

ANALYSIS OF RECREATION AND PARK
CURRICULA AND PROFESSIONALS IN KANSAS

2115-3574A

by

STEPHEN WIDUTA

A.S., State University of New York, 1969

B.S., Kansas State University, 1971



A MASTER'S THESIS

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

Department of Horticulture and Forestry

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1974

Approved by:

Ben D. Mahaffey
BEN D. MAHAFFEY,
Major Professor

LD
2668
T4
1974
W53
C.2
Document

ACKNOWLEDGEMENT

The author wishes to express his deep appreciation to Dr. Ben D. Mahaffey, Chairman, Natural Resource Management Curriculum and Major Professor for his guidance, encouragement and personal concern throughout the graduate program and particularly in the preparation of this thesis. Sincere gratitude is extended to Dr. Ray Keen and Dr. Clenton Owensby for their cooperation and suggestions as graduate committee members and to Dr. Michael Holen, College of Education, for his suggestions on data analysis and instrument design.

The author is also grateful for the resources made available through the Department of Horticulture and Forestry. The interest and support of the Executive Board and membership of the Kansas Recreation and Park Association is gratefully recognized. Without their assistance this research would have been impossible to complete.

TABLE OF CONTENTS

	<u>Page</u>
Abstract - - - - -	i
Acknowledgement - - - - -	iv
Table of Contents - - - - -	v
List of Tables - - - - -	viii
List of Figures - - - - -	ix
Appendix A Contents - - - - -	x
Appendix B Contents - - - - -	xi
Appendix C Contents - - - - -	xii
 CHAPTER	
I. INTRODUCTION - - - - -	1
Status of the Problem - - - - -	1
Curricula Proliferation - - - - -	3
Curricula in Kansas - - - - -	3
Curriculum Separation - - - - -	5
Personal-Philosophical Profile of Recreation and Park Professionals - - - - -	6
Objective of the Study - - - - -	6
Definition of Terms - - - - -	7
II. RESEARCH DESIGN - - - - -	9
Methodology and Rationale - - - - -	9
Institutions - - - - -	9
Individuals - - - - -	9
Selection of the Samples - - - - -	10
Institutions - - - - -	10
Individuals - - - - -	10
Construction of the Instruments - - - - -	12
Research Sponsors - - - - -	14
III. RESULTS: PART ONE - - - - -	15
Recreation and Park Curricula in Kansas - - - - -	15

CHAPTER

Page

Response by Institution	
Category - - - - -	15
Program Titles - - - - -	16
Location by Administrative	
Unit (College or School) - - - -	16
Location by Administrative	
Unit (Department) - - - - -	17
Program Emphasis - - - - -	18
Professional Courses Available - -	19
Student Enrollment and	
Degree(s) Types - - - - -	19
Education of Teaching Faculty - - -	20
RESULTS: PART TWO - - - - -	22
Personal-Philosophical Profile	
of Recreation and Park Pro-	
fessionals in Kansas - - - - -	22
Personal Philosophies - - - - -	23
KRPA Evaluation by the	
Membership - - - - -	25
Personal Profile - - - - -	25
IV. DISCUSSION OF RESULTS	
Recreation and Park Curricula	
in Kansas - - - - -	30
Administrative Location - - - - -	30
Faculty and Students - - - - -	31
Personal-Philosophical Profile - - - -	32
Personal Philosophies - - - - -	32
KRPA Evaluation - - - - -	33
Personal Profile - - - - -	34
Limitations of the Research - - - - -	36
Accomplishment of the Research	
Objectives - - - - -	36
V. SUMMARY - - - - -	38
Objectives of the Study - - - - -	38
Recreation and Park Curricula	
in Kansas - - - - -	40

	<u>Page</u>
Philosophical Profile - - - - -	41
KRPA Evaluation - - - - -	42
Personal Profile - - - - -	42
REFERENCES CITED - - - - -	44
APPENDIX A - - - - -	46
APPENDIX B - - - - -	61
APPENDIX C - - - - -	67
VITA - - - - -	118

