparison between the frequency of participation in intramural activities in Table 3 and the frequency of

TABLE 16
GENERAL INTEREST CLUSTERS WITHIN
THE RECREATIONAL FACILITY PRIORITY LIST
(N=389)

	N	Percent
<u>Category of Priorities</u>		
Individual Participation Areas	*697	179.2
Organized Team Participation Areas	133	34.2
<u>Related Clusters of Priorities</u>		
Tennis courts	172	44.2
Participation rooms (games, exercise, dance, etc.)	130	33.4
Handball courts	116	29.8
Golf	90	23.1
Basketball courts	85	21.9
Outdoor recreation (camping, riding, etc.)	71	18.3
Sauna	43	11.1
Ice skating rink	40	10.3
Swimming pools	28	7.2
Large sports fields	27	6.9
Roller skating rink	27	6.9
Archery range	26	6.7
Track and field (includes jogging)	24	6.2

TABLE 16 (Con't.)

	N	Percent
<u>Related Clusters of Priorities (Con't.)</u>		
Table tennis	24	6.2
Squash courts	23	5.9
Badminton courts	18	4.6
Fieldhouse or gymnasium	14	3.6
Shuffleboard	8	2.1
Bowling	7	1.8

* Students could list more than one priority for recreational facility development.

participation in individual activities in Table 4. Clearly, students at Kansas State University desire the spontaneous participation gained from recreational facilities and programs designed for the individual recreational fulfillment of all students.

Further time and facility allotments for competitive, organized intramural programs would increase the total number of participants. However, this proposal would reflect only an increase in the number of different activities available for the more highly skilled student-athlete. In most cases, many individuals would still not be provided with adequate opportunities for recreational participation even though total participation statistics would indicate an increase. In fact, expanded intramural participation could even decrease the free-time recreation available for many students. Program planners must decide whether or not it is better to have fifteen new individuals participating in an open gym or to have an organized intramural program involving forty of the same students who are endowed with the skills necessary for participation on a competitive team. This value judgement must also be made by the long-range planners of future recreational facilities. The present study shows that the consensus of the students during 1974 expressed the need for individual participation areas suitable for spontaneous recreational activities.

The remainder of Table 16 supplies information about the related clusters of student priority considerations for recreational facility development. To obtain this data, related facility priorities were combined into clusters in order to compare the total interest levels in

specific types of activities. According to the students, tennis courts (44.2 percent) are an immediate recreational facility need of Kansas State University. Next in importance, the students expressed a desire for a variety of multi-purpose recreational participation rooms (33.4 percent) to be used for games, exercise, wrestling, dance, etc. Handball courts were a priority consideration for 29.8 percent of the students. Many students expressed a need for golf facilities (23.1 percent).

Interestingly enough, only 3.6 percent of the students listed an athletic fieldhouse or gymnasium as a priority consideration for future recreational facility development while 21.9 percent expressed a desire for more basketball courts at the university. This comparison illustrates the tendency of students to support a facility in which they would be allowed ample participation privileges as opposed to an arena designed strictly for viewing athletic contests. Student opinions seem to express a desire for some sort of multi-purpose facility in which they will be guaranteed full participation rights.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of the present study was to survey the recreational interests and habits of students at Kansas State University.

A random sampling of the student population yielded 509 subjects for the study. The information was obtained by using the questionnaire method of data collection. The survey was designed with the benefit of the expert advice of the leaders of the university departments that were concerned with physical education, athletics, recreation, and facility expansion. A pilot study was conducted to determine the suitability of the questionnaire for use in this study. The questionnaire administration and follow-up procedures yielded a return of 389 surveys. This total projected a return rate of 76.4 percent of the surveys.

The results of the survey indicated that:

- 1) The highest degree of participation among students in organized intramural activities was noted in the sports of basketball, softball, flag football, and bowling. Student participation in individual recreational activities was greatest in bowling, swimming and diving, tennis, jogging, and "pick-up" team sports. Individual

activities seemed to promote more total participation than did organized intramural competition.

2) The students generally valued their participation in recreational activities. Over 75 percent of the participants rated their participation as being "worthwhile" or better in terms of providing exercise, fun, and relaxation in almost every intramural and individual activity. However, the exercise value rating of those sports requiring very little physical exertion was noticeably lower. Weightlifting was rated as being less than "worthwhile" in terms of providing fun and was determined to be the least relaxing activity.

3) The students elected not to participate in certain desirable recreational activities primarily because they were too busy with other activities. Other reasons for non-participation revealed specific deficiencies within certain recreational programs. For example, nearly one-third of the potential participants in tennis, handball, and racquetball listed overcrowding of facilities as their major reason for non-participation. A number of people who desired to participate in weightlifting and intramural basketball felt intimidated by others who used the facility. Many students were unaware of what one has to do to get involved in certain activities. Participation in intramural sports such as canoeing, golf, track, badminton, bike or trike race, soccer, riflery, water polo, and table tennis was hindered because of a lack of communication between the student and the Recreational Services Department. Individual activities affected by a lack of communication included camping, archery, ice skating, badminton and "pick-up" team

sports. Several students stated that their non-participation was based on a lack of the necessary knowledge or skills required to play the sport. This was especially evident in the intramural activities of tennis, canoeing, golf, handball, and wrestling. Among the individual activities, golf and handball were listed as the most likely beneficiaries of knowledge and skill instruction.

4) The use of the university recreational facilities tended to follow a seasonal trend. Outdoor facilities received peak usage during the warmer months of the fall (September, October, and November) and spring (March, April, and May). During the winter (December, January, and February), the indoor facilities in the gymnasium and the fieldhouse noticed significant increases in student participation. Use of the swimming pools, weight room, gymnastics room, and the recreation game centers remained at a relatively stable level throughout the school year.

