

A STUDY TO INVESTIGATE THE  
EFFECTIVENESS OF GUIDANCE PROCEDURES  
USED IN THE FOUNDATIONS OF  
PHYSICAL EDUCATION COURSE AT  
MICHIGAN STATE UNIVERSITY

Thesis for the Degree of M. A.  
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M. Pauline Ellis

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A STUDY TO INVESTIGATE THE EFFECTIVENESS OF GUIDANCE  
PROCEDURES USED IN THE FOUNDATIONS OF PHYSICAL  
EDUCATION COURSE AT MICHIGAN STATE UNIVERSITY

by

M. Pauline Ellis

AN ABSTRACT OF A THESIS

Submitted to  
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Department of Health, Physical Education and Recreation

Approved

Janet A. Wessel

## ABSTRACT

### A STUDY TO INVESTIGATE THE EFFECTIVENESS OF GUIDANCE PROCEDURES USED IN THE FOUNDATIONS OF PHYSICAL EDUCATION COURSE AT MICHIGAN STATE UNIVERSITY

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#### Statement of the Problem

This study was concerned primarily with evaluating and improving the guidance procedures used in the Foundations of Physical Education program required of all freshmen women at Michigan State University.

The objectives of this study were twofold:

1. To analyze course selections by determining the types of activities selected most often within the two year requirement, reasons for selections, reasons for substitutions of courses, skill level before and after taking the courses, factors influencing course selection, and the recommendations for improvement of existing guidance procedures and new activity offerings within the department, courses selected most often to be taken in junior and senior years and skills that college women should have upon graduation from college.
2. To analyze leisure time activities by determining those that college women participated in most



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frequently during their freshman and sophomore years, reasons for participation and with whom most often done, where done, and activities in which students desire more skill.

The Source of Data

A random sample of one hundred college women from the non-major required program at Michigan State University who were enrolled in the last term of their sophomore year were the subjects used. Each individual had been enrolled in the Foundations of Physical Education course as first term freshmen.

Conclusions

1. The ten courses in rank order that college women selected most often within the physical education two year requirement were: swimming, bowling, ice skating, tennis, social dance, Swedish gymnastics, golf, fencing, canoeing, and badminton.

2. In reference to the number of courses taken as originally planned: 20 per cent of the students took none they had planned, 30 per cent took one, 23 per cent took three, 12 per cent took four, and none took five.

3. The three reasons given most often for substitution of courses were registration difficulties, personal interest, and beneficial to the individual.

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4. The need for physical activity in academic life and the time of day were the two factors which affected the greatest per cent of students in selecting courses. Shower requirements and future place of residence were the two factors which least influenced the greatest per cent of students in selecting courses.

5. The need to improve course enrollment procedures was the most common recommendation that the students gave for the improvement of existing guidance procedures.

6. The ten new course offerings which students suggested most often for inclusion into the two year physical education program with the reasons most often given were: horseback riding, sailing, water and snow skiing for social-emotional and recreational needs; gymnastics for acquiring greater skill; advanced dancing to improve the present course conditions; advanced Swedish gymnastics, modeling class, ballet, more theory, and personal weight reduction to meet personal physical needs.

7. Students recommended that college women upon graduation should have a practical level of skill in swimming, tennis, bowling, dancing, Swedish gymnastics, golf, badminton, ice skating, and foundations of physical education. The three reasons most often given for possession of such skills were for future use, social-emotional and recreational needs, and physical needs.

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8. The three common leisure time activities which students participated in most frequently during both their freshman and sophomore years of college were swimming, ice skating, and bowling. The remaining activities in order in which freshmen participated in the most were dancing, tennis, bicycling, softball, hiking and walking, horseback riding, and conditioning exercises. In order those in which sophomores participated in most often were dancing, snow activities, tennis, bicycling, hiking and walking, conditioning exercises horseback riding, and softball.

9. The total number of leisure time activities which college women participated in during their freshman and sophomore years of college were most frequently done in or on Michigan State University facilities and residences.

10. Over-all results of the study indicate that the guidance procedures could be improved by:

- a. devising some system of pre-enrollment for courses.
- b. planning of courses from term to term and not all at once for two years.
- c. planning areas for all course offerings for students to select their activities from, rather than five specific courses.

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- d. offering new and advanced courses by considering the leisure time interests of college women.
- e. re-evaluating the factors we have devised for activity selection along with those the students consider most important.

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Dedicated To  
My Mother



## ACKNOWLEDGMENTS

The author is very grateful to her advisor, Dr. Janet Wessel, whose continuous patience and guidance made this study possible.

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M.P.E.

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## CHAPTER I

### INTRODUCTION

Physical education is a vital part of American education and should contribute materially to the life of every person. All education is concerned with giving people an opportunity to develop their abilities. It is evident that the students, being educated today along with the rest of our population, are provided with the comforts of modern living and inventions which lead to more physical inactivity in our push-button culture. It is necessary, therefore, that each individual should select appropriate recreational activities which will allow them to maintain a recommended level of physical condition or fitness.

In consideration of the value that may be derived from a program of physical activity, it is desirable to indicate the role of skill learning. Development of various skills appear as essential components to the well-rounded personality. Ability should be developed in physical activities which most adequately meets each individual's personal needs. Through careful self-evaluation, one should determine a suitable activity pattern for participation according to their own physical, emotional, and social needs.

Guidance in physical education should help each pupil to derive the greatest possible benefits from his total school and life experiences. In any physical education program that exists within an educational system there is a certain amount of guidance involved also. Physical educators are constantly utilizing both individual and group guidance procedures in an effort to aid their students in understanding themselves both physically and mentally so that they may solve their problems and develop their potentialities.

#### Statement of the Problem

This study was concerned primarily with evaluating and improving the guidance procedures used in the Foundations of Physical Education program required of all freshmen women at Michigan State University.

The objectives of this study were twofold:

1. To analyze course selections by determining the types of activities selected most often within the two year requirement reasons, for selections, reasons for substitutions of courses, skill level before and after taking the courses, factors influencing course selection, and the recommendations for improvement of existing guidance procedures and new activity offerings within the department, courses selected most often to be taken in junior and senior years, and skills that college women should have upon graduation from college.
2. To analyze leisure time activities by determining those that college women participated in most frequently

during their freshman and sophomore years, reasons for participation and with whom most often done, where done, and activities in which students desire more skill.

### The Need for This Study

Within the past few years there have been many interesting references made concerning the actual guidance responsibilities of physical education teachers. Favorable outcomes which relate to problem solving and adjustments have been reported as direct results of guidance provided by physical educators to their students. The ultimate value of guidance techniques employed in physical education and their effectiveness have never been thoroughly evaluated and studied.

It is the author's attempt, therefore, to evaluate the guidance procedures used in relation to the guiding of college women in the selection of appropriate physical education courses. From the results of this study it is hoped that there will be significant indications as to the value of the guidance methods employed by the Foundations of Physical Education staff at Michigan State University.

### The Source of Data

A random sample of one hundred college women from the non-major required program at Michigan State University who were enrolled in the last term of their sophomore year were the subjects used. Each individual had been enrolled in the Foundations of Physical Education course as first term freshmen.

### Limitations of the Study

The limitations of the present study were two: (1) self-rating methods were utilized by all subjects to provide the data requested, and (2) in some cases the guidance cards that recorded the selection of activities were not reviewed periodically and kept up to date. Also, some were completed incorrectly by the students initially.

### Definitions of Terms Used

Guidance. The process of helping students to assess their abilities and liabilities and to use that effectively in relation to selection of proper activities.

The process of instructional techniques employed to aid the individual in securing the knowledges and skills needed in making adequate choices, plans, and interpretations essential to satisfactory adjustment in a variety of physical activities.<sup>1</sup>

Group guidance. Procedures involving group activities within each class related to the ongoing development of the individual, leading to self-knowledge and self-direction in making realistic and intelligent activity choices, plans for leisure, and body adjustments.<sup>2</sup>

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<sup>1</sup>Glenn E. Smith, Principles and Practices of the Guidance Program (New York: The Macmillan Company, 1951), p.5.

<sup>2</sup>Margaret E. Bennett, Guidance in Groups (New York: McGraw-Hill Book Company, Inc., 1955), p. 2.



Foundations of physical education course. A course designed to acquaint the student with the fundamentals of movement and the basic concepts of physical education.

Guidance card. A card that maintains a record of the student's progress in physical education course selections and participation in recreational activities.

## CHAPTER II

### REVIEW OF LITERATURE

#### Literature on Guidance and Orientation Programs

The student who is provided with a basic orientation course upon entrance into a new level of educational learning may be guided in many ways. It was stated in the early history of guidance in 1926 that we as teachers should have a primary aim. This should be to help the student live better, to strengthen her individual physical and mental activities which are strong forces in development, as well as to give her, as an individual, the necessary equipment for co-partnership with others.<sup>1</sup>

Orientation courses for new college students have been designed similar to the course involved in this study. An evaluation of an orientation course in 1937 at a four-year junior college was conducted by using control groups with no orientation to compare with experimental orientation groups.<sup>2</sup>

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<sup>1</sup>Mabelle B. Blake, Guidance for College Women (New York: D. Appleton and Company, 1926), p. 64.

<sup>2</sup>Margaret E. Bennett, "An Evaluation of an Orientation or Group Guidance Program in a Four-Year Junior College" (unpublished Doctoral dissertation, School of Education, Stanford University, Stanford, California, 1937).



Comparison of orientation and non-orientation groups with respect to participation in student and recreational activities, leadership, and social and physical adjustment, as measured by ratings over a two-year period, consistently favored the orientation group. Freshman Week programs did not show as large gains concerning various aspects during the student's college life as did those orientation programs dealing with problems studied more systematically with text and reference materials under guidance of instructors or counselors.

In 1942, Nelson reported the results of his evaluation of the effectiveness of orientation at fourteen colleges.<sup>3</sup> Students who were enrolled in well-organized orientation programs scored better on tests given which in some part measured attitudes and personality and health.

The importance of guidance for appropriate activity selections was indicated in 1943. At this time the Council of Guidance and Personnel Associations recommended that orientation courses be provided in high schools and colleges with one of the objectives being to provide an awareness of the importance of physical fitness and social hygiene.<sup>4</sup>

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<sup>3</sup>Erland Nelson, "The Effectiveness of Freshman Orientation at Fourteen Colleges," School and Society, 55:138-139, January 31, 1942.

<sup>4</sup>Bennett, op. cit., p. 30.



Bookman in 1948 noted in tracing the history of the orientation movement that orientation courses as indicated by a survey in the late forties including 144 institutions, had not changed much as to the content during the past thirty years. A major topic included in more than 50 per cent of the college orientation courses in this survey was proper selections of recreational and extracurricular activities.

Favorable methods of instructional techniques were suggested by Arbuckle in 1949.<sup>5</sup> An investigation was conducted to compare directive and nondirective techniques in a course in personal adjustment at the School of Education, Boston University. Checks on adjustment before and after the course by two adjustment inventories yielded superior gains for the students in the nondirective group.

#### Literature on Guidance and Physical Education

Members of the physical education staff at the University of Illinois in 1940, headed by Stafford, devised procedures for guiding students in selection of physical education activities in the required program and for later life.<sup>6</sup>

Students were classified on the basis of their functional strength by administration of the Larson "Chinning,

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<sup>5</sup>Dugald S. Arbuckle, "College Experiment in Orientation," Occupations, The Vocational Guidance Journal, 28:112-117, November, 1949.

<sup>6</sup>George T. Stafford, "Guidance in Required Physical Education," The Research Quarterly, 12 (May, 1941), pp. 278-292.



Dipping, and Vertical Jump" test. The total results obtained for each individual were used in an effort to guide each in activity selection which would improve any weaknesses. Individual conferences were held with those scoring in the lower 25 per cent. Students who had participated in less vigorous activities were not lacking in functional strength as compared to the average student, but those engaged in vigorous activity courses possessed a higher degree of functional strength than for the average.

It is indicated that functional strength is only but one of many factors which must be considered in guiding the total personality in physical education. Other factors to be included are: (1) academic status, (2) health examination record, (3) health habits, (4) social integration, (5) personality traits, and (6) vocational choice.

The student's interest for participation in a certain activity should also be given due consideration. The author emphasized not the development of muscles, but instead, the contributions physical activities should make to the preparedness of the total personality.

In 1956, Jaeger and Slocum, through the use of a questionnaire, determined the number and kinds of student problems encountered by secondary physical education teachers in Minnesota.<sup>7</sup> The detailed findings of the survey suggested

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<sup>7</sup>Eloise M. Jaeger and Helen M. Slocum, "Physical Education Teachers' Contributions to Guidance in Minnesota Secondary Schools," The Research Quarterly, 27 (March, 1956), pp. 23-31.

that: (1) students do come to their physical education teacher with a great variety of personal problems; (2) problems involving health and physical development, personal, social, and emotional development, and social and recreational life constitute the more important areas; (3) a large percentage of physical education teachers participate in various forms of formal guidance activities which include that of being members of individual case conferences, special committees, carrying of advisory functions, and partial responsibility for the psychological testing program.

It is recommended that teachers of physical education understand their function in aiding students with their problems, be able to recognize when the service of the school guidance specialist is needed, and when and how to direct pupils in need of expert counseling.

Smith<sup>8</sup> stated that physical education offers opportunity for guidance through the very nature of its activities. She indicated that students may play out their anti-social feelings and resolve many of their problems with release of tension through this medium. Physical activities in the form of games and sports appear as potentialities for developing self-direction and self-discipline.

