

Arkansas Journal

June 2018 Volume 53 – Number 1



**Arkansas Association for Health,
Physical Education, Recreation, &
Dance**

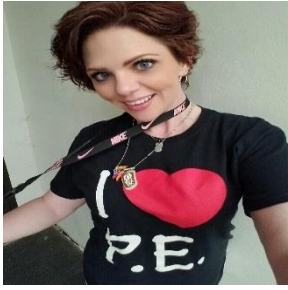
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Message from ArkAHPERD President Leah Queen

Hello ArkAHPERD Members

Once again, thank you for believing in this public health and physical education teacher and giving me the opportunity to serve as your association president through the fall of 2019. ***We're all in this together!***

There are many highlights within our organization for which we can be proud:

- We have a new Executive Director, Charles Hervey! With a new ED things have been changing in a very positive ways.
- We are continuing our summer workshops to reach out to those that may not be able to attend our state convention.
- We have a new Social Media Director, Cathryn Bass! If you're not following us on Twitter, Facebook, Instagram or Linked In you need to be, you may be missing big news.
- Future professionals are active within the organization as new leaders are developed regularly.
- The SHAPE America National Convention was attended by 11 of our members.
- Our state convention is being restricted, more information soon.

"We're all in this together" is this year's theme. This theme has never been truer than it is now. Since convention the board has stepped it up. We have found vendors and working on getting them to convention. We have several exciting new breakout sessions that are sure to be big hits. We have restructured some of our social time at convention. We have even changed the venue! Now it is your turn, we can't have a convention no matter how hard we work without you. We plus you is us and ***we're all in this together!*** With us being one big association we need more help on the board or more people to step up and say "How can I help?" This year we are having a board member training to help the few new faces that have joined our board. We plan to make this a yearly meeting so that everyone knows their roll on our team. Want to help? Consider running for an open position and do your part, because ***we're all in this together!***

I encourage you to mark your calendars for convention 2018 at University of Central Arkansas. It will be one you don't want to miss so many new and exciting changes you'll have to see to believe!

Thank you!



Executive Director Message:

Greetings members and friends. It Is an honor to serve as your Executive Director. I am looking forward to making 2018 a very prosperous year for **ArkAHPERD**, as we increase the overall awareness and impact of fitness education in the state of Arkansas.

My goals for this 2018 year are to:

- Improve our social media presence
 - Cathryn Bass has taken on the role of making sure our message will be visible on all social media outlets so please stay actively engaged and proactive in providing the content needed.
- Educate the board members on their duties and activities and report on progress
- Ensure that our members are recognized locally and nationally for outstanding academic efforts and best practices
- Increase membership.
 - Encourage current members to share experiences related to events such as the State Conventions and demonstrate best practices during teacher evaluations

The upcoming 2018 **ArkAHPERD** will be held on November 8th and 9th at the University of Central Arkansas. Janet Forbess is leading the committee in charge of convention presentations so please go to our website and submit your proposals today. Now is the time to also start talking up the convention and begin inviting fellow colleagues and associates to attend. Additionally, Please read and begin sharing information from the 2017-2018 research journals as Bennie Prince has done an amazing job of compiling vital information for our readers.

I just recently attended the SHAPE America national convention in Nashville, TN and learned quite a bit through various workshops and made some great connections. Shape America just introduced new leadership with their new chief executive officer as Stephanie A. Morris. She has hit the ground running to fight for SHAPE America's inclusion in the new landmark legislation for **Every Student Success Act (ESSA)**. For more information, please go to SHAPE America's website or ArkAHPERD and select ESSA legislation.

Lastly, on June 14th, JoAnna Faerber will be presenting at the University of Central Arkansas. JoAnna is an Arkansas native who received her degree from Arkansas State and taught at Louisiana State University. She is a nationally recognized Teacher of the Year by SHAPE America. There will be equipment giveaways, training on outdoor physical fitness activities, and a special workshop on grant opportunities for physical fitness teachers. So please mark your calendars to attend. As **ArkAHPERD** grows and faces many new challenges this year, we are counting on your active participation and feedback. Thanks for your support-especially those who participated and presented at our 2017 convention. I am looking forward to seeing each of you at the 2018 State and National Convention(s).

