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To the Graduate Council:

I am submitting herewith a thesis written by Gerald Winters Stewart entitled "A Study of the Recreational Interests, Needs, and Activities of Maryville College Students." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Recreation.

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A STUDY OF THE RECREATIONAL INTERESTS, NEEDS,
AND ACTIVITIES OF MARYVILLE
COLLEGE STUDENTS

A Thesis
Presented to
the Graduate Council of
The University of Tennessee

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
Gerald Winters Stewart

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CHAPTER I

INTRODUCTION

The basic college community contains a social structure whose component parts bear a marked similarity to our society as a whole. The college community, as our society, must be concerned with the inherent problems associated with family or group living, government, religion, economics, education, science, and recreation. One does not normally consider any one social institution as a single independent part of society, but rather as a related component to other institutions. The relative importance of the institutions can probably best be determined by a survey of the needs of the college community judged in the light of the students' interests.

In the past few years, colleges and universities have realized that there is a need for greater attention to be given to student recreational outlets. The great increase in the number of college students has resulted in a broader range of recreational interests. The needs of the college students cannot be met by academic processes alone.

Colleges should be planned to meet other needs, such as those of recreation. These recreation programs should not be developed just to fill up the leisure hours of the students, but to give them permanent satisfaction by providing for their interests and needs.

I. STATEMENT OF THE PROBLEM

This study was concerned with the recreational interests and activities of Maryville College students while at Maryville College. It was developed through a survey of the College community and dealt specifically with the students' attitudes toward leisure time activities.

A four-page questionnaire (see appendix) was given to a sample of students and tabulated to ascertain the leisure time activities of the students, the activities they disliked, the types of recreational activities the students were interested in, and the reasons why students did not participate in the activities in which they were interested. A special part of the study was concerned with student attitudes toward dating.

II. PURPOSE OF THE STUDY

The purpose of this study was to discover the recreational needs and interests of the students of Maryville College and to make recommendations which may be used by the College and community as a guide for additional programs of recreation or for improving the current programs.

III. IMPORTANCE OF THE STUDY

In the past few years, colleges and universities have realized that there is a need for greater attention to be given to student recreational outlets. Because of the importance of recreation as a part of college students' lives, definite studies have been made and research, concerning recreational interests, has been expanded.

The findings of this study may provide partial answers to Maryville College's, as well as other similar institutions', attempts to deal with the students' leisure time.

IV. LIMITATIONS OF THE STUDY

This study was limited to a random sample of four hundred students from Maryville College. A questionnaire

was used to collect the information desired and such a method of research has its own limitations; preparing clear, to the point, convenient to answer questions is difficult; opinions and facts are the only valid answers; a return of 50 per cent or more is seldom achieved.

V. DEFINITIONS OF TERMS

College. Throughout the report of this study the term "College" shall be interpreted to mean Maryville College.

Significance. In this study the term "significance" shall indicate the .05 level of confidence or better.

Students. In this report the term "students" shall mean Maryville College students of the 1965-1966 school year.

CHAPTER II

REVIEW OF THE LITERATURE

Because of the importance of recreation as a part of college students' lives, definite studies have been made, based on research and scientific investigation, concerning the recreational interests and worthy use of their leisure time. A brief summary of the material is included in this chapter.

Daniels, through the use of a four-page questionnaire, studied the recreational needs of the students of 410 colleges and universities throughout the United States. He found that recreation opportunities were limited to a small number of students who usually were already highly skilled in a certain area. The study also revealed that students were more interested in recreation programs in which they could participate rather than spectator, nonparticipant activities.¹

¹A. S. Daniels, "Report on National Survey of Student Recreation in Colleges and Universities," Research Quarterly, XL (October, 1940), 38-54.

A study of the differences which exist in recreational participation between students in two different colleges with unlike curricula was made by Weatherford and Stancil. A checklist of recreational activities was used to collect the information. It was revealed that there was not a significant difference in participation of activities in the two recreational programs. There was a tendency among the students to be more uniform in the selection of recreation activities as they advanced academically in years.²

Toogood made a study of the recreational interests, desires and activities of college women. She obtained her information through questionnaires sent to twelve representative institutions. There was no significant difference in recreational interests between the freshmen, sophomores, juniors, and seniors. The activities desired the most by the students were individual sports. They also expressed a desire for more active, outdoor activities. She included in her study a section on dating. The dating activities in

² Allen Ericson Weatherford II and Charles Taylor Stancil, "Stratified Sampling in Determining Significant Differences in Recreational Participation Among Students in Institutions with Unlike Curricula," Research Quarterly, XXIV (March, 1953), 112-117.

which the students were most interested were attending movies, parties and dances. Sports as a recreational interest in dating ranked low in 1939.³

A study of similarities and differences between men undergraduate physical education majors and undergraduate majors in the Colleges of Liberal Arts, Science, and Engineering at West Virginia University was made by Weekley. He considered four different factors, one of them being recreational interests. He obtained his information through a questionnaire. His study showed that the physical education majors were interested in those activities which require more strenuous activity than the nonmajors. The majors selected football, basketball, and baseball while the nonmajors selected reading fiction, playing bridge, and golf.⁴

The College Recreation Association found, from a study, that organization of a college recreation program

³Ruth Toogood, "A Survey of Recreational Interests and Pursuits of College Women," Research Quarterly, X (October, 1939), 90-100.

