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AN ASSESSMENT OF THE PERCEPTIONS OF SELECTED
UNIVERSITY PUBLICS TOWARD THE CAMPUS RECREATION
DEPARTMENT AT THE UNIVERSITY OF MONTANA

by

David Dominic Petelin

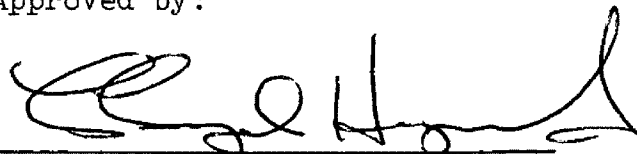
B. A., University of Montana, 1973

Presented in partial fulfillment of the requirements for the degree of
Master of Science

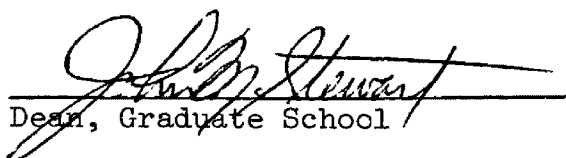
UNIVERSITY OF MONTANA

1976

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Dean, Graduate School

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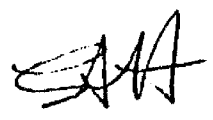
ABSTRACT

Petelin, David D., M. S., December 1976

Recreation

An Assessment of the Perceptions of Selected University Publics
Toward the Campus Recreation Department at the University of
Montana (163 pp.)

Director: Lloyd A. Heywood



The purpose of this study was to determine the perceptions held by selected university publics toward specific policies, procedures, and benefits associated with the Campus Recreation Department at the University of Montana. The publics investigated were freshmen, sophomore, junior, senior, and graduate student. Two hundred-sixty-four randomly selected students responded to the Likert-type questionnaire survey.

The chi square test of independence was used to test two null hypotheses. The first hypothesis was that there was no significant differences in the perceptions of the selected university publics regarding specific policies and procedures associated with various services and programs of the Campus Recreation Department. Five sub-hypotheses were investigated regarding (1) the Intramural Program, (2) Outdoor Recreation, (3) the Equipment Room, (4) Open Recreation, and (5) the Seminar and Slideshow Program. The second hypothesis was that there was no significant difference among the selected university publics regarding their perceptions of various benefits of Campus Recreation Program involvement.

Statistically significant differences (.05 level of confidence) were observed in five of the forty-six chi square calculations. Responses from graduate students appeared to be responsible for this divergence of opinion. The results of this study indicated that:

(1) The students of the University of Montana hold generally favorable opinions toward the policies and procedures associated with the operation of the various recreation and leisure service programs of the Campus Recreation Department.

(2) There was no significant difference among the perceptions of the selected university publics regarding the majority of policies and procedures under investigation.

(3) There was no significant differences among the selected university publics regarding the majority of perceived benefits under investigation.

ACKNOWLEDGMENTS

I would like to express my sincerest appreciation and gratitude to the many people who assisted me in this study. I wish to thank the members of my committee: Dr. Joel Meier and Dr. Aaron Andreason. To my committee chairman, Dr. Lloyd Heywood, I am particularly grateful for the time and effort he has spent in my behalf.

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CHAPTER I

INTRODUCTION

The campus recreation program at the University of Montana has been growing at a phenomenal rate. Three major trends can be observed which attest to this growth:

1. An increasing number of participants
2. Expansions in programming
3. A continually expanding budget.

Oaks (1976) documented this growth from an historical perspective, tracing the progression and consolidation of recreation services on the University of Montana campus into what is now known as the Campus Recreation Department. Prior to Oaks' study, no significant examination had been made in regard to the intramural and leisure service programs at the University of Montana. As a result, that study helped to place into perspective the relationship of the Campus Recreation Department to the university community.

(17)

The Campus Recreation Department is ". . . an autonomous university service department, whose director is responsible to the Director of Student Services of the University, and whose funding is dependent upon student activity fees." (20:1) Its major objective rests in its endeavor ". . . to

bring the university closer together through recreative and leisure experiences (by offering) a variety of services and programs to the students, faculty, and staff of the University Community." (20:1)

The programs and services provided by the Campus Recreation Department go beyond those associated with basic intramural programs. Campus recreation has been defined in more universal terms encompassing emotional, spiritual and passive behavior, as well as the more traditional values of sport, competition, and physical activity. "Campus recreation, in essence, has rapidly become an identifiable, visible, and distinct area of leisure and recreational services." (28:1) In recent years much discussion has centered on the importance of campus-provided recreation programs. The major objective of these programs should be the provision of ". . . activities in team sports, outing activities, social activities, and creative activities, under competent leadership and with adequate facilities." (19:1)

Campus-sponsored recreational programming has been recognized by physical educators and members of the academic world alike as a necessary and integral part of the total learning process. Tully has exemplified this mode of thought in his statement: "Recreation is a fundamental human need and as such is a major responsibility of the (university) community." (40:27) Others, such as Schwomeyer, have reiterated this belief:

Those of us in education are constantly proposing that we are interested in the total person, and that it is our obligation to give each student every opportunity to become a well-rounded individual. The university campus should provide opportunities for personal development in addition to an opportunity for learning. (37:12)

Lengfeld has expressed similar feelings:

The university has an obligation to contribute to the development of the total individual and to educate for living as well as learning. Thus, the university is obligated to provide learning opportunities of such manner and kind as to develop outlets for personal expression as well as intellectual excellence. (30:35)

These beliefs were similarly expressed by the American Association for Health, Physical Education, and Recreation. It stated that: "In our judgement, the university does have a responsibility for providing a proper climate not only for learning, but also for healthy social and physical development by its students." (39:15) It is apparent that considerable national attention has been focused on the need for institutions of higher learning to create on their respective campuses that type of atmosphere which would be most conducive to the all-around development of the individual as a balanced and total person. Statements from various University of Montana officials have indicated agreement. In 1970, then President Robert T. Pantzer recognized the importance of these beliefs in stating: "I believe the University's intramural program is exemplary of those activities fostering skills and attitudes which will

be meaningful to you in later life." (21:5) He further added in 1972, that: "Involvement in any facet of the program will enable you to add to your educational program and enjoy yourself at the same time." (22:4) The current President, Richard C. Bowers, voiced a similar opinion in a 1974 letter to then Campus Recreation Director Janetos, in saying that: "I think a sound recreational program is a very important facet of a university community." (17:13)

The ideal recreation program in colleges today should attempt to take into consideration the recreational interests and desires of all students, faculty and staff within the institution that it serves. (19:1) The Campus Recreation Department at the University of Montana, though relatively young, has been considered to be quite effective in meeting these objectives. However, this assumption has never been documented through any formal evaluation procedures. The evaluation of intramural programs is a continuous process and is integral in determining program progress. Good program analysis can not only determine the progress which has been made but can also indicate what future progress is needed. Furthermore, it can aid the intramural director in the establishment of goals necessary for future program direction. (7:351)

Statement of the Problem

The purpose of this study was to ascertain the

perceptions held by selected university publics toward policies and procedures relating to the recreation and leisure service programs offered by the Campus Recreation Department at the University of Montana. More specifically, it was the intent of this study to:

1. Determine student opinion concerning various facets of the Campus Recreation Department
2. Determine if any significant differences in opinion existed among the selected student publics regarding these policies and procedures.

Those aspects of the Campus Recreation Department investigated in this study were:

1. The Intramural Program
2. Outdoor Recreation
3. The Equipment Room
4. Open Recreation
5. The Seminar and Slideshow Program

In addition, an inquiry was made regarding certain benefits considered attainable through participation in the recreation and leisure service programs of the Campus Recreation Department.

Hypotheses

The null hypotheses tested in this study were as follows:

Hypothesis I

There is no significant difference in the perceptions of the selected university publics regarding specific policies and procedures associated with various services and programs of the Campus Recreation Department at the University of Montana. Each of the services and programs investigated were treated as a separate sub-hypothesis in this study. These sub-hypotheses included:

1. There is no significant difference in the perceptions of the selected university publics regarding specific policies and procedures of the Intramural Program.

2. There is no significant difference in the perceptions of the selected university publics regarding specific policies and procedures of the Outdoor Recreation Program.

3. There is no significant difference in the perceptions of the selected university publics regarding specific policies and procedures of the Equipment Room.

4. There is no significant difference in the perceptions of the selected university publics regarding specific policies and procedures of Open Recreation.

5. There is no significant difference in the perceptions of the selected university publics regarding specific policies and procedures of the Seminar and Slideshow Program.

Hypothesis II

There is no significant difference among the selected university publics regarding their perceptions of various perceived benefits of campus recreation.

Significance of the Study

The underlying factor behind this study was the need for evaluation. It has generally been accepted that there is a continuous need to evaluate and, if necessary, modify existing programs to meet changing needs and interests.

(2:345) The Campus Recreation Department at the University of Montana had never been evaluated. Because students are continually changing and bringing new needs, interests, ideas, and expectations to the university, Campus Recreation administrators are obligated to prepare a program to meet these needs. Therefore, a necessity existed for this type of examination; a study which would examine the Campus Recreation Department, with a focus on the students, toward whom the programs are primarily directed.

In addition, there has been an expressed need in the recreation field for the development of tools and instruments capable of assessing the value of recreation participation and programs with some degree of validity and reliability. This is especially true regarding school recreation, where requests for time, space, facilities, and finance must be considered in terms of resulting contributions to the overall

goals of education. (23:1)

This study should be of benefit to the Campus Recreation Department in that it has identified:

1. The facilities, programs, and policies of the Department which are perceived as adequate or in need of improvement.

2. The extent to which the Department's services meet the expectations of the university community.

3. The benefits of the Department's services as perceived by members of the university community.

4. The extent to which the Department, through its various leisure service programs, is fulfilling the goals of recreation in general.

In addition, it is hoped that the instrumentation used in this study will be of further benefit to the Campus Recreation Department as a means of periodically evaluating its programs in the future.

Delimitations

The scope of this study was limited in the following ways:

1. Only those students who participated in the registration process for Spring Quarter, 1976, at the University of Montana were utilized as respondents.

2. Approximately 3 percent (N = 264) of the student body going through the registration process were utilized as

a randomly selected population for this study.

3. The study was an investigation of the opinions of only those students who considered themselves to be "users" of Campus Recreation programs and services.

4. Only specified policies and procedures concerning selected programs and services of the Campus Recreation Department at the University of Montana were investigated in this study.

5. The information obtained from this study is applicable only to the Campus Recreation Department at the University of Montana.

Limitations

The following were regarded as limitations inherent in the study.

1. Samples may vary, even when they are obtained through the most appropriate manner. It was realized that a random sample can only approach and never totally reflect the true characteristics of the population from which it has been derived.

2. It was recognized that there are certain factors limiting the use of a questionnaire. These are: (a) semantics may cause difficulty in the communication of ideas between writer and respondent, (b) some respondents may not cooperate with the study to the best of their ability, (c) the varying moods of the respondents may affect their

responses, and (d) written expression may not truly reflect nor be indicative of the respondents' opinions.

3. It was further recognized that the questionnaire administration site could have had an adverse effect on the responses. Preoccupation with registration may have adversely effected both the rate and quality of response.

Basic Assumptions

For the purposes of this study it was assumed that those subjects in the sample population who had not participated in the particular aspect of Campus Recreation programs and services being investigated were unable to objectively evaluate the policies and procedures associated with that particular area. Therefore, only the perceptions of those who had availed themselves of the particular service or program being investigated were used in the analysis of data and hypothesis testing associated with that specific program or service.

It was further assumed that perceptions are detectable and measurable and that the proper construction, administration and interpretation of a monitoring instrument would accurately disclose the perceptions of those sampled.

CHAPTER II

REVIEW OF LITERATURE

An important aspect of this study involved a comprehensive review of the literature relating to the evaluation of campus recreation and intramural programs. The need for evaluation has been described by Meier as indispensable in the operation of any type of recreation program. (16:5) Mitchell and Mueller further contended that the evaluation of intramural programs is a continuous and on-going process: integral to both the determination of program quality and the development of future program directions. (7:135) The need for campus recreation administrators to become increasingly aware of their departments' positions was noted by Schwomeyer. It was her contention that campus recreation administrators must learn the answers to several crucial questions facing their programs. These included: (1) Where are we now? (2) What can we do to improve our situation? (3) Where do we want to go in the future?, and (4) How can we best outline a feasible program for the future? (37:12) Stewart has likewise explained that research is perhaps the best way to defend or even to promote an intramural sports program. (38:79-91)

Evaluation of Recreation Programs

A search for methods of evaluating recreation programs was conducted by Danford. He found that evaluation in recreation has been almost nonexistent in the area of determining participant experiences; that it was a virtual blindspot in the literature of our field. He added that for the most part, attendance figures have represented the sole measure of success in most programs. (2:345) In agreement with Danford was Allen, who expounded on the insignificant amount of study being done in the area of recreation research, especially in regard to program evaluation. He commented on the apparent lack of alternatives to the traditional recreational evaluative methods of the quantitative type: those which deal with the needs and interests of program participants by using head counts and facility use figures. (13:6)

Godbey and Parker spoke of the goals of leisure service organizations. They cited the difficulty incurred in the defining of meaningful goals, the determining of quality recreational experiences, and the measuring of the outcomes of program participation. (4:157) Hatry and Dunn compiled a list of methods used to measure the effectiveness of recreation services. Included in these methods are:

1. Determining the ratio of participation to non-participation;

2. Comparing the ratio of attendance to participant hours;

3. Constructing indexes relating to crowdedness, variety, safety, and attractiveness of programs and facilities;

4. Studying the impact and frequency of vandalism and misuse; and,

5. Conducting economic impact studies. (5:38-41)

Kraus contended, however, that such methods as attendance data gathering procedures based upon head counts and "guestimation" were comparatively meaningless as means of evaluating the outcomes of recreation participation. (29:139) Additional deficiencies of using these methods for program analysis were discussed by Carter. (25:9) It was her contention that such techniques as aggregate attendance counts were no longer sufficient as a basis for evaluating recreation programs and participation. The need for examining program worth through an economic perspective was discussed by Danford. (2:345) Miller and Rosen concurred in stating that school sponsored recreation programs must be able to justify their requests for time, space, facilities, and finance in accordance with their program resulting contributions to the overall goals of education. (23:1)

Certain factors have been in existence which restrict or hamper the investigation of recreation experiences. Foremost among them has been the fact that recreation departments

and researchers have to depend entirely upon voluntary participation when undertaking such studies. This was further compounded by the subjectivity and intangibility of the recreation experience itself. (2:346)

Allen has taken this premise one step further. It was his contention that the recreation profession has failed in the area of:

1. Establishing a standardized list of evaluative criteria which could be used for the measurement of recreational needs and interests, and

2. Recognizing the need for the development of a valid, reliable and objective instrument to be used in the study of recreation programs and participants. (13:6)

Studies of a Similar Nature

Numerous researchers have expressed the value of questionnaires and surveys in determining the needs, interests, and attitudes of recreation and intramural participants. It was Pollacks contention that the proper use of a questionnaire study could be of significant value to the initiating, revising, or even defending of an intramural sports program. (36:23) Marciani (32), and Meier (16) demonstrated in their studies that the questionnaire survey technique proved to be a valuable and necessary method in determining the recreational needs and interests of various members of a university community. The questionnaire

provided program participants with an outlet to express their views regarding these programs and to influence college administrators to support their requests.

Recently there has been some research on student bodies by classifying differing characteristics among subgroups of students. The classification system that has attracted considerable research attention has been the one offered by Clark and Trow (26). The Clark-Trow typology identified four types of student subcultural groups: the collegiate, vocational, academic, and non-conformist subgroups. Clark and Trow hypothesized that the collegiate and academic subgroups would have higher participation rates in extracurricular activities than either the vocational or the non-conformist subgroups. The results of this study were unavailable at this time. However, Amuchie (24) reported that his findings were similar to those of Clark and Trow.

Poling (35) also made use of the Clark-Trow typology in a study which sampled both males and females. His work met with criticism from Frantz (27), who warned that combining the data of the two sexes may have obscured pertinent results for either sex. In 1975, Amuchie conducted a study to determine the extent of intramural sports participation of male undergraduate subcultural groups at the University of California, Berkeley, who possessed differing personal characteristics, intramural perceptions and understanding, athletic abilities, and academic abilities. (24) This

study, as mentioned previously, also employed the Clark-Trow typology. Amuchie's study produced the following findings:

1. The collegiate and the academic subgroups had significantly greater participation than the vocational and non-conformist subgroups.

2. Respondents who evaluated the intramural sports program favorably were found to have a higher rate of participation than those who evaluated it unfavorably. The academic and collegiate groups were found to have a greater knowledge of intramurals than the other groups.

3. Those who possessed high athletic ability also tended to be high participants. The academic and collegiate groups possessed higher athletic ability than either the non-conformist or vocational groups.

4. Subculture, marital status, residential affiliation, and athletic ability were found to have significant, but independent effects on the extent of intramural sports participation. (24: 204-205)

A study was conducted by Wilkerson to determine the reasons for nonparticipation. These reasons were: studies, employment, lack of communication, not interested, and interference with dating or family life. Wilkerson went on to ask the nonparticipants to identify possible solutions and methods which would facilitate their participation. These suggestions were: more co-ed activities, better communication, more facilities and hours of free play, an adjustment of the hours in which team sports are played, representation in the administration, more units of competition, greater variety of activities, and "no-way". He concluded that

intramural participation rates should be 88.5 percent instead of being in the 50 to 60 percent range.

Bartholomew attempted to ascertain if a relationship existed between the range and intensity of interests in recreational activities and certain education, environmental, and personality adjustment factors of college freshmen men. (14) His results showed that extensive differences in recreational interests existed, but that no association was found to exist between socioeconomic, scholastic aptitude, and personality adjustment factors in relation to recreational interests.