5) The preferred recreational participation times of the students were generally in the afternoon and evening from 3:00 p.m. to 10:00 p.m. during Monday through Friday. On Saturday and Sunday, students listed a much wider spectrum of choices. Saturday preferences ranged throughout the day from 8:00 a.m. to 10:00 p.m. However, the afternoon and evening time periods were the primary choices. On Sunday, the participation tended to drift away from the morning hours, but it still remained at high levels from 1:00 p.m. to 10:00 p.m.

6) The students were undecided about their willingness to support financially the construction of a multi-purpose recreational

facility. No clear cut majority was established between those in favor of or those against or unsure about such a project. A majority of those willing to lend financial support chose the smallest financial alternative.

7) The students were somewhat more willing to support financially the renovation, staffing, and maintenance of new recreational facilities than they were willing to support construction. However, it was again noted that support seemed to be divided, with many still at least uncertain about their commitment. Most of the supporters chose the lowest monetary alternative.

8) The chi square analyses indicated that no significant differences existed at the .05 level when comparing the characteristics of the students with the value rating given the various recreational activities except within the sub-groups defined by high school athletic participation. The former high school athlete was more likely to rate activities as being less valuable in terms of provided fun and relaxation. Furthermore, certain less vigorous sports were not valuable to the former athlete for physical conditioning while they seemed to provide adequate amounts of exercise for the other students.

Further chi square analyses yielded a significant correlation at the .05 level between the degree of athletic attendance and willingness of students to support financially the construction and operation of new recreational facilities. Students who regularly attend one or more athletic events were noted to be significantly more willing to contribute funds for the construction and operation of new facilities.

Comparisons with all other characteristics of the respondents yielded no other significant differences between the sub-groups in terms of willingness to lend financial support.

9) Outdoor tennis courts, indoor basketball courts, outdoor handball courts, indoor handball courts, and a golf course were the most urgent recreational facility needs expressed by the students of Kansas State University.

CONCLUSIONS

Based on the results of this study the following conclusions seemed warranted:

1) Students rated their participation in recreational activities as being worth while in terms of providing exercise, fun and relaxation. The recreational activity chosen generally provided the desired fulfillment for the participant.

2) A greater number of students at Kansas State University participated in individual recreational activities than in organized intramural sports programs. This generalization was supported by both the frequency of student participation in various activities and the student priority list for recreational facility development.

3) There were a number of reasons why students failed to participate consistently in attractive activities.

- a. The major deterrent to participation in recreational activities was because students were too busy with other activities (school, job, etc.).

- b. Many students who desired to participate in tennis, racquetball, handball, and "pick-up" team sports were unable to do so because the facility tended to be overcrowded. Students then listed areas for participation in these as the leading priority considerations for future recreational facility development. Therefore, these two sets of data reinforced one another.
- c. A number of students cited a lack of knowledge of what one has to do to get involved as a primary reason for their non-participation.
- d. Another major reason for the lack of participation in recreational activities was that many students did not have the necessary knowledge or skills fundamental to the sport. These students did not have enough confidence in their motor skills to warrant an attempt at participation.

4) The season of the year plays a major role in determining the relative usage loads of the indoor and outdoor facilities. Students tend to use the outdoor facilities during the warmer months and then move indoors for the colder months of winter.

5) The students preferred to use the recreational facilities in the late afternoon and evening. On weekends, the preferred hours for using the recreational facilities encompassed a broader spectrum of times throughout the entire day.

6) The student body was undecided about making financial commitments for the construction and operation of a multi-purpose recreational facility. A breakdown of these non-supporters showed that most

were either 1) going to be gone before a new facility could be opened, 2) unable to make an estimate, or 3) just uncertain about their commitment. It was encouraging to note that only a small percent of the students simply did not feel that recreation was that important.

7) No significant difference was detected among various sub-groups of respondents in the value rating given to activities in which they participated. Sub-groups defined by degree of high school athletic participation constituted an exception to this generalization. Former high school athletes tended to rate certain activities lower in terms of providing exercise, fun, and relaxation.

8) Willingness to support financially the construction and operation of new recreational facilities was statistically uniform through the sub-group classifications based on sex, class, college, residence, size of high school attended, and degree of high school athletic participation. However, a significant difference in support was noted within the sub-groups defined by attendance at athletic events; support increased directly with the degree of athletic attendance.

9) Outdoor tennis courts, indoor basketball courts, and outdoor handball courts were designated by the students to receive priority consideration by the planners of future recreational facilities at Kansas State University. General interest trends within the priority list for recreational facility development indicated the greatest student support for additional tennis facilities. Following in priority order were indoor participation rooms (exercise, dance, etc.), handball

courts, golf facilities, basketball courts, and outdoor camp-related facilities.

RECOMMENDATIONS

1) Recreational planners should improve the relevancy of their programs by consulting the data concerning student participation in the various recreational alternatives offered at Kansas State University. Indications are that students desire more individual participation opportunities.

2) Planners of university recreation programs should study the reasons why many students were unable to participate in personally desirable activities in order to determine a definite plan of action that would help alleviate some of the controllable problems.

For example:

A) Increased communication and advertising of recreational opportunities would be of considerable benefit to the many students who listed a lack of knowledge of what one has to do to get involved as their primary reason for non-participation.

B) A number of students did not participate in certain activities because they did not have the knowledge or skills necessary for adequate performance. Students should be encouraged to enroll in the various lifetime sports skill classes offered at Kansas State University. To supplement these classes, the Recreational Services Department could initiate brief instructional skill clinics before participation begins

in the activities that were listed as potential beneficiaries of such programs.

C) Students noted that overcrowding of facilities provided a definite hindrance to their participation in tennis, handball, racquetball, and "pick-up" basketball. Such deficiencies within these programs suggest immediate attention to additional facility development.