⁴Harold J. Weekley, "A Comparative Study of Undergraduate Men Majors and Non-Majors in Physical Education with Respect to Certain Characteristics," Research Quarterly, XI (March, 1940), 72-79.

gives the most difficulties. The study divided good organization into three categories: (1) leadership, (2) facilities and equipment, and (3) finance. Four basic principles were made concerning the organization of a college recreation program as a result of the study. It was felt that the organization should be (1) student centered, (2) democratic, (3) coordinated, and (4) a responsibility of the institution.⁵

To find out what sports women graduates of eighteen colleges wish they had had an opportunity to learn and to discover what activities were most valuable to these women in family recreation, the Research Committee of the Central Association for Physical Education of College Women sent out a questionnaire in 1954-1955. Golf and tennis headed the list of activities in which the women would like to have had more instruction. The most popular extracurricular activity while in college was social dancing. The activities which were found useful and important to the women in family

⁵Jean Hodgkins and Maryn Welch, "Recreation on the College Campus," Journal of Health, Physical Education, and Recreation, XXVII (October, 1956), 12, 34, 50.

recreation were swimming, camping, party games, and recreational games.⁶

Elliott made a study of the physical, cultural, and social leisure time activities and interests of Louisiana State University men. The information desired was received from questionnaires given to a representative group from each class. It was found that students had a tendency to neglect the physical activities unless such activities were included in their class work. The study revealed that additional facilities were needed for tennis, baseball, basketball, bowling, skeet, social dancing, and movies. The students felt that additional classes should be established to offer training in tennis, baseball, basketball, boxing, fencing, handball, skating, swimming, gymnastics, and social dancing.

Generally, the study revealed that for the physical, social, and cultural life of the men students of Louisiana

⁶ Margaret G. Fox, "Activities They Wish They's Had in College," Journal of Health, Physical Education, and Recreation, XXVIII (January, 1957), 14-15, 59.

State University, a more definitely planned program of training and participation was needed.⁷

A study of the leisure time interests and needs of University of Kentucky men and the facilities available to meet these desires was made by Karsner. A questionnaire to students and faculty members of the University of Kentucky was used to collect the information. The findings of the study revealed that a definite reorganization of activities for the students was needed. The activities offered to the students did not meet the interests of the majority and were lacking in carry-over value. There was a need for more individual activities. The most popular physical activities were swimming, tennis, social dancing, and horseback riding.

The social life of the students was slighted with a lack of all social activities except dances. Considered as a cultural interest and ranking the highest in this phase were moving pictures.

⁷Leo Elliott, " Survey of Leisure Time Activities and Interests of Louisiana State University Men" (unpublished Master's thesis, Louisiana State University, 1937).

Karsner felt that the University of Kentucky was in need of a revised recreational program with additional facilities.⁸

The purpose of a study made by Talbot was to determine the leisure time interests of Louisiana State University women. The information for the study was obtained through a questionnaire distributed to 415 women students. The study revealed that a small percentage of the womens' leisure time was spent in physical activities. Seven out of ten of the unmet desires in leisure life of the women students were physical activities. Tennis and swimming were the activities desired most by the women.⁹

Firman made a study at the University of Iowa of the recreational activities and interests of its graduate students. A questionnaire sent to 749 graduate students was used to collect the information. The study revealed that the 258 students who returned the questionnaire enjoyed

⁸Mild Gist Karsner, "A Study of Leisure Time Interests, Needs, and Opportunities of University of Kentucky Men" (unpublished Master's thesis, Louisiana State University, 1937).

⁹Palmer Daugette Talbot, "A Survey of the Leisure Time, Occupations, and Interests of Louisiana State University Women" (unpublished Master's thesis, Louisiana State University, 1937).

reading and listening to the radio more than any other recreational activity. An interest for more active outdoor activities was significant. Firman, in considering the interests of the two sexes did not find any marked differences.¹⁰

¹⁰LaRue G. Firman, "A Study of Recreational Activities and Interests of Men and Women Graduate Students at the State University of Iowa" (unpublished Master's thesis, University of Iowa, 1938).

CHAPTER III

PROCEDURE

For the purpose of this study, the recreational interests of Maryville College students were determined by a survey of the College community. The survey specifically dealt with the students' attitudes toward leisure time activities. A questionnaire was used to secure the data.

I. SUBJECTS

A total of four hundred students, one hundred from each academic class, were chosen at random from a student directory to participate in this study. The number of students in each class determined the method of selection. In the Freshman class, every other student was selected. In the Sophomore and Junior classes, two names were chosen and then one omitted in successive order. The Senior class required one student out of every five to be randomly omitted. The questionnaires were distributed by selected helpers and then collected in the same manner. Each participating student was given at least one day to complete the questionnaire.

II. THE QUESTIONNAIRE

In preparing the questionnaire, an outline of the proposed study was submitted to the President, Dean of Students, and Athletic Director of Maryville College. With the suggestions of and approval by these people, a tentative questionnaire was formulated, designed to secure the facts desired.

The preliminary questionnaire was presented to and analyzed by a class of graduate students in physical education and recreation at the University of Tennessee. After such open criticism, the questionnaire was given to a random sample of fifteen Maryville College students in order to determine the clarity of the questionnaire as well as the length of time it took the students to complete it.