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Sample Size in relation to Sampling Error - - - - -	11
2. Location by Administrative Unit (College or School) - - - - -	17
3. Location by Administrative Unit (Department) - - - - -	18
4. Program Emphasis - - - - -	18
5. Student Enrollment and Degree(s) Available - - - - -	20
6. Education of Teaching Faculty - - - - -	21
7. Philosophical Profile of Recreation and Park Professionals - - - - -	24
8. Evaluation of the KRPA - - - - -	26
9. Personal Profile - - - - -	28
10. Personal Profile - - - - -	29

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1. 5-Point Likert Attitude Measurement Scale used in the Second Instrument - - - - -	13
2. Response to the Instrument and Program Definition - - - - -	15

APPENDIX A CONTENTS

<u>Subject</u>	<u>Page</u>
1. Cover letter accompanying the first instrument - - - - -	46
2. Copy of the first instrument - - - - -	47
3. Appeal letter for the first instrument - - - - -	50
4. Letter to Recreation and Park administrative units asking for a list of professional employees - - - - -	51
5. Letter to Education Research Committee of the KRPA to critique the second instrument - - - - -	52
6. Cover letter for the second instrument - - - - -	53
7. Copy of the second instrument - - - - -	54
8. Appeal letter for the second instrument - - - - -	60

APPENDIX B CONTENTS

<u>Table</u>	<u>Page</u>
1. Program Definition: Four-year state colleges and universities - - - - -	61
2. Program Definition: Four-year Church-related colleges and universities - - - - -	61
3. Program Definition: Two- year colleges - - - - -	62
4. Administrative Unit: College or School: Four-year state colleges and universities - - - - -	62
5. Administrative Unit: College or School: Four-year Church-related colleges and universities - - - - -	63
6. Administrative Unit: College or School: Two-year colleges - - - - -	63
7. Administrative Unit: Department: Four-year state colleges and universities - - - - -	64
8. Administrative Unit: Department: Four-year church-related colleges and universities - - - - -	64
9. Administrative Unit: Department Two-year colleges - - - - -	65
10. Program Emphasis: Four-year state colleges and universities - - - - -	65
11. Program Emphasis: Four-year Church-related colleges and universities - - - - -	66
12. Program Emphasis: Two- year colleges - - - - -	66

APPENDIX C CONTENTS

<u>Table</u>	<u>Page</u>
1-14 Philosophical Profile of Recreation and Park Professionals in Kansas - - - - -	67
15-34 Evaluation of the Kansas Recreation and Park Association by the Member- ship - - - - -	81
35-51 Personal Profile of Recreation and Park Professionals in Kansas - - - - -	101

CHAPTER ONE
INTRODUCTION

Status of the Problem

A recreation explosion has been evident in the United States in the past few years, ushered in by expanded leisure time and increased disposable income. The U.S. Bureau of the Census estimated that by the year 2000 the American population would require three times the recreational programs and facilities available today at a cost of over 1.5 trillion dollars (17).

Concurrent with demands for programs and facilities were speculations of vastly increased leisure time. As our culture geared people for work, it must now prepare them for leisure. Dr. Whitney Greswold, former President of Yale in an address on the subject of leisure stated:

Now we stand on the threshold of an age that will bring leisure to all of us, more leisure than all the aristocracies of history, all the patrons of art, all the captains of industry and kings of enterprise ever had at their disposal... what shall we do with this great opportunity? In the answer that we give to this question the fate of our American civilization will unfold (6).

A report by the U.S. Department of Health, Education and Welfare on the status of recreation stated:

...despite the phenomenal growth in the number of new recreation facilities and programs, the recreation movement in the United States has

been somewhat curtailed by the shortage of trained recreation personnel (17).

On this subject, Hawkins and Verhoven (8) reported that by 1980 there would be three jobs available for every one person with two or more years of formal education in the "Leisure Fields." Other studies (23) indicated that jobs in the recreation and park field would increase by nearly eighty per cent, while shortages of trained personnel were expected during this decade.