D) The nature of competition within certain activities intimidated some potential participants. Attitude studies and controlled observation of these activities should be conducted in order to promote more participation by the student who feels unwelcome or "out of place." The supervisors of these activities should be aware of the intimidation and attempt to promote the participation of less aggressive individuals.

3) Recreational program planners should be aware of the estimated seasonal usage of the indoor and outdoor facilities. Through advance anticipation of facility overloads, recreational leaders will be able to provide more effective programs designed to meet the seasonal recreational needs of the students.

4) Those who are responsible for the scheduling patterns of the various recreational facilities should take into account student time preferences for recreational activity during the week and on the weekend. Recreational facilities should be made available for participation during those hours which are most preferred by the students.

5) The uncertainty of students' opinions about their willingness to support financially the construction and the operation of a new multi-purpose recreational facility dictates the need for the well-

planned promotion of a tangible idea for future facility development. It seems likely that the success of such a promotion will be related to the degree that the plan for facility development is based on the recreational facility priority list as expressed by the students at Kansas State University.

6) Intense promotion of a new recreational facility should not be conducted at intercollegiate athletic events since the results of the study indicate that the students in attendance are generally more supportive of recreational development. Promotional efforts should be directed at groups of students who are less aware of the recreational opportunities and facilities at Kansas State University.

7) Future recreational facility planners should not overlook the right to participation by all students. Throughout the present study, students have favored recreational programs and facilities designed more for participation by the individual. Students want an accessible recreational facility capable of fulfilling their recreative needs.

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APPENDIX A

1	2	3	4	5	6

SURVEY OF RECREATIONAL INTERESTS AND HABITS AMONG KSU STUDENTS

Kansas State University must make some difficult decisions regarding its recreational and athletic programs. These involve both facilities and programs. To make these decisions, KSU officials need to understand student needs and preferences. This survey is being conducted to provide such information.

There are 4 parts. The first asks a little about your background. Part II reviews your recreational/athletic participation and aspirations during the 1973-74 school year. In Part III, your use of recreational facilities is reviewed, and Part IV inquires about your feelings regarding a new facility. It normally takes 15-30 minutes to complete the entire survey.

Although your college, classification, and sex have been recorded in the boxes at the top of this page, we have not recorded your name. Neither should you. Your responses are strictly confidential and will be used only to form conclusions about how certain types of students feel (e.g., men, sophomores, students in Agriculture, etc.).

PART I BACKGROUND INFORMATION

7. Where do you live while attending KSU?
- ___(1) In a residence hall. ___(2) In a fraternity or sorority.
 ___(3) With parents or relatives in Manhattan. ___(4) Outside Manhattan.
 ___(5) In an apartment, trailer, private room, or house in Manhattan (not with relatives).
8. How many seniors were there in your high school graduation class?
- ___(1) Fewer than 100. ___(2) 100-199. ___(3) 200-499. ___(4) 500 or More.
9. Did you participate on any athletic teams sponsored by your high school?
- ___(1) No. ___(2) Yes, but never won a letter. ___(3) Yes, and won at least one letter.
10. Which of the following varsity athletic events did you regularly attend (or do you plan to attend regularly) during the 1973-74 school year?
 (Regular attendance means going to at least half of the home games).

MEN'S ATHLETICS

- ___ Football
 ___ Basketball
 ___ Track/Cross-Country
 ___ Wrestling
 ___ Tennis
 ___ Baseball
 ___ Gymnastics

WOMEN'S ATHLETICS

- ___ Basketball
 ___ Volleyball
 ___ Track/Cross Country
 ___ Swimming
 ___ Tennis
 ___ Softball
 ___ Gymnastics

10	11	12	13

PART II PARTICIPATION AND ASPIRATIONS

This section asks about your physical activity and recreational habits during the 1973-74 year at KSU. Two lists are given: organized intramural teams and individual activities.

1. Place an X in Column 1 if you participated (or plan to participate) in the activities during the 1973-74 academic school year. (Do not check an individual activity unless you participated in it two or more times).

2. For those activities in which you have participated, rate the degree to which each was valuable to you in terms of (a) providing exercise and physical conditioning (Column 2), (b) providing fun and friendship (Column 3), and (c) providing relaxation and release from tension (Column 4). Use the following code to make your ratings:

1 = Of little or no value. 2 = Of limited value. 3 = Worthwhile.
4 = Of considerable value. 5 = Extremely valuable.

INTRAMURALS (Men's, Women's or Co-recreational organized activity)

DO NOT WRITE
IN THIS SPACE

	COLUMN 1 Particip.	COLUMN 2 Exercise	COLUMN 3 Fun	COLUMN 4 Relaxatn.
14. Badminton	_____	_____	_____	_____
18. Basketball	_____	_____	_____	_____
22. Bike or Trike Race	_____	_____	_____	_____
26. Bowling	_____	_____	_____	_____
30. Canoe	_____	_____	_____	_____
34. Cross Country	_____	_____	_____	_____
38. Flag Football	_____	_____	_____	_____
42. Golf	_____	_____	_____	_____
46. Handball	_____	_____	_____	_____
50. Horseshoes	_____	_____	_____	_____
54. Kickball	_____	_____	_____	_____
58. Racquet Ball	_____	_____	_____	_____
62. Rifle	_____	_____	_____	_____
66. Soccer	_____	_____	_____	_____
70. Softball	_____	_____	_____	_____
74. Swimming	_____	_____	_____	_____
7. Table Tennis	_____	_____	_____	_____
11. Tennis	_____	_____	_____	_____
15. Track	_____	_____	_____	_____
19. Volleyball	_____	_____	_____	_____
23. Water Polo	_____	_____	_____	_____
27. Weightlifting	_____	_____	_____	_____
31. Wrestling	_____	_____	_____	_____