The role of the physical educator in the total picture of group guidance and the development of the "whole" child

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<sup>8</sup>Sylvia Smith, "Opportunities for Guidance in Physical Education," Peabody Journal of Education, 32 (May, 1955), 337-339.

was described by Gregory.<sup>9</sup> It was indicated that the physical education program affords its instructors a superb opportunity, through group guidance, to help the individual improve almost every phase of his development. Guidance is inherent in good teaching and as teachers in an informal class situation where discussions are so free and instruction so varied, our opportunities are many.

#### Literature on Attitudes Towards Physical Education and Activity Preferences

It is assumed by many physical educators that the attitude of the student plays a large role in activity selections. Many studies attempt to illustrate the effect of attitudes upon activity selection and participation.

In 1932 Alden used three schools in different sections of the country in an attempt to determine the trend of unfavorable attitudes towards physical education programs.<sup>10</sup> The most prominent unfavorable attitude related was the inconvenience of dressing and undressing for activities which produced a resultant feeling of untidiness.

It was found by Wiedemann from a study in 1937 that favorable attitudes toward a definite requirement in physical education were expressed by the student body at Wellesley

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<sup>9</sup>Mary L. Gregory, "Group Guidance Through Physical Education," School Activities, 24 (May, 1953), 297-300.

<sup>10</sup>Mabel A. Alden, "The Factors in Required Physical Education Programs that Are Least Attractive to the College Girl," Research Quarterly, 3:97-107, December, 1932.



College.<sup>11</sup> Opinions also favored a program inclusion of and an interest in rhythmic activities, individual sports, gymnastics, and bodily training.

By analyzing the results of a study which used the Thurstone method of an attitude scale, Carr, in 1945, studied the relationship between success in physical education and expressions of selected student attitudes.<sup>12</sup> It was concluded that attitudes did influence success and suggested that "if undesirable attitudes were obstacles to learning they should be removed."

An attitude inventory constructed by Kappes in 1954 was given to college women in an attempt to determine their attitudes toward physical education and student services of the physical education department.<sup>13</sup> A significant relationship was found between estimated skill in specific activities and general attitude toward physical education. Another finding indicated a relationship between estimated skill in specific activities and estimated skill in physical education activities over-all.

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<sup>11</sup>Inge Wiedemann, "Undergraduate Attitudes and Interests with Regard to Physical Education Activities at Wellesley College," Research Quarterly, 8:15-32, March, 1937.

<sup>12</sup>Martha G. Carr, "The Relationship Between Success in Physical Education and Selected Attitudes Expressed by High School Freshmen Girls," Research Quarterly, 16:176-191, 1945.

<sup>13</sup>Eveline E. Kappes, "Inventory to Determine Attitudes of College Women toward Physical Education and Student Services of the Physical Education Department," The Research Quarterly, 25 (December, 1954), 429-438.



### Literature on Participation in Physical Activities and Recreational Interests

What do college women like to do in their leisure time? It was found by surveying four colleges in the midwest that college women participate the most in inactive and indoor forms of recreation.<sup>14</sup> These activity preferences were established in the thirties by Toogood and apparently have not changed to a great extent.

Another study by Baker in 1940 was made in an attempt to determine some factors which may influence participation in various activities.<sup>15</sup> It was concluded that girls and women have specific habits of activity and they become modified and less strenuous as the individuals mature with emphasis on the role of the spectator. The factors that produce changes in participation are of a social and physical origin, while menarcheal age prolongs and chronological age decreases participation. It appears that attitudes concerning participation in physical education do not regulate participation so much as they regulate the influence of other courses that do.

A sampling of college women students from different major departments within an university was taken by Moore. Attitudes and causes for lack of participation was the topic

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<sup>14</sup>Ruth Toogood, "A Survey of Recreational Interests and Pursuits of College Women," Research Quarterly, 10:90-100, October, 1939.

<sup>15</sup>Mary C. Baker, "Factors Which May Influence the Participation in Physical Education of Girls and Women 15-25 Years of Age," Research Quarterly, 11:126-131, 1940.





of investigation.<sup>16</sup> General attitudes were highly favorable toward physical activity along with desires for participation. Over 50 per cent of the subjects participated in activities less than four hours a week. Lack of time was the main reason stated for failure to participate. Interest and participation was more related to individual sports and dancing than team sports.

Bell and Walters attempted to evaluate a physical education program for college women by the study of attitudes of the students.<sup>17</sup> Questionnaires and attitude scales completed by seniors and freshmen indicated varying results. Outside of actual physical education courses, participation was greater in individual sports with the freshmen spending more time in activities. The extent to which physical education courses were enjoyed depended upon the interest illustrated by the instructor in her students and motivation instilled for continuation of physical activities outside of class. Mental health was considered the highest attribute of physical education as an activity course. The reasons for spending such little time in physical activity were study,

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<sup>16</sup>Beverly Y. Moore, "Attitudes of College Women Toward Physical Activity as a Means of Recreation," Research Quarterly, 12:720-725, 1941.

<sup>17</sup>Margaret Bell and Etta Walters, "Attitudes of Women at the University of Michigan Towards Physical Education," Research Quarterly, 24:379-391, December, 1953.

extra-curricular activities, and work. Seniors displayed a lack of initiative in comparison to the freshmen.

The experiences and interests of college women in physical education were explored in 1954 by Zimmerman.<sup>18</sup> The student's indications revealed that previous participation in activities had been mostly in team sports, while their immediate interests were mainly in such activities as bowling, golf, swimming, and tennis.

Another study in 1954, by Broer and Holland, was concerned with the interests and needs of college women. The students surveyed were freshmen and sophomores at the University of Washington.<sup>19</sup> Additions were made to the contents of the physical education program in the form of lectures as a result of strong interests indicated in that of being spectators at basketball and football contests. The major objectives which the students desire to obtain through their physical education experiences are (1) to develop skills in various sports, (2) to learn activities that can be continued outside of school, (3) to have fun, and (4) to keep in good health and physical condition. A student's dislike of any physical education class was mainly attributed to her feeling of lack of success in the particular activity.

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<sup>18</sup>Helen M. Zimmerman, "Physical Education Experiences and Interests of College Women," The Research Quarterly, 25 (March, 1954), 109-118.

<sup>19</sup>Marion B. Broer and Dolly Holland, "Physical Education Interests and Needs of University of Washington Women in Service Classes," The Research Quarterly, 25 (December, 1954), 387-392.

## CHAPTER III

### DESIGN AND METHODOLOGY OF THE STUDY

#### The Method of Investigation-- Questionnaire Technique

The present study was conducted by means of the questionnaire technique. The number of subjects involved in the study and pertinent information desired for acquisition was such that this method was the most practical. It facilitated the fastest means of locating subjects and obtaining the necessary data.

The two main areas the questionnaire was concerned with were those of course selections of college women within a two year physical education requirement and leisure time activity participation in the freshman and sophomore years of the same subjects. Items included initially were to determine the residence (home and university) of the subjects, weight change within the first two years, and careers being prepared for. Indications of course selections and substitutions with reasons for such followed; skill levels before and after activity courses with desire for more or enough skill completed the next section. The subject then indicated the degree to which knowledge of factors influenced her course selections. Thirty-seven possible influential factors

on a five-point scale were rated by each subject. Items on the scale had the following headings: "very much," "much," "somewhat," "little," and "none."

The remaining items included recommendations for improvement of guidance procedures, new activity offerings within the department with reasons for possible inclusion, courses to be taken in junior and senior years with reasons for selection, and listings of activities in which college women should have a practical level of skill in upon graduation from college with reasons for possession of such.

The section concerning participation in leisure time activities dealt with identification of activities undertaken in each term during the freshman and sophomore years. The subject checked the number of hours spent in each activity, which was from one to six hours and the amount of time spent at once in each, which was checked either as 15', one-half an hour, 45', one hour, or two hours. Also included were items which designated with whom, where, and reason for participation most often in each activity with indications by the subject whether more or enough skill was desired in each of the activities.

### Selection of Subjects

The subjects for this study were one hundred sophomore women students selected at random from approximately 1100 students enrolled in their last term of the two year required physical education program at Michigan State University. All

of these subjects had previously taken the Foundations of Physical Education course Fall term, 1959.

The guidance cards of all eligible sophomores were put together and electronic devices selected every eleventh card as part of the total sample. The subjects selected were contacted by means of a letter which was sent to them from the women's physical education department. Also, one student, familiar to the author, who resided in each dormitory on campus, and who was not included in the study was contacted to act as a dormitory representative. These students were requested to organize the subjects of the study residing within their particular residence into a group which could designate a favorable meeting time, so that the questionnaire could be administered to all at the same time. Copies of the letters sent to the subjects and the dormitory representatives may be found in the Appendix.

#### Administration of the Questionnaires

All of the subjects were given the questionnaire by the same individual who visited them in their place of residence sometime during the Spring term, 1961.

Explanation of the study's purpose and a brief review of the guidance procedures employed in the Foundations of Physical Education program was always given before the subjects completed the questionnaire. The questionnaire was accompanied by the individual's guidance card. This card



was originally completed at the end of the Foundations of Physical Education program, and had been periodically reviewed by the student throughout the two year requirement at the end of every term. It, therefore, enabled the subject to more accurately review her original weight and course selections, total substitutions, and leisure time activities participated in each term.

Names were not required to be placed on any of the questionnaires, but numbers were placed on the back of each questionnaire.

#### Tabulation Methods Employed

Upon review of all responses indicated on the questionnaires, a code of answers was formulated for each of the items. The final results were recorded in total number and percentages,

## CHAPTER IV

### ANALYSIS OF DATA

In addition to the collection of data in an effort to attain the main objectives of this study, each subject was initially asked to supply information concerning their age, residence, home and university, type of career preparation undertaking, and any weight changes, which had occurred within the first two years of college.

#### Personal Data on Subjects Involved in the Study

Age. The most common chronological age of college women involved in this study after two years of college was nineteen years (69 per cent). Other subjects were twenty (24 per cent), eighteen (6 per cent), and one was twenty-one years old.

Residence. Some idea of the residence of college women, at home and at the university, in the first two years of college is presented in Table I, page 21. During both years the majority of students (93 per cent freshmen and 74 per cent sophomores), while in attendance at the University resided in campus dormitories. Since this is a state institution of higher education, it is natural that most home



TABLE I

RESIDENCE OF COLLEGE WOMEN (HOME AND UNIVERSITY)  
IN THE FIRST TWO YEARS OF COLLEGE

Residence		Per Cent
<u>Freshman</u>		
Dormitory		93
Home		7
<u>Sophomore</u>		
Dormitory		74
Sorority		18
Home		8
<u>Home Residence</u>		
Michigan		83
Ohio	2 ]	Out of State 17
Illinois	2 ]	
Wash., D.C.	1 ]	
Indiana	1 ]	
W. Africa	1 ]	
New York	6 ]	
Penn.	2 ]	
Quebec	1 ]	
Connecticut	1 ]	



residences (83 per cent) of the subjects are located within the state. Here, after Michigan the most common home residence is New York state (6 per cent).

Types of careers. The per cent of college women planning different types of careers in the first two years of college is given in Table II, page 23. There is obvious indication that more than one-half have interest in some type of teaching career. Among the teaching fields listed, the area of training for elementary school education is most frequently mentioned. The tendency for some college students to have not decided on a specific career within their first two years of college is indicated by the number who say they are uncertain as of now as to their career plans.

Weight changes. The data with regard to weight change among college women in the first two years of college is presented in Table III, page 24. Gain, loss, and no change of weight are factors that are almost equalized in relation to the total sample. The average amount of pounds (9.0) lost by college women within a two year period exceeds the average amount (6.1) that was gained.

### Objectives of the Study

The objectives of this study were twofold:

1. To analyze course selections by determining the types of activities selected most often within the two year requirement, reasons for selections, reasons for substitutions



TABLE II  
PER CENT OF COLLEGE WOMEN PLANNING DIFFERENT CAREERS  
IN THE FIRST TWO YEARS OF COLLEGE

Types of Careers	Per Cent
Advertiser	1
Art	4
Biologist	1
Business Administration	2
Foreign Language Interpreter	2
Government Work (political science)	1
Guidance (educational diagnostician)	1
Hospital Administration	1
Interior Decorator	2
Medical Technology	3
Psychologist	2
Retailing (buyer)	2
Secretarial	3
Teacher:	60
Home Economics	
Secondary	
Elementary	
Speech Correction	
Special Therapy	
Mathematics	
Special Education	
Sociology	
Uncertain	12
Veternarian Medicine	1
Writer	1
Zoologist (research)	1



TABLE III  
WEIGHT CHANGES AMONG COLLEGE WOMEN IN THE  
FIRST TWO YEARS OF COLLEGE

Item	Number	Pounds
Those who gained weight in two years	33	
Average pounds gained		6.1
Those who remained the same	32	
Those who lost weight in two years	35	
Average pounds lost		9.0

of courses, skill level before and after taking the courses, factors influencing course selection, and the recommendations for improvement of existing guidance procedures and new activity offerings within the department, courses selected most often to be taken in junior and senior years, and skills that college women should have upon graduation from college.

2. To analyze leisure time activities by determining those that college women participated in most frequently during their freshman and sophomore years, reasons for participation and with whom most often done, where done, and activities in which students desire more skill.

