

ACTIVE RECREATIONAL INTERESTS OF
GRADUATES FROM THE COLLEGE OF
BUSINESS AND PUBLIC SERVICE

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

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1962

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ACTIVE RECREATIONAL INTERESTS OF GRADUATES
FROM THE
COLLEGE OF BUSINESS AND PUBLIC SERVICE

by
DONALD R. KERR

AN ABSTRACT OF A THESIS

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

MASTER OF ARTS

College of Education

1962

Approved

Roy K. Meyer

Purpose of the Study

The purpose of this survey was to gather information on what activities are engaged in during the cold-cool and/or warm-hot months by men already in the field covered by the College of Business and Public Service. Upon knowing this, the student in this field may gain competency in these activities while in college thus making the transition into his field smoother.

Methodology

A random sample of all graduates in the College of Business and Public Service, except for Business Education, from 1948 thru 1961 was taken. One hundred received a two page questionnaire concerning their recreational activities.

The first page of the questionnaire was analyzed by a jury of three persons who subjectively considered the type of activities participated in and the frequency of participation by each subject and then rated the subject's activity level as active, moderately active or inactive during the cold-cool and warm-hot months. Each question asked on the second page of the questionnaire was tabulated with the activities mentioned most frequently listed first and proceeding to the least mentioned.

Conclusions

1. Over half of the College of Business and Public Service graduates were not currently participating in the activities they learned while in college.
2. The activity business men recommended most highly for the warm-hot months was golf.
3. The activity business men recommended most highly for the cold-cool months was bowling.
4. It is highly recommended that students in the School of Business and Public Service learn golf and bowling with the choice of other activities coming from: badminton, boating and sailing, dance, fishing, handball, snow skiing, swimming, tennis, and water skiing.
5. Business men are more active in the warm-hot months than the cold-cool months.
6. Emphasis should first be placed on individual activities for business men due to the high rate of participation in those activities with dual activities second and team activities third in the order of significance.

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ACKNOWLEDGMENT

I wish to express my sincere gratitude to Dr. Roy Niemeyer for his help and guidance in the preparation of this thesis.

I am also indebted to Dr. Wayne VanHuss for his suggestions and help in rating the returned questionnaire for classifying the subjects; to Dr. John Friedrich who also helped rate the returned questionnaire and to my wife, Patricia, for her patience and support throughout the preparation of this study.

D. R. K.

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CHAPTER I

INTRODUCTION

For some time it has been the desire of college physical educators to be able to tell freshmen in their classes what activities they should participate in for their chosen field. Recently, very little has been investigated on this subject. Thus, it is the hope of this study to be able to make positive statements as to the activities that men in the School of Business and Public Service should engage in.

Statement of the Problem

The purpose of this survey was to give freshmen male students who are enrolled in the College of Business and Public Service guidance in selecting activities that will be beneficial after graduation. If the student knows what activities men already in the field engage in during the cold-cool and/or warm-hot months, he may gain competency in these activities while in college thus making the transition into his field smoother.

Importance of the Study

Upon graduation from college many people encounter difficulties in adjusting to their new work, getting acquainted with new personnel, finding time and a way

to relax, and trying to have a well adjusted life. Are there answers to these problems? Can the college or university help the person to adjust?

Physical education can play a major role in helping the person answer these questions. But, what activities are best suited for the future business man? If the student knows what seasonal activities business graduates are participating in specific guidance may be given. Hence, the student will then have activities from which he may select and which will give him the most satisfaction. Then he can concentrate on developing his abilities in these areas.

This form of guidance would profit the field of physical education. For, a person who has received sound and useful advice in his college physical education courses, will probably endorse and support the physical education program in his local community.

Limitations of the Study

(1) Due to the remote distance from the campus of Michigan State University that some of the individuals lived, a questionnaire had to be used to gather the data. When questionnaire studies are done, there is a chance for biased answers in some cases.

(2) The questionnaire itself may have been inadequate in that some of the questions could be vague and ambiguous.

(3) In the process of mailing the questionnaires and follow-up letter, it was possible to mail letters with incorrect addresses. It was also possible that letters were not forwarded to new addresses by the postal department or by other individuals thinking that the letters were unimportant.

(4) In choosing the random sample from the alumni of Michigan State University, the results may only be indicative of men from Michigan State University and not of the entire profession.

Definitions

Random sampling: giving every male who graduated from the College of Business and Public Service between the years 1948 - 1961 an equal chance to be chosen.

An individual sport: an activity in its entirety that a person may participate in by himself. Examples are: archery, bowling and golf.

A dual sport: an activity if played in its entirety requires at least two persons, one on each side, called singles. Two persons on each side constitutes doubles. Examples are: badminton, handball and tennis.

A team sport: an activity as generally played that requires three or more persons on each side. Examples are: baseball, basketball and volleyball.

