

AN EVALUATION OF ATTITUDES ABOUT AN UNDERGRADUATE  
RECREATION FIELD WORK TRAINING PROGRAM IN A  
SELECTED FOUR-YEAR CURRICULUM,

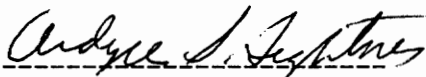
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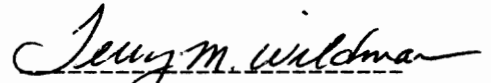
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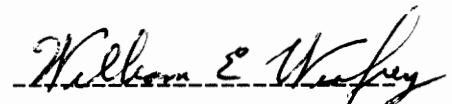
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## Chapter 1

### THE PROBLEM

### BACKGROUND

An important element in the preparation of students for positions in the field of recreation and leisure services is an adequate field work training program as a component in recreation education. Consideration of the need of the recreation field work training program must begin with a clarification of the perceptions and importance of recreation.

Components of our modern society, the shortened workweek, increased longevity, increased population, early retirement and advanced technology, lead to greater amounts of leisure over a longer period of time for more individuals. Mobley and Helbreigel (1974) found that in 1880, Americans worked as much as seventy to eighty hours a week. Vacations and two-day weekends were almost unknown in most fields of employment. Today, hundreds of major companies have achieved a thirty-five hour workweek and a four-day work schedule. Speaking before a United States Senate Subcommittee in 1967, Kreps predicted that in the next fifteen years Americans could realize a four- to five-hour working day, a twenty-two hour workweek of twenty-seven weeks, and retirement at age thirty-seven. These predictions may seem unattainable, but realistically, some combinations of the patterns could develop. Technology, cybernation,

electronic expertise, and medical science within the last six decades have given us an unprecedented amount of leisure time. It has been suggested by Kraus (1977) that today the average American has more leisure hours than working hours in a year: 2,175 leisure hours compared to 1,960 hours of paid work. The prominence of optional time is not the issue; the concern is how leisure time can be utilized to enhance the quality of life.

Although the terms recreation and leisure are often mentioned synonymously, common working definitions make clear distinctions between them. Neulinger (1974), in a preliminary survey on leisure at City College, New York City found that there are differences in the respective meanings of the two terms. Leisure was seen as being a block of time, relaxation, and time which may be devoted to recreation. The word recreation was discovered to imply active participation and an application of free time.

Most modern definitions of recreation stem from the discretionary time concept of leisure, designated as occurring during unobligated time (Neumeyer and Neumeyer, 1958). Several authors who have examined the professional field of recreation have regarded recreation as a form of activity or experience (Dumazedier, 1967; Neulinger, 1974; Parker, 1971). Recreation was also seen as an activity that is free, pleasurable, and self rewarding. This is consistent with the view of Slavson (1961), who indicated that recreation is a leisure activity motivated by pleasure and serves as a diversion to pressures of daily living. These definitions have restricted the scope of recreation to activities participated

in during leisure. Hutchinson (1951) added the element of social acceptability to the leisure experience that provides a feeling of satisfaction to the individual as a result of having pursued a leisure expression. The definition of recreation as a social function which contributes to individual well being through pleasurable, self-actualizing, consummate experience has been supported by several writers (Kolunka, 1974; Kraus, 1971; Moore, 1976; Stein, 1962). It has been suggested by Gray and Greben (1974) that recreation is not an activity at all, but rather a result of an activity. Recreation participation is followed by feelings of achievement, exhilaration, and pleasure in response to aesthetic experience, achievement of personal goals, or positive feedback from others. Realistically, however, recreation professionals should be concerned with providing activities and experiences that will enable individuals to achieve the results of recreation. The goal of the recreation and leisure services professional is to assure that recreational pursuits are, in fact, pleasurable to the participant. This assumption was supported by Meyer and Brightbill (1964) who indicated that recreation is designed to provide constructive activity when engaged in as part of a program of community recreation service.

A summary of the concepts of recreation indicated that it consisted of an activity or experience, chosen voluntarily by the participant, either because of the immediate satisfaction derived from it, or because of some social or personal values gained by it. It is pursued during leisure and has little or no connotations

of work. It is usually enjoyable and, when conducted as part of organized agency services, it is designed to meet constructive and socially accepted needs of the participant.

A conceptualization of recreation has been transformed from traditional to contemporary aspects of utilization of time. Evidenced by numerous distinctions of recreation and leisure and their increased significance in American society, trained recreation professionals are needed to meet the demands of rapidly changing attitudes and patterns of behavior in our society as they affect recreation activity participation. For centuries a world of work dominated our educational philosophy. There was little education for life away from work. Now life away from work has changed our preparation for living a life with more free time. This change has caused great difficulty among many people in constructively adapting to having more time away from work. Martin (1975) suggested that recreation and leisure services professionals are members of the only character building profession concerned with individuals of all ages in their leisure. This position gives the recreation professional a unique opportunity to help everyone toward a Cardinal Principle of Education, "the wise use of leisure time."

#### THE PROBLEM

A changing society combined with greater amount of non-work time dictated a need for professional preparation of recreation and leisure service leaders to help people constructively use their leisure. The United States Department of Labor (1967) indicated

that opportunities for "recreation workers" are expected to increase rapidly through a greater part of the seventies. To match the growth potential of the recreation and leisure services profession, accredited colleges and universities established professional preparation programs to train recreation and leisure service leaders.

The growth of higher education curricula in recreation was most rapid between 1960 and 1975. Prior to that time curriculum development in recreation evolved at a gradual pace. Stein (1975) discovered that in 1950, there were thirty-seven colleges and universities with recreation curricula. By 1960, the number had risen to sixty-four. With the rapid expansion of community and therapeutic recreation services during the 1960's, the number of programs steadily increased to a total of 227 in 1970, and to 345 in 1975. During the period 1960 to 1975, the total number of recreation majors grew to 35,000 in the United States and Canada. Sessoms (1966) reported the average number of undergraduate majors per institution was forty-eight. Academic departments at the University of Maryland and San Jose State University were listed in the Recreation and Park Education Curriculum Catalog, 1976 edition (Epperson), as having over 500 majors each. In Virginia, seventeen institutions have developed programs leading to professional preparation in the field of recreation. Radford College Department of Recreation and Leisure Services, one of the first such programs in Virginia, has 240 majors enrolled in the recreation administration degree program.

Undergraduate recreation programs have been designed to provide a broad base of general education and recreation core courses related to essential needs of recreation services systems.

Berryman (1971) recognized that colleges and universities providing training programs for recreation personnel appealed to those who intended to assume supervisory and administrative positions in recreation agencies. According to Murphy (1975) colleges and universities should educate students to serve in public or quasi-public agencies as leaders who can interpret to individuals that every phase of living, including leisure, can have meaning. Gray (1974) proposed a leisure studies curriculum that would lead to the enhancement of a balanced life for the recipient of professional recreation services. The major emphasis of the proposed curriculum focused on the need for a supervised field work program that provides students with a sufficient background to enter the professional field.

Field work has been defined by Mundy (1972) as being "that phase of professional training in recreation in which the student is placed in an off-campus field setting for an extended period of time under the supervision of both a cooperating agency professional and a college supervisor."

Field work has been regarded as one of the most important and beneficial courses in the college recreation curriculum. Verhoven (1968) indicated that a prerequisite of adequate professional preparation was an on-the-job training experience under the guidance of a qualified recreation agency supervisor. The benefit derived

from this training was that it combined classwork with practice experience. Micklewright (1955) reported that graduates of recreation curricula found the field work experience as the most valuable course they had taken during undergraduate professional training. While exploring course needs for entry level positions in therapeutic recreation, Cipriano (1975) emphasized the importance of field work and proposed that "the number of hours of practical training should be equivalent to the number of hours of didactic course work." A professional preparation conference conducted by the American Association for Health, Physical Education and Recreation (1962) emphasized the need for practical application and personal experiences as essential competencies for the recreation profession. The importance of a field work program is that it is the one professional recreation course that provides practical experience in realistic settings and situations and serves as a link between course work in the classroom and actual professional practice.

Mundy (1972) further examined aspects of the college field work course that prepared students for field work with a recreation agency. She found that 19 percent of the colleges surveyed indicated no orientation to or training for the recreation field work experience. Most colleges conducted special orientation sessions or training seminars to prepare the student for field work. However, previously conducted training programs, specifically designed to prepare students for field work, have not followed a systematic model or standard of development. Kelly and others (1976) indicated that in the past



professional preparation programs have been developed primarily based on the practical and educational background of the particular professor charged with the responsibility of field work training. A review of the literature indicates that only one model for the determination of the relative importance of a professional training program has been developed. In formulating a competency-based entry level curriculum for therapeutic recreation education, Kelly and others (1976) adopted a model developed by Stake (1967), known as the Countenance Model of Evaluation. This model attempted to improve upon the traditional method of educational evaluation which was based on the administration and interpretation of achievement tests in the assessment of student progress. The Countenance Model schemata, as a reference for the types of educational evaluation models, is described more fully in Chapter 2. An evaluation by experts in the field of therapeutic recreation has provided much room for encouragement with respect to the potential significance of this training project on the quality of entry level professional preparation in the years ahead. Additional support for the training project was received from the Office of Education, Department of Health, Education and Welfare. Hillman (1976) described the training project as one that would serve as a model for future endeavors related to recreation. This support is consistent with the views of several recreation professionals who are familiar with the needs of field work programs in Virginia (Gilstrap, Thorne, Williams, 1978). Because of the many variables and components attached to the recreation field work program there is a need for a developmental

model that is comprehensive without being complex (Greiner, 1978). It was indicated by Henkel (1977) that although competencies for the field work program are being developed by the Society of Park and Recreation Educators, a systematic model to operationalize or to determine the quality of these competencies, has yet to be designed for the recreation profession. In addition the National Recreation and Park Association began the initial phase of strengthening the recreation profession with the establishment of national accreditation of educational institutions offering recreation degrees (Shapiro, 1977). The support for accrediting educational institutions offering recreation degrees in the Commonwealth of Virginia has been strong. Greiner (1977) urged that the Virginia Recreation and Park Society take the position that no agency accept field work students from institutions that were not accredited. This position may not be reflective of all recreation professionals in Virginia, but since it was mentioned in the same context as field work, it indicated the importance being attributed to field work in the preparation of recreation professionals.

#### STATEMENT OF THE PROBLEM

It is accepted in this study that the field work experience is an important element in the preparation of recreation professionals. Therefore, application of a field work training program and its impact on the student field work experience should be examined.

Conceptually, a field work training program may be viewed by identifying and placing the variables to be studied in a

systematic guide that relates the training program to the field work experience.

#### THEORETICAL BASE

While agreeing that program evaluation is important, Strobell (1977) cautioned the evaluator that most field work manuals and textbooks offer appraisal systems that fail to properly weigh program components. She further stated that a model of evaluation is needed to determine how a program being evaluated can improve and where improvement is needed.

Based on a systematic approach of program evaluation, Weber (1973) developed, in matrix format, a model that was used for making decisions about educational conditions (Table 1). The modified Weber Model used in this study consisted of two major dimensions, decision components and program components.

1. Program Components--aspects of an educational program to be evaluated. Program components will vary from one evaluation to another dependent upon the nature of the program.

2. Decision Components--aspects of the evaluation scheme that exemplifies the format for evaluating program components: program goals, operationalized outcomes, data collection format, criteria, judgment alternatives, and decisions.

- A. Program goals consist of general statements of expected outcomes of an educational program stated in non-behavioral terms.

- B. Operationalized outcomes are statements of program goals in behavioral terms.

Table 1. A Guide for the Evaluation of the Recreation Field Work Training Program

Program	DECISION COMPONENTS					
Components	Program Goals	Operationalized Outcomes	Data Collection Format	Criteria	Judgment Alternatives	Decision

C. Data collection format refers to the source or sources where data will be gathered in an evaluation and the instrumentation or other methodology used for gathering it. In this component methods for data analysis may be specified.

D. Criteria represent standards for deciding whether or not a specific program component is of value. Procedures for establishing criteria, as suggested by Weber (1973), are to provide for input by all those involved in the evaluation process. A second alternative is to select a consultant, not associated with the evaluation, to make an objective decision in the establishment of standards.

E. Judgment alternatives refer to contingencies available if program components fail to meet the established criteria.

F. Decisions are the final judgments made about a program component after all evidence has been weighed.

Prior to implementation of a field work training program the following major questions concerning its usefulness need to be answered: Are there any special differences between a field work program where students receive training and one where students not receive training? What are the deficiencies that exist in the current approach to field work? What are the components that would make a field work training program meaningful to the student and to the recreation agency? Is there a need to select new field work program practices? Should, in fact, a field work training program become a regular part of a program of study leading to the professional preparation of recreation students?

Educational evaluation is a system by which information for decision making about educational conditions of field work training can be collected and analyzed. Without systematic inquiry into attitudes about the effectiveness of the field work training program, the changes occurring in recreation field work may be merely a random adoption of course components. Without dependable information on the performance of field work programs, recreation educators cannot readily correct deficiencies in present field work practices or select new educational program practices. Worthen and Sanders (1973) describe evaluation as a practice that holds great promise in providing educators with information which can be used to improve the process of education.

#### PURPOSE OF THE STUDY

The purpose of this study was to investigate attitudes about the process of training students for field work in an undergraduate recreation and leisure services curriculum.

#### HYPOTHESES

Six specific null hypotheses were tested. These pertained to the attitudes of field work students and recreation agency supervisors.

1. There are no significant differences in student and agency supervisor attitudes concerning
  - A. effectiveness
  - B. approval
  - C. usability

of field work preparation experiences in a field work training program and in a traditional preparation program.

Below are restatements of the above null hypotheses.

1a. There are no significant differences between students in the training program and the traditional program in attitude toward effectiveness of their respective programs.

1b. There are no significant differences between students in the training program and the traditional program in attitude toward approval of their respective programs.

1c. There are no significant differences between students in the training program and the traditional program in attitude toward usability of their respective programs.

1d. There are no significant differences between agency supervisors in the training program and the traditional program in attitude toward effectiveness of their respective programs.

1e. There are no significant differences between agency supervisors in the training program and the traditional program in attitude toward approval of their respective programs.

1f. There are no significant differences between agency supervisors in the training program and the traditional program in attitude toward usability of their respective programs.

#### DEFINITIONS

For the purposes of this study the following definitions were given:

Field Work - practical professional training in recreation in which the student is placed in a recreation agency for ten weeks under the direct supervision of a recreation agency supervisor and visiting professor.

Field Work Training Program - a process of orienting students for field work.

Field Work Training Manual - a booklet of instructions explaining the process and clarifying the purposes, goals and objectives of field work.

Effectiveness - having the desired effect of adequate preparation for field work.

Approval - displaying a favorable attitude toward field work preparation.

Usability - the usefulness of the training manual and other materials in field work preparation.

Evaluation Model - a systematic guide for examining an educational program.

#### DELIMITATION

The study was delimited to forty students majoring in recreation administration who were registered for field work during the summer quarter 1978. It was further delimited to the recreation agency supervisors directly responsible for the management of the field work students.



## SUMMARY

The purpose of this study was to evaluate attitudes about a recreation field work training program as a component in the process of professional recreation preparation. Recreation field work combined classwork and practical experience for the benefit of student development.

In recognition of the constraints imposed by a short term study, a process had to be developed which would accommodate the highest level of evaluative input within existing limitations. The evaluation format used was adapted from the Weber model of educational evaluation. Attitudes about a field work training program could be operationalized through this evaluation system.