Cratty stated that the possibility of gaining social approval was the driving force behind participation in recreational sports. (1:82) However, he further explained that this force was seldom exercised because most people are more aware of physiological benefits rather than the possible gain or social approval or acceptability that really motivated participation in recreational sports.

Petrie (34) also investigated motivations toward physical activity. He found that generally students gave greatest support for motives of fun and excitement, health and fitness, competition and skill, and social interaction. He further found that males gave higher rankings for motivations which were associated with risk and danger, competition based upon skill, and competition in combat. Females, on the other hand, were found to be most highly motivated by desires

for social interaction and aesthetic expression. Of further significance was his finding that 94 percent of the students at the University of Western Ontario selected fun and excitement as one of their motivations toward physical activity.

Maas conducted a survey at Iowa State University regarding student involvement in intramural sports and related sports interests. (31) His conclusions revealed some interesting results.

1. Most students surveyed in the study either participated or wanted to participate in the program.

2. Team sports were most often selected as sports the respondents had participated in, but they indicated more leisure-time recreational sports when they indicated sports they wanted to play.

3. Most respondents participate in the intramural program on an annual basis and once per week.

4. The major reasons for not participating in intramurals (or not more participation) were conflicts with class or study and conflicts with work.

5. Most students surveyed either participated or wanted to participate in co-recreational sports.

6. Intramural sports information was obtained by the respondents primarily from the student newspaper, intramural managers, posters, and by word-of-mouth communication.

7. Sources of financial support for intramurals were physical education budgets and a combination of student fees and the physical education budget.

8. Students participating in intramurals were found to also be support of intercollegiate athletics as well as having other levels of sport involvements. (31:214)

The need for examining program worth through an

economic perspective was discussed by Danford. (2:345)
Miller and Rosen concurred in stating that school-sponsored recreation programs must be able to justify their requests for time, space, facilities, and finance in accordance with their programs resulting contributions to the overall goals of education. (23:1)

Two points imperative to this study have emerged from this review at this point. First, it appears evident that considerable attention has been focused on the need for the recreation profession to develop and implement new and improved methods for determining program worth and effectiveness. Second, there seems to be a definite lack of completed research related to identifying and measuring the opinions of recreation program participants.

Survey Techniques

A significant portion of this research related to the development of a survey instrument that would be capable of extracting data relative to this study. In lieu of the nature of the information being sought, the use of a self-administered questionnaire was chosen as the most suitable form of survey technique. Oppenheim, in discussing the advantages of a self-administered questionnaire stated that:

1. It insures a high rate of response.
2. It provides for accurate sampling.
3. There is a minimum of interviewer bias.

4. It permits interviewer assessments of statements (but not interpretations).

5. It allows the researcher the use of unskilled interviewers.

6. It allows the benefit of personal contact. (8:36)

Rummel stated that a legitimate purpose of a questionnaire is the collection of data regarding respondents' opinions and preferences concerning facts already known to them. (9:112) In accordance, Cooper and McGaugh defined opinions and perceptions and objects as tentative points of view directed toward organizations and objects. They were tentative in that the holder realized that his opinion may change regarding said object or organization and thus reserves the right to reverse himself. (6:29) The proper construction of the questionnaire, Rummel contended, should insure the return of reliable data. (9:112)

Some limitations of the questionnaire technique were discussed by Turney and Robb. They noted that respondents may not answer all of the questions asked; or if they do, they may not answer them truthfully or completely. Furthermore, they cited carelessness, faulty memory, faulty perception, and lack of interest as possible shortcomings to the quality of responses. (10:130)

Wiersma discussed several criteria beneficial to the construction of a valid and reliable questionnaire. He suggested that ambiguous questions and questions which could be embarrassing or offensive to the respondents be omitted.

Questions should also be constructed in such a manner as to convey a common interpretation throughout the sample population. He added that the questionnaire should be attractive and to the point, containing no indication of hidden motives or desired responses. The questionnaire should contain no leading or suggestive questions and should not place unreasonable time demands upon the respondent. Furthermore, he suggested that the questionnaire format should be uniform; constructed so as to facilitate data tabulation. The form and range of choices should also be consistent, allowing for straightforward responses. For open-ended questions the researcher should allow adequate space for the extent of the intended response. Wiersma concluded that a pilot study should provide the researcher with necessary information concerning any revisions for the preparation of the final form. (11:279-80)

An extensive list of criteria which would be helpful to the researcher in constructing a questionnaire was compiled by Turney and Robb. Some of their more important points not already mentioned were:

1. Each question should be relevant and useful.
2. Each question or statement should be written as clearly and as concisely as possible.
3. Qualitative terms that may be interpreted in different ways (such as "good" or "bad", "seldom" or "often") should be avoided.

4. When choices are offered, they should be simple and easy to make.

5. Questions should be asked in such a way that the respondents will not find them offensive or objectionable.

6. The items should be phrased to elicit the required depth of the response.

7. Only enough items should be included to cover all of the important areas of inquiry.

8. Grammar and spelling should be correct.

9. The items should be stated in such a way as to avoid biased responses.

10. Key words in questions should be underlined.

(10:132)

Wise also noted several important criteria which should be considered in questionnaire construction. He pointed out that the respondent should be made to feel as an important part of the research project; and, that he should be treated as an individual, whose cooperation and participation with the project will be of benefit to both himself and the research. (12:101-102)

The questionnaire from a first glance appears to be a simple and expedient means of data collection. That assumption has lead to the widespread abuse of this method among researchers lacking background and knowledge in questionnaire use. Some of the more common abuses of the questionnaire technique are:

1. The request for information which can be more accurately and readily obtained from other sources.

2. The inclusion of irrelevant, ridiculous, and misleading questions.

3. The use of "yes"--"no" answers for complex questions.

4. The failure to provide an accurate or adequate range of responses.

5. A failure to motivate response. (9:113-14)

The validity and reliability of a questionnaire can be insured if the researcher has met certain prescribed criteria for questionnaire construction. These criteria are:

1. Is the questionnaire adequately sponsored?

2. Is the purpose of the study frankly stated, and is it one which calls for a reply under the policy set up for dealing with questionnaires?

3. Is the questionnaire on a worthy educational topic?

4. Is the questionnaire well organized?

5. Are the questions clearly and briefly worded?

6. Can most of the questions be briefly answered with a check mark or a fact or figure, and is the number of questions requiring extensive subjective replies kept to a minimum?

8. Is the questionnaire set up in proper mechanical

form?

9. Are the demands of the questionnaire reasonable?

10. Is a summary of results or other proper return promised respondents? (33:39)

It can be concluded that the proper construction and administration of the questionnaire technique can provide the researcher with valid and worthwhile data.

CHAPTER III

PROCEDURES

Nature of Information Sought

The purpose of this study was to identify the perceptions held by selected university publics toward the recreation and leisure service programs of the Campus Recreation Department at the University of Montana. Specifically, this study investigated the opinions of 264 randomly sampled University of Montana students in regard to specific policies and procedures associated with the administration of the following aspects of the Campus Recreation Department:

1. The Intramural Program
2. Outdoor Recreation
3. The Equipment Room
4. Open Recreation
5. Seminars and Slideshow.

In addition, an inquiry was made regarding certain perceived benefits of recreational activity.

To gather the necessary information needed for the study, a questionnaire was devised (see appendix A). The questionnaire consisted of eight components. The first

portion of the questionnaire pertained to the gathering of demographic data. This information was used to categorize the sample into groups necessary for the hypothesis testing involved in this study. The second section dealt with:

1. Reasons for participation
2. Participation patterns
3. Facility use rates
4. User preferences of the students sampled.

The results of this section were used only as a means of describing the recreational characteristics of the sample population. The remaining sections consisted of questions aimed at determining the perceptions held by the students of the University of Montana regarding campus recreation programs, facilities, equipment, operational procedures, and accrued benefits of the recreational experience associated with the Department. To supplement this section, space was provided after each response to allow the respondents to further express their opinion or clarify a specific response. The information obtained in this section was used to determine the overall opinion toward the Campus Recreation Department and the differences in perception existing among the selected publics' responses regarding the various aspects of the Campus Recreation Department under examination.

The Questionnaire

The appearance of the questionnaire resembled that of a Likert-type scale. The questions asked were worded in statement form and were followed by a uniform set of responses ranging from "strongly agree" to "strongly disagree." This type of questionnaire construction was selected because of the nature of the information being sought. It was felt that the use of "yes" - "no" answers would be insufficient as a means of accurately determining respondent opinions. Therefore, the provision was made for the inclusion of a five-point range of responses since it could possibly reveal a more valid indication of student perceptions concerning those areas under examination.

The statements used in the questionnaire were derived from the policies and operational procedures governing the Campus Recreation Department at the University of Montana, as described in the Campus Recreation Guide and Intramural Constitution (see appendix A). Upon its development, the questionnaire was submitted to the author's advisor for critical evaluation, revised and then subjected to two separate pilot studies. The first involved recreation graduate students and staff members of the Campus Recreation Department. The second involved a group of twenty undergraduate students. The purposes of the first pilot test were: 1) to ascertain whether or not the study was exhaustive in its scope;

2) to determine if any of the statements were trivial, ridiculous, or beyond the realm of departmental authority; and 3) to insure that the statements were not too complex or incomprehensible to the participant. The second pilot study had a three-fold purpose in that it was used to indicate: 1) the existence of any hard to read or ambiguous statements, 2) the amount of time needed to administer the test, 3) any general deficiencies present within the questionnaire. The questionnaire then was revised further on the basis of the gathered information.

Sampling Procedure

An approximate 3 percent sample ($N = 264$) of the student population of the University of Montana was randomly selected for participation in the study. The sample was selected from among those students who went through the registration process for Spring Quarter, 1976 ($N = 8,029$). The registration process was chosen in that its procedure coincided with one of the major concerns of this project--that of using the criterion of year in school as an independent variable. Since the students registered according to class, it was felt that the use of this process would facilitate the sampling procedure.

The sampling procedure used was a three-part process. The first step involved the distribution of flyers to every fifth registering student (see appendix C). The flyer

revealed no indication of the survey's content, and merely requested the student's aid in assisting with a graduate research project. Those who expressed their compliance were then questioned as to whether or not they had made use of any of the various services available to them through the Campus Recreation Department. Those who replied in the affirmative were provided with the questionnaire. In addition, records were kept indicating the number of students who: 1) chose not to cooperate with the study, 2) considered themselves as "non-users" of campus recreation services, and 3) thought of themselves as "users" but who did not wish to cooperate. This procedure was continued throughout the registration process.

Organization and Analysis of Data

The questionnaire results were recorded on 80 column I.B.M. computer cards and run through the University of Montana Decsystem 10 computer. S.P.S.S. (Statistical Package for the Social Sciences) version 6.01.1 was used to test the hypotheses inherent in this study. This program used the chi-square test of independence to determine if the independent variables being tested were in agreement with specific aspects of the Campus Recreation Department under investigation. The independent variable tested was that of year in school. The dependent variable consisted of five given responses for each statement being asked. These responses

were: 1) strongly agree, 2) agree, 3) undecided, 4) disagree, and 5) strongly disagree. Responses to each question were tabulated and reported in both narrative and tabular form.

The chi square test of independence was applied to this data to determine if there was a significant difference among the selected university publics regarding their perceptions of the services and programs of the Campus Recreation Department being examined. This test is used when testing hypotheses concerning the significance of the difference in the responses of two or more groups to a variable of one type or another. Chi Square is calculated by using the formula:

$$\chi^2 = \sum \frac{(O-E)^2}{E}$$

E denotes the expected frequency, while O denotes the observed frequency. (3:197-98) It is used to determine if there really is a relationship between the independent and dependent variables by comparing the observed results with those expected on the basis of chance.

The chi square test of independence was applied for each question pertaining to the hypotheses or specific subsection thereof. If the chi square value was found to be significant at the .05 level, the null hypothesis was rejected. A significant chi square value indicated that there was a difference among the variables tested. If the chi square value found were not significant, the null hypothesis

was retained and it was concluded that no apparent differences seemed to exist among the variables being tested. In addition, responses to each question were summarized and reported in narrative and tabular form to identify the extent to which respondents agreed or disagreed with each of the statements included in the questionnaire.

CHAPTER IV

ANALYSIS OF DATA

Description of the Population

The first section of the questionnaire dealt with demographic data of the respondents. Three areas were investigated--year in school, sex, and place of residence. The data regarding year in school were used for the hypothesis testing involved in this study, whereas the data pertaining to sex and residence were used only for descriptive purposes.

Seniors comprised the largest group of respondents. The data revealed that 71 (26.9%) of the respondents were seniors. In contrast, the smallest group was sophomores, consisting of 42 (15.9%) of the sample population. In terms of the respondents' sex, 157 (59.5%) were male and 107 (40.5%) were female. Table 1 describes the respondents according to sex and year in school.

Most (46.6%) of the respondents in the study resided in apartments off campus. Sixty-one (23.1%) lived in fraternity and sorority housing, and 57 (21.6%) lived on campus in university sponsored housing. A small percentage (8.7) resided at home. Table 2 describes the respondents by place of residence.

TABLE 1
DESCRIPTION OF RESPONDENTS ACCORDING TO
SEX AND YEAR IN SCHOOL

YEAR IN SCHOOL	Respondents					
	Male		Females		Total	
	No.	%	No.	%	No.	%
Freshman	25	9.5	24	9.1	49	18.6
Sophomore	19	7.2	23	8.7	42	15.9
Junior	25	9.5	29	11.0	54	20.5
Senior	51	19.3	20	7.6	71	26.9
Graduate Student	37	14.0	11	4.2	48	18.2
Total	157	59.5	107	40.5	264	100.0

TABLE 2
RESPONDENTS' PLACE OF RESIDENCE

Residence	Respondents	
	No.	%
On-Campus	57	21.6
Apartment	123	46.6
Greek Housing	61	23.1
Home	23	8.7
Total	264	100.0

Program Involvement

A second portion of the questionnaire identified the extent to which the respondents were involved with Campus Recreation programs and services. Questions were asked relating to specific aspects of the Campus Recreation Program that the respondents had used during the past academic year.

Intramural Program Participation

Two hundred forty (90.9%) of the respondents participated in intramurals during the past academic year. The percentage of participation increased in accordance with the respondents year in school, ranging from 87.8% among freshmen to a high of 93.8% among graduate students. (See appendix C, table A-1 for tabulated data relative to respondent participation.)

Outdoor Recreation Program Participation

Examination of the data related to participation in the outdoor recreation program revealed that only 71 (26.9%) of the respondents made use of this activity during the past year. The rate of participation was found to be highest among graduate students with 23 (47.9%), while lowest (14.8%) among junior class respondents. Freshman, sophomore, and senior participation rates were consistent, ranging from 20.4% to 26.8% respectively. (See appendix C, table A-1 for tabulated data relative to respondent participation.)

Open Recreation Program Participation

Data regarding respondent participation in the open recreation program revealed that 198 (75%) of the respondents used this program during the past academic year. The highest rates were found to exist among members of the sophomore (78.6%) and junior (79.6%) classes. Freshmen, seniors and graduate students followed closely, all obtaining better than 70.8% participation rates. (See appendix C, table A-1 for tabulated data relative to respondent participation.)

Seminar and Slideshow Participation

Inspection of the data relating to student participation in the seminar and slideshow program revealed that 60 (22.7%) respondents used this Campus Recreation offering. Graduate students participated at the highest rate (39.6%), followed by seniors (23.9%). Freshman, junior and sophomore rates ranged from a low 14.3% to 19%. (See appendix C, table A-1 for tabulated data relative to respondent participation.)

Use of the Equipment Room

The data revealed that 226 (85.6%) of the respondents made use of the services offered by the Campus Recreation Equipment Room during the past academic year. The highest use rate was observed among seniors (91.5%), while the lowest rate was found to exist among freshmen (75.5%). Junior,

sophomore, and graduate student rates ranged from 81.5% to 89.6% respectively. (See appendix C, table A-1 for tabulated data relative to respondent participation.)

Miscellaneous Recreational Characteristics and
Preferences of Respondents

Reasons for Participation

Respondents were asked to rank their three main reasons for participation in Campus Recreation programs and activities. Results revealed that keeping fit was the single most important reason behind Campus Recreation participation. This response was chosen by 134 (51.1%) respondents. This response was rated first by all of the publics, ranging from a low of 42.6% among juniors to a high of 63.4% among sophomores.

In terms of total responses, keeping fit was noted by 216 (84%) of the respondents. This response was followed by: socializing with friends (65.5%), competition and/or challenge (59.4%), learning skills (28.2%), meeting people (25.2%), feeling of accomplishment (24.2%), "other" (7%), and peer or group pressure (6.5%). (See appendix C, table A-2 for tabulated data relative to the respondents' reasons for participation.)

Sources of Information

A portion of the questionnaire dealt with identifying

University of Montana students' main source for obtaining information concerning Campus Recreation programs and activities. Analysis revealed that 106 (40.3%) respondents received this information from among their friends. Other major information sources were the Campus Recreation Department office (22.8%) and bulletin boards (20.2%). It should be noted that only 16 (6.1%) of the respondents obtained information regarding Campus Recreation from the University of Montana student newspaper, the Kaimin.

In terms of class, freshmen, sophomores, and juniors obtained most of their information from among friends; whereas seniors and graduate students were evenly split between friends and the Campus Recreation office. (See appendix C, table A-3 for tabulated data relative to respondent sources of information.)

Funding Preferences

A section of the survey instrument sought to determine the students' preferences regarding the funding of the Campus Recreation Department. More specifically, students were asked to check their main preference for funding Campus Recreation programs and activities from a list of existing and possible alternatives.

The data revealed that 157 (59.9%) respondents felt that Campus Recreation funding should be provided through a combination of Student Activity Fees (A.S.U.M.) and appro-

priated monies from the University General Fund. This response was the overwhelming choice of all the classes, ranging from 55.6% among juniors, to 62.5% among graduate students.

