AN INVESTIGATION OF THE INTRAMURAL PROGRAM AS RELATED TO MARRIED MALE STUDENTS LIVING IN UNIVERSITY HOUSING

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY

Dale Eugene Phelps

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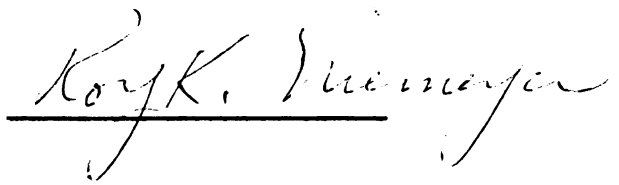
By

Dale Eugene Phelps

AN ABSTRACT OF A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Approved 

Department of Health, Physical Education and Recreation

1962

ABSTRACT

AN INVESTIGATION OF THE INTRAMURAL PROGRAM AS RELATED TO MARRIED MALE STUDENTS LIVING IN UNIVERSITY HOUSING

by Dale Eugene Phelps

This thesis was an investigation of the intramural program as related to married male students, living in university housing.

The problem was selected because of a need for information on married students concerning intramural participation and reasons for their absence in the intramural program.

A random sample of ten per cent of students living in married housing was procured. The 192 subjects were analyzed on the basis of selected high school, armed services, and Michigan State University experiences.

Information was collected from various university offices, student directory and a questionnaire.

Twenty-eight subjects (14.58 per cent) were active in the intramural program. The investigation showed a direct relationship between the number of skills and intramural

participation. The number of hours of exercise per week and intramural athletics were related. The number of skills and hours of exercise were also directly related.

More students with no children or one child participated in intramurals than did those with two or more children. Seniors participated in intramurals significantly more than all other classes.

Participants in high school physical education and/or athletics were more inclined to exercise four or more hours per week than those without similar experiences.

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The writer is especially grateful to Dr. Roy K. Niemeyer, who assisted in the planning and preparation of this thesis.

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To the many subjects, who cooperated in completing the questionnaires, the writer is deeply appreciative.

Finally, the writer wishes to acknowledge a debt to his wife, Dolores.

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

The student body of our colleges and universities has changed considerably in the last few years. For example, at the conclusion of World War II, the student body became interspersed with veterans. These students were several years older than the average college students and many were married.

The housing situation for these married students was very critical and consequently many colleges responded by erecting housing developments for these people to reside in while they were enrolled in school.

Michigan State University had an influx of these students and, therefore, erected barracks as their first married housing development. Since then, the university has financed and built three large housing developments. These brick apartments are one and two bedroom type to accommodate those married students who wish to live close to the campus.

A number of veterans are still present in the student body today but the trend of being married and attending an institution of higher education has spread to nonveteran

members of the student body and this group is steadily increasing.

Mueller indicates that in the State of Indiana the eleven state universities with a total of 160,000 students had twenty-one per cent married students in 1955, and expect up to twenty-five per cent in 1965. (11:p 29)

According to Donald E. Sabrosky, Assistant to the Registrar at Michigan State University, the Fall Term, 1961 enrollment at the East Lansing Campus was 22,724 students of which 4,904 were married. Approximately 2,145 of these married students lived in the three housing developments previously mentioned.

I. THE PROBLEM

Statement of the problem. To progress with an expanding university, the intramural department has conducted several studies to analyze and further improve the existing program. "A Study of Criteria Used in the Selection, Training, and Supervision of University Students as Intramural Officials," (14) and a "Summary of Injury Report and Record System for Michigan State University Touch Football 1961," (17) are two fairly recent and important pieces of work done.

Another item of great concern to the writer and the

department was the fact that very few married students living in married housing areas were involved in any of the intramural team events scheduled in the independent league and in the individual events or all-university events. Therefore, the purpose of this study was to investigate the Intramural Program at Michigan State University as related to the married male students living in university housing.

Importance of the study. The intramural department was interested in extending their services to all of the students and not just those who happened to live in a dormitory, cooperative, fraternity or other types of highly organised, closeknit housing units.

The question then arose, were the students from married housing participating in the organized intramural program or were they utilizing the intramural building on an informal basis? You could pursue this a step further and ask whether or not these people were actually aware of the many opportunities available to them through the use of these facilities.

Efforts were made to inform students of the intramural program, but it is conceivable that some married students may not have been financially able to take

three days off from summer employment to attend the special summer orientation clinic. It is also possible that some were veterans, transfer students, or over twenty-five years of age, any of which would make the Foundations of Physical Education and the Instructional Courses in Physical Education optional. Consequently, these people may have missed these means of orientation to the intramural building and its program.

Tnree years of residence in a dormitory at Michigan State University has left the writer with a strong respect for proper orientation to a university. Dormitory life enables the student to become aware of the variety of activities and services available.

The values derived from participation in intramurals are very evident in the active dormitory program. These values, derived from participation, build enthusiasm and unity within the living unit which carry over into all of the dormitory activities.

Spontaneous play appears to be prevalent to some degree in both the dormitory and in married housing, yet the dormitory appears to be more organized and has several teams and many participants representing the living unit in organized intramural play while the married housing units

are barely represented in the same program.

How much is actually known about these married students who make up almost twenty-two per cent of the student body? Are they being oriented to the various phases of college life through the established orientation programs? Do these people enter Michigan State University as freshmen? What portion of the married students are underclassmen? The answers to these and other questions would help in improving the intramural program.

A survey has been conducted on all undergraduates dealing with their intramural participation. Unanswered are questions such as these, what is the per cent of participation in intramurals among married students living in married housing? Are the married students interested in more of a corecreational program? Are married students active in recreational activities even though they have many more responsibilities?

Limitations of the study.

1. This study is limited to the 2,145 married male students living in university housing.
2. A random sample of ten per cent of this number was taken.
3. The participation in intramural athletics was

limited to one school year, Fall, 1961 to Spring, 1962 inclusive.

4. Much of the information was obtained from the Dean of Students Office, Office of the Registrar, Married Housing Office, Intramural Department and Student Directory.
5. Some of the information comes from a questionnaire and will therefore be subject to the limitations of this tool.

II. DEFINITIONS OF TERMS USED

Intramural director. The intramural director is a full time staff member responsible for the organization and administration on the intramural program and building.

Intramural program. The intramural program consists of the various scheduled activities under the direct supervision of the intramural director. A complete list of activities is available in the Handbook of Intramural Sports, 1961-62. (3:pp 10-11)

Orientation programs. The orientation programs consist of the Three Day Summer Counseling Clinic, Orientation Week and the Dormitory Orientation Program.

Foundations of physical education. The Foundations of Physical Education class is a course offered to all first term freshmen. In it an attempt is made to acquaint the students with the why and the how of exercise and physical education. Also the student is introduced to the various types of activities available and counsel is given him as to the types of activities for which he is best adapted.

Instructional classes in physical education. These classes are commonly referred to as service courses or the basic activities classes offered by the Physical Education Department. These activities include individual, dual and team types for men only or on a coeducational basis.