Best,

Charles Hervey
Exercise Sport Science (EXSS)
University of Central Arkansas
501-450-5714 Office
501-450-5708 Fax
Farris Center Suite143

ArkAHPERD Directory thru November 8, 2018

President [thru 11/18]

Leah Queen
201 S. Giles St.
Gentry, AR 72734

Past-President [thru 11/17]

Valarie Hilson
PO Box 1486
State Univ., AR 72467

President-elect [11-19]

Leah Queen
201 S. Giles St.
Gentry, AR 72734

Chief Financial Officer (CFO)

(TBA)

Executive Director & Webmaster

Charles Hervey
201 Donaghey Av. Farris Center 143
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churvey@uca.edu

10 DIVISIONS

[Vice Presidents serve 2 years & Vice President-elects serve 1 year, in their respective positions. Positions will be staggered with 1/3 elected each year.]

Health

Vice President [thru 11/19]

Tracy Gist
87 South B Street
Pottsville, AR. 72858
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VP-elect [elected 11/19]

Physical Education

Vice President [thru 11/19]

Jody Foust
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VP-elect [elected 11/19]

Recreation

Vice President [thru 11/19]

John Thomasson
Henderson State University
thomasj@hsu.edu

VP-elect [elected 11/19]

Dance

Vice President [thru 11/20]

Lindsey Beaton
1502 South Main Street
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lbeaton@dewittdragons.net

VP-elect [elected 11/20]

Athletics & Sports

Vice President

Pete Kelly [thru 11/20]
Hull Build 136 N. El Paso Ave
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pkelly@atu.edu

VP-elect [elected 11/20]

Exercise Science

Vice President [thru 11/20]

VP-elect [elected 11/20]

Chad Sanders
2801 South University
Little Rock, AR 72204
cxsanders@ualr.edu

Athletic Training

Vice President

TBA

VP-[elected 11/18]

Sports Management

Vice President

TBA

VP-elect [elected 11/18]

Higher Education and Research

Vice President [thru 11/18]

Agneta Sibrava PO Box
240
State University, AR 72467
asibrava@astate.edu

VP-elect [elected 11/18]

Standing Committees

- **Executive Committee** – Charles Hervey Ex. Director, Leah Queen Pres., Bennie Prince, appointed
- **Student & Research Awards & Advocacy Coordinator** – Rockie Pederson, Arkansas Tech, 1306 N El Paso Russellville, Ark 72801-2222 rpederson@atu.edu
- **Program Coordinator & Lifetime Achievement Award** – Janet Forbess, 1 U of A HPED 308, Fayetteville, Ark 72701 jforbess@uark.edu
- **Higher Education Award & Poster Presentation** – Agneta Sibrava, Box 240, State University, Ark 72467, asibrava@astate.edu
- **Publications of Arkansas Journal & Teacher of Year Award** – Bennie Prince, ,

2801 S University, LR, Ark. 72204 bfprince@ualr.edu, Reviewers Dr. Janea Snyder & Dr. John O'Conner.

- **Constitution Committee** - appointed by ArkAHPERD Board, Charles Hervey, Brett Stone, Leah Queen, Bennie Prince
- **JRFH/HRH Coordinator** – Cathryn Bass, 317 Heather Lane, Russellville, Ark 72802, cathryn.bass@russellvilleschools.net. Leah Queen, Rt. 1 Box 387, Westville, OK 74965, lqueenb@gentrypioneers.co
- **Social Media** – Cathryn Bass, 317 Heather Lane, Russellville, Ark 72802, cathryn.bass@russellvilleschools.net