The second most frequently mentioned response was total A.S.U.M. funding, noted by 65 (24.8%) respondents. Responses were revealed to be consistent among the respective classes.

University funding was the third-rated preference noted by the respondents, garnering 10.3% of the total responses. Only 4.2% of the respondents were in favor of charging user fees as a means of financing Campus Recreation programs and services. (See appendix C, table A-4 for tabulated data relative to respondent funding preferences.)

Use of Facilities and Services

An other section of the questionnaire related to the respondents' use of the various services and facilities available to them through the Campus Recreation Department. More specifically, respondents were asked to check those services and facilities which they had used during the past academic year.

The data revealed that the basketball courts were the most used campus recreation facility. One hundred eighty-eight (72.6%) respondents used this facility during the past year. This facility was followed in amount of

respondent use by the outdoor playing fields (71.4%) and the racquetball and handball courts (68.3%).

High percentages of respondent use were also observed regarding the jogging areas (59.1%), the weight room (58.7%), the gym lockers (58.3%), and the outdoor tennis courts (47.5%); whereas the volleyball and badminton courts received only moderate (29.7%) use among the respondents. The gymnastics area, wrestling room, indoor tennis court, and archery field received the lowest amounts of use among those responding to the questionnaire.

Regarding amounts of use of Campus Recreation services, recreational checkout equipment ranked highest, having been used by 186 (71.8%) respondents. In contrast, outdoor recreation rental equipment was used by only 87 (33.6%) respondents. The other Campus Recreation services mentioned, those of spouse and guest passes, were used by small percentages of the respondents. (See appendix C, table A-5 for tabulated data relative to respondent use of facilities and services.)

Program Evaluation

This section dealt with identifying the perceptions of the selected university publics (freshmen, sophomores, juniors, seniors, and graduate students) regarding certain aspects of the Campus Recreation Department. Specifically, respondents were asked to describe the extent to which they

agreed or disagreed with a series of statements relating to the policies and procedures of the Campus Recreation Department.

The results of this data were used to: (1) identify student opinion toward the policies and procedures of the Campus Recreation Department, and (2) determine if any differences existed between the selected publics (independent variables) and their opinions regarding these policies and procedures (dependent variables).

The data for each statement were tabulated and used to ascertain the overall student opinion regarding that statement. The chi square test of independence was then applied to test the hypothesis that there was no significant difference in the perceptions of the selected university publics regarding the policies and procedures of the Campus Recreation Department. Examination of the additional comments sections of the questionnaire revealed additional respondent opinion and where appropriate these comments were summarized and included in the description of the analysis.

The analysis of the data has been organized into six sections, each relating to one of the major aspects of the Campus Recreation Department's programs and services.

The Intramural Program

Nine specific questions regarding policy and

procedure were asked of respondents to obtain their perception of the Intramural Program. Each has been treated with a separate chi square analysis to determine if any differences existed among the various university publics.

Staff participation. Respondents were asked to express the extent of their agreement with the following statement: "Campus Recreation staff members should be allowed to participate in intramural sports." The data revealed that 176 (73.4%) of the respondents were in favor of allowing Campus Recreation staff members to participate in intramural sports. The largest number of responses (49.6%) to this statement appeared in the "agree" category, while the least (5%) were noted in the "strongly disagree" cell. Two hundred forty subjects responded to this statement, 30 (12.5%) of whom were "undecided." Only 34 (14.2%) respondents believed that staff members should be restricted from intramural competition.

Examination of the additional comments regarding this statement disclosed that most respondents believed that only the Campus Recreation Director and Assistant Director should be excluded, and that lower echelon staff members and graduate assistants be allowed to participate in intramural sports.

Statistical analysis of the data in this table indicates that the value of chi square was 22.721, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university

publics and their perceptions concerning the participation of staff members in intramural sports. Chi square analysis of respondent perceptions regarding the participation of Campus Recreation staff members in intramural sports is shown in table 3.

Varsity athlete participation. Respondents were asked to express the extent of their agreement with the following statement: "Varsity athletes should be allowed to participate only in those intramural sports in which they have not lettered or are not currently competing." The data revealed that 183 (76.3%) respondents agreed with the Campus Recreation policy which restricts varsity athletes from participation in intramural sports in which they have lettered or are currently competing. In contrast, 42 (17.5%) respondents felt that varsity athletes should be allowed to compete in such activities. Fifteen (6.3%) respondents were undecided.

A number of additional comments were made regarding the participation of varsity athletes in the intramural sports program. These comments were only indirectly related to the question being asked and were therefore not included in the analysis at this point.

Further inspection of this data indicated a chi square value of 18.225, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their percep-

TABLE 3

CHI-SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING THE PARTICIPATION
OF CAMPUS RECREATION STAFF MEMBERS IN INTRAMURALS

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	10	4.2	20	8.3	7	2.9	6	2.5	2	0.8	45	18.8
Sophomores	9	3.8	25	10.4	3	1.3	0	0.0	0	0.0	37	15.4
Juniors	10	4.2	25	10.4	7	2.9	5	2.1	1	0.4	48	20.0
Seniors	11	4.6	32	13.3	8	3.3	8	3.3	7	2.9	66	27.5
Graduate Students	17	7.1	17	7.1	5	2.1	3	1.3	2	0.8	44	18.3
Totals	57	23.8	119	49.6	30	12.5	22	9.2	12	5.0	240	100.0

$\chi^2 = 22.721^*$
df = 16

*non-significant at .05 level

tions regarding the participation of varsity athletes in the Intramural Program. Chi square analysis of respondent perceptions regarding the participation of varsity athletes in intramural sports is shown in table 4.

Scheduling procedures. Respondents were asked to express the extent of their agreement with the following statement: "Scheduling of intramural activities does not interfere with my studies or other obligations." The data revealed that 193 (80.4%) respondents were satisfied with the scheduling of intramural activities. Of the 240 students responding to this statement, only 32 (13.3%) noted dissatisfaction with Campus Recreation intramural scheduling procedures. Fifteen (6.3%) respondents were undecided.

Some concern was noted by members of the fraternity and sorority community regarding conflicts in time with their organizations' activities.

Statistical analysis of this data revealed a chi square value of 21.456, which was found to be non-significant at the .05 level. It was therefore assumed that no differences in perception existed among the university publics regarding the scheduling of intramural activities. Chi square analysis of respondent perceptions regarding the scheduling of intramural activities is shown in table 5.

Playoff importance. Respondents were asked to express the extent of their agreement with the following statement:

TABLE 4
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING THE PARTICIPATION
 OF VARSITY ATHLETES IN INTRAMURAL SPORTS

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	9	3.8	21	8.8	4	1.7	7	2.9	4	1.7	45	18.8
Sophomores	14	5.8	15	6.3	2	0.8	4	1.7	2	0.8	37	15.4
Juniors	9	3.8	28	11.7	3	1.3	5	2.1	3	1.3	48	20.0
Seniors	21	8.8	29	12.1	4	1.7	9	3.8	3	1.3	66	27.5
Graduate Students	23	9.6	14	5.8	2	0.8	2	0.8	3	1.3	44	18.3
Totals	76	31.7	107	44.6	15	6.3	28	11.7	14	5.8	240	100.0

$X^2 = 18.225^*$
 df = 16

*non-significant at .05 level

TABLE 5
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE SCHEDULING OF INTRAMURAL ACTIVITIES

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	9	3.8	28	11.7	6	2.5	4	8.0	0	0.0	45	18.8
Sophomores	9	3.8	21	8.8	1	0.4	4	1.7	2	0.8	37	15.4
Juniors	9	3.8	29	12.1	4	1.7	6	2.5	0	0.0	48	20.0
Seniors	8	3.3	42	17.5	3	1.3	10	4.2	3	1.3	66	27.5
Graduate Students	15	6.3	23	9.6	1	0.4	3	1.3	2	0.8	44	18.3
Totals	50	20.8	143	59.6	15	6.3	25	10.4	7	2.9	240	100.0

$\chi^2 = 21.456^*$
 df = 16

*non-significant at .05 level

"Playoffs to determine intramural champions are important to the program." The data revealed that 206 (85.8%) respondents were in favor of conducting playoffs to determine the winners of intramural sports activities. Only 17 (7.1%) of those responding expressed disapproval, while the remaining 17 (7.1%) were undecided.

A minimal amount of support was noted among the additional comments for the reinstatement of the Intramural "All-Sports" Trophy. However, this sentiment was expressed by only a small number of those responding.

Statistical analysis of this data revealed a chi square value of 20.287, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding the importance of playoffs to the Intramural Program. Chi square analysis of respondent perceptions regarding the importance of playoffs to the Intramural Program is shown in table 6.

Officiating competency. Respondents were asked to express the extent of their agreement with the following statement: "Competency of intramural officials (referees and umpires) is satisfactory." The data revealed that students are evenly divided in regard to the competencies of intramural officials. Ninety-one (38.1%) respondents felt that officials did a satisfactory job, while 90 (37.7%) considered officiating as unsatisfactory. Fifty-eight (24.3%)

TABLE 6
CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING THE
IMPORTANCE OF PLAYOFFS TO THE INTRAMURAL PROGRAM

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	19	7.9	20	8.3	2	0.8	4	1.7	0	0.0	45	18.8
Sophomores	12	5.0	20	8.3	4	1.7	1	0.4	0	0.0	37	15.4
Juniors	22	9.2	21	8.8	4	1.7	1	0.4	0	0.0	48	20.0
Seniors	28	11.7	29	12.1	5	2.1	4	1.7	0	0.0	66	27.5
Graduate Student	17	7.1	18	7.5	2	0.8	4	1.7	3	1.3	44	18.3
Totals	98	40.8	108	45.0	17	7.1	14	5.8	3	1.3	240	100.0

$\chi^2 = 20.287^*$
df = 16

*non-significant at .05 level

respondents were undecided.

A sizable number of the respondents believed officiating deficiencies to be the result of poor training and/or a lack of knowledge by the officials. Concern was expressed for clinics and certification requirements as a means of attaining a higher quality of officiating.

Statistical analysis of this data revealed a chi square value of 21.043, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding the competencies of intramural officials. Chi square analysis of respondent perceptions regarding the competencies of intramural officials is shown in table 7.

Intramural administration. Respondents were asked to express the extent of their agreement with the following statement: "Overall administration of the intramural program is satisfactory." The data revealed that 203 (84.6%) respondents felt that the overall administration of the Intramural Program was satisfactory. Twenty-five (10.4%) respondents were undecided, while only 12 (5%) considered intramural administration as unsatisfactory.

Statistical analysis of this data revealed a chi square value of 9.882, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding the administration of the Intramural Program.

TABLE 7
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE COMPETENCIES OF INTRAMURAL OFFICIALS

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	3	1.3	17	7.1	10	4.2	11	4.6	4	1.7	45	18.8
Sophomores	0	0.0	10	4.2	9	3.8	13	5.4	5	2.1	37	15.5
Juniors	4	1.7	18	7.5	16	6.7	7	2.9	2	0.8	47	19.7
Seniors	2	0.8	22	9.2	15	6.3	19	7.9	8	3.3	66	27.6
Graduate Students	1	0.4	14	5.9	8	3.3	10	4.2	11	4.6	44	18.4
Totals	10	4.2	81	33.9	58	25.1	60	25.1	30	12.6	239	100.0

$\chi^2 = 21.043^*$
 $df = 16$

*non-significant at .05 level

Chi square analysis of respondent perceptions regarding the administration of the Intramural Program is shown in table 8.

Intramural advertising. Respondents were asked to express the extent of their agreement with the following statement: "The Campus Recreation Department advertizes its intramural activities satisfactorily." The data revealed that 155 (64.6%) respondents considered the advertising of intramural activities to be satisfactory. Fifty-one (21.2%) respondents voiced dissatisfaction, while 34 (14.2%) were undecided.

A limited number of additional comments were noted in regard to this procedure. These centered around the concern for better intramural coverage by the student newspaper, the Kaimin.

Statistical analysis of this data revealed a chi square value of 19.129, which was found to be non-significant at the .05 level. It was therefore assumed that no difference existed among the university publics and their perceptions toward the advertising of the Intramural Program. Chi square analysis of respondent perceptions regarding the advertising of the Intramural Program is shown in table 9.

Fighting among participants. Respondents were asked to express the extent of their agreement with the following statement: "Players who engage in fighting during intramural competition should be suspended." The data revealed 179 (74.9%) respondents were of the opinion that intramural

TABLE 8
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE ADMINISTRATION OF THE INTRAMURAL PROGRAM

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	4	1.7	32	13.3	8	3.3	0	0.0	1	0.4	45	18.8
Sophomores	5	2.1	28	11.7	3	1.3	0	0.0	1	0.4	37	15.4
Juniors	7	2.9	34	14.2	5	2.1	2	0.8	0	0.0	48	20.0
Seniors	9	3.8	46	19.2	6	2.5	4	1.7	1	0.4	66	27.5
Graduate Students	5	2.1	33	13.7	3	1.3	2	0.8	1	0.4	44	18.3
Totals	30	12.5	173	72.1	25	10.4	8	3.3	4	1.7	240	100.0

52

$\chi^2 = 9.882^*$
 df = 16

*non-significant at .05 level

TABLE 9
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE ADVERTISING OF THE INTRAMURAL PROGRAM

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	5	2.1	25	10.4	8	3.3	5	2.1	2	0.8	45	18.8
Sophomores	4	1.7	17	7.1	3	1.3	13	5.4	0	0.0	37	15.4
Juniors	8	3.3	23	9.6	6	2.5	11	4.6	0	0.0	48	20.0
Seniors	6	2.5	38	15.8	8	3.3	11	4.6	3	1.3	66	27.5
Graduate Students	4	1.7	25	10.4	9	3.8	4	1.7	2	0.8	44	18.3
Totals	27	11.3	128	53.3	34	14.2	44	18.3	7	2.9	240	100.0

$\chi^2 = 19.129^*$
 df = 16

*non-significant at .05 level

participants who engage in fighting during competition should be suspended. Fifty-five (23%) respondents were undecided, while only 27 (11.3%) voiced disagreement.

The additional comments revealed a variety of responses regarding the duration of this suspension. However, it was generally agreed that the violator be immediately removed from the contest in which the infraction occurred. Those responding further contended that chronic offenders be suspended from further participation in that intramural activity.

Statistical analysis of this data revealed a chi square value of 22.259, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding the incidence of fighting during intramural competition.

Chi square analysis of respondent perceptions regarding fighting during intramural competition is shown in table 10.

Intramural awards. Respondents were asked to express the extent of their agreement with the following statement: "Trophies or awards should be awarded to the various intramural champions." The data revealed that 168 (70.8%) respondents felt that trophies or awards should be given to the winners of intramural activities. Of the 34 (14.4%) respondents who disagreed with this procedure,

TABLE 10
CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
FIGHTING DURING INTRAMURAL COMPETITION

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	16	6.7	12	5.0	9	3.8	7	2.9	1	0.4	45	18.8
Sophomores	9	3.8	14	5.9	7	2.9	6	2.5	1	0.4	37	15.5
Juniors	16	6.7	20	8.4	7	2.9	4	1.7	1	0.4	48	20.1
Seniors	33	13.8	21	8.8	8	3.3	4	1.7	0	0.0	66	27.6
Graduate Students	22	9.2	16	6.7	2	0.8	1	0.4	2	0.8	43	18.0
Totals	96	40.2	83	34.7	33	13.8	22	9.2	5	2.1	239	100.0

$\chi^2 = 22.259^*$
df = 16

*non-significant at .05 level

almost half (N = 15) were graduate students. The remaining 35 (14.8%) respondents were undecided.

An examination of the additional comments revealed a considerable degree of respondent satisfaction regarding the awarding of championship T-shirts. On the other hand, the awarding of trophies met with widespread disapproval.

Statistical analysis of this data revealed a chi square value of 28.738, which was found to be significant at the .05 level. It was therefore assumed that a significant difference did exist among the university publics regarding the awarding of trophies or awards to intramural champions.

Further examination of this data indicated that this difference existed in the responses of the graduate students. It can be seen from the data that this public had a much higher degree of negative response than any of the other publics. It was therefore assumed that the difference in perception observed in the statistical analysis of this data was the result of responses by the graduate students. Chi square analysis of respondent perceptions regarding the presentation of awards to intramural champions is shown in table 11.

Additional comments. Respondents were also asked to complete an "open-ended" question pertaining to their suggestions for the improvement of the Intramural Program. As noted earlier, a number of comments were made regarding the

TABLE 11
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING THE
 PRESENTATION OF AWARDS TO INTRAMURAL CHAMPIONS

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	16	6.8	16	6.8	6	2.5	4	1.7	1	0.4	43	18.1
Sophomores	10	4.2	18	7.6	6	2.5	3	1.3	0	0.0	37	15.6
Juniors	13	5.5	24	10.1	4	1.7	4	1.7	2	0.8	47	19.8
Seniors	15	6.3	33	13.9	13	5.5	5	2.1	0	0.0	66	27.8
Graduate Students	12	5.1	11	4.6	6	2.5	10	4.2	5	2.1	44	18.6
Totals	66	27.8	102	43.0	35	14.8	26	11.0	8	3.4	237	100.0

$\chi^2 = 28.738^*$
 df = 16

*significant at .05 level

participation of varsity athletes in the intramural sports program. These comments related to certain incidents of abrasiveness and "intimidation tactics" from among members of this group. It appeared that those responding believed this attitude to be contradictory to the purposes of intramural sports.

In the same tone, much concern was noted in regard to competition and the recreational nature of intramural sports. There seemed to exist, among the participants of the Intramural Program, a large concern for the establishment of intramural leagues based upon participant ability, or the degree or level of competition desired.