It has been estimated the number of personnel employed in recreation and parks by 1980 would reach 2.1 million persons, of whom some 750,000 would require two or more years of formal education (23). Other estimates indicated the 303,000 full-time jobs in the area of recreation and parks in 1967 would climb to 1.2 million full-time positions by 1980 (8).

As stated by Merrill, Lynch, Pierce, Fenner and Smith:

...we believe that leisure will be the dynamic element of the economy in the 1970's and that it will even out-perform the economy (14).

However, it appeared this situation has failed to materialize. A 1974 National Recreation and Park Association (NRPA) report indicated there were "large numbers of entry level or near entry level professionals competing for relatively few positions." The most significant findings indicated there were more jobs as recreation and park educators than any other position. This seemed to compound the problem of available

positions since recreation and park faculty members create a multiplier effect in that each faculty member generates a substantial number of new students who seek employment (10).

Despite those recent conclusions, colleges and universities have begun to develop or expand programs in the "Leisure Fields." A report by the NRPA suggested that curricula growth was continuing to accelerate. However, while the number and size of four-year college and university programs in recreation and parks increased significantly, the more dramatic growth has been found in the two-year programs (19).

Curricula Proliferation: Nationally, before 1960, only two 2-year curricula could be identified. However, by 1970 the number had increased to 70 (19). A 1973 report indicated there were 119 existing two-year programs (7).

In the same period, four-year undergraduate and graduate programs had increased from 64 in 1960 to 144 in 1970 (7). An additional 58 institutions had indicated the desire to initiate new recreation and park curricula by 1975. However, a more recent study indicated there were 168 four-year college and university programs in recreation and parks with 66 additional institutions having indicated plans to develop curricula by 1975 (19). Other research indicated there were approximately 350 two and four-year existing programs in recreation and parks as of 1973 (7).

Curricula in Kansas: A recent report on Recreation and Park

Education in the United States and Canada indicated there were 16 four-year and 9 two-year curricula available in the NRPA's Midwest Region.* Those figures represented 9 and 7 per cent respectively of the national totals. However, the study did not mention in which states those programs were offered (19).

In a 1973 report, the American Association for Health, Physical Education and Recreation indicated two institutions in Kansas offered a recreation and park program (2). Although recent, those data appeared to be incomplete and may represent only a fraction of the state's total. A review of recent Kansas college and university catalogs indicated there were other institutions with programs not listed in any of the above mentioned national compilations, i.e., Kansas State University and Johnson County Community College.

The incomplete and conflicting nature of national data on the proliferation of recreation and park curricula was apparent earlier in Kansas. Thornton (21) stated that national publications on recreation and park curricula did not include several schools in Kansas. There were additional schools in the state believed to offer programs in recreation and parks which were not listed in the most recent national studies.

* The National Recreation and Park Association's Midwest Region is comprised of Kansas, Colorado, Nebraska, North Dakota, South Dakota and Wyoming.

Curriculum Separation: Nationally, there appeared to be a separation in the direction of recreation and park programs based on program location in the institution's administrative structure. Frissell (5) stated that curricula administered by Departments of Health, Physical Education and Recreation tended to emphasize recreational type activities and the allied field of Physical Education. Similarly, curricula administered by Departments of Forestry or Natural Resource Management also reflected departmental bias. The latter department required more courses in resource-based recreation than were required elsewhere.

The apparent dichotomy in recreation and park education was reviewed by Talyor. He summarized it by saying:

A great need exists for a department of Recreation interdisciplinary in nature and free to draw from every other department and area of the university. With America becoming more urbanized each day, forestry is hardly the place to house recreation. With new concepts of recreation, physical education is too limited to provide the broad interdisciplinary background needed by those who will manage man's leisure time (20).

A national study (19) on the extent of recreation and park curricula indicated that 33 per cent of the two-year and 48 per cent of the four-year colleges and universities had programs administered by departments other than Health, Physical Education or Natural Resource Management. Those data showed there was a reduction in the number of programs located in

in Physical Education Departments and an apparent increase in curricula administered under Education Department control. A similar dichotomy in recreation and park curricula was suspected in Kansas, although the general direction of curricula appeared to be determined by each institution.