#### Activity Courses in the Physical Education Curriculum

Courses selected most often within the physical education two year requirement with reasons for selections. The

course which is selected most often among these college women is some form of swimming. Courses selected under swimming which are included in the aquatic program are the beginning, intermediate, and advanced course levels, life saving, diving, synchronized, and water safety instructor courses. Bowling, ice skating, tennis, and social dance follow in this order. These and the following findings are located in Table IV, page 26. The reason given most often for selecting each of these activity courses is to improve one's skill. Other possible reasons for selection are that the activity is a new skill or that it is taken for one's physical condition. A higher percentage of students wish to improve their skill in social dance more than any other courses selected most often.

Courses taken as planned by students for the two year requirement. On the basis of the students' indications as to the courses they actually took in relation to those originally planned, some idea is derived of the number and per cent that were taken as planned. These findings are presented in Figure 1, on page 27. The largest percentage of students (30 per cent) took one course out of five planned, whereas 23 per cent took two courses, and 20 per cent took none. Also, it is noted that not one student took all the five courses that had been originally selected.

Reasons for course substitutions. An illustration is presented in Figure 2, page 27, of the reasons given most

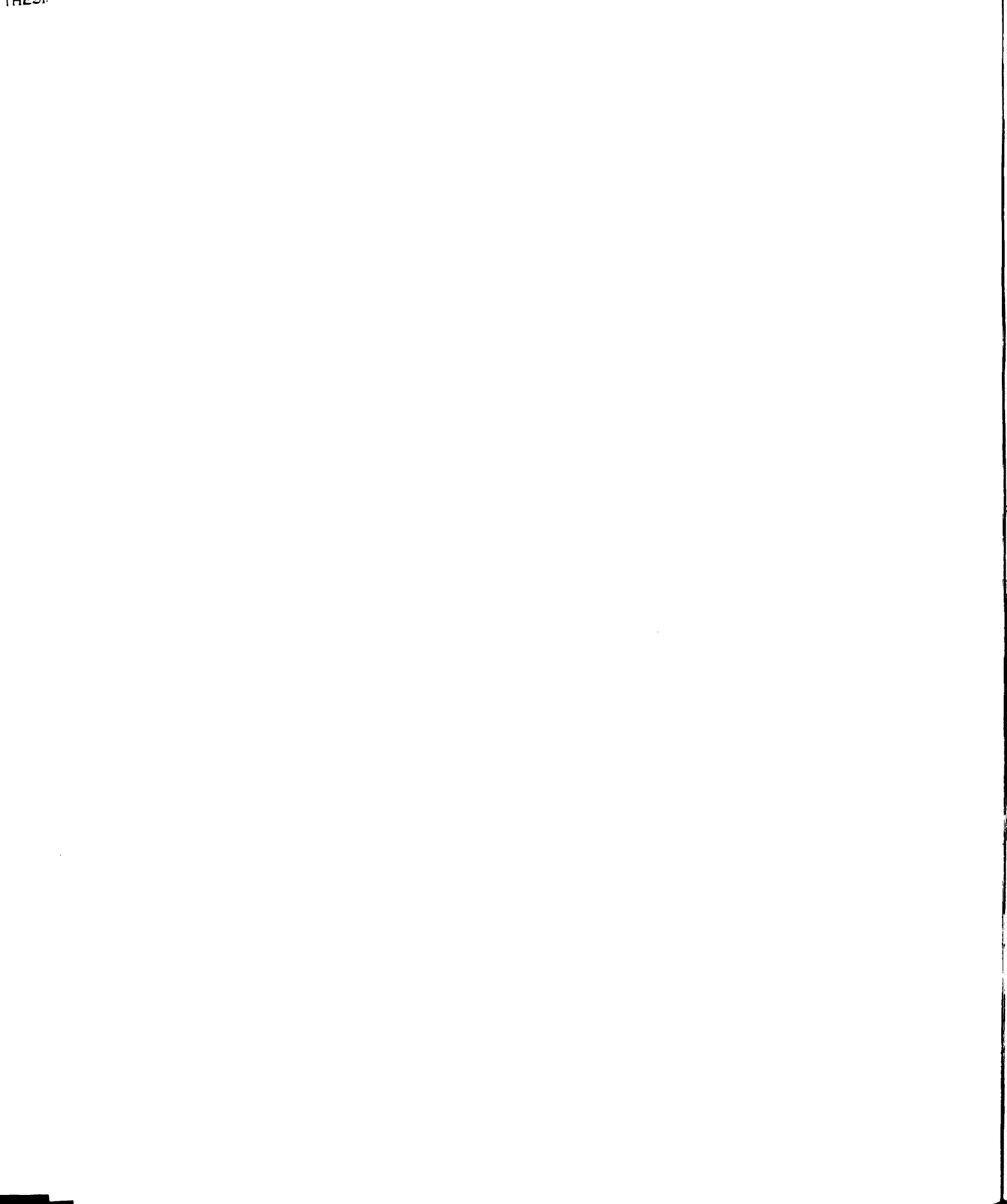




TABLE IV  
TEN COURSES MOST OFTEN SELECTED WITH REASONS FOR  
SELECTION AMONG COLLEGE WOMEN WITHIN THE  
PHYSICAL EDUCATION TWO YEAR REQUIREMENT

Course	Total Number Times Selected	Reason	Number	Per Cent
Swimming	91	IS*	55	60.3
Bowling	63	IS	37	58.7
Ice Skating	61	IS	39	63.9
Tennis	53	IS	29	54.7
Social Dance	48	IS	42	87.7
Swedish Gymnastics	29	PC*	12	41.3
Golf	24	NS*	13	54.1
Fencing	22	NS	16	72.7
Canoeing	17	IS	9	52.9
Badminton	16	IS	9	56.2

\*IS = improve skill; PC = physical condition; NS = new skill.



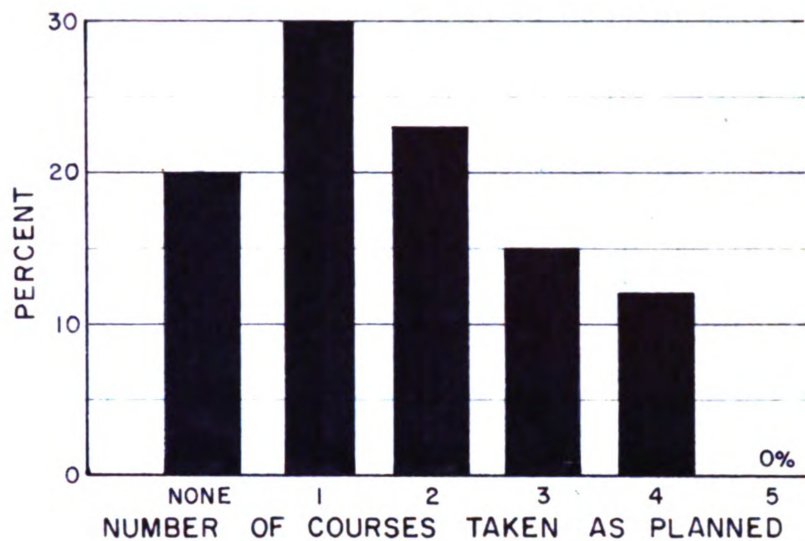


Figure 1

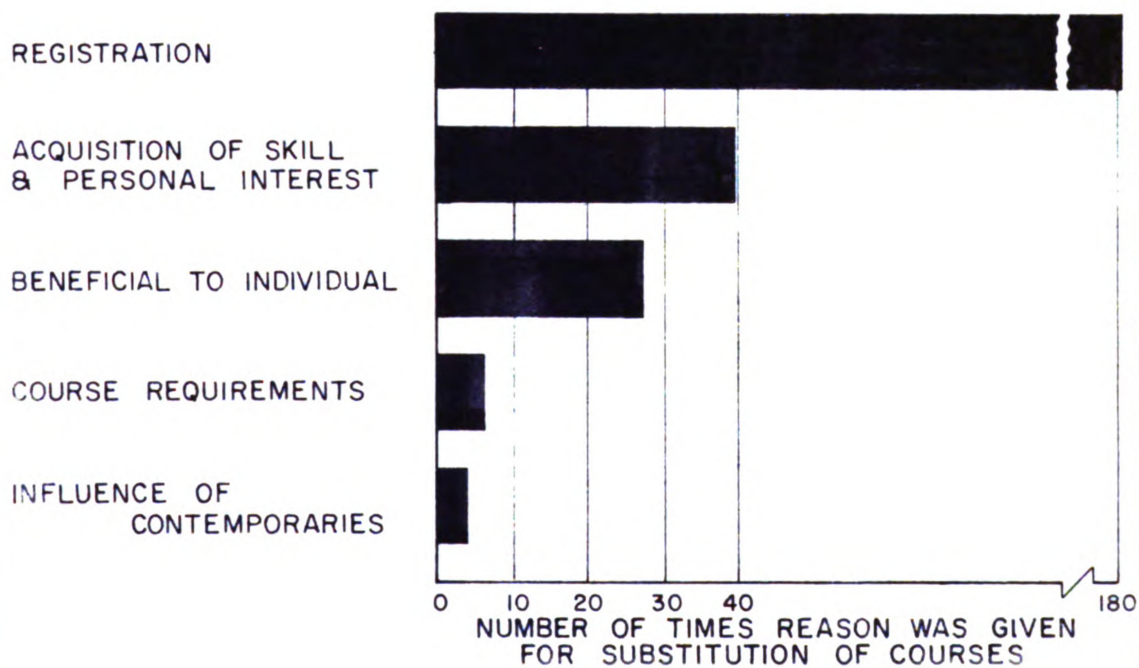


Figure 2



often by students for substituting courses for those originally planned. Difficulties encountered at registration account by far for the reason most often given. Other significant reasons indicate substitutions as the result of a desire to acquire skill and a new personal interest in the activity and also due to the benefits to be obtained by the individual from the course. Under the latter reason is included such sub-headings as: the course content, its contribution to one's physical condition and the course being more beneficial than the one originally planned. Course requirements and influence of one's contemporaries do not appear as causative factors for frequent course substitutions.

Skill level before and after taking courses. Figure 3, pages 29 and 30, shows the per cent of skill before and after taking each of the ten courses selected most often as subjectively rated by the students. Skill ratings are based on consideration of five levels which are identified as "skilled," "practical," "novice," "beginner," and "no skill at all." Activities in which the students rate themselves as having the highest skill level in before taking the courses are social dance (10 per cent skilled and 20 per cent with practical level of skill) and swimming (7 per cent skilled and 16.9 per cent with a practical level of skill). The activities in which the most students have no skill in before taking the courses are fencing (100 per cent) and tennis (44 per cent). Aside from fencing and tennis, after completion of a course,

