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ABSTRACT

To assess the professional continuing education needs of persons employed full-time in administering, directing, leading, organizing, or planning leisure services, a questionnaire was mailed to 1,640 leisure service professionals throughout Wisconsin (50% return). Groups surveyed (and for which data was analyzed separately) included people involved in park/outdoor recreation, community/school, therapeutic, older adult, camping, and outdoor/environmental education services. On the average respondents had worked in present position five years, in leisure services eight years. Of all surveyed, 78% had at least an undergraduate degree, 18% a Master's, 27% had recreation as a college major, 10% were pursuing an advanced degree and 20% would like to. On the average they supervised four full-time and twenty-seven part-time employees and forty-four volunteers: were 35 years old; 44% women; gross salary (\$15,000). Some of the high specific needs and interests were innovative programming, public relations, program evaluation, programming for special groups, leadership techniques, supervising staff, training staff, current issues in programming, evaluating personnel and interpersonal communication. Highest needs were in relationships and programming. Regarding continuing education, 35% belonged to professional associations: most frequent activities: conferences, inservice training, and reading professional books, but activity desired for future was college credit coursework. Greatest deterrents cited for participating in continuing education were schedule conflicts, cost, and not enough time. The importance of continuing education was ranked high by 87%, 47% believing it should be mandatory for continued employment. (Questionnaire appended.) (JT)

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THE CONTINUING EDUCATION NEEDS OF  
LEISURE SERVICE PROFESSIONALS IN WISCONSIN

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RECREATION RESOURCES CENTER

150 UNIVERSITY AVENUE, SUITE 200, MADISON, WISCONSIN 53706

May 1980

Dear Leisure Service Professionals, Extension Faculty, and other persons interested in Continuing Professional Education in Leisure Services:

The accompanying report, "The Continuing Education Needs of Leisure Service Professionals in Wisconsin", is presented to you as a summary of the study conducted by the Recreation Resources Center in the fall of 1979.

The report discusses the characteristics, continuing education needs and interests, desired continuing education methods, and attitude toward continuing education expressed by leisure service professionals in the state of Wisconsin.

We are indebted to a number of people who contributed substantially to this project. The staff at the Recreation Resources Center were most supportive and helpful during the months when the study was planned and conducted. A special thanks is extended to the secretarial staff at the Center--Jean Johnson, Carol Peterson, and Laurie Mori and to Program Specialist Donna Rounds. Special thanks are extended to Dick Jorgenson and the Minnesota Recreation and Park Association for allowing us to pilot-test the questionnaire at the 1979 Minnesota State Conference. Lastly, and most importantly, we appreciate the leisure service professionals in Wisconsin who took time from their busy schedules to participate in this study.

We hope that this report will be useful in the future as we work together to provide continuing education opportunities for leisure service professionals.

Sincerely,

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## SUMMARY

This project assessed the professional continuing education needs of persons who are employed full-time in the administering, directing, leading, organizing, or planning of leisure services. This study includes persons employed in such areas as therapeutic recreation, park management, community recreation, youth and voluntary agencies, camping programs, and outdoor education.

A questionnaire was mailed in October 1979 to 1,640 leisure service professionals throughout Wisconsin; 830 (50.6%) returned the questionnaire. The questionnaire was designed to determine demographic characteristics of professionals, continuing education needs and interests, present continuing education participation and preferred methods, and attitudes toward continuing professional education.

On the average, the leisure service professional in Wisconsin has worked in his or her present position for five years and had been employed full-time in leisure services work for almost eight years. Of the professionals surveyed, 78% had at least an undergraduate college degree, and 18% of those had a Master's Degree. When examining the majors of these professionals, it was found that 27.3% had recreation as a college major. Those surveyed responded that 10% were currently pursuing an advanced degree and 20% would like to start a degree program in the near future. When asked the last year of formal coursework, about half said prior to 1975.

On the average, the professional supervised four full-time employees, 27 part-time employees, and 44 volunteers. The average age was 35.5 years old, but about half were under 32. Women comprised 44.3% of the total. The average gross salary (yearly) was \$15,074. The greatest number of leisure service professionals were located in southeast Wisconsin, although there was a

substantial number of professionals in all areas of the state.

Some of the high specific needs and interests of these professionals were: innovative programming, public relations, program evaluation, programming for special groups, leadership techniques, supervising staff, training staff, current issues in programming, evaluating personnel, and interpersonal communication. After grouping the 50 identified needs into the areas of personnel management, relationships, financing, management, planning and programming, the highest needs existed in relationships and programming, although the means of all of these categories were close. When analyzing the needs by geographic areas of the state, the southeast, southwest, and western Extension districts showed the most interest and need for continuing professional education programs for leisure service professionals. Further analysis of these needs by leisure service area (i.e. therapeutic, community, outdoor education) and by employment level (administrators, supervisors, and leaders) indicated various patterns of needs and interests for specific groups.

Data on various methods of continuing education were also collected. About 33% of the professionals belonged to the Wisconsin Park and Recreation Association. Approximately one-third of the respondents read Parks and Recreation, Impact, or their own professional organizational periodicals. Professionals indicated that they spent 6.8 hours per month reading professional literature. The continuing education activities most frequently engaged in by the professionals were state and local conferences, in-service training, and reading professional books. The activity with the greatest future desire for participation appeared to be college credit coursework.

The professionals indicated that the greatest deterrents to participating in continuing education activities were schedule conflicts, cost, and not enough time. When asked what support opportunities for continuing education

activities were offered by their employing agency, 58% indicated that they received time off and tuition and/or registration reimbursement. Results of the important scheduling factors for continuing professional education indicated that 55% preferred to meet on a weekday and 48% indicated that morning would be the best time of the day. The late winter months (January, February, March) were the best time of the year for continuing education and more than 50% indicated that they would like to meet for education periods of one to three days. When asked how far they were willing to travel to attend continuing education activities, the average response was 78 miles.

The last area considered was the attitudes of the leisure service professionals toward continuing education. When asked if continuing education should be required for membership in professional associations, 57% of the respondents agreed, 31% disagreed, and 12% had no opinion. The importance of continuing education for improvement of professional service was ranked high by 87.3% of the professionals, 50% placing high value on advancement due to participation in continuing education, and keeping oneself abreast of current and developments was highly rated by 89% of the leisure service professionals. Over 85% of the professionals stated that they had a high level of commitment to continuing education; however, only 47% believed continuing education should be mandatory for continued employment.

This project has resulted in the establishment of a data base of descriptive information on leisure service professionals in Wisconsin. Also obtained was an inventory of continuing education needs of leisure service professionals, an assessment of continuing education methods as ways to provide opportunities for optimum participation, and a general indication of the attitudes of leisure service professionals towards continuing education. This information can provide a basis for decision making for organizations and institutions which provide opportunities for meeting the continuing education needs and interests of leisure service professionals.

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## INTRODUCTION

With the present "knowledge explosion" in our society, professionals have found themselves continually striving to remain abreast of current developments or they risk succumbing to obsolescence and irrelevance. These professionals have educational needs that continue to be present throughout their careers, but often they have been limited in methods available for meeting these needs. Therefore, many institutions and organizations are developing an interest in assessing, designing, and implementing ways of meeting these professional continuing education needs.

In August 1979, the Recreation Resources Center of the University of Wisconsin-Extension began the employment of a Public Recreation Specialist. The initial charge for this specialist was to provide leadership and training for Wisconsin's recreation professionals who are employed primarily in the public and quasi-public sectors.

If the continuing education needs of these professionals were to be best met, it was necessary to ascertain what these needs were, and how the Recreation Resources Center might initiate, supplement and expand professional opportunities and continuing education programs for these recreation professionals. The first step involved determining the kind and amount of professional development, continuing education, and training programs in recreation programming and planning which had already been conducted by professional organizations such as Wisconsin Park Recreation Association, America Camping Association and other local and government agencies. This information showed evidence that a needs assessment was necessary in order to better ascertain the continuing education needs of the public recreation professionals. This data would be instrumental in preparing and coordinating appropriate public

leisure service resources and programs.

### Need for the Study

One of the major rationales for this project was the fact that no continuing education needs assessment had been conducted in Wisconsin for leisure service professionals. Rather than assume or deduce what may have been needs of these professionals, a systematic survey was selected as a more accurate, unbiased method of providing the needs information as well as valuable descriptive demographic data.

The second rationale related directly to the assessment of the continuing education needs of recreation professionals, and how these needs could be met by programming conducted by the Recreation Resources Center of the UW-Extension. In order for this center to develop and conduct relevant and meaningful continued education programs, a systematic questioning of professionals was needed.

During initial visits with the professional associations, a third reason for this assessment became evident. Many of the state leisure services associations also wanted similar needs information for their program planning. Rather than have many people conducting the same type of survey, the Recreation Resources Center initiated the project along with the support and cooperation of these Wisconsin leisure service professional associations.

### Purpose and Objectives

The purpose of this project was to ascertain the professional continuing education needs of persons who are employed full-time in administering, directing, leading, organizing or planning for human services within a public or quasi-public recreation, parks, or leisure service delivery system. This included persons employed in such areas as therapeutic recreation, park management, youth service agencies, municipal and school recreation programs, camping, and outdoor education. This study addressed only the needs of

full-time employed leisure professionals. All professionals which could be identified were invited to participate in the study. The specific objectives for this project were:

1. To determine demographic and descriptive data regarding leisure service professionals
2. To ascertain the present continuing education experiences and further educational opportunities which would be helpful for better performance of professional duties
3. To analyze the needs of recreation professionals in relationship to descriptive and demographic information
4. To provide information to leisure service professionals, associations, Extension faculty, University staff and other organizations who may develop educational programs for leisure service professionals

#### OVERVIEW OF PREVIOUS STUDIES

When investigating any topic of interest, a review of literature is imperative to the understanding and relevance of the subject as related to the intended study. The literature review for this project is divided into four main sections: Professional Continuing Education, Needs and Interests, Needs Assessments, and Continuing Education for Leisure Service Professionals. Each section is developed to provide background and to relate research which applied to this study.

#### Professional Continuing Education

The maintenance of knowledge and growth in skills is critical for being a professional. With the present "knowledge explosion" in our society, professional obsolescence must be prevented by continuing education in the professional field as well as in related areas. Even if knowledge remained current, professionals must go beyond the knowledge to new applications of the knowledge. Thus, the obligation of being professional, along with the changing nature of knowledge, has resulted in the need for continuing education for professionals. (Trivett, 1977)

Professional education, if it is successful, does not mark the termination of the educational process; indeed, professional education signifies the beginning of a life of continuous learning and renewal. (Virgo, 1977) Continuous professional education is based on the assumption of a chronological gap between the discovery of new knowledge and the application of the knowledges. (Mazmanian, 1979) The task of professional organizations and of institutions of higher education is to minimize this gap. The goal of these professional groups when addressing continuing professional education should be to design and offer programs and information which can fulfill the educational requirements, needs, or interests of the group of professionals. In fact, one of the greatest strengths of a professional organization or of a higher education institution may be the flexibility in helping people adjust to needs imposed by a changing environment. Attainment of this goal of offering relevant professional education depends upon reliable information concerning the unmet needs. Needs assessment holds the key to obtaining this information.

### Needs and Interests

In order to understand the role of a needs assessment, it is first necessary to define and discuss needs and interests. Need is interpreted in many ways. Leagans (1964) suggested that needs represent an imbalance, lack of adjustment, or gap between the present situation or status quo and a new or changed set of conditions assumed to be more desirable. People's needs are identified by finding the actual, the possible, and the valuable through a situation analysis or needs assessment. (Leagans, 1964)

Needs may not be as clear cut as Leagans describes. Bradshaw (1974) suggested that there are four categories of needs: 1) Normative needs are those which experts define according to standards; 2) Felt needs are those

needs equated with want; 3) Expressed needs are felt needs which are turned into actions or "demands"; and 4) Comparative needs are used in looking at needs of one group or area in relationship to another group or area. Needs emphasize a valued or state of affairs.

Interests combined with needs may provide a clearer meaning in discussing continuing education. An educational need may be defined as something one ought to learn for his/her own good, for the good of the organization, or for the good of society. (Knowles, 1970) It is the gap between a present level of competence and a higher level required for effective performance as defined by the profession, the organization, or the society. Knowles (1970) further suggested that educational interests can be defined as the expressed preferences among possible activities perceived as potentially satisfying educational needs. Participation in any kind of continuing education program will be on the basis of these interests and needs as defined by the professionals.

### Needs Assessments

Conducting a needs assessment is a systematic empirical method of identifying information for making decisions about human or educational needs. A needs assessment seeks to represent the imbalance between the present knowledge, skills, and attitudes and a set of new or changed conditions which will lead to better performance. For leisure service professionals, the concern is for the educational needs and the educational services which can be utilized.

Needs assessments gather qualitative and/or quantitative information so that decision makers in education can better determine the nature, extent, and priority of educational needs. The benefits of continuous needs assessments include a quality in the subject matter and a better design for educational activities. Continuous evaluation of needs enables the organization to update its goals. Needs assessment is a continuous process within any profession;

however, at times it is necessary to go through a specific procedure for identifying the needs and interests of a particular group. A program of continuing professional education must start where the participants are, be planned collaboratively with them, and maintain flexibility to change courses when needs change.

There are four major steps to a needs assessment, according to Mazmanian (1977a). The first step is to define the needs and narrow the scope of the study. Secondly, data are collected in regard to the current situation and the future possibilities. Then the data is analyzed by whatever method seems appropriate, and lastly the information is used for program planning for continuing education activities.

The role of educational needs assessment in program planning can best be described by what it does. A study by Mazmanian (1977b) suggested that needs assessments provide the following for the educator, researcher, program planner, or professional organization:

1. Accommodates professional oriented instruction by identifying the needs of the professional
2. Aids in developing program objectives
3. Provides a way of keeping current on educational needs
4. Facilitates the prioritization of needs
5. Contributes to the empirical data base for further decisions
6. Provides information about learning and teaching styles
7. Contributes to learner involvement in educational planning.

The Mazmanian study further suggested that education needs assessment for the learner:

1. Provides the opportunity for formal or informal participation in identifying needs
2. Facilitates the provision of relevant learning activities
3. Provides opportunity for conscious and meaningful self-evaluation

4. Provides information on sponsoring organizations' potential
5. Facilitates prioritization of learning needs.

The classical model of program planning in continuing education begins with the visions of what is and what ought to be from the standpoint of both the professional and the planner of continuing education activities. A formal needs assessment attempts to divorce the planner from his or her values thus allowing the learner to provide primary impact.

The very act of asking an individual to state preferences involves the person in the program planning process giving a sense of influencing decisions that affect one's life, and makes the individual feel a part of a mutual undertaking. (Leagans, 1964) This idea suggests that professionals should take control over their professional lives; however, sometimes people may need some help in seeing where continuing education possibilities lie.

Methods of needs or interest assessment range from highly systematic and comprehensive studies (critical incidence techniques, job analysis, questionnaires, literature reviews, competency testing) to very simple and unsystematic methods (mass media, observation, hunches). Each situation and each group will vary in their approaches. These tools and techniques for needs assessment must be selected and/or developed for each unique professional group. The most common of these methods to determine individual needs is the survey.

#### Continuing Education for Leisure Service Professionals

Leisure services encompass a broad area. As a field, leisure services borrows from many other disciplines. A student preparing for a career in leisure services could spend a lifetime going to school to learn all that is needed to know for providing leisure services. Few curriculums come close to providing enough knowledge and skills. Even if students graduated with the

needed knowledge and skills, this information becomes outdated rather quickly. Lifelong professional learning must be underlined in these professional preparation programs. In addition, the continuing education program must be available when a student begins employment in the field. As jobs, philosophies, and the economy changes, these continuing education programs must be available.

The professionalism of leisure services is one indication of the need for organized continuing education opportunities. Unlike teachers and doctors, continuing education is not required for continued licensing, although leisure services are making strides in underlining the importance of continuing education. The Illinois Park and Recreation Association requires that registered professional members of the organization obtain CEP's (continuing education points) during a year's time. The Minnesota Recreation Park Association brought this same idea to the vote of its members recently. It is assumed that the adoption of a continuing education requirement would afford leisure service members greater respect by colleagues and would demonstrate a commitment to continued professional excellence. In addition, an established continuing education program would provide opportunities for professional growth, offer direction for changes, and generate new ideas and concepts. Continuing education should challenge and revitalize professionals and inspire them to self-directed learning programs. (MRPA Spirit, Aug/Sept 1979).

Hulvershorst (1979) conducted an analysis of the continuing education needs of leisure service professionals in Nebraska. A questionnaire was administered to a number of members of the Nebraska Park and Recreation Association. The highest self-perceived need was that of designing areas and facilities. Evaluation (of personnel, program, and the development of instruments) also received frequent responses. The preferred method of continuing education was

week long workshops. The winter season was the best. Hulvershorn also found a concentrated effort was needed to organize the continuing education opportunities that are offered by various groups.

Ray (1978) conducted a study of the therapeutic recreation participants at the Midwestern Symposium on Therapeutic Recreation. The results indicated attitudes toward continuing education were generally favorable. Professionals responding were quite active in professional continuing education activities and intended to remain so. Short-term activities, inservice, or regular academic coursework were the preferred learning formats. Most held membership in either state or national recreation societies. Ray also suggested that the present move toward professionalization should serve as the impetus for required continuing education activities to maintain professional status.

The factors which will affect the future of continuing professional education are many. The topics and objectives of instruction are crucial. The motivations of intended participants are apparent. Professionals must be helped to see the felt or expressed needs for continuing education. They must be given ways to individually assess their needs and have information available. The availability of resources, materials, publications, educational opportunities and finances will be essential. Tied closely to this is the need for knowledge of the best methods for providing continuing education opportunities. Lastly, an effective means of evaluation must be developed.

By conducting this study of continuing education needs of leisure service professionals in Wisconsin, agencies and organizations who program for these professionals should have an accurate and in-depth data base from which to organize and plan. This should help to insure a varied and meaningful selection of continuing education opportunities available to leisure service professionals.

## METHODOLOGY

The purpose of this project was to ascertain the continuing education needs of public and quasi-public leisure service professionals. To attain this purpose, the use of a questionnaire was chosen as the most practical and expedient method of acquiring the data. This survey method provided a systematic data collection tool which reached many people in a short time, was relatively inexpensive, gave an opportunity for expression, and yielded data which could be easily summarized and reported.