CHAPTER II

REVIEW OF THE LITERATURE

Recent related literature on the subject of recreational interests of college graduates is limited. Many studies were accomplished in the thirties and these are cited here for purposes of comparison. Gloss's study is the only one of the eight reviewed that was not a questionnaire study but he correlated materials from other questionnaire studies. Therefore, it may be concluded that the questionnaire is the most used instrument in obtaining the necessary data.

Adams¹ studied the recreational interests of Columbia College alumni. Her findings revealed that individuals in various vocations and professions had marked similarity as to their choices of sports and games: that individual recreational games and sports requiring a small number of participants predominate among the most frequently mentioned activities; that many alumni cease all exercise when they begin to earn a living; and that participation by most alumni is seasonal.

¹Adams, L. Carroll, "Active Recreation Interests of Columbia College Alumni", Research Quarterly, Vol. 19, No. 1, March, 1948, p. 43-47

Stuks² indicated in her questionnaire study of interests and abilities of college women, that the interest of college women in team games seems to go down. She pointed out a downward trend in basketball, baseball, and volleyball; a decidedly upward trend in golf, riding, archery, natural dancing, canoeing, badminton, fencing, and diving; a uniformly high trend in swimming and tennis; and a uniformly low trend in folk dancing.

Toogood³ reports in her questionnaire study of recreational interests and pursuits of college women that activities desired by the highest percentage of students are individual activities and are all adopted to use in mixed recreation. Subjects expressed a desire for active, out-door sports.

Wayne Neely,⁴ in a questionnaire study of exercise habits of former Michigan State University athletes and non-athletes, used a questionnaire similar to the type used in this project. The two activities participated in most during the summer were golf and swimming.

²Stuks, Elsie Jacobsen, "Interests and Abilities as a Basis for Program Planning," Research Quarterly, Vol. VII, No. 2, May, 1936, p. 43-47

³Toogood, Ruth, "A Survey of Recreation Interests of and Pursuits of College Women", Research Quarterly, Vol. X, No. 3, October, 1939, p. 90-100

⁴Neely, Wayne Bruce, "A Follow-up Study of Exercise Habits and Related Characteristics of Former Michigan State University Athletes and Non-Athletes", Unpublished Master's Thesis, Michigan State University, East Lansing, Michigan, 1960

Other sport areas receiving high mention were fishing, baseball, softball, hunting, hiking, bowling and tennis. During the winter months the activities engaged in both by the athlete and the non-athlete were bowling, hunting, fishing and golfing. The statistical analysis showed there was no significant difference in summer or winter sports activity between the athletes and the non-athletes.

In 1931, Haynes,⁵ made a questionnaire study of Stephens College graduates to find what activities should be taught in physical education. The four most frequently mentioned activities which the subjects thought would have helped them while they were in school, were golf, tennis, walking, and swimming. As a result of the study, golf was added to the curriculum and more of an emphasis was placed on regular physical education work.

Gloss,⁶ made a survey of seventeen studies of what people did in their leisure time and correlated them. From the seventeen studies, data on actual participation was found. But, only five studies gave any data on what activities were desired. The following table summarizes the findings.

⁵Haynes, Wilma, "After College What?" Research Quarterly, Vol. II, No. 1, March, 1931, p. 214-216

⁶Gloss, G. M., "What People Do in Their Spare Time," Research Quarterly, Vol. IX, No. 2, May, 1938, p. 138-141

Rank Order of Activities

Activities Participated In	Activities Desired for Active Pursuit
1. Swimming	1. Swimming
2. Hiking	2. Tennis
3. Tennis	3. Horseback Riding
4. Social Dancing	4. Skating
5. Golf	5. Golf
6. Horseshoes	6. Camping
7. Bowling	7. Bowling
8. Fishing	8. Rowing and Boating
9. Skating	9. Walking and Hiking
10. Camping	10. Social Dancing

Baley⁷ conducted a questionnaire study of recreational interests of different income groups and grouped the men according to ages. His conclusions are significant to this study as they pertain to men and their activity patterns. He concluded the following:

(1) As men grow older, they like fewer recreation activities, feel indifferent towards an increasing number and dislike an increasing number.

(2) The three types of activities which show the greatest decline in liking are: (a) those which require quick reaction times; (b) those which require physical stamina and endurance; (c) those which satisfy the romantic and erotic impulses.

(3) Men of all income groups participated very little in sports during their leisure time.

(4) Men of all ages and income groups do not satisfy their desire to participate in recreation activities of an active or sports nature as often as they do those of a mildly active or sedentary nature.

⁷Baley, James A., "Recreation and the Aging Process," Research Quarterly, Vol. 26, No. 1, March, 1955, p. 1-7

In 1935 Cameron,⁸ conducted a questionnaire study of leisure-time activities of business men for the purpose of planning the high school and college curriculum. In tabulating the returns, four columns were set up, "Now Doing", "Enjoy", "Dislike" and "Recreational Value" with the five highest activities listed in each column. Below are the results of the 20 - 29 Age Group and the 30 - 39 Age Group in three of the four columns.