Personal-Philosophical Profile of Recreation and Park Professionals

There appeared to be a serious dearth of information on Recreation and Park professionals in Kansas. Nationally however, the NRPA conducted periodic investigation of the personal-philosophical profile of recreation and park professionals. Those national data may not be representative of the population from Kansas or reflect the attitudes, philosophies or relevant socio-economic data peculiar to professionals from this state.

Objectives of the Study

The study had five primary objectives:

(1) Compile data on the present colleges and universities in Kansas which offer a Curriculum, Degree Program, Specialization (Option) or Limited Courses that could be applied toward professional preparation in recreation and parks.

(2) Determine the opinions and philosophies of Kansas recreation and park professionals toward selected key issues.

(3) Develop a personal-profile of recreation and park pro-

**THIS BOOK
CONTAINS
NUMEROUS PAGES
WITH THE ORIGINAL
PRINTING BEING
SKEWED
DIFFERENTLY FROM
THE TOP OF THE
PAGE TO THE
BOTTOM.**

**THIS IS AS RECEIVED
FROM THE
CUSTOMER.**

professionals in the state.

(4) Determine systematic differences between the personal profile and the opinions and philosophies of professionals in Kansas.

(5) Develop a prototype instrument that can be used to gather data on recreation and park curricula and professionals in the state.

Definition of Terms

There are semantic differences among the institutions sampled with respect to the definitions of programs available. The following definitions were used:

Curriculum: A specific defined and lettered course of study consisting of "core" or "professional" courses and supplementary academic work in an appropriate sequence which provides the basic knowledge in recreation and parks.

"Core" or "Professional" Courses: The smallest unit of academic work consisting of recitation, lecture and/or laboratory that comprises a curriculum, degree program or specialization (option) in recreation and parks. These courses are defined as those dealing with the philosophy, principles and objectives as well as the theory, administration, leadership, planning and organization in recreation and parks.

Degree Program: A specialized unit of study comprised of "core" or "professional" courses with additional academic work which results in a specific degree title, i.e., Bachelor of

Science in Recreation and Park Administration. It is recognized that several institutions may use Degree Program synonymously with Curriculum.

Kansas Recreation and Park Association Member: All active and executive members of that organization.

Program: A collective term used to define a curriculum, degree program, specialization (option) or limited courses that could be applied toward professional preparation in recreation and parks offered at the colleges and universities in Kansas.

Recreation and Park Professional: Any person employed fulltime in the direct planning, management, supervision or execution of programs or facilities with respect to recreation and parks. Clerical and general maintenance personnel were omitted under this definition.

Specialization: A specialized course of study, administered under a curriculum, accomplished by the selection of specific electives and field work which relates to the area in which professional interests lie, i.e., Outdoor Education, Recreation for the Aged, etc. Specialization is used synonymously with Option.

CHAPTER TWO
RESEARCH DESIGN

Methodology and Rationale

Institutions: The incomplete and conflicting nature of national data on the extent of recreation and park curricula in Kansas indicated thorough research was needed. The Education Directory (3) was reviewed to determine all colleges and universities in the state. The Kansas Education Directory (12) was also reviewed to determine additional institutions that were not listed in the other publication. Those two sources defined the fifty four institutions used for the first part of the study.

Individuals: Determining the population for the second instrument posed more of a problem, since there appeared to be no complete list of recreation and park professionals available in the state. The Kansas Recreation and Park Association Annual (11) was reviewed to determine the active and executive members. That population served as part of the sample for the study.

There appeared to be no complete list of recreation and park professionals not associated with the Kansas Recreation and Park Association (KRPA). Therefore, the Kansas Recreation and Park Directory (9) was reviewed to develop a list of full-time recreation and park management units. The administrators

of those units were contacted by letter and asked to submit the names and addresses of their full-time professional staff members for the study (See Appendix A).