				(14-17)
				(18-21)
				(22-25)
				(26-29)
				(30-33)
				(34-37)
				(38-41)
				(42-45)
				(46-49)
				(50-53)
				(54-57)
				(58-61)
				(62-65)
				(66-69)
				(70-73)
				(74-77)
				(7-10)
				(11-14)
				(15-18)
				(19-22)
				(23-26)
				(27-30)
				(31-34)

INDIVIDUAL ACTIVITIES (Not organized, but may involve check out equipment)

35. Archery	_____	_____	_____	_____
39. Badminton	_____	_____	_____	_____
43. Bowling	_____	_____	_____	_____
47. Camping	_____	_____	_____	_____
51. Golf	_____	_____	_____	_____
55. Handball	_____	_____	_____	_____
59. Horseshoes	_____	_____	_____	_____
63. Ice Skating	_____	_____	_____	_____
67. Jogging	_____	_____	_____	_____
71. Racquet Ball	_____	_____	_____	_____
75. Swimming, Diving	_____	_____	_____	_____
7. Table Tennis	_____	_____	_____	_____
11. Tennis	_____	_____	_____	_____
15. Volleyball	_____	_____	_____	_____
19. Weightlifting	_____	_____	_____	_____
23. "Pickup" Team Sports. (Football, Basketball, etc.)	_____	_____	_____	_____

				(35-38)
				(39-42)
				(43-46)
				(47-50)
				(51-54)
				(55-58)
				(59-62)
				(63-66)
				(67-70)
				(71-74)
				(75-78)
				(7-10)
				(11-14)
				(15-18)
				(19-22)
				(23-26)

3. On this page, place an X in Column 1 opposite those activities you seriously wanted to participate in during 1973-74 but didn't.

4. In Column 2, record the number corresponding to the most important reason why you didn't participate in each activity checked in Column 1. Use the following code:

1 = I felt intimidated by others who use the facility (I felt I would be unwelcome or "out of place").

2 = I was too busy with other activities (school, job, etc.).

3 = The facility was in an inconvenient location.

4 = The facility was not available when I had free time.

5 = The times when the facility was available were undesirable.

6 = The facility tends to be overcrowded.

7 = I don't know what one has to do to get involved.

8 = I don't have the necessary knowledge and/or skills.

5. If more than one consideration had a major influence on your decision not to participate use Column 3 to record your second most important reason.

INTRAMURALS (Men's, Women's or Co-recreational organized activity)

DO NOT WRITE
IN THIS SPACE

	COLUMN 1 Desired	COLUMN 2 Reason 1	COLUMN 3 Reason 2	
27. Badminton	_____	_____	_____	(27-29)
30. Basketball	_____	_____	_____	(30-32)
33. Bike or Trike Race	_____	_____	_____	(33-35)
36. Bowling	_____	_____	_____	(36-38)
39. Canoe	_____	_____	_____	(39-41)
42. Cross Country	_____	_____	_____	(42-44)
45. Flag Football	_____	_____	_____	(45-47)
48. Golf	_____	_____	_____	(48-50)
51. Handball	_____	_____	_____	(51-53)
54. Horseshoes	_____	_____	_____	(54-56)
57. Kickball	_____	_____	_____	(57-59)
60. Racquet Ball	_____	_____	_____	(60-62)
63. Rifle	_____	_____	_____	(63-65)
66. Soccer	_____	_____	_____	(66-68)
69. Softball	_____	_____	_____	(69-71)
72. Swimming	_____	_____	_____	(72-74)
75. Table Tennis	_____	_____	_____	(75-77)
7. Tennis	_____	_____	_____	(7-9)
10. Track	_____	_____	_____	(10-12)
13. Volleyball	_____	_____	_____	(13-15)
16. Water Polo	_____	_____	_____	(16-18)
19. Weightlifting	_____	_____	_____	(19-21)
22. Wrestling	_____	_____	_____	(22-24)

INDIVIDUAL ACTIVITIES (Not organized, but may involve check out equipment)

25. Archery	_____	_____	_____	(25-27)
28. Badminton	_____	_____	_____	(28-30)
31. Bowling	_____	_____	_____	(31-33)
34. Camping	_____	_____	_____	(34-36)
37. Golf	_____	_____	_____	(37-39)
40. Handball	_____	_____	_____	(40-42)
43. Horseshoes	_____	_____	_____	(43-45)
46. Ice Skating	_____	_____	_____	(46-48)
49. Jogging	_____	_____	_____	(49-51)
52. Racquet Ball	_____	_____	_____	(52-54)
55. Swimming, Diving	_____	_____	_____	(55-57)
58. Table Tennis	_____	_____	_____	(58-60)
61. Tennis	_____	_____	_____	(61-63)
64. Volleyball	_____	_____	_____	(64-66)
67. Weightlifting	_____	_____	_____	(67-69)
70. "Pickup" Team Sports. (Football, Basketball, etc.)	_____	_____	_____	(70-72)

6. We would like to know about your interest in participating in intercollegiate athletics or in "club sports". For our purposes, the differences are these:

(1) Intercollegiates have mandatory practice sessions during the season; club sports have less rigid practice regulations. (2) In intercollegiates, the University provides for professional coaching; club sports usually find a volunteer coach. (3) In intercollegiates, most off campus competition costs are paid by the University; in club sports, participants generally pay these costs.

List below any intercollegiate or club sport you would seriously like to try out for next year. Do not restrict yourself to existing teams; if you are seriously interested in trying out for a team not now in existence at KSU, list it. (If this is your last year at KSU, list the intercollegiate or club sports you participated in during the 1973-74 academic year.)