20 - 29 Age Group		
Now Doing	Enjoy	Recreation Value
%	%	%
65 Golf	69 Swimming	82 Swimming
56 Basketball	66 Golf	65 Social Dancing
56 Bag Punching	59 Fishing	63 Volleyball
54 Swimming	57 Volleyball	56 Life Saving
50 Baseball	57 Boating	

30 - 39 Age Group		
54 Golf	62 Volleyball	81 Swimming
50 Fishing	60 Swimming	68 Tennis
45 Swimming	57 Tennis	62 Golf
42 Gardening	57 Baseball	61 Volleyball
37 Walking	54 Boating	57 Indoor Baseball
		57 Handball

In conclusion Cameron said that golf, tennis, fly and bait casting, roller skating, boating, canoeing and bowling are examples of activities which probably desire a place in the program.

⁸Cameron, Fred E. "Leisure-Time Activities of Business and Professional Men in Iowa," Research Quarterly, October, 1935, p. 96-98

CHAPTER III

METHODS

Purpose of the Study

The purpose of this survey was to gather information on what activities are engaged in most during the cold-cool and/or warm-hot months by men already in the field covered by the College of Business and Public Service. Upon knowing this, the student in this field may gain competency in these activities while in college thus making the transition into his field smoother.

Selection of Subjects

A random sample of all graduates in the College of Business and Public Service, except for Business Education graduates, from 1948 thru 1961 was taken. A total of one hundred and thirty names were selected with only the first hundred receiving questionnaires and the remaining thirty were used as substitutes. A substitute letter was sent out under the following conditions:

(1) if the person had died, (2) if the person was completely restricted from physical activity during the past twelve months or (3) if a letter was returned without a forwarding address.

Two paper bags were utilized in selecting subjects. The first bag contained slips of paper with the number of a year on each slip, starting at 1948 and going thru

1961. The second bag contained slips of paper with one number on each slip, the numbers began at one and went through to two hundred. A year slip would be drawn from the first bag and then a number slip from the second bag. An example: year 1956, number 37, under the year 1956 the 37th name from the front would be selected.

Methods Used in Mailing Questionnaires and Follow-Up Letters

The names and addresses of all the subjects were typed on envelopes which contained a covering letter, the questionnaire, and a stamped self-addressed return envelope. The letter explained the purpose of the study and its importance to students enrolled in the College of Business and Public Service.

Each subject in the study was given a number, the number was placed in the upper right hand corner of the return envelope. This number was also placed on a 3 x 5 card along with the subject's address. When the questionnaires were returned, they were placed in a filing box, the address cards (3 x 5) taken from their file, were placed in a new location and marked returned.

Three weeks after the first questionnaire was mailed, a follow-up letter was sent out to remind those subjects who had failed to return their questionnaire that it had not been received and it was anxiously being awaited. Two weeks after the first follow-up letter was sent, a

second follow-up letter was mailed and after another two weeks a third follow-up letter was sent to those still not answering.

From the one hundred questionnaires sent out seventy-seven were received for a percentage of 77. The following is the breakdown of returns which succeeded the letters: covering letter 39 returns; first follow-up 13 returns; second follow-up 16 returns; third follow-up 9 returns.

Methods of Analyzing the Data

When the questionnaires stopped returning, a jury of three experienced physical educators subjectively rated the subject's activity as active, moderately active or inactive during the cold-cool and warm-hot months. Thus each subject had two ratings. In rating, the judges considered the type of activities and the frequency of participation in these activities by the subject. All the inactives under cold-cool were tabulated together, likewise the moderately active and active. The same procedure was used for the warm-hot months.

The first page of the questionnaire contained a list of activities. Adjacent to these activities were five columns for the cold-cool months and five for the warm-hot months. Heading each column was a title denoting frequency of participation. Thus there were five

frequencies for each season. These titles were assigned values for purposes of ranking the activities. Following are the titles, values assigned to each title and why that value was selected: "once per month or less" was worth only one point due to its being of little importance; "2-3 times a month" was worth three points as it was three times better than once a month; "once per week" was worth five points this being a basic figure with all the other values revolving around it; "2-3 times a week" was worth ten points being twice as good as "once per week"; and "4 or more times per week" was worth fifteen points as this was superior to twice a week. The number of people engaging in an activity under a certain frequency was multiplied by the value assigned to that frequency. The activities were then ranked with the one receiving the most total points listed first and proceeding to the lowest ranking activity.

Each question asked on the second page of the questionnaire was tabulated with the activities mentioned most frequently listed first and proceeding to the least mentioned.

CHAPTER IV

RESULTS

The social value received from engaging in activities with other people can mean much to the enterprising business man. What activities do business men engage in and to what extent? What activities should a young business man have competency in? Answers to these and other questions were attempted in this study. A student in the College of Business and Public Service may now be more certain of what physical activities he needs skill in to prepare for his transition into the business field.