□ BEFORE ■ AFTER

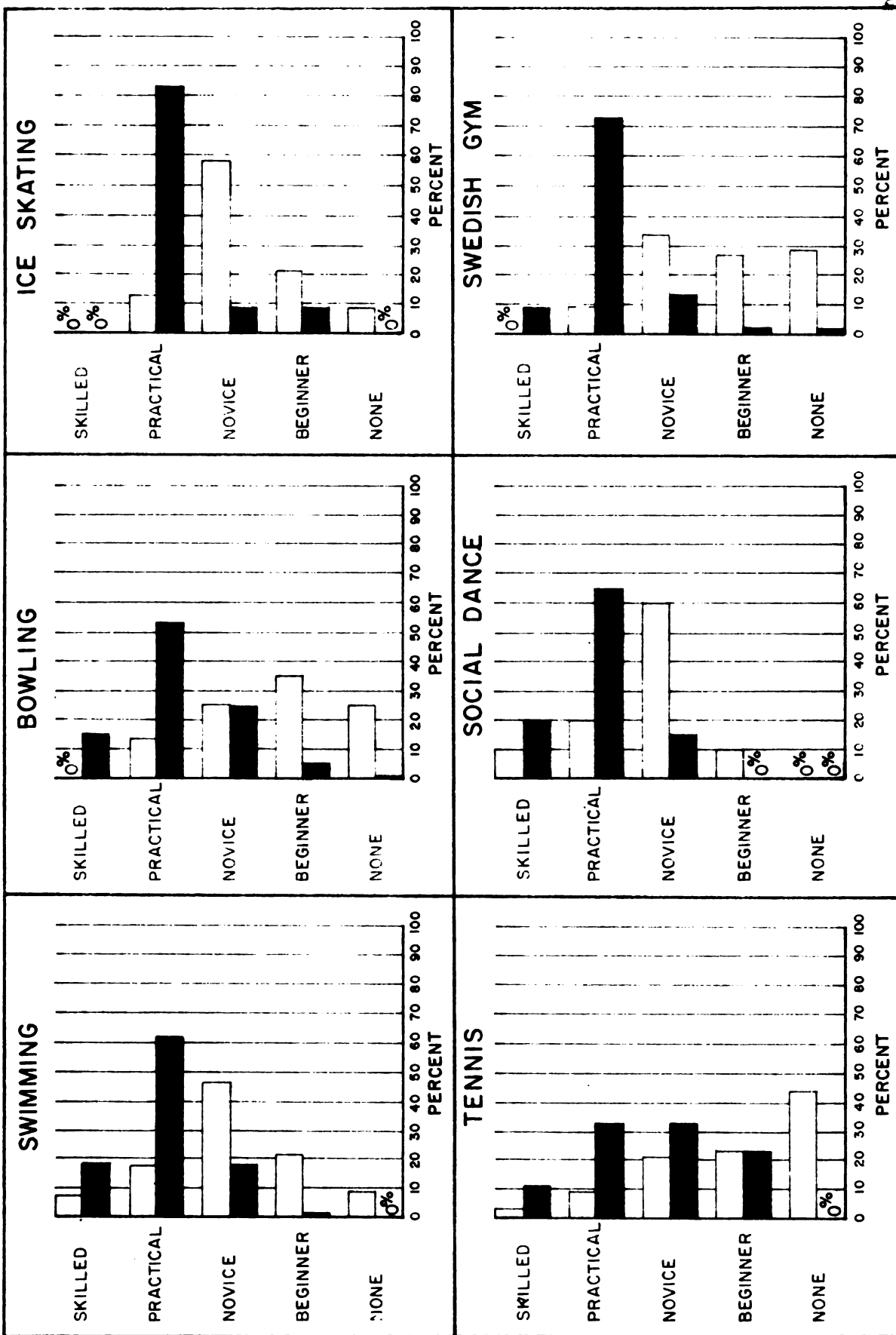


Figure 3

□ BEFORE ■ AFTER

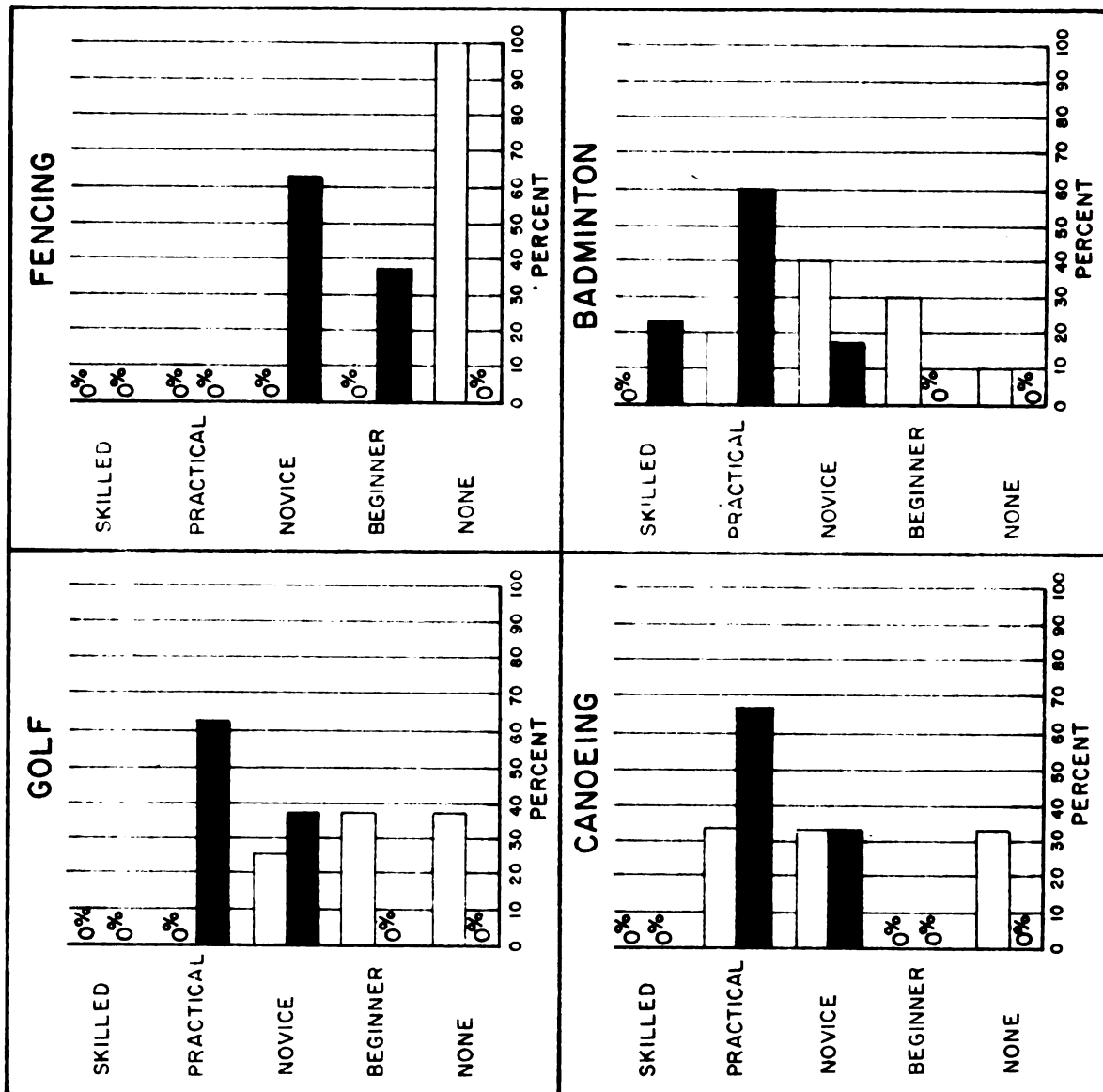


Figure 3--continued



most of the students rate themselves as possessing a practical level of skill in the activity.

Activities in which more skill is desired most often and reasons most often given. The data expressed in percentages in Figure 4, page 32, indicates the per cent of students who desire more skill in the ten courses selected most often. All of the students or 100 per cent desire more skill in golf, 92.9 per cent in tennis and 78.2 per cent in ice skating. The activities in which the least amount of increased skill is desired in are fencing (33.3 per cent) and badminton (35.5 per cent). Consideration may be given to the factor of carry-over value in reference to the activities in which more skill is desired in the most often. The reasons that students most often give for desiring more skill in the ten courses selected most often is shown by Figure 5, page 32. A total of 110 responses indicate that skill level is the leading reason followed by 71 times that social-emotional and recreational needs are the factors that influence the desire for more skill. Other reasons given with the number of times for each do not compare with the preceding ones mentioned in relation to total numbers. Other reasons in order are physical needs, course failings, and future use.

Factors influencing course selections. Subjective ratings of the knowledge of factors that may influence course selections is shown in Figure 6, on pages 33 and 34. These appear as three combined ratings of five original headings