Summary. A general population summarization of the total response to this section of the questionnaire is presented in table 12.

The Outdoor Recreation Program

Eight specific questions regarding policy and procedure were asked of respondents to obtain their perceptions of the Outdoor Recreation Program. Each question was treated with a separate chi square analysis to determine if any differences existed among the various university publics.

Outdoor trip leaders. Respondents were asked to express the extent of their agreement with the following statement: "The competencies of leaders of Campus Recreation outdoor trips are satisfactory." The data revealed that 54

TABLE 12
THE INTRAMURAL PROGRAM

Statements*	Percent Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Staff Participation	23.8	49.6	12.5	9.2	5.0
2. Varsity Athletic Participation	31.7	44.6	6.3	11.7	5.8
3. Scheduling Procedure	20.8	59.6	6.3	10.4	2.9
4. Playoff Importance	40.8	45.0	7.1	5.8	1.3
5. Officiating Competency	4.2	33.9	24.3	25.1	12.6
6. Advertising	12.5	72.1	10.4	3.3	1.7
7. Participant Fighting	40.2	34.7	13.8	9.2	2.1
8. Awards and Trophies	27.8	42.0	14.8	11.0	3.4

*Due to space limitations actual questionnaire statements have been condensed.

(79.4%) respondents were satisfied with the abilities of outdoor trip leaders. It should be further noted that only one (1.5%) respondent felt trip leaders to be incompetent, whereas the remaining 13 (19.9%) respondents were undecided.

It should be noted that no additional comments were made regarding this, or any of the other statements concerning the Outdoor Recreation Program.

Statistical analysis of this data revealed a chi square value of 8.039, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding the competencies of outdoor recreation trip leaders. Chi square analysis of respondent perceptions regarding the competencies of outdoor recreation trip leaders is shown in table 13.

Safety precautions. Respondents were asked to express the extent of their agreement with the following statement: "Safety precautions associated with outdoor trips are satisfactory." The data revealed that 57 (82.6%) respondents felt that satisfactory safety precautions were taken on outdoor trips. Of the remaining 12 respondents, 11 (15.9%) were undecided, while only 1 (1.4%) voiced disagreement.

Statistical analysis of this data revealed a chi square value of 8.039, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their percep-

TABLE 13
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE COMPETENCIES OF OUTDOOR TRIP LEADERS

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	1	1.5	6	8.8	3	4.4	0	0.0	10	14.7
Sophomores	4	5.9	5	7.4	2	2.9	0	0.0	11	16.2
Juniors	2	2.9	4	5.9	1	1.5	0	0.0	7	10.3
Seniors	2	2.9	12	17.6	5	7.4	0	0.0	19	27.9
Graduate Students	5	7.4	13	19.1	2	2.9	1	1.5	21	30.9
Totals	14	20.6	40	58.8	13	19.1	1	1.5	68	100.0

61

$\chi^2 = 8.039^*$
 $df = 12$

*non-significant at .05 level

tions regarding safety precautions on outdoor recreation trips. Chi square analysis of respondent perceptions regarding safety precautions on outdoor trips is shown in table 14.

First aid equipment. Respondents were asked to express the extent of their agreement with the following statement: "Adequate first aid equipment is available on outdoor trips." The data revealed that 41 (61.2%) respondents felt that adequate first aid equipment was available on outdoor trips. It should be noted that while only 1 (1.5%) respondent considered first aid equipment as inadequate, 25 (37.3%) were undecided.

Statistical analysis of this data revealed a chi square value of 6.788, which was non-significant at the .05 level. It was therefore assumed that no difference existed among the university publics and their perceptions regarding the adequacy of first aid equipment on outdoor trips. Chi square analysis of respondent perceptions regarding the availability of first aid equipment on outdoor trips is shown in table 15.

Hazards and dangers. Respondents were asked to express the extent of their agreement with the following statement: "Potential hazards and dangers are thoroughly discussed prior to each outdoor trip." The data revealed that 36 (53.6%) respondents believed that potential hazards and dangers were thoroughly discussed prior to outdoor trips. Twenty-three

TABLE 14
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 SAFETY PRECAUTIONS ON OUTDOOR TRIPS

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	1	1.4	6	8.7	2	2.9	1	1.4	10	14.5
Sophomores	0	0.0	10	14.5	2	2.9	0	0.0	12	17.4
Juniors	2	2.9	4	5.8	1	1.4	0	0.0	7	10.1
Seniors	1	1.4	14	20.3	4	5.8	0	0.0	19	27.5
Graduate Students	5	7.2	14	20.3	2	2.9	0	0.0	21	30.4
Totals	9	13.0	48	69.6	11	15.9	1	1.4	69	100.0

$\chi^2 = 13.236^*$
 df = 12

*non-significant at .05 level

TABLE 15
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING THE
 AVAILABILITY OF FIRST AID EQUIPMENT ON OUTDOOR TRIPS

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	1	1.5	5	7.5	4	6.0	0	0.0	10	14.9
Sophomores	0	0.0	8	11.9	4	6.0	0	0.0	12	17.9
Juniors	0	0.0	4	6.0	2	3.0	0	0.0	6	9.0
Seniors	3	4.5	7	10.4	8	11.9	0	0.0	18	26.9
Graduate Students	2	3.0	11	16.4	7	10.4	1	1.5	21	31.3
Totals	6	9.0	35	52.2	25	37.3	1	1.5	67	100.0

$\chi^2 = 6.788^*$
 $df = 12$

*non-significant at .05 level

(34.3%) of the respondents were undecided, while only 8 (11.9%) expressed disagreement.

Statistical analysis of this data found that the chi square value was 21.054, which was found to be non-significant at the .05 level. It was therefore assumed that no difference existed among the university publics and their perceptions regarding explanations of the potential hazards and dangers of outdoor trips. Chi square analysis of respondent perceptions regarding hazards and dangers on outdoor trips is shown in table 16.

Outdoor experiences. Respondents were asked to state their agreement with the following statement: "Experiences associated with the outdoor recreation program are satisfactory." The data revealed that 54 (79.4%) respondents were satisfied with their experiences with the Outdoor Recreation Program. Thirteen (19.1%) respondents were undecided, whereas only 1 (1.5%) respondent was dissatisfied.

Statistical analysis of this data revealed a chi square value of 9.003, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding their experiences with the Outdoor Recreation Program. Chi square analysis of respondent perceptions regarding experiences with the Outdoor Recreation Program is shown in table 17.

Outdoor publicity. Respondents were asked to express

TABLE 16

CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
HAZARDS AND DANGERS ON OUTDOOR TRIPS

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	1	1.5	3	4.5	3	4.5	2	3.0	1	1.5	10	14.9
Sophomores	0	0.0	2	3.0	7	10.4	3	4.5	0	0.0	12	17.9
Juniors	1	1.5	5	7.5	1	1.5	0	0.0	0	0.0	7	10.4
Seniors	3	4.5	10	14.9	5	7.5	0	0.0	0	0.0	18	26.9
Graduate Students	2	3.0	9	13.4	7	10.4	2	3.0	0	0.0	20	29.9
Totals	7	10.4	29	43.3	23	34.3	7	10.4	1	1.5	67	100.0

$X^2 = 21.054^*$
df = 16

*non-significant at .05 level

TABLE 17
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 EXPERIENCES WITH THE OUTDOOR PROGRAM

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	2	2.9	7	10.3	1	1.5	0	0.0	10	14.7
Sophomores	2	2.9	7	10.3	2	2.9	0	0.0	11	16.2
Juniors	4	5.9	2	2.9	1	1.5	0	0.0	7	10.3
Seniors	6	8.8	8	11.8	4	5.9	1	1.5	19	27.9
Graduate Students	4	5.9	12	17.6	5	7.4	0	0.0	21	30.9
Totals	18	26.5	36	52.9	13	19.1	1	1.5	68	100.0

$\chi^2 = 9.003^*$
 $df = 12$

*non-significant at .05 level

the extent of their agreement with the following statement: "Outdoor Recreation trips and programs are advertised satisfactorily." The data revealed that 49 (70%) respondents considered the advertising of the Outdoor Program to be satisfactory. Twelve (17.1%) of the respondents voiced disagreement, while 9 (12.9%) were undecided.

Statistical analysis of this data revealed a chi square value of 10.267, which was found to be non-significant at the .05 level. It was therefore assumed that no difference existed among the university publics and their perceptions regarding the advertising of the Outdoor Recreation Program. Chi square analysis of respondent perceptions regarding the advertising of the Outdoor Recreation Program is shown in table 18.

Variety of outdoor trips. Respondents were asked to express the extent of their agreement with the following statement: "The Campus Recreation Department provides an adequate variety of outdoor trips and programs." The data revealed that 54 (76%) respondents believed the Campus Recreation Department to be providing an adequate variety of outdoor trips and programs. Ten (14.1%) respondents were undecided, while 7 (9.9%) voiced disagreement.

Statistical analysis of this data revealed that the chi square value was 5.177, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their

TABLE 18
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE ADVERTISING OF THE OUTDOOR PROGRAM

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	2	2.9	7	10.0	1	1.4	1	1.4	11	15.7
Sophomores	1	1.4	9	12.9	1	1.4	0	0.0	11	15.7
Juniors	2	2.9	3	4.3	1	1.4	1	1.4	7	10.0
Seniors	4	5.7	6	8.6	4	5.7	5	7.1	19	27.1
Graduate Students	5	7.1	10	14.3	2	2.9	5	7.1	22	31.4
Totals	14	20.0	35	50.0	9	12.9	12	17.1	70	100.0

$\chi^2 = 10.267^*$
 df = 12

*non-significant at .05 level

perceptions regarding the variety of outdoor trips and program. Chi square analysis of respondent perceptions regarding the variety of Outdoor trips and programs is shown in table 19.

Outdoor rental equipment. Respondents were asked to express the extent of their agreement with the following statement: "Being able to rent backpacking and other outdoor equipment is of benefit to me." The data revealed that 61 (87.1%) respondents considered the availability of outdoor rental to be beneficial to them. Seven (10%) respondents were undecided, while only 2 (2.8%) respondents regarding this provision as having no benefit to them.

Statistical analysis of this data revealed a chi square value of 15.956, which was found to be non-significant at the .05 level. It was therefore assumed that no difference among the university publics and their perceptions regarding the availability of outdoor rental equipment. Chi square analysis of respondent perceptions regarding the availability of outdoor rental equipment is shown in table 20.

Additional comments. No additional comments were made regarding the improvement of the Outdoor Recreation Program.

Summary. A general population summarization of the total response to this section of the questionnaire is presented in table 21.

TABLE 19
CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
THE VARIETY OF OUTDOOR TRIPS AND PROGRAMS

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	4	5.6	6	8.5	0	0.0	1	1.4	11	15.5
Sophomores	4	5.6	5	7.0	2	2.8	1	1.4	12	16.9
Juniors	2	2.8	4	5.6	1	1.4	0	0.0	7	9.9
Seniors	6	8.5	7	9.9	3	4.2	3	4.2	19	26.8
Graduate Students	9	12.7	7	9.9	4	5.6	2	2.8	22	31.0
Totals	25	35.2	29	40.8	10	14.1	7	9.9	71	100.0

$\chi^2 = 5.177^*$
df = 12

*non-significant at .05 level

TABLE 20
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE AVAILABILITY OF OUTDOOR RENTAL EQUIPMENT

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	5	7.1	4	5.7	0	0.0	1	1.4	0	0.0	10	14.3
Sophomores	8	11.4	3	4.3	1	1.4	0	0.0	0	0.0	12	17.1
Juniors	1	1.4	3	4.3	2	2.9	0	0.0	0	0.0	6	8.6
Seniors	10	14.3	8	11.4	1	1.4	0	0.0	0	0.0	19	27.1
Graduate Students	11	15.7	8	11.4	3	4.3	0	0.0	1	1.4	23	32.9
Totals	35	50.0	26	37.1	7	10.0	1	1.4	1	1.4	70	100.0

$\chi^2 = 15.956^*$
 $df = 16$

*non-significant at .05 level

TABLE 21

THE OUTDOOR RECREATION PROGRAM

Statements*	Percent Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Trip Leaders	20.6	58.8	19.1	1.5	0
2. Safety Precautions	13.0	69.6	15.9	1.4	0
3. First Aid Equipment	9.0	52.2	37.3	1.5	0
4. Hazards and Dangers	10.4	43.3	34.3	10.4	1.5
5. Satisfactory Experiences	26.5	52.9	19.1	1.5	0
6. Publicity	20.0	50.0	12.9	17.1	0
7. Trip Variety	35.2	40.8	14.1	9.9	0
8. Rental Equipment	50.0	37.1	10.0	1.4	1.4

*Due to space limitations actual questionnaire statements have been condensed.

The Equipment Room

Nine specific questions regarding policy and procedure were asked of respondents to obtain their perceptions of the Equipment Room. Each has been treated with a separate chi square analysis to determine if any differences existed among the various university publics.

Sign-up policies. Respondents were asked to express the extent of their agreement with the following statement: "The sign-up method for reserving handball, racquetball, and tennis courts is satisfactory." The data revealed that 144 (66.3%) respondents believed this method to be satisfactory. Forty-eight (22.2%) respondents considered these procedures to be unsatisfactory, while 25 (11.5%) were undecided.

Statistical analysis of this data revealed a chi square value of 17.829, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding the sign-up method for reserving courts. Chi square analysis of respondent perceptions regarding the sign-up method for reserving indoor courts is shown in table 22.

Court abuse. Respondents were asked to express the extent of their agreement with the following statement: "The sign-up method for handball, racquetball, and tennis courts is often times abused." The data revealed that 126 (59.2%) respondents felt that sign-up policies were

TABLE 22
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING THE
 SIGN-UP METHOD FOR RESERVING INDOOR COURTS

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	3	1.4	18	8.3	5	2.3	10	4.6	0	0.0	36	16.6
Sophomores	2	0.9	26	12.0	2	0.9	5	2.3	1	0.5	36	16.6
Juniors	3	1.4	19	8.8	6	2.8	7	3.2	5	2.3	40	18.4
Seniors	4	1.8	41	18.9	8	3.7	9	4.1	1	0.5	63	29.0
Graduate Students	3	1.4	25	11.5	4	1.8	6	2.8	4	1.8	42	19.4
Totals	15	6.9	129	59.4	25	11.5	37	17.1	11	5.1	217	100.0

$\chi^2 = 17.829^*$
 df = 16

*non-significant at .05 level

frequently abused. Sixty-one (28.6%) respondents were undecided, whereas only 26 (12.2%) respondents failed to recognize any such abuse.

Statistical analysis of this data revealed a chi square value of 19.876, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics regarding abuses in the sign-up method for court reservation. Chi square analysis of respondent perceptions regarding abuses of sign-up policies is shown in table 23.

Rental policies. Respondents were asked to express the extent of their agreement with the following statement: "Policies regarding rental equipment are satisfactory." The data revealed that 188 (87.4%) respondents were satisfied with rental equipment policies. Twenty-two (10.2%) respondents remained undecided, while only 5 (2.3%) of the respondents considered these policies to be unsatisfactory.

Statistical analysis of this data revealed a chi square value of 27.833, which was found to be significant at the .05 level. It was therefore assumed that a significant difference did exist in the perceptions of the university publics regarding rental equipment policies.

Further examination of this data indicates that this difference appeared in the responses of the graduate students. It can be seen from this data that 30% of the responses from this public fell in the categories of "strongly

TABLE 23
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 ABUSES OF THE SIGN-UP POLICIES

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	7	3.3	16	7.5	10	4.7	3	1.4	0	0.0	36	16.9
Sophomores	3	1.4	14	6.6	12	5.6	6	2.8	1	0.5	36	16.9
Juniors	11	5.2	12	5.6	8	3.8	8	3.8	0	0.0	39	18.3
Seniors	11	5.2	31	14.6	16	7.5	4	1.9	0	0.0	62	29.1
Graduate Students	5	2.3	16	7.5	15	7.0	4	1.9	0	0.0	40	18.8
Totals	37	17.4	89	41.8	61	28.6	25	11.7	1	0.5	213	100.0

$\chi^2 = 19.876^*$
 df = 16

*non-significant at .05 level

disagree" and "disagree." It was therefore assumed that the difference in perception observed in the statistical analysis of this data was the result of responses by graduate students regarding rental equipment policies. Chi square analysis of respondent perceptions regarding the policies for renting equipment is shown in table 24.

Rental charges. Respondents were asked to express the extent of their agreement with the following statement: "Fees and charges for rental equipment are reasonable." The data revealed that 185 (85.2%) respondents considered the fees and charges for rental equipment to be reasonable. Twenty-eight (12.9%) respondents were undecided, while only 4 (1.9%) of the respondents considered these charges unreasonable.

Statistical analysis of this data revealed a chi square value of 14.220, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding fees and charges for rental equipment. Chi square analysis of respondent perceptions regarding rental equipment fees and charges is shown in table 25.

Rental equipment quality. Respondents were asked to express the extent of their agreement with the following statement: "Rental equipment is of good quality." The data revealed that 147 (68.3%) respondents considered rental equipment to be of good quality. Forty-five (20.9%) respon-

TABLE 24
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE POLICIES FOR RENTING EQUIPMENT

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	6	2.8	25	11.6	6	2.8	0	0.0	37	17.2
Sophomores	0	0.0	34	15.8	2	0.9	0	0.0	36	16.7
Juniors	6	2.8	31	14.4	1	0.5	1	0.5	39	18.1
Seniors	6	2.8	52	24.2	3	1.4	2	0.9	63	29.3
Graduate Students	5	2.3	23	10.7	10	4.7	2	0.9	40	18.6
Totals	23	10.7	165	76.7	22	10.2	5	2.3	215	100.0

$\chi^2 = 27.833^*$
 df = 12

*significant at .05 level

TABLE 25
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 RENTAL EQUIPMENT FEES AND CHARGES

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	7	3.2	25	11.5	6	2.8	0	0.0	0	0.0	38	17.5
Sophomores	7	3.2	23	10.6	5	2.3	0	0.0	1	0.5	36	16.6
Juniors	6	2.8	30	13.8	2	0.9	1	0.5	0	0.0	39	18.0
Seniors	10	4.6	46	21.2	7	3.2	1	0.5	0	0.0	64	29.5
Graduate Students	10	4.6	21	9.7	8	3.7	1	0.5	0	0.0	40	18.4
Totals	40	18.4	145	66.8	28	12.9	3	1.4	1	0.5	217	100.0

$\chi^2 = 14.220^*$
 df = 16

*non-significant at .05 level

dents were undecided, while 23 (10.7%) felt that rental equipment was not of good quality.