Reviewing the seventeen activities listed, in Table I, eleven are individual activities with three dual and three team activities. Walking ranked number one due to the total points it received. This activity, at the adult level, requires no training, instruction or conscious effort. Therefore the author considers bowling as the skill activity engaged in most frequently by inactive business men during the cold-cool months. Dance rates third due to the fact that more people participated in it once a month or less than any other activity and table tennis is a distant fourth.

In Table II, individual activities are listed nine times, dual sports three times and team sports two times

TABLE IV

Results of frequency of participation by inactive
business men in warm-hot months.*

Value**		1	3	5	10	15	
	Total	Once	2-3	Once	2-3	4 or	Ttl.
	par-	per	times	per	times	more	pts.
	tici-	month	per	week	per	times	
	pants	or	month		week	per	
		less				week	
Activity							
1. Golf	10	5	5				20
2. Fishing	8	4	4				16
3. Boating and Sailing	6	3	3				12
4. Swimming	6	3	3				12
5. Walking	4	1	3				10
6. Bowling	4	2	2				8
7. Water Skiing	1			1			5
8. Dance	4	4					4
9. Archery	1		1				3
10. Badminton	3	3					3
11. Croquet	3	3					3
12. Table tennis	3	3					3

* Twenty-four per cent of the subjects were rated inactive. Their ages ranged from twenty-five to forty with the mean age of thirty-one.

**Value times frequency equals total points.

TABLE V

Results of frequency of participation by moderately
active business men in the warm-hot months.*

Value**		1	3	5	10	15	
	Total	Once	2-3	Once	2-3	4 or	Ttl.
	par-	per	times	per	times	more	pts.
	tici-	month	per	week	per	times	
	pants	or	month		week	per	
		less				week	
Activity							
1. Swimming	28	9	10	5	3	1	109
2. Walking	14	1	3	4	4	2	100
3. Golf	26	5	10	10	1		95
4. Badminton	11	4	3	1	3		48
5. Fishing	17	7	8	1	1		46
6. Boating and Sailing	14	3	10	1			38
7. Softball	13	8	3	2			27
8. Water Skiing	8	5	2		1		21
9. Dance	16	14	2				20
10. Shuffleboard	4	3				1	18
11. Tennis	6	4	1		1		17
12. Weight Lifting	2		1		1		13
13. Table tennis	8	6	2				12
14. Horseshoes	6	4	2				10
15. Baseball	5	3	2				9
16. Croquet	6	5	1				8
17. Basketball	2		2				6
18. Camping	4	3	1				6
19. Handball	2	1		1			6

* Forty-seven per cent of the subjects were rated inactive. Their ages ranged from twenty-four to forty with the mean age of thirty-five.

**Value times frequency equals total points.

TABLE VI

Results of frequency of participation by active
business men in the warm-hot months.*

Value**		1	3	5	10	15	
	Total	Once	2-3	Once	2-3	4 or	Ttl.
	par-	per	times	per	times	more	pts.
	tici-	month	per	week	per	times	
	pants	or	month		week	per	
		less				week	
Activity							
1. Walking	15	1	3	3	2	6	135
2. Swimming	19	1	7	2	9		122
3. Golf	18	2	4	7	4	1	104
4. Boating and Sailing	13	1	2	3	7		92
5. Fishing	14	5	5	3	1		45
6. Softball	9	4		4	1		34
7. Tennis	7	3		3		1	33
8. Water Skiing	11	4	5		2		29
9. Table tennis	6	2		3	1		27
10. Badminton	8	5	2			1	26
11. Dance	13	8	4	1			25
12. Baseball	8	5		3			20
13. Bowling	7	5		1	1		20
14. Basketball	3		1	1	1		18
15. Hunting	2		1		1		13
16. Camping	4	2	1	1			10
17. Horseshoes	6	4	2				10
18. Canoeing	5	3	2				9

* Twenty-nine per cent of the subjects were rated active.
Their ages ranged from twenty-five to forty with a
mean age of twenty-nine.

**Value times frequency equals total points.

TABLE III

Results of frequency of participation by active
business men in the cold-cool months.*

Value**		1	3	5	10	15	
	Total	Once	2-3	Once	2-3	4 or	Ttl.
	par-	per	times	per	times	more	pts.
	tici-	month	per	week	per	times	
	pants	or	month		week	per	
		less				week	
Activity							
1. Basketball	2				2		20
2. Bowling	4	2		1	1		17
3. Walking	4				2	2	15
4. Dance	3		3				9
5. Ice Skating	2		2				6
6. Skiing	2	1		1			6
7. Touch football	2	1		1			6
8. Golf	1		1				3
9. Handball	1		1				3
10. Hunting	1		1				3
11. Track	1		1				3

* Five per cent of the subjects were rated active. Their ages ranged from twenty-five to thirty-three with the mean age of twenty-nine.