That population was stratified into two groups, members of the KRPA and professionals not members of the KRPA to increase the likelihood the sample would be representative of the professional population (22). Individuals which appeared on both lists were deleted from one compilation. After the adjustment was made, the total defined population was 431.

Selection of the Samples

Individuals: The small number of colleges and universities in Kansas made it feasible to sample the entire population. An appeal letter and additional copy of the instrument was sent to the institutions not responding to the initial mailing (See Appendix A).

Individuals: The following formula was used to include the parameters of stratification in defining the population for the second instrument (18, 22). This formula was used to establish Table 1.

$$N = \frac{z^2}{e^2} (P) (P-1)$$

N= Sample Size

z= Confidence Limit

e= Sampling Error

P= Estimated Proportion in the Population

TABLE 1: SAMPLE SIZE IN RELATION TO SAMPLING ERROR

<u>Sampling Error</u>	<u>Sample Size</u>
0.05	322
0.06	223
0.07	164
0.08	126
0.09	99
0.10	80

The calculation indicated a sample size of 80 would create no more than plus or minus 0.10 sampling error with a confidence limit of 95 per cent (0.05 level) for a population stratified 70 per cent KRPA members and 30 per cent professionals not associated with the KRPA. However, there was no accurate way of determining what the return rate would be on this instrument. Other studies were reviewed for a general percentage return (13, 16). Previous studies (15) indicated the number of replies expected from an instrument of this kind varied depending on the type of study, questions asked and make up of the sample. Therefore, 200 individuals, 46.3 per cent of the defined population were selected by the use of a random number series table to make up the population for this instrument (4). The sample included 140 (70%) KRPA members and 60 (30%) non-member professionals to reflect the stratification in the professional population.

The relatively large size of the sample warranted a pre-test investigation. This instrument was reviewed by the

Education Research Committee, Kansas Recreation and Park Association. These individuals were requested to critique the instrument in an attempt to determine whether the items posed the desired qualities of measurement. These individuals were removed from the population of KRPA members (See Appendix A).

Construction of the Instruments

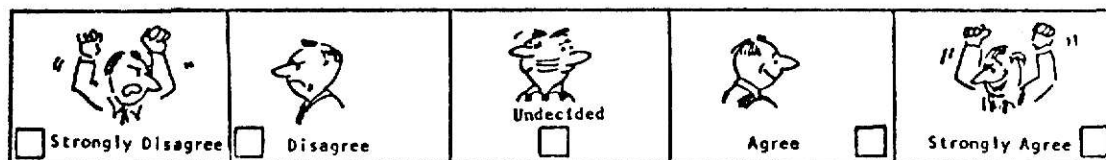
Two research instruments were designed to acquire the necessary data for the study. The first instrument consisted of three pages titled, "Analysis of Recreation and Park Curricula in Kansas." It was designed to determine the extent of recreation and park curricula in the state. The data were acquired by the use of multiple choice, short answer and open ended questions. The institutions were also requested to supply a copy of their curriculum for additional study and review (See Appendix A).

The second instrument consisted of six pages titled, "A Personal-Philosophical Profile of Recreation and Park Professionals in Kansas." It was designed to investigate the personal profile (age, education, experience, income level, etc.), and opinions and philosophies of practitioners to key issues of the profession in the state (See Appendix A). Illustrations were used with this instrument to increase interest and respondent return rate (24).

Questions were asked in a variety of forms including

multiple choice and short answer. Respondents were also asked to reply to selected statements and questions on the profession using a 5-Point Likert Attitude Measurement Scale. Illustrations for this section were specially adapted for this study (13) (See Figure 1).

FIGURE 1: 5-POINT LIKERT ATTITUDE MEASUREMENT SCALE USED IN THE SECOND INSTRUMENT



There was no anonymity developed into the first instrument. Respondents were requested to indicate the name of their respective institution.

Individuals who made up the population for the second instrument were granted covert anonymity; respondents were not asked to identify themselves in any way. However, a master identification list was made for this instrument. Each questionnaire was numbered with ultra-violet liquid. The return instruments were exposed under a black light to identify the respondents. This method gave an accurate account of the individuals who had not responded to the initial mailing. An appeal was sent to those who had not responded (See Appendix

A). The master list was destroyed after those data were transferred to computer cards to insure anonymity of the participants.