Statistical analysis of this data revealed a chi square value of 13.726, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding the quality of rental equipment. Chi square analysis of respondents' perceptions regarding the quality of rental equipment is shown in table 26.

Checkout equipment quality. Respondents were asked to express the extent of their agreement with the following statement: "Checkout equipment is of good quality." The data revealed that 143 (66.8%) respondents considered checkout equipment to be of good quality. Forty-one (19.2%) were undecided, while 30 (14%) of the respondents disagreed with the quality of checkout equipment.

Statistical analysis of this data revealed a chi square value of 15.736, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding the quality of checkout equipment. Chi square analysis of respondent perceptions regarding the quality of checkout equipment is shown in table 27.

Checkout equipment policies. Respondents were asked to express the extent of their agreement with the following statement: "Policies regarding checkout equipment are

TABLE 26
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE QUALITY OF RENTAL EQUIPMENT

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	0	0.0	25	11.6	7	3.3	5	2.3	1	0.5	38	17.7
Sophomores	2	0.9	23	10.7	6	2.8	4	1.9	1	0.5	36	16.7
Juniors	5	2.3	22	10.2	8	3.7	2	0.9	0	0.0	37	17.2
Seniors	5	2.3	40	18.6	16	7.4	3	1.4	0	0.0	64	29.8
Graduate Students	4	1.9	21	9.8	8	3.7	6	2.8	1	0.5	40	18.6
Totals	16	7.4	131	60.9	45	20.9	20	9.3	3	1.4	215	100.0

$\chi^2 = 13.726^*$
 df = 16

*non-significant at .05 level

TABLE 27
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE QUALITY OF CHECKOUT EQUIPMENT

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	0	0.0	27	12.6	4	1.9	4	1.9	2	0.9	37	17.3
Sophomores	2	0.9	20	9.3	8	3.7	3	1.4	3	1.4	36	16.8
Juniors	2	0.9	24	11.2	8	3.7	4	1.9	0	0.0	38	17.8
Seniors	3	1.4	41	19.2	12	5.6	8	3.7	0	0.0	64	29.9
Graduate Students	4	1.9	20	9.3	9	4.2	5	2.3	1	0.5	39	18.2
Totals	11	5.1	132	61.7	41	19.2	24	11.2	6	2.8	214	100.0

$X^2 = 15.736^*$
 $df = 16$

*non-significant at .05 level

satisfactory." The data revealed that 178 (82.8%) respondents considered the policies regarding checkout equipment as satisfactory. Thirty (14%) respondents were undecided, while only 7 (3.3%) expressed dissatisfaction.

Statistical analysis of this data revealed a chi square value of 33.730, which was found to be significant at the .05 level. It was therefore assumed that a significant difference did exist in the perceptions of the university publics regarding checkout equipment policies.

Further examination of this data indicated that this difference appeared to exist in the responses of the graduate students. It can be seen from this data that 85.7 percent of the responses in the "disagree" category were made by this public. Therefore, it was assumed that the difference in perception observed in the statistical analysis of this data was the result of responses by graduate students. Chi square analysis of respondent perceptions regarding the policies for checking out equipment is shown in table 28.

Sign-up and rental abuse. Respondents were asked to express the extent of their agreement with the following statement: "People who abuse sign-up and rental policies should have their privileges suspended." The data revealed that 154 (71.7%) respondents felt that those who abuse these policies should have their privileges suspended. Forty-one (19.1%) of the respondents were undecided, while only 20 (9.3%) disagreed.

TABLE 28
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 POLICIES FOR CHECKING OUT EQUIPMENT

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	5	2.3	23	10.7	9	4.2	0	0.0	37	17.2
Sophomores	1	0.5	28	13.0	7	3.3	0	0.0	36	16.7
Juniors	3	1.4	33	15.3	3	1.4	1	0.5	40	18.6
Seniors	5	2.3	53	24.7	6	2.8	0	0.0	64	29.8
Graduate Students	3	1.4	24	11.2	5	2.3	6	2.8	38	17.7
Totals	17	7.9	161	74.9	30	14.0	7	3.3	215	100.0

$\chi^2 = 33.730^*$
 df = 12

*significant at .05 level

Statistical analysis of this data revealed a chi square value of 22.910, which was found to be non-significant at the .05 level. It was assumed therefore that no difference existed among the university publics and their perceptions regarding the abuse of sign-up and rental procedures by users of such services. Chi square analysis of respondent perceptions regarding the abuse of sign-up and rental policies is shown in table 29.

Equipment room operation. Respondents were asked to express the extent of their agreement with the following statement: "The equipment room operates effectively and efficiently." The data revealed that 149 (70%) respondents felt that the Campus Recreation Equipment Room operated in an effective and efficient manner. Forty-five (21%) were undecided, while 19 (8.9%) of the respondents voiced disagreement.

Statistical analysis of this data revealed a chi square value of 16.450, which was found to be non-significant at the .05 level. It was therefore assumed that no difference existed among the university publics and their perceptions regarding the operation of the Equipment Room. Chi square analysis of respondent perceptions regarding the operation of the Equipment Room is shown in table 30.

Additional comments. Respondents were also asked to complete an "open-ended" question pertaining to their suggestions for the improvement of the Equipment Room. Comments

TABLE 29
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE ABUSE OF SIGN-UP AND RENTAL POLICIES

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	9	4.2	19	8.8	7	3.3	3	1.4	0	0.0	38	17.7
Sophomores	5	2.3	25	11.6	5	2.3	1	0.5	0	0.0	36	16.7
Juniors	8	3.7	17	7.9	9	4.2	2	0.9	2	0.9	38	17.7
Seniors	9	4.2	33	15.3	14	6.5	8	3.7	0	0.0	64	29.8
Graduate Students	13	6.0	16	7.4	6	2.8	4	1.9	0	0.0	39	18.1
Totals	44	20.5	110	51.2	41	19.1	18	8.4	2	0.9	215	100.0

$\chi^2 = 22.910^*$
 df = 16

*non-significant at .05 level

TABLE 30
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE OPERATION OF THE EQUIPMENT ROOM

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	7	3.3	22	10.3	8	3.8	1	0.5	0	0.0	38	17.8
Sophomores	2	0.9	24	11.3	7	3.3	2	0.9	0	0.0	35	16.4
Juniors	4	1.9	22	10.3	7	3.3	3	1.4	1	0.5	37	17.4
Seniors	3	1.4	43	20.2	11	5.2	4	1.9	1	0.5	62	29.1
Graduate Students	2	0.9	20	9.4	12	5.6	6	2.8	1	0.5	41	19.2
Totals	18	8.5	131	61.5	45	21.1	16	7.5	3	1.4	213	100.0

$\chi^2 = 16.450^*$
 $df = 16$

*non-significant at .05 level

made regarding this question were mostly concerned with Equipment Room employees. A number of respondents noted that these employees frequently exhibited a degree of unfriendliness toward the users of the Equipment Room. The respondents also seemed to be of the opinion that these employees obtained an undue amount of privileges in regard to Equipment Room services open to the University of Montana community.

Summary. A general population summarization of the total response to this section of the questionnaire is presented in table 31.

The Open Recreation Program

Seven specific questions regarding policy and procedures were asked of respondents to obtain their perceptions of the Open Recreation Program. Each has been treated with a separate chi square analysis to determine if any differences existed among the various university publics.

Facilities. Respondents were asked to express the extent of their agreement with the following statement: "The variety of Campus Recreation facilities available for open recreation is satisfactory." The data revealed that 158 (78.2%) respondents considered the variety of facilities available for Open Recreation to be satisfactory. Thirty-one (15.4%) respondents were dissatisfied, and 13 (6.4%) were undecided.

TABLE 31

THE EQUIPMENT ROOM

Statements*	Percent Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Sign-up Policies	6.9	59.4	11.5	17.1	5.1
2. Court Abuse	17.4	41.8	28.6	11.7	0.5
3. Rental Policies	10.7	76.7	10.2	2.3	0.0
4. Rental Charges	18.4	66.8	12.9	1.4	0.5
5. Rental Equipment Quality	7.4	60.9	20.9	9.3	1.4
6. Checkout Equipment Quality	5.1	61.7	19.2	11.2	2.8
7. Checkout Policies	7.9	74.9	14.0	3.3	0.0
8. Sign-up and Rental Abuse	20.5	51.2	19.1	8.4	0.9
9. Overall Operation	8.5	61.5	21.1	7.5	1.4

*Due to space limitations actual questionnaire statements have been condensed.

A number of additional comments were made regarding the racquetball, handball, and basketball courts. These comments noted a demand for more of these facilities, as well as a concern for the increased scheduling of these facilities for open recreational use.

Statistical analysis of this data revealed a chi square value of 19.818, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding the variety of Campus Recreation facilities available for open recreational use. Chi square analysis of respondent perceptions regarding the variety of Campus Recreation facilities is shown in table 32.

Variety athletic practice. Respondents were asked to express the extent of their agreement with the following statement: "The amount of facility use allocated to varsity athletic practice is satisfactory." The data revealed that 118 (59.6%) respondents felt that the amount of facility use allocated to varsity athletic practice was satisfactory. Forty-seven (23.7%) respondents were undecided, while 33 (16.6%) were found to be dissatisfied.

A large amount of dissatisfaction was voiced by the respondents concerning varsity use of the tennis courts. Disproportionate amounts of facility use were also noted in regard to varsity football and basketball team.

Statistical analysis of this data revealed a chi

TABLE 32
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE VARIETY OF CAMPUS RECREATION FACILITIES

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	4	2.0	25	12.4	2	1.0	4	2.0	0	0.0	35	17.3
Sophomores	3	1.5	25	12.4	2	1.0	3	1.5	0	0.0	33	16.3
Juniors	5	2.5	29	14.4	0	0.0	6	3.0	2	1.0	42	20.8
Seniors	3	1.5	36	17.8	5	2.5	12	5.9	0	0.0	56	27.7
Graduate Students	6	3.0	22	10.9	4	2.0	4	2.0	0	0.0	36	17.8
Totals	21	10.4	137	67.8	13	6.4	29	14.4	2	1.0	202	100.0

$\chi^2 = 18.818^*$
 df = 16

*non-significant at .05 level

square value of 23.624, which was found to be non-significant at the .05 level. It was therefore assumed that no difference existed among the perceptions of the university publics regarding the amount of facility use allocated to varsity athletic practice. Chi square analysis of respondent perceptions regarding facility use for varsity athletic practice is shown in table 33.

Open recreation scheduling. Respondents were asked to express the extent of their agreement with the following statement: "An adequate amount of time is allocated for open recreational activity." One hundred thirty-two (65.3%) respondents believed that an adequate amount of facility time is allocated to open recreational activity. Forty-four (21.8%) considered open recreational time provisions as inadequate, while 26 (12.9%) respondents were undecided.

Statistical analysis of this data revealed a chi square value of 11.706, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the perceptions of the university publics regarding the amount of facility use allocated to open recreational activity. Chi square analysis of respondent perceptions regarding the time allocated for open recreation is shown in table 34.

Facility supervision. Respondents were asked to express the extent of their agreement with the following statement: "There is adequate supervision to prevent the misuse of the facilities during open recreation periods." The data

TABLE 33
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 FACILITY USE FOR VARSITY ATHLETIC PRACTICE

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	3	1.5	19	9.6	9	4.5	1	0.5	1	0.5	33	16.7
Sophomores	1	0.5	17	8.6	7	3.5	7	3.5	0	0.0	32	16.2
Juniors	6	3.0	17	8.6	8	4.0	8	4.0	2	1.0	41	20.7
Seniors	7	3.5	33	16.7	11	5.6	5	2.5	0	0.0	56	28.3
Graduate Students	5	2.5	10	5.1	12	6.1	6	3.0	3	1.5	36	18.2
Totals	22	11.1	96	48.5	47	23.7	27	13.6	6	3.0	198	100.0

$\chi^2 = 23.624^*$
 df - 16

*non-significant at .05 level

TABLE 34
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE TIME ALLOCATED FOR OPEN RECREATION

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	3	1.5	22	10.9	6	3.0	4	2.0	0	0.0	35	17.3
Sophomores	1	0.5	19	9.4	5	2.5	6	3.0	2	1.0	33	16.3
Juniors	2	1.0	27	13.4	4	2.0	7	3.5	2	1.0	42	20.8
Seniors	4	2.0	34	16.8	8	4.0	8	4.0	2	1.0	56	27.7
Graduate Students	4	2.0	16	7.9	3	1.5	10	5.0	3	1.5	36	17.8
Totals	14	6.9	118	58.4	26	12.9	35	17.3	9	4.5	202	100.0

$X^2 = 11.706^*$
 df = 16

*non-significant at .05 level

revealed that 95 (47.1%) respondents believed that the supervision during open recreation periods was adequate in preventing the misuse of the facilities. Fifty-seven (28.2%) respondents were undecided, while 50 (24.8%) felt this supervision to be inadequate as a means of preventing misuse.

Statistical analysis of this data revealed a chi square value of 14.498, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the perceptions of the university publics regarding the role of open recreation supervision in the prevention of facility misuse. Chi square analysis of respondent perceptions regarding supervision of the facilities is shown in table 35.

Spouse use. Respondents were asked to express the extent of their agreement with the following statement: "Spouses of students, faculty and staff should be allowed use of the facilities." One hundred fifty-seven (77.4%) respondents felt that these dependents of university personnel should be allowed the use of the facilities. Twenty-eight (13.8%) respondents were undecided, while 18 (8.9%) voiced disagreement.

Statistical analysis of this data revealed a chi square value of 18.894, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the perceptions of the university publics regarding the use of Campus Recreation facilities by student,

TABLE 35
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 SUPERVISION OF THE FACILITIES

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	3	1.5	16	7.9	11	5.4	5	2.5	0	0.0	35	17.3
Sophomores	1	0.5	13	6.4	12	5.9	6	3.0	1	0.5	33	16.3
Juniors	0	0.0	19	9.4	10	5.0	11	5.4	1	0.5	41	20.3
Seniors	0	0.0	27	13.4	14	6.9	16	7.9	0	0.0	57	28.2
Graduate Students	1	0.5	15	7.4	10	5.0	9	4.5	1	0.5	36	17.8
Totals	5	2.5	90	44.6	57	28.2	47	23.3	3	1.5	202	100.0

$\chi^2 = 14.498^*$

df = 16

*non-significant at .05 level

faculty and staff spouses. Chi square analysis of respondent perceptions regarding spouse use of Campus Recreation facilities is shown in table 36.

Non-university personnel. Respondents were asked to express the extent of their agreement with the following statement: "Restrictions should be maintained regarding the use of Campus Recreation facilities by non-university personnel." One hundred sixty-one (79.7%) respondents believed that restrictions should be maintained regarding the use of Campus Recreation facilities by non-university personnel. Twenty-one (10.4%) respondents were undecided, while 20 (9.9%) expressed disapproval with these restrictions.

Statistical analysis of this data revealed a chi square value of 6.645, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the perceptions of the university publics regarding the use of Campus Recreation facilities by non-university personnel. Chi square analysis of respondent perceptions regarding facility use by non-university personnel is shown in table 37.

Guest passes. Respondents were asked to express the extent of their agreement with the following statement: "Policies regarding guest passes are satisfactory." Ninety-six (48.5%) respondents considered guest pass policies to be satisfactory. Eight (4%) of the respondents found fault with these policies, while 94 (47.5%) of those responding

TABLE 36
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 SPOUSE USE OF CAMPUS RECREATION FACILITIES

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	7	3.4	17	8.4	6	3.0	2	1.0	3	1.5	35	17.2
Sophomores	6	3.0	22	10.8	2	1.0	1	0.5	2	1.0	33	16.3
Juniors	8	3.9	26	12.8	5	2.5	2	1.0	1	0.5	42	20.7
Seniors	9	4.4	33	16.3	11	5.4	4	2.0	0	0.0	57	28.1
Graduate Students	13	6.4	16	7.9	4	2.0	3	1.5	0	0.0	36	17.7
Totals	43	21.2	114	56.2	28	13.8	12	5.9	6	3.0	203	100.0

$\chi^2 = 18.894^*$
 df = 16

*non-significant at .05 level

TABLE 37
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 FACILITY USE BY NON-UNIVERSITY PERSONNEL

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	12	5.9	14	6.9	6	3.0	3	1.5	35	17.3
Sophomores	12	5.9	13	6.4	5	2.5	3	1.5	33	16.3
Juniors	12	5.9	22	10.9	2	1.0	6	3.0	42	20.8
Seniors	18	8.9	29	14.4	5	2.5	5	2.5	57	28.2
Graduate Students	13	6.4	16	7.9	3	1.5	3	1.5	35	17.3
Totals	67	33.2	94	46.5	21	10.4	20	9.9	202	100.0

100

$\chi^2 = 6.645^*$
 $df = 12$

*non-significant at .05 level

were undecided.

Statistical analysis of this data revealed a chi square value of 15.453, which was found to be non-significant at the .05 level. It was therefore assumed that no differences in perception existed among the university publics regarding guest pass policies. Chi square analysis of respondent perceptions regarding guest pass policies is shown in table 38.