## Chapter 2

### REVIEW OF LITERATURE

This study is an investigation of the recreation field work training program based on the application of an educational evaluation schemata. There are limited studies directly in point; therefore, a general overview of the research, with selected studies reviewed, is presented. The first two sections of the chapter examine the assessment of leisure and the development of attitude inventories. In the last three sections the educational evaluation models, program evaluation, and field work studies are presented.

### THE ASSESSMENT OF LEISURE

How individuals allocate their free hours has been a topic of interest for researchers for many years. The availability of leisure time has been of lesser concern than the actual use of free time. To face the reality of an abundance of free time people need to develop an awareness of the importance of leisure in society and a recognition of its contribution to the value of life. Kraus (1977) indicated that the changed view of leisure in society sees it as a significant force in modern life. This view supports the need for effective leisure education for people of all ages (Mundy, 1974).

Understanding the value of leisure to the quality of life must begin with a clarification of the ways leisure has been viewed. Historically, leisure was a product of the Aristotelian view of a cultural, intellectual, and artistic involvement. This classical view of leisure was supported by the earlier writings of de Grazia (1962) and Pieper (1963). Both theorists agree that leisure involves a spiritual and mental attitude. Gray (1973) summarizes the classical concept of leisure as an act of aesthetic, psychological, religious, and philosophical contemplation. Application of the classical perception of leisure cannot be made to contemporary society because of its link to an aristocratic class structure based on the prominence of slave labor. In modern society leisure is not a privilege for a few as a result of the labors of many. Today leisure is widely available to all.

Closely related to traditional interpretations, leisure as a way of life for the privileged class in Europe during the Renaissance period, was examined by Veblen (1899). He described the life of the rich as being one of obvious consumption of the pleasures of life. The ruling classes of the era became identifiable through their possessions of leisure: lands to hunt on, excess food for feasts, and troubadours for entertainment. Since the working class of today has as much or more free time as its executives and managers, this theory of leisure can no longer apply.

As an outgrowth of the Industrial Revolution leisure was conceived as free or discretionary time, that portion of time remaining when all obligated and biological functions are met, to be used

in a variety of ways (Neumeyer and Neumeyer, 1958). This theory was further defined by Kaplan (1975) in his quantitative model of leisure. According to Gray (1973) there is an obvious relationship between work-time and leisure, in which discretionary time is central. The discretionary time concept is the most commonly accepted definition of leisure (Brightbill, 1962, 1967; Haun, 1965; Kraus, 1971; Kreps and Spengler, 1973).

Leisure, distinguished as a form of non-work activity in which people engage during their free time, is supported by several authors outside the recreation and leisure services profession. A social scientist, Dumazedier (1967) states that in this sense leisure serves the functions of entertainment, relaxation, and personal development. Leisure is thus defined as a voluntary activity pursued during free time and not for monetary gain. Martin (1975), a practicing psychiatrist, reflects that leisure is a naturally endowed subjective experience and is something that happens within the individual. It is not something one does, but something one becomes. During leisure one becomes receptive and open under Martin's conception. Kerr (1974) suggests that leisure is a state of mind that is a worthy end in itself. This concept rejects the view that investments of self in pursuits must produce useful results. It maintains that pursuits are merely expressions of self and no more.

A theory supported by several contemporary authors is the holistic perspective, which tends to incorporate all possible interpretations of leisure into one as an end or means (Kaplan, 1974). In the holistic view, elements of leisure are found in work, and

conversely, elements of work are often found in leisure. Conceivably, leisure can no longer be defined as discretionary time under the holistic concept. The holistic theory views the good life as an individual pursuit of self-fulfillment. This includes an image of men and women as part of a whole, becoming the determinants of their experiences (Murphy, 1974). The concept of self-fulfillment, as a part of the holistic perception of leisure, is reflected in the earlier works of Maslow (1943). He indicated that people who have realized a complete self identity through the full use of their potentials have become self-actualized, and self-actualized people are gratified in all of their basic needs of belonging, affection, respect, and self-esteem. Farina (1969) suggests that self-actualization is the goal of leisure. He observed leisure as a state or condition of being free from demands of lower level needs. This concept of leisure encourages one to be free to express oneself through activity.

Considerable confusion surrounds the concept of leisure. It seems to have eluded singular definition for centuries. Because of the diversity of the philosophical concepts of leisure it remains difficult to classify leisure solely in any of the previously mentioned concepts. Kraus (1971) suggests that a more realistic approach in classifying leisure would be to indicate that leisure represents all free time and that it provides the potential for freedom of choice. Within leisure one may engage in a wide range of activities which are positive or negative, active or passive.

## DEVELOPMENT OF ATTITUDE MEASUREMENT

The measurement of attitude through the use of attitude scales has been a concern of educators for nearly fifty years. Development of instruments to make objective assessments of attitudes as related to experience has been widely examined (Bues, 1934; McCue, 1956; Meyers, 1958).

Early measurement techniques included the questionnaire, the unstructured interview, Q-sorts, the statistically developed formal scale, and the non-productive social distance scale (Higgs, 1971). The most frequently used methods of measuring attitudes required subjects to indicate their agreement with a set of statements about an attitude item (Guttman, 1944; Likert, 1932; Thurstone and Chave, 1929). While examining scales of measurement of attitudes, Shaw and Wright (1967) reported that most scales developed to date have a reliability coefficient of at least .75 at a .05 level of significance.

Although several methods of measuring attitudes have been developed (Banta, 1961; Coombs, 1950; Edwards and Kilpatrick, 1948; Goodenbaugh, 1944; Osgood and Suci, 1955; Seashore and Hevner, 1933), the three pioneering methods of measuring attitudes are briefly summarized. The Method of Equal-Appearing Intervals developed by Thurston (1929) requires that judges place a selected number of attitude statements into a series of categories ranging along a continuum of 9 or 11 favorable to unfavorable responses to the attitude component. Intervals between categories are considered equally distant from each other (equal-appearing intervals).

Scale value is determined by indicating the point on the continuum above and below which 50 per cent of the judges place the item. Judges' ratings are measured by Q, the interquartile range of variability among judges. Any items in 50 per cent disagreement are rejected, and the remaining consistently rated items are used for the final scale.

Guttman (1944) developed a Method of Scalogram Analysis to test a set of items to determine whether it constitutes a scale on which it is possible, from a rank order score, to reproduce the subject's response to the individual item. This is expressed by a ratio of actual to anticipated responses on each item.

Likert (1932) developed a Method of Summated Ratings which did not require the use of judges. Statements are selected by a criterion of internal consistency and assigned a value. Subjects check their level of agreeability with each statement. Scores are generally compared between two groups on the individual items.

The Thurstone (1929) and Likert (1932) scales are similar in that they both provide techniques for selecting attitude statements from a large group of items which constitutes the measuring instrument. Scalogram analysis is concerned with the evaluation of a set of items, after the items have been selected (Guttman, 1944).

Because of the similarities of the Thurstone (1929) and Likert (1932) scales a comparison of both are given in Table 2, giving the major strengths and weaknesses of each.

While developing methods of evaluation in curriculum construction Chronbach (1963) determined the measurement of attitudes as being

Table 2. Methods of Attitude Scale Construction

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<u>Thurstone: Method of Equal Appearing Intervals (1929)</u>	
<u>Strengths</u>	<u>Weaknesses</u>
<p>Usually produces satisfactory reliability. Large number of items can be developed into valid and reliable scales (Shaw, 1967).</p>	<p>Weak basis for selecting most discriminating items within each scale interval. Requires agreement between judges on placement of items on scale. Requires internal consistency of attitudinal statements (Edwards, 1957).</p>
 <u>Likert: Method of Summated Ratings (1932)</u>	
<u>Strengths</u>	<u>Weaknesses</u>
<p>Methods of scoring superior to Thurstone (Summers, 1970). Validity higher than Thurstone (Shaw, 1967).</p>	<p>Scores have no absolute meaning and can only be compared with scores of other subjects (Riker, 1944).</p>

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important. He further indicated that attitude interviews and questionnaires are valuable in gathering pertinent evidence about a specific course or program.

#### EDUCATIONAL EVALUATION MODELS

Evaluation is not a new concept in institutions of higher education. According to Worthen and Sanders (1973) evaluation is one of the most discussed and least utilized processes in education today.

During the often cited Eight Year Study of the 1930's (Smith and Tyler, 1942) evaluation came to be defined as a process of comparing performance data with specified objectives. This concept of evaluation is still reflected in some contemporary approaches to evaluation (Popham, 1975; Provus, 1960; Stake, 1967).

A more modern definition of evaluation has determined that educational evaluation is a process of gathering information to aid the decision-makers (Alkin, 1969; Stufflebeam, et al., 1971; Weber, 1973). Another commonly accepted definition established that evaluation is a systematic collection and analysis of information to determine merit or worth (Scriven, 1967). This method suggests that educators want to compare educational programs to determine if one program is better than another. Worthen and Sanders (1973) further defined the Scriven (1967) approach to evaluation as a means of judging worth or quality of a program, product, objective, or procedure.

Evaluation as a means of improving curricula was clarified by Chronbach (1963). Evaluation was defined as a process of collecting information to make decisions about courses improvement such as what instructional methods are satisfactory, what changes a course produces, and what course revisions are needed. This approach does not accept the merit of evaluation in comparing one educational program to another. Rather what is urged is measurement through description.

Though disagreeing on the approach evaluation should take, Scriven (1967) and Chronbach (1963) make clear the need to formalize evaluation procedures. Several models of educational evaluation have been developed (Provus, 1969; Stake, 1967; Stufflebeam, et al., 1971; Weber, 1973). Two of the models which led to the selection of the Weber model for use in this study are briefly reviewed.

Stake (1967), using a matrix system for gathering data about an educational program, indicated that three forms of information were important regardless of whether the purpose of evaluation was description or judgment. The three forms of information were identified as antecedents, transactions, and outcomes. Antecedents are those conditions that exist prior to teaching or learning. Transactions are the interaction processes of education such as student-to-teacher and student-to-student contact. Outcomes include measurements of the instructional program and its implications for teachers and administrators. Stake's data matrix in model format is shown in Figure 1. Antecedents, transactions, and outcomes are seen in relation to both description and judgment. The descriptive matrix is organized

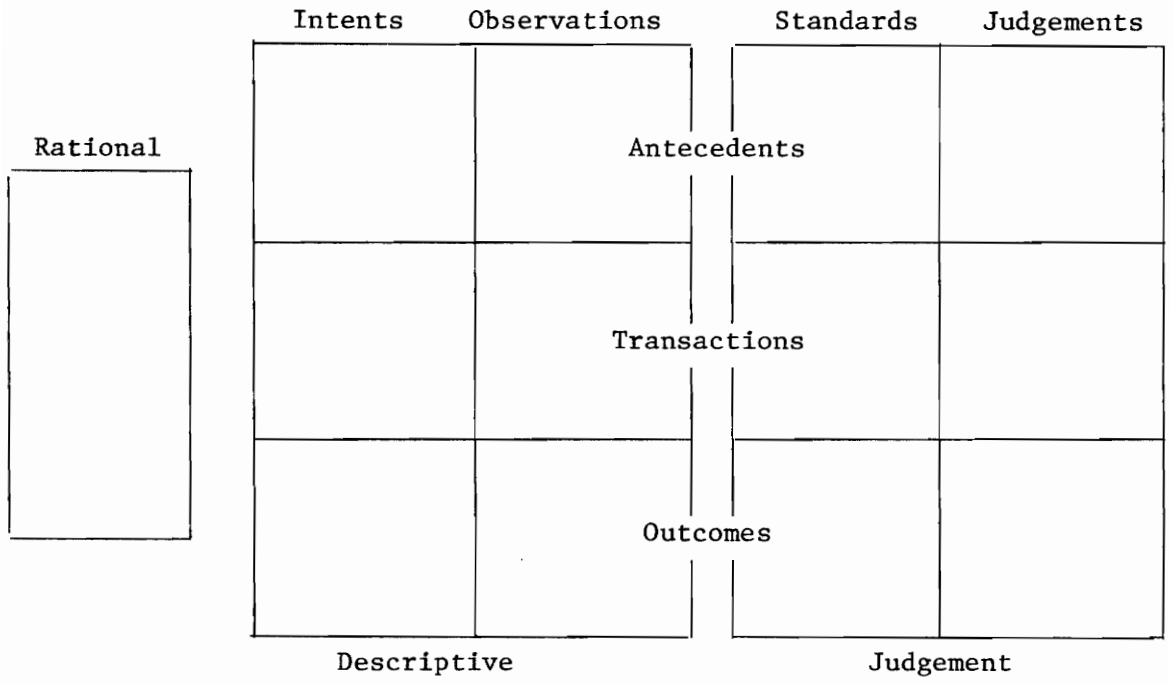


Figure 1  
Stake Countenance Model

into intents and observations, and the judgment matrix is classified by quality standards and program judgments. The Stake model (1967) is one form of organizational framework used in the planning of an evaluation study.

The Stufflebeam (1971) method of evaluation has been referred to as the CIPP model. This approach emphasized that evaluation is a cyclical process for the purpose of providing information for decision-makers. As shown in Table 3, the CIPP model defines four types of evaluation--context, input, process, and product. Context evaluation defines the educational environment, delineates problems, and formulates goals. Input evaluation identifies and structures alternative strategies for achieving the goals outlined in context evaluation. Process evaluation observes the program operation to identify and control project design and operations. Product evaluation assesses program outcomes and relates them to project objectives. Earlier, the Stufflebeam model (1971) was referred to as being cyclical. The nature of this model recognizes the importance of feedback being continually provided to the decision-maker during the entire process of the evaluation.

Because of the confusion surrounding the purpose of evaluation it is necessary to emphasize that an evaluation model is not a problem solver. It is a device used for planning an evaluation study. Evaluation can provide educators with the needed information which can be used to improve the process of education. The systematic approach to evaluation is a useful tool, not a frustration for recreation educators (van der Smissen, 1975).

Table 3. Stufflebeams CIPP Evaluation Model

	Objective	Method
Context Evaluation	To define the educational environment, to identify student and other needs, to delineate problems, and to formulate goals.	By describing the context through data gathering and by specifying problems and goals.
Input Evaluation	To identify and assess alternative strategies for achieving goals or overcoming problems which are identified in context evaluation.	By analyzing existing resources, identifying possible solutions to problems, determining their feasibility and making comparisons.
Process Evaluation	To observe program operation, attempting to ascertain procedural events and activities and to identify problems in design and implementation.	By observing and otherwise monitoring program operation to determine if happenings occur as they were planned to occur.
Product Evaluation	To assess program outcomes and to relate outcomes to objectives and to relate them to context, input, and process evaluation.	By measuring anticipated and unanticipated outcomes on students and on others associated with the program, and by relating outcomes to measures taken in the other evaluation areas.

## PROGRAM EVALUATION

Program evaluation is concerned with worth, merit, and quality of an educational program. Continuous adaptation and improvement of an educational program is based on data produced by formative and summative evaluation (Scharlock, 1974). Summative evaluation refers to overall program worth. Decisions for improving programs are based on formative data that provides information on the adequacy of objectives. In support of the need for program evaluation Joyce (1974) suggested that program evaluation be made more efficient and in accordance with the program elements. Johnson (1975) further enhanced this view by suggesting that educational program evaluation should have two motives, to compare innovative teaching programs with a traditional curriculum and to determine the worth of a particular program.

To be used in conjunction with recreation education program evaluation van der Smissen (1975) developed a feedback loop method. Operationally, the feedback loop recognizes the importance of program components as a part of formative or summative evaluation. Each program component has its own objectives and in the evaluation of those objectives continuous feedback is a means of realizing the stated objectives. Willson (1975) stressed the need of immediate feedback if program operations are to be modified. Both Willson (1975) and van der Smissen (1975) show similar degrees of the importance of feedback as seen in the Stufflebeam (1969) and Weber (1973) models of educational evaluation.