### Questionnaire Development

Since little study has been conducted on the needs of leisure service professionals, a questionnaire was designed by the staff at the Recreation Resources Center with specific detail given to applicability to Wisconsin leisure service professionals. (Appendix A) Leisure service questionnaires from Minnesota and Nebraska as well as other questionnaires concerned with professionals' educational needs assessments were perused in the development of the instrument for this study.

When designing the questionnaire, questions were carefully organized into four sections which supplied data to meet the objectives of the study. The first section was designed to elicit professional descriptive information such as employment area, amount of education, years of employment, age and sex.

The second section of the questionnaire was devoted to ascertaining the continuing education needs and interests of the professional. Areas of interest were suggested by professionals in the field as potential needs of leisure service professionals. These interest areas included personnel management, relationships, financing, management, planning and programming. Under each of these headings was a list of potential needs. The participant

then evaluated each item by selecting the appropriate value on a four point Likert Scale. The scale ranged from one which was no need to four which was high need.

Methods of continuing education were addressed in the third section of the questionnaire. In order to meet the continuing education needs of professionals, information was needed such as the type of continuing education activities in which professionals participated in 1979 as well as their future plans for continuing education in 1980, the professional association memberships held, and the professional publications read. In this section, questions pertaining to inhibiting factors in continuing education, the best time length, and the distance professionals were willing to travel for professional opportunities were also asked.

The fourth section of the questionnaire pertained to the continuing education attitudes of the leisure service professionals in this study. The questions were designed to obtain personal opinions of the participants in regard to the value and need for continuing education. These questions were again evaluated by the participant with a Likert Scale.

The completed questionnaire was then piloted with 30 leisure service professionals from the Minnesota Recreation and Park Association to aid in the clarification and understandability of the questions. After final revisions were completed, the questionnaire was professionally printed and given a code number. The cover for the instrument was also professionally designed as a self-mail return.

#### Sample Design and Selection

Public and quasi-public leisure service professionals can be found in a wide variety of human service organizations, but no one list contained all of the professionals in any particular area of expertise. Therefore, much time was devoted to contacting professional associations, national, state and local agencies and organizations to obtain names of present full-time employees.

Once compiled, this list identified approximately 1,646 leisure service professionals employed in the state of Wisconsin. Since no needs assessment had previously been conducted on leisure service professionals in Wisconsin, the professional associations as well as the state specialist were interested in sampling all of the identified professionals.

### Data Collection

The questionnaire and the cover letter were sent to every identified leisure service professional in Wisconsin (See Appendix A). After two weeks a reminder card was sent to each professional who had not yet returned the questionnaire. One week later, a sample of the non-respondents were sent a second questionnaire.

Since the data would later be analyzed by computer, a code book was designed to facilitate the analysis of the questionnaires. When a questionnaire was returned, the code number on a master list was checked to indicate completion, the questionnaire was coded, and the coded responses were entered on master code sheets. After all of the data were received, these code sheets were then key punched onto computer cards. While the cards were being punched and verified, statistical procedures from the Statistical Package for the Social Sciences (SPSS) were selected. For the purpose of analysis, the raw data were then put on file at the Madison Academic Computing Center during the six weeks of intensive analysis.

### Treatment of Data

The Statistical Package for Social Sciences (SPSS) was selected for analysis procedures. The programs resulted in descriptive statistics, simple frequency distributions, cross tabulations, and analysis of variance. Rather than analyze strictly in terms of the whole group, recoding was done to enable comparisons among the total group, leisure service areas, and employment levels. Variables that were open-ended questions were also recoded after the

initial frequencies to facilitate later analyses. The following paragraphs address the recoding procedures for the major variables used in the analysis of the data.

Since there was such a large span in the areas of professional involvement in leisure services, the leisure service categories on the questionnaire were collapsed into the following eight leisure service categories: parks and outdoor recreation, community recreation and school recreation, therapeutic recreation, older adult leisure services, camping, outdoor education and environmental education, voluntary and youth serving agencies, and others consisting of industrial recreation, college unions and church recreation. It should be noted that each leisure service professional marked the appropriate category on the questionnaire according to her or his judgement. Therefore, the recoding was merely a collapsing of the marked responses.

The survey also had an open-ended question asking for the job title of the professional. From the 22 types of job title responses given, each title was assigned the administrator, supervisor, or leader employment level accepted by convention in leisure services. The administrators included the following: directors or assistant directors for leisure services, cultural arts, and park and recreation departments, camping administrators, and park directors and superintendents. The supervisors included activity directors, physical activities supervisors, extension agents and youth pastors. The leaders consisted of professionals working as park technicians, certified occupational therapy assistants, physical therapist or occupational therapist, recreation therapists, music therapists, naturalists, teachers involved in school recreation and a small number of landscape architects or outdoor planners. The composition of these employment levels is important when viewing later analyses.

## RESULTS

A questionnaire was designed to ascertain selected demographic information as well as the continuing education needs of leisure service professionals. Of the 1,640 professionals surveyed, 830 (50.57%) returned the questionnaire. Of these 830 responses, 42 responses were unuseable for such reasons as no longer employed full-time in leisure services, duplication of a name in two areas, or damaged in the return mail. Any questions left unanswered were coded as missing data. This missing data was not tabulated into the analyses. In some cases, more than one answer was indicated. Therefore, the percentages did not always total 100%.

For ease of discussion, this section on the analysis of the data will be divided into four parts. The first section primarily provides the descriptive, professional information on the leisure service professionals. The second section addresses the analysis of the needs of the professionals. In the third section, continuing education methods are discussed, while the fourth section briefly addresses the continuing education attitudes of leisure service professionals. In addition to addressing the analyses to the entire group of respondents, each of these sections also discusses the analyses in terms of individual leisure service areas and employment levels. Appendices B-H include a concise profile of professionals in each individual leisure service area.

### Descriptive Professional Data

Since leisure service professionals can be found in a wide variety of settings, the employment areas of professionals were analyzed in terms of

the type of agency, the area of leisure service and the job title of each particular professional. After coding for each of these variables, groupings within each characteristic became apparent. The five major types of employment agencies were:

1. Federal, state and combinations of these agencies
2. County, city-county and county-state combinations
3. Municipalities and school districts
4. Non-profit organizations
5. Non-profit-private, church, hospital and combinations of these areas

The individual job titles could be classified into one of the following management levels:

1. Administrative
2. Supervisory
3. Leadership

The areas of leisure service employment grouped into the following categories:

1. Parks and outdoor recreation
2. Community recreation, school recreation and combinations of these areas
3. Therapeutic recreation and leisure services (excluding older adults)
4. Older adult recreation and leisure services
5. Camping services
6. Outdoor education and environmental education services
7. Voluntary and youth serving agencies
8. Others including church recreation, college unions and industrial recreation

Tables 1, 2 and 3 refer to these employment groupings and provide the frequencies and percentages for these three variables.

TABLE 1

Frequencies and Percentages of Agency Types Where  
Leisure Service Professionals are Employed

<u>Type of Agency</u>	<u>Frequency (N=737)</u>	<u>Percentage of Total Respondents</u>
Non-profit Organizations	256	34.7%
Federal, State	141	19.1%
Municipalities and School Districts	137	18.6%
Others, Including Non-profit- Private, Church & Hospital	135	18.3%
County, Combinations	68	9.3%

TABLE 2 .

Frequencies and Percentages of Employment  
Levels of Leisure Service Professionals

<u>Employment Level</u>	<u>Frequency (N=743)</u>	<u>Percentage of Total Respondents</u>
Administrative	314	42.3%
Supervisory	276	37.1%
Leadership	153	20.6%

TABLE 3

Frequencies and Percentages of Employment  
in Leisure Service Areas

<u>Leisure Service Area</u>	<u>Frequency (N=752)</u>	<u>Percentage of Total Respondents</u>
Older Adults <sup>o</sup>	138	18.4%
Parks, Outdoor Recreation	124	16.5%
Community, School Recreation	124	16.5%
Therapeutic Recreation	120	16.0%
Voluntary and Youth Serving Agencies	104	13.8%
Others including Church, College, Unions & Industrial	56	7.5%
Camping	51	6.8%
Outdoor Education	38	5.1%

The distribution of the leisure service professionals by extension district. was also needed in order to know where concentrations of these professionals are located. This information would be beneficial when planning programs to meet the continuing education needs specific to particular leisure services. Figure 1 shows the counties of Wisconsin mapped by extension districts. Table 4 gives the percentages by Extension district of each type of leisure service delivery system. The highest percentage (30%) of leisure service professionals lived in the southeast portion of the state. This was followed by the southcentral, northeast, central, and west districts with 23%, 15%, (Appendix J) 9% and 8% of the leisure service professionals, respectively.

Figure 1: Counties Mapped by Extension Districts

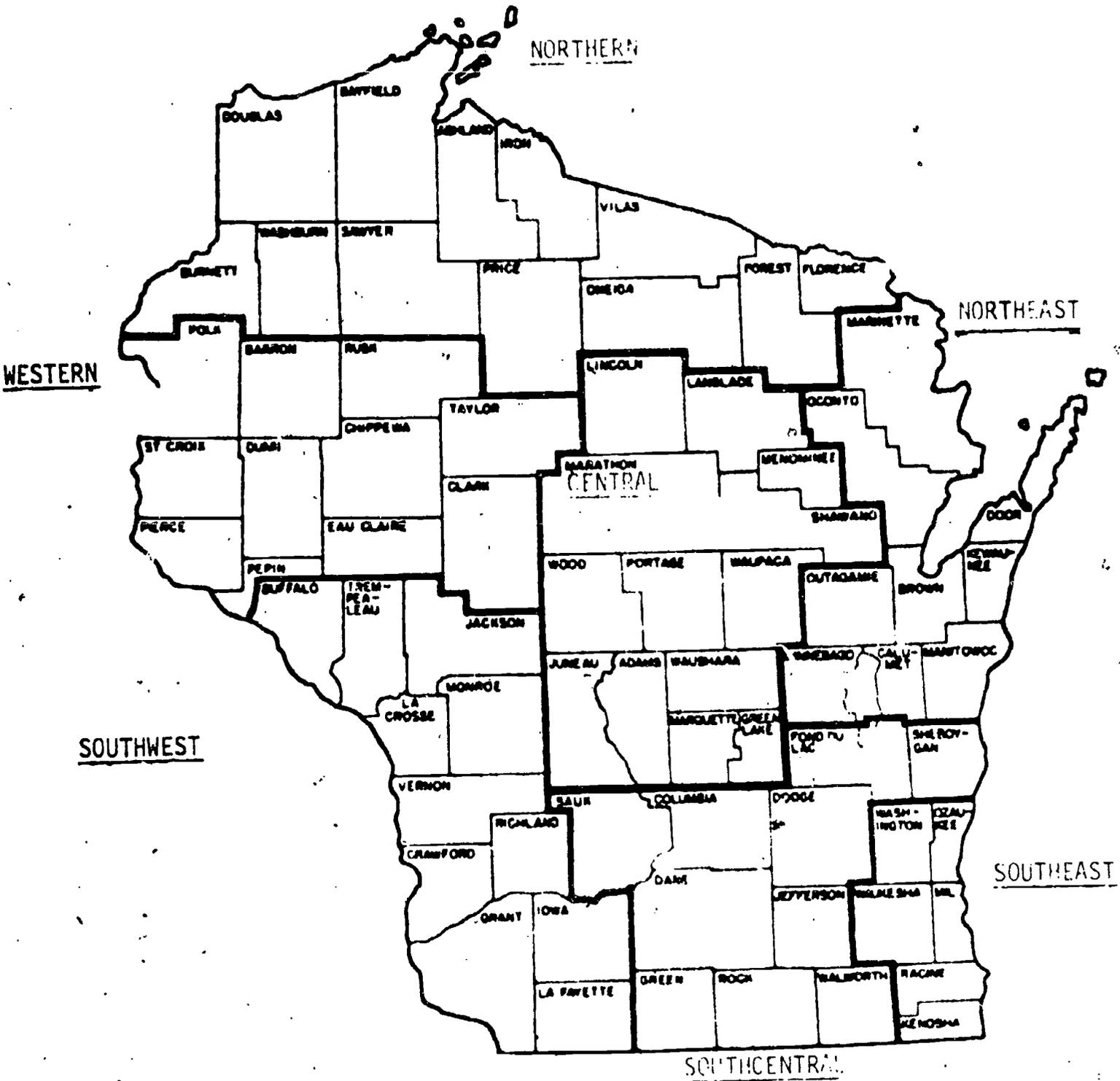


TABLE 4

## Leisure Service Areas by Extension Districts

## Area of Service

Ext. District	N	Parks, Outdoor Recreation	Community, School Recreation	Therapeutic Recreation	Older Adults	Camping	Outdoor Education	Voluntary & Youth	Other
Central	72	17.5%	8.1%	4.2%	9.2%	25.0%	5.9%	2.9%	8.9%
Northeast	113	8.7%	15.4%	11.7%	16.2%	10.4%	29.4%	21.4%	16.1%
Northern	43	14.3%	1.8%	1.7%	6.3%	14.6%	0.0	1.9%	7.1%
Southcentral	171	19.0%	24.4%	29.2%	20.4%	12.5%	26.5%	20.4%	30.4%
Southeast	233	23.0%	43.9%	35.0%	20.4%	33.3%	26.5%	38.8%	25.0%
Southwest	56	7.9%	3.3%	7.5%	14.8%	0.0	2.9%	7.8%	5.4%
West	64	9.5%	4.1%	10.8%	12.7%	4.2%	8.8%	6.8%	7.1%

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When participants were asked how long they had been employed in their present position, the average time was five years but the most frequently indicated time length (mode) was one year. The median, or the point at which exactly 50% of the respondents are above and below, was three years. When analyzed in terms of leisure service areas, the area with the longest average length of employment was parks and outdoor recreation with 6.6 years. The shortest average length of employment was 4.2 years for professionals in older adult leisure services (See Figure 2.) When analyzed in terms of managerial level, administrators had an average of 5.9 years, leaders averaged 5.0 years and supervisors averaged 4.0 years. (See Figure 3)

Figure 2: Years of Employment in Present Position by Leisure Service Areas

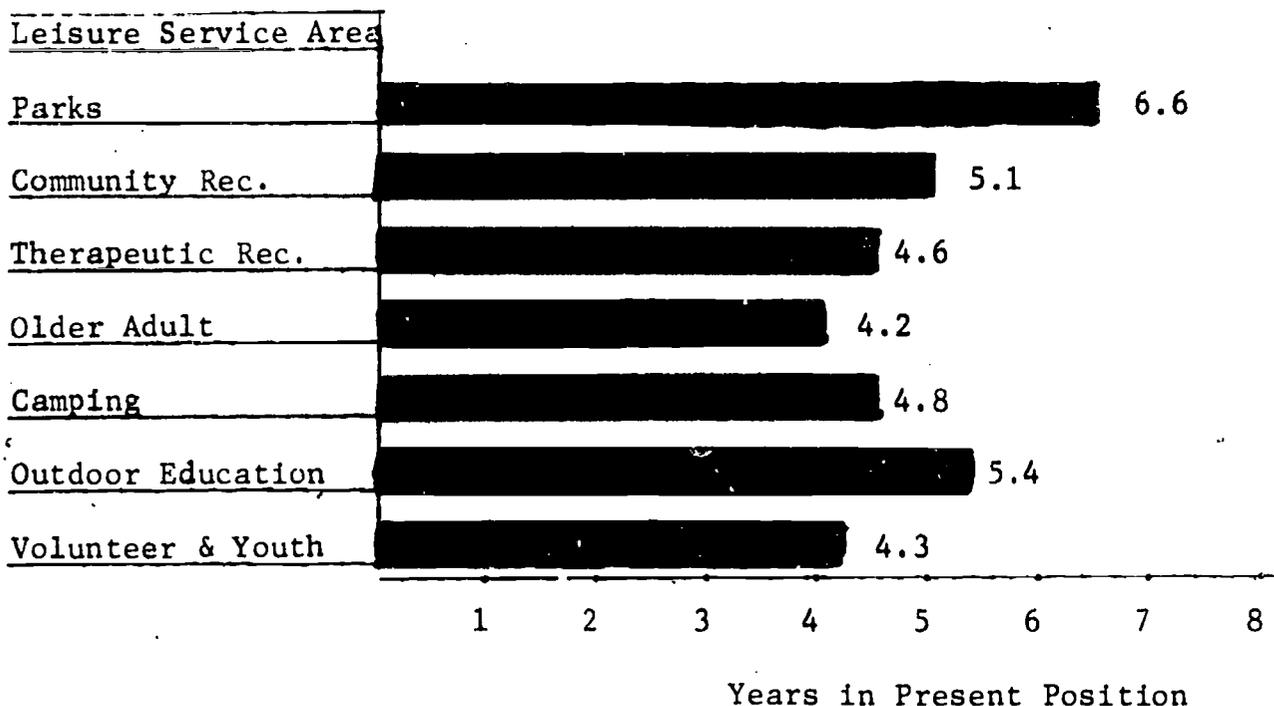
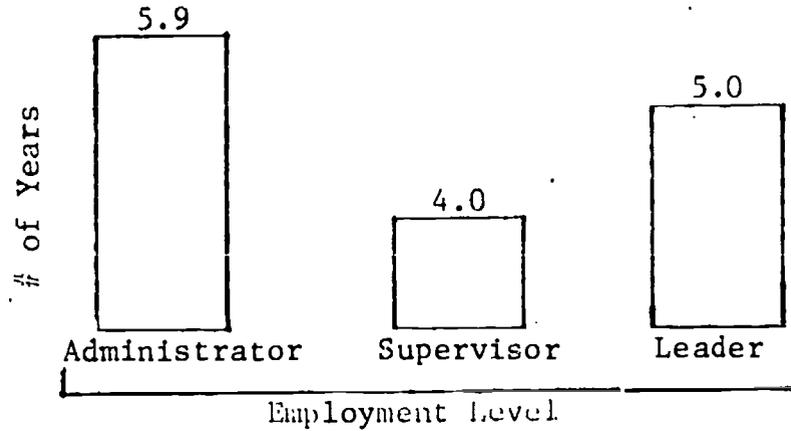


Figure 3: Years of Employment in Present Position by Employment Levels



The professionals were also asked to indicate how long they had been employed in any area of leisure services. The average time was almost eight years, the most frequently mentioned length of time was two years. Fifty percent of the respondents had been in leisure services for five years or less. As shown in Figure 4, professionals in voluntary and youth serving agencies and parks averaged almost ten years of employment in leisure services. Figure 5 shows that administrators also averaged the longest tenure with ten years of employment in leisure services.