Married housing. Married housing consists of the 2,200 apartments in Cherry Lane, University Village and Spartan Village for married students.

Participation. The subject stated on the questionnaire that he was a participant in a specific sport. The writer then verified this information by checking the team rosters and game sheets in the intramural office. If the information was verified, the subject was considered a participant.

Commuter. A commuter student is defined as one who resides at home in the Lansing or East Lansing area and drives to and from the university each day.

Cooperative housing. Cooperative housing is off campus housing units in which a group of men live and also work and consequently may pay less for their board and room than those who live in the dormitory.

Off campus housing. This term is define as housing which is not on the campus of the university and is not university married housing, fraternity or cooperative housing.

Corecreational activities. These activities are such that both men and women participate in the same contest. The corecreational activities that are mentioned in the study are badminton, square dancing, swimming, table tennis, tennis and volleyball.

Organized activity. An organized activity is any activity that is scheduled and supervised by the intramural department.

Unorganized activity. An unorganized activity is any activity that is informal or is started or organized by the individual participants.

Full time employment. If the individual has worked thirty-one hours or more per week he is considered as having full time employment.

Part time employment. Part time employment is when

the individual is employed thirty hours or less per week.

III. ORGANIZATION OF REMAINDER OF THE THESIS

The remainder of the thesis will consist of a review of the literature, an explanation of the method of procedure, the results of the study, a summary of the data, conclusions drawn from the findings and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

There are many evidences of the acceptance of intramural sports in the educational programs of our colleges and universities. The Report of the Educational Policies Commission in 1944 recognized the contribution of intramural sports in the following statement:

> "Intramural activities, as an integral part of the physical education program, offer a means of developing a variety of recreational interests, and skills of providing a wealth of powerfully motivated socializing experiences, and of building desirable attitudes of cooperation, sportsmanship and respect for other persons." (7:p 113)

Since 1944, much research and promotion has been done to enlighten the people as to the values of the program.

Further acceptance of the program is noted by the erection of large buildings solely for the use of intramural athletics at Purdue University, University of Michigan and Michigan State University in the Big Ten Conference alone.

The intramural philosophy, as determined by the Washington Conference of College Intramurals, is based on the concept that, "students should have freedom of choice, equality of opportunity, and responsibility for sharing in planning, supervision and administering the program." (4:p 10)

This philosophy is very prevalent at Michigan State University. In addition to the above statement, the Intramural Director, Dr. Harris F. Beeman, feels that, "The program in the truest sense of the word is a service to the students attending the university. It is established for them and should be utilized by them."

To give the reader a better idea as to the number of teams that take part in the intramural program, according to the Handbook of Intramural Sports 1961-62, there were 145 teams and a total of 2,813 participants who took part in the touch football program in the Fall of 1960, (3:p 23) 151 teams were included in the basketball program in the Winter term of 1961, (3:p 39) and 135 teams participated in the Spring, 1961 softball schedule. (3:p 51)

These team sports listed above had the greatest number of participants per season but there were many other team and individual events scheduled for each term.

According to the Intramural Handbook there was an average of fifteen different events offered each term which were open to students not affiliated with a dormitory of fraternity. (3:pp 10-11)

Brookover, Smith and Conrad indicated in their investigation that thirty-eight per cent of the male undergraduates were engaged in an average of two and one-half intramural activities each year. (13:p 10)

There was no information available as to the per cent of married students involved in intramurals. The average was obviously lower than that of the male undergraduates.

How are we missing these people? What are the possibilities of a corecreational program for the married students? According to W. F. Meredith,

> "Our coeducational institutions can provide for activities for mixed groups of men and women. Out of such classes should emerge a program of intramural sports and corecreation which will provide opportunities for men and women to participate in programs of mutual interest and value under conditions which are normal and wholesome and add to the proper use of leisure time." (9:p 141)

Coeducational classes were first initiated at Michigan State University in 1955, according to Dr. John A. Friedrich, Director of the Instructional

Classes in Physical Education. These initial classes have been very successful and additional classes have been added to the program.

A corecreational program can be forthcoming from these mixed activities classes.

The transition from high school to college is a very important and critical time for students. Many of the colleges and universities have developed a plan of orienting these people in the summer, a month or more previous to their actual enrollment in course work.

Michigan State University has been one of the leaders in this area and has established a three day orientation clinic for incoming freshmen.

The summer clinic has been growing steadily and has been well accepted by the students. According to Mr. Thomas Goodrich, Clinic Director, "Approximately seventy-five per cent of the incoming freshmen attend the summer orientation clinic at Michigan State University."

Mr. Goodrich further stated,

> "In the summer of 1961, a similar orientation program was introduced for transfer students and/or graduate students. Six hundred, or approximately one-third, of the incoming transfer students attended this clinic in its first year."

What are some of the college administrators views on married students?

Some college deans oppose married undergraduates. Wellesley felt, "They made no contribution to campus life or extracurricular enthusiasm, and in that sense, no contribution to the education of their classmates." (10: p 51)

The University of Alaska states that

> "There is considerable evidence that the benefits of a college education are affected by marriage during the undergraduate years. The married student is more likely to recognize the importance of employing his time, his talent and his energy." (10:p 50)

The survey was summarized by these statements,

> "The steady rise in undergraduate marriages indicates that they were not just GI expedient. While the number has not yet reached unmanageable proportions, it is requiring that they provide special residence quarters and change campus restrictions. In time, their numbers may significantly change traditional American campus life." (10:p 51)

One other review that may be of interest to the reader is a study by Jack Keogh of the University of California. The study deals with non athletes with high motor abilities. The subjects observed and interviewed had tremendous family stability. Socially, they preferred and were active only in small groups. A personal observation by Keogh was the the subjects were reserved, and socially

nonaggressive, but self-confident, preferring small social groups. He further stated that, "All of this indicated a purposeful group of subjects who apparently felt no personal 'need' for physical activity nor for the related social values." (8:pp 43-44)

CHAPTER III

METHOD OF PROCEDURE FOR COLLECTING DATA

The entire method of procedure for the collecting of data was worked out in detail during the Summer of 1961. The study began in the Fall of 1961 and continued through the entire school year and concluded with the Spring of 1962.

A total list of all married students living in university housing was found in the married housing office. This list was not for public use, but Mr. Lamphear, Manager of Married Housing, was very helpful and allowed the writer to choose the random sample of subjects from this file. A random table of numbers as found in Walker and Lev (6) was used and a ten per cent sample of 2,145 married students of 215 subject was obtained from this file.

The subject must have been in married housing on or before October 1, 1961. No name was used that had a

faculty tag. Three subjects were women and they too had to be withdrawn from the sample and another name taken instead.

The subjects were then alphabetized and given a number ranging from one to two hundred and fifteen. These names and numbers were placed on IBM data sheets and information about the subject was then coded and recorded on these sheets.

The married housing office was the only office on campus where records of the number of children the student had was recorded and available. This information was of interest to the investigator and was used later in the study.