It was necessary to write and rewrite several times various parts of the questionnaire in order to achieve clarity. From such preliminary preparation the final questionnaire was drafted and was distributed in the spring of the school year.

The four-page questionnaire was divided into three areas: general information, student attitudes toward

recreational activities, and student attitudes toward dating. It was designed to determine the leisure time activities of the students, the activities they disliked, the types of recreational activities the students were interested in, and the reasons why students did not participate in the activities in which they were interested. A special part of the study was concerned with student attitudes toward dating.

III. TABULATION OF DATA

For analysis and comparison the questionnaire data were sorted into different categories and tabulated according to sex, total males and females, grade point averages, and classification according to academic year in college. The information provided by each questionnaire was tabulated four separate times.

Calculated percentages from raw numbers were used in every case throughout the study in order to make adequate comparisons.

CHAPTER IV

ANALYSIS OF DATA

The analysis of data derived from the answered questionnaires provided the basis for the findings in this study. For analysis and comparison, the questionnaires were sorted into several different categories--sex, total males and females, grade-point averages, and classification according to the academic year in college.

Calculated percentages from raw numbers were used in every case throughout the study in order to make adequate comparisons among the categories enumerated above.

I. SUMMARY OF GENERAL DATA

A total of four hundred students, one hundred from each academic class, were given the four page questionnaire to complete. Of the four hundred distributed, 274 of the questionnaires were returned. Upperclassmen had a much higher return than underclassmen. The females also illustrated a higher return rate than the males (see Table I).

TABLE I
STUDENT RETURN OF QUESTIONNAIRES

Class	Males N	Females N	Total N	%
Freshmen	30	28	58	58
Sophomores	19	30	49	49
Juniors	37	49	86	86
Seniors	31	50	81	81
Total N	117	157	274	69

The age range for all students was from eighteen to twenty-seven years. The average age for all males was slightly over twenty years, and for all females just under twenty-one years of age. Over 98 per cent of the total sample were Caucasian.

More than 99 per cent of the sample were single. Eighty-six per cent of the students lived on campus, 6 per cent lived in a dormitory off campus, and 6 per cent lived in an apartment off campus.

Sixty-five per cent of the males and 57 per cent of the females were members of a social society on campus. Sixty-seven per cent of the males and 52 per cent of the females participated in intramural activities.

II. STUDENT ATTITUDES TOWARD RECREATIONAL ACTIVITIES

Table II illustrates the students' attitudes toward all the leisure time activities used in this study. This table indicates the percentage of students who participated in, were interested in, or were disinterested in a given activity. Percentages were calculated for male students and female students.

TABLE II

PARTICIPATION, INTEREST, AND DISINTEREST PERCENTAGE
RATE FOR MALE AND FEMALE STUDENTS

Activities	Participate		Interested		Disinterested	
	M	F	M	F	M	F
Archery	1	0	47	53	45	42
Art	2	18	36	55	51	15
Automobile riding	17	35	52	51	10	6
Badminton	17	28	29	38	10	24
Bag punching	0	0	20	5	62	88
Baseball	37	8	35	28	17	56
Basketball	52	28	20	28	17	42
Bicycling	17	31	39	55	35	9
Billiards	23	0	38	32	23	36
Boating and canoe- ing	6	5	70	80	17	6
Bowling	31	24	41	48	17	21
Boxing	2	0	20	3	64	92
Calisthenics	42	16	10	15	36	63
Camping	29	19	40	61	20	16
Card playing	47	47	14	19	31	30
Casting, fly and plug	2	2	28	18	52	75
Checkers	9	6	14	29	50	58
Chess	16	5	31	51	38	41
Choir	11	21	20	43	58	25
Church "work"	17	22	23	43	43	28
Cooking	9	46	22	43	52	4
Conversing	72	90	9	3	10	4
Crafts	5	18	25	49	59	22
Croquet	0	0	25	46	58	40
Cross country running	9	2	17	14	25	78
Dancing, folk	17	11	11	22	42	52
Dancing, social	6	18	10	35	72	41
Dating	58	61	13	20	16	10
Deck tennis	72	74	16	17	4	7
Diving	19	23	41	42	29	22

TABLE II (continued)

Activities	Participate		Interested		Disinterested	
	M	F	M	F	M	F
Drama	9	20	23	55	54	36
Eating	79	92	9	6	5	2
Fencing	0	15	33	29	60	47
Fishing	7	3	47	41	34	49
Football	52	5	26	18	14	63
Gardening	2	1	13	47	76	48
Glee club	3	13	19	43	64	36
Golf	21	9	45	39	18	44
Gymnastics	19	13	25	23	46	57
Handball	3	2	46	19	38	73
Hiking	35	50	25	39	30	12
Hockey, field	1	15	11	18	73	62
Hockey, ice	3	0	33	32	39	58
Horseback riding	6	8	56	68	24	44
Horseshoes	27	15	16	15	44	64
Hunting	9	2	37	17	41	75
Knitting	0	37	1	34	87	25
La crosse	0	1	34	22	57	66
Lectures	41	58	8	20	41	18
Miniature golf	19	14	45	61	21	21
Music	31	40	18	24	48	7
Painting	4	18	23	55	56	15
Partying	43	56	34	27	14	13
Photography	18	30	32	34	36	26
Picnicking	41	54	20	20	30	4
Ping pong	59	57	13	20	21	22
Pistol shooting	43	1	36	22	36	71
Plays	14	56	34	28	68	7
Reading	12	85	14	10	10	5
Riflery	49	2	29	31	5	59
Rowing	42	3	41	58	41	33
Sailing	3	1	53	73	28	16
Sewing	0	43	3	37	85	16
Shuffleboard	11	12	12	25	63	56
Skating, ice	13	20	43	44	32	25