Additional comments. Respondents were also asked to complete an "open-ended" question pertaining to their suggestions for the improvement of the Open Recreation Program. The major concern expressed by those responding was that of the need for improved maintenance and upkeep of the outdoor playing fields.

Summary. A general population summarization of the total response to this section of the questionnaire is presented in table 39.

The Seminar and Slideshow Program

Four specific questions regarding policy and procedures were asked of respondents to obtain their perceptions of the Seminar and Slideshow Program. Each has been treated with a separate chi square analysis to determine if any differences exist among the various university publics.

Influences. Respondents were asked to express the extent of their agreement with the following statement:

TABLE 38
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 GUEST PASS POLICIES

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	3	1.5	10	5.1	18	9.1	2	1.0	0	0.0	33	16.7
Sophomores	1	0.5	16	8.1	16	8.1	0	0.0	0	0.0	33	16.7
Juniors	2	1.0	18	9.1	21	10.6	0	0.0	0	0.0	41	20.7
Seniors	4	2.0	28	14.1	23	11.6	2	1.0	0	0.0	57	28.8
Graduate Students	2	1.0	12	6.1	16	8.1	3	1.5	1	0.5	34	17.2
Totals	12	6.1	84	42.4	94	47.5	7	3.5	1	0.5	198	100.0

$\chi^2 = 15.453^*$
 df = 16

*non-significant at .05 level

TABLE 39

OPEN RECREATION

Statements*	Percent Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Facilities	10.4	67.8	6.4	14.4	1.0
2. Varsity Athletic Practice	11.1	48.5	23.7	13.6	3.0
3. Open Recreation Scheduling	6.9	58.4	12.9	17.3	4.5
4. Facility Supervision	2.5	44.6	28.2	23.3	1.5
5. Spouse Use	21.2	56.2	13.8	5.9	3.0
6. Non-University Personnel	33.2	46.5	10.4	9.9	0.0
7. Guest Passes	6.1	42.4	47.5	3.5	0.5

*Due to space limitations actual questionnaire statements have been condensed.

"Campus Recreation seminars and slideshows have positively influenced my pursuit of outdoor recreational activity."

The data revealed that 45 (75%) respondents felt that seminars and slideshows had a positive influence on their pursuit of outdoor recreational activity. Eleven (18.3%) of the respondents were undecided, while 4 (6.6%) respondents noted a lack of positive influence from these programs.

Statistical analysis of this data revealed a chi square value of 24.740, which was found to be non-significant at the .05 level. It was therefore assumed that no differences in perception existed among the university publics regarding the influence of seminars and slideshows on outdoor recreational activity. Chi square analysis of respondent perceptions regarding the influences of seminars and slideshows is shown in table 40.

Benefits. Respondents were asked to express the extent of their agreement with the following statement: "Campus Recreation seminars and slideshows are interesting and informative." The data revealed that 49 (81.6%) respondents felt that seminars and slideshows were interesting and informative. Nine (15%) were undecided, while only 2 (3.3%) respondents expressed disagreement.

Statistical analysis of this data revealed a chi square value of 14.469, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their percep-

TABLE 40
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE INFLUENCES OF SEMINARS AND SLIDESHOWS

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	0	0.0	7	11.7	0	0.0	1	1.7	0	0.0	8	13.3
Sophomores	2	3.3	3	5.0	5	8.3	0	0.0	0	0.0	10	16.7
Juniors	2	3.3	7	11.7	0	0.0	0	0.0	0	0.0	9	15.0
Seniors	4	6.7	7	11.7	2	3.3	1	1.7	2	3.3	16	26.7
Graduate Students	5	8.3	8	13.3	4	6.7	0	0.0	0	0.0	17	28.3
Totals	13	21.7	32	53.3	11	18.3	2	3.3	2	3.3	60	100.0

$\chi^2 = 24.740^*$
 $df = 16$

*non-significant at .05 level

tions regarding the benefits of seminars and slideshows. Chi square analysis of respondent perceptions regarding the benefits of seminars and slideshows is shown in table 41.

Amount. Respondents were asked to express the extent of their agreement with the following statement: "There is an adequate number of seminars and slideshows." The data revealed that 32 (53.4%) respondents felt that there was an adequate number of seminars and slideshows. Seventeen (28.3%) respondents were undecided, while 11 (18.3%) voiced disagreement.

Statistical analysis of this data revealed a chi square value of 6.034, which was found to be non-significant at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding the number of seminars and slideshows. Chi square analysis of respondent perceptions regarding the number of seminars and slideshows is shown in table 42.

Variety. Respondents were asked to express the extent of their agreement with the following statement: "There is an adequate variety of seminars and slideshows." Thirty-four (56.7%) respondents felt that there was an adequate variety of seminars and slideshows. Seventeen (28.3%) respondents were undecided, while only 9 (15%) expressed disagreement.

Statistical analysis of this data revealed a chi square value of 17.097, which was found to be non-significant

TABLE 41
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE BENEFITS OF SEMINARS AND SLIDESHOWS

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	1	1.7	4	6.7	2	3.3	1	1.7	8	13.3
Sophomores	1	1.7	7	11.7	2	3.3	0	0.0	10	16.7
Juniors	5	8.3	3	5.0	0	0.0	1	1.7	9	15.0
Seniors	5	8.3	9	15.0	2	3.3	0	0.0	16	26.7
Graduate Students	8	13.3	6	10.0	3	5.0	0	0.0	17	28.3
Totals	20	33.3	29	48.3	9	15.0	2	3.3	60	100.0

$\chi^2 = 14.469^*$
 df = 12

*non-significant at .05 level

TABLE 42
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE NUMBER OF SEMINARS AND SLIDESHOWS

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	0	0.0	4	6.7	3	5.0	1	1.7	8	13.3
Sophomores	0	0.0	4	6.7	4	6.7	2	3.3	10	16.7
Juniors	1	1.7	5	8.3	1	1.7	2	3.3	9	15.0
Seniors	1	1.7	7	11.7	6	10.0	2	3.3	16	26.7
Graduate Students	2	3.3	8	13.3	3	5.0	4	6.7	17	28.3
Totals	4	6.7	28	46.7	17	28.3	11	18.3	60	100.0

$\chi^2 = 6.034^*$
 df = 12

*non-significant at .05 level

at the .05 level. It was therefore assumed that no differences existed among the university publics and their perceptions regarding the variety of seminars and slideshows. Chi square analysis of respondent perceptions regarding the variety of seminars and slideshows is shown in table 43.

Additional comments. No additional comments were made regarding the improvement of the Seminar and Slideshow Program.

Summary. A general population summarization of the total response to this section of the question is presented in table 44.

Respondents' Perceived Benefits of Campus Recreation

This section dealt with identifying the perceptions of the selected university publics regarding certain perceived benefits of Campus Recreation program participation. Specifically, respondents were asked to rate, from 1 to 5 according to their degree of agreement or disagreement, a series of statements relating to various perceived benefits considered obtainable through the recreation experience.

The chi square test of independence was used to test the hypothesis that there is no significant difference in the perceptions of the selected university publics regarding these various perceived benefits of Campus Recreation.

Wise use of leisure time. Respondents were asked to describe the extent to which they agreed with the following

TABLE 43
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE VARIETY OF SEMINARS AND SLIDESHOWS

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	0	0.0	5	8.3	2	3.3	1	1.7	8	13.3
Sophomores	0	0.0	4	6.7	4	6.7	2	3.3	10	16.7
Juniors	4	6.7	3	5.0	1	1.7	1	1.7	9	15.0
Seniors	1	1.7	7	11.7	7	11.7	1	1.7	16	26.7
Graduate Students	2	3.3	8	13.3	3	5.0	4	6.7	17	28.3
Totals	7	11.7	27	45.0	17	28.3	9	15.0	60	100.0

$\chi^2 = 17.097^*$
 $df = 12$

*non-significant at .05 level

TABLE 44

THE SEMINAR AND SLIDESHOW PROGRAM

Statements*	Percent Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Influences	21.7	53.3	18.3	3.3	3.3
2. Benefits	33.3	48.3	15.0	3.3	0.0
3. Amount	6.7	46.7	28.3	18.3	0.0
4. Variety	11.7	45.0	28.3	15.0	0.0

*Due to space limitations actual questionnaire statements have been condensed.

statement: "Participation in Campus Recreation programs provides the opportunity for me to spend my leisure time wisely." Two hundred forty-five (92.7%) respondents believed that Campus Recreation programs provided them with the opportunity to spend their free time wisely. Seventeen (6.5%) respondents were undecided, while only 2 (0.8%) respondents considered Campus Recreation participation as an unwise use of time.

Statistical analysis revealed a chi square value of 13.094, which was found to be non-significant at the .05 level of confidence. It therefore appeared that no difference

existed among the university publics and their perceptions toward Campus Recreation and the use of their leisure time.

Table 45 shows the chi square analysis of respondents' perceptions regarding the use of leisure time.

Development of social attitudes. Respondents were asked to describe the extent to which they agreed with the following statement: "Participation in Campus Recreation activities fosters the development of desirable social attitudes in me." One hundred ninety-five (74.2%) respondents considered participation in Campus Recreation activities to be beneficial in the development of desirable social attitudes. Forty-five (17.1%) respondents were undecided, while 23 (8.7%) of the respondents failed to recognize or attain this benefit.

Statistical analysis revealed a chi square value of 30.933, which was found to be significant at the .05 level of confidence. It therefore appeared that a significant difference did exist in the perceptions of the university publics regarding the attainment of desirable social attitudes through Campus Recreation participation. Further examination of this table indicated that this difference appeared to exist in the responses of the graduate students. The graduate students' responses were the lowest recorded in the "strongly agree" and "agree" categories, and highest in the categories of "disagree" and "strongly disagree." It was therefore assumed that the difference in perception

TABLE 45
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE USE OF LEISURE TIME

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	15	5.7	32	12.2	1	0.4	0	0.0	0	0.0	48	18.3
Sophomores	15	5.7	25	9.5	2	0.8	0	0.0	0	0.0	42	16.0
Juniors	14	5.3	36	13.7	4	1.5	0	0.0	0	0.0	54	20.5
Seniors	21	8.0	45	17.1	4	1.5	1	0.4	0	0.0	71	27.0
Graduate Students	14	5.3	27	10.3	6	2.3	0	0.0	1	0.4	48	18.3
Totals	79	30.0	165	62.7	17	6.5	1	0.4	1	0.4	263	100.0

$\chi^2 = 13.094^*$
 df = 16

*non-significant at .05 level

found in the statistical analysis of this data was the result of responses by the graduate students. Table 46 shows the chi square analysis of respondents' perceptions regarding the development of social attitudes.

Release of tension. Respondents were asked to describe the extent to which they agreed with the following statement: "Participation in Campus Recreation activities helps me to relieve the pressures of school and other commitments." The data revealed that 232 (88.2%) respondents felt that participation in Campus Recreation activities helped relieve the pressures of school and other commitments. Twenty-three (8.7%) respondents were undecided, while 8 (3%) failed to recognize this as a benefit of the Campus Recreation experience.

Statistical analysis of this data revealed a chi square value of 12.053, which was found to be non-significant at the .05 level of confidence. Therefore, no difference existed in the perceptions of the university publics regarding Campus Recreation participation as a means of releasing tension. Table 47 shows the chi square analysis of respondents' perceptions regarding the release of tension.

Development of self-esteem. Respondents were asked to describe the extent to which they agreed with the following statement: "Participation in Campus Recreation programs and activities facilitates a sense of pride, accomplishment and self-esteem in me." One hundred eighty-two (69.5%)

TABLE 46
CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
THE DEVELOPMENT OF SOCIAL ATTITUDES

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	9	3.4	28	10.6	9	3.4	1	0.4	1	0.4	48	18.3
Sophomores	9	3.4	25	9.5	7	2.7	1	0.4	0	0.0	42	16.0
Juniors	7	2.7	38	14.4	4	1.5	5	1.9	0	0.0	54	20.5
Seniors	12	4.6	41	15.6	14	5.3	4	1.5	0	0.0	71	27.0
Graduate Students	5	1.9	21	8.0	11	4.2	7	2.7	4	1.5	48	18.3
Totals	42	16.0	153	58.2	45	17.1	18	6.8	5	1.9	263	100.0

$\chi^2 = 30.933^*$
df = 16

*significant at .05 level

TABLE 47
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE RELEASE OF TENSION

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	19	7.2	24	9.1	4	1.5	1	0.4	48	18.3
Sophomores	18	6.8	22	8.4	2	0.8	0	0.0	42	16.0
Juniors	10	3.8	34	12.9	7	2.7	3	1.1	54	20.5
Seniors	19	7.2	44	16.7	6	2.3	2	0.8	71	27.0
Graduate Students	15	5.7	27	10.3	4	1.5	2	0.8	48	18.3
Totals	81	30.8	151	57.4	23	8.7	8	3.0	263	100.0

$\chi^2 = 12.053^*$
 df = 12

*non-significant at .05 level

respondents were of the opinion that participation in Campus Recreation activities facilitates a sense of pride, accomplishment, and self-esteem. Sixty-three (24%) were undecided, while 17 (6.5%) respondents failed to recognize this as a desirable or attainable benefit of Campus Recreation participation.

Statistical analysis of this data revealed a chi square value of 26.487, which was found to be significant at the .05 level of confidence. Therefore a significant difference did exist in the perceptions of the university publics regarding Campus Recreation participation and the attainment of self-esteem. Further examination of this data showed that graduate students appeared to be less inclined to accept or attain the perceived benefit of self-esteem from recreation participation. Table 48 shows the chi square analysis of respondents' perceptions regarding the development of self-esteem.

Personal physical fitness. Respondents were asked to describe the extent to which they agreed with the following statement: "Participation in Campus Recreation programs is a good way for me to keep fit and stay healthy." Two hundred fifty-three (96.2%) respondents considered fitness as a benefit of participation in Campus Recreation activities. Seven (2.7%) were undecided, while only 3 (1.1%) respondents expressed disagreement.

Statistical analysis revealed a chi square value of

TABLE 48
CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
THE DEVELOPMENT OF SELF-ESTEEM

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	12	4.6	21	8.0	12	4.6	3	1.1	0	0.0	48	18.3
Sophomores	8	3.1	24	9.2	6	2.3	4	1.5	0	0.0	42	16.0
Juniors	5	1.9	34	13.0	12	4.6	3	1.1	0	0.0	54	20.6
Seniors	12	4.6	39	14.9	16	6.1	4	1.5	0	0.0	71	27.1
Graduate Students	2	0.8	25	9.5	17	6.5	1	0.4	2	0.8	47	17.9
Totals	39	14.9	143	54.6	63	24.0	15	5.7	2	0.8	262	100.0

$\chi^2 = 26.487^*$
df = 16

*significant at .05 level

12.380, which was found to be non-significant at the .05 level of confidence. Therefore no difference existed in the perceptions of the university publics regarding Campus Recreation participation as a means of keeping fit. Table 49 shows the chi square analysis of respondents' perceptions regarding personal physical fitness.

Developing friendships. Respondents were asked to describe the extent to which they agreed with the following statement: "Involvement in Campus Recreation activities helps me meet people and make new friends." Two hundred fourteen (81.7%) respondents considered meeting people and making new friends as benefits of involvement in Campus Recreation activities. Thirty-six (13.6%) were undecided, while 12 (4.6%) respondents expressed disagreement.

Statistical analysis revealed a chi square value of 15.106, which was found to be non-significant at the .05 level of confidence. Therefore no difference existed in the perceptions of the university publics regarding involvement in Campus Recreation and the meeting of people. Table 50 shows the chi square analysis of respondents' perceptions regarding making new friends.

Life-time skills. Respondents were asked to describe the extent to which they agreed with the following statement: "Skills learned while participating in Campus Recreation activities will be of benefit to me in later life." One hundred eighty (68.5%) respondents believed that the skills

TABLE 49
CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
PERSONAL PHYSICAL FITNESS

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	20	7.6	27	10.3	1	0.4	0	0.0	48	18.3
Sophomores	20	7.6	19	7.2	3	1.1	0	0.0	42	16.0
Juniors	20	7.6	31	11.8	1	0.4	2	0.8	54	20.5
Seniors	29	11.0	41	15.6	1	0.4	0	0.0	71	27.0
Graduate Students	15	5.7	31	11.8	1	0.4	1	0.4	48	18.3
Totals	104	39.5	149	56.7	7	2.7	3	1.1	263	100.0

$\chi^2 = 12.380^*$
df = 12

*non-significant at .05 level

TABLE 50
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 MAKING NEW FRIENDS

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	12	4.6	31	11.8	5	1.9	0	0.0	48	18.3
Sophomores	13	5.0	20	7.6	8	3.1	1	0.4	42	16.0
Juniors	9	3.4	35	13.4	7	2.7	2	0.8	53	20.2
Seniors	14	5.3	44	16.8	10	3.8	3	1.1	71	27.1
Graduate Students	9	3.4	27	10.3	6	2.3	6	2.3	48	18.3
Totals	57	21.8	157	59.9	36	13.7	12	4.6	262	100.0

$\chi^2 = 15.106^*$
 df = 12

*non-significant at .05 level

learned through participation in Campus Recreation activities will benefit them in later life. Sixty-nine (26.2%) were undecided, while 14 (5.3%) respondents voiced disagreement.

Statistical analysis revealed a chi square value of 19.852, which was found to be non-significant at the .05 level of confidence. Therefore no difference existed in the perceptions of the university publics regarding the benefits of skills learned through Campus Recreation activities. Table 51 shows the chi square analysis of respondents' perceptions regarding the development of life-time skills.

Leisure-time attitudes. Respondents were asked to describe the extent to which they agreed with the following statement: "Participation in the Campus Recreation Program has had a positive influence on my attitudes toward the use of leisure time." The data revealed that 213 (81%) respondents believed that participation in Campus Recreation had a positive influence on their leisure time attitudes. Forty-three (16.3%) were undecided, while 7 (2.7%) respondents failed to recognize a positive influence on their leisure time attitudes.