The intramural department was a primary source of information. Therefore, the writer checked with the director to be sure that the files, team rosters and individual sign-up sheets and actual tournament results and score cards could be procured. The director stated that they would keep all of the above information for the entire year so that it would be available for the tabulation in the Summer of 1962.

The writer tabulated this intramural participation in the following manner. The IBM data sheets were lined up and taped to a card table. A T-square was used to line up the

rows and a large 30-60° triangle was used to line up the columns so that the information was placed in the correct space. If the subject indicated on the questionnaire that he was a participant in a particular organized activity sponsored by the intramural department a perpendicular line was drawn through the box under the activity listed, opposite the subject's name.

After the returns were in, the team rosters for all of the teams participating in the independent league were then gone through a name at a time. The names on the IBM tally sheets were easy to find because they were alphabetized and the perpendicular lines for the individual activities were already drawn. If one of the subjects name was found on the team roster, then a horizontal line was drawn through the appropriate box. A combination of the two showed up as a plus sign and indicated that the subject said on the questionnaire that he participated in a particular sport and his name was found on the roster or game sheet of a team entered in that sport. This gave him full credit for participation.

In some cases, the name of a subject appeared on team roster, therefore, a minus sign was made. If the subject did not indicate playing in that particular sport

on the questionnaire the information was left as a minus. He then was classified as a non participant for that particular sport.

In some instances, the perpendicular line was drawn, but the name could not be found on the team roster. In these cases, the writer called the subject on the telephone to verify the fact that he did participate on a team or in a sport and the name of the team was also obtained at that time. Then the name could be found very readily. These subjects may have been in an open or fraternity league.

In a few cases the subject had participated on a team in previous years and the perpendicular line was withdrawn and the subject was listed as a non participant for that sport.

In a couple of cases, the subject had been active in a sport or activity in an informal basis or on his own. This person was also reclassified as a non participant in terms of the organized intramural program.

This was a very time consuming task, but it was done exactly as stated above because the gathering of information on participation or non participation was one of the primary reasons for doing the investigation.

The Dean of Students Office had an IBM card filled out by all students during registration each term and permission was obtained from Dr. John Truitt, Dean of Men, to use the files if further information was required.

The Student Directory is published each fall and a complete list of students was available in this book. The directory was used to obtain the curriculum, year in school or the program, that the subject was currently enrolled in.

All of the listed sources above were used to find out additional information about the subject that was not included in the questionnaire.

A questionnaire was developed in the Summer, 1961, and a sample of this form was personally given to fifteen subjects. The form was answered by the subjects and then a critical analysis of each question followed. Such things as terminology, wording of sentences, and additional information excluded from the trial form were discussed individually with the subjects.

Graduate students, foreign students as well as underclassmen had constructive criticism and ideas to improve the questionnaire.

The questionnaire was then reworked and the final print (Appendix A, page 67) was not forthcoming until March, 1962.

The cover letter (Appendix, page 65) and questionnaire were sent to 215 subjects on May 1, 1962, returns were received from 127. A reminder letter (Appendix, page 73) and second questionnaire were mailed May 23 to the eighty-eight remaining subjects. By June 6, forty-seven additional questionnaires were received making a total of 174 returns. A third note (Appendix, page 75) and/or personal contact was made on June 6, with the forty-one remaining subjects, nineteen additional returns were received. One of the questionnaires was anonymous and could not be traced to the sender, therefore, could not be used.

The data from these various sources were recorded on IBM tally sheets. Questions from the questionnaire that were answered by a yes or a no, were recorded as a one or a two, respectively. Question number seven was given eleven columns and if the subject indicated that he had received a varsity or junior varsity award in a specific sport, an "X" was recorded in the correct column opposite his name.

Question thirteen was appropriated twenty-seven columns and a plus was recorded if they were given full credit for participation.

Question number eighteen was recorded with the word organized being tallied as one and unorganized was awarded a two.

Question nineteen was tabulated in terms of the number of activities that the subjects felt proficient in and enjoyed.

Question twenty was coded with the answer none, indicated by a zero, answers one through five were answered as one through five, six to ten hours were recorded as a six, eleven or more hours were recorded as a seven, and one-half hour was tallied as the number eight.

Question twenty-five dealing with housing was given three columns as there were as many as three answers checked by some subjects. The numbers awarded were the same as the listing on the questionnaire.

There was an attempt to group the responses for question twenty-five but there were many combinations which made a grouping impossible.

The major course of study and the year in school for each subject was recorded according to the code found in

the front of the student directory.

All of the above information was then punched on IBM cards to expediate the counting and sorting of the different groups.

The other information available on each subject was tabulated by hand and will also be considered later in the study.

The questionnaire was validated by sending a second and identical questionnaire to fifteen of the original subjects and then comparing the answers on the first with the answers on the second form.

The statistical technique employed for the analysis of data and comparisons was Chi square.

Chi square statistical technique was used to determine relationships between the following:

1. Intramural program in high school and Michigan State University intramural participation.

2. Participation in intramurals in high school and Michigan State University intramural participation.

3. Participation in high school physical education classes and Michigan State University intramural participation

4. Member of a high school athletic team and Michigan

State University intramural participation.

5. Junior varsity or varsity athletic award in high school and Michigan State University intramural participation.

6. Junior varsity or varsity football athletic award in high school and Michigan State University intramural football participation.

7. Junior varsity or varsity basketball athletic award in high school and Michigan State University intramural basketball participation.

8. Junior varsity or varsity baseball athletic award in high school and Michigan State University intramural softball participation.

9. Entering Michigan State University as a first term freshman and Michigan State University intramural participation.

10. Three Day Summer Orientation Clinic and Michigan State University intramural participation.

11. Foundations of Physical Education Class and Michigan State University intramural participation.

12. Physical education classes at Michigan State University and Michigan State University intramural participation.

13. Course of study at Michigan State University and Michigan State University intramural participation.

14. The year in school of the subject and Michigan State University intramural participation.

15. The number of children of the college student and Michigan State University intramural participation.

16. Previous housing at Michigan State University and Michigan State University intramural participation.

17. The number of recreational activities which the subject enjoys and feels proficient in and Michigan State University intramural participation.

18. Preference of participation in organized and scheduled activity and unorganized and spontaneous activity and Michigan State University intramural participation.

19. The number of hours of exercise per week and Michigan State University intramural participation.

20. Previous armed service experience and Michigan State University intramural participation.

21. The number of hours per week that the subject spends engaged in exercise and participation in high school intramurals.

22. The number of hours per week that the subject spends engaged in exercise and participation in physical

education in high school.

23. The number of hours per week that the subject spends engaged in exercise and junior varsity and/or varsity athletic awards in high school.

24. The number of hours per week that the subject spends engaged in exercise and the number of sports participated in in high school.

25. The number of hours per week that the subject spends engaged in exercise and Foundations of Physical Education Class at Michigan State University.

26. The number of hours per week that the student spends engaged in exercise and past or present physical education classes at Michigan State University.