Research Sponsors

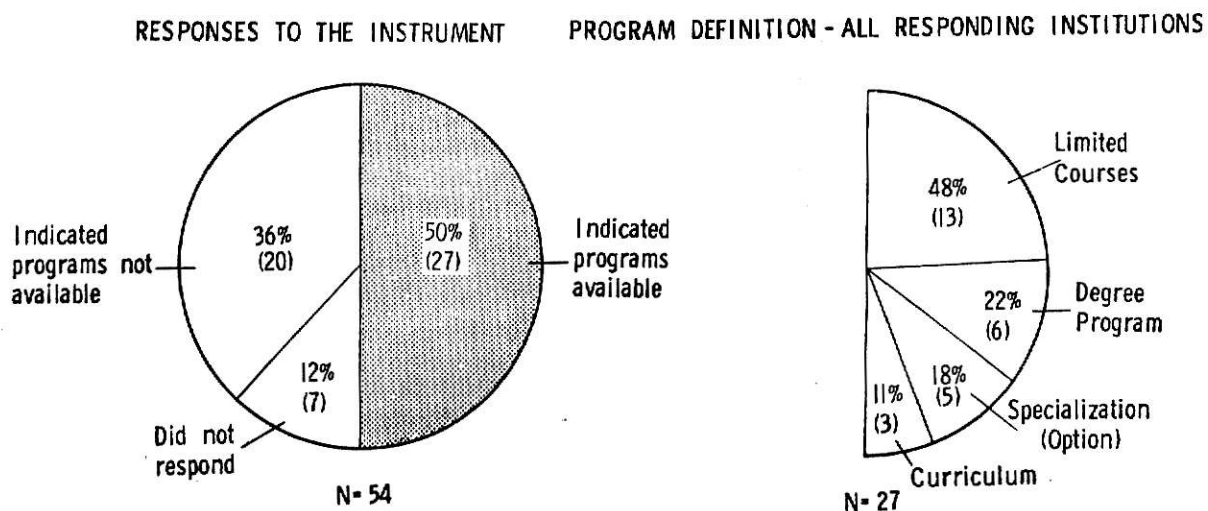
This investigation was supported in part by a research grant from the Kansas Recreation and Park Association and the Department of Horticulture and Forestry, Kansas State University.

CHAPTER THREE
RESULTS: PART I

Recreation and Park Curricula in Kansas

Forty seven (87.0%) of the fifty four institution contacted returned the instrument. Twenty seven (50%) indicated they provided a curriculum, degree program, specialization (option), or limited courses that could be applied toward professional preparation in recreation and parks. With that response rate, the sample was considered highly representative (See Figure 2).

FIGURE 2: RESPONSE TO THE INSTRUMENT AND PROGRAM DEFINITION



Response by Institution Category: For the purpose of this study, three major categories of institutions were defined:

(1) Four-year state colleges and universities (which also included Washburn University).*

(2) Four-year Church-related colleges and universities.

(3) Two-year institutions, including Community, Junior and Church-related colleges. (This category also included state and federally controlled institutions).

Eight (100%) of the four-year state colleges and universities indicated programs were available. Twenty (95%) of the 21 four-year Church-related colleges and universities returned the instrument, eleven (55%) offered programs. Twenty one (84%) of the 25 two-year colleges responded, eight (38%) institutions with programs were identified.

These categories were used in the presentation of data. However, individual responses appear in Appendix B.

Program Titles: Half of the responding institutions indicated offering programs in recreation and parks. However, different institutions used various titles to identify their respective programs. Program titles for responding institutions were listed in Figure 2.

Location by Administrative Unit (College or School): The institutions were requested to indicate the college or school

* This category included Kansas University, Pittsburg State, Emporia State, Wichita State, Fort Hays State, and Washburn University. Kansas State University offered two distinct programs.