Statistical analysis of the data revealed a chi square value of 25.496, which was found to be non-significant at the .05 level of confidence. Therefore no difference existed in the perceptions of the university publics regarding the influences of Campus Recreation on leisure time attitudes. Table 52 shows the chi square analysis of respondents' perceptions

TABLE 51
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
 THE DEVELOPMENT OF LIFE-TIME SKILLS

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	10	3.8	21	8.0	16	6.1	1	0.4	0	0.0	48	18.3
Sophomores	8	3.0	25	9.5	8	3.0	1	0.4	0	0.0	42	16.0
Juniors	6	2.3	34	12.9	10	3.8	4	1.5	0	0.0	54	20.5
Seniors	7	2.7	40	15.2	22	8.4	2	0.8	0	0.0	71	27.0
Graduate Students	5	1.9	24	9.1	13	4.9	5	1.9	1	0.4	48	18.3
Totals	36	13.7	144	54.8	69	26.2	13	4.9	1	0.4	263	100.0

$\chi^2 = 19.852^*$
 $df = 16$

*non-significant at .05 level

TABLE 52

CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTIONS REGARDING
INFLUENCES ON LEISURE-TIME ATTITUDES

Publics	Responses										Totals	
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	12	4.6	34	12.9	1	0.4	1	0.4	0	0.0	48	18.3
Sophomores	13	4.9	20	7.6	8	3.0	1	0.4	0	0.0	42	16.0
Juniors	6	2.3	34	12.9	13	4.9	1	0.4	0	0.0	54	20.5
Seniors	17	6.5	42	16.0	12	4.6	0	0.0	0	0.0	71	27.0
Graduate Students	8	3.0	27	10.3	9	3.4	3	1.1	1	0.4	48	18.3
Totals	56	21.3	157	59.7	43	16.3	6	2.3	1	0.4	263	100.0

$X^2 = 25.496^*$
df = 16

*non-significant at .05 level

regarding influences on leisure time attitudes.

Total university experience. Respondents were asked to describe the extent to which they agreed with the following statement: "Campus Recreation is a valuable part of my university experience." The data revealed that 234 (89.3%) respondents considered Campus Recreation to be a valuable part of their university experience. Twenty-six (9.9%) respondents were undecided, while only 2 (0.8%) expressed disagreement.

Statistical analysis of the data revealed a chi square value of 16.397, which was found to be non-significant at the .05 level of confidence. Therefore no difference existed in the perceptions of the university publics regarding the value of Campus Recreation to their university experience. Table 53 shows the chi square analysis of respondents' perceptions regarding the value of the recreation experience.

Additional comments. No additional comments were made regarding the perceived benefits of the Campus Recreation experience.

Summary. A general population summarization of the total response to this section of the questionnaire is presented in table 54.

TABLE 53
 CHI SQUARE ANALYSIS OF RESPONDENTS' PERCEPTION REGARDING
 THE VALUE OF THE RECREATION EXPERIENCE

Publics	Responses									
	Strongly Agree		Agree		Undecided		Disagree		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	17	6.5	25	9.5	6	2.3	0	0.0	48	18.3
Sophomores	19	7.3	20	7.6	3	1.1	0	0.0	42	16.0
Juniors	15	5.7	31	11.8	6	2.3	2	0.8	54	20.6
Seniors	34	13.0	32	12.2	5	1.9	0	0.0	71	27.1
Graduate Students	13	5.8	28	10.7	6	2.3	0	0.0	47	17.9
Totals	98	37.4	136	51.9	26	9.9	2	0.8	262	100.0

126

$\chi^2 = 16.397^*$
 $df = 12$

*non-significant at .05 level

TABLE 54

PERCEIVED BENEFITS

Statements*	Percent Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Wise Use of Leisure Time	30.0	62.7	6.5	0.4	0.4
2. Development of Social Attitudes	16.0	58.2	17.1	6.8	1.9
3. Release of Tension	30.8	57.4	8.7	3.0	0.0
4. Development of Self-esteem	14.9	54.6	24.0	5.7	0.8
5. Personal Physical Fitness	39.5	56.7	2.7	1.1	0.0
6. Developing Friendships	21.8	59.9	13.7	4.6	0.0
7. Life-time Skills	13.7	54.8	26.2	4.9	0.4
8. Leisure-time Attitudes	21.3	59.7	16.3	2.3	0.4
9. Total University Experience	37.4	51.9	9.9	0.8	0.0

*Due to space limitations actual questionnaire statements have been condensed.

CHAPTER V

SUMMARY

The Study

The intent of this study was to identify the perceptions held by selected university publics (freshman, sophomore, junior, senior, and graduate student) toward the recreation and leisure service programs of the Campus Recreation Department at the University of Montana. Specifically, this study investigated the opinions of University of Montana students regarding policies and procedures associated with the administration of selected aspects of the Campus Recreation Department: (1) Intramural Program, (2) Outdoor Recreation Program, (3) Equipment Room, (4) Open Recreation Program, and (5) Seminar and Slideshow Program. In addition, an inquiry was made regarding certain perceived benefits of organized recreational activity.

To gather the information necessary for this study a questionnaire was devised. The format of the questionnaire resembled that of a Likert-type scale. Questions were worded in statement form and were followed by a uniform set of responses ranging from "strongly agree" to "strongly disagree."

This questionnaire was administered to 264 randomly selected students during Spring Quarter registration, 1976. These students represented a 3.28 percent sample of the students enrolled at the University of Montana during Spring Quarter, 1976.

The data obtained from these questionnaires were used to (1) determine overall student opinion regarding the policies and procedures being examined, and (2) determine if any differences existed among the opinions of the selected publics in regard to these policies and procedures.

The chi square test of independence was applied to these data to determine if any significant differences existed among the selected university publics regarding their perceptions of those aspects of the Campus Recreation Department under investigation.

Results

The findings of this analysis have been summarized initially according to each of the areas investigated in this study: (1) The Intramural Program; (2) The Outdoor Recreation Program; (3) The Equipment Room; (4) Open Recreation; (5) Seminars and Slideshows; and (6) Perceived Benefits. Differences among selected university publics regarding the Campus Recreation Program have been presented following the overall summary.

Overall Student Response to Program

Intramural program. The findings relative to the perceptions of the respondents toward specific policies and procedures of the Intramural Program revealed that a majority felt that:

1. Campus Recreation staff members should be allowed to participate in intramural sports.
2. Varsity athletes should be restricted from participating in those intramural sports in which they have lettered or in which they are currently competing.
3. The scheduling of intramural events was satisfactory.
4. Conducting playoffs to determine intramural champions was important to the program.
5. The administration of the Intramural Program was satisfactory.
6. The advertising of intramural activities was adequate.
7. Intramural participants who engage in fighting during competition should be suspended.
8. Trophies or awards should be given to the winners of intramural activities.

In addition, a relatively small number (38.1%) of respondents considered officiating of intramural activities to be satisfactory. Nevertheless, this number did constitute

a plurality of favorable response.

Outdoor recreation program. The findings relative to the perceptions of the respondents toward specific policies and procedures of the Outdoor Recreation Program revealed that a majority of the respondents felt that:

1. The competencies of outdoor trip leaders was satisfactory.
2. Safety precautions associated with outdoor trips were satisfactory.
3. Adequate first aid equipment was available on outdoor trips.
4. The availability of outdoor rental equipment was beneficial to them.
5. Potential hazards and dangers were thoroughly discussed prior to outdoor trips.
6. Experiences associated with the outdoor recreation program were satisfactory.
7. Outdoor Recreation trips and programs were advertised satisfactorily.
8. The Campus Recreation Department provides an adequate variety of outdoor trips and programs.

Equipment room. The findings relative to the perceptions of the respondents toward specific policies and procedures of the Equipment Room revealed that a majority of respondents felt that:

1. The sign-up method for reserving handball, racquetball and tennis courts was satisfactory.
2. That sign-up policies were frequently abused.
3. Rental equipment policies were satisfactory.
4. The fees and charges for rental equipment were reasonable.
5. Rental equipment was of good quality.
6. Checkout equipment was of good quality.
7. Policies for checking out equipment were satisfactory.
8. People who abuse sign-up and rental policies should have their privileges suspended.
9. The Campus Recreation Equipment Room operates in an effective and efficient manner.

Open recreation. The findings relative to the perceptions of the respondents toward specific policies and procedures of the Open Recreation Program revealed that a majority of the respondents felt that:

1. The variety of Campus Recreation facilities available for open recreation was satisfactory.
2. The amount of facility use allocated to varsity athletic practice was satisfactory.
3. An adequate amount of facility time was allocated to open recreational activity.
4. Respondents believed that supervision during open recreation periods was adequate in preventing the misuse of

the facilities.

5. Spouses of students, faculty and staff should be allowed the use of the facilities.

6. Restrictions should be maintained regarding the use of the facilities by non-university personnel.

7. A total of 48.5 percent of the respondents considered guest pass policies to be satisfactory.

Though not a majority, a plurality of favorable response was noted regarding:

1. The adequacy of supervision during open recreation periods.

2. Policies relating to guest passes

Seminar and slideshow program. The findings relative to the perceptions of the respondents toward specific policies and procedures of the Seminar and Slideshow Program revealed that a majority of the respondents felt that:

1. Seminars and slideshows had positively influenced their pursuit of outdoor recreational activity.

2. Seminars and slideshows were interesting and informative.

3. There was an adequate number of seminars and slideshows.

4. There was an adequate variety of seminars and slideshows.

Perceived benefits of campus recreation. The findings relative to the perceptions of the respondents toward specific

perceived benefits of the Campus Recreation experience revealed that a majority of respondents felt that:

1. Campus Recreation programs provided them with the opportunity to spend their free time wisely.

2. Participation in Campus Recreation activities was beneficial in the development of desirable social attitudes.

3. Participation in Campus Recreation activities enabled them to relieve the pressures of school and other commitments.

4. Participation in Campus Recreation activities facilitated a sense of pride, accomplishment, and self-esteem.

5. Physical fitness was a benefit of Campus Recreation participation.

6. Meeting people and making new friends were benefits of involvement in Campus Recreation activities.

7. Skills learned through participation in Campus Recreation activities would be of benefit in later life.

8. Participation in Campus Recreation activities had a positive influence on their leisure time attitudes.

9. Campus Recreation was a valuable part of their total university experience.

Differences Among Selected University Publics and Their Perceptions of Campus Recreation

The hypothesis that there was no significant differ-

ence in the perceptions of the selected university publics regarding specific policies and procedures of the Campus Recreation Department was tested for significance. A total of thirty-seven chi square calculations were made, three of which were found to be significant at the .05 level of confidence.

Significant differences among the publics in their perceptions of Campus Recreation existed in the areas of:

1. The awarding of trophies or awards.
2. Rental equipment policies.
3. Checkout equipment policies.

The hypothesis that there was no significant difference in the perceptions of the selected university publics regarding various perceived benefits of Campus Recreation was tested for significance. A total of nine chi square calculations were made, two of which were found to be significant at the .05 level of confidence.

Significant differences among the publics regarding their perceived benefits of Campus Recreation existed in the areas of:

1. The development of desirable social attitudes.
2. The attainment of pride or self-esteem.

Discussion

This study was prompted by the rising growth and apparent popularity of the Campus Recreation Department.

Heavier amounts of student participation, increased demands for programming, and expanding allocations of student money have been at least partially explained in the apparent popularity of this program as reflected in students' responses to the questionnaire.

Student opinion gave support to the overall popularity of the recreation and leisure service programs of the Campus Recreation Department. This popularity is evidenced by the high degree of user satisfaction noted regarding operational policies and procedures associated with all aspects of this Department under investigation.

A plurality of favorable responses was indicated for all but one of the forty-six various statements examined-- The policy which restricts Campus Recreation staff members from participating in the Intramural Program. In some areas however, a relatively high "undecided" response was detected. These specific areas included:

1. The availability of first aid equipment.
2. The explanation of hazards and dangers.
3. The adequacy of facility supervision.
4. Policies regarding guest passes.
5. The number of seminars and slideshows.
6. The variety of seminars and slideshows.

This indecisiveness could perceivably be the result of a lack of adequate information or explanation by the Campus Recreation Department regarding these various policies and procedures

rather than a feeling of uncertainty by the respondents. The students simply did not appear to know that these policies or procedures existed.

Regarding the differences in perception of the university publics toward the policies and procedures of the Campus Recreation Department, only five of the forty-six specific aspects investigated were found to be significant at the .05 level of confidence. These were: (1) the awarding of trophies, (2) rental equipment policies, (3) checkout equipment policies, (4) the development of desirable social attitudes, and (5) the attainment of pride or self-esteem. Graduate students appeared to be a major influence on the observed differences in all instances. This would seem to indicate that the Campus Recreation Department is catering to the recreational needs and interests of the particular university publics to which it has the most responsibility; those of the undergraduate students. However, considering the nature of the statements in question, it appears possible that the divergence in opinion observed in the responses of the graduate students occurred as a result of their long-term exposure and previous experiences with recreation programming.

In summation, the high degree of unanimity of response gives implication that user-satisfaction has been instrumental in the rising growth and popularity of the Campus Recreation Department on the University of Montana campus. Campus Recreation appears to be doing a satisfactory job of meeting

student needs--not, however, without some concerns expressed by minority numbers of students. Despite agreement, they felt that improvements could be made. The Campus Recreation Department should take note of the expressed concerns in evidence in the additional comments sections.

Conclusions

On the basis of the findings presented herein, the following conclusions appear to be warranted:

1. The students of the University of Montana hold generally favorable opinions toward the policies and procedures associated with the operation of the various recreation and leisure service programs of the Campus Recreation Department.

2. There was no significant difference among the perceptions of the selected university publics regarding the majority of policies and procedures of the Campus Recreation Department investigated.

3. There was no significant difference among the selected university publics regarding the majority of perceived benefits of Campus Recreation investigated.

Proposed Implementations

The following implementations were proposed as a result of this study.

1. In view of the fact that only 14.2 percent of the

respondents felt that Campus Recreation staff members should be restricted from participation in intramural sports, it is recommended that the Campus Recreation Sports Committee re-evaluate its position regarding this policy.

2. In view of the fact that only 38.1 percent of the respondents considered intramural officiating to be competent, it is recommended that the Campus Recreation Department re-evaluate its policies and procedures regarding the selection, training, and evaluation of intramural officials.

3. In view of the large number of comments made regarding the recreative and competitive aspects of intramural sports, it is recommended that the Campus Recreation Department seriously consider the development of intramural leagues offering competition commensurate with ability or the level of competition desired by the participants.

4. In view of the fact that over one-third (37.3%) of the respondents were undecided as to the availability of adequate first aid equipment on outdoor trips, it is recommended that the Campus Recreation Department, through its outdoor trip leaders, provide more information and explanation regarding such matters.

5. In view of the fact that only 53.6 percent of the respondents felt that the potential hazards and dangers of outdoor trips were thoroughly discussed, it is recommended that the Campus Recreation Department offer more information regarding such matters.

6. In view of the fact that over one-half (59.2%) of the respondents believed that sign-up policies regarding court use were frequently abused, it is recommended that the Campus Recreation Department develop more enforceable methods of court control.

7. In view of the large number of comments made regarding the attitudes of Equipment Room employees, it is recommended that the Campus Recreation Department take more care in the selection, training, and supervision of these employees.

8. In view of the fact that only 47.1 percent of the respondents felt that there was adequate facility supervision, it is recommended that the Campus Recreation Department increase the number of its supervisory personnel or, at least, make them more conspicuous.

9. In view of the large number of comments made regarding the availability and maintenance of playing fields and gymnasias, it is recommended that the Campus Recreation Department assume greater responsibility in a coordinating role for articulating the recreational needs and interests of the university community.

Recommendations

The following recommendations are made as suggestions for future studies:

1. Additional studies should be undertaken to discover

other variables which could affect student perceptions of the Campus Recreation Department. Sex and frequency of use, for example, could be studied to determine their effect on perceptions regarding the Campus Recreation Department.

2. Further studies should be undertaken which would investigate the reasons why perceptions may vary among selected publics.

3. A study similar in nature to this investigation should be conducted to ascertain the perceptions of the faculty and staff members of the University of Montana.

4. A study of this nature should be undertaken periodically by the Campus Recreation Department in order to keep pace with the changing needs, interests, and expectations of the university community.

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APPENDICES

APPENDIX A
THE QUESTIONNAIRE

QUESTIONNAIRE

Directions

1. Please answer only those questions which apply to you.
2. Remember, the significance of this research depends upon the degree to which you express your own opinion.

Personal Data Place a check mark in the appropriate space for each question.

- | | | |
|---|---------------------------------|-------------------------------------|
| 1. <u>Class Standing</u> | 2. <u>Sex</u> | 3. <u>Where do you live</u> |
| <input type="checkbox"/> Freshman | <input type="checkbox"/> Male | <input type="checkbox"/> on campus |
| <input type="checkbox"/> Sophomore | <input type="checkbox"/> Female | <input type="checkbox"/> apartment |
| <input type="checkbox"/> Junior | | <input type="checkbox"/> Fraternity |
| <input type="checkbox"/> Senior | | <input type="checkbox"/> Sorority |
| <input type="checkbox"/> Graduate Student | | <input type="checkbox"/> At home |

1. The following are the 5 main services offered by the Campus Recreation Department. Which of these services have you used during the past academic year? (check one or more)
 - Intramurals (mens, womens, and co-recreational sports)
 - The Outdoor Program (ski trips, backpacking, etc.)
 - Open Recreation (unstructured "free time" activities)
 - Seminars and Slideshows
 - The Equipment Room (court reservations, rental and check-out equipment)

2. From the list below identify the 3 main reasons for your participation in Campus Recreation programs and activities. Do this by ranking them 1-2-3 in order of their importance to you by placing the appropriate number in the spaces provided.