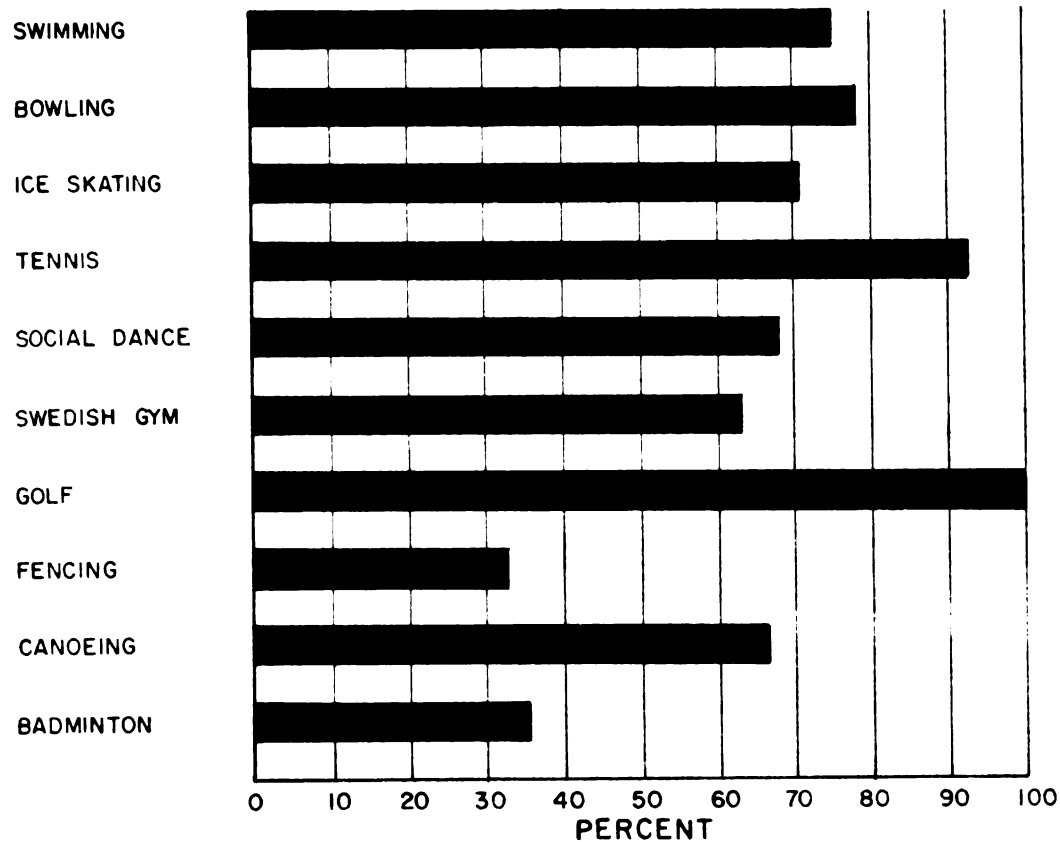


Figure 4

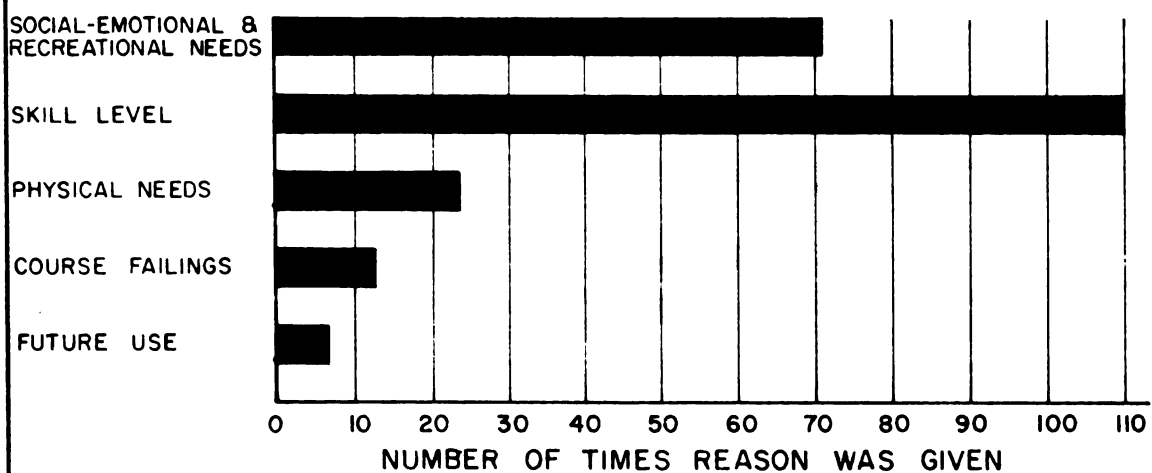


Figure 5



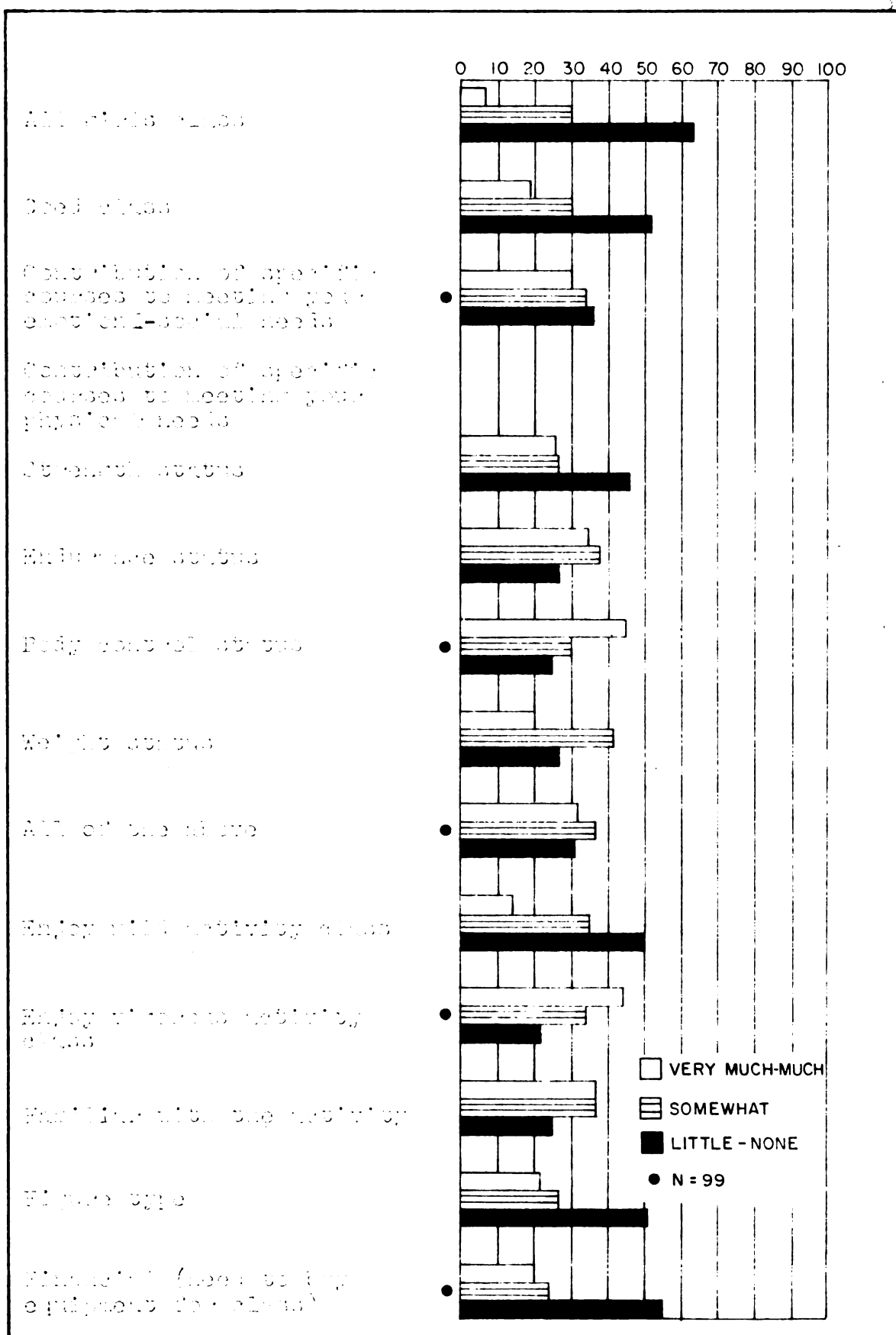
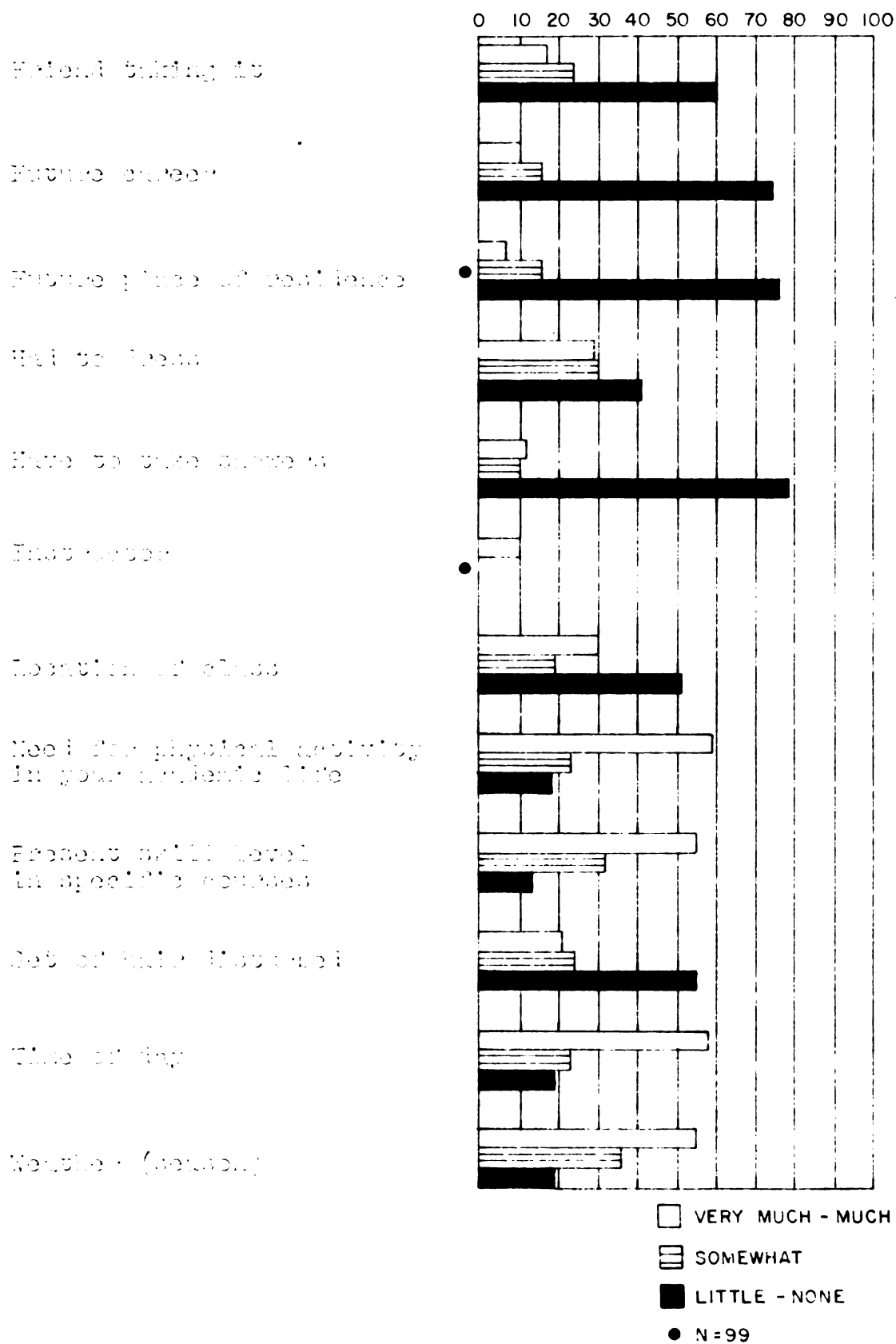


Figure 6





of: "very much," "much," "somewhat," "little," and "none." Also, the items that listed knowledge of and influence of specific factors were combined to total twenty-five factors from the original thirty-seven on the questionnaire. Significant factors which affect the greatest per cent of students in selecting courses are the need for physical activity in academic life (59 per cent), the time of day (58 per cent), their present skill level in specific courses (55 per cent), and the weather according to the particular season (55 per cent). In consideration of factors that least influence course selections, 78 per cent indicate shower requirements are irrelevant, 76 per cent their future place of residence, 74 per cent their future career, 63 per cent that it is an all girls class, and 60 per cent that a friend is taking the course.

Factors influencing course selections personally. An additional item requested each subject to list the three most influential factors that applied to her personally in selecting of her physical education courses. Sixty-four per cent indicate that both social-emotional and recreational needs and their skill level affect their course selections the most. Other factors mentioned include physical needs, course benefits and requirements, registration, and future use.



Recommendations for improvement of existing guidance procedures. Suggestions in Table V, page 37, list in rank order the five that are most often given among college women for the improvement of guidance procedures in the two year physical education required program. The predominant suggestion listed by 29 individuals is to improve the course enrollment procedures. Sub-headings under this suggestion refer to the offering of more sections of popular courses with elimination of others, the offering of popular courses over a greater range of time at registration, the development of a pre-enrollment plan and indications that registration makes any attempted efforts to guide people in activity selections absolutely futile. The remaining suggestions appear as self-explanatory and may also be considered as significant and worthwhile recommendations.

Recommendations for new activity offerings within the physical education curriculum with reasons. The ten course offerings most often indicated among college women to be included new into the two year physical education program are shown in Table VI, page 38. The largest number of students (28) believe that the physical education program offerings are adequate. Twenty-two respond by suggesting horseback riding be included, 16 for sailing, and 11 for water or snow skiing. The remaining of the ten are mentioned by a smaller number. Table VII, page 38, designates in rank order the reasons most often given for inclusion of the ten new course

TABLE V  
RANK ORDER OF FIVE SUGGESTIONS MOST OFTEN GIVEN  
AMONG COLLEGE WOMEN FOR THE IMPROVEMENT OF  
GUIDANCE PROCEDURES IN THE TWO YEAR  
PHYSICAL EDUCATION REQUIRED PROGRAM

Rank	Suggestions	Number
1	Improve course enrollment procedures	29
2	Better explanation of course contents	18
3	No guidance ever obtained	17
4	Guidance for individual needs and benefits	15
5	More individual interest in student	14

TABLE VI

TEN COURSE OFFERINGS MOST OFTEN INDICATED AMONG  
COLLEGE WOMEN TO BE INCLUDED NEW INTO THE TWO  
YEAR PHYSICAL EDUCATION PROGRAM

Course	No.	Soc.-Emot. & Recre.	Skill Level	Physical Needs	Imp. Pre. Conditions	Future Use
Horseback						
Riding	22	13	5	2	0	1
Sailing	16	11	3	0	1	0
Skiing (water and snow)	11	6	3	0	0	0
Gymnastics- acrobatics	6	2	3	1	0	0
Advanced Dancing	4	1	1	0	2	0
Advanced Swedish Gymnastics	3	0	1	1	0	0
Modeling; Class Poise	3	0	0	2	0	1
Dance; Ballet	2	1	0	1	0	0
More Theory	2	0	1	1	0	0
Personal Weight Reduction	2	0	0	2	0	0

TABLE VII

RANK ORDER OF REASONS MOST OFTEN GIVEN AMONG COLLEGE  
WOMEN FOR THE INCLUSION OF THE TEN NEW COURSE  
OFFERINGS INTO THE TWO YEAR  
PHYSICAL EDUCATION PROGRAM

Rank	Reasons	Number
1	Social-Emotional and Recreational Needs	34
2	Skill Level	17
3	Physical Needs	10
4	Improve Present Course Conditions	3
5	Future Use	2

offerings into the two year physical education program. Social-emotional and recreational needs are given 34 times by the students, 17 give skill level, and 10 indicate that their physical needs are the reason for such recommendations. The remaining reasons are found in the table and are mentioned by few.

Courses selected most often to be taken in junior and senior years with reasons. Data in Table VIII, page 40, indicates the eight courses selected most often among college women to be taken during their junior and senior years. The largest number of students (28) select swimming as a course. Within the aquatic program under the heading swimming, they indicate a desire to select beginning, intermediate, and advanced course levels of ability along with life saving, diving, and the water safety instructor's training course. The number of students selecting other courses is far below those in the swimming area and are listed within the table. The reasons that students give most often for selecting such courses are listed in rank order in Table IX on page 40. The two reasons given the largest number of times are skill level (46) and social-emotional and recreational needs (22). Registration, physical needs, and future use are also given in this order a smaller number of times than the preceding two.

Activities one should have a practical level of skill in upon graduation with reasons. Ten activities which students

TABLE VIII  
EIGHT COURSES SELECTED MOST OFTEN AMONG COLLEGE  
WOMEN TO BE TAKEN DURING THEIR JUNIOR AND  
SENIOR YEARS

Courses	Number
Swimming	28
Ice Skating	7
Tennis	7
Canoeing	6
Swedish Gymnastics	5
Fencing	4
Bowling	3
Gymnastics	3

TABLE IX  
RANK ORDER OF REASONS AMONG COLLEGE WOMEN FOR  
TAKING COURSES DURING THEIR  
JUNIOR AND SENIOR YEARS

Rank	Reasons	No. Times Reasons Given
1	Skill Level	46
2	Social-Emotional and Recreational Needs	22
3	Registration	10
4	Physical Needs	9
5	Future Use	7

indicate most often that college women should have a practical level of skill in upon graduation are given in Figure 7, page 42. Swimming is listed by 56 per cent as the top activity. Other activities which are designated in order include tennis (26 per cent), bowling (25 per cent), and dancing (19 per cent). The remaining activities are listed as such in descending order of percentages. Figure 8, page 42, illustrates five types of reasons most often given by the students which indicate why college women should have a practical level of skill in the ten activities included most often. Sixty-five per cent give future use as a reason, while 53 per cent believe social-emotional and recreational needs to be the foremost reason. Other reasons stated were physical needs, skill level, and none at all.

#### Analysis of Leisure Time Activities of Freshmen and Sophomore College Women

##### Leisure time activities of freshmen women in college.

The data with regard to the ten leisure time activities participated in by college women 1-2 hours per week during their freshman year with reasons for participation and with whom is presented in Table X, page 43. The three activities which students participate in most frequently are swimming (54 per cent), ice skating (44 per cent), and bowling (42 per cent). Each of the ten activities are done most often with friends with the exception of bowling and dancing, which are done more often with a date or a coed group. Tennis is shown to