**Value times frequency equals total points.

as the activities engaged in most frequently by moderately active business men. Bowling leads the list in skilled activities and more men participated in bowling than any other activity listed. Frequency of participation and the number of men under a frequency is well distributed in this group.

According to Table III business men who were active engaged in eight individual, two dual and two team activities. Basketball rates first with bowling a close second due to its even distribution of frequency. Little emphasis can be placed on the results of the active business men because of the small sample.

In Table IV inactive business men listed nine individual activities and three dual activities that they participated in during the warm-hot months. Golf was outstanding with fishing, boating and sailing, swimming, walking and bowling repeatedly mentioned. The subjects in this group, except one, did not participate in any activity more than three times a month.

Business men who were moderately active during the warm-hot months participated in ten individual activities, six dual activities and three team activities, according to the results in Table V. Swimming, due to the greatest number of participants and good distribution of these participants under each frequency ranked first in total points. Walking scored heavily with the most subjects

under "2-3 times per week" and "4 or more times per week". Golf placed third due to having twice as many subjects under "once per week" as the next highest activity under that frequency.

According to Table VI, active business men engaged in eleven individual activities, four dual activities and three team activities. Walking received high honors due to the number of men who walk "4 or more times per week". Swimming was engaged in most often "2-3 times per week" and golf most often "once per week". The total number of participants in golf is more than in swimming in the 5, 10 and 15 value columns, twelve to eleven. Boating and sailing scored highly as a result of the number of people participating "once per week" and "2-3 times per week". Subjects in this group engaged in many activities frequently.

In comparing Tables IV - VI for the warm-hot months swimming is the number one activity of business men with golf a close second. Activities participated in less frequently but yet rating high were: badminton, boating and sailing, fishing and water skiing. In comparing the percentages of subjects for the cold-cool and warm-hot months a definite upswing to activity is shown during the warm-hot months.

Listed below is the comparison of percentages for the three groups.

Groups	% of participation in the cold-cool months	% of participation in the warm-hot months
Inactive	61%	24%
Moderately Active	34%	47%
Active	5%	29%

In comparing Cameron's results, page 8, during thirties with those in this study it was discovered that popular activities of business men were similar. These activities were: dancing, fishing, golf, swimming and tennis.

In Table VII it may be seen that handball and golf were the two foremost activities that business men participated in. Business men were not engaging in the activities they learned while in college, as fifty-seven per cent said the activities they were currently participating in were learned outside of college thus illustrating the need for specific guidance into carry-over activities for business men. From the sixteen activities mentioned, eight are individual activities, five are dual activities and three are team activities. This clearly indicates that individual and dual activities are more adapt to the business graduate.

Table VIII reflects the viewpoint of business men as they look back to college and their physical education experiences. More business men according to this

study, would have liked to learn golf over any other activity while in college. Listed next was snow skiing a sport gaining in popularity recently. Among the activities that these graduates wished they had learned were nineteen individual activities, six dual and two team.

Table IX is a list of activities that business men would like to learn now if they were able to. Of the first four activities listed, three of them namely, boating and sailing, skin diving and snow skiing are activities which recently have gained rapidly in popularity. Golf and handball also continue to be of importance to the business man. Fifteen individual activities were listed, four dual activities and two team activities. It is interesting to reiterate that the activities business men would like to have learned in college and those they would currently like to learn are predominantly of the individual carry-over nature.

Reported in Table X are the recommendations by business men as to what recreation activities students in the College of Business and Public Service should learn. Golf is the outstanding sport as seventy-one per cent of the respondents recommended students gain competency in this activity. This finding is quite significant since sixty-eight per cent of the respondents also play golf themselves. It would behoove the

TABLE VII

Recreational activities business men participated
in that were learned while in college.

Activity	Number of Responses
1. Handball	10
2. Golf	9
3. Bowling	5
4. Dance	5
5. Swimming	5
6. Tennis	5
7. Snow Skiing	4
8. Badminton	3
9. Skating	3
10. Volleyball	2
11. Canoeing	1
12. Hockey	1
13. Skin Diving	1
14. Softball	1
15. Table tennis	1
16. Walking	1

TABLE VIII

Recreation activities business men would have
liked to learn while in college.

Activity	Number of Responses
1. Golf	27
2. Snow Skiing	16
3. Dance	8
4. Bowling	6
5. Handball	6
6. Skin Diving	6
7. Tennis	6
8. Water Skiing	5
9. Horseback Riding	4
10. Archery	3
11. Sailing	3
12. Calisthenics	2
13. Flying	2
14. Gymnastics	2
15. Ice Skating	2
16. Squash	2
17. Art and Music	1
18. Badminton	1
19. Basketball	1
20. Bridge	1
21. Camping	1
22. Canoeing	1
23. Fishing	1
24. Hunting	1
25. Paddleball	1
26. Volleyball	1
27. Weight Lifting	1

TABLE IX

Recreational activities business men would desire to learn if time, facilities, and finances were available.