Future Professional

Student Rep [2018 One year term]
UA Little Rock

Student Rep [2018 One year term]
UA Little Rock

Future Professional officers shall be rotated from school-to-school each year according to the following order:

University of Arkansas at Pine Bluff [2014]
Arkansas Tech University, Russellville [2015]
University of Central Arkansas, Conway [2016]
Arkansas State University [2017]
University of Arkansas Little Rock [2018]
Henderson State University, Arkadelphia [2019]
Harding University [2020]
Southern Arkansas University, Magnolia [2021]

6 Districts in Arkansas

District I

Senator [thru 11/20]
Angie Smith-Nix
1 University of Arkansas
ansmith@uark.edu

District II

Senator [thru 11/20]
Jonathan Doss
Mulberry
jdoss@mpvschools.com

District III

Senator [thru 11/19]
Jamie Oitker
Cabot School District
Jamie.oitker@cps.k12.ar.us

District IV

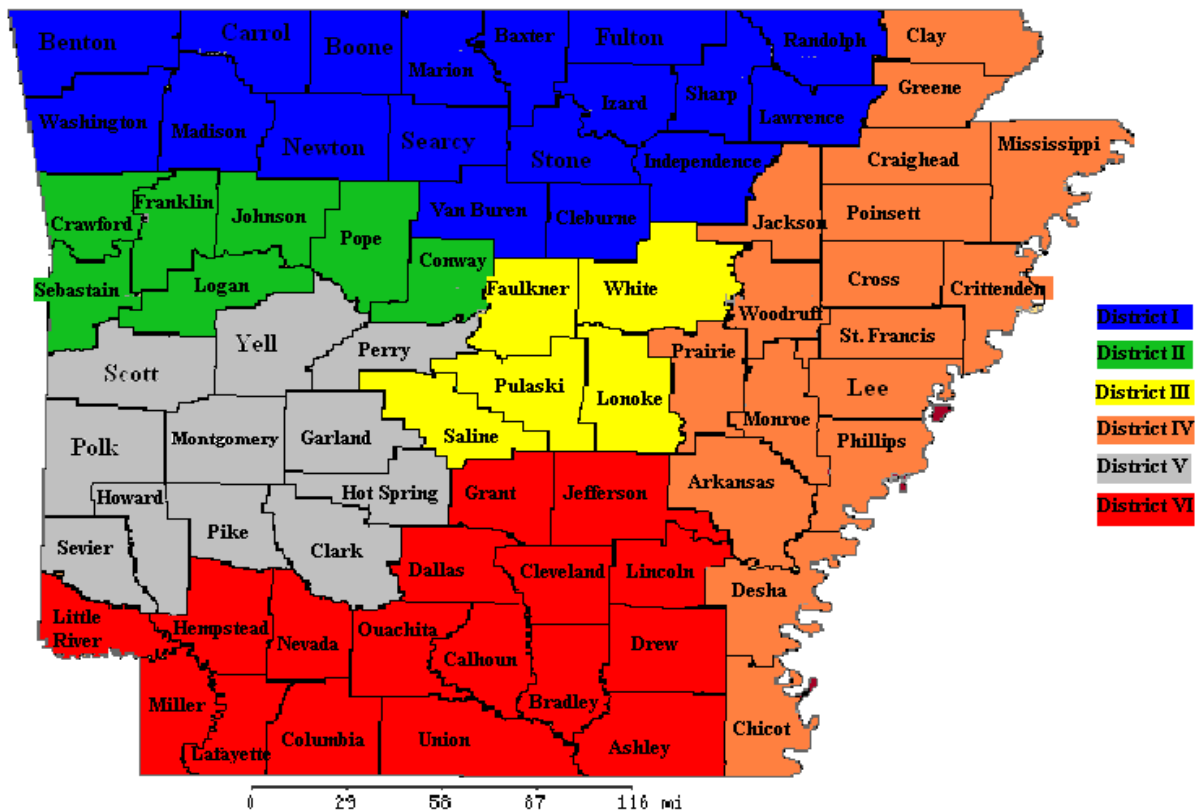
Senator [thru 11/19]
TBA

District V

Senator [elected 11/18]
TBA

District VI

Senator [elected 11/18]
TBA



ArkAHPERD Social Media links

Tweeter: @ArkAHPERD

<https://twitter.com/arkahperd?lang=en>

Facebook: Ark Ahperd

<https://www.facebook.com/ark.ahperd.3>

Linkedin: Ark (ArkAHPERD) AHPERD

Google+:

<https://plus.google.com/+Arkahperd>

Youtube: ArkAHPERD

https://www.youtube.com/user/ArkAHPERD/featured?disable_polymer=1

Instagram

ArkAHPERD @ARKAHPERD

<https://www.instagram.com/arkahperd/>

Website: www.arkahperd.com

Award Descriptions

HIGHER EDUCATOR OF THE YEAR

Candidate must meet the following qualifications:

- Have served the profession for at least three years prior to the nomination.
- Be a member of **ArkAHPERD**
- Be of high moral character and personal integrity who by their leadership and industry have made outstanding and noteworthy contributions to the advancement of teaching, research, or service in the state of Arkansas.
- Be employed by an institution of higher education in the state of Arkansas.

Any **ArkAHPERD** member may submit nominations by sending a copy of the candidate's qualifications to Agneta Sibrava, asibrava@astate.edu. Deadline for submission is Oct. 15 of each year.

TEACHER OF THE YEAR

Teacher awards are presented in the areas of elementary physical education, middle school physical education, secondary physical education, dance, and health.

Candidate must meet the following qualifications:

- Have served the profession for at least three years prior to the nomination.
- Be a member of **ArkAHPERD**.
- Be of high moral character and personal integrity who by their leadership and industry have made outstanding and noteworthy contributions to the advancement of teaching in the state of Arkansas.
- Be employed by a public school system in the state of Arkansas.
- Have a full time teaching contract, and have a minimum of 60% of their total teaching responsibility in the nominated area.
- Have a minimum of five years teaching experience in the nominated area.
- Conduct a quality program.
They must submit three letters of recommendation and agree to make complete NASPE application if selected.

Any **ArkAHPERD** member may submit nominations by contacting Bennie Prince, bfprince@ualr.edu. And/or submit on website: arkahperd.com

Student Scholarship Awards

ArkAHPERD awards four scholarships annually for students majoring in HPERD.

They include:

- Newman McGee
- Past President's
- Jeff Farris Jr.
- John Hosinski

Students must possess a minimum 2.5 GPA and be active in universities HPERD organization. Submit to committee chair or acting president.

Research Awards

- Research awards of \$100, \$50, and \$25 are awarded to undergraduate and graduate students who are members of **ArkAHPERD**.
- Students must submit an abstract and a complete paper to Rockie Pederson, rpederson@atu.edu by October 15.
- Papers selected for the research awards must be presented by the student in an oral or poster format at the November convention

Lifetime Achievement Award

Candidate must meet the following qualifications:

- Be at least 30 years of age and have earned a Master's degree or its equivalent.
- Have served the profession for at least five years prior to the nomination.
- Be a current member of **ArkAHPERD**. Former members who have retired from professional work may be exempt.
- Be of high moral character and personal integrity who by their leadership and industry have made outstanding and noteworthy contributions to the advancement of our profession in the state of Arkansas.
- To indicate leadership or meritorious contributions, the nominator shall present evidence of the nominee's successful experiences in any two of the following categories of service:
 1. Service to the association.
 2. Advancement of the profession through leadership of outstanding programs.
 3. Advancement of the profession through presentation, writings, or research.

Any **ArkAHPERD** member may submit nominations by sending six (6) copies of the candidate's qualifications to Janet Forbess, jforbess@uark.edu. The ArkAHPERD Board will Determine who receives this award. It is not awarded annually.