27. The number of hours per week that the subject spends engaged in exercise and the year in school of the subject.

28. The number of hours per week that the subject spends engaged in exercise and previous armed service experience.

29. The number of hours per week that the subject spends engaged in exercise and the number of recreational activities which the subject enjoys and feels proficient in.

CHAPTER IV

RESULTS

The response to the questionnaire was very gratifying. The four pages were completed with few exceptions and even the write-in questions showed good reception.

The response to the questionnaire was as follows:

Total Number of questionnaires sent . .	215
Number Returned	193
Per cent of questionnaires returned . .	90

One questionnaire was anonymous and was not used. Therefore, the total number of subjects will be referred to as 192.

There were only twenty-eight subjects (14.58 per cent) who were participants in the 1961-62 intramural program. These twenty-eight subjects were involved in a total of forty-eight activities or an average of one and seven tenths (1.7) activities per subject.

They participated in the program for a variety of reasons. Table I includes a ranking of the reasons for participation and the total number of responses for each.

TABLE I

PARTICIPANTS AND REASONS FOR PARTICIPATION IN INTRAMURAL ATHLETICS

Rank	Reasons for Participation	Number of Responses
1.	Enjoyed the competition	24
2.	Interest	21
3.	Physical conditioning	19
4.	Relaxation	12
5.	Recognition derived from participation	4
6.	Provided an opportunity to get out of the house	4
7.	Material awards, i.e., jackets and medals given for all-university champion and runner-up	3
8.	Weight control	2
9.	Fraternity pressure	1
10.	Meet new people	1

The statistical technique for analysis of data was chi square. Henceforth, chi square will be referred to on various tables as "X^2", and probability will be indicated by a "P". A total of twenty-nine different comparisons were made, nine of these were significant at the five per cent level of probability or better. A comprehensive listing of these comparisons and probabilities occurs in Table II.

The first eight comparisons from Table II relate to the high school experiences of the subjects and Michigan State University intramural participation. There appears to be very little relationship between the high school experiences listed and university intramural participation, with one exception. Baseball award winners in high school participated significantly more in intramural softball than non baseball players, however, the total number of participants (nine) was very small and little value can be placed on this finding.

Selected experiences at Michigan State University were next compared with intramural participation to determine if these factors influenced the student toward intramurals.

The number of students who attended the Three Day Summer Orientation Clinic was far below the stated average

TABLE II

SUMMARY OF CHI SQUARE ANALYSISES
AND PROBABILITIES

	Comparison	X^2	P
1.	Intramural program in high school and M. S. U. intramural participation	0.97	.50
2.	Intramural participation in high school and M. S. U. intramural participation	0.113	.80
3.	Participation in High School physical education and M. S. U. intramural participation	0.157	.70
4.	High School athletic team and M. S. U. intramural participation	2.01	.20
5.	Athletic award in high school and M. S. U. intramural participation	0.91	.50
6.	Football in high school and M. S. U. intramural football	1.82	.20
7.	Basketball in high school and M. S. U. intramural basketball	1.36	.30
8.	Baseball in high school and M. S. U. intramural softball	4.18	.05*
9.	M. S. U. as freshmen and M. S. U. intramural participation	0.21	.70

*Significant at five per cent or better

TABLE II (Continued)

	Comparison	X^2	P
10.	Orientation clinic and M. S. U. intramural participation	0.135	.80
11.	Foundations of Physical Education and M. S. U. intramural participation	0.08	.80
12.	Physical Education at M. S. U. and M. S. U. intramural participation	0.68	.50
13.	Course of study at M. S. U. and M. S. U. intramural participation	11.64	.30
14.	Year in school and M. S. U. intramural participation	6.43	.02*
15.	Number of children and M. S. U. intramural participation	5.23	.05*
16.	Previous housing at M. S. U. and M. S. U. intramural participation	.67	.80
17.	Recreational activities and M. S. U. intramural participation	5.56	.02*
18.	Organized or unorganized activity and M. S. U. intramural participation	4.47	.05*

TABLE II (Continued)

	Comparison	X^2	P
19.	Hours of exercise and M. S. U. intramural participation	7.64	.01*
20.	Veteran and M. S. U. intramural participation	0.003	.95
21.	Hours of exercise and participation in high school intramural	0.84	.50
22.	Hours of exercise and participation in high school Physical Education	3.94	.05*
23.	Hours of exercise and high school athletic award	5.96	.02*
24.	Hours of exercise and number of high school athletic awards	1.78	.20
25.	Foundations of physical education and hours of exercise	2.57	.20
26.	Hours of exercise and physical education at M. S. U.	4.20	.05*
27.	Hours of exercise and year at M. S. U.	0.58	.50

TABLE II (Continued)

	Comparison	x^2	P
28.	Hours of exercise and veteran	3.13	.10
29.	Hours of exercise and number of activities	22.20	.001*

of seventy per cent for all incoming freshmen. Only one person in this group of thirty-two stated that he had attended the clinic for transfer students. Refer to Table III, page 35, for a list of selected experiences.

Only a small number attended the Foundations of Physical Education Class and a surprising few even took Physical Education Classes at Michigan State University.

Those who did attend the Three Day Summer Orientation Clinic, Foundations of Physical Education Class and Physical Education Class were no more inclined to participate in intramural athletics than other members of married housing.

There was a total of 129 subjects who had received a junior varsity or varsity athletic award(s) in high school. A breakdown of the total number of subjects that participated in each sport occurs in Table IV, on page 36.

The subjects were next grouped according to the college, they were enrolled in at Michigan State University. There appeared to be no relationship between the course of study of the student and his intramural participation.

The subjects were next divided into graduate students and undergraduates to determine if this influenced their participation. There was almost an equal number of

TABLE III

SELECTED EXPERIENCES OF THE SUBJECTS IN HIGH SCHOOL, MILITARY SERVICE AND MICHIGAN STATE UNIVERSITY

	Previous Experiences	Yes	No
1.	Intramural program in high school	107	85
2.	Participated in intramural program in high school	81	111
3.	Physical education program in high school*	177	14
4.	Participated in physical education in high school*	164	27
5.	Member of athletic team in high school	144	48
6.	Veteran	90	102
7.	Entered Michigan State University as first term freshman	69	123
8.	Attended Three Day Summer Orientation Clinic	32	160
9.	Foundations of Physical Education	31	161
10.	Instructional classes in Physical Education	56	136

*Item has a total of 191 responses.

TABLE IV

AWARD WINNERS IN HIGH SCHOOL JUNIOR VARSITY AND VARSITY ATHLETICS

Junior Varsity and/or Varsity Sport	Number of Award Winners	Per Cent of Total Number of Subjects
Football	81	42.2
Basketball	48	25
Track	44	23
Baseball	38	19.8
Swimming	13	6.8
Cross Country	8	4.17
Golf	7	3.65
Tennis	4	2.08
Wrestling	3	1.56
Hockey	3	1.56
Boxing	2	1.04
Others	4	2.08

graduates and undergraduates with an observed difference in number of participants in intramural athletics, but this difference was not statistically significant.