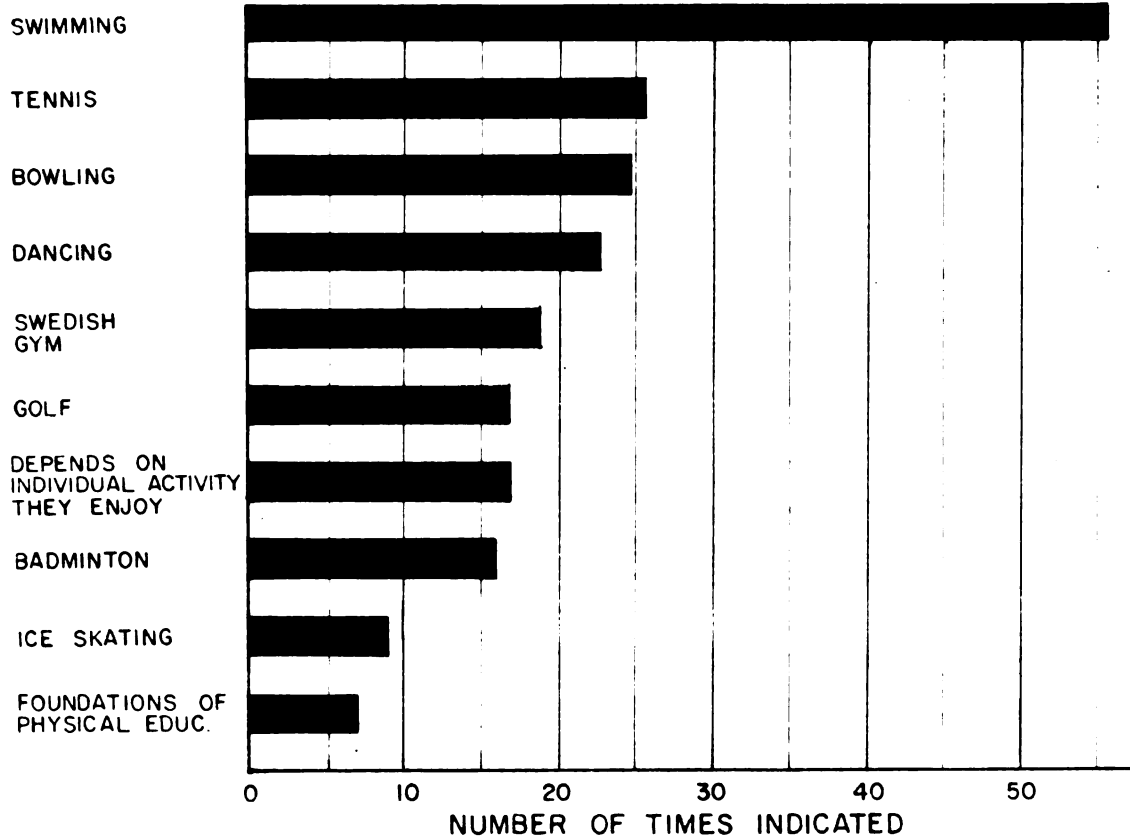


Figure 7

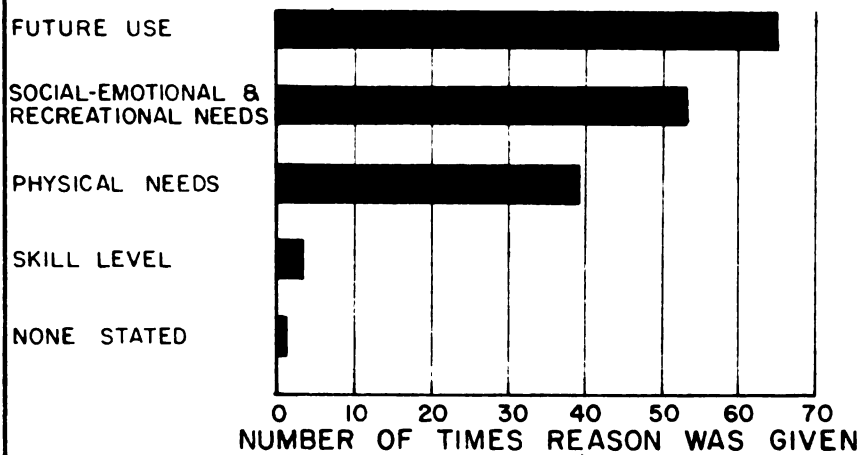


Figure 8

TABLE X

TEN LEISURE TIME ACTIVITIES PARTICIPATED IN BY  
COLLEGE WOMEN 1-2 HOURS PER WEEK DURING THE  
FRESHMAN YEAR WITH REASONS FOR  
PARTICIPATION AND WITH WHOM

Activity	No. Participants	Done With Whom Most Often			Reason for Participation		
		With Whom	No.	Per Cent	Reason	No.	Per Cent
Swimming	54	Friends	39	72.2	S-E*	42	77.7
Ice Skating	44	Friends	29	65.9	S-E	36	81.8
Bowling	42	Date; coed	25	59.5	S-E	34	80.9
Dancing	35	Date; coed	19	54.2	S-E	33	94.2
Tennis	34	Friends	25	73.5	S-E	17	50.0
Bicycling	23	Friends	13	56.5	S-E	14	60.8
Softball	16	Friends	10	62.5	S-E	11	68.7
Hiking, Walking, Running	13	Friends	5	38.4	S-E	9	69.2
Horseback Riding	12	Friends	6	50.0	S-E	11	91.6
Conditioning Exercises	11	Friends	8	72.7	P-C*	9	81.8

\*S-E = Social-Emotional; P-C = Physical Condition.



be the activity in which the highest per cent of participants (73.5) engage in with their friends. The reason for participation most often in all of the activities is for one's social-emotional and recreational needs, only with exclusion of conditioning exercises, which are done most often for one's physical condition. Dancing is designated as the activity in which the greatest per cent (94.2) participate for social-emotional and recreational reasons.

Leisure time activities of sophomore women in college.

Table XI, page 45, shows the ten leisure time activities participated in by college women 1-2 hours per week during their sophomore year with reasons for participation and with whom. The three activities which students participate in most often are the same as the freshman year but with lower per cent of participation. They are swimming (44 per cent), ice skating (43 per cent), bowling (39 per cent), and closely followed by dancing (38 per cent). Activities done most often with friends are swimming, ice skating, bowling, snow activities, tennis, bicycling, hiking, and softball. Dancing is done with either a date or in coed groups and conditioning exercises and horseback riding is done most often with one's self. Swimming is indicated as being the activity in which the highest per cent of participants (75) engage in with their friends. Again, with exception of conditioning exercises, all activities are participated in most often for social-emotional and recreational values derived. Dancing also again is shown

TABLE XI  
TEN LEISURE TIME ACTIVITIES PARTICIPATED IN BY  
COLLEGE WOMEN 1-2 HOURS PER WEEK DURING THE  
SOPHOMORE YEAR WITH REASONS FOR  
PARTICIPATION AND WITH WHOM

Activity	No. Participants	Done With Whom Most Often		Reason for Participation			
		With Whom	No.	Per Cent	Reason	No.	Per Cent
Swimming	44	Friends	33	75.0	S-E*	30	68.0
Ice Skating	43	Friends	27	62.7	S-E	31	72.0
Bowling	39	Friends	16	41.0	S-E	15	38.4
Dancing	38	Date; coed	20	52.6	S-E	33	86.8
Snow Activities	30	Friends	17	56.6	S-E	23	76.6
Tennis	28	Friends	17	60.7	S-E	14	50.0
Bicycling	26	Friends	16	61.5	S-E	17	65.3
Hiking	17	Friends	6	35.2	S-E	10	58.8
Conditioning Exercises	15	Self	8	53.3	P-C*	12	80.0
Horseback Riding	12	Self	5	41.6	S-E	10	83.3
Softball	12	Friends	8	66.6	S-E	7	58.3

\*S-E = Social-Emotional; P-C = Physical Condition.

as the activity in which the greatest per cent (86.8) participate in for social-emotional and recreational reasons.

Leisure time activities in which college women most often desire more skill in. An idea of the ten leisure time activities participated in by college women in which they indicate a desire most often to possess more skill in is presented in Table XII, on page 47. The greatest number desire more skill in swimming (72), while sixty-four students choose both bowling and ice skating, and dancing follows as mentioned by 53 individuals. The ninth and tenth activities included are water skiing and boating (both 10), which suggests their increasing popularity as leisure time activity pursuits. Within the same item the students indicated leisure time activities they believe they possess enough skill in. Bicycling and hiking and walking were the two indicated by the largest number in which skill is sufficient in.

With whom all leisure time activities are participated most often. Table XIII, page 47, gives in rank order the type of person or persons with whom college women most often participate in all recreational activities during the freshman and sophomore years. Over-all one's friends rated as the most common group participated with. A date or coed group appears as the second type. These two are given as responses a greater number of times than the following four which are the self, family, sorority team, and club group.

TABLE XII

TEN LEISURE TIME ACTIVITIES PARTICIPATED IN BY COLLEGE  
WOMEN IN WHICH THEY INDICATED A DESIRE MOST OFTEN  
TO POSSESS MORE SKILL IN

Activities	Number Desiring More Skill
Swimming	72
Bowling	64
Ice Skating	64
Dancing	53
Snow activities	42
Horseback riding	18
Softball	14
Golf	10
Water skiing	10
Boating	10

TABLE XIII

RANK ORDER OF PERSON OR PERSONS WITH WHOM COLLEGE  
WOMEN MOST OFTEN PARTICIPATED WITH IN ALL  
RECREATIONAL ACTIVITIES DURING THE  
FRESHMAN AND SOPHOMORE YEARS

Rank	With Whom	Responses
1	Friends	403
2	Date	183
3	Self	63
4	Family	40
5	Sorority team	16
6	Club group	6

Where all leisure time activities are participated in most often. The data with regard to a rank order of place or places where college women most often participate in all recreational activities during the freshman and sophomore years is presented in Table XIV, page 49. It appears from 400 responses that Michigan State University campus facilities and residences are the most popular place for activity participation. The second most common site is off-campus in community groups (112 responses). The remaining locations are listed within the table in decreasing order of importance.

Reasons for participating in all recreational activities most often. Table XV, on page 49, shows a rank order of reasons given most often among college women for participating in all recreational activities during the freshman and sophomore years. Social-emotional and recreational reasons appear as the major reason for participation with 388 responses. Other reasons which the students indicate as responses often are physical needs (92), skill level (58), and competition (23).

TABLE XIV

RANK ORDER OF PLACE OR PLACES WHERE COLLEGE WOMEN  
MOST OFTEN PARTICIPATED IN ALL RECREATIONAL  
ACTIVITIES DURING THE FRESHMAN AND  
SOPHOMORE YEARS

Rank	Place of Activities	Responses
1	M.S.U. Campus facilities and residences	400
2	Off Campus in community groups	112
3	Place of residence (off Campus)	98
4	Outdoor environment (off Campus)	50
5	Off Campus facilities (commercial)	44

TABLE XV

RANK ORDER OF REASONS GIVEN AMONG COLLEGE WOMEN FOR  
PARTICIPATING IN RECREATIONAL ACTIVITIES DURING  
THE FRESHMAN AND SOPHOMORE YEARS

Rank	Reason for Participation	Responses
1	Social-Emotional and Recreational Reasons	388
2	Physical Needs	92
3	Skill Level	58
4	Competition	23
5	Future Occupational Benefits	2

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study was concerned primarily with evaluating and improving the guidance procedures used in the Foundations of Physical Education program required of all freshmen women at Michigan State University.

The objectives of this study were twofold:

1. To analyze course selections by determining the types of activities selected most often within the two year requirement, reasons for selections, reasons for substitutions of courses, skill level before and after taking the courses, factors influencing course selection, and the recommendations for improvement of existing guidance procedures and new activity offerings within the department, courses selected most often to be taken in junior and senior years, and skills that college women should have upon graduation from college.

2. To analyze leisure time activities by determining those that college women participated in most frequently during their freshman and sophomore years, reasons for participation and with whom most often done, where done, and activities in which students desire more skill.

## Conclusions

1. The ten courses in rank order that college women selected most often within the physical education two year requirement were: swimming, bowling, ice skating, tennis, social dance, Swedish gymnastics, golf, fencing, canoeing, and badminton.

2. In accordance with three pre-determined reasons for course selection swimming, bowling, ice skating, tennis, social dance, canoeing, and badminton were the activities in which students desired to improve their existing skill; Swedish gymnastics was selected for physical condition; and golf and fencing were selected most often as new skills.

3. In reference to the number of courses taken as originally planned: 20 per cent of the students took none they had planned, 30 per cent took one, 23 per cent took three, 12 per cent took four, and none took five.

4. The three reasons given most often for substitution of courses were registration difficulties, personal interest, and beneficial to the individual.

5. Social dance and swimming were the two courses of the ten which college women selected most often in which they rated themselves as having a practical or better level of skill in before taking. Tennis and fencing were the activities of the top ten in which most students indicated that they possessed the lowest level of skill in before taking.



6. Upon completion of courses most students indicated that they had acquired a practical level of skill in the activities which they had taken.

7. The ten courses in which students indicated they desired more skill after taking were golf, tennis, bowling, swimming, ice skating, social dance, canoeing, Swedish gymnastics, badminton, and fencing.

8. The need for physical activity in academic life and the time of day were the two factors which affected the greatest per cent of students in selecting courses. Shower requirements and future place of residence were the two factors which least influenced the greatest per cent of students in selecting courses.

9. The need to improve course enrollment procedures was the most common recommendation that the students gave for the improvement of existing guidance procedures.

10. The ten new course offerings which students suggested most often for inclusion into the two year physical education program with the reasons most often given were: horseback riding, sailing, water and snow skiing, for social-emotional and recreational needs; gymnastics for acquiring greater skill; advanced dancing to improve the present course conditions; advanced Swedish gymnastics, modeling class, ballet, more theory, and personal weight reduction to meet personal physical needs.

11. The eight courses in rank order which college women indicated a desire to take during their junior and senior years were swimming, ice skating, tennis, canoeing, Swedish gymnastics, fencing, bowling, and gymnastics. Skill level and social-emotional and recreational needs were the two reasons given most often for taking these activities.

12. Students recommended that college women upon graduation should have a practical level of skill in swimming, tennis, bowling, dancing, Swedish gymnastics, golf, badminton, ice skating and foundations of physical education. The three reasons most often given for possession of such skills were for future use, social-emotional and recreational needs, and physical needs.

13. The three common leisure time activities which students participated in most frequently during both their freshman and sophomore years of college were swimming, ice skating, and bowling. The remaining activities in order in which freshmen participated in the most were dancing, tennis, bicycling, softball, hiking and walking, horseback riding, and conditioning exercises. In order those in which sophomores participated in most often were dancing, snow activities, tennis, bicycling, hiking and walking, conditioning exercises, horseback riding, and softball.

14. The three leisure time activities which students participated most often in during their freshman year were done with friends, except for bowling which was done with a date or coed group. The same three activities were all done with friends most often during the sophomore year.

15. The reason college women gave most often for participation in all recreational activities during the freshman and sophomore years was that of social-emotional and recreational values with the exception of Swedish gymnastics, for which physical condition was the reason given.

16. A greater percentage of college women desired more skill in swimming, bowling, and ice skating than in any other leisure time activities they participated in during their first two years of college.

17. The total number of leisure time activities which college women participated in during their freshman and sophomore years of college were most frequently done in or on Michigan State University facilities and residences.