TABLE II (continued)

Activities	Participate		Interested		Disinterested	
	M	F	M	F	M	F
Skating, roller	4	4	29	44	53	41
Skiing, snow	10	8	51	63	24	20
Skiing, water	20	16	60	65	16	12
Squash	0	1	18	16	66	71
Soccer	8	18	34	21	46	59
Softball	54	28	21	23	14	44
Swimming	55	66	27	39	9	4
Tennis	50	46	19	36	19	14
Tetherball	5	3	13	19	68	64
Track and field	17	9	37	12	45	75
Trap shooting	2	0	30	8	51	83
Tumbling	12	14	18	23	56	58
Volleyball	38	39	20	26	40	30
Weight lifting	33	3	15	2	49	85
Walking	60	87	10	4	22	4
Wrestling	64	0	19	7	43	81

In the participate category, the percentage range was from zero (bag punching, croquet) to 92 (female; eating). The interested column illustrates a low rate of 1 per cent (male; knitting) and a high of 80 per cent (female; boating). The percentage range for disinterest in an activity was from two (female; eating) to 92 (female; boxing).

Although Table II indicates the students' feelings about all activities considered in this study, it was found that any rank preference which considered all eighty-one activities would have little meaning. All of the frequency distributions are markedly skewed toward the low end. However, it was found that when the categories were divided into quartiles, that the upper quartile indicated about 50 per cent of the students' attitudes for all categories.

III. ACTIVITIES RANKING HIGHEST IN PARTICIPATION AMONG MALE AND FEMALE STUDENTS

The data in Table III illustrate the top twenty activities in which students participate. Both male and female students participated in twelve of the same activities to a high degree. Of the eight activities that the males

TABLE III
ACTIVITIES RANKING HIGHEST IN PARTICIPATION
AMONG MALE AND FEMALE STUDENTS

Rank	Male Students		Female Students	
	Activities	%	Activities	%
1.	Eating	79	Eating	92
2.	Conversing	72	Conversing	90
3.	Dating	72	Walking	87
4.	Wrestling	64	Reading	85
5.	Walking	60	Dating	74
6.	Ping pong	59	Swimming	66
7.	Dancing, social	58	Dancing, social	61
8.	Swimming	55	Lectures	58
9.	Softball	54	Ping pong	57
10.	Football	52	Partying	56
11.	Basketball	52	Plays	56
12.	Tennis	50	Picnicking	54
13.	Riflery	49	Hiking	50
14.	Card playing	47	Card playing	47
15.	Partying	43	Cooking	46
16.	Pistol shooting	43	Tennis	46
17.	Calisthenics	42	Sewing	43
18.	Rowing	42	Music	40
19.	Lectures	41	Volleyball	39
20.	Picnicking	41	Knitting	37

participated in and the females did not, six were highly active sports; wrestling, softball, football, basketball, calisthenics, and rowing. The other two activities the males participated in were riflery and pistol shooting. Of the eight activities that the females participated in and the males did not, two were highly active; hiking and volleyball. The other six were plays, reading, cooking, sewing, music, and knitting. As might be expected, the male students indicated a higher preference for participating in physically strenuous activities.

Although the students participated to a large degree in twenty-eight activities, there were many other activities in which the students showed a high degree of interest, but did not participate.

IV. REASONS FOR NONPARTICIPATION IN INTERESTED ACTIVITIES AMONG MALES

In Table IV, of the top twenty activities in which the males showed an interest but did not participate, only one, art, was not a highly physical activity. An application of the binomial model to test expected percentages in each category showed that in thirteen of the twenty activities lack of facilities was a significant bar to participation.¹ The only activities in which knowledge significantly prevented participation were diving and art. Money was a significant factor in only one activity, bowling. Students felt that in nine activities time was a significant enough factor to preclude their participation. Generally, lack of facilities was the primary reason why the males did not participate in the activities, and time must be considered a secondary factor for nonparticipation. Knowledge and money were generally not significantly related to nonparticipation.

¹Henry E. Garrett, Elementary Statistics (New York: Longmans, Green and Co., 1956), p. 136.

TABLE IV
 ACTIVITIES RANKING HIGHEST IN INTEREST AMONG MALES
 WITH INDICATED REASONS FOR NONPARTICIPATION

Activities	Fac. ^{**}	Know. ^{***}	Money	Time	Mean	S.D.
Boating	47*	0	4	14	16.25	3.48
Water skiing	40*	11	7	20	19.50	3.82
Horseback riding	44*	5	9	20	19.50	3.82
Sailing	45*	11	2	13	17.75	3.64
Auto riding	45*	0	6	7	14.50	3.29
Archery	7	8	1	11*	6.75	2.24
Fishing	16	0	1	32*	12.25	3.03
Handball	34*	5	0	11	12.50	3.06
Golf	19	8	8	31*	16.50	3.51
Miniature golf	33*	0	14	18	16.25	3.48
Ice skating	28*	12	4	10	13.50	3.18
Diving	4	17*	1	21*	10.75	2.83
Rowing	35*	3	1	13	13.00	3.11
Bowling	6	0	23*	23*	13.00	3.11
Camping	16	1	3	29*	12.25	3.03
Bicycling	27*	0	1	14	10.50	2.80
Billiards	31*	3	7	18	14.75	3.32
Hunting	19*	2	6	21*	12.00	3.00
Track	0	3	0	26*	7.25	2.33
Art	1	12*	0	13*	6.50	2.21
Pistol shooting	37*	5	6	10	14.50	3.29

*Significant at the .05 level of confidence or better.