Figure 4: Years in Leisure Service Employment by Leisure Service Areas

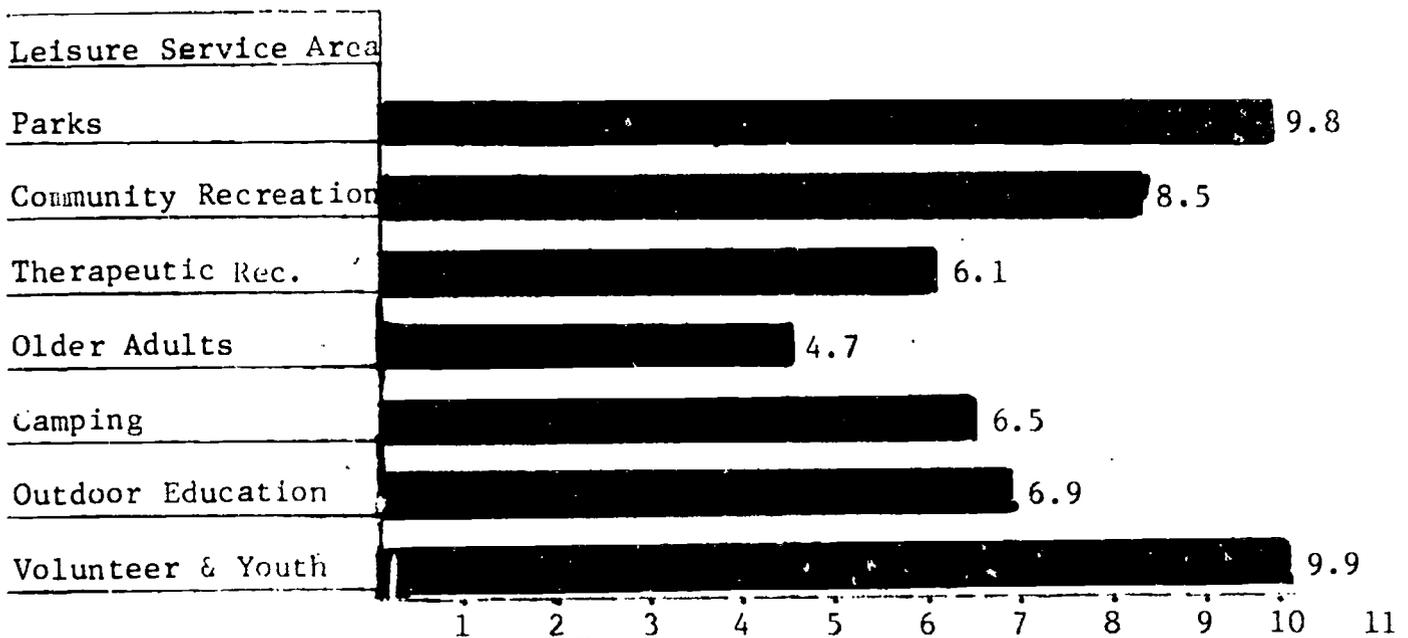
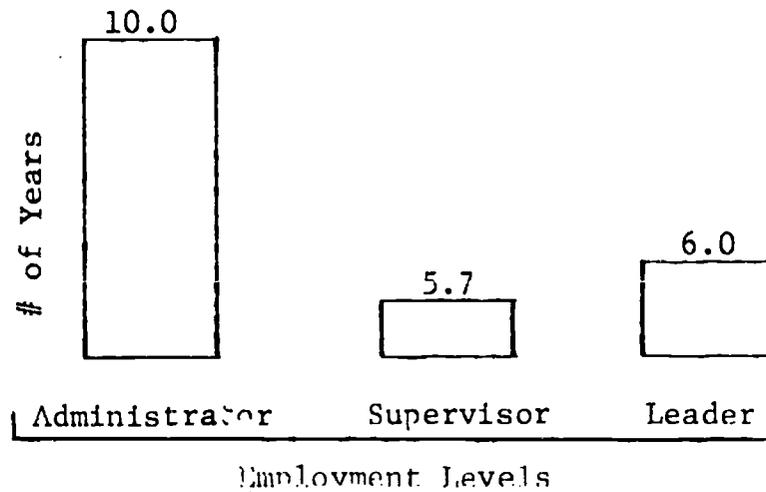


Figure 5: Number of Years Employed in Leisure Services by Employment Levels



Since this study was concerned with the continuing education needs of leisure service professionals, education levels and areas of emphasis were also important considerations when obtaining descriptive information about participants. Table 5 provides the percentages for each education level. As the table shows, almost 77% of the professionals have a Bachelor's degree and of these 18% have at least a Master's degree. In Table 6, the number of persons who indicated a particular major is shown for each education level. As indicated by the total column, 205 (27%) of the professionals had a major in recreation and 120 (16%) had science or environmental-related majors.

TABLE 5

Education Levels of Leisure Service Professionals

<u>Education Level</u>	<u>Percentage</u> (N=738)
Less than High School	0.5%
High School	10.4%
Some College	12.8%
Bachelor's Degree	39.7%
Some Graduate School	17.4%
Master's Degree	13.8%
Some Post Graduate	4.4%
Doctorate	0.8%

TABLE 6

## Frequencies of Majors for Each Education Level

College Majors	Ph.D.	Post. Grad.	M.A.	Some Grad.	B.S.	Some College	Total
Recreation		5	40	18	138	4	205
Physical Education		1	6	5	41	2	55
Science	1	1	21	13	74	10	120
Humanities			3	1	23	4	31
Business Economics		4	8	21	16	5	54
Education	2	5	14	18	18	9	66
Communications		2			3		5
Sociology Psychology	1	1	11	14	38	4	69
Health Sciences	1		2	2	11	23	39
Fine Arts			2	2	15	4	23
Double Major		2	10	8	50	4	74
Other	1	1	6	3	3	1	15

Table 7 shows the percentages of professionals at each educational level according to the leisure service area. Outdoor Education and Community Recreation seemed to have the highest levels of education. When viewing education levels by the employment position, administrators and leaders had very similar percentages as can be seen in Table 8.

TABLE 7

## Percentage of Highest Level of Education by Leisure Service Areas

Leisure Service Area	N=710	Less Than High School	High School	Some College	B.S.	Some Grad.	M.A.	Post Grad.	Ph.D.
Parks	129	0.0	15.5	8.5	46.5	12.4	15.5	0.8	0.8
Community Recreation	124	0.0	2.4	4.8	52.4	15.3	19.4	5.6	0.0
Therapeutic Recreation	122	0.8	8.2	10.7	49.2	21.3	6.6	3.3	0.0
Older Adults	143	0.0	28.0	30.8	24.5	10.5	3.5	2.1	0.7
Camping	51	0.0	7.8	7.8	35.3	21.6	23.5	2.0	2.0
Outdoor Education	35	0.0	0.0	5.7	25.7	14.3	31.4	20.0	2.9
Voluntary & Youth	106	0.0	1.9	8.5	48.1	25.5	12.3	3.8	0.0

TABLE 8

## Percentage of Highest Level of Education by Employment Levels

Employment Level	N=142	Less Than High School	High School	Some College	B.S.	Some Grad.	M.A.	Post Grad.	Ph.D.
Administrator	314	0.0	7.6	8.3	44.3	16.9	17.8	4.5	0.6
Supervisor	276	0.7	17.4	16.7	37.3	15.2	9.1	3.6	0.0
Leader	152	0.0	4.6	11.2	39.5	23.7	15.8	3.3	2.0

To obtain some perspective on the intent for further formal education degrees, the professionals were asked to indicate whether or not they were pursuing a degree or if they would like to do so in the future. Of the professionals surveyed, only 10% were currently pursuing a degree but 20% of the respondents said they were interested. When analyzed by leisure service area, 26% of the people in outdoor education were currently working toward a degree. Community-school recreation, therapeutic recreation, and voluntary and youth agencies and professionals indicated a high interest in future degree work. (See Table 9). When analyzed by employment level, 16% of the leaders were currently pursuing a degree; supervisors indicated the most future interest with 24% indicating that they were interested in working on a degree. (See Table 10)

TABLE 9

Frequencies and Percentages of Professionals Interested in Pursuing a Degree By Leisure Service Areas

Leisure Service Area	N=701	Not Interested	Pursuing Degree At Present	Interest But Not Pursuing At This Time
Parks	127	103 (81%)	9 ( 7%)	15 (12%)
Community Recreation	122	69 (57%)	17 (14%)	36 (30%)
Therapeutic Recreation	122	79 (65%)	14 (11%)	29 (24%)
Older Adults	138	100 (72%)	9 ( 7%)	28 (20%)
Camping	51	37 (73%)	6 (12%)	8 (16%)
Outdoor Education	35	23 (66%)	9 (26%)	3 ( 9%)
Voluntary and Youth	106	73 (69%)	8 ( 8%)	25 (24%)

TABLE 10

Frequencies and Percentages of Professionals Interested in Pursuing a Degree by Employment Levels

Employment Level	N=732	Not Interested	Pursuing Degree At Present	Interest But Not Pursuing At This Time
Administrators	311	223 (72%)	33 (11%)	55 (18%)
Supervisors	270	183 (68%)	21 (8%)	65 (24%)
Leaders	151	98 (65%)	24 (16%)	29 (19%)

The respondents were also asked to indicate the last year that they had completed any formal course work. Approximately 50% responded that prior to 1975 had been their last year for taking formal courses. The average response indicated that 1972 was the last year, but 1979 was the most frequently mentioned year. Tables 11 and 12 show the breakdown by leisure service areas and employment levels, respectively.

TABLE 11

Last Year of Formal Course Work Completed by Professionals According to Leisure Service Areas

Leisure Service Area	Last Year Formal Course Work Taken
Parks	1969
Community Recreation	1974
Therapeutic Recreation	1975
Older Adults	1973
Camping	1973
Outdoor Education	37 1974
Voluntary and Youth	1972

TABLE 12

Last Year of Formal Course Work Completed  
by Professionals According to Employment Levels

<u>Employment Level</u>	<u>Year</u>
Administrator	1970
Supervisor	1974
Leader	1975

Another area of interest was the type and amount of supervision conducted by leisure service professionals. The average number of full-time employees supervised was four, but 42% of the total participants indicated that they did not supervise any full-time employees. The average number of part-time employees supervised was 27; 28% of the participants indicated that they supervised no part-time employees. When looking at the supervision of volunteers, the average number supervised by a professional was 44, but over 44% of the total respondents indicated that they supervised no volunteers.

To acquire a more accurate analysis of where the supervision was occurring, the amount of supervision was analyzed in terms of employment level and area of leisure service employment. Figures 6, 7, and 8 show the average number of full-time, part-time, and volunteer persons in relation to the leisure service areas. As can be easily seen, park professionals supervised on the average eight full-time employees, community-school recreation professionals averaged almost 90 part-time employees to supervise, and as would be expected, volunteer and youth serving agencies supervise the most volunteers with an average of 191 for each professional. The results of doing these analyses by employment levels are shown in Figures 9, 10 and 11.

Figure 6: Average Number of Full-Time Employees Supervised  
in Relation to Leisure Service Areas

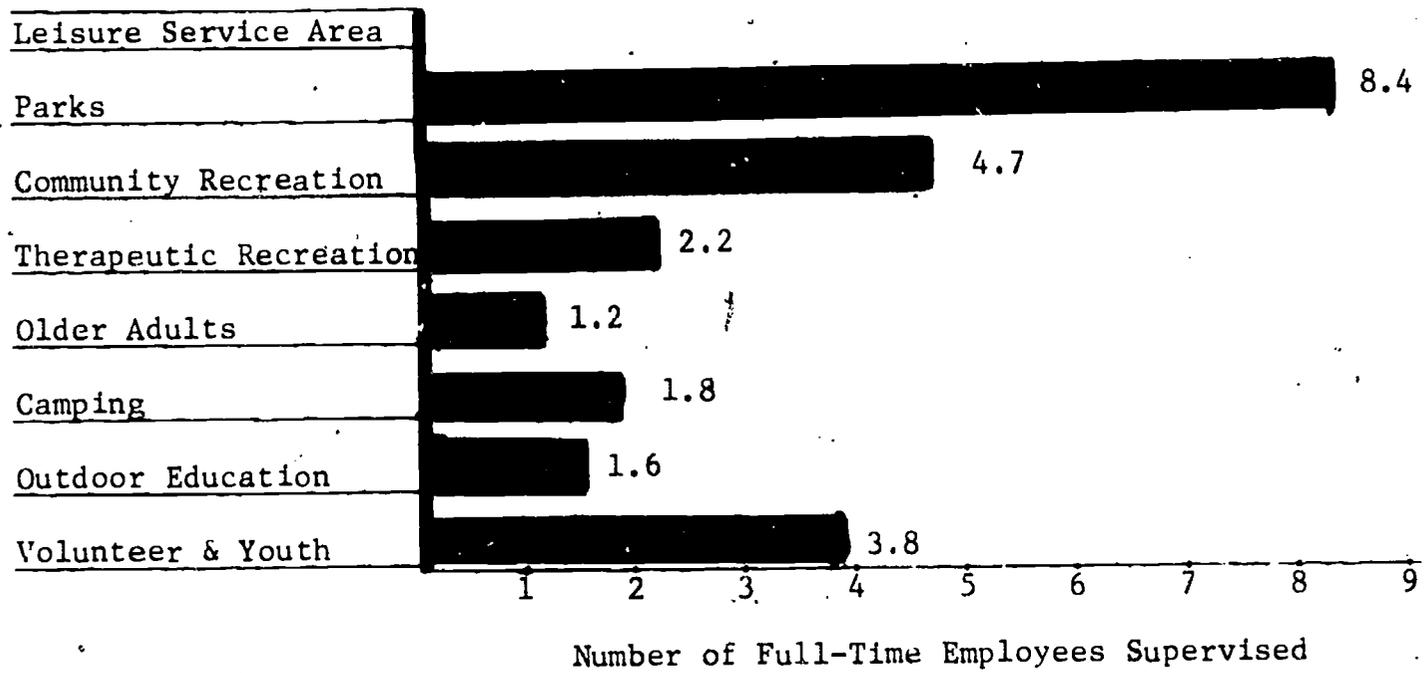


Figure 7: Average Number of Part-Time Employees Supervised  
in Relation to Leisure Service Areas