## FIELD WORK STUDIES

A review of the literature related to field work discloses few writings on this subject. Since there have been few studies undertaken in recreation education about field work, the number of articles regarding this subject in professional recreation literature is limited.

A study conducted by Mundy (1972) about field work practices in selected colleges and universities revealed that of the seventy-nine schools indicated as having an orientation to field work program for students, eighty-two percent were reported to be mandatory. It was further revealed that thirty-nine percent of the colleges also had orientation to field work programs for agency supervisors, reflecting that field work students are better oriented than agency supervisors to the field work experience.

The most closely related study to Mundy's (1972) was undertaken by MacPhee (1951). While determining administrative and supervisory practices through a nationwide interview of department chairmen of recreation education programs, it was concluded that there are no common patterns for field work experiences.

Various other aspects of the field work program were studied by Brown (1961), Garret (1968), Sears (1959), and Young (1951).

Brown (1961), in the development of a guide for field work practices at San Francisco State College, surveyed opinions of students and agency supervisors regarding selected field work experiences. It was discovered that there was a close agreement

between students and agency supervisors about the functions of field work programs. Another finding of the Brown (1961) study indicated that students, more than agency supervisors, prefer to participate in supervisory roles rather than observe them.

In a more recent study Garret (1968) collected data from thirty-five colleges and six recreation agencies across the nation on the recreation field training experiences. It was concluded, as in the MacPhee (1951) study, that there were common patterns in the field training program at the institutions investigated. All colleges and recreation agencies agreed that the field work experience should extend for the entire academic quarter or semester rather than be a short-term experience. Garret (1968) also suggested that recreation educators need to develop minimum program standards for students, principles for agency selection, and standards for faculty supervision and administration of field work.

Sears (1959) interviewed students and agency supervisors about methods of supervising field work students. Both students and agency supervisors agreed "on the importance of the supervisory conference and orientation period in an adequate field work experience."

A study conducted by Young (1951) determined the training methods used in the field work training program for undergraduate recreation majors at Springfield College. Interviews were conducted with agencies and field work students. It was discovered that there was common agreement in the methods used for agency orientation to field work, but the reasons why they were valuable or important were not consistent between the two groups. The direct observation



of students in practical settings was a supervisory method utilized more extensively than an individual conference. Twenty-five percent of the respondents did not use the individual conference as a training method.

In non-research reviews Kohler (1958) and MacPhee (1956) prepared statements of purpose and objectives of the field work assignment as a guide to recreation education programs.

The most recent set of guidelines for field work experiences was being finalized at the time of this study and not available in print. A rough draft of this study, as developed by the Society of Park and Recreation Educators, disclosed five major areas of emphasis regarding recreation field work and practicum: (a) definitions, (b) purpose, (c) standards, (d) criteria for selecting field work agencies, (e) evaluation guidelines.

The review of literature on recreation field work, specifically on the preparation for field work programs, demonstrates the limited attention given to research in this area. Therefore, further examination of field work preparation, such as the one undertaken in this study, is needed to insure the maximum effectiveness of field work preparation.

#### SUMMARY

Recreation educators are widely concerned with the quality of field work as a valuable professional preparation in the educational process. The Mundy (1972) study concluded that a variety of organizational differences exist in the administration and supervision

of recreation field work programs. Field work was generally seen as a valuable experience, but the direction of the program often lacked proper attention of faculty and agency supervisors. Finally, it was found that recreation faculty supervisors of field work students felt the quality of recreation agency programs was not adequate to allow for worthwhile educational experience.

Limited studies have been conducted which address the training for the field work experience. To improve decision making about recreation field work and to assess the overall value of the field work preparation program, an evaluation guide can be utilized. In a short term study an educational evaluation system can provide a high level of evaluative input.

## Chapter 3

### METHODOLOGY

This study was designed to assess the attitudes about a recreation field work training program in the professional preparation of recreation students. Through the use of a systematic educational evaluation guide attitudes about the program were evaluated. This chapter describes the methods and procedures and is divided into four sections: the study population, the instrumentation, the data collection procedures, and the method of analysis.

#### STUDY POPULATION

Forty undergraduate senior-level recreation administration majors, thirteen male and twenty-seven female, were the population of the present study. These students were enrolled in the recreation field work course during the summer quarter of 1978. The forty respective recreation agency supervisors, thirty-two male and eight female, also constituted the sample of the population that was investigated. Every recreation agency assigns one administrative or supervisory level staff member to direct the work schedule of the field work student. Though the student may be assigned to work for several individuals during the course of the field work experience, only those supervisors directly responsible for the performance of the

field work students were included in the study. It was through the direct supervisor that arrangements for field work placement and field work assignments were made.

In recruiting the experimentally accessible population (Kempthorne, 1961) all students who had indicated their intention to enroll in the course, Recreation 470, Recreation Field Work, during the summer quarter of 1978, were contacted. Explanations of the study were given in a group session. In addition, all participating recreation agency supervisors were notified by mail of the study and given explanations by phone and personal visit. Randomization of conditions was possible since all potential summer field work participants in the study were included.

#### INSTRUMENTATION

Literature was reviewed to determine research instruments available for measuring attitude statements (see Chapter 2). The method selected was the Likert Method of Summated Ratings Scale (1932). The scale was modified to include student and agency supervisor attitudes about field work preparation. In all instances the neutral position of the scale was excluded. It was assumed that scores at midpoint are not equivalent of neutral feelings (Kotska, 1973).

A single instrument was adequate for the purposes of measurement in the study; therefore, one questionnaire was developed to

acquire response from students and agency supervisors about attitudes of field work preparation. The Field Work Preparation Questionnaire was used to collect student and recreation agency supervisor response about components of the preparation for field work process. The instrument used in this study was not previously available for use. To develop a workable instrument a six member committee consisting of recreation agency supervisors, recreation students and recreation faculty was recruited. Components of the instrument were a result of committee input. During the winter and spring quarters of 1977 and 1978, a pilot study to test the instrument was conducted. Conditions of the pilot study were assigned a control and experimental group as in the regular study (Table 4). In addition to the attitudinal responses respondents were asked to rate the level of importance of each question as related to the success of the field work experience (Appendix A, page 88). Results of the pilot study are reported in the appendix, page 88. The research instrument and evaluation model may be found in Appendix B and are discussed individually in subsequent paragraphs.

#### Weber Model of Educational Evaluation

In order to set a frame of reference in determining the attitudes about a field work training program an educational evaluation model was utilized. The Weber (1973) matrix was outlined in Chapter 1, without the inclusion of individual program and decision components. Program components, elements of the field work

Table 4. Breakdown of Experimental/Control Conditions

Control	Experimental
Randomly assigned 20 field work students and 20 respective recreation agency supervisors.	Randomly assigned 20 field work students and 20 respective agency supervisors.
Received normal conditions of field work preparation without lecture sessions and training manual.	Received treatment equivalent of three one-hour lectures (students) and explanatory letter, phone conversation and personal visit with further explanations (supervisor). Were given instructions by way of a training manual (see appendix, page 99).
Posttest 1, posttest 2 (both students and agency supervisors) using the Field Work Preparation Questionnaire.	Posttest 1, posttest 2 (both students and agency supervisors) using the Field Work Preparation Questionnaire.

training program to be evaluated, were selected with assistance of the six member committee. The program components selected by the committee for the study was the recreation student and the agency supervisor (Table 5). Decision components, aspects of the evaluation scheme that exemplified the format for evaluating program components, were also determined by the committee. Major overall objectives of every program component were developed and listed under the program goal heading. For example, two major goals for students were effectiveness and favorable attitude toward the field work preparation program (Table 5). The program goals were made operational by stating them in behavioral terms and placing them in the operationalized outcomes column of the evaluation guide. Examination of the operationalized outcomes column was made to reveal specific statistical outcomes. The data collection format column listed data collection methodology used to gather information on program components. The questionnaire utilized in the study was listed under the data collection format.

#### Field Work Preparation Questionnaire

To measure attitudes about the field work preparation program, rather than to collect expressions of approval or disapproval, an attitude questionnaire was adopted to gather response from the recreation student and recreation agency supervisor. Using a Likert scale (1932), participants in the study recorded their responses about the attitudes about the field work preparation process. The instrument consisted of 18 items which called for

Table 5. A Guide for the Evaluation of the Recreation Field Work Training Program

Program Components	DECISION COMPONENTS					
	Program Goals	Operationalized Outcomes	Data Collection Format	Criteria	Judgment Alternatives	Decision
Students	Relative Effectiveness	Determination of the relative effectiveness of the field work preparation process for students	1) Comparative study of experimental and control methods of field work preparation using randomly selected groups	Significant difference at the .05 level on two or more of the attitude items (Penn, 1972)		
	Approval	Students' attitudes toward field work preparation	2) Field Work Preparation Questionnaire: Relative Effectiveness Nos. 1, 2, 3, 5, 6, 7, 8; Approval Nos. 4, 9, 11, 12, 13, 15;			
	Usability	Ability of students to use field work materials in the preparation for field work	Usability Nos. 10, 14, 16, 17, 18			
Agency Supervisor	Relative Effectiveness	Determination of the relative effectiveness of the field work preparation process for agency supervisors	1) Comparative study of experimental and control methods of field work preparation using randomly selected groups	Significant difference at the .05 level on two or more of the attitude items (Penn, (1972)		
	Approval	Agency supervisors' attitudes toward field work preparation	2) Field Work Preparation Questionnaire: Relative Effectiveness Nos. 1, 2, 3, 5, 6, 7, 8; Approval Nos. 4, 9, 11, 12, 13, 15;			
	Usability	Ability of agency supervisor to use field work materials in the preparation for field work	Usability Nos. 10, 14, 16, 17, 18			



responses of agree, tend to agree, tend to disagree, disagree and no opinion/not applicable. All responses of no opinion/not applicable were recorded as zero and not figured in the statistical analysis.

The criteria column of the evaluation guide reflects the standard of achievement to be met for all operationalized outcomes. An examination of the evaluation guide will provide an example for the establishment of criteria (Table 5). The program component--students--has a program goal of relative effectiveness and an operationalized outcome of comparing the two methods of field work preparation. Data on the program goals were gathered using the Field Work Preparation Questionnaire.

The judgment alternatives column and decision column were not completed at this point in the study. According to Weber (1978) it is not necessary to make alternative courses of action in advance of reflecting on results of data collected. Alternative judgments can be made after it is determined whether or not the criteria have been attained.

In the final column a decision needs to be made for each program component. If the criteria are not met, the decision should be unfavorable; if criteria are met, the decision should be favorable. The evaluation strategy used for decision-making may be distinguished as formative or summative (Chronbach, 1963; Scriven, 1967; Stake, 1967). Summative evaluation indicates that evaluation is finalized and that other information concerning the field work preparation program is unnecessary. Evaluation concerned with field

work preparation program materials as they are being formulated may be rated formative if additional information about the program needs to be collected. If the data is partially favorable and partially unfavorable the decision may be a formative one.

#### ADMINISTRATION OF THE INSTRUMENTS

The experimental design used in the study was the two groups, randomized subjects, posttest-only design (Ary, 1972), which requires that two groups be assigned to different conditions. Randomization of conditions was possible, assuring that any initial differences between the groups were attributable to chance. Two groups were randomly selected from the population (Study Population, page 34) and then randomly assigned to two conditions. Agency supervisors were subsequently assigned to the same condition as the student they supervised. The administration of the instrument is described below and outlined in Table 4, page 37.

Group I, the control group, consisted of students (n=20) and recreation agency supervisors (n=20) receiving normal conditions of field work preparation. Group II, the experimental group, consisted of students (n=20) and agency supervisors (n=20) exposed to the treatment, the recreation field work training program (Appendix C, page 99).

During the academic quarter prior to field work all study participants were given notification that the research instruments were to be mailed to each participant in the first and eighth week

of the summer quarter. A self-addressed stamped envelope was included for proper return of the instruments. Participants were asked to be as accurate as possible. Both experimental and control groups completed identical research instruments.

To maintain consistency in the treatment the student training sessions were conducted as three one-hour lectures with all members present. Agency supervisors were contacted by phone and given instructions about the treatment. Following the conversation a copy of the training manual was mailed to each supervisor in the experimental group. Appointments were made to visit each of the twenty agency supervisors in the experimental group to expose them further to the treatment.

#### TREATMENT OF THE DATA

In the management of quantitative information, to make meaningful specifications about the field work preparation program, two statistical procedures were used. Descriptive statistics made possible the organization, description, and summarization of observations about the sample, field work students and agency supervisors. After making observations about the sample, inferential statistics were employed to generalize the findings to the larger population of recreation administration majors and agency supervisors from which the sample was drawn.

A specific computer program analysis, SPSS (Nie and others, 1975), was used in the statistical analysis.

To facilitate analysis of these data, numerical values of 1 through 4 were assigned to the four attitude response positions with 1 for agree, 2 for tend to agree, 3 for tend to disagree, 4 for disagree, and 0 for no opinion/non-applicable. Only items 1 through 4 were figured in the statistical analysis. For the eighteen items a low mean reflected a favorable attitude, and a high mean indicated a non-favorable attitude.

To test for stability of effect throughout the field work experience two posttests were employed. Because of the nature of the treatment and composition of the field work preparation questionnaire it was not feasible to use a pretest posttest design in this study.

In the comparison of the control and experimental groups a t-test was used to find significance of the differences between the means of the two groups. For posttest 1/posttest 2 comparisons the experimental groups were paired and the control groups were paired; and a t-value was obtained by means of a paired t-test formula. All t-values were evaluated by means of a two-tailed test of significance.

The collected data were compared to the standard of achievement for all operationalized outcomes in the evaluation guide, Table 5.

## Chapter 4

### RESULTS

The purpose of this study was to investigate the attitudes about recreation field work preparation in a four-year undergraduate recreation curriculum.

The results of the analysis of the data are presented in the order that the null hypotheses were considered in this study. All hypotheses were tested at the .05 level of confidence. Hypotheses were rejected if significant differences were found in more than one-third of the eighteen attitude items.

The main objective of the study was to determine if any significant differences existed between group means on the eighteen attitude items about preparation for recreation field work.

For experimental and control group comparisons on the attitude items, the field work students test results were paired and recreation agency supervisors test results were paired on the basis of posttest 1 with posttest 2, and a t-value was obtained by means of a paired t-test formula. A t-value for student group comparisons (posttest 1 vs. posttest 2) and agency supervisors (posttest 1 vs. posttest 2) on attitude items was obtained by means of an unpaired t-test formula.

#### POSTTEST 1 POSTTEST 2 ANALYSIS

Though not specifically stated in hypothesis form, the posttests 1 and posttests 2 of the respective groups were concerned with measuring

differences that may have occurred in group attitudes during the course of the field work experience on any of the attitude items.

Students in the experimental group, as illustrated in Table 6, indicated that no significant differences in attitude occurred during field work in regards to the relative effectiveness of their preparation programs. Additionally, Table 7 indicates no significant attitude differences exist in regards to approval of the preparation program; and Table 8 illustrates no significant differences occurred between the posttest 1 and posttest 2 on attitude items related to usability of the preparation program.