Activity	Number of Responses
1. Snow Skiing	18
2. Golf	16
3. Boating and Sailing	11
4. Skin Diving	9
5. Handball	7
6. Horseback Riding	7
7. Water Skiing	6
8. Bowling	5
9. Camping	5
10. Dance	5
11. Tennis	5
12. Archery	4
13. Hunting	3
14. Flying	2
15. Auto Racing	1
16. Basketball	1
17. Canoeing	1
18. Fishing	1
19. Hockey	1
20. Ice Skating	1
21. Squash	1

TABLE X

Recreational activities business men recommended
college students learn who are entering the field of
business.

Activity	Number of Responses
1. Golf	55
2. Bowling	24
3. Dance	17
4. Swimming	13
5. Tennis	13
6. Handball	12
7. Snow Skiing	12
8. Fishing	11
9. Hunting	7
10. Boating and Sailing	5
11. Bridge	3
12. Calisthenics	3
13. Camping	3
14. Volleyball	3
15. Ice Skating	2
16. Softball	2
17. Walking	2
18. Water Skiing	2
19. Weight Lifting	2
20. Basketball	1
21. Flying	1
22. Hiking	1
23. Horseback Riding	1
24. Track	1

trainee in business to seriously consider developing proficiency in golf. Bowling is runner-up with thirty-one per cent of the respondents recommending it. Next in order are dance, swimming, tennis, handball, snow skiing and fishing which all received repeated mention. Of the twenty-four activities mentioned seventeen were individual, three were dual and four were team type.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this survey was to give freshmen male students who are enrolled in the College of Business and Public Service guidance in selecting activities that will be beneficial after graduation. If the student knows what activities men already in the field engage in during the cold-cool and/or warm-hot months, he may gain competency in these activities while in college thus making the transition into his field smoother.

A random sample of one hundred graduates from the College of Business and Public Service, except Business Education, from 1948 thru 1961 received questionnaires. Those individuals failing to return the questionnaire received a follow-up letter. The follow-up letters were spaced about two to three weeks apart in hopes they would increase the number of returns. Of the questionnaires sent seventy-seven were returned.

Every returned questionnaire was numbered the same as the address card from which the subject was taken. This was done for ease in filing and tabulating the information.

The first page of the questionnaire was analyzed by a jury of three persons who subjectively considered the type of activities and the frequency of participation in these activities by the subject. This was accomplished by rating the subject's activity level as active, moderately active or inactive during the cold-cool and warm-hot months. Tables were then drawn up showing rankings of the activities for each of the three activity level groups. The questions on the second page were tabulated with the activities mentioned most frequently listed first and proceeding to the least mentioned.

Conclusions

1. Over half of the College of Business and Public Service graduates were not currently participating in the activities they learned while in college.

2. The activity business men recommended most highly for the warm-hot months was golf.

3. The activity business men recommended most highly for the cold-cool months was bowling.

4. It is highly recommended that students in the School of Business and Public Service learn golf and bowling with the choice of other activities coming from: badminton, boating and sailing, dance, fishing, handball, snow skiing, swimming, tennis, and water skiing.

5. Business men are more active in the warm-hot months than the cold-cool months.

6. Emphasis should first be placed on individual activities for business men due to the high rate of participation in those activities with dual activities second and team activities third in the order of significance.

Recommendations

The following recommendations are made for future questionnaire studies concerned with the active recreational interests of graduates from a university.

1. Question one of the second page of the questionnaire is related to the material on the first page and therefore should be placed on the first page. Activities with little or no participation should be eliminated from the check list thus providing space for question one on the second page to be placed on the bottom of page one. Based on an analysis of the returns the following activities could be eliminated: gymnastics, lawn bowling, paddleball, soccer and wrestling. Also, activities that require no special training and are relatively inactive could be eliminated. These activities would be: croquet, hiking, horseshoes, shuffleboard and walking.

2. The words "or less" should be eliminated from column one, "once per month or less". Activities participated in less than once a month are of no significance in the results of the study.

3. A self-addressed, stamped envelope should be used as the return envelope to allow for easy folding of the questionnaire.

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BIBLIOGRAPHY

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APPENDIXES

PHYSICAL ACTIVITY QUESTIONNAIRE

One of the responsibilities of the Physical Education Department is to give guidance to business students in selecting recreational activities that will be beneficial after graduation. If the business student knows what recreational activities men in his field engage in during the cold-cool and/or warm-hot months, he can gain competency in these activities while in college, thus making this transition into his field smoother.

Directions:

- 1. Below is a list of recreational activities. Read and place an X on the line left of each activity in which you participated during the last twelve months.
- 2. For only those recreational activities you have checked in direction one, enter an X to indicate how often you participated during cold-cool and/or warm-hot months.