Research

The Relationship between Collegiate Recreation Center use and Academic Success

Among Arkansas College Students

by

Dr. Katie Helms UA Little Rock

The relationship between collegiate recreation center use and academic success among Arkansas college students

Exercise and physical activity have been positively associated with academic performance among high school and college students (Trockel, Barnes, & Egget, 2000); Trudeau & Shepherd, 2008). Additionally, in a college setting, increased student involvement within the campus community has also been associated with academic success (Astin, 1999). In supporting student wellness and success, many colleges offer opportunities for both physical activity and student involvement through the provision of campus recreation programs and facilities. In efforts to provide accountability for resources allocated to campus recreation programs and facilities, many institutions have examined linkages between student participation in campus recreation and various measures of student success. The current study builds on these efforts, and examines this relationship specifically within the state of Arkansas.

Increasing costs of higher education, as well as increasing accountability to student outcomes, have resulted in greater attention to services and initiatives that may contribute to student success measures (Deming & Figlio, 2015; Hamrick & Klein, 2015). Campus recreation programs have recently been recognized for their contribution to such measures. Specifically, campus recreation participation has been positively associated with academic performance measures including grade point average and credits completed (Danbert, Pivarnik, McNeil, & Washington, 2014; Gibbison, Henry, & Perkins-Brown, 2011). Campus recreation participation

has also been associated with other important student outcome measures including retention and graduation rates (Huesman, Brown, Lee, Kellogg, & Radcliffe, 2009)

While recent research has established connections between campus recreation participation and academic success, it has been conducted at institutions in other areas of the country. With Arkansas' recent shift towards an outcomes-based, rather than enrollment-based, model of higher education funding, it is important to examine the relationship of campus recreation programs with student success outcomes at the state level (Arkansas Department of Higher Education, 2016). The current study aims to investigate the relationship between campus recreation participation and selected student success outcomes specifically within the state of Arkansas. Results can be utilized by institutions within the state to identify specific programs that might serve to contribute to desired student success outcomes, as well as provide evidence of program effectiveness.

Research Questions

The current study analyzed the following research questions as they pertain to a higher education institution within the state of Arkansas:

- 1) Is campus recreation center visitation associated with differences in grade point average?
- 2) Is campus recreation center visitation associated with the number of credit hours passed?
- 3) Is campus recreation center visitation associated with year-to-year retention rates?

Methods

Human subjects research approval was obtained through the relevant institutional review board prior to data collection. Data were collected retroactively from all students who were classified within the freshman cohort during the fall semester at a large, public, doctorate-granting university in the state of Arkansas. Recreation facility entrance counts were compiled for each participant by the collegiate recreation program, and then matched with demographic and

enrollment data supplied by the registrar's office. Recreation facility entrance counts were collected through student ID swipes that are required upon entrance. Enrollment data included semester and cumulative GPA, semester and cumulative hours passed, semester-to-semester re-enrollment, and fall-to-fall re-enrollment. It is important to note that at this particular institution, the recreation center houses the Health, Human Performance, and Recreation (HHPR) academic department, and many facility entrance counts involve students attending class, rather than recreating or exercising. For this reason, freshmen with an identified HHPR major were excluded from the study, as a disproportionate number of facility entrances may have been related to academic class attendance.

Results

Of the 4,253 participants examined, 52.7% were female and 47.3% were male. 1,050, or 24.7%, were first-generation college students. 89.5% visited campus recreation facilities at least once during the academic year. The mean number of facility entrances recorded for the year was 27.4, or just under one entrance per week during a 30-week academic year. Most of the cohort checked into campus recreation facilities between 1 and 30 times during the year (59.3%), while 17.8% of the cohort checked in 31-60 times (or approximately 1-2 times per week). 9.6% did not visit campus recreation facilities during the school year.