<u>INTERCOLLEGIATES</u>	<u>CLUB SPORTS</u>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

PART III USE OF RECREATIONAL FACILITIES

Estimate the average number of hours per week you have used (or will use) each of the following facilities during the 1973-74 school year. (Consider only the time during which the University was in session. Do not count use during a regular class). Make a separate estimate for each of the time periods shown:

	<u>SEPT-OCT-NOV</u>	<u>DEC-JAN-FEB</u>	<u>MARCH-APRIL-MAY</u>	
Gymnasium	_____	_____	_____	(7-12
Field House (Including Indoor Track)	_____	_____	_____	(13-18
Swimming, Diving Pools	_____	_____	_____	(19-24
Weight Room	_____	_____	_____	(25-30
Handball Courts	_____	_____	_____	(31-36
Tennis Courts	_____	_____	_____	(37-42
Washburn Athletic Fields	_____	_____	_____	(43-48
Gymnastics Room	_____	_____	_____	(49-54
Game Rooms in Your Residence	_____	_____	_____	(55-60
Open Lawns or Fields Around University Buildings.	_____	_____	_____	(61-66
Union Recreational Center(Bowling,Billiards,etc.)	_____	_____	_____	(67-72
Outdoor Basketball Courts	_____	_____	_____	(73-78
(Residence Hall, Other Living Groups)	_____	_____	_____	

Given your commitments as a student, which are the times you would most prefer to participate in recreational activities? (Check as many as you wish).

	MONDAY-FRIDAY	SATURDAY	SUNDAY	
Between 6:00 A.M. and 8:00 A.M.	_____	_____	_____	(7-9)
Between 8:00 A.M. and 11:30 A.M.	_____	_____	_____	(10-12)
Between 11:30 A.M. and 1:00 P.M.	_____	_____	_____	(13-15)
Between 1:00 P.M. and 3:00 P.M.	_____	_____	_____	(16-18)
Between 3:00 P.M. and 5:00 P.M.	_____	_____	_____	(19-21)
Between 6:00 P.M. and 10:00 P.M.	_____	_____	_____	(22-24)
Between 10:00 P.M. and Midnight	_____	_____	_____	(25-27)

PART IV NEW RECREATIONAL FACILITIES

28. To satisfy the recreational desires of KSU students, it may be necessary to construct some new facilities, probably by instigating a new student fee. For construction purposes only, what is the maximum fee you would be willing to pay each semester?

- (1) _____ None. Recreation isn't that important.
- (2) _____ None. I'll be gone before a new facility could be opened.
- (3) _____ \$5 a Semester.
- (4) _____ \$10 a Semester.
- (5) _____ \$15 a Semester.
- (6) _____ \$20 a Semester.
- (7) _____ I'm unable to make an estimate.

29. If a new recreational facility were available, there would probably have to be an additional student fee each semester to operate it. What is the maximum fee you would be willing to pay each semester for staffing and maintenance?

- (1) _____ None.
- (2) _____ \$2.50.
- (3) _____ \$5.00.
- (4) _____ \$7.50.
- (5) _____ \$10.00.
- (6) _____ I'm uncertain.

To aid planners considering our needs for additional recreational facilities, please list both the indoor and outdoor facilities which you feel deserve priority consideration (i.e., those you would be most likely to use frequently). See separate sheet for possible options.

INDOOR

OUTDOOR

ADD ANY ADDITIONAL COMMENTS YOU WOULD LIKE ON THE BACK OF THIS PAGE.

APPENDIX B

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

April 12, 1974

Dear KSU Student:

My thesis is concerned with the physical activity and recreational habits of KSU students. The best way I can obtain answers to my questions is by asking a representative sample of students. By a random process, your name was selected. I hope you will be willing to cooperate by voluntarily responding to the survey form I have prepared.

Besides helping me, you will be providing valuable information to KSU officials concerned with long-range planning. To attest to this, this project has been endorsed by the people listed below.

Educational Resources has agreed to administer the survey in Room 215, Fairchild Hall (across the street from Anderson). This will save me a big postage bill and will allow you to ask questions if some part of the survey seems unclear. Please drop in that office any time between 8 - 12 and 1 - 5 on either or . If these dates are not convenient, please call Mrs. Goin at 532-5712 and arrange another. About 15-30 minutes are needed.

Your responses will be considered confidential. Although your participation is voluntary, the value of the study depends on it. Thanks in advance for your help.

Sincerely,

Jeff Boone

Jeff Boone

Graduate Teaching Assistant

APPROVED BY:

Mark A. Eichen

Student Body President
1974-75

Joe Knap

Student Body President
1973-74

Don Lindley

Major Professor

Ernie D. Barrett

Director of Athletics

Charles B. Corbin

Department Head, HPER

Paul M. Young

Chairman, Long-Range Planning

Donald P. Hoyt

Chairman, Committee On
Non-Big 8 Sports

Ray H. Rohlf

Director, Recreational
Services

Judy Olsen

Director, Women's
Athletics

APPENDIX C

MEMO OF UNDERSTANDING CONCERNING
SURVEY OF RECREATIONAL INTERESTS AND HABITS
AMONG KSU STUDENTS

DEPARTMENT OF HEALTH, PHYSICAL
EDUCATION AND RECREATION
KANSAS STATE UNIVERSITY
MANHATTAN, KANSAS

I understand that I am voluntarily participating in this study as a randomly selected student and that any answers or responses that I give will be held in the strictest confidence. I understand that my name will in no way be connected with my responses. I also realize that the responses that I give on the questionnaire will eventually be part of a body of information that will be used to determine recreational interests and trends among students at Kansas State University. This information may also serve to aid long-range planners in the future development of related facilities. The results of the questionnaire will be compiled in thesis form and will be available in the Farrell Library of Kansas State University in the Fall of 1974.

APPENDIX D

Office of Educational Resources
Fairchild Hall
Manhattan, Kansas 66506
Phone 913 532-5712

Dear Student:

I don't like to keep bugging you about my project, but I need your help to satisfy my master's committee that the conclusions will be sound. Probably it has been inconvenient for you to stop in at 215 Fairchild to fill out my survey on recreational interests and habits. Therefore, I am enclosing the survey form itself together with a postage paid self-addressed envelope. If you will take the 15 minutes or so needed to complete and return it, I will be sincerely grateful.