Students in the control group, as shown in Table 9, expressed no significant differences in attitude about the relative effectiveness of the field work preparation program. As listed in Table 10, the student control group demonstrated no significant differences in attitude about the approval of the field work preparation program. In the student control group, listed in Table 11, a difference was found between the posttest 1 and posttest 2 responses on one attitude item. Students indicated a difference on item 10: the student was made aware of the objectives of field work through the field work manual. However, the difference was not considered significant since the mean response on posttest 1 was lower than the mean response on posttest 2. As indicated in Chapter 3, the higher the mean, the less favorable the attitude; thus students in the control group were demonstrating a less favorable attitude about being made aware of the objectives of field work through the use of the field work manual.

Table 6. A Comparison of Mean Scores for the Student Experimental Group Posttest 1 Posttest 2 Results on Attitude Items About the Relative Effectiveness of the Recreation Field Work Preparation Program

Attitude Item	Posttest 1		Posttest 2		Difference t-value
	n = 20		n = 20		
	Mean	S.D.	Mean	S.D.	
1	1.45	.686	1.45	.686	.00
2	1.15	.366	1.15	.366	.00
3	1.25	.444	1.25	.444	.00
5	1.70	.733	1.80	.834	.70
6	1.65	.587	1.70	.657	-1.00
7	1.70	.657	1.80	.696	-1.45
8	1.20	.410	1.25	.444	-1.00

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\*<.05

\*\*<.01

Items:

1. The agency supervisor was able to effectively supervise the field work student.
2. Goals of the college recreation field work program were made clear to you prior to the start of the field work program.
3. The field work student was adequately prepared for field work.
5. The field work student had clearly defined objectives to be met during field work.
6. The agency supervisor had clearly defined objectives to be met during field work.
7. The orientation to field work process by the college was effective in preparing students for field work.
8. The orientation to field work process by the college adequately prepared the agency professional for supervision of the field work student.

Table 7. A Comparison of Mean Scores for the Student Experimental Group Posttest 1 Posttest 2 Results on Attitude Items About Approval of the Recreation Field Work Preparation Program

Attitude Item	Posttest 1 n = 20		Posttest 2 n = 20		Difference t-value
	Mean	S.D.	Mean	S.D.	
4	1.00	.503	1.60	.503	.00
9	1.45	.510	1.45	.510	.00
11	1.85	.671	1.85	.671	.00
12	1.70	.470	1.70	.470	.00
13	1.75	.786	1.80	.768	-.57
15	1.85	.366	1.90	.447	-1.00

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* < .05

\*\* < .01

Items:

4. The student was aware of evaluation procedures prior to the beginning of field work.
9. The agency supervisor was aware of student evaluation procedures prior to the beginning of field work.
11. The student was made aware of the objectives of field work through the recreation faculty.
12. The student was made aware of the objectives of field work by the agency supervisor.
13. The agency supervisor was made aware of the objectives of field work by the recreation faculty.
15. The agency supervisor was made aware of the objectives of field work by the field work student.



Table 8. A Comparison of Mean Scores for the Student Experimental Group Posttest 1 Posttest 2 Results on Attitude About the Usability of the Recreation Field Work Preparation Program

Attitude Item	Posttest 1 n = 20		Posttest 2 n = 20		Difference t-value
	Mean	S.D.	Mean	S.D.	
10	1.65	.489	1.60	.503	1.00
14	1.35	.489	1.40	.503	-1.00
16	1.50	.513	1.55	.605	-1.00
17	2.05	.510	2.30	.571	-1.75
18	1.45	.510	1.55	.510	- .81

Note: Numerical values places on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* < .05

\*\* < .01

Items:

10. The student was made aware of the objectives of field work through the use of the field work manual.
14. The agency supervisor was made aware of the objectives of field work through the field work manual.
16. The orientation to field work materials were usable in preparing the students for field work,
17. The orientation to field work materials were usable in preparing the agency supervisor for supervising field work students.
18. The entire orientation to field work program was useful in preparing you for field work.

Table 9. A Comparison of Mean Scores for the Student Control Group Posttest 1 Posttest 2 Results on Attitude Items About the Relative Effectiveness of the Recreation Field Work Preparation Program

Attitude Item	Posttest 1 n = 20		Posttest 2 n = 20		Difference t-value
	Mean	S.D.	Mean	S.D.	
1	2.55	1.099	2.30	.865	2.03
2	1.95	.605	2.00	.562	-1.00
3	2.50	1.000	2.45	1.050	1.00
5	2.85	.745	2.80	.786	.57
6	3.35	.988	3.40	.883	-1.00
7	3.45	.945	3.30	.801	1.37
8	3.35	.988	3.20	.851	.68

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* < .05

\*\* < .01

Items:

1. The agency supervisor was able to effectively supervise the field work student.
2. Goals of the college recreation field work program were made clear to you prior to the start of the field work program.
3. The field work student was adequately prepared for field work.
5. The field work student had clearly defined objectives to be met during field work.
6. The agency supervisor had clearly defined objectives to be met during field work.
7. The orientation to field work process by the college was effective in preparing students for field work.
8. The orientation to field work process by the college adequately prepared the agency professional for supervision of the field work student.

Table 10. A Comparison of Mean Scores for the Student Control Group Posttest 1 Posttest 2 Results on Attitude Items About Approval of the Recreation Field Work Preparation Program

Attitude Item	Posttest 1		Posttest 2		Difference t-value
	Mean	S.D.	Mean	S.D.	
4	3.00	.649	2.90	.718	1.00
9	2.75	.851	2.65	.745	.81
11	3.25	.851	3.25	.851	.00
12	2.80	.894	2.95	.826	-1.14
13	3.25	.967	3.10	.968	1.00
15	3.55	.686	3.55	.686	.00

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 3.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* $<.05$

\*\* $<.01$

Items:

4. The student was aware of evaluation procedures prior to the beginning of field work.
9. The agency supervisor was aware of student evaluation procedures prior to the beginning of field work.
11. The student was made aware of the objectives of field work through the recreation faculty.
12. The student was made aware of the objectives of field work by the agency supervisor.
13. The agency supervisor was made aware of the objectives of field work by the recreation faculty.
15. The agency supervisor was made aware of the objectives of field work by the field work student.

Table 11. A Comparison of Mean Scores for the Student Control Group Posttest 1 Posttest 2 Results on Attitude Items About the Usability of the Recreation Field Work Preparation Program

Attitude Item	Posttest 1 n = 20		Posttest 2 n = 20		Difference t-value
	Mean	S.D.	Mean	S.D.	
10	2.30	.801	3.25	.851	-3.57*
14	3.35	.875	3.25	.851	1.45
16	3.20	1.005	3.20	.834	.00
17	3.30	.923	3.20	.834	.31
18	2.65	.489	2.70	.470	-1.00

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* < .05

\*\* < .01

Items:

10. The student was made aware of the objectives of field work through the use of the field work manual.
14. The agency supervisor was made aware of the objectives of field work through the field work manual.
16. The orientation to field work materials were usable in preparing the students for field work.
17. The orientation to field work materials were usable in preparing the agency supervisor for supervising field work students.
18. The entire orientation to field work program was useful in preparing you for field work.

Agency supervisors in the experimental group, from the data in Table 12, indicated no significant differences in attitude occurred between the posttest 1 and posttest 2 in regard to the relative effectiveness of the field work preparation program. As seen from the data in Table 13, agency supervisors stated that a singular difference occurred on an attitude item regarding the approval of the field work preparation program. The difference was found on item 13: the agency supervisor was made aware of the objectives of field work by the recreation faculty. Since the difference between the two attitudinal means rose from posttest 1 to posttest 2, as in the student control group (Table 11), this difference was not held to be significant. No difference was noted by the agency supervisor on the usability of the field work preparation program (Table 14).

The agency supervisor control group demonstrated no significant differences on the relative effectiveness of the field work preparation program (Table 15). Additionally, in the agency supervisor control group, as seen in the data presented in Tables 16 and 17, four differences in attitude occurred between the posttest 1 and posttest 2 results. One difference, related to the approval of the field work preparation program, is seen in Table 16, item 12: the student was made aware of the objectives of field work by the agency supervisor. Finally, in relation to the usability of the field work preparation program, as listed in Table 17, three differences in attitude items were noted: item 10: the student was made aware of the objectives of field work through the field work manual; item 16: the orientation to field work materials were usable

Table 12. A Comparison of Mean Scores for the Agency Supervisor Experimental Group Posttest 1 Posttest 2 Results on Attitude Items About the Relative Effectiveness of the Recreation Field Work Program

Attitude Item	Posttest 1 n = 20		Posttest 2 n = 20		Difference t-value
	Mean	S.D.	Mean	S.D.	
1	1.10	.308	1.10	.308	.00
2	1.30	.470	1.30	.470	.00
3	1.30	.470	1.30	.470	.00
5	1.65	.489	1.70	.470	-.33
6	1.90	.308	1.90	.308	.00
7	1.80	.616	1.80	.616	.00
8	1.20	.410	1.20	.410	.00

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* < .05

\*\* < .01

Items:

1. The agency supervisor was able to effectively supervise the field work student.
2. Goals of the college recreation field work program were made clear to you prior to the start of the field work program.
3. The field work student was adequately prepared for field work.
5. The field work student had clearly defined objectives to be met during field work.
6. The agency supervisor had clearly defined objectives to be met during the field work.
7. The orientation to field work process by the college was effective in preparing students for field work.
8. The orientation to field work process by the college adequately prepared the agency professional for supervision of the field work student.

Table 13. A Comparison of Mean Scores for the Agency Supervisor Experimental Group Posttest 1 Posttest 2 Results on Attitude Items About Approval of the Recreation Field Work Preparation Program

Attitude Item	Posttest 1 n = 20		Posttest 2 n = 20		Difference t-value
	Mean	S.D.	Mean	S.D.	
4	1.55	.510	1.50	.513	.57
9	1.35	.489	1.40	.503	-.57
11	1.75	.444	1.80	.410	-1.00
12	1.55	.510	1.60	.503	-1.00
13	1.85	.813	2.05	.945	-2.18*
15	1.75	.639	1.80	.894	-.57

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* $< .05$

\*\* $< .01$

Items:

4. The student was aware of evaluation procedures prior to the beginning of field work.
9. The agency supervisor was aware of student evaluation procedures prior to the beginning of field work.
11. The student was made aware of the objectives of field work through the recreation faculty.
12. The student was made aware of the objectives of field work by the agency supervisor.
13. The agency supervisor was made aware of the objectives of field work by the recreation faculty.
15. The agency supervisor was made aware of the objectives of field work by the field work student.

Table 14. A Comparison of Mean Scores for the Agency Supervisor Experimental Group Posttest 1 Posttest 2 Results on Attitude Items About the Usability of the Recreation Field Work Preparation Program

Attitude Item	Posttest 1 n = 20		Posttest 2 n = 20		Difference t-value
	Mean	S.D.	Mean	S.D.	
10	1.45	.510	1.50	.513	-.57
14	1.70	.470	1.60	.503	1.00
16	2.00	.459	2.00	.459	.00
17	2.00	.459	2.10	.718	-1.45
18	1.70	.470	1.65	.489	1.00

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* < .05

\*\* < .01

Items:

10. The student was made aware of the objectives of field work through the use of the field manual.
14. The agency supervisor was made aware of the objectives of field work through the field work manual.
16. The orientation to field work materials were usable in preparing the students for field work.
17. The orientation to field work materials were usable in preparing the agency supervisor for supervising field work students.
18. The entire orientation to field work program was useful in preparing you for field work.



Table 15. A Comparison of Mean Scores for the Agency Supervisor Control Group Posttest 1 Posttest 2 Results on Attitude Items About the Relative Effectiveness of the Recreation Field Work Preparation Program

Attitude Item	Posttest 1 n = 20		Posttest 2 n = 20		Difference t-value
	Mean	S.D.	Mean	S.D.	
1	1.75	.910	1.55	.510	1.45
2	2.90	.718	2.90	.718	.00
3	2.45	1.099	2.30	1.081	1.37
5	2.55	.826	2.50	.927	1.00
6	2.85	.813	2.90	.788	-1.00
7	3.25	.444	3.05	.887	1.29
8	3.65	.745	3.65	.745	.00

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* < .05

\*\* < .01

Items:

1. The agency supervisor was able to effectively supervise the field work student.
2. Goals of the college recreation field work program were made clear to you prior to the start of the field work program.
3. The field work student was adequately prepared for field work.
5. The field work student had clearly defined objectives to be met during field work.
6. The agency supervisor had clearly defined objectives to be met during field work.
7. The orientation to field work process by the college was effective in preparing students for field work.
8. The orientation to field work process by the college adequately prepared the agency professional for supervision of the field work student.

Table 16. A Comparison of Mean Scores for the Agency Supervisor Control Group Posttest 1 Posttest 2 Results on Attitude Items About Approval of the Recreation Field Work Preparation Program

Attitude Item	Posttest 1 n = 20		Posttest 2 n = 20		Difference t-value
	Mean	S.D.	Mean	S.D.	
4	3.25	.639	3.25	.639	.00
9	2.95	.759	2.95	.686	.00
11	2.70	.979	2.85	.988	-1.37
12	3.40	.681	3.20	.768	2.18*
13	2.80	.616	2.55	.887	1.56
15	3.65	.671	3.80	.754	2.03

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* $<.05$

\*\* $<.01$

Items:

4. The student was aware of evaluation procedures prior to the beginning of field work.
9. The agency supervisor was aware of student evaluation procedures prior to the beginning of field work.
11. The student was made aware of the objectives of field work through the recreation faculty.
12. The student was made aware of the objectives of field work by the agency supervisor.
13. The agency supervisor was made aware of the objectives of field work by the recreation faculty.
15. The agency supervisor was made aware of the objectives of field work by the field work student.

Table 17. A Comparison of Mean Scores for the Agency Supervisor Control Group Posttest 1 Posttest 2 Results on Attitude Items About the Usability of the Recreation Field Work Preparation Program

Attitude Item	Posttest 1 n = 20		Posttest 2 n = 20		Difference t-value
	Mean	S.D.	Mean	S.D.	
10	3.05	.759	2.85	.813	2.18*
14	2.95	.945	2.85	.988	.81
16	3.80	.410	3.40	.821	2.99**
17	3.55	.510	3.35	.745	2.18*
18	2.90	.553	2.65	.813	1.56

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* $<.05$

\*\* $<.01$

Items:

10. The student was made aware of the objectives of field work through the use of the field work manual.
14. The agency supervisor was made aware of the objectives of field work through the field work manual.
16. The orientation to field work materials were usable in preparing the students for field work.
17. The orientation to field work materials were usable in preparing the agency supervisor for supervising field work students.
18. The entire orientation to field work program was useful in preparing you for field work.

in preparing the students for field work; and item 17: the orientation to field work materials were usable in preparing the agency supervisor for supervising field work students. Since the means on all four items went from less favorable to more favorable, it was accepted that some changes occurred during the field work experience in the agency supervisors' attitudes on these four items, but the differences were not great enough to effect a change in the study results.

#### EXPERIMENTAL-CONTROL GROUP ANALYSIS

The hypotheses were concerned with measuring the significant differences that may exist between field work students in the experimental and control groups and the recreation agency supervisors in the experimental and control groups. The results of these analyses are summarized below.

Hypothesis 1 was that there are no significant differences between students in the training program (experimental) and the traditional program (control) in attitude toward effectiveness of their respective programs. As indicated in Table 18, statistically significant mean differences were found between student experimental posttest 1 group and student control posttest 1 group on all seven items. Thus, on the basis of these findings, it was concluded that the student experimental group and student control group differed significantly in attitude toward the effectiveness of their respective training programs. Therefore, on the basis that significant differences were found on all seven attitude items, Hypothesis 1 was rejected.