18. Over-all results of the study indicate that the guidance procedures could be improved by:

- a. devising some system of pre-enrollment for courses.
- b. planning of courses from term to term and not all at once for two years.
- c. planning areas for all course offerings for students to select their activities from rather than five specific courses.
- d. offering new and advanced courses by considering the leisure time interests of college women.
- e. re-evaluating the factors we have devised for activity selection along with those the students consider most important.

### Recommendations for Further Study

Upon review of the findings acquired through this study, it may be recommended that:

1. More research is needed in physical education to determine guidance techniques and different factors that influence students to select activities best suited to their individual needs.

2. A follow-up study should be made of these same students at the end of four years of college to determine the over-all effect of the guidance procedures used in physical education and the leisure time activities of these students throughout the four years of university life.

3. A study should be made of various ways in which course enrollment procedures could be improved to meet the personal interests and needs of the student.

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## APPENDICES

## APPENDIX A--LETTERS

April 21, 1961

Dear

At the present time we are attempting to determine how effective our guidance procedures are concerning appropriate selection of activities in the required program. We would like to ask you to aid us in a small way.

The subjects on which our study is to be based live in the various dormitories on campus. You have been selected as a delegate from your dormitory and we hope will enable us to contact a few individuals in your dormitory who have been chosen as a portion of a random sample of students on campus.

In order to clarify the manner in which you may help us, we are hoping that you will be able to attend a short meeting of dorm representatives. This is to be held on Tuesday, April 25 at 4:30 p.m. in the student lounge in the basement of the women's gymnasium. Thank you for your co-operation. Please contact Miss Ellis in the women's gymnasium as soon as possible if you are unable to meet with us at the designated time.

Sincerely yours,

*Dorothy Kerth*  
Dorothy A. Kerth,  
Chairman, Women's  
Physical Education Dept.

## MICHIGAN STATE UNIVERSITY EAST LANSING

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COLLEGE OF EDUCATION • DEPARTMENT OF HEALTH PHYSICAL EDUCATION AND RECREATION • WOMEN'S GYMNASIUM

April 27, 1961

Dear

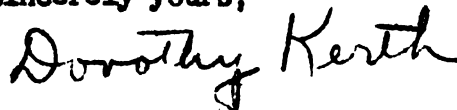
At the present time we are investigating the effectiveness of different guidance procedures for appropriate selection of activities in the required program for college women. We would like to ask you to aid us in a small way.

You have been selected as a portion of a random sample of Sophomores living on campus. Our study is to be based upon the completion of a questionnaire, which you will be asked to fill out soon.

Within the next few days you will be contacted concerning a convenient time that one of our staff members can meet with you and the other selected individuals in your dormitory, so that you may complete this questionnaire at one time together. The meeting will be scheduled sometime during the next two weeks.

We hope that you will co-operate with us and provide us with the best information possible. Thank you for your kind consideration.

Sincerely yours,



Dorothy A. Kerth  
Chairman, Women's  
Physical Education Dept.

10/10/2020

1. The first part of the text is a short story about a man who is very poor and has no money. He is very sad and is looking for a way to get money. He goes to a bank and asks the manager for a loan. The manager says that he can give him a loan, but he has to give him a piece of land as collateral.

2. The second part of the text is a short story about a man who is very rich and has a lot of money. He is very happy and is looking for a way to spend his money. He goes to a bank and asks the manager for a loan. The manager says that he can give him a loan, but he has to give him a piece of land as collateral.

3. The third part of the text is a short story about a man who is very poor and has no money. He is very sad and is looking for a way to get money. He goes to a bank and asks the manager for a loan. The manager says that he can give him a loan, but he has to give him a piece of land as collateral.

4. The fourth part of the text is a short story about a man who is very rich and has a lot of money. He is very happy and is looking for a way to spend his money. He goes to a bank and asks the manager for a loan. The manager says that he can give him a loan, but he has to give him a piece of land as collateral.

5. The fifth part of the text is a short story about a man who is very poor and has no money. He is very sad and is looking for a way to get money. He goes to a bank and asks the manager for a loan. The manager says that he can give him a loan, but he has to give him a piece of land as collateral.

6. The sixth part of the text is a short story about a man who is very rich and has a lot of money. He is very happy and is looking for a way to spend his money. He goes to a bank and asks the manager for a loan. The manager says that he can give him a loan, but he has to give him a piece of land as collateral.

7. The seventh part of the text is a short story about a man who is very poor and has no money. He is very sad and is looking for a way to get money. He goes to a bank and asks the manager for a loan. The manager says that he can give him a loan, but he has to give him a piece of land as collateral.

8. The eighth part of the text is a short story about a man who is very rich and has a lot of money. He is very happy and is looking for a way to spend his money. He goes to a bank and asks the manager for a loan. The manager says that he can give him a loan, but he has to give him a piece of land as collateral.

9. The ninth part of the text is a short story about a man who is very poor and has no money. He is very sad and is looking for a way to get money. He goes to a bank and asks the manager for a loan. The manager says that he can give him a loan, but he has to give him a piece of land as collateral.

10. The tenth part of the text is a short story about a man who is very rich and has a lot of money. He is very happy and is looking for a way to spend his money. He goes to a bank and asks the manager for a loan. The manager says that he can give him a loan, but he has to give him a piece of land as collateral.

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COLLEGE OF EDUCATION • DEPARTMENT OF HEALTH PHYSICAL EDUCATION AND RECREATION • WOMEN'S GYMNASIUM


May 5, 1961

Dear

Just a few words to remind you that we're still counting on you to aid us in our research study. Please try to contact the girls selected as a random sample in your dorm this weekend. We hope you can arrange a time for them to meet and can let me know by Monday.

You are very instrumental in making this project a success and I'm sure you'll co-operate to the best of your ability. Thank you once again for your kind consideration. We're looking forward to receiving notification of a meeting time. Good luck !

Sincerely,



Pauline Ellis



## APPENDIX B--QUESTIONNAIRE



**MICHIGAN STATE UNIVERSITY**

## INVESTIGATION OF THE EFFECTIVENESS OF GUIDANCE PROCEDURES

Every student enrolled in the Foundations of Physical Education course conducted in the fall term of 1959 received guidance concerning appropriate selection of activities for their remaining terms in the required program for college women. Guidance cards indicating these choices were completed near the end of the Foundations course and have been reviewed periodically since.

A study is underway to determine how effective such guidance procedures were by examining the final results of course selections and other leisure time activities participated in within the past two years. The following questions are designed to aid in this investigation of the effectiveness of original group guidance techniques employed within the classes.

<b>Check Your Place of Residence</b>		<b>Michigan Resident</b> _____
	<b>Freshman</b>	<b>Sophomore</b>
<b>Dormitory</b>	_____	_____
<b>Sorority</b>	_____	_____
<b>Home</b>	_____	_____
<b>Room or Apt.</b>	_____	_____
		<b>Out of State</b> _____
		<b>City</b> _____ <b>State</b> _____
		<b>Age</b> _____ <b>Height</b> _____
		<b>Weight (initial)</b> _____
		<b>End of Fresh. Yr.</b> _____
		<b>End of Soph. Yr.</b> _____
		<b>Weight Gain or Loss</b> _____

**Studying for what type of career (e.g. teacher, engineer, nurse, uncertain, etc.)**

\_\_\_\_\_

## Introduction

The purpose of this study is to investigate the effects of the proposed system on the performance of the participants.

The study was conducted in a laboratory setting. The participants were divided into two groups: the control group and the experimental group. The control group used the standard system, while the experimental group used the proposed system. The performance of the participants was measured using a series of tasks. The results of the study are presented in the following sections.

The first section of the study is the literature review. This section discusses the previous research on the topic and identifies the gaps in the current knowledge. The second section is the methodology. This section describes the experimental design, the participants, and the tasks used in the study.

The third section is the results. This section presents the data collected from the study and discusses the findings. The fourth section is the conclusion. This section summarizes the results of the study and provides recommendations for future research.

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# COURSE SELECTIONS

Here are the courses you originally selected for two years.	Here are the reasons for selection.	Here are the courses you took that you had not originally planned.	Why or for what reason did you substitute this course? List all your reasons.
---	-------------------------------------	--	---

Term	Date			
W	1960	_____	_____	_____
S	1960	_____	_____	_____
F	1960	_____	_____	_____
W	1961	_____	_____	_____
S	1961	_____	_____	_____

## SKILL LEVELS

Here are the courses taken. Give careful thought and estimate your skill levels in the nearest way possible. Rating for such would be as follows: S - highly skilled or competent to play in organized competition; P - practical level of skill; N - novice level, some skill; B - beginner's level, just beginning, a little skill; Q - no skill.

Activity	Skill Level Before Course	Skill Level After Course	Do you feel <u>now</u> that you possess as much skill as you would like to in this activity?			Give the reason for your answer (Why you would like more or why you feel you have enough).
			Yes	Maybe	No	
W	1960	_____	_____	_____	_____	_____
S	1960	_____	_____	_____	_____	_____
F	1960	_____	_____	_____	_____	_____
W	1961	_____	_____	_____	_____	_____
S	1961	_____	_____	_____	_____	_____



FACTORS INFLUENCING COURSE SELECTIONS

To what extent did knowledge or consideration of these factors help you in selecting your physical education courses here at Michigan State University? Place an X in each column that you believe indicates the extent this factor helped you.

	Very Much	Much	Somewhat	Little	None
1. Figure Type	—	—	—	—	—
2. Contribution of specific courses to meeting your physical needs:					
strength status	—	—	—	—	—
endurance status	—	—	—	—	—
body control status (power, agility, accuracy)	—	—	—	—	—
weight status	—	—	—	—	—
3. Contribution of specific courses to meeting your emotional-social needs	—	—	—	—	—
4. Need for physical activity in your academic life	—	—	—	—	—
5. Present skill level in specific courses	—	—	—	—	—
6. Future career	—	—	—	—	—
7. Future place of residence	—	—	—	—	—

# LEISURE TIME ACTIVITIES

List five leisure time activities that you participated in most often during each term.  
Exclude regular physical education classes and walking to and from classes.

Activities	Approximately how many hours a week in each?	How long spent at one time in each?	With whom most often?	Where most often?	Reason for or why did you participate most often?	Do you desire more skill or do you have enough in this activity?
1 _____	1 2 3 4 5 6	15 1 45 1 1 2				
2 _____						
3 _____						
4 _____						
5 _____						
1 _____						
2 _____						
3 _____						
4 _____						
5 _____						
1 _____						
2 _____						
3 _____						
4 _____						
5 _____						

Winter  
1960

Spring  
1960

Summer  
1960



## Activities

**Approximately how many hours a week in each?**

**How long spent at one time in each?**

**With whom most often?**

**Where most often?**

**Reason for or why did you participate most often?**

Do you desire  
more skill or  
do you have  
enough in this  
activity?

1

2

3

7

5

**Fall 1960**

二

2

3

7

5

**Winter  
1961**

1

2

3

4

5

**Spring  
1961**





# BASIS FOR SELECTION OF COURSES

Here is a list of some other factors that may influence girls in taking physical education courses. Please rate each according to how you believe they influenced you. Place an X in each column that you believe indicates how much this factor influenced you.

	Very Much	Much	Somewhat	Little	None
1. Could wear street clothes for class	—	—	—	—	—
2. Had to dress in gym attire for class	—	—	—	—	—
3. Time of day	—	—	—	—	—
4. Location of class	—	—	—	—	—
5. Financial (need to buy equipment for class)	—	—	—	—	—
6. Registration difficulties	—	—	—	—	—
7. Weather (season)	—	—	—	—	—
8. Set of hair disturbed	—	—	—	—	—
9. Financial (had to pay extra fees)	—	—	—	—	—
10. Have to take shower	—	—	—	—	—
11. Coed class	—	—	—	—	—
12. All girls class	—	—	—	—	—
13. Friend taking it	—	—	—	—	—
14. Creativity	—	—	—	—	—
15. Enjoy vigorous activity class	—	—	—	—	—



(continued - basis for selection of courses:)

	Very Much	Much	Somewhat	Little	None
16. Enjoy mild activity class	_____	_____	_____	_____	_____
17. Familiar with the activity	_____	_____	_____	_____	_____
18. Interested in obtaining skill in this activity	_____	_____	_____	_____	_____
19. Desire to improve skill in this activity	_____	_____	_____	_____	_____
20. Improve figure condition	_____	_____	_____	_____	_____
21. Have change of pace in curriculum	_____	_____	_____	_____	_____
22. Present health status	_____	_____	_____	_____	_____
23. Figure type	_____	_____	_____	_____	_____
24. Possible grade	_____	_____	_____	_____	_____
25. Future occupation - career	_____	_____	_____	_____	_____
26. Future residence (location)	_____	_____	_____	_____	_____
27. Future homemaker	_____	_____	_____	_____	_____
List below any other factors that might have influenced you	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____



GENERAL SECTION

1. What other activity courses do you think should be in the physical education curriculum? Please list and indicate the reasons you believe they should be included in the University program.

Activities	Reason for Inclusion
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Do you plan to elect and enroll in any physical education courses during your junior and senior year here at Michigan State University? If so, please list and indicate your reasons.

Act. in Jr. Year	Reason for taking	Act. in Sr. Year	Reason for taking
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. What influenced you the most in selecting your physical education activities? List three of the most influential factors that applies to you personally.



4. What would you recommend to improve the techniques of guidance used in aiding you personally in selecting activity courses?
5. What specific physical activities do you think girls should have a practical level of skill in when they graduate from this University? Explain why you believe they should have these.