**Facilities.

***Knowledge.

V. REASONS FOR NONPARTICIPATION IN INTERESTED
ACTIVITIES AMONG FEMALES

The pattern of interests and reasons for nonparticipation for the females was similar to that of the males. Of the twenty-one activities listed in Table V in which the females were interested, but did not participate, fifteen were highly active, and six were essentially nonactive. An application of the binomial model was used again to test expected percentages in each category. In fourteen cases the lack of facilities was a significant factor for nonparticipation. Snow skiing, art, painting, and chess were the only activities in which knowledge significantly prevented participation. As was true with the males, bowling was the only activity in which money barred participation. Students' lack of time significantly kept them from participating in seven activities. Lack of facilities was the major reason for nonparticipation in activities in which the females were interested. Time was again the secondary reason why females did not participate in the activities. Knowledge, however, kept more females from participating than it did the males. Money was again not a significant cause for nonparticipation.

TABLE V
ACTIVITIES RANKING HIGHEST IN INTEREST AMONG FEMALES
WITH INDICATED REASONS FOR NONPARTICIPATION

Activities	Fac. ^{**}	Know. ^{***}	Money	Time	Mean	S.D.
Boating	66*	4	3	15	22.0	4.06
Sailing	59*	22	3	13	24.25	4.25
Horseback riding	44*	9	20	26	24.75	4.31
Water skiing	39*	23	6	11	19.75	3.85
Snow skiing	25	31*	13	15	21.00	3.96
Camping	32*	1	2	39*	18.50	3.72
Miniature golf	43*	1	10	20	18.50	3.72
Rowing	49*	5	1	14	17.25	3.59
Art	5	39*	2	22	17.50	3.42
Bicycling	27*	3	0	33*	15.75	3.43
Drama	1	19	0	34*	13.50	3.18
Painting	6	38*	2	22*	17.50	3.42
Archery	36*	14	4	11	16.25	3.48
Auto riding	45*	0	9	12	16.50	3.51
Chess	4	27*	0	20*	12.75	3.08
Crafts	16	12	6	26*	15.00	3.35
Bowling	11	5	23*	27*	16.50	3.51
Gardening	37*	5	3	19	16.00	3.46
Croquet	39*	2	0	17	14.50	3.29
Ice skating	24*	14	6	12	14.00	3.24
Roller skating	25*	3	8	16	13.00	3.11

*Significant at the .05 level of confidence or better.

**Facilities.

***Knowledge.

VI. HIGH RANKING DISINTERESTED ACTIVITIES AMONG MALES AND FEMALES

The data in Table VI illustrate the top twenty (first quartile) activities in which students were most disinterested. Both male and female students showed a high degree of disinterest in five of the same activities. Although twelve of the activities in which the males showed a high degree of disinterest required a great deal of physical exertion, they are generally categorized as minor sports and activities. Females showed the most disinterest in highly physical activities of any type.

VII. GRADE POINT AVERAGES

Tables VII, VIII, and IX were an attempt to determine if there was a significant relationship between grade-point average and participation rate, interest rate, or disinterest rate among the participants in this study. The students were first divided into categories according to their grade-point average; students with averages from 0.00 to 1.99 (F-D), students with averages from 2.00 to 2.49 (C), and students with averages from 2.50 to 3.24 (D+ - A-).

TABLE VI

ACTIVITIES RANKING HIGHEST IN INDICATED DISINTEREST
AMONG MALE AND FEMALE STUDENTS

Rank	Male Students		Female Students	
	Activities	%	Activities	%
1.	Knitting	87	Boxing	92
2.	Sewing	85	Bag punching	88
3.	Gardening	76	Weight lifting	85
4.	Field hockey	73	Trap shooting	83
5.	Dancing, folk	72	Wrestling	81
6.	Plays	68	Cross country	78
7.	Tetherball	68	Casting	75
8.	Squash	66	Track and field	75
9.	Boxing	64	Hunting	75
10.	Glee club	64	Handball	73
11.	Shuffleboard	63	Pistol shooting	71
12.	Bag punching	62	Squash	71
13.	Fencing	60	La crosse	66
14.	Crafts	59	Horseshoes	64
15.	Choir	58	Tetherball	64
16.	Croquet	58	Calisthenics	63
17.	La crosse	57	Football	63
18.	Painting	56	Field hockey	62
19.	Tumbling	56	Riflery	59
20.	Drama	54	Soccer	59

TABLE VII

COMPARISON OF STUDENT ATTITUDES TOWARD LEISURE TIME
 ACTIVITIES BETWEEN 0.00-1.99 AND 2.00-2.49
 GRADE POINT AVERAGES

	N	0.00- 1.99	N	2.00- 2.49	df	t
Participate	52	24	79	28	129	.409
Interested	52	23	79	31	129	.421
Disinterested	52	34	79	34	129	.000