Table 18. A Comparison of Mean Scores for the Student Experimental Group and the Student Control Group on Attitude Items Concerning the Relative Effectiveness of Their Respective Recreation Field Work Preparation Programs

Attitude Items	Student Experimental Group				Student Control Group				Differences	
	Posttest 1 n = 20		Posttest 2 n = 20		Posttest 1 n = 20		Posttest 2 n = 20		t-value	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Posttest 1	Posttest 2
1	1.45	.686	1.45	.686	2.55	1.099	2.30	.865	-3.80**	-3.44**
2	1.15	.366	1.15	.366	1.95	.605	2.00	.562	-5.06**	-5.67**
3	1.25	.444	1.25	.444	2.50	1.000	2.45	1.050	-5.11**	-4.71**
5	1.70	.733	1.80	.834	2.85	.745	2.80	.768	-4.92**	-3.95**
6	1.65	.587	1.70	.657	3.35	.988	3.40	.883	-6.61**	-6.91**
7	1.70	.733	1.80	.696	3.45	.945	3.30	.801	-6.80**	-6.32**
8	1.20	.410	1.25	.444	3.35	.988	3.20	.951	-8.99**	-8.30**

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* < .05

\*\* < .01

Items:

1. The agency supervisor was able to effectively supervise the field work student.
2. Goals of the college recreation field work program were made clear to you prior to the start of the field work program.
3. The field work student was adequately prepared for field work.
5. The field work student had clearly defined objectives to be met during field work.
6. The agency supervisor had clearly defined objectives to be met during field work.
7. The orientation to field work process by the college was effective in preparing students for field work.
8. The orientation to field work process by the college adequately prepared the agency professional for supervision of the field work student.

Hypothesis 2 was that there are no significant differences between students in the training program (experimental) and the traditional program (control) in attitude toward approval of their respective programs. The findings relative to this hypothesis are found in Table 19, which presents a comparison of means and differences between student experimental and control groups. Significant differences between the two groups were found on all six items regarding attitude toward approval of their respective field work training programs. Since significant differences were found on the attitude items, Hypothesis 2 was rejected.

Hypothesis 3 was that there are no significant differences between students in the training program (experimental) and the traditional program (control) in attitude toward usability of their respective programs. Responses of students in the experimental and control groups are found in Table 20. In regard to usability, significant differences were found in the five items. Thus, the results of the analysis showed that there were significant differences in attitudinal means between student experimental and student control groups; on this basis, Hypothesis 3 was rejected.

Hypothesis 4 was that there are no significant differences between agency supervisors in the training program (experimental) and the traditional program (control) in attitude toward effectiveness of their respective programs. Illustrated in Table 21 is the comparison of means between the agency supervisor experimental groups and the agency supervisor control groups. Significant differences between the two

Table 19. A Comparison of Mean Scores for the Student Experimental Group and the Student Control Group on Attitude Items Concerning the Approval of Their Respective Recreation Field Work Preparation Programs

Attitude Items	Student Experimental Group				Student Control Group				Differences	
	Posttest 1 n = 20		Posttest 2 n = 20		Posttest 1 n = 20		Posttest 2 n = 20		t-value	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Posttest 1	Posttest 2
4	1.45	.503	1.60	.503	3.00	.649	2.90	.718	-7.63**	-6.63**
9	1.45	.510	1.45	.510	2.75	.851	2.65	.745	-5.86**	-5.94**
11	1.85	.671	1.85	.671	3.25	.851	3.25	.851	-5.78**	-5.78**
12	1.70	.470	1.70	.470	2.80	.894	2.95	.826	-4.87**	-5.88**
13	1.75	.786	1.80	.768	3.25	.967	3.10	.968	-5.88**	-4.71**

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\*<.05

\*\*<.01

Items:

4. The student was aware of evaluation procedures prior to the beginning of field work.
9. The agency supervisor was aware of student evaluation procedures prior to the beginning of field work.
11. The student was made aware of the objectives of field work through the recreation faculty.
12. The student was made aware of the objectives of field work by the agency supervisor.
13. The agency supervisor was made aware of the objectives of field work by the recreation faculty.
15. The agency supervisor was made aware of the objectives of field work by the field work student.

Table 20. A Comparison of Mean Scores for the Student Experimental Group and the Student Control Group on Attitude Items Concerning the Usability of Their Respective Recreation Field Work Preparation Programs

Attitude Items	Student Experimental Group				Student Control Group				Differences	
	Posttest 1		Posttest 2		Posttest 1		Posttest 2		t-value	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Posttest 1	Posttest 2
10	1.65	.489	1.60	.503	2.30	.801	3.25	.851	-7.29**	-7.47**
14	1.35	.489	1.40	.503	3.35	.875	3.25	.851	-8.92**	-8.37**
16	1.50	.513	1.55	.605	3.20	1.005	3.20	.834	-6.74**	-7.17**
17	2.05	.510	2.30	.571	3.30	.923	3.20	.834	-5.30**	-3.98**
18	1.45	.510	1.55	.510	2.65	.489	2.70	.470	-7.59**	-7.41**

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\*<.05

\*\*<.01

Items:

10. The student was made aware of the objectives of field work through the use of the field work manual.
14. The agency supervisor was made aware of the objectives of field work through the field work manual.
16. The orientation to field work materials were usable in preparing the students for field work.
17. The orientation to field work materials were usable in preparing the agency supervisor for supervising field work students.
18. The entire orientation to field work program was useful in preparing you for field work.



Table 21. A Comparison of Mean Scores for the Agency Supervisor Experimental Group and the Agency Supervisor Control Group on Attitude Items Concerning the Relative Effectiveness of Their Respective Recreation Field Work Preparation Programs

Attitude Items	Student Experimental Group				Student Control Group				Differences	
	Posttest 1 n = 20		Posttest 2 n = 20		Posttest 1 n = 20		Posttest 2 n = 20		t-value	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Posttest 1	Posttest 2
1	1.10	.308	1.10	.308	1.75	.910	1.55	.114	-3.02**	-3.28**
2	1.30	.470	1.30	.470	2.90	.718	2.90	.161	-8.34**	-8.34**
3	1.30	.470	1.30	.470	2.45	1.099	2.30	.242	-4.30**	-3.79**
5	1.65	.489	1.50	.513	2.55	.826	2.50	.827	-4.19**	-3.76**
7	1.80	.616	1.90	.308	3.25	.444	3.05	.887	-4.89**	-5.29**
8	1.20	.410	1.80	.616	3.65	.167	3.45	.826	-8.54**	-5.18**

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* < .05

\*\* < .01

Items:

1. The agency supervisor was able to effectively supervise the field work student.
2. Goals of the college recreation field work program were made clear to you prior to the start of the field work program.
3. The field work student was adequately prepared for field work.
5. The field work student had clearly defined objectives to be met during field work.
6. The agency supervisor had clearly defined objectives to be met during field work.
7. The orientation to field work process by the college was effective in preparing students for field work.
8. The orientation to field work process by the college adequately prepared the agency professional for supervision of the field work student.

groups were found on all items. It can be seen from the data in Table 21 that significant differences do exist between agency supervisor experimental and control groups in attitude toward the differences of their respective programs. On the basis of these findings, Hypothesis 4 was rejected.

Hypothesis 5 was that there are significant differences between agency supervisors in the training program (experimental) and traditional program (control) in attitude toward approval of their respective programs. Based on the analysis of the data presented in Table 22, it was found that the agency supervisor experimental group differed significantly from the agency supervisor control group on attitudes toward approval of their respective training programs on all but one of the items. There was no significant difference found on item 13: the agency supervisor was made aware of the objectives of field work by the recreation faculty. However, this statistic was seen as indicating a less favorable response to attitude item 13. Based on these findings, Hypothesis 5 was rejected.

Hypothesis 6 was that there are no significant differences between agency supervisors in the training program (experimental) and the traditional program (control) in the attitude toward usability of their respective programs. On the basis of the differences indicated in Table 23, the agency supervisor experimental group differed significantly from agency supervisor control group in attitudes about the usability of their respective field work training programs. Based on these results, Hypothesis 6 was rejected.

Table 22. A Comparison of Mean Scores for the Agency Supervisor Experimental Group and the Agency Supervisor Control Group on Attitude Items Concerning the Approval of Their Respective Recreation Field Work Preparation Programs

Attitude Items	Student Experimental Group				Student Control Group				Differences	
	Posttest 1		Posttest 2		Posttest 1		Posttest 2		t-value	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Posttest 1	Posttest 2
4	1.15	.510	1.50	.513	3.25	.639	3.25	.639	-9.30**	-9.55**
9	1.35	.489	1.70	.470	2.55	.826	2.50	.827	-4.19**	-3.76**
11	1.75	.444	1.80	.410	2.70	.219	2.85	.988	-3.95**	-4.39**
12	1.55	.510	1.60	.503	3.40	.152	3.20	.768	-9.73**	-7.80**
13	1.85	.813	2.05	.945	2.80	.138	2.55	.887	-4.17**	-1.73
15	1.75	.639	1.80	.894	3.65	.150	3.40	.754	-9.17**	-6.12**

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* < .05

\*\* < .01

Items:

4. The student was aware of evaluation procedures prior to the beginning of field work.
9. The agency supervisor was aware of student evaluation procedures prior to the beginning of field work.
11. The student was made aware of the objectives of field work through the recreation faculty.
12. The student was made aware of the objectives of field work by the agency supervisor.
13. The agency supervisor was made aware of the objectives of field work by the recreation faculty.
15. The agency supervisor was made aware of the objectives of field work by the field work student.

Table 23. A Comparison of Mean Scores for the Agency Supervisor Experimental Group and the Agency Supervisor Control Group on Attitude Items Concerning the Usability of Their Respective Recreation Field Work Preparation Programs.

Attitude Items	Student Experimental Group				Student Control Group				Differences	
	Posttest 1		Posttest 2		Posttest 1		Posttest 2		t-value	
	n = 20 Mean	S.D.	n = 20 Mean	S.D.	n = 20 Mean	S.D.	n = 20 Mean	S.D.	Posttest 1	Posttest 2
10	1.45	.510	1.50	.513	3.05	.170	2.85	.813	-7.82**	-6.28**
14	1.70	.470	1.60	.503	2.95	.211	2.85	.988	-5.30**	-5.04**
16	2.00	.000	2.00	.000	3.80	.092	3.40	.821	-19.62**	-7.63**
17	2.00	.459	2.10	.718	3.55	.114	3.35	.745	-10.10**	-5.40**
18	1.70	.470	1.65	.489	2.90	.124	2.65	.813	-7.40**	-8.71**

Note: Numerical values placed on responses: Agree = 1.0; Tend to Agree = 2.0; Tend to Disagree = 3.0; Disagree = 4.0; No Opinion = 0

\* < .05

\*\* < .01

Items:

10. The student was made aware of the objectives of field work through the use of the field work manual.
14. The agency supervisor was made aware of the objectives of field work through the field work manual.
16. The orientation to field work materials were usable in preparing students for field work.
17. The orientation to field work materials were usable in preparing the agency supervisor for supervising field work students.
18. The entire orientation to field work program was useful in preparing you for field work.

## EVALUATION GUIDE

The evaluation schemata used in this study has been previously described in Chapters 1 and 3. As seen in Table 5, page 39, prior specifications about the final two decision components--judgment alternatives and decision--were not made. This prevented the investigator from predicting the possible outcomes of the data. In the judgment alternatives column of Table 24 possible courses of action were listed that might have been taken had not the criteria been met. Referring to the students attitudes toward the relative effectiveness, approval and usability of their field work preparation (Table 24), a significant difference at the .05 level on two or more of the attitude items must be present. If the criteria were not attained the alternative courses of action were three-fold: (a) revise the field work preparation questionnaire, (b) use the traditional method of field work preparation, or (c) use another method of field work preparation. Since the criteria were met, judgment alternatives for students program goals were not utilized.

Further examination of Table 24 reflects an examination of agency supervisors attitudes toward the relative effectiveness, approval and usability of their field work preparation program. To achieve a favorable decision about attitudes toward field work significant differences at the .05 level must occur on two or more of the attitude items. If the criteria were not attained three possible courses of action were available: (1) revise the field work preparation questionnaire, (b) revise the field work manual, and (c) abandon the field work preparation program method of instruction.

Table 24. A Guide for the Evaluation of the Recreation Field Work Training Program

Program Components	DECISION COMPONENTS					
	Program Goals	Operationalized Outcomes	Data Collection Format	Criteria	Judgment Alternatives	Decision
Students	Relative Effectiveness	Determination of the relative effectiveness of the field work preparation process for students	1) Comparative study of experimental and control methods of field work preparation using randomly selected groups	Significant difference at the .05 level on two or more of the attitude items (Penn, 1972)	1) Revise field work preparation questionnaire	Relative Effectiveness <input checked="" type="checkbox"/> Favorable <input type="checkbox"/> Non-Favorable
	Approval	Students' attitudes toward field work preparation	2) Field Work Preparation Questionnaire: Relative Effectiveness Nos. 1, 2, 3, 5, 6, 7, 8; Approval Nos. 4, 9, 11, 12, 13, 15; Usability Nos. 10, 14, 16, 17, 18		2) Use traditional field work preparation	Approval <input checked="" type="checkbox"/> Favorable <input type="checkbox"/> Non-Favorable
	Usability	Ability of students to use field work materials in the preparation for field work			3) Use another method of field work preparation	Usability <input checked="" type="checkbox"/> Favorable <input type="checkbox"/> Non-Favorable
Agency Supervisor	Relative Effectiveness	Determination of the relative effectiveness of the field work preparation process for agency supervisors	1) Comparative study of experimental and control methods of field work preparation using randomly selected groups	Significant difference at the .05 level on two or more of the attitude items (Penn, 1972)	1) Revise field work preparation questionnaire	Relative Effectiveness <input checked="" type="checkbox"/> Favorable <input type="checkbox"/> Non-Favorable
	Approval	Agency supervisors' attitudes toward field work preparation	2) Field Work Preparation Questionnaire: Relative Effectiveness Nos. 1, 2, 3, 5, 6, 7, 8; Approval Nos. 4, 9, 11, 12, 13, 15; Usability Nos. 10, 14, 16, 17, 18		2) Revise field work manual	Approval <input checked="" type="checkbox"/> Favorable <input type="checkbox"/> Non-Favorable
	Usability	Ability of agency supervisor to use field work materials in the preparation for field work			3) Abandon field work preparation program method of instruction	Usability <input checked="" type="checkbox"/> Favorable <input type="checkbox"/> Non-Favorable

After having weighed all the evidence, the goal of this evaluation was to reach a proper decision. Therefore since all criteria were met, the decisions about students and agency supervisors attitudes about field work preparation were favorable. This indicated that the experimental field work preparation program was held more favorable than the traditional program by both students and agency supervisors.

#### ANALYSIS SUMMARY

In the analysis of the responses by students in the experimental and control groups on the eighteen attitude items, it was found that significant differences do exist between the two groups with regard to attitudes about field work preparation.

Regarding the results of the t-test on the responses of the agency supervisor experimental and control groups on the attitude items, significant differences were found on seventeen of the eighteen items dealing with attitudes about field work preparation.

Based on the findings in this study, all six of the null hypotheses were rejected.

## Chapter 5

### DISCUSSION AND CONCLUSIONS

The purpose of this study was to investigate the attitudes about recreation field work preparation by recreation field work students and recreation agency supervisors. Further, it was intended that the findings of the research would contribute to a better understanding of attitudes about recreation field work preparation.

A sample was drawn from the summer quarter 1978 field work students at Radford College and their respective recreation agency supervisors. Initially included in the study were forty-five students and forty-five agency supervisors. The number was reduced to forty for each group when three students failed to qualify for field work and two students were not able to begin their field work duties until the third week of the summer quarter.