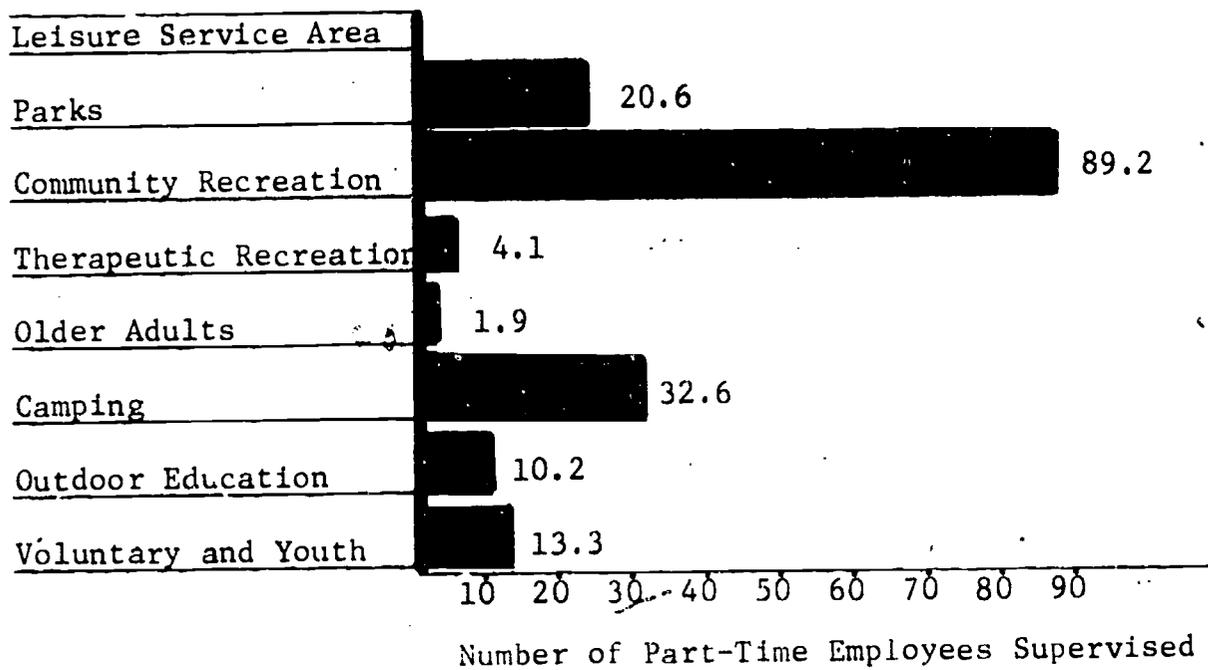


Figure 8: Average Number of Volunteers Supervised by Leisure Service Areas

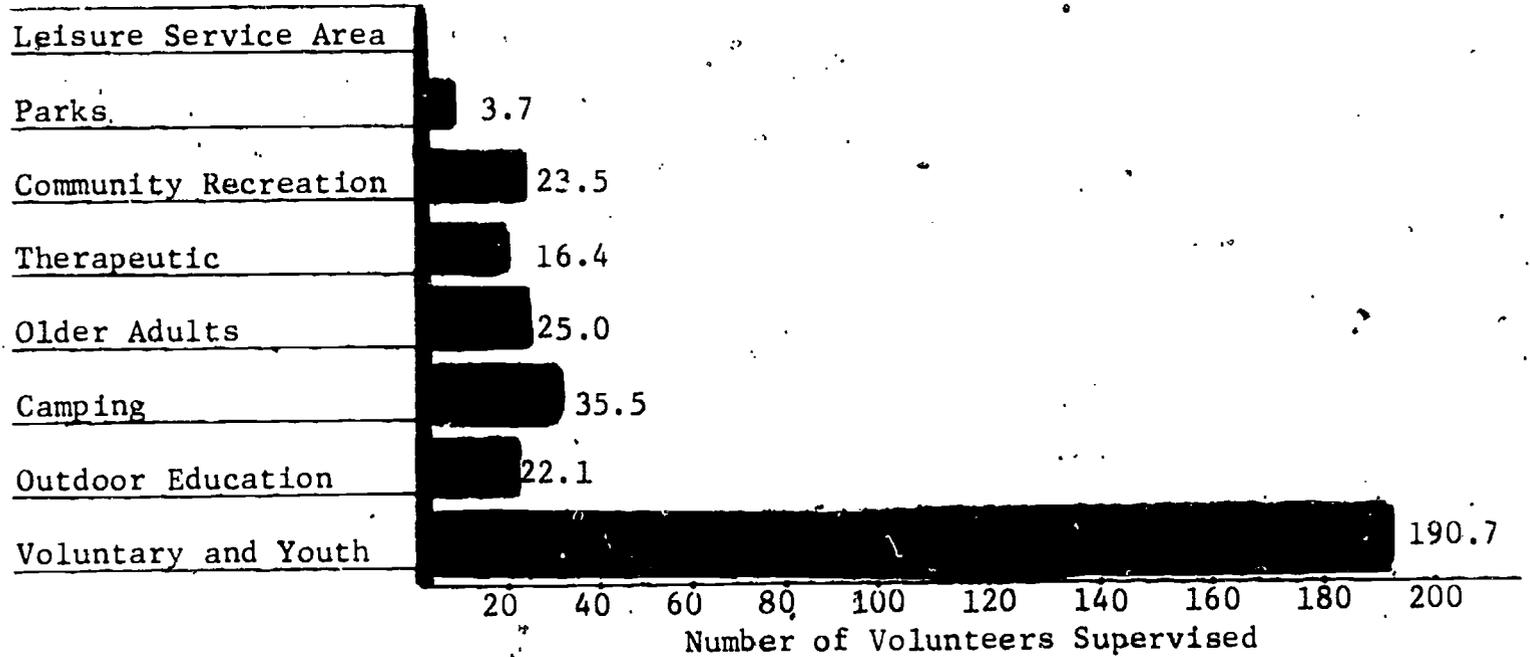


Figure 9: Average Number of Full-Time Employees Supervised by Employment Levels

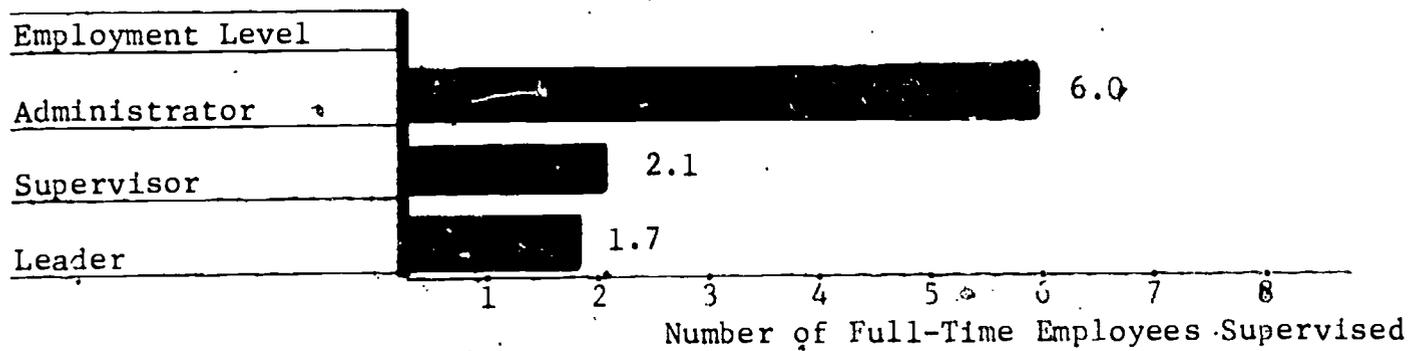


Figure 10: Average Number of Part-Time Employees Supervised by Employment Levels

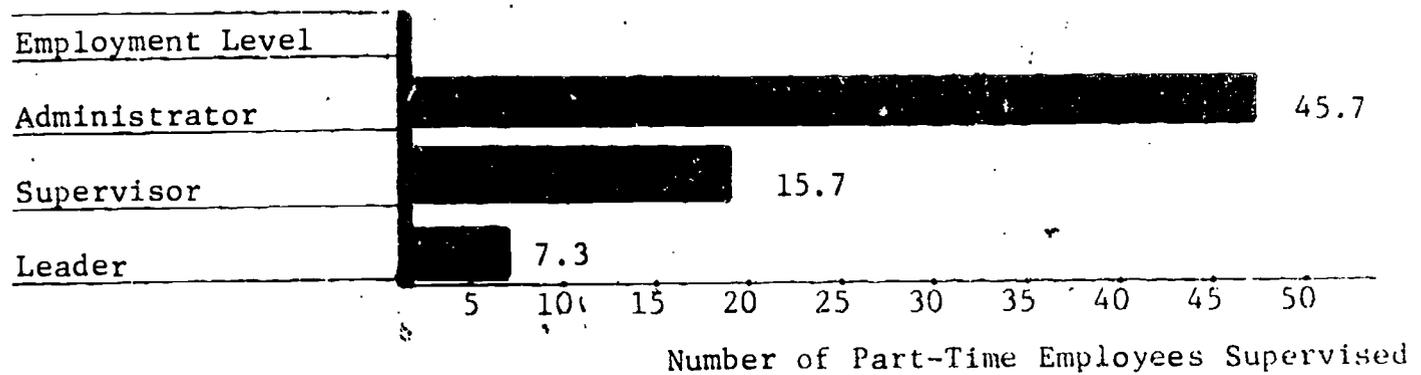
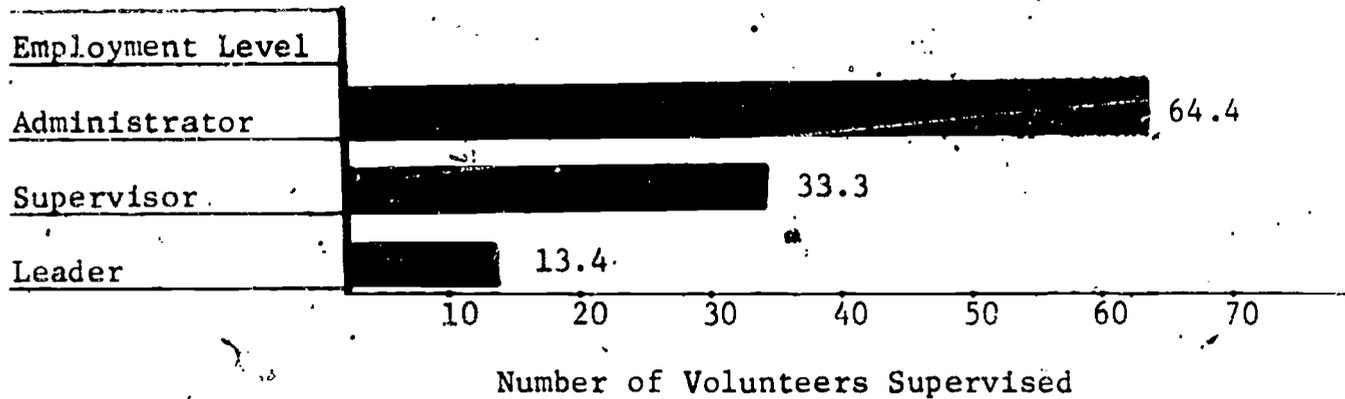


Figure 11: Average Number of Volunteers Supervised by Employment Levels



Of the questionnaires returned, 44.3% (349) were from women while 55.3% (436) were from men. When viewed from the leisure services areas, parks and outdoor recreation employed only 2% women while older adult leisure professions only employed 6% men. (See Table 13) Table 14 shows the percentages of men and women in each employment level. As shown, only 19% of the administrators were women.

TABLE 13

Frequencies and Percentages of Male and Female Professionals by Leisure Service Areas

<u>Leisure Service Area</u>	<u>Female</u>	<u>Male</u>
Parks	3 ( 2%)	174 (97%)
Community Recreation	38 (31%)	86 (69%)
Therapeutic Recreation	81 (66%)	41 (34%)
Older Adults	134 (94%)	9 ( 6%)
Camping	23 (45%)	28 (55%)
Outdoor Education	11 (31%)	24 (69%)
Voluntary and Youth	39 (37%)	67 (63%)

TABLE 14

Frequencies and Percentages of Male and Female  
Professionals by Employment Levels

<u>Employment Level</u>	<u>Female</u>	<u>Male</u>
Administrator	60 (19%)	252 (81%)
Supervisor	190 (69%)	86 (31%)
Leader	84 (55%)	69 (45%)

The average age of the leisure service professional was 35.5 years old with 25 being the most frequently indicated age. Approximately 50% of the respondents were under 32 years of age. Table 15, the average age breakdown according to leisure service area, shows that park professionals had the oldest average age while therapeutic recreation professionals were the youngest. When the data were analyzed by employment levels, as expected, administrators were the oldest while the leaders were the youngest. (See Table 16)

TABLE 15

Age of Professionals by Leisure Service Areas

<u>Leisure Service Area</u>	<u>Average Age</u>
Parks	38.3
Community Recreation	32.7
Therapeutic Recreation	31.6
Older Adults	37.7
Camping	35.4
Outdoor Education	35.3
Voluntary and Youth	36.3

TABLE 16

Age of Leisure Service Professionals  
by Employment Levels

<u>Employment Level</u>	<u>Average Age</u>
Administrator	37.4
Supervisor	34.5
Leader	32.4

The last piece of descriptive data asked of the professionals was their gross yearly salary. The average salary for these professionals was \$15,074. Tables 17 and 18 give the average and median salaries (50% above and below) according to leisure service areas and employment levels.

TABLE 17

Yearly Gross Salary by  
Leisure Service Areas

<u>Leisure Service Area</u>	<u>N</u>	<u>Average</u>	<u>Median</u>
Parks	120	\$17,870	\$16,999
Community Recreation	117	\$16,395	\$15,000
Therapeutic Recreation	105	\$14,304	\$13,900
Older Adults	104	\$ 9,282	\$ 8,946
Camping	43	\$15,360	\$12,504
Outdoor Education	31	\$14,988	\$14,995
Voluntary and Youth	97	\$15,226	\$13,998

TABLE 18

## Yearly Gross Salary by Employment Levels

<u>Employment Level</u>	<u>Average</u>	<u>Median</u>
Administrator	\$17,363	\$15,999
Supervisor	\$11,910	\$10,500
Leader	\$15,221	\$14,310

Needs of Leisure Service Professionals

One of the major objectives of this study was to ascertain the continuing education needs of leisure service professionals. As described in the methodology, 50 needs were listed in the questionnaire and the participants responded by rating the personal need and interest on a four-point Likert scale. Values ranged from one being no need to four being high need. After the data were analyzed, the needs were ranked by the total mean of all respondents. This ranked need list was then compared to the ranked needs and means of the eight leisure service areas. This information can be found in Table 19. As can be quickly noted, innovative programming, public relations, program evaluation, programming for special groups and leadership techniques were the highest ranking overall needs of leisure service professionals. When looking at the needs by specific leisure service areas, there was a great deal of variability in the five highest ranking needs, but the top priority need for each service area could be found within the overall top five ranked needs.

These individual needs were also viewed in terms of extension districts in the state. Primarily of importance to people interested in programming to meet the needs of leisure service professionals, this information was obtained to give an indication of areas of the state that had particularly high needs.

Table 20 shows the average indicated need by Extension Districts based on a one to four Likert scale with four being the highest need. This table lists any averages over 2.8 on the first 18 highest ranked needs of the total respondents. As should be noted, the Southwest Extension District, followed by the Southeast, seemed to indicate the highest needs.

TABLE 19

## Top Twelve Ranked Needs by Leisure Service Areas in Relation to the Overall Ranked Needs

Rank	Overall Needs	Overall Means	Top 12 Ranked Needs Within Each Leisure Service Area*							
			Parks and Outdoor Recreation	Community and School Recreation	Therapeutic Recreation	Older Adults	Camping	Outdoor Education	Youth and Voluntary Agencies	Other
1	Innovative Program	3.12		1 (3.34)	2 (3.48)	5 (3.20)	1 (3.16)	1 (3.29)	7 (3.09)	7 (2.89)
2	Public Relations	3.06	1 (3.06)	3 (3.18)		9 (3.10)	8 (2.92)	9 (2.94)	1 (3.15)	1 (3.11)
3	Program Evaluation	3.05		7 (3.13)	3 (3.46)	8 (3.15)		5 (3.03)	11 (3.02)	2 (3.07)
4	Program for Special Groups	3.03		12 (3.01)	1 (3.53)	1 (3.41)		10 (2.91)		8 (2.86)
5	Leadership Technique	2.98			10 (3.13)	6 (3.19)	10 (2.90)			4 (2.98)
6	Supervising Staff	2.92	6 (2.95)	11 (3.03)			6 (2.98)			5 (2.93)
7	Training Staff	2.92	10 (2.88)	8 (3.06)			2 (3.14)			3 (2.98)
8	Current Issues in Progress	2.91		4 (3.17)	5 (3.22)			3 (3.12)		
9	Evaluating Personnel	2.89	7 (2.95)	9 (3.05)			4 (3.02)		9 (3.07)	
10	Interpersonal Communication	2.88			12 (3.02)	11 (3.04)				5 (2.93)
11	Long Range Planning	2.88	2 (3.01)				3 (3.10)		10 (3.05)	9 (2.86)
12	Activity Analysis	2.88			4 (3.39)	2 (3.36)				
13	Time Management	2.85							4 (3.11)	12 (2.84)

35

(Continued)

TABLE 19

Top Twelve Ranked Needs by Leisure Service Areas in Relation to the Overall Ranked Needs  
(Continued)

Top 12 Ranked Needs Within Each Leisure Service Area\*

Rank	Overall Needs	Overall Means	Parks and Outdoor Recreation	Community and School Recreation	Therapeutic Recreation	Older Adults	Camping	Outdoor Education	Youth and Voluntary Agencies	Other
14	Budgeting Techniques	2.83	5 (2.96)	5 (3.15)			7 (2.94)		6 (3.11)	9 (2.86)
15	Writing Skills	2.83	12 (2.86)					10 (2.91)		12 (2.84)
16	Special Events	2.82			6 (3.23)	7 (3.17)				
17	Work with Volunteers	2.81				4 (3.28)		7 (3.00)	2 (3.13)	
18	Revenue Sources	2.80		2 (3.27)			9 (2.92)	4 (3.06)	8 (3.08)	9 (2.86)
19	Future of Leisure Services	2.80		6 (3.14)	9 (3.13)					
20	Nature/Outdoor Education Programs	2.78	11 (2.87)				12 (2.90)	2 (3.17)		
21	Public Speaking	2.77								12 (2.84)
23	Current Research	2.71			11 (3.07)			5 (3.03)		
24	Professional Certification	2.71				12 (3.02)				
25	Working with Boards, etc.	2.71						7 (3.00)	3 (3.12)	
26	Ascertainment Training	2.70								
27	Social Program	2.69			8 (3.18)	3 (3.28)				

(Continued)

TABLE

Top Twelve Ranked Needs by Leisure Service Areas in Relation to the Overall Ranked Needs  
(Continued)

Top 2 Ranked Needs Within Each Leisure Service Area\*

Rank	Overall Needs	Overall Means	Parks and Outdoor Recreation	Community and School Recreation	Therapeutic Recreation	Older Adults	Camping	Outdoor Education	Youth and Voluntary Agencies	Other
29	Management Techniques	2.68							12 (3.00)	
30	Interview Techniques	2.64					10 (2.90)			
33	Teaching Techniques	2.62						10 (2.91)		
36	Designing Recreational Facilities	2.52	8 (2.90)	10 (3.04)						
37	Leisure Counseling	2.50			7 (3.20)					
44	Marketing Techniques	2.39							4 (3.11)	
46	Maintenance Operations	2.33	5 (2.98)							
47	Natural Resource Management	2.31	3 (2.99)				5 (3.00)			

37

\*Top number indicates rank within a particular leisure service area ( ) encloses that leisure service mean.

TABLE 20

Needs With Means of 2.8 or Greater as Identified by Extension  
Districts in Relation to the Overall Ranked Needs

Overall Needs	Central	NE	N	SC	SE	SW	W
Innovative Programming	2.89	3.28		3.08	3.19	3.25	3.03
Public Relations	2.93	2.97	3.14	2.97	3.15	3.32	3.04
Program Evaluation	2.92	3.05		3.09	3.13	3.18	3.00
Programming for Special Groups	2.91	3.10		3.01	3.10	3.23	3.01
Leadership Techniques	2.91	2.95	2.90	2.86	3.03	3.23	3.08
Supervising Staff	2.90	2.86	2.92	2.80	2.95	3.14	3.11
Training Staff	2.87	2.88	2.87		2.96	3.20	3.06
Current Issues		3.11		2.90	2.95	3.05	2.83
Evaluating Personnel	2.80	2.90	2.87		2.96	3.09	2.83
Interpersonal Communication			2.90	2.91	2.96	3.09	2.96
Long Range Planning	2.82	2.81	2.94		2.91	3.14	2.85
Activity Analysis		2.89		2.87	2.89	3.08	3.08
Time Management				2.90	2.89	3.10	2.83
Budgeting Techniques	2.82		2.80		2.93	3.05	
Writing Skills			2.83		2.94	3.01	2.85
Special Events		2.93			2.88		2.86
Working with Volunteers					2.90	3.09	2.93
Revenue Sources	2.91				2.90	2.96	2.79
Future of Leisure Services		2.84	2.82	2.80	2.93	2.81	

The top 18 needs and interests were also ranked according to employment level. Table 21 indicates that administrators appeared to have different needs than supervisors and leaders. Supervisors and leaders also tended to have higher scores on needs.