TABLE VIII

COMPARISON OF STUDENT ATTITUDES TOWARD LEISURE TIME
 ACTIVITIES BETWEEN 0.00-1.99 AND 2.50-3.24
 GRADE POINT AVERAGES

	N	0.00 - 1.99	N	2.50 - 3.24	df	t
Participate	52	24	113	23	163	.163
Interested	52	23	113	32	163	1.200
Disinterested	52	34	113	34	163	.000

TABLE IX

COMPARISON OF STUDENT ATTITUDES TOWARD LEISURE TIME
 ACTIVITIES BETWEEN 2.00-2.49 AND 2.50-3.24
 GRADE POINT AVERAGES

	N	2.00- 2.49	N	2.50- 3.24	df	t
Participate	79	28	113	23	190	.700
Interested	79	31	113	32	190	.113
Disinterested	79	34	113	34	190	.000

Following this computation an average participation rate, interest rate, and disinterest rate was calculated for each of the three grade-point categories. Only three students had grade-point averages above 3.24 and such a small "N" would radically affect the percentages. Consequently, these three students were removed from this part of the study.

The three groups of students were compared with each other by computing the standard error of the difference between two percentages.² The obtained t scores failed to reach significance for any of the three comparisons. Generally, the above average (2.50-3.24) students showed a higher interest rate, the average students (2.00-2.49) a higher participation rate, and the below average (0.00-1.99) showed a higher disinterest rate.

VIII. STUDENT ATTITUDES TOWARD DATING

The last two pages of the questionnaire was devoted to a survey of the Maryville College students' attitudes toward dating in general and a survey of the students' attitudes toward specific dating activities. The primary

²Ibid., p. 103.

purpose of this part of the study was twofold. First of all, an attempt was made to determine whether or not there was a significant difference in attitudes toward dating or dating activities among the academic classes according to sex. Secondly, an attempt was made to determine whether or not there was a significant relationship in preference of dating activities between males and females, freshmen females and senior females, and freshmen males and senior males.

Table X indicates the freshmen-senior female responses to the dating questions. After tabulation the standard error of the difference between the percentages was computed and t scores were derived. It was found that freshmen females date during the week at a significantly higher rate than senior females. Freshmen females also dated Maryville College students significantly more than senior females, and attended on campus activities at a significantly higher rate. There was no significant differences between the two groups in the percentage dating or the percentage dating on weekends.

Table XI indicates the freshmen-senior male responses to the dating questions. It was found that the comparative

TABLE X
COMPARISON OF FRESHMEN AND SENIOR FEMALE
DATING HABITS

Question	Answer:				df	t
	N	Fr.	N	Yes Sr.		
Do you date?	28	82	50	68	76	1.34
Do you date during the week?	28	92	50	46	76	4.02*
Do you date on weekends?	28	78	50	62	76	1.48
Is the person you date usually a Maryville College student?	28	57	50	36	76	1.79*
When you date, do you usually attend on-campus activities?	28	64	50	34	76	2.55*

*Significant at .05 level of confidence or better.

TABLE XI
COMPARISON OF FRESHMEN AND SENIOR MALE
DATING HABITS

Question	N	Answer:		Yes	df	t
		Fr.	N	Sr.		
Do you date?	30	66	31	93	59	2.63*
Do you date during the week?	30	43	31	77	59	2.72*
Do you date on weekends?	30	66	31	90	59	3.23*
Is the person you date usually a Maryville College student?	30	53	31	87	59	2.92*
When you date, do you usually attend on-campus activities?	30	46	31	53	59	.55

*Significant at .05 level of confidence or better.

percentages for the males were inversely related to the freshmen-senior females. It was found that senior males dated, dated during the week, dated on weekends, and dated Maryville College students at a significantly higher rate than freshmen males. There was no significant difference as to whether or not the two groups attended on-campus activities.

Tables XII through XVI indicate the students' responses by sex and academic class to the five questions on dating. The standard error of the difference between percentages was used to determine whether or not the males and females in each academic class had significantly different responses to each dating question. It was shown that senior males date at a significantly higher rate than senior females. (See Table XII.) Table XIII indicates that during the week, freshmen females dated at a significantly higher rate than freshmen males and that senior males dated at a significantly higher rate than senior females. Table XIV shows that junior and senior males dated more on weekends than did junior and senior females. Table XV illustrates that senior males dated Maryville College students at a significantly higher rate than senior females. No

TABLE XII
COMPARISON 1--MALE-FEMALE DATING HABITS
BY ACADEMIC CLASSES

Class	Question: Do you date?					
	Answer: Yes					
	Males		Females		df	t
	N	%	N	%		
Freshmen	30	66	28	82	56	1.34
Sophomores	19	73	30	86	47	1.11
Juniors	37	89	49	87	84	.27
Seniors	31	83	50	68	79	2.19*

*Significant at the .05 level of confidence or better.

TABLE XIII
COMPARISON 2--MALE-FEMALE DATING HABITS
BY ACADEMIC CLASSES

Question: Do you date during the week?						
Answer: Yes						
Class	Males		Females		df	t
	N	%	N	%		
Freshmen	30	43	28	92	56	3.94*
Sophomores	19	47	30	60	47	.88
Juniors	37	75	49	61	84	1.37
Seniors	31	77	50	46	79	2.75*

*Significant at the .05 level of confidence or better.