The source used for gathering data for this study was the Field Work Preparation Questionnaire, an adapted Likert Method of Summated Ratings Scale (1932).

Statistical tests were performed on the data in order to test the six null hypotheses. Statistical analysis of the attitude items concerning the student experimental and control groups and agency supervisor experimental and control groups was accomplished by analyzing the data by means of a paired t-test formula and an unpaired t-test formula. A specific computer program, SPSS (Nie, 1975), was used in the statistical analysis.



## CONCLUSIONS

Based on an interpretation of the analysis of data, the following conclusions were drawn.

1. Students within the experimental group and students within the control group did not differ significantly in attitudes about field work preparation between the time of the posttest 1 and the time of the posttest 2.

However, one difference did occur in the student control group on a posttest 2 attitude item related to usability of the field work manual. The difference was not held significant since the responses on the item produced a less favorable mean than the posttest 1 mean.

2. Agency supervisors within the experimental group did not differ significantly in their attitudes about field work preparation from posttest 1 to posttest 2 results.

One difference did occur on a posttest 2 attitude item related to approval of field work preparation. Since the responses to the item produced a less favorable mean than the posttest 1 mean the difference was not great enough to affect the between group means.

3. Agency supervisors on the control group indicated differences occurred on four items between the posttest 1 and posttest 2. One difference was related to the approval category and three differences were related to usability of the field work materials. It was concluded that though differences did exist they were not great enough to affect the between group means.

In all, a large number of differences existed between student and agency supervisors posttest 1 and posttest 2, thus it was concluded that both of the student groups and both of the agency supervisor groups were respectively homogenous groups.

4. Significant differences existed between the student experimental group and the student control group on all items related to relative effectiveness of the field work preparation program.

5. Significant differences existed between the student experimental group and the student control group on all items related to the approval of the field work preparation program.

6. Significant differences existed between the student experimental group and the student control group on all items related to the usability of the field work preparation program.

7. Significant differences existed between the agency supervisor experimental group and the agency supervisor control group regarding items related to the relative effectiveness of the field work preparation program.

8. Significant differences existed between the agency supervisor experimental group and the agency supervisor control group on all but one of the attitude items related to approval of their respective field work preparation programs. In all, a large enough number of differences between experimental and control groups occurred that a pattern of significant differences was apparent.

9. Significant differences existed between the agency supervisor experimental group and the agency supervisor control group on all attitude items related to the usability of their respective field work preparation programs.

#### DISCUSSION

A total of eighteen attitude items were measured concerning the attitudes of field work students and their respective recreation agency supervisors in the areas of relative effectiveness, approval and usability of their field work preparation program.

Significant differences were found on the attitude items between student experimental and student control groups as well as between the agency supervisor experimental group and the agency supervisor control group.

No significant differences were found between the student experimental and student control groups posttest 1 and posttest 2 results. Also, no significant differences were found between the agency supervisor experimental group posttest 1 posttest 2 results. Four differences were indicated in the responses to the attitude items in the agency supervisor control group posttest 1 posttest 2 findings. One of the attitude item differences was in the approval section and three were listed under usability. Since the recognized differences were not between two groups but within a single group, none of the hypotheses were affected. It was felt that some change had, in fact, occurred during field work that caused the recreation

agency supervisor control group to differ in attitude, but the change was not severe enough to affect the significance between the experimental group and control group. Therefore, the results support the research of Brown (1961), which showed a close agreement between students and agency supervisors about the functions of field work programs. The results are also in agreement with Sears (1959) in that both students and agency supervisors agreed on the importance of the orientation to field work period as successfully contributing to adequate field work supervision.

#### IMPLICATIONS

In summary, the results of this study indicated that attitude differences exist between selected recreation field work students and their respective agency supervisors in regards to field work preparation. A large number of differences did occur between the experimental and control groups. A number of explanations could account for this phenomenon.

First, as suggested in the Mundy (1972) study, some schools direct little attention to the preparation of field work students and agency supervisors for the field work experience. Mundy further concluded that field work students are better oriented to field work than the agency supervisor. Thus, this study is not only a beginning point for establishing field work preparation programs for both students and agency supervisors, but it also provides a base for establishing a greater realization of expectations for the

field work experience. It further establishes a base for longitudinal research with other student and agency supervisor populations.

Second, traditionally recreation agency supervisors, because of time and distance constraints, have not been given a solid orientation to the field work process. One of the intentions of this study was to examine if uniformity of field work goals, objectives, procedures and standards are needed, and to examine the need for a greater articulation between the college and agency field work supervisor.

Third, the field work students had not had an opportunity to prepare for field work during any of the undergraduate courses. Specific knowledge about the field work process had been gained through faculty advisement or from the advice of former field work students. When this occurs, it is probable that new faculty and former field work students are not acquainted with the college and/or agency programs.

As an overview, it must be noted that recreation educators must make sincere efforts to better understand student and agency supervisor attitudes about field work. This study had attempted to demonstrate a method of field work evaluation through the use of an educational evaluation guide. Since field work is considered a valuable experience in the professional preparation of recreation students, recreation educators through undertaking attitude research can develop and support sound frames of reference by which to better understand the student, agency supervisor and their interaction during the field work process.

## RECOMMENDATIONS

Based on the results of this study and the review of literature several recommendations for further study are given.

1. Studies of this type should be replicated in other undergraduate recreation curricula in order to determine if the findings are applicable to large cross sections of recreation field work student and agency supervisor populations.
2. Longitudinal studies should be undertaken to determine the influence of related course work on attitudes about field work preparation.
3. Research the comparisons of student and agency supervisor performance appraisals with the results of attitudinal differences about field work preparation.
4. Investigate the influence of other dimensions (paid vs. non-paid field work, graded vs. non-graded field work) on attitudes about field work preparation.
5. Examine the relationship between faculty members' attitudes about field work preparation and those of students and agency supervisors.
6. Correlate this study with descriptive studies of selected practices in recreation field work.
7. Further examine the effectiveness of this field work preparation program in meeting the objectives set forth by the college.
8. Investigate the influence of the faculty on student and agency supervisor attitudes about field work preparation.

9. Determine if any significant differences in attitudes occur between field work in a public recreation agency and field work in a quasi-public recreation agency.

10. Compare attitudinal responses of field work students assigned to the chief administration of a recreation agency with those assigned to a recreation agency subordinate.

11. Compare attitudes about field work preparation between transfer and non-transfer students.

12. Continue to investigate if students or agency supervisors are better oriented to recreation field work.

13. Conduct other studies to indicate the need of a field work manual in the preparation of students and agency supervisors for field work.

14. Continue to explore the use of educational evaluation processes in recreation education programs.

15. Finally, it is recommended that work continue on the development of the Field Work Preparation Questionnaire and other instruments which seek to measure attitudes about field work preparation.

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## APPENDICES



APPENDIX A  
PILOT STUDY

## PILOT STUDY

## FIELD WORK PREPARATION QUESTIONNAIRE

The purpose of this questionnaire is to determine attitudes about a planned recreation work preparation program for students prior to the field work experience.

Using the rating scale below (1-4) as a guide in completing the questionnaire form, rate each statement as accurately as possible reflecting your opinion of field work preparation, excluding course work, in relation to agency supervisors, current field work students and the college.

Also, to determine the importance of each question in the success of field work students, rate the importance of each question using the 6-9 scale.

- |                              |                         |
|------------------------------|-------------------------|
| 1. Agree                     | 6. Important            |
| 2. Tend to Agree             | 7. Somewhat Important   |
| 3. Tend to Disagree          | 8. Of Little Importance |
| 4. Disagree                  | 9. Not Important        |
| 0. No Opinion/Non-Applicable |                         |

- |                                                                                                                            |           |         |
|----------------------------------------------------------------------------------------------------------------------------|-----------|---------|
| 1. The agency supervisor was able to effectively supervise the field work student.                                         | 1 2 3 4 0 | 6 7 8 9 |
| 2. Goals of the college recreation field work program were made clear to you prior to the start of the field work program. | 1 2 3 4 0 | 6 7 8 9 |
| 3. The field work student was adequately prepared for field work.                                                          | 1 2 3 4 0 | 6 7 8 9 |
| 4. The student was aware of evaluation procedures prior to the beginning of field work.                                    | 1 2 3 4 0 | 6 7 8 9 |
| 5. The field work student had clearly defined objectives to be met during field work.                                      | 1 2 3 4 0 | 6 7 8 9 |
| 6. The agency supervisor had clearly defined objectives to be met during field work.                                       | 1 2 3 4 0 | 6 7 8 9 |
| 7. The orientation to field work process at the college was effective in preparing students for field work.                | 1 2 3 4 0 | 6 7 8 9 |

8. The orientation to field work process by the college adequately prepared the agency professional for supervision of the field work student. 1 2 3 4 0 6 7 8 9
9. The agency supervisor was aware of student evaluation procedures prior to the beginning of field work. 1 2 3 4 0 6 7 8 9
10. The student was made aware of the objectives of field work through the field work manual. 1 2 3 4 0 6 7 8 9
11. The student was made aware of the objectives of field work through the recreation faculty. 1 2 3 4 0 6 7 8 9
12. The student was made aware of the objectives of field work by the agency supervisor. 1 2 3 4 0 6 7 8 9
13. The agency supervisor was made aware of the objectives of field work by the recreation faculty. 1 2 3 4 0 6 7 8 9
14. The agency supervisor was made aware of the objectives of field work through the field work manual. 1 2 3 4 0 6 7 8 9
15. The agency supervisor was made aware of the objectives of field work by the field work student. 1 2 3 4 0 6 7 8 9
16. The orientation to field work materials were usable in preparing the students for field work. 1 2 3 4 0 6 7 8 9
17. The orientation to field work materials were usable in preparing the agency supervisor for supervising field work students. 1 2 3 4 0 6 7 8 9
18. The entire orientation to field work program was useful in preparing you for field work. 1 2 3 4 0 6 7 8 9

Table 25. Pilot Study Comparison of Means for Student Experimental and Control Groups

Attitude Items	Means		Attitude Items	Means	
	Experimental	Control		Experimental	Control
1	1.21	2.64	10	1.30	3.23
2	1.35	2.07	11	1.53	2.28
3	1.57	2.00	12	1.50	3.07
4	1.14	3.07	13	1.92	2.58
5	1.71	3.00	14	1.69	2.83
6	1.57	2.71	15	2.14	3.57
7	1.57	2.71	16	1.14	3.50
8	2.00	2.84	17	1.42	3.50
9	1.35	2.21	18	1.35	2.85

(n = 14)

Table 26. Pilot Study Comparison of Means for Agency Supervisor  
Experimental and Control Groups

Attitude Items	Means		Attitude Items	Means	
	Experimental	Control		Experimental	Control
1	1.07	1.42	10	1.07	3.00
2	1.42	1.57	11	1.35	2.28
3	1.85	1.85	12	1.21	3.35
4	1.07	2.71	13	1.69	2.66
5	1.57	1.92	15	1.57	2.57
6	1.57	1.92	15	1.57	2.57
7	1.50	2.28	16	1.14	2.50
8	2.07	3.00	17	1.42	3.33
9	1.07	2.42	18	1.35	2.64

(n = 14)

Table 27. Distribution of Pilot Study Responses on the Importance of Attitude Questions

Attitude Items	Important		Somewhat Important		Of Little Importance		Not Important	
	Student	Agency	Student	Agency	Student	Agency	Student	Agency
1	86%	93%	14%	7%				
2	93%	93%	7%	7%				
3	93%	93%	7%	7%				
4	71%	64%	14%	36%	14%			
5	71%	71%	21%	21%	7%	7%		
6	71%	86%	21%	14%	7%			
7	86%	85%	14%	5%			10%	
8	64%	62%	36%	20%			8%	
9	85%	83%	5%	12%	10%	4%		
10	93%	85%	7%	10%			5%	
11	86%	83%	7%	12%	7%	4%		
12	85%	83%	10%	12%	5%	4%		
13	92%	93%	8%	7%				
14	83%	85%	12%	5%	4%	10%		
15	73%	71%	8%	7%	5%	7%	14%	15%
16	93%	93%		7%	7%			
17	62%	64%	30%	36%	8%			
18	93%	93%	7%	7%				

Student (n = 28)      Agency Supervisor (n = 28)

APPENDIX B  
INSTRUMENT AND LETTERS TO AGENCY  
SUPERVISORS/STUDENTS

## FIELD WORK PREPARATION QUESTIONNAIRE

The purpose of this questionnaire is to determine attitudes about a planned recreation field work preparation program for students prior to the field work experience.

Using the rating scale below (1-4) as a guide in completing the questionnaire form, rate each statement as accurately as possible, reflecting your opinion of field work preparation, excluding course work, in relation to agency supervisors, current field work students and the college.

1. Agree
2. Tend to Agree
3. Tend to Disagree
4. Disagree
0. No Opinion/Non-Applicable

- |                                                                                                                                                |   |   |   |   |   |
|------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. The agency supervisor was able to effectively supervise the field work student.                                                             | 1 | 2 | 3 | 4 | 0 |
| 2. Goals of the college recreation field work program were made clear to you prior to the start of the field program.                          | 1 | 2 | 3 | 4 | 0 |
| 3. The field work student was adequately prepared for field work.                                                                              | 1 | 2 | 3 | 4 | 0 |
| 4. The student was aware of evaluation procedures prior to the beginning of field work.                                                        | 1 | 2 | 3 | 4 | 0 |
| 5. The field work student had clearly defined objectives to be met during field work.                                                          | 1 | 2 | 3 | 4 | 0 |
| 6. The agency supervisor had clearly defined objectives to be met during field work.                                                           | 1 | 2 | 3 | 4 | 0 |
| 7. The orientation to field work process at the college was effective in preparing students for field work.                                    | 1 | 2 | 3 | 4 | 0 |
| 8. The orientation to field work process by the college adequately prepared the agency professional for supervision of the field work student. | 1 | 2 | 3 | 4 | 0 |
| 9. The agency supervisor was aware of student evaluation procedures prior to the beginning of field work.                                      | 1 | 2 | 3 | 4 | 0 |



- |     |                                                                                                                             |   |   |   |   |   |
|-----|-----------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 10. | The student was made aware of the objectives of field work through the field work manual.                                   | 1 | 2 | 3 | 4 | 0 |
| 11. | The student was made aware of the objectives of field work through the recreation faculty.                                  | 1 | 2 | 3 | 4 | 0 |
| 12. | The student was made aware of the objectives of field work by the agency supervisor.                                        | 1 | 2 | 3 | 4 | 0 |
| 13. | The agency supervisor was made aware of the objectives of field work by the recreation faculty.                             | 1 | 2 | 3 | 4 | 0 |
| 14. | The agency supervisor was made aware of the objectives of field work through the field work manual.                         | 1 | 2 | 3 | 4 | 0 |
| 15. | The agency supervisor was made aware of the objectives of field work by the field work student.                             | 1 | 2 | 3 | 4 | 0 |
| 16. | The orientation to field work materials were usable in preparing the students for field work.                               | 1 | 2 | 3 | 4 | 0 |
| 17. | The orientation to field work materials were usable in preparing the agency supervisor for supervising field work students. | 1 | 2 | 3 | 4 | 0 |
| 18. | The orientation to field work program was useful in preparing you for recreation field work.                                | 1 | 2 | 3 | 4 | 0 |

Dear Agency Supervisor/Student (Experimental Group):

As indicated by our recent conversation you have been selected as a participant in a field work study being conducted at Radford College. Since this is an experimental study, you have been randomly assigned to the experimental condition. Prior to the start of the academic quarter of field work a field work manual will be issued to you. The manual will describe the functions of students and agency supervisors for the field work experience. Training sessions will be conducted to clarify the instructions in the field work manual.