I realize this is primarily a plea to help a fellow student. For what it's worth, I believe KSU planners really intend to use the information I collect. In other words, you won't be just wasting your time.

Again, I apologize for bothering you, and thank you in advance for your help.

Sincerely,

Jeff Boone

Jeff Boone

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

Dear Student:

Last week I wrote to you asking if you would answer a questionnaire about recreational interests. You didn't report to the Office of Educational Resources, 215 Fairchild, on the dates I mentioned. This note is to let you know that it is not too late to participate and that your answers are really important.

I will appreciate it if you will take 15-20 minutes in the next day or so and complete the questionnaire. Educational Resources (215 Fairchild) has agreed to stay open over the noon hour to accommodate those whose schedules make it hard to report during regular office hours.

Thanks in advance for your help.

Sincerely,



Jeff Boone
Graduate Teaching Assistant

JB/lg

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

Dear Student:

Last week I wrote to you soliciting your cooperation in answering a survey about recreational interests; in addition to providing data for my master's thesis, your responses will help KSU planners better understand our needs for facilities and programs.

Your name was chosen at random. At the time, I didn't realize that your address was out of town. No doubt it would be inconvenient for you to report to 215 Fairchild to fill the form out. Therefore, I am enclosing it and a self-addressed stamped envelope. I hope you will be willing to take the 15-20 minutes needed to answer these questions and return the form to me.

Thanks in advance for your help.

Sincerely,



Jeff Boone
Graduate Teaching Assistant

JB/lg

APPENDIX E

EXAMPLES OF INDOOR OR OUTDOOR RECREATIONAL FACILITIES
WHICH KSU STUDENTS MAY WANT TO PURCHASE

Archery range
Badminton courts
Basketball courts
Camping facilities
Dance room
Exercise room
Fencing room
Game room (general purpose)
Golf course, driving range
Gymnastics room
Handball, squash courts
Ice skating rink
Putting greens
Roller skating rink
Sauna
Shuffleboard
Table tennis
Tennis courts
Track and field
Weight room
Wrestling and judo room

Note: Feel free to suggest facility needs not included on this list if they are of higher priority for you.

APPENDIX F

I am usually tied up with school and church so it sounds like I don't do much. Truthfully I don't use the facilities on the KSU campus because I am unsure of the procedure to go about in using these facilities. I really would like to find out, though, so I could avail myself of them more often.

The tennis facilities are totally inadequate. We need more outdoor and some indoor courts.

It seems to me that Athletic Council and Student Senate are really cheating a lot of students out of their rightful monies that should go to all playing for the prestige of K-State and this makes a deep impression on high school students because they see the number of activities available and they wouldn't be afraid to try something new.

Student Senate really let the Recreational Services down in that last Referendum vote on April 17th because of lack of publicity in the colleges and the dorms. This was definitely a shame because we do need expansion and K-State needs it now, especially since P.E. is so stressed in our freshman year anymore with "Concepts" and "Life-Time Sports." Once our interests are up in a sport, don't let us down with a thud! There should be an investigation, also, for reorganizing monies and reorganizing Athletic Council and getting some new faces on the committees.

I'm concerned, certainly. I'm in Physical Therapy and have been taught that the body is the mansion of our souls. K-State shouldn't let more bodies become tenements because of the lack of recreational facilities.

I feel that existing facilities on campus should be left open for longer periods of time for students. The pools are often times reserved for non-student functions and uses. I feel that since I am paying for these facilities, I should have priority in their use.

I am from California and since I have been at this University I have found that there is a great lack of dance facilities and classes. From what I've gathered from talking to others there is an interest in dance in this area. For instance, great numbers turned out to see the Joffrey when they were here. The library has an abundance of material on the dance, also. I personally would like to see more put into dance here. I think people would be interested.

I have never used most of the recreational facilities, because my academic load comes first. After studying for several hours I don't have the time or energy for sports, games, etc.

I do not feel that I should shell out money for facilities which I never use. I'm glad that they exist for the people who have the time and the desire to use them. It seems fair that a very small charge could be made for swimming, handball, etc. on a per session basis, or on a cheap season pass for each specific facility, such as the pools. This way, the people who use the facilities would help pay the operating expenses.

As you can see from my answers, organized recreational activity is not that important to me. I prefer solitary recreation, such as walks, bike rides, etc. to team recreation, so I don't know how helpful my responses will be. Since I don't use the recreational facilities on campus, I'm afraid I'd be a little angry if my fees got any higher than they are already.

Recreational facilities are too distant from the dorm (Derby Complex) to be termed "convenient." The handball courts are about a mile away, Ahearn and the Union about 1/2 mile. A roller skating rink (a good one, unlike "Skate Plaza" east of town) is needed and would probably be a great asset as a source of revenue for KSU. Sports are too hard to get in to for freshmen students. Other than the aforementioned, the athletic program is alright.

The dorms need more space allotted for game rooms and courts outside.

The reason why I've suggested an outdoor swimming pool is that in late spring and summer there are enough students to utilize one. Also, the city pool is small and it has to serve the community. Also, the pool is inconvenient to the campus.

The indoor pools are great, but in the summer quite a few people enjoy the sunshine while swimming.

You might suggest the Lake, but for students on campus it is also inconvenient.

I am a graduate student with a teaching assistantship and am working on my thesis. I seem to have no time to enjoy university facilities. I was not an undergraduate at KSU and will be leaving upon graduation in June. The university I came from charged no such "extra" fees for building and staffing a rec. facility--the state and alumni provided funds. If these organizations cannot raise the funds, then maybe the university should wait until someone becomes interested enough to push for such funds.