Participated (X) Activities	Once per month or less	2-3 times per month	Once per week	2-3 times per week	4 or more times per week	Once per month or less	2-3 times per month	Once per week	2-3 times per week	4 or more times per week
	COLD--COOL					WARM--HOT				
1. Archery - - - - -										
2. Badminton - - - - -										
3. Baseball - - - - -										
4. Basketball - - - - -										
5. Boating & Sailing - - - - -										
6. Bowling - - - - -										
7. Camping - - - - -										
8. Canoeing - - - - -										
9. Croquet - - - - -										
10. Dance-Social, Folk, Square										
11. Fencing - - - - -										
12. Fishing - - - - -										
13. Golf - - - - -										
14. Gymnastics - - - - -										
15. Handball - - - - -										
16. Hiking - - - - -										
17. Hockey - - - - -										
18. Horseback Riding - - - - -										
19. Horseshoes - - - - -										
20. Hunting - - - - -										
21. Ice Skating - - - - -										
22. Lawn Bowling - - - - -										
23. Paddleball - - - - -										
24. Roller Skating - - - - -										
25. Shuffleboard - - - - -										
26. Skiing - - - - -										
27. Skin Diving-Scuba - - - - -										
28. Soccer - - - - -										
29. Softball - - - - -										
30. Squash - - - - -										
31. Swimming & Diving - - - - -										
32. Table Tennis - - - - -										
33. Tennis - - - - -										
34. Touch Football - - - - -										
35. Track (Running) - - - - -										
36. Volleyball - - - - -										
37. Walking (Leisure) - - - - -										
38. Water Skiing - - - - -										
39. Weight Lifting - - - - -										
40. Wrestling - - - - -										
Others										
1. _____										
2. _____										
3. _____										

Questions:

1. Which of those recreational activities marked on page one did you learn while in college

(1) _____
(2) _____
(3) _____
(4) _____

2. What recreational activities would you have liked to learn while in college?

(1) _____
(2) _____
(3) _____
(4) _____

3. What recreational activities would you like to learn now, if time, facilities, and finances were available?

(1) _____
(2) _____
(3) _____
(4) _____

4. What recreational activities would you recommend to college students entering your occupation?

(1) _____
(2) _____
(3) _____
(4) _____

5. Has your physical activity been completely restricted for medical reasons during the past twelve months?

Yes ()

No ()

6. Your present occupation.

7. Another phase of our research is to check the pattern of activities of business men by age groups. In order to do this would you please indicate the year of your birth.

Year of birth _____

Thank you for your cooperation.

APPENDIX A

APPENDIX B

Dear Alumnus:

As a Business Administration graduate of Michigan State University and one who is now actively engaged in the field of business, you now have an acquaintance of the various elements that make for success in your profession. At MSU we are continually seeking various ways of improving the training which we can offer our students. Because of your experience, you can play a vital role in helping us improve our programs and aid us in gaining greater stature as an outstanding university.

There are, of course, many components that make for success in any field, besides the technical requirements of a job. The avocational interest, as you know, can also be significant; actually one's outside interests may play a more important role in his job success than other factors.

One of the responsibilities of the Physical Education Department is to give guidance to business students in selecting recreational activities that will be beneficial after graduation. If the business student knows what activities men in his field engage in during the cold-cool and/or warm-hot months, he can gain competency in these activities while in college, thus making his transition into his field smoother. This is where you enter in, 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. Pilot test studies have indicated that it only takes a few minutes to complete it. You will find a stamped and addressed envelope enclosed for your convenience in returning your completed form.

Possibly you may wish to review the findings of our study, if so, the completed research will be available at the MSU library shortly after we obtain the data from you and your former classmates. The sooner we get the results the sooner they will be available, and enable us to revise our curricula to meet the physical fitness needs of our business students.

Our objective of providing improved guidance to business students cannot be realized without your cooperation.

Sincerely yours,

A handwritten signature in cursive script that reads "Donald Kerr".

Donald Kerr

APPENDIX C
MICHIGAN STATE UNIVERSITY East Lansing

Department of Health, Physical Education and Recreation

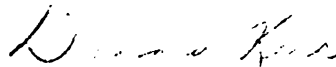
Dear Alumnus:

The excellent response with respect to our research project on recreational activities of businessmen has been gratifying. Because this is a highly select and refined sample, the individual response is much more significant than the ordinary research project study and consequently we would very much appreciate your cooperation.

For your convenience, we are enclosing another form for your completion and return along with a stamped and addressed envelope.

To make this study a success, we vitally need your response. We, therefore, are anxious to have you complete this form and resume our processing of the data. Your cooperation will be greatly appreciated and we feel our efforts will be profitable to you, the Physical Education Department, and to future businessmen.

Sincerely,



Donald Kerr
Graduate Student
Department of Physical Education
Michigan State University

1. The first part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

2. The second part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

3. The third part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

4. The fourth part of the document is a list of the names of the persons who have been appointed to the various offices of the city of New York.

APPENDIX D

MICHIGAN STATE UNIVERSITY

Department of Health, Physical Education and Recreation

April 26, 1962

Dear Alumnus:

The study of the recreational habits of business administration graduates is very gratifying. We are almost through processing the data and we find we still have a few important returns to come in yet. Because of the cross-sectional nature of our research, your response is important. The omission of one response in our research would have an effect on the validity of our study.