The senior class of students as considerably more active in the program than other classes as shown on Table V, on page 38.

Almost half of the participants were seniors and this comparison of seniors against all other students versus intramural participation had a chi square of 6.43 with a .02 level of probability.

The number of children had by the students tended to influence their participation considerably. Students with no children or with only one child were more likely to be involved in intramurals than students with two or more children. This was significant to the five per cent level of probability. For further information on this comparison consult Table VI, on page 38.

These tabulations were interpreted as meaning that the subjects with one child were not confined in terms of mobility and intramural participation, but the subjects with two or more children apparently were.

The question of previous housing was interjected to try and throw some light on the subject. The results were

TABLE V

A COMPARISON OF THE YEAR IN SCHOOL AND M. S. U. INTRAMURAL PARTICIPATION

Michigan State University Intramural Participation	Year in School		
	Seniors	Others	Number
	(per cent)		
Yes	46	54	28
No	22	78	161
			189
	$X^2 = .43$	P=.02	

TABLE VI

A COMPARISON OF THE NUMBER OF CHILDREN PER SUBJECT AND M. S. U. INTRAMURAL PARTICIPATION

Michigan State University Intramural Participation	Number of Children		
	0-1	2 +	Number
	(per cent)		
Yes	93	7	28
No	70	30	164
			192
	$X^2=5.23$	P=.05	

more difficult to tabulate than originally planned. Many subjects had not lived in any other housing while attending Michigan State University but some had lived in more than one type of previous housing. A few subjects had lived in as many as three types of housing prior to university married housing. The responses were grouped by pure answers and multiple answers, and close-knit groups versus other housing with no significance shown. A single tabulation was recorded for each type of previous housing of the subject. A single tabulation was also recorded for intramural participation for each type of previous housing of the participant. The total number of responses of previous housing is greater than the number of subjects in the study but the total number of participants are also. This tabulation is recorded in Table VII.

There was a direct relationship between the number of activities in which the subject felt proficient and enjoyed and whether or not he was involved as a participant in the intramural program. The number of activities involved was influenced by the fact that there was a degree of proficiency in particular skills and that the subject enjoyed the activities. The more activities he

knew and enjoyed, the greater the possibility was of being included in some aspect of the program. This relationship was significant to the two per cent level of probability.

TABLE VII

A COMPARISON OF PREVIOUS HOUSING AT MICHIGAN STATE UNIVERSITY AND INTRAMURAL PARTICIPATION

Previous Housing	Number	Number of Intramural Participants	Per cent of Subjects Participating
1. Commuter	15	0	0
2. Cooperative	5	2	40
3. Dormitory	54	11	25
4. Fraternity	9	2	22
5. Off campus	50	9	18
6. No previous housing	94	12	12.7
Total	227	36	15.9

Another relationship was shown between intramural participation and organized, scheduled, or unorganized--spontaneous activity. The persons who were active in the schedule intramural program preferred organized type of activities while the others who were nonparticipants favored unorganized or spontaneous activities. This comparison was significant to the five per cent level of probability.

The subject's hours of exercise per week was compared with intramural participation, as shown on Table VIII. There proved to be a direct relationship between the number of hours of exercise and intramural participation, which was significant to the one per cent level of probability.

TABLE VIII

A COMPARISON OF THE SUBJECT'S HOURS OF EXERCISE PER WEEK AND MICHIGAN STATE UNIVERSITY INTRAMURAL PARTICIPATION

Michigan State University Intramural Participation	Hours 0-1	Hours 2 +	Number
	(per cent)		
Yes	18	82	27
No	47	53	153
			180
	$X^2=7.64$	P=.01	

A considerable number of the subjects had previous armed services experience and it was thought that this experience might have a bearing on the exercise pattern and team membership of the subject. However, there proved to be no relationship between veterans and non veterans in terms of intramural participation.

A total of 164 subjects (85.42 per cent) were not engaged in any organized activity as scheduled by the

intramural department. Their reasons for not participating were many and varied. These reasons are ranked in Table IX.

Several comparisons were made using the subject's number of hours of exercise per week as the primary item. It was felt that the subject's variety of previous experiences might show up in terms of the subject's exercise pattern in college. The subject's average amount of exercise was 2.56 hours per week.

A chi square was used to compare the effect of high school intramural participation and the subject's present total number of hours of exercise per week. The chi square result was 0.84 which was insignificant.

The subject's number of hours of exercise per week were divided into two groups, zero to three hours as one group and four or more hours as the second group. These groups were compared with whether the subjects had taken physical education in high school. The subjects who took physical education in high school were more inclined to exercise four or more hours per week than those without the experience of physical education in high school, which was significant to the five per cent level of probability.

A similar comparison was made between the number of hours of exercise by the subject and the experience of being

TABLE IX

NONPARTICIPANTS AND REASONS
FOR NOT PARTICIPATING

Rank	Reason for not Participating	Number of Responses
1.	Devote all available time to studies	86
2.	Use intramural building to work out on my own (basketball, paddleball, swimming, etc.)	61
3.	Part time employment	59
4.	Not aware of the variety of activities offered by the intramural department	31
5.	Full time employment	18
6.	My family requires a considerable about of my spare time	17
7.	Involved in too many extra-curricular activities	13
8.	Not interested in the activities scheduled in the program	7
9.	Temporary physical disability	4
10.	I feel that I am not good enough to participate in intramural athletics	3
11.	Lack of contacts	3
12.	Extramural Clubs	2
13.	Permanent physical disability	2
14.	Actively engaged in City Recreation Program	2
15.	Actively engaged in varsity athletics	2

on an athletic team and receiving an award for this team membership. The subjects who received an athletic award were more inclined to exercise four or more hours per week than a non award winner, and was significant at the two per cent level of probability. Table X shows this comparison.

TABLE X

A COMPARISON OF THE SUBJECT'S HOURS OF EXERCISE PER WEEK AND HIGH SCHOOL ATHLETIC AWARDS

High School Athletic Award	Hours 0-3	Hours 4+	Number
	(per cent)		
Yes	70	30	125
No	88	12	58
			183
	X^2=5.96	P=.02	

This information dealing with the effect of exercise on participation was closely related to the findings in a dissertation by Hanson. (15) In his study, young male rats were used as subjects and one group kept sedentary, the second was allowed to freely exercise and the third was forced to exercise. The results indicated that young male post-forced exercise rats ran, spontaneously,

a significantly greater number of total revolutions, ran these revolutions at a significantly faster rate per revolution, and had significantly greater numbers of revolutions per exercise bout than either the post-sedentary or control group rats.

In many situations, physical education classes were required or forced activities, while varsity sports were voluntary in nature. Both had a favorable carry-over effect on the amount of exercise of the subject while in college.

The number of high school athletic awards was next compared to the subject's average number of hours of exercise per week to determine whether the multiple award winners were inclined to exercise more than a single or non award winner. The chi square was 1.78 but was not significant to the prescribed level.