TABLE 21

Needs with Means of 2.8 or Greater as Identified by Employment Levels in Relation to the Overall Ranked Needs

Overall Needs	Means and Rank*					
	Administrators		Supervisors		Leaders	
Innovative Programming	(2.91)	9	(3.28)	1	(3.32)	1
Public Relations	(3.04)	1	(3.11)	3	(2.89)	11
Program Evaluation	(2.92)	8	(3.11)	3	(3.26)	2
Programming for Special Groups			(3.24)	2	(3.21)	3
Leadership Techniques	(2.88)	11	(2.99)	8	(3.10)	5
Supervising Staff	(2.95)	6	(2.94)	10	(2.84)	13
Training Staff	(2.94)	7	(2.89)	12	(2.88)	12
Current Issues			(3.05)	7	(3.11)	4
Evaluating Personnel	(3.00)	5	(2.85)	14		
Interpersonal Communication			(2.94)	10	(2.97)	9
Long Range Planning	(3.04)	2			(2.81)	14
Activity Analysis			(3.08)	5	(3.03)	7
Time Management	(2.90)	10	(2.87)	13		
Budgeting Techniques	(3.02)	3				
Writing Skills					(3.02)	8
Special Events			(2.99)	8	(3.08)	6
Working with Volunteers			(3.07)	6	(2.81)	14
Revenue Sources	(3.01)	4				
Future of Leisure Services					(2.94)	10

N=314

N=274

N=152

\* ( ) Encloses the employment level mean; the open number indicates rank within employment level.

In the questionnaire the needs were organized into general categories. These broad areas were personnel management, relationships, financing, management, planning and programming. The averages of these categories were also analyzed in terms of the leisure service areas to determine which categories were most important to each specific professional area. Table 22 shows the result of this analysis.

TABLE 22

## Averages of Categorical Needs in Relation to Leisure Service Areas

Leisure Service Area	Personnel Management	Relationships	Financing	Management	Planning	Programming
Parks	2.67	2.67	2.72	2.54	2.76*	2.22
Community Recreation	2.89	2.80	3.03	2.74	2.82	2.90
Therapeutic	2.66	2.95	2.48	2.17	2.57	3.18*
Older Adults	2.61	2.96*	2.07	1.82	2.03	2.93
Camping	2.76	2.64	2.81*	2.60	2.31	2.56
Outdoor Education	2.74	2.78	2.80*	2.41	2.59	2.66
Voluntary and Youth	2.94	2.78	2.95*	2.67	2.43	2.69
TOTAL	2.55	2.62	2.46	2.22	2.33	2.57

N=752

\*Indicates top category for that leisure service area.

### Methods of Continuing Education

One of the ways professionals kept current on recreation and leisure issues was through membership in professional organizations. As noted in Table 23, 33% of the professionals surveyed indicated that they were Wisconsin Park and Recreation Association members. From this list, the top 4 ranked memberships were analyzed by leisure service area and by employment level. Tables 24 and 25 show the percentages of membership in the Wisconsin Park and Recreation Association, the National Recreation and Park Association, the Association of Activity Directors, and the American Camping Association with respect to leisure service area and employment level.

TABLE 23

#### Frequencies and Percentages of Memberships in Professional Associations

<u>Professional Organizations</u>	<u>Number</u>	<u>% of Respondents who were members</u>
Wisconsin Park & Recreation Association	260	33.1
National Recreation & Park Association	143	18.2
American Camping Association	97	12.4
Association of Activity Directors	95	12.1
American Alliance for Health, Physical Education, Recreation and Dance	56	7.1
Wisconsin Alliance of Health, Physical Education, and Recreation	28	3.6
National Nursing Home Association	26	3.3
Association of Interpretive Naturalists	17	2.2
Nation Industrial Recreation Assoc.	6	.8
National Association of Student Unions	5	.6
World Leisure and Recreation Assoc.	5	.8
Other Organizations	229	29.2

TABLE 24

## Selected Memberships by Leisure Service Areas

Leisure Services	Total N	NRPA	WPRA	Association of Activity Director	ACA
Parks	129	23.3%	55.0%	0.0%	0.0%
Community	124	44.4%	73.4%	0.8%	4.8%
Therapeutic Recreation	121	23.1%	45.5%	11.6%	4.1%
Older Adults	142	2.8%	7.7%	51.4%	0.7%
Camping	51	3.9%	5.9%	2.0%	80.4%
Outdoor Education	35	14.3%	8.6%	0.0%	17.1%
Voluntary and Youth Services	106	3.8%	3.8%	0.9%	26.4%

TABLE 25

## Selected Memberships by Employment Levels

Employment Level	Total N	NRPA	WPRA	Association of Activity Director	ACA
Administrator	314	25.2%	44.3%	1.3%	20.7%
Supervisor	274	10.6%	19.3%	27.4%	6.9%
Leader	15	15.1%	34.9%	5.9%	5.3%

Another continuing education method used by professionals was to read professional publications. The average leisure service professional read 6.8 hours a month. As indicated in Table 26, the organizational periodicals were the most frequently read literature with almost 48% of the respondents indicating that they read them. The Parks and Recreation Magazine and the WPRA Impact were also frequently read.

TABLE 26

## Frequencies and Percentages of Journals Read by Professionals

Professional Journals	Frequencies (N=785)	Percentage
Organizational Periodicals	374	47.6
Parks and Recreation	258	32.9
Impact	246	31.3
Camping	120	15.3
Therapeutic Recreation Journal	103	13.1
Park Maintenance	93	11.9
Journal of Physical Education and Recreation	92	11.7
Journal of Leisure Research	74	9.4
Leisure Sciences	9	1.1
Other Journals	216	27.5

When looking at continuing education methods, an indication of current levels of participation was important as well as an estimation of future involvement. This was done by asking for the amount of current involvement in 1979 and the 1980 anticipated levels of continuing education involvement. Table 27 shows the percentages of participation as well as the percent of increase or decrease after comparing the two years.

TABLE 27

Percentage of Participation and Projected Change in  
Continuing Education Activities for 1979 and 1980

Type of Continuing Education Activity	'79 Number Participating	'80 Number Anticipating Participation	Overall Change
College Credit Course	15%	20%	+ 5%
Non-Credit University Course	12%	12%	0%
Continuing Education Unit Credit	25%	23%	- 2%
National Conferences Workshops	24%	27%	+ 3%
State Conferences Workshops	51%	52%	+ 1%
Local Conferences Workshops	49%	46%	- 3%
Professional Section or Region Meeting	30%	31%	+ 1%
In-Service Training	45%	40%	- 5%
Correspondence Course	2%	3%	+ 1%
Study Trips or Tours	14%	15%	+ 1%
Reading Professional Books	38%	37%	- 1%

N=788

After selecting the activities with the highest interest level in 1979, this data was analyzed in terms of leisure service areas and employment levels. The selected 1979 continuing education activities were college credit courses, continuing education units, national conferences, state conferences and local conferences. Tables 28 and 29 illustrate the results of these comparisons.

TABLE 28

Percentage of Participation in Selected 1979 Continuing Education Activities by Leisure Service Areas

Leisure Service Area	Total N	College Credit Courses	CEU's	National Conferences	State Conferences	Local Conferences
Parks	129	7.8%	22.5%	20.2%	67.4%	60.5%
Community Recreation	124	21.0%	9.7%	24.2%	82.3%	54.8%
Therapeutic Recreation	122	22.1%	42.6%	27.9%	58.2%	55.7%
Older Adults	144	16.7%	57.6%	13.9%	44.4%	68.8%
Camping	51	19.6%	17.6%	52.9%	54.9%	54.9%
Outdoor Education	35	25.7%	5.7%	51.4%	77.1%	74.3%
Voluntary and Youth Services	106	17.9%	21.7%	56.8%	62.3%	63.2%

TABLE 29

Percentage of Participation in Selected 1979 Continuing Education Activities by Employment Levels

Employment	Total N	College Credit Courses	CEU's	National Conferences	State Conferences	Local Conferences
Administrator	314	13.4%	16.9%	42.0%	70.7%	60.2%
Supervisor	276	19.9%	40.9%	24.3%	55.1%	64.9%
Leader	153	22.2%	32.0%	25.5%	60.1%	51.6%

To better understand what continuing education methods would be most suitable, the inhibiting factors were identified. A list of factors was provided for the respondents in a question which asked the professionals to indicate whether these factors affect their abilities to participate in continuing

education activities. Fifty-five percent of the professionals indicated that schedule conflicts were the biggest deterrent, with cost and not enough time also being rated quite high (see Table 30). Tables 31 and 32 show the breakdown by leisure service areas and employment levels.

TABLE 30

Percentage of Indicated Reasons Why Professionals Did Not Participate in Continuing Education Activities

<u>Reason</u>	<u>% of Respondents Inhibited by This Reason</u>
Schedule Conflicts	55.1%
Cost	47.5%
Not Enough Time	47.3%
Distance/Transportation	42.4%
Lack of Information	31.6%
Home Responsibilities	26.3%
Not Encouraged By Employment	24.3%
Opportunity Not Available	18.4%
Offerings a Waste of Time	11.5%
Not Motivated to Participate	10.1%
Other	7.2%

N=781

TABLE 31

Percentage of Professionals in Leisure Service Areas  
 Indicating Reasons for not Participating in Continuing Education Activities.

Reasons for not Participating	Parks	Community-School	Therapeutic Recreation	Older Adults	Camping	Outdoor Education	Voluntary & Youth
Cost	48.4	50.8	52.9	47.1	30.0	57.1	6.2
Not Encouraged by employment	28.9	25.8	32.2	17.1	18.0	37.1	19.8
Lack of Information	28.1	28.2	35.5	33.6	54.0	34.3	25.5
Home Responsibilities	25.0	33.1	21.5	23.6	14.0	42.9	28.3
Offerings were a waste of time	11.0	9.7	15.7	11.4	6.0	20.0	10.4
Not Enough Time	51.6	49.2	37.2	35.0	52.0	60.0	62.3
Schedule Conflicts	43.8	62.1	55.4	40.0	58.0	71.4	70.8
Distance/Transportation	46.1	41.1	47.1	55.0	38.0	51.4	21.7
Opportunities not available	25.0	17.7	16.5	13.6	26.0	8.6	11.3
Not Motivated	11.2	8.9	8.3	5.0	8.0	11.4	17.9
	N=128	N=124	N=121	N=140	N=50	N=35	N=106

TABLE 32

Percentage of Professionals at Various Employment Levels  
Indicating Reasons for not Participating in Continuing Education Activities

Reasons for not Participating	Administrators	Supervisors	Leaders
Cost	44.7%	47.6%	52.6%
Not Encouraged by Employment	24.4%	19.0%	32.2%
Lack of Information	30.5%	30.0%	36.2%
Home Responsibilities	28.3%	24.9%	25.0%
Offerings were a Waste of Time	11.0%	11.4%	12.5%
Not Enough Time	53.7%	45.8%	36.8%
Schedule Conflicts	57.9%	52.0%	55.9%
Distance/Transportation	37.9%	44.3%	47.4%
Opportunities not Available	22.2%	15.0%	18.4%
Not Motivated	13.2%	7.7%	5.9%
	N=311	N=273	N=152

Another important consideration was the opportunities for continuing education which were directly or indirectly supported by the employing agency. As shown in Table 33, almost 58% of the leisure professionals surveyed received time off and tuition or registration reimbursement for continuing education activities. Tables 24 and 25 show the percentages of professionals in leisure service areas and employment levels who indicated their employing agencies provided these supporting opportunities for continuing education.

TABLE 33

Provisions by Agency to Aid Individual Participation  
In Continuing Education Activities

<u>Continuing Education Provisions</u>	<u>% of Respondents</u>
Tuition or Registration Reimbursement	57.9
Time Off	57.7
Travel Expenses	54.6
Membership Fees for Professional Organizations	41.3
Staff Development and Training in Agency	38.9
Room and Board	38.1
Other	3.9

N=773

TABLE 34

Percentages of Professionals by Leisure Service Areas  
Indicating Support Opportunities Provided by the Employing Agency

Supportive Opportunities	Parks	Community-School	Therapeutic Recreation	Older Adults	Camping	Outdoor Education	Voluntary & Youth
Tuition or Registration Reimbursement	54.8	46.3	62.2	75.7	50.0	46.1	52.9
Travel Expenses	48.4	46.3	54.2	65.7	62.0	67.6	53.3
Room and Board	38.1	33.3	30.5	38.6	52.0	48.5	43.8
Time Off	50.8	46.3	72.9	75.7	50.0	33.3	54.3
Staff Development & Training	38.9	30.1	50.4	31.4	30.0	27.3	60.0
Membership Fees for Professional organizations	38.9	52.0	20.0	41.4	52.0	35.3	49.5
	N=128	N=124	N=121	N=110	N=110	N=35	N=106

TABLE 35

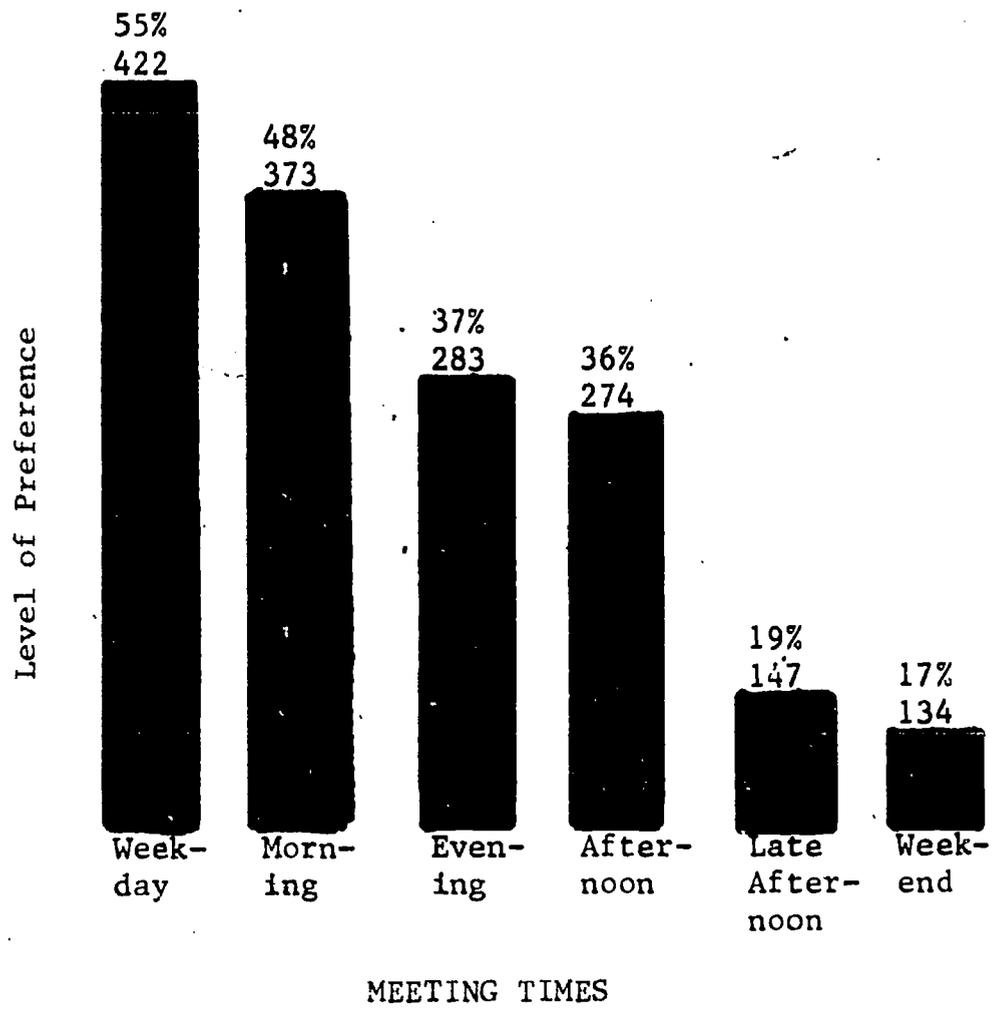
Percentages of Professionals at Various Employment Levels  
Indicating Support Opportunities Provided by the Employing Agency

Supportive Opportunities	Administrators	Supervisors	Leaders
Tuition or Registration Reimbursement	52.6%	65.4%	56.6%
Travel Expenses	52.4%	59.8%	51.7%
Room and Board.	41.6%	39.5%	29.7%
Time Off	49.0%	66.4%	59.3%
Staff Development and Training	36.5%	40.1%	42.8%
Membership Fees for Professional Organizations	52.1%	42.0%	16.4%
	N=311	N=273	N=152

Since time factors have seemed to be important to all types of leisure service professionals, some general information on length of activities and best time was desired. As shown in Figure 12, 55% preferred the meeting to be a weekday, with 48% indicating that morning was the best time of the day to meet. The late winter months were most preferred with February being selected as the best month by 64% of the respondents. The summer months were generally less desirable (see Figure 13). More than 50% of the people surveyed felt that one to three days was the most preferred length of time for an activity.