Again we have enclosed a questionnaire along with a stamped and addressed envelope. You will find it will take a short time to complete, in doing so you will contribute tremendously to our efforts to improve our curriculum in physical education for business administration students.

Sincerely,

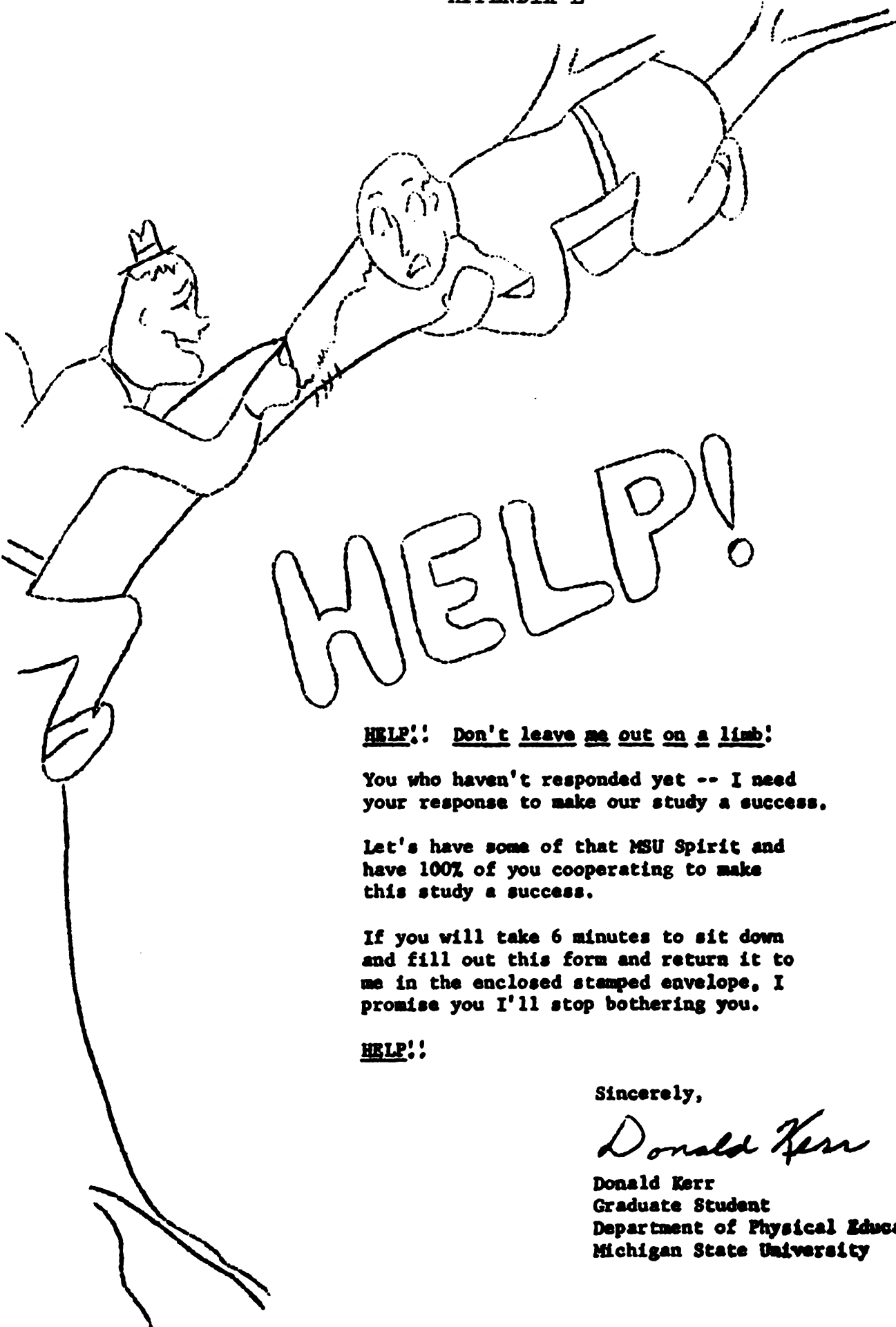


Donald Kerr
Graduate Student
Department of Physical Education
Michigan State University

DK:js

Enc.

APPENDIX E



HELP!

HELP!! Don't leave me out on a limb!

You who haven't responded yet -- I need your response to make our study a success.

Let's have some of that MSU Spirit and have 100% of you cooperating to make this study a success.

If you will take 6 minutes to sit down and fill out this form and return it to me in the enclosed stamped envelope, I promise you I'll stop bothering you.

HELP!!

Sincerely,

Donald Kerr

Donald Kerr
Graduate Student
Department of Physical Education
Michigan State University

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~~MAR 22 1964~~

~~APR 2 1964~~

~~APR 16 1964~~

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