Those subjects who had taken part in a class of Foundations of Physical Education were separated from those who had not taken the class. These two groups were further divided by the number of hours of exercise for each subject. The first group included those subjects who had exercised zero to five hours per week, and the second group were subjects who had exercised six or more hours per week. Hours of exercise were compared with

whether or not the subjects had taken Foundations of Physical Education. Those subjects who had taken Foundations of Physical Education were no more inclined to exercise six or more hours per week than those who had not taken the class.

Those subjects who had taken physical education at Michigan State University were next separated from those who had not taken physical education at this university. These two groups were further divided into those who had exercised zero to five hours per week and those who had exercised six or more hours per week. Those who had taken physical education at Michigan State University were more inclined to exercise six or more hours per week than those who had not taken physical education at this university. This chi square was significant to the five per cent level of probability.

It was previously shown in the study that the year in school influenced the subject in terms of intramural participation, therefore, the year in school was compared with the average number of hours of exercise of the subject. No significance was found from this grouping.

The average number of hours of exercise were next compared to previous armed services experience of the

individual. The hours were divided into zero to three, and four or more and the results were inversely related with a chi square of 3.13 and a probability of ten per cent. This indicates the veterans were less inclined to exercise four or more hours per week than non veterans.

The number of hours of exercise per week was divided into zero to one, and two or more and this was compared with the number of activities which the subject was proficient in and enjoyed. Activities were divided into two groups, zero to six activities and seven to twenty activities. The subjects with seven or more skills were more inclined to exercise two or more hours per week than those with six or less skills. The results were significant to the .001 level of probability. Results are inclined in Table XI, on page 48.

A complete list of recreational activities which the subjects feel proficient in and enjoy is included in Table XII, on page 49.

The scheduled and organized team events in intramurals are presently set for Monday through Thursday evenings. The subjects under investigation indicated they would prefer Saturday afternoon and evening and Sunday afternoon for scheduled intramural activities. Forty-eight

TABLE XI

A COMPARISON OF THE SUBJECT'S HOURS OF EXERCISE PER WEEK AND THE NUMBER OF ACTIVITIES WHICH THE SUBJECT WAS PROFICIENT IN AND ENJOYED

Activities	Hours 0-1	Hours 2+	Number
	(per cent)		
0-6	67	33	57
7-20	30	70	125
			182
	$X^2 = 22.20$	P = .001	

TABLE XII

RECREATIONAL ACTIVITIES WHICH THE SUBJECTS FEELS PROFICIENT IN AND ENJOYS

Rank	Recreational Activities	Total Responses
1.	Swimming	114
2.	Softball	98
3.	Bowling	92
4.	Touch football	91
5.	Volleyball	89
6.	Table tennis	84
7.	Basketball	82
8.	Golf	81
9.	Badminton	80
10.	Baseball	79
11.	Bicycle riding	76
12.	Fishing	74
13.	Camping	71
14.	Hiking	70
15.	Hunting	68
16.	Boating	65
17.	Ice skating	59
18.	Tennis	58
19.	Handball	52
20.	Paddleball	47
21.	Archery	40
22.	Skiing	36
23.	Horseback riding	29
24.	Roller skating	25
25.	Sailing	17
26.	Squash	8
27.	Rifle shooting	4
28.	Weight lifting	4
29.	Hockey	3
30.	Water skiing	3

subjects indicated Saturday afternoon from one until six as their choice while twenty-six others preferred Saturday evening as the best time to participate. Sunday afternoon, from one until six, was preferred by twenty-six subjects.

Corecreation may be the most desirable end product of recreation programs for married students. Both members of the family would be able to get out and spend an inexpensive evening together. The interest in this type of program was great but the number of persons who were actually active in the present program was small. Only one subject checked that he and his wife were 'often' active in the corecreational program on Friday nights. The program was attended by fourteen subjects 'occasionally,' while twenty-three 'seldom' attended any of the Friday night activities. There were 139 subjects who had never attended any of the corecreational nights. There were sixteen subjects who did not respond to the question.

There were several corecreational activities that were preferred. This information is found on Table XIII.

The subjects indicated definite days and times that were preferred for corecreational activities. These preferences were in agreement with the present corecreational

TABLE XIII

CORECREATIONAL ACTIVITIES PREFERRED

Corecreational Activity	Number of Responses
Swimming	80
Badminton	56
Volleyball	42
Tennis	34
Square dancing	33
Table tennis	29

night, but some other possibilities were also indicated. This information is contained on Table XIV, on page 52.

Orientation to intramurals was an important aspect of a successful program. Family or friends, articles and features in the Michigan State News and dormitory affiliation were the most popular sources of orientation to the intramural program. A complete list of sources of orientation to an intramural program was included in Table XV, on page 53.

On the questionnaire the subjects were asked what they thought was the best source for getting information to them. There were ninty-two who suggested the Michigan State News, the daily campus paper, and

TABLE XIV

PREFERRED DAYS AND TIMES FOR CORECREATIONAL ACTIVITIES

	Afternoon and Evening Hours									
Days	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11
Sunday	3	13	9	5	1	1	7	7	6	4
Monday						1	2	1		
Tuesday			2	2	1			3	1	
Wednesday					1	1	1	2		
Thursday			1	1				3	1	
Friday		1	1	6		3	21	23	8	5
Saturday	7	15	7	6		2	12	19	6	2

sixty-two subjects indicated direct mail as the best method of communication.

Suggestions for modifications and/or improvements were the other areas of interest and the subjects listed twenty-one different ideas, all which were noteworthy. More publicity and more information, separate competition for married students and family recreation were the three most popular requests. Table XVI, on page 55, will give the reader a more comprehensive view of their ideas.

TABLE XV

SOURCE(S) OF BECOMING ACQUAINTED WITH THE INTRAMURAL PROGRAM

Rank	Source	Number of Responses
1.	Family or friends	58
2.	Articles and features in the Michigan State News	55
3.	Dormitory affiliation	38
4.	Instructional Class in Physical Education	20
5.	Registration for classes in the Intramural Building	18
6.	Foundations of Physical Education Class	16
7.	Other clubs and organizations	14
8.	Fraternity affiliation	10
9.	Three day summer orientation for incoming freshmen	10
10.	Association of Off Campus Students	8
11.	Freshman Issue of the Michigan State News	7
12.	Literature and booklet sent out by the Intramural Department	7
13.	Other Michigan State University Publications	7
14.	Orientation Program for freshmen during days of enrollment and registration	6

TABLE XV (Continued)

Rank	Source	Number of Responses
15.	Inquired at the Intramural Office	5
16.	Other affiliations	4

TABLE XVI

MODIFICATIONS AND/OR IMPROVEMENTS RECOMMENDED IN THE INTRAMURAL PROGRAM

Rank	Modifications and/or Improvements	Number of Responses
1.	More publicity and information	22
2.	Separate competition for married students	15
3.	Family recreation	6
4.	Organizer in married housing	5
5.	More weekend corecreation	5
6.	Swimming for children	4
7.	More time allotted for utilization of intramural building by married students	4
8.	More limited coeducational swimming	3
9.	Baby sitting facilities	3
10.	Facilities established and programs held in married housing	2
11.	Instructions for coeducational activities	2
12.	Activities for older married students	2
13.	Extramurals for married students	1
14.	Married housing athletic club	1
15.	Open between terms at night	1
16.	Open Saturday and Sunday nights	1
17.	Invitation and tour of facilities	1
18.	Meetings of married students	1

TABLE XVI (Continued)

Rank	Modifications and/or Improvements	Number of Responses
19.	Schedule of intramural competition on Saturday afternoon	1
20.	Exhibition games in area (stimulate interest)	1
21.	Evening instructional classes for married students	1

Summary of Findings

It was found that two-thirds of the married students in the random sample of 192 were transfer students. Almost fifty per cent were veterans. The subjects averaged one child per student. A majority of the students were not included in the various established orientation programs on campus.