Figure 12

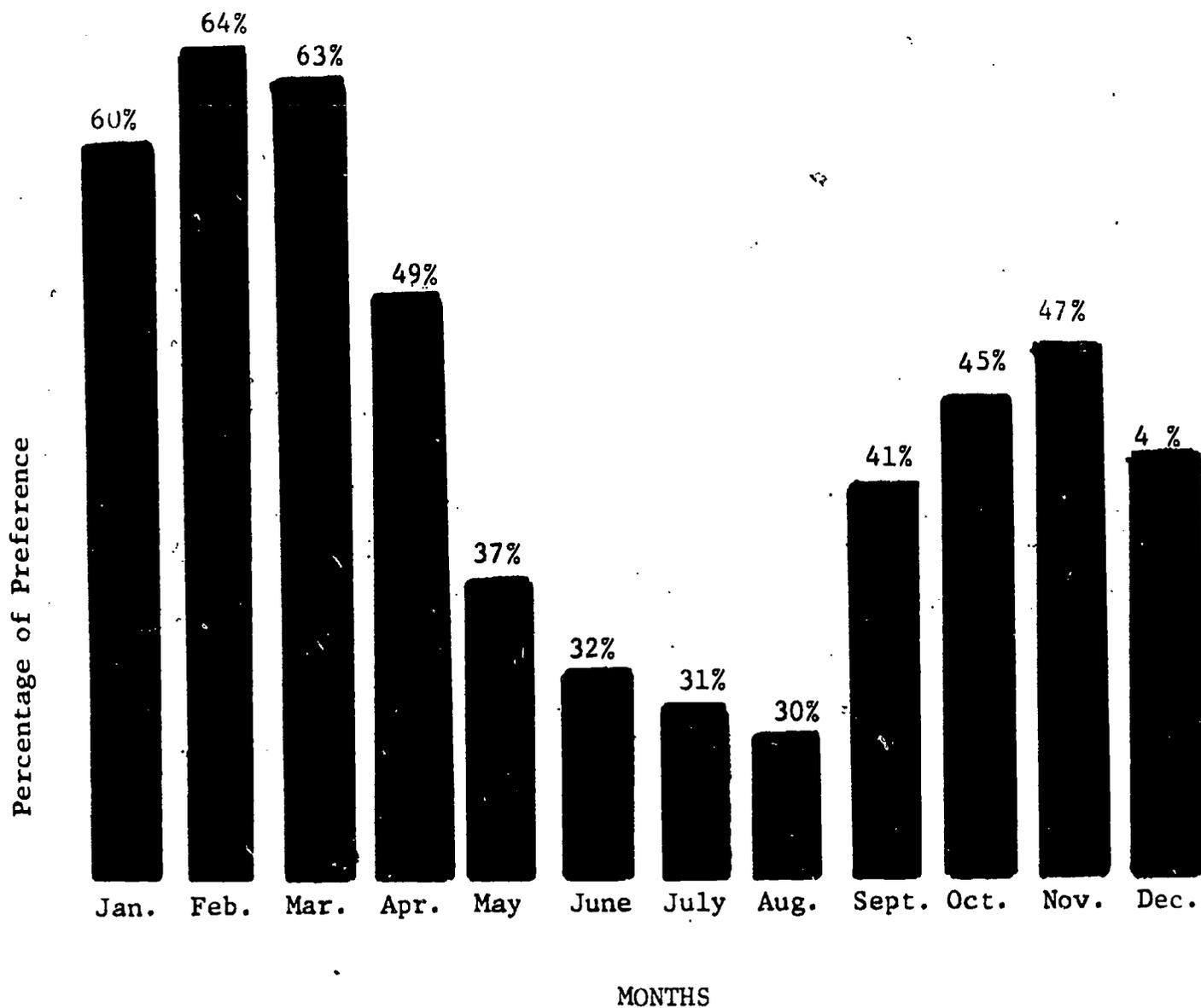
Frequencies and Percentages of Preferred Meeting Times as Indicated by Leisure Service Professionals



N=770

Figure 13

Percentages of Preferred Months As  
Indicated by Leisure Service Professionals



N=707

When the professionals were asked how far they were willing to travel to attend continuing education activities, the average response was 78 miles. Fifty percent indicated they would travel 63 miles or less, but the most frequently mentioned distance was 100 miles.

#### Attitude Toward Continuing Education

The last area that was of concern in this project was the attitudes that leisure service professionals had toward continuing education. Often the attitude one has can indicate the value as well as the interest toward a particular activity or idea. This may be particularly true for leisure service professionals as they encounter controversial issues such as mandatory continuing education, certification, and merit pay raises based upon continuing education.

When asked whether continuing education should be required for membership in professional associations, 57% of the respondents agreed with this idea, 31% disagreed, and 12% had no opinion. Differences became more apparent when viewed in terms of leisure service areas. Seventy-three percent of the older adults favored mandatory continuing education while only 44% of the park and outdoor recreation professionals agreed with mandatory continuing education (see Table 36). Table 37 illustrates the breakdown by employment level.

TABLE 36

Percentage of Professionals' Agreement Concerning Mandatory Continuing Education for Membership in Professional Associations by Leisure Service Areas

Leisure Service Area	Agree With Mandatory Continuing Education	Disagree With Mandatory Continuing Education	No Opinion
Parks	44%	42%	14%
Community Recreation	47%	44%	9%
Therapeutic Recreation	61%	30%	9%
Older Adults	73%	14%	13%
Camping	56%	32%	12%
Outdoor Education	46%	43%	11%
Voluntary and Youth	65%	20%	15%

N=733

TABLE 37

Percentage of Professionals' Agreement Concerning Mandatory Continuing Education for Membership in Professional Associations by Employment Levels

Employment Level	Agree	Disagree	No Opinion
Administrator	56%	33%	11%
Supervisor	62%	24%	13%
Leader	50%	39%	11%

N=733

The remaining 11 questions which addressed attitudes toward continuing education were designed as statements to be rated on a Likert scale. The first three statements questioned the value of continuing education in terms of improvement in professional service, advancement, and keeping current with professional developments. The results for leisure service areas and employment levels show modest to high value. Percentages can be found in Tables 38 and 39, respectively. In general, improvement in professional service was viewed as important by 87.6% of the professionals, 50.5% thought continuing education helped in terms of advancement, and 89.3% responded to a high value in keeping up with current professional issues.

TABLE 38

Percentage of Professionals by Leisure Service Areas  
Indicating High Personal Benefits from Continuing Education

<u>Leisure Service Area</u>	<u>Improves Professional Service</u>	<u>Helps in Advancement</u>	<u>Keep Current with Professional Developments</u>
Parks	89.2%	46.7%	93.4%
Community Recreation	89.5%	54.6%	95.1%
Therapeutic Recreation	95.7%	57.3%	95.7%
Older Adults	93.2%	52.7%	97.1%
Camping	91.4%	43.2%	95.7%
Outdoor Education	91.1%	50.0%	88.3%
Voluntary and Youth	97.1%	66.6%	90.2%

N=733

TABLE 39

Percentage by Employment Levels Stating High Benefit  
from Continuing Education

Management Level	Improves Professional Service	Helps with Advancement	Keep Current with Professional Developments
Administrator	93.0%	52.7%	92.0%
Supervisor	90.4%	55.9%	94.2%
Leader	95.2%	55.6%	95.8%

N=733

The next four statements examined the respondents' perceptions on how important continuing professional education was to their employer, peers, clients, and educators. Generally, 82.5% of the respondents felt that their employers placed high importance on continuing education, 94.8% felt that peers placed high value on continuing education, 83.5% felt that their clients placed high value on professional involvement in continuing education, and 97.6% felt that educators placed high value on continuing education. Tables 40 and 41 show the percentages for high value as perceived by the professionals by leisure service areas and employment levels.

TABLE 40

Percentage of Professionals by Leisure Service Areas Indicating High Value of Continuing Education as Perceived from Other Persons

Leisure Service Area	Employer Encourages Continuing Education	Peers Think Professionals Need Continuing Education	Clients Think Professionals Need Continuing Education	Educators Think Professionals Need Continuing Education
Parks	74.2%	91.9%	73.5%	96.2%
Community Recreation	78.4%	94.2%	81.1%	98.4%
Therapeutic Recreation	82.3%	94.6%	80.0%	99.2%
Older Adults	87.2%	96.9%	89.2%	96.9%
Camping	94.1%	91.3%	84.8%	95.6%
Outdoor Education	91.2%	100.0%	90.7%	100.0%
Voluntary and Youth	80.0%	94.4%	85.5%	97.0%

N=733

TABLE 41

Percentage of Professionals by Employment Levels Indicating High Value of Continuing Education as Perceived from Other Persons

Management Level	Employer Encourages Continuing Education	Peers Think Professionals Need Continuing Education	Clients Think Professionals Need Continuing Education	Educators Think Professionals Need Continuing Education
Administrator	78.0%	94.3%	80.7%	98.0%
Supervisor	86.3%	94.8%	84.6%	96.9%
Leader	82.5%	92.7%	82.0%	98.6%

N=733

The last statements addressed the personal commitment that each professional had toward continuing education. When asked for their personal belief in continuing education, 85.3% of the professionals indicated high importance. When asked how willing they were to act upon this belief, 81.1% again indicated high importance. Only 47.3% indicated a high value on their personal belief in mandatory continuing education for employment. When asked if they believed salary increases should be based on continuing education, 53.4% indicated that they strongly believe that it should. Tables 42 and 43 give the breakdown by leisure service areas and employment levels.

TABLE 42

Percentage of Leisure Service Professionals Indicating High Personal Value on Continuing Education

Leisure Service Area	Belief in Continuing Education	Willing to Act on This Belief	Belief in Mandatory Continuing Education for Employment	Salary Raises Based on Continuing Education
Parks	80.0%	73.4%	37.9%	37.9%
Community Recreation	89.4%	82.9%	40.2%	54.9%
Therapeutic Recreation	91.9%	91.0%	50.5%	60.3%
Older Adults	89.2%	87.6%	66.9%	68.1%
Camping	80.4%	78.0%	40.0%	44.0%
Outdoor Recreation	94.3%	91.4%	51.4%	61.8%
Voluntary and Youth	89.4%	85.6%	53.3%	53.3%

N=733

TABLE 43

Percentage of Employment Levels Indicating High Personal Value  
on Continuing Education

Employment Level	Belief in Continuing Education	Willing to Act on This Belief	Belief in Mandatory Continuing Education for Employment	Salary Raises Based on Continuing Education
Administrator	85.7%	80.4%	44.5%	45.9%
Supervisor	87.0%	85.1%	54.3%	61.9%
Leader	90.0%	89.8%	45.5%	61.8%

N=733

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

After analyzing the data, some general conclusions could be drawn.

1. Demographic characteristics, needs and interests, present continuing education methods, and attitudes toward continuing education seemed to reflect the particular leisure service area of the professional and the employment level.
2. The continuing professional education needs and interests varied somewhat by location within certain geographic areas of Wisconsin.
3. The topics of highest interest for continuing education activities were innovative programming, public relations, program evaluation, programming for special groups and leadership techniques.
4. The majority of the leisure service professionals agreed that continuing education participation should be required for membership in professional associations.
5. The majority of leisure service professionals placed high value on continuing education participation.
6. The greatest deterrents to continuing education participation by leisure service professionals were conflicting schedules, cost, and not enough time.

### Recommendations

Based on the results of the study, the following generalized recommendations should be considered:

1. Continuing education opportunities ought to be jointly planned between the Recreation Resources Center and other state agencies and professional organizations.

2. Although the southeast area of the state had the highest number of leisure service professionals, continuing education opportunities should be provided in various locations throughout the state.

3. Although various leisure service areas and employment levels indicated some differing continuing education needs in general, programming for continuing education for leisure service professionals should be broad enough to include most leisure service areas and employment levels.

4. Continuing education needs of leisure service professionals ought to be continually assessed with particular consideration given to changing societal problems and needs.

5. Since 30% of the professionals indicated that they were presently pursuing or intended to pursue an advanced degree, graduate programs in recreation in the state should be examined more closely to see what capabilities they have for providing formal education credit.

6. Since only 27% of the leisure service professionals have college degrees in recreation, training should be targeted specifically to recreation and leisure service programming and management.

7. Leisure service professionals are involved in supervising a large number of staff--full-time and part-time employees as well as volunteers. Therefore, more assistance in personnel management should be provided in

continuing education experiences. In addition, working in public and quasi-public organizations requires the ability to deal effectively with boards and commissions. Training in this area may also be helpful.

8. The broad areas of programming and relationships received the highest needs and interests ratings, although topics in financing were also quite evident in several leisure service areas. A combination of specific topics within broad areas would be useful in continuing education programming.

9. Since none of the leisure service professional organizations have a majority of the membership of leisure service professionals, continuing education programs should be offered to all professionals, although reduced fees might be available to members of the particular organization who sponsor or co-sponsor the events.

10. Appropriate, well-written, meaningful professional literature might be an effective way of providing educational information for leisure service professionals.

11. State and local conferences were the most frequent form of participation in continuing education. These kinds of activities, particularly more localized due to the energy situation, should be planned for the future.

12. Since leisure service professionals indicated schedule conflicts, cost, and not enough time to be the greatest deterrent to continuing education, the following ideas are suggested:

- a. Set time, dates, and program content at least a year ahead of time so some schedule conflicts can be avoided.
- b. Keep cost at a minimum--perhaps provide fewer social amenities (i.e. luncheon) and allow people to eat on their own or bring a brown bag.

- c. Provide opportunities in the local region to minimize travel time and expense.
- d. "Sell" continuing education as a worthwhile investment of time and money which will have a "pay-off". This will also mean providing programs that are worthwhile and useful.

13. Continuing education activities should be best scheduled on weekdays, in the morning, and during the winter months.

14. Leisure service professionals in the state ranked continuing education as having high value. Therefore, it is imperative that opportunities be provided in a variety of ways in conjunction with local or state agencies or professional associations.

Leisure service organizations are dynamic institutions; they must constantly respond to the changes which occur in society. Continuing professional education is crucial to the professionals who are continually battling to remain aware of current technological developments, trends, and innovative practices. As leisure service organizations assume new directions, it is imperative that professionals are given opportunities to participate in continuing education which will keep the high quality of leisure services available for the residents of the state.

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**UWEX** UNIVERSITY OF WISCONSIN-EXTENSION



RECREATION RESOURCES CENTER

1815 UNIVERSITY AVENUE-327 MADISON, WISCONSIN 53706 608 263-2621

November 1979

Dear Leisure Service Professional:

**YOUR ASSISTANCE IS NEEDED!** Information which you can give may be very important as we attempt to assess the needs for continuing education of persons employed full-time in the delivery of recreation, park and leisure services in public and nonprofit organizations in Wisconsin.

As the field of parks, recreation, and leisure services has grown, a need has developed for high quality continuing education opportunities to increase professional knowledge and skills in essentially all areas of this broad field. In order to insure that meaningful continuing education programs are provided to leisure services personnel in Wisconsin, the Recreation Resources Center of the University of Wisconsin-Extension is conducting a study to determine the continuing education needs of all leisure service professionals.

You, and as many of your colleagues as we can contact, are being asked to respond to this brief survey. Your input in this project will provide valuable information.

We would appreciate your taking 10-20 minutes to answer this questionnaire. Please mail it back no later than November 26, 1979. The return postage is pre-paid.

Your name will not be used in connection with any part of the survey. The number on the questionnaire is used only for sending reminders to persons who have not returned questionnaires and for numerical identification in the study.

Although you are under no obligation to complete the questionnaire, we hope you will indicate your willingness to participate by returning the completed survey at your earliest convenience. WE NEED YOUR INPUT.

If you are not employed full-time in leisure services, will you please return the questionnaire indicating this. If there are persons on your staff who did not receive a questionnaire, but would like to participate in this study, please notify us and we will send a questionnaire to them.

Should you have any questions, you may call me or the project assistant, Debbie Bialeschki at (608) 263-2621. If you would like a copy of the summary of the project, please let us know. We hope to have the summary completed by March 1980.

Your cooperation is greatly appreciated.

Sincerely,

*Karla Henderson*

Karla Henderson  
Public Recreation Specialist

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COOPERATIVE EXTENSION PROGRAMS  
UNIVERSITY OF WISCONSIN-EXTENSION



RECREATION RESOURCES CENTER

1815 UNIVERSITY AVENUE, 6TH FLOOR, MADISON, WISCONSIN 53706 (608) 263-2621

November 1979

Dear Camping Professional:

**YOUR ASSISTANCE IS NEEDED!** Information which you can give may be very important as we attempt to assess the needs for continuing education of persons employed full-time in the delivery of camping and leisure services in public, nonprofit, and private organizations in Wisconsin.

As the field of camping and leisure services has grown, a need has developed for high quality continuing education opportunities to increase professional knowledge and skills in essentially all areas of this broad field. In order to insure that meaningful continuing education programs are provided to leisure services personnel (including camp administrators) the Recreation Resources Center of the University of Wisconsin-Extension is conducting a study to determine the continuing education needs of all leisure service professionals.

You have been randomly selected and are being asked to respond to this brief survey. Your input in this project will provide valuable information.

We would appreciate your taking 10-20 minutes to answer this questionnaire. Please mail it back no later than December 6, 1979. The return postage is pre-paid.

Your name will not be used in connection with any part of the survey. The number on the questionnaire is used only for sending reminders to persons who have not returned questionnaires and for numerical identification in the study.

Although you are under no obligation to complete the questionnaire, we hope you will indicate your willingness to participate by returning the completed survey at your earliest convenience. WE NEED YOUR INPUT.

If you are not employed full-time in camping and/or leisure services, will you please return the questionnaire indicating this.

Should you have any questions, you may call me or the project assistant, Debbie Bialeschki at (608) 263-2621. If you would like a copy of the summary of the project, please let us know. We hope to have the summary completed by March 1980.

Your cooperation is greatly appreciated.

Sincerely,

*Karla Henderson*

Karla Henderson  
Public Recreation Specialist

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Recreation Resources Center  
University of Wisconsin-Extension

November  
1979

# An Assessment of Continuing Education Needs of Leisure Service Professionals in Wisconsin

Karla Henderson,  
Public Recreation Specialist

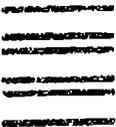
M. Deborah Bialeschki,  
Project Assistant

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432 North Lake Street  
Madison, Wisconsin 53794



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Dear Leisure Service Professional:

A concern has been expressed for the identification of continuing education needs of park, recreation, and leisure service professionals. Continuing education for professionals is the formal (credit) and informal (conferences, workshops, publications, etc.) training which an individual undertakes after the end of basic professional education to improve or maintain knowledge or skills.

Please complete this survey regarding your professional interests and needs regarding continuing education. Your prompt response will be greatly appreciated.