TABLE XIV
COMPARISON 3--MALE-FEMALE DATING HABITS
BY ACADEMIC CLASSES

Question: Do you date on weekends?						
Answer: Yes						
Class	Males		Females		df	t
	N	%	N	%		
Freshmen	30	66	28	78	56	1.01
Sophomores	19	68	30	80	47	.95
Juniors	37	100	49	79	84	2.98*
Seniors	31	90	50	62	79	3.71*

*Significant at the .05 level of confidence or better.

TABLE XV
COMPARISON 4--MALE-FEMALE DATING HABITS
BY ACADEMIC CLASSES

Question: Is the person you date usually a Maryville College student?						
Answer: Yes						
Class	Males		Females		df	t
	N	%	N	%		
Freshmen	30	53	28	57	56	.41
Sophomores	19	63	30	60	47	.21
Juniors	37	75	49	67	84	.81
Seniors	31	87	50	36	79	4.49*

*Significant at the .05 level of confidence or better.

TABLE XVI

COMPARISON 5--MALE-FEMALE DATING HABITS
BY ACADEMIC CLASSES

Question: When you date, do you usually attend on-campus activities?						
Answer: Yes						
Class	Males		Females		df	t
	N	%	N	%		
Freshmen	30	46	28	64	18	1.38
Sophomores	19	47	30	40	7	.60
Juniors	37	59	49	67	8	.77
Seniors	31	53	50	34	19	1.69

significant differences could be found between males and females as to whether or not they attended on campus activities while dating.

Table XVII indicates the dating activities of males and females in order of preference. Generally, the males and females illustrated a high degree of agreement as to the types of dating activities they preferred. Specifically, use of the Spearman rank correlation indicated that the interests of the males and females were significantly related, as shown in Table XVIII.

One further test was devised to determine if there was any real differences between the dating activities of freshmen-senior males and freshmen-senior females. As indicated by Table XVIII, the dating interests of both groups was significantly related.

TABLE XVII

DATING ACTIVITIES RANKING HIGHEST IN PREFERENCE
AMONG MALE AND FEMALE STUDENTS

Male Students		Female Students	
Activities	%	Activities	%
Movies	85	Plays	93
Live presentations	80	Movies	92
Sporting events	78	Live presentations	88
Parties	77	Eating out	87
Plays	74	Walking	87
Eating out	74	Mountains	86
Mountains	73	Dances	84
Dances	71	Auto riding	83
Auto riding	65	Parties	79
Sports	60	Sporting events	77
Walking	59	Concerts	69
Student center	47	Artist series	66
Artist series	45	Record listening	64
Concerts	45	Watching TV	56
Record listening	41	Sports	54
Watching TV	41	Student center	53

TABLE XVIII
SPEARMAN RANK CORRELATION OF STUDENT
DATING ACTIVITIES

Variables	df	r
Males - Females	14	.705*
Freshman Females - Senior Females	14	.655*
Freshman Males - Senior Males	14	.709*

*Significant at the .01 level of confidence.

CHAPTER V

SUMMARY AND CONCLUSIONS

Today a college education stresses the development of new desires, the satisfaction of human needs and the development of better social systems. College communities, inside the cultural cluster of society, have their own needs which must necessarily relate closely to the needs of society. The use of leisure time has become a social problem of paramount importance in our society. Consequently, in the past few years, colleges and universities have realized that there is a need for greater attention to be given to student recreational outlets. Because of the importance of recreation as a part of college students' lives, definite studies have been made based on research and scientific investigation concerning the recreational interests and worthy use of their leisure time. This study was concerned with the recreational interests of Maryville College students while at Maryville College.

The survey method was used in this study, which specifically employed the use of a questionnaire. The

survey was an attempt to assess the students' attitudes toward leisure-time activities. The 274 questionnaires that were returned formed the basis for the findings in this study.

Students generally seemed to prefer a small number of activities, meaning they were either interested in them or participated in them to the marked exclusion of many other activities. This fact is illustrated by the finding that half of the students were interested or participated in only 25 per cent of the activities listed. Of the activities where there was a high degree of interest shown, the males seemed to prefer participation in physically strenuous activities, such as softball, football, and basketball. The females illustrated a preference for much less strenuous activities, such as reading, sewing, and knitting.

Students were given four choices to indicate the reason that prevented them from participating in the activities in which they were interested. The outstanding reason given for nonparticipation was the lack of facilities. Time was also a factor involved in nonparticipation, but was not indicated to be as seriously limiting as lack of facilities.

Degree of participation, interest, or disinterest did not appear as a factor significantly related to grade-point averages.

The students' attitudes toward dating and dating activities at Maryville College indicated some interesting patterns that may be worth further research. It was found that the freshmen females and senior males had remarkably similar attitudes toward dating, as did the freshmen males and senior females. However, when the students were asked to state their attitudes toward specific dating activities, it was found that the freshmen-senior males and females respectively showed significant agreement as to the dating activities listed in this study. The total male and female interests in dating activities was also significantly related.