I am looking forward to working with you on this study.

Sincerely,

Stephen G. Greiner

Dear Agency Supervisor/Student (Control Group):

You have been selected to participate in a research study on recreation field work to be conducted during the summer quarter of 1978. Your role in this study will be to complete two questionnaires, which will take about twenty minutes of your time.

I am looking forward to your assistance in this study.

Sincerely,

Stephen G. Greiner

APPENDIX C  
TREATMENT  
(FIELD WORK MANUAL)

## INTRODUCTION

The recreation and leisure services system (curriculum educational delivery) is judged by the standards its graduates are perceived to have attained. Application of classroom learning to professional recreation functions is an important element in the preparation of students for careers in recreation and leisure services.

The Radford College Department of Recreation and Leisure Services is committed to a process which provides the student majoring in Recreation Administration with practical field experiences as a recreation leader in an off-campus professional setting under the direct supervision of a qualified recreation agency supervisor.

## FIELD WORK DESCRIPTION

Title: Recreation 470, Field Work

Need: Students preparing for a career in providing recreation opportunities and services to people of all ages and interest groups must coordinate formal classroom instruction with practical on-site professional learning experiences. Recreation field work assists the student in culminating professional education preparation through working with people in the recreation setting and through placing his/her needs, interests, abilities, and professional goals within the framework for gaining acceptable work experiences as a professional recreator.

Prerequisite: Student must be of junior or senior standing majoring in Recreation Administration. 2.1 grade average in all work taken at Radford College, and completion of Rec. 112, 203, 243, 314, and 323 or 324.

Hours and Credits: Students are expected to work forty hours per week, 400 hours per quarter; 12 quarter hours credit.

#### COURSE CONTENT

Basic components of satisfactory field work experience

- a. Credit for field work should be given equal consideration as credit for comparable work in other parts of the recreation curriculum.
- b. Areas of professional responsibility of various administrative and supervisory members of Radford College and the cooperating field work agency should be clearly defined.
- c. Orientation of the student to field work is mandatory.
- d. The field work experience should be of reasonable duration to assure the student of developing satisfactory knowledge, skills, and attitudes about recreation.
- e. Field work experience should appear in professional sequence when the student is ready, under direction and guidance, to assure an increasing progression of responsibility as a recreation leader.
- f. Assignment of field work experience should first be based on the student's interests, needs, abilities, and professional goals.

- g. Field work experience should be a challenge to the student, should actively involve the student in competent supervision and should help the student analyze and evaluate his/her experiences.
- h. Cooperating agencies must be recognized by Radford College as being professionally sound and equipped for providing maximum field work opportunities and experiences.
- i. Cooperating agencies accepted by Radford College may be located within or beyond the confines of the Commonwealth of Virginia. Permission is required to complete field work out of state.
- j. Recreation Field Work must be offered for credit during the summer quarter session as well as during any other quarter during the regular school year.
- k. Recreation Field Work should be offered to the student with a minimum course load of study. Preferably, the student would not have to enroll in other courses while taking recreation field work. However, student is permitted to enroll in one course (3 hours maximum credit) that will not interfere with field work duties.

#### REGISTRATION

Option 1: Students completing field work within the vicinity of the college may register during the designated registration day at the beginning of each quarter.

Option 2: Students wishing to pre-register for field work must pay in advance the full registration fee to the Treasurer's Office of Radford College prior to the beginning of the quarter. This procedure

will prevent the need for field work students placed a great distance from the college to return to campus for registration. Students not registered in advance are expected to register during the regular registration process. Note: The Radford College Department of Recreation and Leisure Services faculty will not go through the registration process for students. It is part of your responsibility to see you are properly registered.

#### STEPS IN THE FIELD WORK PROCESS

1. Notify field work coordinator of intent to complete field work. Obtain field work manual from field work coordinator.
2. Meet with advisor to verify that prerequisites to field work are being met.
3. Meet with advisor or field work coordinator to discuss field work placements.
4. Develop and type an introductory letter to field work agencies requesting information about the field work program.
5. Develop a resume (see examples in appendix).
6. Select potential field work agencies and submit a letter requesting an interview. Enclose resume with letter.
7. Go to interviews. Examine agency objectives.
8. After decision is made about field work location notify the field work coordinator. Send contract to field work agency (see example in appendix). If you interviewed with more than one agency, contact agencies not selected for field work of your intention to complete field work elsewhere. This is a professional courtesy.



9. During the second week of the quarter preceding field work the first field work training program will be scheduled. Students will be notified of meeting time and place by the field work coordinator.
10. Second field work training session will be conducted after mid-term (see outline of training program).

#### FIELD WORK TRAINING PROGRAM

Every quarter, excluding summer, the Radford College field work coordinator conducts a series of three pre-field work training sessions for students who are preparing for field work. These sessions are integral to field work and attendance is mandatory. Students will be notified in advance about the dates, times, and locations of the sessions. Students can expect each of the training sessions to last approximately one hour per session.

#### FIELD WORK TRAINING PROGRAM

Session #1. The process of applying for field work will be further clarified. This session concentrates on the purpose of field work and a statement of its goals and objectives. Resumé and letter writing exercises will be conducted. Roles of the field work student, agency supervisor, and supervising faculty member will be identified and clarified. Grading will be discussed.

Session #2. The major purpose of this session is to clarify field work expectations for students and agency supervisors. All research instruments will be presented and clarified. The student will be given an opportunity to examine the items on the appraisal

form and measurement procedure. Objective writing exercises will be conducted. Special research projects will be defined.

#### SELECTING THE RECREATION AGENCY

The purpose of field work is to provide a quality professional preparation experience. Selection of the recreation agency where the student will gain professional experience is important. Careful consideration should be given to the selection of agencies that will provide a quality experience.

What to look for in a recreation agency:

1. The agency's commitment to providing the student with a comprehensive field work experience.
2. The qualifications of the supervisor directly responsible for supervising field work students. Supervisors should have the proper practical experiences and college training to qualify as a certified professional recreator.
3. The willingness of the agency to provide a field work experience to meet the learning objectives of agency, curriculum, and student.
4. An agency that considers the student a learning partner while engaged in professional field training.
5. An agency that understands the goals of the college field work program, and one that has clarified its field work objectives to the college.

### REQUIRED PROJECTS

Reports: Students are expected to maintain weekly accounts of the field work experience. At the end of the field work quarter the student will submit to the field work coordinator the combined weekly accounts. In addition recommendations, observations, and comments about the field work experience are to be submitted to the field work coordinator. Each student is expected to complete the required appraisal forms (see appendix).

Objectives: Students are expected to state clearly defined objectives of expectations to be gained from the field work experience (examples of objectives are found in the appendix). These objectives are to be discussed with the recreation supervisor. A copy of the objectives are to be given to the field work coordinator. In addition, each student is expected to complete the required appraisal forms dealing with objectives (see appendix).

### FACULTY SUPERVISION

Department of Recreation and Leisure Service faculty members will carefully monitor field work through phone calls and visitations. A faculty supervisor will attempt to visit the student twice during the quarter (budget and weather permitting).

### EVALUATION

Assessment of student performance will be made twice during the quarter. Two copies of an appraisal form (see appendix) will be supplied to the agency supervisor. Agency supervisors are to discuss

appraisal with the student before mailing them back to the college.

Students will also submit (a self-appraisal to the field work coordinator) at the end of the field work quarter.

To strengthen the field work preparation process students may be asked from time to time to participate in research studies.

Finally, a required course evaluation form will be administered to the student to determine the worth of pre-requisite courses for field work (see appendix).

### GRADES

Grading is a pass/fail option only. It is the option of the field work agency supervisor to assign student grades, however, final decision on grading will be the sole responsibility of the faculty supervisor assigned to the field work student.

### ROLES - DUTIES - OBJECTIVES OF FACULTY SUPERVISOR, STUDENT, AND AGENCY SUPERVISOR

Responsibility of faculty supervisor to agency supervisor

1. Make initial contact about the agency's willingness to participate in a field work program.
2. Submit support materials regarding the purpose and objectives of the field work experience.
3. Maintain frequent contacts and visits with the agency.
4. Disclose background information about the student's professional abilities and goals.
5. Clarify all administrative intents and/or purposes for cooperating with agency in providing field work experience, such as financial

remuneration, transportation allowance or inquiries regarding permanent placement of the field work student.

6. Make available the field work manual to agency.
7. Establish contractual arrangement with agency for student field work placement.
8. Provide copies of all appraisal and evaluation forms to agency.
9. Cooperate with agency and student in finalizing the placement arrangements.

#### Responsibility of Faculty Supervisor to Student

1. Frequent academic counseling.
2. Direction, guidance, and stimulation for the success of independent work and study.
3. Systematic evaluation of student's performance consistent with objectives of field work.
4. Assist student in setting realistic goals and behavioral objectives.
5. Assist student in placement in an agency where goals may be achieved.
6. Maintain consistent contacts with student during field work.
7. Provide for follow-up with students to review the program, agency, and college roles.

#### Responsibility of Student to the Agency

1. Accept and assume full responsibility as a full time employee of that agency.

2. Realize that the agency is providing a cooperative service for his/her benefit.
3. Accept the responsibility of working a minimum of 400 hours during the quarter session as arranged by the student and agency supervisor.
4. Develop and submit to the agency statements of goals and objectives to be met during field work.
5. Make necessary transportation and living arrangements.
6. Submit a written account of experiences during field work.

#### Responsibility of the Student to the College

1. To conform to Radford College policies as a full time student.
2. To accept the field work opportunity as a cooperative agreement between the recreation agency, Radford College and student.
3. To maintain conduct becoming of a recreation professional.
4. To develop and submit to the college goals and objectives statements to be met during field work.
5. To submit a written account of experiences during field work, and to make recommendations about aspects of the field work program.
6. To complete appraisal forms for use in the evaluation of the field work program.

#### Responsibility of the Agency to the Student

1. To provide professional guidance and direction relevant to the function of the agency's recreation program.

2. To progressively lead the student into assuming increasing responsibility as a recreation leader.
3. To consider the student as a full-time member of the agency's staff.
4. To assist the student in achieving stated goals and objectives.
5. To provide the student with a written set of guidelines of expectations and duties during field work.
6. To conduct a formal evaluation twice during the quarter.

#### Responsibility of the Agency to the College

1. To assure that the student is receiving maximum opportunity, direction, and guidance during his/her professional laboratory experience.
2. To cooperate fully with the Radford College representative, the college supervisor, on all matters pertaining to the student's field work experience.
3. To assign to the supervision of field work students a person who has proper educational and practical background.
4. To maintain regular contacts with the college.
5. To work with the supervising faculty member in a final evaluation of student's performance and grade.

#### Contractual Arrangement Between College and Agency

1. Should be completed in written form.
2. Should clearly state the responsibilities of the agency, student, and college as pertaining to a voluntary cooperative agreement. Financial remuneration of any sort or remuneration in kind should

be included in the contractual agreement.

### FIELD WORK OBJECTIVES

Each student will be required to establish objectives to be accomplished during field work. These objectives must be written and copies submitted to the agency supervisor and field work coordinator. Objectives should reflect goals, in behavioral terms, to be achieved while completing field work and in addition to meeting objectives of the recreation agency.

Examples of objectives are given below in five categories:

1. General Objectives; 2. Therapeutic; 3. Industrial; 4. Parks;
5. Private Recreation Agencies

1. General Objectives are used primarily in public recreation agencies at the municipal or county level. Many objectives listed here can also apply to the other four categories.

Develop the ability to conduct public relations programs.

Understand budget procedures (zero-based, program budget, etc.)

Understand capital improvement programs.

Understand grant proposals.

Acquire a knowledge of personnel policies and procedures.

Understand the role of boards and councils in relation to the recreation agency.

Understand methods of hiring employees.

Acquire a knowledge of the operations of a revenue producing facility.

Acquire knowledge of fee supported class programs.

Understand purchasing procedures.



Gain knowledge of enterprise funding.

Understand the purpose of management by objectives for the recreation division.

2. Therapeutic Recreation Objectives are used primarily in a recreation setting specifically designed for the retarded, handicapped, ill, or aged.

Understand the goals and objectives of therapeutic recreation services.

Understand the role of the therapeutic recreator as a functioning member of the educational/rehabilitation team.

Gain knowledge of existing techniques used in activity analysis.

Acquire the ability to use various observational techniques.

Acquire the ability to analyze recreation activities and utilize the results of the analyses in the development of specific therapeutic recreation plans for disabled individuals.

Acquire the ability to modify or adapt activities, equipment and/or facilities to meet specific individual or group needs.

Gain knowledge of various adaptive devices and equipment.

Understand the basic principles, processes, and models used in leisure counseling and leisure education.

Acquire the ability to conduct leisure surveys.

Understand basic administrative, supervisory, and leadership principles and practices.

Understand the basic principles of public relations.

Understand the legal liabilities and responsibilities in delivering services for special populations.

Acquire the ability to write and present concise, meaningful program reports.

Acquire the ability to relate to community, institutional, and agency resources and services appropriate to client's leisure interests, needs, and goals.

Acquire the ability to design and evaluate a program in a therapeutic recreation setting.

3. Industrial Recreation Objectives relate to job expectencies while providing recreation services for employees and their families associated with an industrial complex.

Acquire the ability to develop recreation policies and procedures consistent with corporation goals.

Acquire the ability to provide public relations information to employees and their families.

Understand the role of the industrial recreator as a functioning member of the industrial team.

Acquire the ability to research innovative programs for staff.

Develop equipment inventory procedures.

Develop leisure survey for employees.

4. Parks Objectives relate to expectencies to be gained while in the service of a regional, state, or national park system.

Become familiar with employee safety program.

Become familiar with land acquisition techniques.

Acquire an understanding of park planning principles.

Understand park types and standards.

Become familiar with writing of damage/vandalism reports.

Understand the role of a park supervisor as a functioning member of  
the parks department.

Be able to write work orders.

5. Quasi-Public Agency Objectives reflect expectancies  
to be gained while in the service of agencies such as the YWCA, YMCA,  
Boy Scouts, Girl Scouts, etc.

Develop an understanding of membership recruitment procedures.

Understand how the goals of the agency relate to goals of the recreation  
and leisure services profession.

SAMPLE COPY  
LETTER OF INTRODUCTION

Box 5736  
Radford College  
Radford, VA 24142  
September 14, 1978

Mr. James Howard  
Director of Recreation  
Calloway County Recreation Department  
Calloway, VA 21211

Dear Mr. Howard:

Currently I am a senior at Radford College, Radford, Virginia majoring in Recreation Administration. I am preparing to complete my field work requirements during the winter quarter of 1979. Your program has been suggested by my professors.

I wish to receive information about your field work program. Please send an application for field work and any other related information about your department.

I am looking forward to hearing from you.

Sincerely,

(your handwritten signature)

Rebecca G. Barnett

SAMPLE COPY  
REQUEST FOR INTERVIEW

Box 5736  
Radford College  
Radford, VA 24142  
December 3, 1978

Mr. James Howard  
Director of Recreation  
Calloway County Department  
of Recreation  
Calloway, VA 21211

Dear Mr. Howard:

I have examined your field work program information, and your program seems suited for my interests and objectives.

If you have a field work position available for the spring quarter, beginning March 9, 1979, I would welcome consideration.

Enclosed you will find a resume of my educational and work background. I would like to request an interview with you for a field work position. I will be available for an interview between January 6 and February 25, and can be contacted at the above address.