I would like to see the gymnastics room opened on Saturday so those who wanted to practice Judo could. As it is now, the only time you can use the mat in there to practice is on Monday and Thursday evenings during regularly scheduled class. Judo is a skill you just about have to work on every night to improve.

I feel that there is a need for improved facilities at KSU. Indoor courts for handball and more basketball courts seem to be the most needed. The overall program definitely needs expansion.

You have neglected the many SGA recognized organizations, e.g. Scuba Club, Sports Car Club, Sport Parachute Club, Sailing Club to name only a few.

I think the University should take a prominent role in establishing bike trails in and around Manhattan. I would be willing to pay \$25.00 a year to the University or the city if only I could ride safely to and from home. I'm also interested in bicycle racing.

Is there any way some recreational funds could be obtained to put in a university golf course?

I'm quite unathletic and the only exercise I get on a regular basis are calisthenics which I do in my room. However, I recognize the need for adequate recreational equipment.

It's difficult to respond to this questionnaire since I have tended to seek recreation outside of the University. The system here seems to alienate those students who are graduate students from institutions other than K-State. This has resulted in many of the Education Department Graduate Students planning group recreation away from the University.

My main sports are individual sports like skiing and horseback riding and swimming.

I do not like sports like basketball or football and do not plan ever to take time for them.

My interests are people and school. Sports are unimportant-except for enjoyment. The facilities for the sports I like are not at KSU. Therefore, I don't think my money should go into building track and field, wrestling, etc. facilities. Let those who will use them pay for them.

I was so involved with intercollegiate athletics that I had little time for other recreational activities. But now that I am done, I am using them more. I feel there is a definite need for more facilities as recreation is (in my opinion) a very vital part of our educational process.

In your list of individual activities you neglected to mention dancing. As a teacher, and a dancer of ballet for over 15 years I feel that dancing is my major form of recreation and/or exercise. Of course, this is on an individual basis and perhaps not applicable to your survey.

I am only a first semester freshman; therefore, I'm not very familiar with the facilities as of yet. I feel some intimidation! i.e. I like to lift weights, but being skinny-armed and female, I feel rather strange.

I don't even know how one joins intramurals and athletics, or where the table tennis, badminton and gymnastics facilities are!

I'm an older (31), married Army dependent who lives at Ft. Riley. Therefore the facilities available don't actually appeal to me, nor do I have spare time. But while living in Manhattan last fall my junior high son used the swim facilities as a member of the Manhattan Marlins. For the benefit of all local residents and students, it behooves the university to maintain and improve the recreational facilities.

There is a definite need for new tennis courts.

If a new recreational complex should be decided on, it would take 2 or 3 years for the planning stages before the actual building of the facilities began, and then at least 1 year before the facilities would be completed and available for use. Therefore, if this complex is built, very few of the students from the present student body would be around to use the facility. So why must the present students at K-State finance it? Don't add on the fees until after the complex is completed and then let the students and faculty who use it pay for it.

I would like to see the K-State Rowing Crew get money for their needs.

Before I give any more money to Rec. Services, I want to see them better organized. I used to work as a referee, so I have a little background for my complaints. First of all, I usually go swimming sometime between 1-3:30 and there are 4 lifeguards on duty and only 5 people in the pools.

It is impossible to shoot a bow on this campus unless one is part of a class. I have seen Archery shooting at the strangest things. Not all of them were still. Get the point? We need an archery range.

I would like to see the return of free canoe rentals.

I would have bought season tickets for both the basketball and football games, if my eight year old son could have used a spouse ticket.

I think this university is in terrible need of a University operated golf course than can provide this recreation at a cost which students can afford to pay. Unlike the other golf courses in the area which are extremely expensive and inconvenient for the student.

For myself, I have no use for the recreational activities generally available around the campus because I prefer solitary activity or a small group of friends. Most of my activity is during the summer away from campus (i.e., canoeing, hiking, hunting, etc.).

I feel an individual should be entitled to make up his own mind as to whether or not he wants to take part in any recreational activities. Compulsory recreation which this university forces upon the student by means of a physical education course is farcical. I personally get plenty of exercise through my activities such as handball, jogging and basketball. However, I am supposed to take two classes in physical education. This university seems to be making up the individual's mind for him in the field of physical recreation. Plenty of opportunities are provided the student without this compulsory recreation and, if the individual chooses not to participate, that is his business, not the business of some bureaucratic system.

Before we build new tennis courts, can we complete and repair the ones we already have.

Athletic dorms are discriminatory. I wish college athletics were organized in such a way that all students would have an equal opportunity to try out for the football or basketball teams.

I'm a graduate student and the undergrad school I went to had ample intramural facilities at time. I don't think it is the students place to foot the bill for building a new facility. At the undergrad school, football & basketball tickets along with all other rec facilities were provided for in a \$15.00 activity fee paid by all students each quarter. Also, all student football and basketball tickets were reserved seats. You picked up your tickets each week prior to the game.

I'd be willing to pay a fee, perhaps one or two dollars, but not five, so I checked "none".

I feel that the gymnasium and field house should be open for exercises and other sports from (11:30 a.m. - 1:00 p.m.) instead of from (11:30 a.m. - 12:30 p.m.) because sometimes we can't get enough exercise during that short time.

I am not well versed in this subject, but I have heard a rumor of a new field house. This seems the most reasonable alternative to me. We should convert the old field house into a 2-story recreational structure. For the sake of the future (not like Tuttle Lake) if a new field house is in the planning, don't expand minor sports and then have Ahearn sitting idle! Use what you have and do some long term planning.

I hate having to go all the way up to Cico Park to throw the shot and discuss.

As you can tell, I do not have the time or the interest to participate in much athletics. However, I feel it is extremely important to some students on campus and would be willing to help (through fee increases) them gain more recreational services and facilities.