I. Professional Information

1. In which county are you employed? .....
2. What is the population of the community or area in which your agency is located? .....
3. In what type of agency are you employed? (Please check (✓) only one)
  - (1) federal (5) school district
  - (2) state (6) non-profit
  - (3) county (7) private
  - (4) municipal (8) combination or other(explain) .....
4. What is your job title? .....
5. In what area of leisure services are you employed? (Please check (✓) only one)
  - (1) parks/outdoor recreation (7) outdoor education/environmental education
  - (2) community recreation (8) voluntary and youth serving agencies
  - (3) school recreation (9) industrial/employee recreation
  - (4) therapeutic (10) college unions
  - (5) older adults (11) church recreation
  - (6) camping (12) other (explain) .....
6. How many years have you been employed in your present position? .....
7. How many years have you been employed fulltime in leisure service work? .....
8. How many staff (full-time, part-time or seasonal, and volunteer) do you directly supervise? Please indicate the number of people:
  - Full-time .....
  - Part-time or seasonal .....
  - Volunteer .....
9. What is the extent of your formal education?
  - (1) high school diploma
  - (2) some college (major) .....
  - (3) Bachelors degree (major) .....
  - (4) some graduate work (major) .....
  - (5) Masters degree (major) .....
  - (6) some post graduate work (major) .....
  - (7) Doctorate degree (major) .....
10. In what year did you last participate in formal (credit) course work? .....
11. Are you presently pursuing a further degree?
  - (1) yes
  - (2) no, but I intend to start soon
  - (3) no
12. What is your age? .....
13. What is your sex? .....

II. Continuing Education Needs and Interests

Listed below are several topics that might be considered as continuing education interests or needs for you and for other leisure service professionals. Please indicate whether or not the area suggested is an interest or need of yours by circling the number under HIGH NEED, SOME NEED, LITTLE NEED, or NO NEED.

AREA	HIGH NEED	SOME NEED	LITTLE NEED	NO NEED
<b>Personnel Management</b>				
14. Interviewing/Hiring Techniques	4	3	2	1
15. Evaluating Personnel	4	3	2	1
16. Supervising Staff	4	3	2	1
17. Training Staff	4	3	2	1
18. Working with Volunteers	4	3	2	1
19. Time Management	4	3	2	1
20. Working with Boards, Committees, etc.	4	3	2	1
21. Working with Consultants, Architects	4	3	2	1
<b>Relationships</b>				
22. Public Relations	4	3	2	1
23. Interpersonal Communications	4	3	2	1
24. Teaching Techniques	4	3	2	1
25. Public Speaking	4	3	2	1
26. Writing Skills	4	3	2	1
27. Group Dynamics	4	3	2	1
28. Assertiveness Training	4	3	2	1
29. Leadership Techniques	4	3	2	1
<b>Financing</b>				
30. Accounting Systems	4	3	2	1
31. Feasibility Studies	4	3	2	1
32. Budgeting Techniques	4	3	2	1
33. Revenue Sources (grants, fees, etc.)	4	3	2	1
<b>Management</b>				
34. Management Techniques (MBO, others)	4	3	2	1
35. Safety and Security	4	3	2	1
36. Computer Managed Systems	4	3	2	1
37. Maintenance Operations	4	3	2	1
38. Liability/Risk Management	4	3	2	1
39. Marketing (promotional) Techniques	4	3	2	1
40. Interagency Cooperation	4	3	2	1

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AKFA	HIGH NEED	SOME NEED	LITTLE NEED	NO NEED
<b>Planning:</b>				
41. Natural Resource Management	4	3	2	1
42. Long Range Planning	4	3	2	1
43. Land Acquisition/Use	4	3	2	1
44. Needs Assessments	4	3	2	1
45. Designing Recreation Areas	4	3	2	1
46. Designing Recreation Facilities	4	3	2	1
47. Eliminating Architectural Barriers	4	3	2	1
48. Eliminating Attitudinal Barriers	4	3	2	1
49. Future of Leisure Services	4	3	2	1
50. Current Research	4	3	2	1
<b>Programming:</b>				
51. Program Evaluation	4	3	2	1
52. Programming for Special Groups	4	3	2	1
53. Sports Programming	4	3	2	1
54. Social Programming	4	3	2	1
55. Cultural Programming	4	3	2	1
56. Out-of-Camp Programming	4	3	2	1
57. Special Events	4	3	2	1
58. Leisure Education	4	3	2	1
59. Leisure Counseling	4	3	2	1
60. Risk-Adventured Programming	4	3	2	1
61. Innovative Ideas in Programming	4	3	2	1
62. Current Issues in Programming	4	3	2	1
63. Activity Analysis	4	3	2	1
64. Professional Certification	4	3	2	1

Other:

Are there other topics which might be of interest to you? Please list them below.

### III. Institutionalization Methods

Are you currently using any of the following? Check (✓) those which apply.

1. \_\_\_\_\_ by \_\_\_\_\_  
 2. \_\_\_\_\_ Wisconsin Park and Recreation Association (WPA) \_\_\_\_\_  
 3. \_\_\_\_\_ National Therapeutic Recreation Society (NTRS) \_\_\_\_\_  
 4. \_\_\_\_\_ other (explain): \_\_\_\_\_

66. What professional memberships do you now hold? Check (✓) as many as apply.

- (1) \_\_\_\_\_ National Recreation and Park Association (NRPA)  
 (2) \_\_\_\_\_ Wisconsin Park and Recreation Association (WPA)  
 (3) \_\_\_\_\_ American Alliance of Health, Physical Education, and Recreation (AAHPER)  
 (4) \_\_\_\_\_ Wisconsin Alliance of Health, Physical Education, and Recreation (WAHPER)  
 (5) \_\_\_\_\_ Association of Activity Directors  
 (6) \_\_\_\_\_ Association of Interpretive Naturalists (AIN)  
 (7) \_\_\_\_\_ American Camping Association (ACA)  
 (8) \_\_\_\_\_ National Industrial Recreation Association (NIRA)  
 (9) \_\_\_\_\_ National Association of Student Unions  
 (10) \_\_\_\_\_ National Nursing Home Association  
 (11) \_\_\_\_\_ World Leisure and Recreation Association (WLRA)  
 (12) \_\_\_\_\_ Other (list) \_\_\_\_\_

67. What professional publications do you read? Check (✓) as many as you read.

- (1) \_\_\_\_\_ Journal of Leisure Research  
 (2) \_\_\_\_\_ Leisure Sciences  
 (3) \_\_\_\_\_ Therapeutic Recreation Journal  
 (4) \_\_\_\_\_ Parks and Recreation  
 (5) \_\_\_\_\_ Park Management  
 (6) \_\_\_\_\_ Journal of Physical Education and Recreation (Leisure Today)  
 (7) \_\_\_\_\_ Camping Magazine  
 (8) \_\_\_\_\_ IMPACT (WPA)  
 (9) \_\_\_\_\_ Organization newsletters and periodicals  
 (10) \_\_\_\_\_ Other (list) \_\_\_\_\_

68. How many hours each month do you spend reading publications that relate directly to your profession?

69. Below are listed possible continuing education activities. Please indicate HOW MANY activities you participated in during this past year (1979) and HOW MANY you intend to participate in during 1980. Please respond with a NUMBER (1, 2, 3 etc.)

1979	1980	Activity
		college or university course for credit
		non-credit course through the university
		continuing education course offered for Continuing Education Units (CEU)
		national conferences, workshops, or institutes
		state conferences, workshops, or institutes
		local conferences, workshops, or institutes
		professional section or alliance/region meetings
		in-service training
		correspondence courses
		study trips or tours
		reading professional books
		other (explain): _____

70. What were some of the reasons which have prevented you from participating in continuing education opportunities during the past year? Check (✓) as many as apply.

- (1) cost (2) schedule conflicts  
 (3) not encouraged by employer (4) distance/transportation  
 (5) lack of information (6) opportunities not available  
 (7) home responsibilities (8) not motivated to participate  
 (9) offerings were a waste of time (10) other  
 (11) not enough time

71. Please check (✓) which of the following your agency provides regarding continuing education:
- (1) \_\_\_\_\_ tuition or registration reimbursement
  - (2) \_\_\_\_\_ travel expenses to continuing education activities
  - (3) \_\_\_\_\_ room and board for continuing education activities
  - (4) \_\_\_\_\_ time off for continuing education activities
  - (5) \_\_\_\_\_ a staff development and training program in the agency
  - (6) \_\_\_\_\_ membership fees for professional organizations
  - (7) \_\_\_\_\_ other \_\_\_\_\_
72. Which time of the day do you prefer for participating in continuing education activities? Check (✓) as many as apply.
- (1) \_\_\_\_\_ morning
  - (2) \_\_\_\_\_ afternoon
  - (3) \_\_\_\_\_ late afternoon
  - (4) \_\_\_\_\_ evening
  - (5) \_\_\_\_\_ weekday
  - (6) \_\_\_\_\_ weekend
73. What months are the best for you to participate in continuing education activities? List those which are best: \_\_\_\_\_
74. What is your preferred length for a continuing education activity? Check (✓) as many as you prefer.
- (1) \_\_\_\_\_ one day or less
  - (2) \_\_\_\_\_ two to three days
  - (3) \_\_\_\_\_ four to five days
  - (4) \_\_\_\_\_ a series of short gatherings over a period of time
75. What distance would you travel for a one day or less workshop? \_\_\_\_\_
76. What is your level of agreement/disagreement regarding the following statement: "Professional organizations should require continuing education as a stipulation for continued membership in the organization."
- (1) \_\_\_\_\_ strongly agree
  - (2) \_\_\_\_\_ agree
  - (3) \_\_\_\_\_ no opinion
  - (4) \_\_\_\_\_ disagree
  - (5) \_\_\_\_\_ strongly disagree
77. What is your yearly salary before taxes? \_\_\_\_\_

IV. Continuing Education Attitudes

Circle the number along the continuum which indicates how valuable you think the statement is and then circle the number which indicates how likely you think the statement is to occur.

Continuing Education Involvement:

78. Results in higher salaries for leisure service professionals									
High Value	6	5	4	3	2	1	0	No Value	
Likely	6	5	4	3	2	1	0	Unlikely	
79. Results in greater acceptance for leisure services as a profession									
High Value	6	5	4	3	2	1	0	No Value	
Likely	6	5	4	3	2	1	0	Unlikely	
80. Improves the quality of my professional service									
High Value	6	5	4	3	2	1	0	No Value	
Likely	6	5	4	3	2	1	0	Unlikely	
81. Helps me advance within my agency									
High Value	6	5	4	3	2	1	0	No Value	
Likely	6	5	4	3	2	1	0	Unlikely	
82. Helps me keep abreast of new developments in my field									
High Value	6	5	4	3	2	1	0	No Value	
Likely	6	5	4	3	2	1	0	Unlikely	

Are there other things that you feel might happen by participating in continuing education? How valuable are they and how likely are they to occur? Please indicate this below.

Circle the number which best represents your reaction to each statement.

83. My employer thinks I should continue my education 5 4 3 2 1 should not continue my education
84. In general, how important is it to you what your employer thinks?  
very important 5 4 3 2 1 not at all important
85. My Professional Association/Certification Board thinks:  
Professionals should continue their education 5 4 3 2 1 Professionals should not continue their education
86. In general, how important is it to you what your association/board thinks?  
very important 5 4 3 2 1 not at all important
87. My professional peers think:  
Professionals should continue their education 5 4 3 2 1 Professionals should not continue their education
88. In general, how important is it to you what your peer think?  
very important 5 4 3 2 1 not at all important
89. Those that I serve think:  
Professionals should continue their education 5 4 3 2 1 Professionals should not continue their education
90. In general, how important is it to you what your client group thinks?  
very important 5 4 3 2 1 not at all important
91. Educators (faculty) think:  
Professionals should continue their education 5 4 3 2 1 Professionals should not continue their education
92. In general, how important is it to you what educators think?  
very important 5 4 3 2 1 not at all important

Are there others who influence your participation in continuing education activities? Who are they? What do they think? How important is it to you what they think?

Circle the number which represents your reaction to each statement.

93. Do you personally believe you should participate in continuing education?  
Very strongly believe 6 5 4 3 2 1 Do not believe
94. To what extent are you willing to act on this belief?  
Very willing 6 5 4 3 2 1 Not willing at all
95. Do you personally believe that continuing education should be mandatory for continued employment?  
Very strongly believe 6 5 4 3 2 1 Do not believe
96. To what extent would you be willing to sacrifice your job if you did not participate in these activities?  
Very willing 6 5 4 3 2 1 Not willing at all
97. Do you believe salary increases should be based in part upon involvement in continuing education activity?  
Very strongly believe 6 5 4 3 2 1 Do not believe
98. To what extent would you be willing to forego salary increases because you chose not to participate in continuing education?  
Very willing 6 5 4 3 2 1 Not willing at all

If you have any further comments, please write them below. When you have completed the survey, fold it with the pre-paid, addressed side out, tape or staple the edge, and mail it back to us.

THANK YOU VERY MUCH!!!



## APPENDIX B

### PROFILE OF PARK/OUTDOOR RECREATION PROFESSIONALS

Park and Outdoor Recreation Professionals in leisure services indicated that they had been in their present position for 6½ years and had been employed in leisure services for almost ten years. Their average age was 38 and the average salary was \$17,870. 97% of the individuals were males. Over 75% of these park professionals had a bachelors' degree. The last year of formal education was in 1969. Less than 19% indicated they intended to get a further degree.

Park professionals supervised an average of eight full-time employees, 20 part-time, and four volunteers. Most of the park professionals lived in the southeast, southcentral and central districts of the state.

In the area of continuing education needs and interests, park professionals indicated the need for continuing education in the broad area of planning. This was followed by a need for information in the area of financing. The top ten topics identified were: public relations, long range planning, natural resources management, maintenance operations, budgeting techniques, supervising staff, evaluating personnel, designing recreation facilities, designing recreation areas, and training staff.

When looking at continuing education methods utilized by park professionals, 55% belonged to Wisconsin Park and Recreation Association and 23% belong to National Recreation and Park Association. The types of continuing education opportunities with high participation by park professionals in 1979 were state conferences (67%) and local conferences (61%). Some of the factors which prohibited park professionals from participating in continuing education activities were not enough time (52%), cost (48%), distance or transportation (46%), and schedule conflicts (44%). When asked what support opportunities for continuing education were provided by the employing agencies, 55% of the professionals indicated that they were reimbursed for tuition or registration, 51% received

time off, and 48% received travel expenses.

In terms of park professional's attitude toward continuing education, 44% agreed that continuing education should be mandatory for membership in professional associations, 42% disagreed and 14% had no opinion.

89% believed that continuing education improved professional service, 93% believed that it helped them keep abreast of professional developments, but only 47% believed that it helped them in advancement. When asked to indicate the importance others placed on continuing education for professionals, 74% believed that employers placed high value on continued education, 92% believed their peers thought it was important, 74% believed that their clients thought it was important and 96% believed that educators placed high value on continuing education for professionals.

The park professionals also indicated the personal value they placed on continuing education. Over 80% of the park professionals indicated a high value on their personal belief in continuing education, with 73% willing to act on this belief. Only 38% of the professionals put high value on continuing professional education as a requirement for continued employment or for salary raises.

## APPENDIX C

### PROFILE OF COMMUNITY/SCHOOL RECREATION PROFESSIONALS

Community Recreation professionals included persons in school recreation, community education, and combined park and recreation departments. These persons had been employed an average of five years in their positions and almost 8½ years in leisure services. However, 50% indicated that they had been in a position for less than three years. Of the community recreation professionals, 31% were women and 69% men. The average age was almost 33 years with the median (50% above and below) being 29. The average salary was \$16,395 with the median being \$15,000. Over 93% had at least a bachelors' degree, and the last year of college course work was in 1974. Over 57% were not presently pursuing a degree while the remainder were presently or intended in the future to pursue an additional college degree.

Community recreation professionals supervised an average of almost five full-time employees, 89 part-time employees, and 23 volunteers. Community/school recreation professionals were overwhelmingly represented in the southeast part of the state with fewer in the southcentral and northeast sections of the state.

In terms of continuing education needs and interests, community recreation professionals indicated the greatest need in the broad area of financing. This was followed closely by the general areas of programming and personnel management. The top ten topics listed were: innovative programming, revenue sources, public relations, current issues, budgeting techniques, future of leisure services, program evaluation, staff training, evaluating personnel, and designing recreation facilities.

When looking at continuing education methods, community and school recreation professionals had the highest involvement of any of the leisure service areas in WPRA (73%) and in NRPA (44%). The types of continuing education opportunities with high participation by community recreation professionals in 1979 were state conferences (82%) and local conferences (60%).

the factors which prohibited community recreation professionals from participating in continuing education activities were: cost (51%), not enough time (49%), and distance or transportation (41%). When asked what support opportunities for continuing education were provided by the employing agencies, 52% of the community and school recreation professionals indicated that their professional association membership fees were paid for them, and 46% received tuition or registration reimbursement, travel expenses and time off.

In terms of community recreation professionals' attitudes toward continuing education, 47% agreed that continuing education should be mandatory for membership in professional associations, 44% disagreed and 9% had no opinion. 90% believed that continuing education improved professional service, 95% believed that it helped them keep abreast of professional developments, but only 55% believed that it helped them in advancement. When asked to indicate the importance others placed on continuing education for professionals, 78% believed that employers placed high value on continuing education, 94% believed their peers thought it was important, 81% thought that their clients believed it was important, and 98% perceived educators as placing high value on continuing education for professionals.

The community recreation professionals also indicated the personal value they placed on continuing education. Over 89% of the community recreation professionals indicated a high value on their personal belief in continuing education with 83% willing to act on this belief. Only 40% of the community recreation professionals put high value on continuing professional education as a requirement for continued employment, and 55% believed that salary raises should be based on continuing professional education participation.

## APPENDIX D

### PROFILE OF THERAPEUTIC RECREATION PROFESSIONALS

Therapeutic recreation leisure service professionals included all persons listing themselves as involved with special populations in leisure service settings. This section included all types of institution and community settings with the exception of any area of older adults or geriatric care. These professionals had been employed in their position an average of 4½ years and had been in leisure service six years. The median length of employment was three years. 66% of these individuals were women and 34% were men. The average yearly salary before taxes was \$14,300. 80% had a bachelors' degree with the last year of course work being 1975. 35% of the professional are pursuing or intend to pursue further degrees.

Therapeutic recreators supervise an average of two full-time employees, four part-time employees, and 16 volunteers. The greatest number of therapeutic recreators were located in the southeast and southcentral parts of the state.

In terms of continuing education needs and interests, therapeutic recreation professionals indicated that the area of relationships was the greatest concern. This was followed closely by programming. The top ten topics identified were: programming for special populations, innovative programming, program evaluation, activity analysis, current issues, special events programming, leisure counseling, social programming, future of leisure services, and leadership techniques.