Sincerely,

(your handwritten signature)

Thomas Staley

Enclosure

## SAMPLE RESUMÉ

Name

Permanent Address

3209 Elm Street  
Virginia Beach, VA 23206  
Telephone: (804) 432-2219

School Address

Box 5736 Radford College  
Radford, VA 24142  
Telephone: (703) 731-5447

## JOB OBJECTIVE

To obtain a supervisory level position in the field of recreation and parks.

## EDUCATION

Radford College, Radford, Virginia. Candidate for B.S. Degree in Recreation Administration in June, 1978.

EMPLOYMENT  
BACKGROUND

Summer 1977: Counselor, Radford Day Camp, Radford, Virginia

September 1976-May 1977: Work Study Assistant, Peters Hall Gymnasium, Radford College, Radford, Virginia

Summer 1976: Lifeguard, Happy Meadow Golf and Swim Club, Virginia Beach, Virginia

Summer 1975: Construction work, Barnett Construction Company, Norfolk, Virginia

RECREATION  
COURSES TAKEN

List all of the recreation courses you have taken while in school.

EXTRA-CURRICULAR  
ACTIVITIES

Senior class vice president, student recreation and parks society, ski club, intramurals.

## INTERESTS

Interested in piano, tennis, camping, and reading.

## REFERENCES

List at least three individuals, not family, who are familiar with your academic, employment, and personal background (teachers, employers, ministers).

## THE INTERVIEW

The following are some general points for your information in preparing for the field work interview.

## Preparing for the Interview:

1. Dress appropriately and follow all the usual rules of courtesy.
2. Know your own capacities and weaknesses. Do you know what objectives you would like to accomplish and what kind of satisfactions you would expect from field work?
3. Be sure you know the correct name of the department and where it is located.
4. Know where the interview is to be held and the time of your appointment. It is helpful to know how long the interview will last. Arrive 5 or 10 minutes before the appointment and let the secretary/receptionist know that you are there.
5. Be prepared to answer and ask questions. Field work interviewers frequently ask questions such as: Tell me about yourself. Why do you want to do your field work here? What would you like to do after graduation?

## The Interview:

1. A little nervousness is normal in an interview. Try to avoid overt nervousness (trembling, voice cracking, etc.).
2. Don't answer questions with just yes or no, but don't talk too much, either. Maintain good eye contact with interviewer. Stay alert and interested. Be an active listener as well.
3. Sell yourself. This is your opportunity to convince the interviewer that you are the person for whom the company is looking. Emphasize your strong points.
4. Be honest. If you have made a mistake in the past, explain it without making excuses. Don't claim skills or qualifications you don't possess.
5. Do not expect a job offer during the interview.

After the Interview:

1. A follow-up letter to the recruiter is appropriate and will refresh the interviewer's memory of you.
2. Respond promptly to any communication from the company.



DEPARTMENT OF RECREATION & LEISURE SERVICES  
Box 5736  
Radford, Virginia 24142

This is to certify that the following student

Student \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_ Telephone \_\_\_\_\_

has been assigned and accepted as a field work student with  
\_\_\_\_\_ Agency.

The student is expected to work a minimum of 40 hours per week.

beginning \_\_\_\_\_, 19\_\_

and ending \_\_\_\_\_, 19\_\_

with the following exceptions:

Agency Holidays: \_\_\_\_\_

University Holidays: \_\_\_\_\_

Other: \_\_\_\_\_

Agency Field Work Supervisor \_\_\_\_\_

Address: (Office) \_\_\_\_\_

\_\_\_\_\_ Telephone \_\_\_\_\_

(Home) \_\_\_\_\_

\_\_\_\_\_ Telephone \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Signature

College Field Work Supervisor \_\_\_\_\_

Address: (Office) \_\_\_\_\_

\_\_\_\_\_ Telephone \_\_\_\_\_

(Home) \_\_\_\_\_

\_\_\_\_\_ Telephone \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

Signature

RADFORD COLLEGE  
DEPARTMENT OF RECREATION AND LEISURE SERVICES  
RADFORD, VIRGINIA 24142

FIELD WORKER APPRAISAL

Name of Student:

Appraiser:

Title:

Agency:

Period Covered by Appraisal: From \_\_\_\_\_ To \_\_\_\_\_

This appraisal should be completed with care and fairness for the interest of the student. Please be as accurate and objective as possible. The appraisal should be based upon the total fieldwork experience and not upon isolated incidents. The appraisal form should be reviewed with the student during the final evaluation conference.

Using the rating scale below as a guide in completing the appraisal form, rate the student on each of the items which are applicable to your expectations of fieldworkers. Comments and suggestions are welcome and should be placed on the back of appraisal form.

1. Exceeds Expectations
2. Meets Expectations
3. Below Expectations
4. Does Not Meet Expectation
5. No Observation

Circle the number that indicates your rating.

ATTITUDES TOWARD WORK

Willingness to work or perform duties as assigned	1 2 3 4 5
Willingness to accept responsibility	1 2 3 4 5
Shows enthusiasm for work	1 2 3 4 5
Shows a desire to achieve	1 2 3 4 5

Does not demonstrate an ability to express himself/herself in writing	5 4 3 2 1
Does not demonstrate an ability to express himself/ herself orally	5 4 3 2 1
Does not demonstrate courtesy in working with the public	5 4 3 2 1
Does not show respect for others in relationships with the public	5 4 3 2 1
Does not demonstrate tact in working with the public	5 4 3 2 1
Does not make adequate use of available media in promoting agency programs	5 4 3 2 1

What additional course work would you recommend for the student?

Would you recommend this student for a professional position in recreation and leisure services?

Recommend Strongly	Recommend	Recommend With Reservation	Not Recommend
_____	_____	_____	_____

Accepts criticism in a mature manner	1 2 3 4 5
Does more than just enough to get by	1 2 3 4 5

LEADERSHIP AND PERFORMANCE QUALITIES

Plans and organizes work in an orderly manner	1 2 3 4 5
Promptly carries out assigned tasks	1 2 3 4 5
Effectively communicates with supervisor	1 2 3 4 5
Functions on own initiative when necessary	1 2 3 4 5
Demonstrates effective leadership techniques	1 2 3 4 5
Observes rules and agency practices	1 2 3 4 5
Produces an adequate quality of work on assigned projects	1 2 3 4 5
Demonstrates good judgment on work related decisions	1 2 3 4 5

PERSONAL AND PROFESSIONAL QUALITIES

Communicates effectively with other staff members	1 2 3 4 5
Displays patience and self control during work	1 2 3 4 5
Demonstrates a consideration for other viewpoints	1 2 3 4 5
Demonstrates an ability to secure acceptance of ideas methods, or plans by other staff members	1 2 3 4 5
Demonstrates an ability to express himself/herself in writing	1 2 3 4 5
Demonstrates an ability to express himself/herself orally	1 2 3 4 5

PUBLIC RELATIONS

Demonstrates courtesy in working with the public	1 2 3 4 5
Shows respect for others in relationship with the public	1 2 3 4 5
Demonstrates tact in working with the public	1 2 3 4 5
Makes adequate use of available media in promoting agency programs	1 2 3 4 5

Using the rating scale below as a guide, rate the student on each of the items as they apply to your observations of the fieldworker. Circle the number that indicates your rating. Comments and suggestions are welcome and should be placed on back of appraisal form.

5. Strongly Agree
4. Agree
3. Disagree
2. Strongly Disagree
1. No Observation

Does not demonstrate a willingness to work or perform assigned duties	5 4 3 2 1
Is not readily willing to accept responsibility	5 4 3 2 1
Does not demonstrate enthusiasm for work	5 4 3 2 1
Does not demonstrate a desire to achieve	5 4 3 2 1
Cannot accept criticism in a mature manner	5 4 3 2 1
Does only enough to get by	5 4 3 2 1
Shows no consistent organization in planning work	5 4 3 2 1
Slow in carrying out assigned tasks	5 4 3 2 1
Cannot effectively communicate with supervisor	5 4 3 2 1
Does not function without motivation from others	5 4 3 2 1
Does not use leadership techniques effectively	5 4 3 2 1
Does not observe agency policies and procedures	5 4 3 2 1
Quality of work on assigned projects is poor	5 4 3 2 1
Has not used good judgment on work related decisions	5 4 3 2 1
Does not communicate effectively with other staff members	5 4 3 2 1
Shows signs of a lack of patience and self control during work	5 4 3 2 1
Does not consider viewpoints of others	5 4 3 2 1
Is not able to secure acceptance by other staff members of ideas, methods, or plans	5 4 3 2 1

RADFORD COLLEGE  
DEPARTMENT OF RECREATION AND LEISURE SERVICES  
RADFORD, VIRGINIA 24142

FIELD WORKER SELF APPRAISAL

Name of Student:

Field Work Agency:

Period Covered by Self Appraisal: From \_\_\_\_\_ To \_\_\_\_\_

This self appraisal should be completed with care. Please be as accurate and objective as possible. The self appraisal should be based upon the total field work experience and not upon isolated incidents.

Using the rating scale below as a guide in completing the appraisal form, rate yourself on each of the items which are applicable to your views of the extent you met agency expectations during field work. Comments and suggestions are welcome and should be placed on the back of the appraisal form.

1. Exceeds Expectations
2. Meets Expectations
3. Below Expectations
4. Does Not meet Expectations
5. Not Applicable

Circle the number that indicates your rating.

ATTITUDES TOWARD WORK

Willingness to work or perform duties as assigned	1 2 3 4 5
Willingness to accept responsibility	1 2 3 4 5
Shows enthusiasm for work	1 2 3 4 5
Shows a desire to achieve	1 2 3 4 5
Accepts criticism in a mature manner	1 2 3 4 5
Does more than just enough to get by	1 2 3 4 5

LEADERSHIP AND PERFORMANCE QUALITIES

Plans and organizes work in an orderly manner	1	2	3	4	5
Promptly carries out assigned tasks	1	2	3	4	5
Effectively communicates with supervisor	1	2	3	4	5
Functions on own initiative when necessary	1	2	3	4	5
Demonstrates effective leadership techniques	1	2	3	4	5
Observes rules and agency practices	1	2	3	4	5
Produces an adequate quality of work on assigned projects	1	2	3	4	5
Demonstrates good judgment on work related decisions	1	2	3	4	5

PERSONAL AND PROFESSIONAL QUALITIES

Communicates effectively with other staff members	1	2	3	4	5
Displays patience and self control during work	1	2	3	4	5
Demonstrates a consideration for others viewpoints	1	2	3	4	5
Demonstrates an ability to secure acceptance of ideas, methods, or plans by other staff members	1	2	3	4	5
Demonstrates an ability to express himself/herself in writing	1	2	3	4	5
Demonstrates an ability to express himself/herself orally	1	2	3	4	5

PUBLIC RELATIONS

Demonstrates courtesy in working with the public	1	2	3	4	5
Shows respect for others in relationship with the public	1	2	3	4	5
Demonstrates tact in working with the public	1	2	3	4	5
Makes adequate use of available media in promoting agency programs	1	2	3	4	5

Using the rating scale below as a guide, rate yourself on each of the items as they apply to your field work experience. Comments and suggestions are welcome and should be placed on the back of the appraisal form.

5. Strongly Agree
4. Agree
3. Disagree
2. Strongly Disagree
1. Not Applicable

Does not demonstrate a willingness to work or perform assigned duties	5	4	3	2	1
Is not readily willing to accept responsibility	5	4	3	2	1
Does not demonstrate enthusiasm for work	5	4	3	2	1
Does not demonstrate a desire to achieve	5	4	3	2	1
Cannot accept criticism in a mature manner	5	4	3	2	1
Does only enough to get by	5	4	3	2	1
Shows no consistent organization in planning work	5	4	3	2	1
Slow in carrying out assigned tasks	5	4	3	2	1
Cannot effectively communicate with supervisor	5	4	3	2	1
Does not function without motivation from others	5	4	3	2	1
Does not use leadership techniques effectively	5	4	3	2	1
Does not observe agency policies and procedures	5	4	3	2	1
Quality of work on assigned projects is poor	5	4	3	2	1
Has not used good judgment on work related decisions	5	4	3	2	1
Does not communicate effectively with other staff members	5	4	3	2	1
Shows signs of a lack of patience and self control during work	5	4	3	2	1
Does not consider viewpoints of others	5	4	3	2	1
Is not able to secure acceptance by other staff members of ideas, methods, or plans	5	4	3	2	1

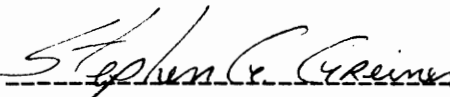


Does not demonstrate an ability to express himself/herself in writing	5 4 3 2 1
Does not demonstrate an ability to express himself/herself orally	5 4 3 2 1
Does not show respect for others in relationships with the public	5 4 3 2 1
Does not demonstrate tact in working with the public	5 4 3 2 1
Does not make adequate use of available media in promoting agency programs	5 4 3 2 1

## VITA

Stephen Glenn Greiner was born in Steubenville, Ohio, on June 15, 1946, and raised in Weirton, West Virginia. He received a Bachelor of Arts degree in 1968 in Recreation from the University of Kentucky, Lexington, Kentucky, and a Master of Public Service degree in 1970 in Recreation and Park Administration from Western Kentucky University, Bowling Green, Kentucky. He was employed as Youth-Physical Director for the Tri-City YMCA in Florence, Kentucky (1969); as Graduate Teaching Assistant at Western Kentucky University (1970); as Community School Director for the City of Rockville, Maryland (1971); as Director of Recreation and Parks for the City of North Brunswick, New Jersey (1972); as Recreation Supervisor and Superintendent of Parks for the City of Rockville, Maryland (1973); and as Instructor and Assistant Professor of Recreation and Leisure Services at Radford College, Radford, Virginia (1974 to present). He married Rebecca Gail Barnett.

He has been active professionally with the National Recreation and Park Association, Maryland Recreation and Parks Society, Virginia Recreation and Parks Society, and Phi Delta Kappa. He has served as Chairman of the City of Radford Day Camp Commission and Secretary of the City of Radford Recreation Commission. He has remained active with the promotion of public recreation programs for people of all ages.

  
Stephen G. Greiner

AN EVALUATION OF ATTITUDES ABOUT AN UNDERGRADUATE  
RECREATION FIELD WORK TRAINING PROGRAM IN A  
SELECTED FOUR-YEAR CURRICULUM

by

Stephen G. Greiner

(ABSTRACT)

An important element in the preparation of students for positions in the field of recreation has been an adequate field work experience. Additionally, the quality of an orientation to field programs was seen as an important variable to be evaluated. The purpose of this study was to investigate attitudes about a preparation for field work training programs. The study involved forty undergraduate recreation majors registered for summer quarter 1978 recreation field work course and their respective forty recreation agency supervisors. The study population was assigned to either the experimental or control condition. The experimental group received a treatment (training program) and the control group received no treatment. Attitudes were analyzed through the use of a Field Work Preparation Questionnaire, using an adapted Likert Method of Summated Ratings Scale (1932). Data were gathered from two posttests and evaluated schematically on a revised Weber Model of Educational Evaluation (1973).

Responses were tallied; means and t-test differences were used, as appropriate. Eighteen attitude items about a field work preparation program were measured in terms of their respective effectiveness, approval and usability.

Based on the findings and within the limitations of the study, it was concluded that significant differences do occur between student experimental and control groups in their attitudes about the relative effectiveness, approval of, and usability of the respective field work preparation programs. Significant differences were found on seventeen of the eighteen attitude items between the recreation agency supervisor experimental and control groups.

It was recognized that a long range evaluation program would be required to consistently assess the relative effectiveness of a field work preparation program. In recognition of the constraints imposed by a short term study, a system had to be developed which would accommodate the highest level of evaluative input within existing limitations.