A total of only twenty-eight subjects (14.58 per cent) were considered participants in the intramural program for the 1961-62 school year.

The investigation showed that the number of children per student influenced the students intramural participation. There was also a relationship between the year in school of the subject and intramural participation. There was a direct relationship between

the number of activities which the subject was proficient in and enjoyed and intramural participation.

A participant in the intramural program was more inclined to exercise two or more hours per week than a nonparticipant. Both physical education and high school athletics had a favorable carry-over effect on the exercise pattern of the subject's college life.

The subjects preferred corecreation be scheduled for Friday night, or Saturday afternoon or evening. Swimming was the most popular recreational and corecreational activity mentioned.

The available time of married students is limited and a plan will have to be devised to make the building, the program and any other part of intramurals as accessable to the students as humanly possible, so they can benefit optimally.

Validation of Questionnaire and Statistical Technique Used

The questionnaire was verified by sending a second identical form to fifteen of the original subjects. An item analysis was then conducted on each question in an effort to determine if the answers forthcoming from the question were reliable.

The entire questionnaire was ninety-five per cent valid. The only variations on the questionnaire occurred

on the questions dealing with the total number of activities which the subject was proficient in and enjoyed and the hours and days for intramurals and corecreation.

Wilkinson indicated that when a large number of chi squares were calculated, there may be some that appear significant just due to chance. In the case of one hundred samples calculated at the five per cent level of probability, five may be significant just due to chance alone. (12:p 146) Out of the thirty-four chi squares analyzed in this study, 1.70 could show up to be significant just due to chance. There were eleven chi squares that were significant in this study. The possibility that eleven chi squares being significant just due to chance was at the .001 level of probability. Consequently, it may be assumed that the statistical technique used was valid.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This investigation was undertaken to determine if the intramural program was serving the needs and interests of married students living in university housing.

A random sample of ten per cent of students living in married housing was procured. The 192 subjects were analyzed on the basis of selected high school, military service and Michigan State University experiences.

Information was collected from the Intramural Office, Married Housing Office, Dean of Students Office, Office of the Registrar and a questionnaire. The results were tabulated and placed on IBM cards and analyzed by the chi square statistical technique.

Chi squares were tabulated on thirty-four comparisons with eleven being significant at the five per cent level of probability or better.

Conclusions

1. There was a very small number of married students who participated in the intramural program. However, there was a great deal of interest and enthusiasm to and comments on the questionnaire.

2. Intramural participation was influenced by previous athletic experiences, year in school and number of children of the subject.

3. Corecreation may be the most desirable and product of a recreation program for married students.

Recommendations

1. An investigation of intramural participation in a graduate dormitory could be compared with this study.

2. Further information should be obtained on commuters and off campus students.

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APPENDICES

APPENDIX A

FIRST COVER LETTER

MICHIGAN STATE UNIVERSITY East Lansing

Department of Health, Physical Education and Recreation

May 1, 1962

Dear Mr.

Are you aware of the variety of recreational activities being offered by the Intramural Department? There is an average of fifteen different organized activities being offered each term.

The Intramural Program is a service program provided for all students to use and enjoy. However, we feel that married male students living in university housing are rather reluctant to take full advantage of this opportunity.

At Michigan State University, we are continually seeking ways of improving the service which we offer to our students. Therefore, we are conducting a study to investigate the recreational needs and interests of married male students.

This is where we need your help. You are one of a number of selected persons who are being asked to give us the benefit of their experience.

The enclosed form has been constructed so that you can complete it with little effort. You will find a stamped and addressed envelope enclosed for your convenience in returning the completed form.

You may wish to review the findings of our study. If so, the completed research will be available at the Michigan State University Library shortly after we obtain the data from you and your neighbors.

Our objectives of finding the recreational needs and interests of married male students can not be realized without your cooperation.

Sincerely,

Dale E. Phelps/s/

Dale E. Phelps
Graduate Student

Roy K. Niemeyer
Associate Professor

DP:dp
Encl.

QUESTIONNAIRE ON INTRAMURAL ATHLETICS

Name _____ Student Number_____
(Last) (First) (Middle)

For each of the following questions, indicate your response by circling the correct answer, by placing a check in the space provided or answering with a few words.

Yes No I. Was there an intramural program in the high school you attended?

Yes No II. Did you participate in the intramural program in high school?

Yes No III. Was there a physical education program in the high school you attended?

Yes No IV. Did you participate in the physical education program in high school?

Yes No V. Were you a member of an athletic team while attending high school?

Yes No VI. Did you receive a varsity or junior varsity award of certificate while attending high school?

VII. If you did receive a varsity or junior varsity athletic award while attending high school in which sport(s) did you receive the award?

___ 1. Baseball
___ 2. Basketball
___ 3. Cross Country
___ 4. Football
___ 5. Golf
___ 6. Hockey
___ 7. Swimming
___ 8. Tennis
___ 9. Track
___10. Wrestling
___11. Others_____

Yes No VIII. Are you a veteran?

Yes No IX. Did you enter M.S.U. as a first term freshman?

Yes No X. Did you attend the Three Day Summer Orientation Program for incoming freshmen at M.S.U.?

Yes No XI. Have you taken the Foundations of Physical Education Class at M.S.U.?

Yes No XII. Have you taken Instructional Class(es) in Physical Education at M.S.U.?

Yes No XIII. Did you participate in the Intramural Program at M.S.U. during the 1961-62 school year? If so, list the activities._____

_____

_____

XIV. If you did participate in the organized Intramural Program during the 1961-62 school year, check the reason(s) for participation?

___ 1. Relaxation
___ 2. Interest
___ 3. Physical conditioning
___ 4. Weight control
___ 5. Enjoyed the competition
___ 6. Recognition derived from participation
___ 7. Material awards, i.e., jackets and medals given for all-university champion or runner-up
___ 8. Fraternity pressure
___ 9. Gave me an opportunity to get out of of the house
___10. Others_____

XV. If you have not been involved in the organized Intramural Program will you please check the reason(s) for not participating?