APPENDIX C--TABLE CODE FOR RESPONSES

## TABLE CODE FOR QUESTIONNAIRE RESPONSES

Place of Residence

1. Dorm
2. Sorority
3. Home
4. Room or Apartment

Home Residence

1. Michigan
2. Ohio
3. Illinois
4. Washington, D. C.
5. Indiana
6. W. Africa
7. New York
8. Pennsylvania
9. Quebec
10. Connecticut

Age

Indicate Years

Weight

Gain--indicate no.  
Loss--indicate no.

## ACTIVITY CODE

1. Adapted Physical Education
2. Archery (Field)
3. Archery (Target)
4. Badminton
5. Basketball
6. Bowling
7. Canoeing
8. Dance-- contemporary
9.               folk
10.             social
11.             square
12.             tap
13. Developmental Activities
14. Fencing
15. Field Hockey
16. Fly and Bait Casting
17. Foundations of Physical Education
18. Golf
19. Gymnastics
20. Horseback Riding
21. Hunter Safety
22. Ice Skating (advanced)
23. Leisure Time Activities (ping pong)
24. Poise, grace, posture (good)
25. Sailing
26. Skiing--water and snow
27. Softball
28. Spectatorship--knowledge of major sports
29. Swedish Gymnastics--figure control and improvement;  
      exercises for general physical fitness; sound  
      conditioned body, physical conditioning exercises.
30. Swimming--beginning
31.             intermediate
32.             advanced
33.             life saving
34.             diving
35.             synchronized
36.             water safety instructor
37. Team Sports--spring; lacrosse
38. Tennis
39. Volleyball
40. Not necessary to have skill; none specifically
41. Depends upon individual; only activity they enjoy
42. All activities; various; well-rounded
43. One sport
44. Camp counseling
45. Soccer
47. Physical Fitness

Reasons (for originally taking course)

1. NS -- new skill
2. IS -- improve skill
3. PC -- physical condition

## REASONS FOR SUBSTITUTIONS

1. Registration

closed sections  
 registered late  
 convenient time  
 schedule conflict; changed mind  
 course not offered in particular term; not scheduled  
 planned but taken in different order--already took  
 planned course

2. Course Requirements

- a) course content and outside work
- b) expensive
- c) lack of equipment
- d) season and wet hair
- e) facility location too far

3. Beneficial to Individual

- a) for major or job; certification
- b) physical condition (figure)  
 health reasons
- c) more beneficial than course originally planned  
 extra credit  
 raise academic average  
 had to repeat

4. Acquisition of Skill and Personal Interest

new course  
 new skill  
 new interest  
 desire to improve skill  
 previously enjoyed before enrollment  
 enjoyed previous course in same area

5. Influence of Contemporaries

friends taking it  
 parental force  
 unfavorable reports of course and instructor  
 favorable reports of course and instructor

## SKILL LEVEL

- 1.....S    highly skilled or competent to play in  
                         organized competition
- 2.....P    practical level of skill
- 3.....N    novice level
- 4.....B    beginner's level
- 5.....O    no skill

## SKILL POSSESSION

- 1.....Yes
- 2.....Maybe
- No

## FACTORS INFLUENCING COURSE SELECTIONS

- 1.   Very much
- 2.   Much
- 3.   Somewhat
- 4.   Little
- 5.   None

REASONS---YES BELIEVE THEY HAVE ENOUGH SKILL IN ACTIVITY1. Social--Emotional and Recreational Needs

social reasons; adequate for  
entertainment  
interest; meets it; enjoyment  
serves purpose  
feel confident playing; acquired it  
enough for own needs; participation

2. Skill Level

can perform adequately; sufficient skill and knowledge  
reached skill level capacity  
competition participant  
easy activity  
skill not necessary only knowledge  
made great improvement  
experience and achievement in activity  
constant practice  
good instruction

3. Physical Needs

use for exercising  
participate frequently; maintain activity  
don't participate frequently  
lack of facilities

4. Negative Attitude Toward Activity

no interest; didn't like it  
wasted course  
dislike of instructor

5. Future Use

adequate to teach  
no future use

REASONS---MAYBE, NO BELIEVE THEY DON'T HAVE ENOUGH SKILL1. Social-Emotional and Recreational Needs

to compete with friends  
enjoyable; fun; pleasure  
personal satisfaction; not enough  
no interest  
challenge  
acquired confidence  
uneasy feeling; lack of confidence  
relaxation  
social reason and recreational popularity  
environmental  
more fun when skilled  
more for safety  
enjoyed class

2. Skill Level

desire to perform well; lack of skill and knowledge  
acquire more; practical level of skill  
desire to improve; room for  
need practice; more time  
no possible application of skill  
learn variation  
no previous experience

3. Physical Needs

physical fitness; condition; maintenance; flexibility  
endurance  
exercise  
health factor

4. Course Failings

not enough individual help--instructional methods  
not enough time to develop skill; not enough accomplished  
no class instruction; no improvement  
unqualified to teach  
too large a class

5. Future Use

question future use  
aid to career and job  
desire to use for future  
to teach

## LEISURE TIME ACTIVITIES PARTICIPATED IN

1. Acrobatic club; trampoline; tumbling
2. Archery
3. Badminton
4. Basketball
5. Bicycling
6. Boating: canoeing  
sailing  
rowing
7. Conditioning exercises
8. Dancing (ballet)
9. Fencing
10. Fishing--ice
11. Gardening: fruit picking  
hauling rock  
hoeing
12. Golf; miniature
13. Hiking; walking; running
14. Horseback Riding
15. Hunting; shooting (skeet and trap)
16. Ice Skating
17. Leisure Time Activities: card playing  
games  
kite flying  
ping pong  
playing piano  
reading  
singing  
spectator  
cracking bullwhip
18. Roller Skating
19. Snow Activities (winter activities)  
skiing; sleding; sliding; snow frolicing, tobogganing
20. Social Functions
21. Softball; baseball
22. Swimming: diving  
life saving  
skin diving  
synchronized
23. Tennis
24. Touch Football
25. Water Skiing
26. Bowling
27. Volleyball



## ACTIVITIES DONE WITH WHOM MOST OFTEN

1. Friends

friend  
anyone  
girl friend  
camp staff  
campers  
roommate  
members of dorm

2. Sorority Team3. Date

coed group  
boy friend  
fiance

4. Club Group

church  
ski  
sailing  
dancing class--ballet

5. Family Members

parents  
brother  
sister  
father  
relative  
nephews

6. Self

## ACTIVITIES DONE WHERE THE MOST OFTEN

1. Place of Residence (off campus)

home  
bed  
camp  
cottage  
friend's

2. M. S. U. Campus Facilities and Residences

dorm; i.e., room and outside  
demon. hall  
golf course  
ice rink  
Jenison  
Landon field  
classes  
sorority house  
Men's I.M.  
pool  
tennis courts  
Union Building (alleys)  
Women's I.M. (gymnasium)

3. Off Campus Facilities (commercial)

ranch  
resort  
country club  
ski resort areas  
dance studio

4. Off Campus in Community and Groups

church  
city, i.e., Lansing, Chicago  
sports club  
social functions (i.e., parties, frat.)  
to town  
to work  
neighborhood  
dance--social, square

5. Outdoor Environment Off Campus

lake; river; creek; ocean; beach  
off boat  
woods; hills; mountains  
parks  
country

REASON FOR OR WHY DID YOU PARTICIPATE MOST OFTEN IN THESE  
ACTIVITIES

1. Social-Emotional and Recreational Reasons

interest of friends; companionship  
date; meet new people  
study break; class preparation; to think  
recreation  
fun; pleasure; enjoyment; excitement  
tan

2. Skill Level

acquire skill  
improve skill  
practice  
equipment available

3. Physical Needs

exercise; physical fitness and condition; endurance  
figure; weight control  
activity  
necessary  
to get somewhere (i.e., outdoors, home)  
transportation

4. Competition

intramurals  
fun and support dorm or sorority team  
league

5. Future Occupational Benefits

money  
instructor  
camp counselor job

DO YOU DESIRE MORE SKILL OR DO YOU HAVE ENOUGH IN THIS ACTIVITY?

1. More
2. Enough

COURSES THAT SHOULD BE BUT NOW ARE NOT INCLUDED IN THE  
PHYSICAL EDUCATION PROGRAM AT MICHIGAN STATE UNIVERSITY

1. None; adequate; well-rounded program
2. Advanced Swedish Gymnastics
3. Advanced Dancing
4. Advanced Bowling
5. Bicycle Riding
6. Bridge and Knitting
7. Camping
8. Elementary Ice Skaing
9. Dance; ballet
10. Dance; modern jazz
11. Horse Back Riding
12. Modeling; class--poise
13. More of popular classes
14. More Gymnastics and Apparatus; tumbling and  
acrobatics; trampoline
15. More theory--cont. of Foundations of Physical  
Education
16. More Lacrosse and Soccer
17. Personal Weight Reduction; figure trimmer
18. Roller skating
19. Sailing
20. Skiing--water and snow
21. Touch Football
22. Track and Field
23. Wrestling

REASONS TO INCLUDE ACTIVITIES THAT ARE NOT NOW IN THE PHYSICAL  
EDUCATION PROGRAM AT MICHIGAN STATE UNIVERSITY

1. Social-Emotional and Recreational Needs

relaxation  
activity interest of many on campus; popularity  
challenge  
fun; pleasure; enjoyment  
appreciation of environment

2. Skill Level

improve and perfect skill  
learn skill  
knowledge; understanding

3. Physical Needs

physical condition; fitness; agility; movement  
poise and polish

4. Improve Present Course Conditions

present course not adequate; too fast  
in place of adapted physical education  
courses not scheduled in right terms and not enough  
of each  
only for majors  
available facilities

5. Future Use

carry-over value  
job preparation

REASONS FOR TAKING COURSES AFTER COMPLETION OF TWO-YEAR  
REQUIREMENT AT MICHIGAN STATE UNIVERSITY

1. Social-Emotional and Recreational Needs

relaxation  
interest; enjoyment  
to hunt

2. Skill Level

to learn new skill  
to improve skill

3. Physical Needs

physical condition; fitness; activity; endurance  
exercise  
weight loss

4. Registration

need the credit  
unable to take before the Junior year

5. Future Use

certification  
job  
knowledge for future use

INFLUENTIAL FACTORS AFFECTING THE SELECTION OF COURSES  
WITHIN THE TWO-YEAR REQUIREMENT

1. Social-Emotional and Recreational Needs

social pressure  
to make new friends  
coed sections  
relaxation  
release of tension  
interest; like of activity  
enjoyment; fun; satisfaction derived

2. Skill Level

to learn skill  
to improve skill  
to acquire more knowledge of activity; derive benefits  
previous individual skill possessed  
previous experience; familiarity; ability

3. Physical Needs

physical fitness; condition; exercise; endurance  
active activity  
improve posture and general appearance  
to lose weight; figure correction; diet control

4. Course Benefits and Requirements

time and place offered; season  
changing clothes; costume required  
possible grade; acquisition of  
friend's recommendations  
friends taking it  
liked instructor; and class type  
possession of necessary equipment

5. Future Use

carry-over values  
aid to minor  
job  
consideration of minor

6. Registration

difficulties; schedule that fit in  
required

## RECOMMENDATIONS FOR IMPROVEMENT OF GUIDANCE TECHNIQUES

1. No suggestions.
2. Adequate guidance obtained.
3. No guidance ever given by instructor.
4. No guidance is necessary; people know what they want; leave it up to individual.
5. Offer more sections of popular courses and eliminate some others.
6. Offer popular courses over greater time range at registration.
7. Improve registration; makes guidance efforts futile.
8. Devise pre-enrollment plan.
9. Substitute winter swim classes with others.
10. Make for Freshmen--general orientation booklet or outline with course descriptions.
11. Better explanation of course contents.
12. More personal student-instructor relationship; individual interest in student and treat as just a number. Spend more time and guide more as individuals and in activities to meet individual problems and interests.
13. Individual conference to aid in selection or small group conferences.
14. Better guidance in use of activities to meet particular interests, i.e., career, future location, later life. How to select beneficial exercises for later life; use films and group discussions.
15. Indicate values derived from well-rounded program of activities--give encouragement and indicate the pleasure and benefits to be acquired.
16. More assistance in determining own skill level in various activities.
17. Opportunity to try various skills before selection.
18. Spend longer time on guidance in Foundations and visit various classes to have ideas of what is included in the various courses.
19. Distribute guidance cards at the end of every term.
20. Change grading procedure.



PHYSICAL ACTIVITIES ONE SHOULD HAVE A PRACTICAL LEVEL  
OF SKILL IN UPON GRADUATION

Refer to original activity code.

REASONS WHY ONE SHOULD HAVE A PRACTICAL LEVEL OF SKILL  
IN ACTIVITIES

1. Social-Emotional and Recreational Needs

relaxation  
sound mental state  
enjoyment; for role as spectator  
need all-around education; be well-rounded  
to meet interests and abilities (now and for future)  
popular recreational; leisure time activity; with friends

2. Skill Level

knowledge

3. Physical Needs

keep physically fit; trim; good health; physical  
condition; control--improvement  
figure  
knowledge of self and ability to correct and maintain  
exercise  
poise, confidence, appearance

4. None Stated

5. Future Use

carry-over value; value at any age; recreational benefits  
for lifetime  
good family activity; participate with children  
to teach own children  
safety of self and others  
competition

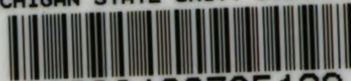
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