It appears that there is a need for a workable plan whereby student recreational outlets may be expanded. Therefore, recommendations must be made which may be used by the College as a guide for beginning other programs of recreation or for improving the current programs. It is recommended that:

1. Extended research of this study be carried on.
2. A survey of student interest and extracurricular organizations be made to determine the extent of recreational programs they offer to the students of the College.
3. A survey of student social societies regarding recreational problems and programs be made.
4. Some school policies be altered, allowing more students to make use of recreational facilities which are not within reasonable walking distance of the College; for example, golf courses, camping areas, ice skating rinks, skiing slopes, fishing sites, and horseback riding trails.
5. Recreational facilities be increased.
6. The administration believe strongly enough in an on-campus recreation program to substantially support it financially.
7. Specific recreational leadership be provided for the College in the position of a Coordinator of Recreation.



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APPENDIX

CRANES REST

A SURVEY OF THE RECREATIONAL INTERESTS, NEEDS, AND
ACTIVITIES OF MARYVILLE COLLEGE STUDENTS

1. Classification: Senior _____ Sophomore _____
 Junior _____ Freshman _____
2. Age: _____
3. Sex: Male _____ Female _____
4. Race: _____
5. Grade point average: _____
6. Marital status: Single _____ Married _____
7. Residence: Dorm on Campus _____ Apartment off Campus _____
 Dorm off Campus _____ Commute _____ Others _____
8. Are you a member of a society on campus? Yes _____ No _____
9. Do you participate in intramural activities? Yes _____
 No _____

ACTIVITIES

In Column I check those leisure time activities in which you engage while at Maryville College. In Column II check those leisure time activities in which you are interested. In Column III circle the reason that prevents you from participating in the activities below: D - Disinterested, F - Facilities, K - Knowledge, M - Money, T - Time.

ACTIVITY	I	II	III
1. Archery			D F K M T
2. Art			D F K M T
3. Automobile riding for pleasure			D F K M T

ACTIVITY	I	II	III
4. Badminton			D F K M T
5. Bag punching			D F K M T
6. Baseball			D F K M T
7. Basketball			D F K M T
8. Bicycling			D F K M T
9. Billiards			D F K M T
10. Boating and canoeing			D F K M T
11. Bowling			D F K M T
12. Boxing			D F K M T
13. Calisthenics			D F K M T
14. Camping			D F K M T
15. Card playing			D F K M T
16. Casting, fly and plug			D F K M T
17. Checkers			D F K M T
18. Chess			D F K M T
19. Choir			D F K M T
20. Church "work"			D F K M T
21. Cooking			D F K M T
22. Conversing			D F K M T
23. Crafts			D F K M T
24. Croquet			D F K M T
25. Cross country running			D F K M T
26. Deck tennis			D F K M T
27. Dancing, folk			D F K M T
28. Dancing, social			D F K M T
29. Dating			D F K M T
30. Diving			D F K M T
31. Drama			D F K M T
32. Eating			D F K M T
33. Fencing			D F K M T
34. Fishing			D F K M T
35. Football			D F K M T
36. Gardening			D F K M T
37. Glee club			D F K M T
38. Golf			D F K M T
39. Gymnastics			D F K M T
40. Handball			D F K M T
41. Hiking			D F K M T
42. Hockey, field			D F K M T
43. Hockey, ice			D F K M T
44. Horseback riding			D F K M T
45. Horseshoes			D F K M T

ACTIVITY	I	II	III
46. Hunting			D F K M T
47. Knitting			D F K M T
48. La crosse			D F K M T
49. Lectures			D F K M T
50. Miniature golf			D F K M T
51. Music			D F K M T
52. Painting			D F K M T
53. Partying			D F K M T
54. Photography			D F K M T
55. Picnicking			D F K M T
56. Ping pong			D F K M T
57. Pistol shooting			D F K M T
58. Plays			D F K M T
59. Reading			D F K M T
60. Riflery			D F K M T
61. Rowing			D F K M T
62. Sailing			D F K M T
63. Sewing			D F K M T
64. Shuffleboard			D F K M T
65. Skating, ice			D F K M T
66. Skating, roller			D F K M T
67. Skiing, snow			D F K M T
68. Skiing, water			D F K M T
69. Squash			D F K M T
70. Soccer			D F K M T
71. Softball			D F K M T
72. Swimming			D F K M T
73. Tennis			D F K M T
74. Tetherball			D F K M T
75. Track and field			D F K M T
76. Trap shooting			D F K M T
77. Tumbling			D F K M T
78. Volleyball			D F K M T
79. Weight lifting			D F K M T
80. Walking			D F K M T
81. Wrestling			D F K M T

DATING

1. Do you date? Yes ____ No ____
2. Do you date during the week? (Monday thru Friday)
Yes ____ No ____
3. Do you date on weekends? Yes ____ No ____
4. Is the person you date usually a Maryville College student? Yes ____ No ____
5. When you date, do you usually attend on-campus activities? Yes ____ No ____

Check the activities in which you are interested.

ACTIVITY	I
1. Attending artist series	
2. Attending concerts	
3. Attending dances	
4. Attending movies	
5. Attending parties	
6. Attending plays	
7. Attending special live presentations	
8. Attending sporting events and contest	
9. Automobile riding	
10. Eating out	
11. Frequenting the student center	
12. Listening to records	
13. Participating in sports (bowling, tennis)	
14. Visiting the mountains	
15. Walking	
16. Watching television	