___ 1. Member of a freshman athletic team during the 1961-62 school year
___ 2. Actively engaged in varsity athletics
___ 3. Actively engaged in City Recreation Program
___ 4. Actively engaged in Y.M.C.A. activity programs
___ 5. Officiating or supervising in Intramurals
___ 6. Involved in too many extra-curricular activities
___ 7. I feel that I am not good enough to participate in Intramural Athletics

___ 8. Temporary physical disability
___ 9. Permanent physical disability
___10. Part time employment
___11. Full time employment
___12. Devote all available time to studies
___13. Not interested in the activities scheduled in the program
___14. Not aware of the variety of activities offered by the Intramural Department
___15. Actively engaged in an Instructional Physical Education Course
___16. Use Intramural Building to work out on my own (basketball, paddleball, swimming, etc.)
___17. My family requires a considerable amount of my spare time
___18. Other reasons_____

XVI. What day of the week is best for you to participate in Intramural Athletics? (circle one) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

XVII. What time of the afternoon or evening is the best for you to participate in Intramural Athletics? (circle one) 1:00-2:00, 2:00-3:00, 3:00-4:00, 4:00-5:00, 5:00-6:00, 6:00-7:00, 7:00-8:00, 8:00-9:00, 9:00-10:00, 10:00-11:00
Other possible times_____

XVIII. Would you rather participate in an organized and schedule activity or an unorganized and spontaneous activity? (circle one)
Organized Unorganized

XIX. Check all of the recreational activities in which <u>you</u> enjoy and feel you are proficient.

___ 1. Archery
___ 2. Badminton
___ 3. Baseball
___ 4. Basketball
___ 5. Bicycle riding
___ 6. Boating
___ 7. Bowling
___ 8. Camping
___ 9. Fishing
___10. Golf
___11. Handball
___12. Horseback riding
___13. Hunting
___14. Hiking
___15. Ice skating
___16. Paddleball

___17. Roller skating
___18. Sailing
___19. Skiing
___20. Softball
___21. Squash
___22. Swimming
___23. Table tennis
___24. Tennis
___25. Touch football
___26. Volleyball
___27. Others_____
___28. _____

XX. On the average, how much time do you spend engaging in these and other recreational activities per week? (circle one) None, half hour, 1 hour, 2 hours, 3 hours, 4 hours, 5 hours, 6-10 hours, 11 or more hours

XXI. Do you and your wife participate in the Friday night co-recreational activities such as: badminton, dancing, swimming and volleyball, etc. (circle one) Often occasionally seldom never

XXII. Circle the following co-recreational activities in which you and your wife would participate if you were aware of their presence in the program: badminton, square dancing, swimming, table tennis, tennis, volleyball, others_____

XXIII. What day would be best for co-recreational activities? (circle one) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

XXIV. What time of the afternoon or evening would be the best for these co-recreational activities? (circle one) 1:00-2:00, 2:00-3:00, 3:00-4:00, 4:00-5:00, 5:00-6:00, 6:00-7:00, 7:00-8:00, 8:00-9:00, 9:00-10:00, 10:00-11:00 Other possible times_____

XXV. If you have lived in any housing other than on campus married housing while attending M.S.U. please indicate by a check.

___ 1. Commuter
___ 2. Co-operative housing
___ 3. Dormitory
___ 4. Fraternity
___ 5. Off Campus housing

XXVI. Through which source(s) did you become acquainted with the Intramural Program?

___ 1. Three Day Summer Orientation for for incoming freshmen
___ 2. Freshman Issue of the Michigan State News
___ 3. Orientation Program for freshmen during day of enrollment and registration
___ 4. Registration for classes in the Intramural Building
___ 5. Articles and features in the Michigan State News
___ 6. Foundations of Physical Education Class
___ 7. Instructional Class in Physical Education
___ 8. Dormitory affiliation
___ 9. Fraternity affiliation
___10. Association of Off Campus Students
___11. Other clubs and organizations
___12. Literature and booklet sent out by the Intramural Department
___13. Wolverine Yearbook
___14. Other M.S.U. Publications
___15. Family or friends
___16. Others_____

XXVII. What is the one best source of getting information about the Intramural Program to you?_____
_____

XXVIII. What modifications or improvements would you like to see made to include more married students in the Intramural Program?_____
_____
_____
_____

Please place this completed form in the enclosed, self-addressed, stamped envelope and return to:

Dr. Roy K. Niemeyer
Department of Health,
Physical Education and Recreation
Michigan State University

East Lansing, Michigan

Thank you for your cooperation.

APPENDIX B

SECOND COVER LETTER

MICHIGAN STATE UNIVERSITY East Lansing

Department of Health, Physical Education and Recreation

May 23, 1962

Dear Mr.

This is a reminder regarding a letter sent to you earlier this month.

The Intramural Program at Michigan State University is a service program provided for all students to use and enjoy. However, participation in the program by married students is far below the average for all college students.

We at Michigan State University are continually seeking ways of improving the service which we offer to our students. Therefore, we are conducting a study to investigate the recreational needs and interests of married male students.

You are one of 215 selected persons who are being asked to give us the benefit of their experience. We have received the completed data from some 143 subjects, but we still need <u>your</u> help.

The enclosed form has been constructed so that you can complete it with little effort. You will find a stamped and addressed envelope enclosed for your convenience in returning the completed form.

You may wish to review the findings of our study. If so, the completed research will be available at the Michigan State University Library shortly after we obtain the data from you and your neighbors.

Our objectives of finding the recreational needs and interests of married male students can not be realized without your cooperation.

Sincerely,

Dale E. Phelps/s/

Dale E. Phelps
Graduate Student

Roy K. Niemeyer
Associate Professor

DP:dp
Encl.

NOTE DEPOSITED IN BOX

June 6, 1962

Dear Fellow Student:

I hope you are doing your usual good job on your final exams.

After you finish with your exams, but before you leave for the summer would you take 10 minutes of your time and complete the questionnaire you received dealing with "The Participation of Married Students in Intramural Athletics?"

Sincerely,

Dale E. Phelps/s/

Dale E. Phelps
Graduate Student

Roy K. Niemeyer/s/

Roy K. Niemeyer
Associate Professor

p.s. Have a nice summer.

APPENDIX D

VARIFICATION OF QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY East Lansing

Department of Health, Physical Education and Recreation

June 19, 1962

Dear Mr.

Thank you very much for your prompt return of the Intramural Questionnaire sent to you last month.

We received an unusually high 89 per cent return from a total of two hundred and fifteen subjects. The information received concerning the subjects and their participation is now being processed and will be available to the administrators of the Intramural Department by midsummer.

There is one other thing remaining. The questionnaire which was used must be validated. In other words, a second form must be sent out to a small number of the original sample to see if their response to each question was the same on both questionnaires.

This is one of the final steps to be taken and I would appreciate it if you would spend a few minutes and answer the enclosed form as diligently as you did the original.

Thank you for your cooperation.

Sincerely,

Dale E. Phelps
Graduate Student

Roy K. Niemeyer
Associate Professor

DP:dp
Encl.