<input type="checkbox"/> keeping fit	<input type="checkbox"/> competition or challenge
<input type="checkbox"/> meeting new people	<input type="checkbox"/> group or peer pressure
<input type="checkbox"/> learning new skills	<input type="checkbox"/> socializing with friends
<input type="checkbox"/> sense of accomplishment	<input type="checkbox"/> other (specify) _____

3. What is your one main source for obtaining information concerning Campus Recreation programs and activities? (check only one)

<input type="checkbox"/> bulletin boards	<input type="checkbox"/> the Kaimin
<input type="checkbox"/> organizations	<input type="checkbox"/> friends
<input type="checkbox"/> Campus Recreation Office	<input type="checkbox"/> other (specify) _____

4. From which primary source should Campus Recreation Funding be provided? (check only one)
 - A.S.U.M. student activity fees
 - The University General Fund
 - A combination of the above
 - Charges made only to those persons who make use of the facilities or programs.
 - Other (specify) _____

5. Check any of the following Campus Recreation services that you have used during the past academic year.
 - outdoor rental equipment (backpacks, showshoes, etc.)
 - checkout equipment (basketballs, baseballs, etc.)
 - raquetball/handball courts
 - outdoor tennis courts
 - indoor tennis court
 - weight room
 - guest passes
 - spouse passes
 - gym lockers
 - indoor jogging tracks
 - outdoor playing fields (Clover Bowl, etc.)
 - basketball courts (Mens Gym, Womens Center, Field House, Annex)
 - wrestling room
 - gymnastics area
 - volleyball and/or badmitton courts
 - archery facilities

This section contains statements related to the policies of the Campus Recreation Department. Rate each statement according to the extent to which you agree or disagree with it by using the scale indicated below. Space is provided in the right hand margin for any comments that you may wish to make regarding a specific question. You are encouraged to use this space to express further your personal opinions regarding these statements.

Express your agreement or disagreement by circling the appropriate symbols according to the following

SA - strongly agree	D - disagree
A - agree	SD - strongly disagree
U - undecided	

Example Intramural water polo should be abolished. SA (A) U D SD. _____

The above response would indicate that you agree with the statement.

I. The Intramural Program

This area includes all Co-Recreational, Mens, and Womens Intramural activities. RESPOND TO THE QUESTIONS IN THIS SECTION ONLY IF YOU HAVE PARTICIPATED IN INTRAMURALS DURING THE PAST YEAR.

Additional Comments

- | | | |
|--|--------------|-------|
| 1. Campus Recreation staff members should be allowed to participate in intramural sports. | SA A U D SD. | _____ |
| 2. Varsity athletes should be allowed to participate only in those intramural sports in which they have not lettered or are not currently competing. | SA A U D SD. | _____ |
| 3. Scheduling of intramural activities does not interfere with my studies or other obligations. | SA A U D SD. | _____ |
| 4. Playoffs to determine Intramural Champions are important to the program. | SA A U D SD. | _____ |
| 5. Competency of intramural officials (ref, umpires) is satisfactory. | SA A U D SD. | _____ |
| 6. Overall administration of the intramural program is satisfactory. | SA A U D SD. | _____ |
| 7. The Campus Recreation Department advertises its intramural activities satisfactorily. | SA A U D SD. | _____ |
| 8. Players who engage in fighting during intramural competition should be suspended. | SA A U D SD. | _____ |
| 9. Trophies or awards should be awarded to the various intramural champions. | SA A U D SD. | _____ |
| 10. The space below is provided for any suggestions you may have for the overall improvement of the Intramural Program. | | _____ |

II. OUTDOOR RECREATION

This area of Campus Recreation includes all outdoor trips and programs. These activities include day hikes, ski trips, rock climbing, backpacking, snowshoeing, etc. RESPOND TO THE QUESTIONS IN THIS SECTION ONLY IF YOU HAVE PARTICIPATED IN AN OUTDOOR RECREATION ACTIVITY DURING THE PAST YEAR.

Additional Comments

- | | | |
|---|--------------|-------|
| 11. Competencies of leaders of Campus Recreation outdoor trips are satisfactory. | SA A U D SD. | _____ |
| 12. Safety precautions associated with outdoor trips are satisfactory. | SA A U D SD. | _____ |
| 13. Adequate first aid equipment is available on outdoor trips. | SA A U D SD. | _____ |
| 14. Being able to rent backpacking and other outdoor equipment is of benefit to me. | SA A U D SD. | _____ |
| 15. Potential hazards and dangers are thoroughly discussed prior to each outdoor trip. | SA A U D SD. | _____ |
| 16. Experiences associated with the outdoor recreation program are satisfactory. | SA A U D SD. | _____ |
| 17. Outdoor Recreation trips and programs are advertised satisfactorily. | SA A U D SD. | _____ |
| 18. The Campus Recreation Department provides an adequate variety of outdoor trips and programs. | SA A U D SD. | _____ |
| 19. The space below is provided for any suggestions you may have for the overall improvement of the Outdoor Recreation Program. | | _____ |

III. THE EQUIPMENT ROOM

The equipment room handles all rental and checkout equipment and coordinates the use of the handball/racquetball and tennis courts. RESPOND TO THE QUESTIONS IN THIS SECTION ONLY IF YOU HAVE MADE USE OF THESE SERVICES DURING THE PAST YEAR.

- | | | <u>Additional Comments</u> |
|---|--------------|----------------------------|
| 20. The sign-up method for reserving handball, racquetball, and tennis courts is satisfactory. | SA A U D SD. | _____ |
| 21. The sign-up method for handball, racquetball, and tennis courts is often times abused. | SA A U D SD. | _____ |
| 22. Policies regarding rental equipment are satisfactory. | SA A U D SD. | _____ |
| 23. Fees and charges for rental equipment are reasonable. | SA A U D SD. | _____ |
| 24. Rental equipment is of good quality. | SA A U D SD. | _____ |
| 25. Checkout equipment is of good quality. | SA A U D SD. | _____ |
| 26. Policies regarding checkout equipment are satisfactory. | SA A U D SD. | _____ |
| 27. People who abuse sign-up and rental policies should have their privileges suspended. | SA A U D SD. | _____ |
| 28. The equipment room operates effectively and efficiently. | SA A U D SD. | _____ |
| 29. The space below is provided for any suggestions you may have for the overall improvement of the Equipment Room. | | _____ |

IV. OPEN RECREATION

Open recreation refers to those times when Campus Recreation facilities such as gyms and playing fields are available for unstructured free play. RESPOND TO THE QUESTIONS IN THIS SECTION ONLY IF YOU USED SAID FACILITIES FOR OPEN RECREATION DURING THE PAST YEAR.

- | | | <u>Additional Comments</u> |
|--|--------------|----------------------------|
| 30. The variety of Campus Recreation facilities available for open recreation is satisfactory. | SA A U D SD. | _____ |
| 31. The amount of facility use allocated to varsity athletic practice is satisfactory. | SA A U D SD. | _____ |
| 32. An adequate amount of time is allocated for open recreational activity. | SA A U D SD. | _____ |
| 33. There is adequate supervision to prevent the misuse of the facilities during open recreation periods. | SA A U D SD. | _____ |
| 34. Spouses of students, faculty and staff should be allowed use of the facilities. | SA A U D SD. | _____ |
| 35. Restrictions should be maintained regarding the use of Campus Recreation facilities by non-university personnel. | SA A U D SD. | _____ |
| 36. Policies regarding guest passes are satisfactory. | SA A U D SD. | _____ |
| 37. The space below is provided for any suggestions you may have for the overall improvement of the Open Recreation Program. | | _____ |

V. SEMINARS AND SLIDESHOWS

This area of program includes all slideshows and special skill activity seminars conducted by the Campus Recreation Department. RESPOND TO THE QUESTIONS IN THIS SECTION ONLY IF YOU HAVE PARTICIPATED IN THESE ACTIVITIES DURING THE PAST YEAR.

- | | | <u>Additional Comments</u> |
|--|--------------|----------------------------|
| 38. Campus Recreation seminars and slideshows have positively influenced my pursuit of outdoor recreational activity. | SA A U D SD. | _____ |
| 39. Campus Recreation seminars and slideshows are interesting and informative. | SA A U D SD. | _____ |
| 40. There is an adequate number of seminars and slideshows. | SA A U D SD. | _____ |
| 41. There is an adequate variety of seminars and slideshows. | SA A U D SD. | _____ |
| 42. The space below is provided for any suggestions you may have for the overall improvement of the Seminar and Slideshow Program. | | _____ |

APPENDIX B
PARTICIPATION FLYER

The following is part of a Graduate research project designed to ascertain your opinion about certain aspects of one of the Student Service Programs at the University of Montana. The statements to which you will be asked to respond are concerned with the policies which govern the services available through this Program. You are being asked to express what you think or feel about each. Your cooperation with this study would greatly benefit and influence the future directions of this Program at the University of Montana.

Would you be willing to fill out a questionnaire which will take approximately 8-10 minutes of your time?

_____ YES

_____ NO

PLEASE RETURN THIS COMPLETED SHEET

THANK YOU

APPENDIX C
SUPPLEMENTARY TABLES

TABLE A-1

CAMPUS RECREATION PROGRAM INVOLVEMENT

PROGRAM	C L A S S											
	Freshman		Sophomore		Junior		Senior		Graduate Student		Total	
Intramurals	43	87.8	37	88.1	49	90.7	66	93.0	45	93.8	240	90.9
Outdoor Recreation	10	20.4	11	26.2	8	14.8	19	26.8	23	47.9	71	26.9
Open Recreation	35	71.4	33	78.6	43	79.6	53	74.6	34	70.8	198	75.0
Seminars & Slideshows	7	14.3	8	19.0	9	16.7	17	23.9	19	39.6	60	22.7
The Equipment Room	37	75.5	37	88.1	44	81.5	65	91.5	43	89.6	226	85.6

TABLE A-2
 REASONS FOR RESPONDENTS' PARTICIPATION IN
 CAMPUS RECREATION PROGRAMS

REASON	C L A S S R A N K											
	Freshmen		Sophomore		Junior		Senior		Graduate Student		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Keeping Fit												
1st Choice	28	10.7	26	9.9	23	8.8	34	13.3	23	8.8	134	51.1
2nd Choice	4	1.6	5	2.0	11	4.3	14	5.5	6	2.4	40	15.8
3rd Choice	9	3.7	5	2.0	10	4.1	10	4.1	8	3.3	42	17.1
TOTAL	41	16.0	36	13.9	44	17.2	58	22.9	37	14.5	216	84.0
2. Socializing												
1st Choice	7	2.7	2	0.8	13	5.0	13	5.0	9	3.4	44	16.8
2nd Choice	8	3.2	17	6.7	13	5.1	24	9.5	18	7.1	80	31.6
3rd Choice	6	2.4	8	3.3	6	2.4	13	5.3	9	3.7	42	17.1
TOTAL	21	8.3	27	10.8	32	12.5	50	19.8	36	14.2	166	65.5
3. Competition/challenge												
1st Choice	7	2.7	7	2.7	8	3.1	15	5.7	7	2.7	44	16.8
2nd Choice	8	3.2	7	2.8	14	5.5	9	3.6	9	3.3	47	18.6
3rd Choice	13	5.3	10	4.1	7	2.8	18	7.3	11	4.5	59	24.0
TOTAL	28	10.2	24	9.6	29	11.4	42	16.6	27	10.5	150	59.4

TABLE A-2, continued

REASON	C L A S S R A N K											
	Freshman		Sophomore		Junior		Senior		Graduate Student		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4. Learning Skills												
1st Choice	2	0.8	3	1.1	4	1.5	1	0.4	4	1.5	14	5.3
2nd Choice	5	2.0	3	1.2	5	2.0	9	3.6	3	1.2	25	9.9
3rd Choice	4	1.6	5	2.0	13	5.3	6	2.4	4	1.6	32	13.0
TOTAL	11	4.4	11	4.3	22	8.8	16	6.4	11	4.3	71	28.2
5. Meeting People												
1st Choice	2	0.8	0	0.0	2	0.8	0	0.0	2	0.8	6	2.3
2nd Choice	12	4.7	5	2.0	1	0.4	3	1.2	0	0.0	21	8.3
3rd Choice	7	2.8	6	2.4	6	2.4	12	4.9	5	2.0	36	14.6
TOTAL	21	8.3	11	4.4	9	3.6	15	6.1	7	2.8	63	25.2
6. Accomplishment												
1st Choice	1	0.4	2	0.8	2	0.8	4	1.5	2	0.8	11	4.2
2nd Choice	7	2.8	2	0.8	6	2.4	7	2.8	6	2.4	28	11.1
3rd Choice	5	2.0	2	0.8	8	3.3	4	1.6	3	1.2	22	8.9
TOTAL	13	5.2	6	2.4	16	6.5	15	5.9	11	4.4	61	24.2

TABLE A-2, continued

REASON	C L A S S R A N K											
	Freshman		Sophomore		Junior		Senior		Graduate Student		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
7. Peer Pressure												
1st Choice	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2nd Choice	2	0.8	0	0.0	1	0.4	2	0.8	2	0.8	7	2.8
3rd Choice	0	0.0	0	0.0	3	1.2	2	0.8	4	1.6	9	3.7
TOTAL	2	0.8	0	0.0	4	1.6	4	1.6	6	2.4	16	6.5
8. Other												
1st Choice	1	0.4	1	0.4	2	0.8	4	1.5	1	0.4	9	3.4
2nd Choice	1	0.4	0	0.0	2	0.8	0	0.0	2	0.8	5	2.0
3rd Choice	1	0.4	2	0.8	0	0.0	1	0.4	0	0.0	4	1.6
TOTAL	3	1.2	3	1.2	4	1.6	5	1.9	3	1.2	18	7.0

TABLE A-3
 RESPONDENTS' MAIN SOURCES OF INFORMATION
 REGARDING CAMPUS RECREATION

SOURCE	C L A S S R A N K										Total	
	Freshman		Sophomore		Junior		Senior		Graduate Student			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Bulletin Boards	10	3.8	11	4.2	13	4.9	11	4.2	8	3.0	53	20.2
Organizations	6	2.3	4	1.5	1	0.4	6	2.3	3	1.1	20	7.6
Campus Recreation Department	8	3.0	3	1.1	13	4.9	23	8.7	13	4.9	60	22.8
<u>Kaimin</u>	1	0.4	2	0.8	1	0.4	8	3.0	4	1.5	16	6.1
Friends	23	8.7	22	8.4	25	9.5	20	7.6	16	6.1	106	40.3
Other	1	0.4	0	0.0	1	0.4	2	0.8	4	1.5	8	3.0
TOTAL	49	18.6	42	16.0	54	20.5	70	26.6	48	18.3	263	100.0

TABLE A-4
 PREFERENCES OF UNIVERSITY OF MONTANA STUDENTS
 REGARDING THE FUNDING OF CAMPUS RECREATION

SOURCE	C L A S S R A N K											
	Freshman		Sophomore		Junior		Senior		Graduate Student		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
ASUM	10	3.8	11	4.2	15	5.7	19	7.3	10	3.8	65	24.8
University General Fund	6	2.3	4	1.5	6	2.3	7	2.7	4	1.5	27	10.3
Combination of the above	29	11.1	25	9.5	30	11.5	43	16.4	30	11.5	157	59.9
Fees & Charges	3	1.1	2	0.8	2	0.8	1	0.4	3	1.1	11	4.2
Other	0	0.0	0	0.0	1	0.4	0	0.0	0	0.0	1	0.4
TOTAL	48	18.3	42	16.0	54	20.6	70	26.7	47	18.3	261	100.0

TABLE A-5
RESPONDENTS' USE OF CAMPUS RECREATION
SERVICES AND FACILITIES

	C L A S S R A N K											
	Freshman		Sophomore		Junior		Senior		Graduate Student		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Outdoor rental equipment	12	4.6	10	3.9	17	6.6	24	9.3	24	9.3	87	33.6
Checkout equipment	32	12.4	31	12.0	32	12.4	54	20.8	37	14.3	186	71.8
Racquetball/handball courts	23	8.9	31	12.0	33	12.7	53	20.5	37	14.3	177	68.3
Outdoor tennis courts	26	10.0	19	7.3	19	7.3	37	14.3	22	8.5	123	47.5
Indoor tennis courts	4	1.5	3	1.2	4	1.5	7	2.7	1	0.4	19	7.3
Weight room	26	10.0	22	8.5	25	9.7	50	19.3	29	11.2	152	58.7
Guest passes	0	0.0	1	0.4	0	0.0	6	2.3	5	1.9	12	4.6
Spouse passes	1	0.4	0	0.0	3	1.2	7	2.7	8	3.1	19	7.3
Gym lockers	24	9.3	23	8.9	28	10.8	45	17.4	31	12.0	151	58.3
Indoor jogging tracks	26	10.0	22	8.5	29	11.2	46	17.8	30	11.6	153	59.1

TABLE A-5, continued

	C L A S S R A N K											
	Freshman		Sophomore		Junior		Senior		Graduate Student		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Outdoor playing fields	26	10.0	31	12.0	32	12.4	56	21.6	40	15.4	185	71.4
Basketball courts	26	10.0	28	10.8	37	14.3	59	22.8	38	14.7	188	72.6
Wrestling room	4	1.5	2	0.8	5	1.9	8	3.1	3	1.2	22	8.5
Gymnastics area	5	1.9	10	3.9	12	4.6	11	4.2	4	1.5	42	16.2
Volleyball and/or badmitton courts	15	5.8	14	5.4	16	6.2	17	6.6	15	5.8	77	29.7
Archery facilities	1	0.4	4	1.6	2	0.8	2	0.8	0	0.0	9	3.5