Before putting new services into operations, why not make sure the existing ones are now up to the best standards? My only complaint is about the existing handball courts. Last fall a man was out there measuring and asking about the best way of putting up a fence around the courts. What ever happened? We now spend more time chasing balls than playing. And the object of the game is to make the other player miss the ball.

Because I am a part-time student at the Christian College, I have used many of their facilities in the past. However, because I will graduate from M.C.C. in December of 1974, I have come to be more aware of K-State's facilities, and I use them more and more as time progresses.

In regard to the fee increase, I would be willing to pay for construction and maintenance of more facilities. I don't feel I personally use the existing facilities as much as I am capable or they are capable of being used. I do feel however, that as the university grows, so should it's recreational services. They are an excellent way of relieving tensions and keeping one's sanity.

It seems that there are a lot of times when no one is using a facility. Sometimes the students who pay the fees are not allowed to use the existing facilities. The worst example of this is the Ahearn gym for basketball.

I am married and have 2 small children. I would appreciate more family recreation facilities, such as an outdoor swimming area and picnic grounds or perhaps a section of Tuttle Creek could be reserved for KSU faculty, staff and students. Although these suggestions might more logically fall under the domain of Continuing Education, I feel they are, or should be, of concern to the KSU Physical Education Department.

The university should offer beginning tennis and golf lessons during the summer in the early morning on weekdays or on weekends.

The campus needs to build new indoor basketball courts and to open them more to students. They should keep out faculty or else get them to foot part of the bill. Also, the bowling leagues in the Union aren't good. Students can not use the facilities they pay for. Women's basketball has too much priority now. They have control of the field-house too often. There were also lots of times when I wanted to use the gym but little kids were using it. How do they get priority, anyhow?

I don't think people on campus are aware of the facilities that they can use. Likewise, they don't know how to go about obtaining permission to use it.

Surely the Collegian could be used more effectively for advertising purposes.

I am against big time intercollegiate athletics. I believe they are way out of line with their purpose. There is no place on big time intercollegiate teams for the ordinary student. I am strongly opposed to any increase in the amount spent on big time athletics and an increase in recreational facilities is just an increase in big time intercollegiate athletics in disguise. They get the new facilities and the majority of the student body gets the old facilities which they vacate.

A SURVEY OF THE RECREATIONAL INTERESTS AND HABITS
AMONG STUDENTS AT KANSAS STATE UNIVERSITY

by

JEFFREY LYNN BOONE

B. S., Southwestern College, 1973

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

The purpose of the present study was to survey the recreational interests and habits of students at Kansas State University.

A random sampling of the students at Kansas State University yielded 509 subjects for the study. The information was obtained by using the questionnaire method of data collection. The survey was designed with the benefit of the advice of the leaders of the university departments that were concerned with physical education, athletics, recreation, and facility expansion. A pilot study was conducted to determine the suitability of the questionnaire for use in this study. The questionnaire administration and follow-up procedures yielded a return of 389 surveys. This total projected a return rate of 76.4 percent of the surveys.

The results of the survey indicated that:

- 1) The highest degree of participation among students in organized intramural activities was noted in the sports of basketball and softball. Student participation in individual recreational activities was greatest in bowling and swimming and diving. Individual activities seemed to promote more total participation than did organized intramural competition.
- 2) The students generally valued their participation in recreational activities. Over 75 percent of the participants rated their participation as being worthwhile or better in terms of providing exercise, fun, and relaxation in almost every intramural and individual activity.
- 3) The students elected not to participate in certain attractive recreational activities primarily because they were too busy with other

activities. Other reasons for non-participation revealed specific deficiencies within certain recreational programs. For example, nearly one-third of the potential participants in tennis, handball, and racquetball listed overcrowding of facilities as their major reason for non-participation. The students were sometimes unaware of what one has to do to get involved in certain activities. Participation in both intramural and individual sports was hindered because of a lack of communication between the student and the Recreational Services Department. Several students stated that their non-participation was based on a lack of the necessary knowledge or skills required to play the sport.

4) The use of the university recreational facilities tended to follow a seasonal trend. Outdoor facilities received peak usage during the warmer months of the fall. During the winter, the indoor facilities in the gymnasium and the fieldhouse noticed significant increases in student participation. Use of the swimming pools, weight room, gymnastics room, and the recreation game centers remained at a relatively stable level throughout the school year.

5) The most preferred recreational participation times of the students were generally in the afternoon and evening from 3:00 p.m. to 10:00 p.m. during the week. On Saturday and Sunday, students listed a much wider spectrum of choices. Many students preferred to participate in recreational activities on Saturdays from 8:00 a.m. to 10:00 p.m. However, the afternoon and evening time periods were again the primary choices. On Sunday, the participation tended to drift away from the morning hours, but it still remained intense from 1:00 to 10:00 p.m.

6) The students were undecided about their willingness to support financially the construction of a new multi-purpose recreational facility. No clear cut majority was established between those in favor of or those against or unsure about such a project. A majority of those willing to lend financial support chose the smallest financial alternative.

7) The students were somewhat more willing to support financially the renovation, staffing, and maintenance of new recreational facilities than they were willing to support construction. However, many were still at least uncertain about their commitment. Most of the supporters again chose the lowest monetary alternative.

8) The chi square analyses indicated that no significant differences existed at the .05 level when comparing the characteristics of the students with the value rating given the various recreational activities except within the sub-groups defined by high school athletic participation. The former high school athlete was more likely to rate activities as being less valuable in terms of provided fun and relaxation. Certain less vigorous sports were not valuable to the former athlete for physical conditioning while they were valuable to the other students.

9) Outdoor tennis courts, indoor basketball courts, outdoor handball courts, indoor handball courts, and a golf course were the most urgent recreational facility needs expressed by the students of Kansas State University.