When looking at continuing education methods, therapeutic recreation professionals had involvement in Wisconsin Park and Recreation Association (46%) and National Recreation and Park Association (23%). The types of continuing education opportunities with high participation by therapeutic recreation professionals in 1979 were state conferences (58%), local conferences (56%), and continuing education units (43%). Some of the factors which prohibited therapeutic recreation professionals from participating in contin-

using educational activities were schedule conflicts (55%), cost (53%), and distance or transportation (47%). When asked what support opportunities for continuing education were provided by the employing agencies, 73% of the therapeutic recreation professionals indicated that they received time off, 66% received tuition or registration reimbursement and 54% received travel expenses.

In terms of therapeutic recreation professionals' attitudes toward continuing education, 61% agreed that continuing education should be mandatory for membership in professional associations, 30% disagreed and 9% had no opinion. 96% believed that continuing education improved professional service and helped them to keep abreast of professional developments, but only 57% believed that it helped them in advancement. When asked to indicate the importance others placed on continuing education, 82% believed that employers placed high value on continuing education, 95% believed that peers thought it was important, 80% believed that their clients thought it was important and 99% perceived educators as placing high value on continuing education for professionals.

The therapeutic recreation professionals also indicated the personal value they placed on continuing education. Approximately 92% of the therapeutic recreation professionals indicated a high value on their personal belief in continuing education with 91% willing to act on this belief. Only 31% of therapeutic recreation professionals put high value on continuing professional education as a requirement for continued employment, and 69% believed that salary raises should be based on continuing professional education participation.

## APPENDIX E

### PROFILE OF PROFESSIONALS IN OLDER ADULTS LEISURE SERVICES

Professionals in older adult leisure services included all persons involved in programming for older adults in institutions as well as community services. The older adult professional had been employed in the current position for four years and had been in leisure services only slightly more than four years. The average age was almost 38 years and the average salary was (\$9,282). 94% of the professionals were women. 41% of the professionals had bachelors degrees. 72% indicated that they did not intend to pursue a further degree, and 27% indicated that they would like to pursue further education.

Older adult professionals supervised about one full-time employee, two part-time employees, and an average of 25 volunteers. Professionals working with older adults were located fairly evenly throughout the entire state.

In terms of continuing education needs and interests, older adult professionals indicated the broad area of relationships as a major need. This was followed closely by programming. The top ten topics they listed were: programming for special groups, activity analysis, social programming, working with volunteers, innovative programming, leadership techniques, special events programming, program evaluations, public relations, and assertiveness training.

When looking at continuing education methods, professionals working with older adults had high involvement in the Association for Activity Directors (51%). The types of continuing education opportunities with high participation by professionals working with older adults in 1979 were local conferences (69%), continuing education units (58%), and state conferences (44%). Some of the factors which prohibited professionals working with older adults from participating in continuing education activities were distance and transportation (55%), cost (47%), and schedule conflicts (40%). When asked what

support opportunities for continuing education were provided by the employing agencies, 76% indicated that they received time off and reimbursement for tuition or registration, and 68% received travel expenses.

In terms of attitudes possessed by professionals working with older adults, 73% agreed that continuing education should be mandatory for membership in professional associations, 14% disagreed and 13% had no opinion. 93% believed that continuing education helped them keep abreast of professional developments, but only 53% believed that it helped them in advancement. When asked to indicate the importance others placed on continuing education for professionals, 87% believed that employers placed high value on continuing education, 97% believed their peers thought it was important, 89% thought that their clients believed it was important, and 97% perceived educators as placing high value on continuing education for professionals.

The professionals working with older adults also indicated the personal value they placed on continuing education. Over 87% of the professionals working with older adults indicated a high value on their personal belief in continuing education with 88% willing to act on this belief. 67% of the professionals working with older adults put high values on continuing professional education as a requirement for continued employment, and 68% believed that salary raises should be based on continuing professional education participation.

## APPENDIX F

### PROFILE OF CAMPING PROFESSIONALS

Camping professionals included those persons who indicated the employment area of camping or a combination of voluntary agencies and camping. These professionals had been in their positions an average of just less than five years. They had been involved in leisure services for about 6½ years. The professionals consisted of 55% males and 45% females. They had average salaries of \$15,360 with a median of \$12,500. The average age was 35 years. Over 84% of the professionals had bachelors degrees. The last year of course work was taken on the average in 1973. 28% of the camping professionals indicated that they are pursuing or intended to pursue a further degree.

Camping professionals supervise almost two full-time employees, 33 part-time (seasonal) employees, and an average of 35 volunteers. Camping professionals had their winter residence primarily in the southeast and central districts.

In terms of continuing education interests and needs, camping professionals indicated the highest needs in the area of financing. This was followed closely by personnel management. The top ten topics that were identified were: innovative programming, staff training, long range planning, evaluating personnel, natural resource management, supervising staff, budgeting techniques, public relations, revenue sources, and leadership techniques.

When looking at continuing education methods, camping professionals had the highest involvement in the American Camping Association (80%). The types of continuing education opportunities with participation by camping professionals in 1979 were state and local conferences (55%). When asked what support opportunities for continuing education were provided by the employing agencies, 62% of the camping professionals indicated they received travel expenses, 52% indicated that room and board as well as membership fees for professional associations were paid for them, and 50% received time off

and reimbursement for tuition or registration.

In terms of camping professionals' attitudes toward continuing education, 56% agreed that continuing education should be mandatory for membership in professional associations, 32% disagreed and 12% had no opinion. 91% believed that continuing education improves professional service, 96% believed that it helped them keep abreast of professional developments, but only 43% believed that it helped them in advancement.

When asked to indicate the importance others placed on continuing education for professionals, 84% believed that employers placed high value on continuing education, 91% believed their peers thought it was important, 85% thought that their clients believed it was important and 96% perceived educators as placing high value on continuing education. Over 80% of the camping professionals indicated a high value on their belief in continuing education with 78% willing to act on this belief. Only 40% of the camping professionals put high value on continuing professional education as a requirement for continued employment, and 44% believed that salary raises should be based on continuing professional education participation.

## APPENDIX G

### PROFILE OF OUTDOOR EDUCATION/ENVIRONMENTAL EDUCATION PROFESSIONALS

Outdoor education professionals included individuals involved in activities at nature centers and environmental centers. These persons had been employed in their present positions for about 5½ years and had been involved in leisure service for almost seven years. Over 69% of these professionals were males and the average age was 35. The mean and median yearly salary was almost \$15,000. Over 94% of these people had Bachelor's degrees with 54% having Master's degrees. The average last year of formal coursework was 1974. 35% of the individuals intended or were in the process of pursuing a further degree.

These professionals supervised an average of over one full-time employee, ten seasonal or part-time staff, and 22 volunteers. Outdoor educators were most prominent in the southeast and southcentral parts of the state.

In terms of continuing education needs and interests, the broad area of most need was financing followed closely by relationships and personnel management. The top ten topic areas identified were: innovative programming, nature/outdoor education programming, current issues, revenue sources, program evaluation, working with volunteers, working with Boards, public relations, writing skills, and teaching techniques.

When looking at continuing education methods, outdoor education professionals had involvement in American Camping Association (17%) and NRPA (14%). The types of continuing education opportunities with high participation by outdoor educators in 1979 were State conferences (77%), local conferences (74%), and national conferences (57%). Some of the factors which prohibited outdoor educators from participating in continuing education activities were schedule conflicts (71%), not enough time (60%), cost (57%), and distance or transportation (51%). When asked what support opportunities for continuing education were provided by the employing agencies, 62% of the

outdoor education professionals indicated that they received travel expenses, room and board (49%), and reimbursement for tuition or registration (44%).

In terms of outdoor educators' attitudes toward continuing education, 46% agreed that continuing education should be mandatory for membership in professional associations, 43% disagreed, and 11% had no opinion. 91% believed that continuing education improved professional service, 88% believed that it helped them keep abreast of professional developments, but only 53% believed that it helped them in advancement.

When asked to indicate the importance others placed on continuing education for professionals, 91% believed that employers placed high value on continuing education, 100% believed their peers thought it was important, 91% thought their clientele believed it was important, and 100% perceived educators as placing high value on continuing education for professionals.

The outdoor education professionals also indicated the personal value they placed on continuing education. Over 94% of the outdoor educators indicated a high value on their personal belief in continuing education with 91% willing to act on this belief. Approximately 51% of the outdoor educators put high value on continuing professional education as a requirement for continued employment, and 62% believed that salary raises should be based on continuing professional education participation.

## APPENDIX H

### PROFILE OF PROFESSIONALS IN VOLUNTARY AND YOUTH SERVING AGENCIES

Professionals in Voluntary and Youth Serving Agencies included persons employed in such areas as Scouts, YMCA's and YWCA's. The professionals had been in their present positions for an average of four years and had been employed in leisure services for almost ten years. Their average age is 36 and these professionals include 37% women and 63% men. The average yearly salary is \$15,226. These individuals on the average completed their last year of formal coursework in 1971. Of these professionals, 90% have Bachelor's degrees and 42% have some graduate work. 32% are in the process or intend to pursue an advanced degree.

Of these voluntary and youth serving professionals, an average of six full-time staff, 46 part-time (seasonal) staff, and 64 volunteers were supervised. Most of these professionals were located in the southeast part of the state with a number in the northeast and southcentral districts.

In the area of continuing education needs and interests, these professionals indicated the broad areas of concern were financing and personnel management. The top ten topics identified were: public relations, working with volunteers, working with Boards, time management, marketing techniques, budgeting techniques, innovative programming, revenue sources, evaluating personnel, and long range planning.

When looking at continuing education opportunities, 26% of the professionals working in voluntary and youth serving agencies had membership in the American Camping Association. The types of continuing education opportunities with high participation by voluntary and youth serving professionals in 1979 were national conferences (67%), local conferences (63%), state conferences (62%), and continuing education units (22%). Some of the factors which prohibited voluntary and youth serving professionals from participating in continuing education activities were schedule conflicts (71%), not enough

time (62%) and cost (46%). When asked what support opportunities for continuing education were provided by the employing agencies, 60% of the voluntary and youth serving professionals indicated that they received staff development and training, 54% received time off, and 53% received travel expenses and reimbursement for tuition or registration.

In terms of voluntary and youth serving professionals' attitudes toward continuing education, 65% agreed that continuing education should be mandatory for membership in professional associations, 20% disagreed and 15% had no opinion. 97% believed that continuing education improved professional service, 90% believed that it helped them keep abreast of professional developments, but only 67% believed that it helped them in advancement. When asked to indicate the importance others placed on continuing education for professionals, 80% believed that employers placed high value on continuing education, 94% believed that peers thought it was important, 86% thought that their clientele believed it was important, and 97% perceived educators as placing high value on continuing education for professionals.

The voluntary and youth serving professionals also indicated the personal value they placed on continuing education. Over 69% of the voluntary and youth serving professionals indicated a high value on their personal belief in continuing education with 86% willing to act on this belief. Only 53% of the voluntary and youth serving professionals put high values on continuing professional education as a requirement for continued employment or for salary raises.

APPENDIX I

TOTAL RANKED NEEDS IN RELATION TO THE  
AVERAGES OF LEISURE SERVICE AREAS

<u>Ranked Needs</u>	<u>Overall Average</u>	<u>Parks</u>	<u>Community Recreation</u>	<u>Therapeutic Recreation</u>	<u>Older Adults</u>	<u>Camping Average</u>	<u>Outdoor Average</u>	<u>Voluntary Youth Average</u>
Innovative Programming	3.12	2.42	3.34	3.48	3.20	3.16	3.29	3.09
Public Relations	3.06	3.06	3.18	2.87	3.10	2.92	2.94	3.15
Program Evaluation	3.05	2.65	3.13	3.46	3.15	2.67	3.03	3.02
Programming for Special Groups	3.03	2.39	3.01	3.53	3.41	2.71	2.91	2.99
Leadership Techniques	2.98	2.80	2.88	3.13	3.19	2.90	2.8	2.93
Supervising Staff	2.92	2.95	3.03	2.91	2.84	2.98	2.66	2.98
Training Staff	2.92	2.88	3.06	2.90	2.73	3.14	2.83	2.97
Current Issues in Programming	2.91	2.16	3.17	3.32	2.99	2.72	3.12	2.94
Evaluating Personnel	2.89	2.95	3.05	2.84	2.63	3.02	2.71	3.07
Interpersonal Communications	2.88	2.71	2.89	3.02	3.04	2.64	2.77	2.80
Long Range Planning	2.88	3.01	2.09	2.77	2.44	3.10	2.86	3.05
Activity Analysis	2.88	2.12	3.0	3.39	3.36	2.55	2.74	2.63
Time Management	2.85	2.76	2.89	2.71	2.84	2.63	2.77	3.11

**TOTAL RANKED NEEDS IN RELATION TO THE  
AVERAGES OF LEISURE SERVICE AREAS**

<u>Ranked Needs</u>	<u>Overall Average</u>	<u>Parks</u>	<u>Community Recreation</u>	<u>Therapeutic Recreation</u>	<u>Older Adults</u>	<u>Camping Average</u>	<u>Outdoor Average</u>	<u>Voluntary Youth Average</u>
Budgeting Techniques	2.83	2.96	3.15	2.63	2.31	2.94	2.89	3.11
Special Events	2.82	2.26	2.87	3.23	3.17	2.48	2.83	2.80
Work with Volunteers	2.81	2.25	2.63	2.78	3.28	2.55	3.00	3.13
Revenue Sources	2.80	2.74	3.27	2.70	2.21	2.92	3.06	3.08
Future of Leisure Services	2.80	2.67	3.14	3.13	2.59	2.74	2.49	2.60
Nature/Outdoor Education	2.78	2.87	2.69	2.97	2.56	2.90	3.17	2.73
Public Speaking	2.77	2.78	2.85	2.76	2.77	2.39	2.74	2.86
Group Dynamics	2.72	2.3	2.62	2.99	3.0	2.59	2.69	2.76
Current Research	2.71	2.65	2.95	3.07	2.29	2.68	3.03	2.57
Working with Boards, etc	2.71	2.64	2.96	2.55	2.35	2.55	3.0	3.12
Professional Certification	2.71	2.30	2.88	2.95	3.02	2.52	2.51	2.60
Assertiveness Training	2.70	2.43	2.63	2.93	3.04	2.62	2.46	2.52
Social Programming	2.69	1.91	2.79	3.18	3.28	2.39	2.14	2.5

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**TOTAL RANKED NEEDS IN RELATION TO THE  
AVERAGES OF LEISURE SERVICE AREAS**

<u>Ranked Needs</u>	<u>Overall Average</u>	<u>Parks</u>	<u>Community Recreation</u>	<u>Therapeutic Recreation</u>	<u>Older Adults</u>	<u>Camping Average</u>	<u>Outdoor Average</u>	<u>Voluntary Youth Average</u>
Management Techniques	2.68	2.84	2.85	2.55	2.19	2.8	2.51	3.0
Leisure Education	2.68	2.14	2.83	2.28	2.91	2.32	2.54	2.43
Interview Techniques	2.64	2.68	2.94	2.54	2.28	2.90	2.43	2.76
Eliminating Architectural Barriers	2.62	2.42	2.53	2.41	1.88	2.36	2.37	1.99
Needs Assessments	2.62	2.62	2.89	2.79	2.13	2.76	2.51	2.65
Teaching Techniques	2.62	2.38	2.46	2.94	2.79	2.45	2.91	2.44
Cultural Programming	2.61	2.00	2.85	2.93	3.01	2.30	2.37	2.47
Accounting Systems	2.56	2.69	2.95	2.25	1.91	2.78	2.69	2.80
Designing Recreational Facilities	2.52	2.90	3.04	2.56	1.96	2.66	2.31	2.15
Leisure Counseling	2.50	1.84	2.52	3.20	2.79	2.23	2.29	2.31
Designing Recreation Areas	2.49	2.89	2.89	2.6	1.98	2.6	2.34	2.12

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TOTAL RANKED NEEDS IN RELATION TO THE  
AVERAGES OF LEISURE SERVICE AREAS

<u>Ranked Needs</u>	<u>Overall Average</u>	<u>Parks</u>	<u>Community Recreation</u>	<u>Therapeutic Recreation</u>	<u>Older Adults</u>	<u>Camping Average</u>	<u>Outdoor Average</u>	<u>Voluntary Youth Average</u>
Liability Risk Management	2.48	2.61	2.93	2.33	1.87	2.90	2.59	2.58
Risk/Adventure Programming	2.48	2.02	2.66	2.76	2.05	2.78	2.6	2.75
Feasibility Studies	2.46	2.47	2.77	2.33	1.86	2.61	2.54	2.81
Interagency Cooperation	2.46	2.41	2.74	2.46	1.99	2.2	2.37	2.86
Safety and Security	2.45	2.68	2.62	2.30	2.07	2.86	2.34	2.44
Marketing Techniques	2.39	2.06	2.93	1.92	1.63	2.8	2.66	3.11
Sports Programming	2.38	1.92	2.78	2.74	2.14	2.32	1.66	2.42
Maintenance Operations	2.33	2.98	2.73	1.88	1.55	2.66	2.34	2.31
Natural Resource Management	2.31	2.99	2.34	1.88	1.56	3.0	2.77	2.40
Eliminating Attitudinal Barriers	2.27	2.66	2.75	2.85	2.27	2.64	2.74	2.58
Working with Consultants, etc.	2.27	2.28	2.59	2.07	1.91	2.32	2.51	2.39

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TOTAL RANKED NEEDS IN RELATION TO THE  
AVERAGES OF LEISURE SERVICE AREAS

<u>Ranked Needs</u>	<u>Overall Average</u>	<u>Parks</u>	<u>Community Recreation</u>	<u>Therapeutic Recreation</u>	<u>Older Adults</u>	<u>Camping Average</u>	<u>Outdoor Average</u>	<u>Voluntary Youth Average</u>
Land Acquisition/ Use	2.12	2.79	2.55	1.65	1.24	2.61	2.51	2.14
Compute Management Systems	2.04	2.17	2.36	1.83	1.44	1.98	2.06	2.4

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APPENDIX J

NUMBER OF PROFESSIONALS IN EACH COUNTY (BASED ON SURVEY PARTICIPANTS)