Recreation Center Visits and GPA

Recreation center visitation frequency for each semester (fall and spring) was compared to cumulative GPA for the corresponding semester. For both semesters, visitation frequency was significantly positively correlated with semester GPA, $r(4,253) = .104$, $p(\text{two-tailed}) = .00$ (fall semester), and $r(3,916) = .118$, $p(\text{two-tailed}) = .0$ (spring semester). Facility visitation frequency during the entire academic year was also positively correlated with year-end cumulative GPA, r

(4,253) = .177, p (two-tailed) = .00. Although significant, all correlation coefficient strengths were small (Cohen, 1988).

A one-way ANOVA was utilized to analyze whether GPA varied as a function of recreation facility visits during the fall semester. The between-subjects factor represented five different facility visitation frequency ranges: zero visits, 1-15 visits (an average of approximately 1 per week during a semester), 16-30 visits (approximately 2 per week), 31-45 visits (approximately 3 per week), and over 45 visits (approximately 4 or more per week). Table 1 shows the means and standard deviations for each of the five groups.

Table 1

Means and Standard Deviations for Semester GPA and Recreation Center Visitation Frequency

Facility entrance range (fall semester)	n	Mean	SD
0 entrances	707	2.87	.90
1-15 entrances	2401	3.04	.79
16-30 entrances	593	3.12	.77
31-45 entrances	285	3.19	.79
46 or more entrances	267	3.25	.62

Significant differences in GPA occurred between the five different entrance frequency groups, $F(2, 2,054) = 17.79$, $p = .00$. Post-hoc comparisons were used to determine which group GPA means differed from each other. Because Levene's test indicated unequal variances, the Brown-Forsythe statistic was used as an adjusted F statistic. The results are given in Table 2 and indicate that students who visited recreation facilities more frequently have higher GPAs. Students who had at least one facility entrance during the semester had significantly higher GPAs than students who did not visit. Other significant differences in GPA are indicated.

Table 2

ANOVA Post Hoc Results: Mean Differences in GPA According to Semester Visitation

Frequency Range

Group	Mean	Mean Differences				
		1.	2.	3.	4.	5.
1. 0 entrances	2.87	0	-.17*	-.24*	-.33*	-.38*
2. 1-15 entrances	3.04	.17*	0	-.07	-.15*	-.21*
3. 16-30 entrances	3.12	.24*	.07	0	-.07	-.14
4. 31-45 entrances	3.19	.33*	.15*	.07	0	-.05
5. 46 or more	3.25	.38*	.21*	.14	.06	0
*p < .001						

Cumulative hours passed

A one-way ANOVA was used to analyze differences in cumulative hours passed by students at the end of the school year according to facility visit ranges. In keeping with the previous categorization of facility visits to reflect an average of one, two, three, and four or more average visits per week, facility entrance ranges were categorized as 0, 1-30, 31-60, 61-90, and over 91 visits during the course of the entire school year. Because Levene's test indicated unequal variances, the Brown-Forsythe statistic was used as an adjusted *F* statistic. There was a difference between groups in the mean cumulative hours passed, $F(4, 4248) = 33.025$, $p = .00$. Table 3 shows the means and standard deviations for cumulative hours passed according to the number of recreation facility entrances.

Table 3
Means and Standard Deviations of Yearly Cumulative Hours Passed

Facility entrance range	n	Mean	SD
0 entrances	407	27.70	15.62
1-30 entrances	2522	32.31	14.54
31-60 entrances	758	34.99	12.93
61-90 entrances	312	36.95	12.46
91 or more entrances	254	36.70	12.15

Post-hoc comparisons using Games-Howell procedures for unequal variances were used to determine which group cumulative hour means differed from each other. The results are given in Table 4 and indicate that students who visited campus recreation facilities more frequently had a greater number of cumulative hours passed. Students who had at least one facility entrance during the semester had significantly greater hours passed than students who did not visit. Other significant differences in hours passed are indicated.

Table 4
Games-Howell Post Hoc Results for Recreation Facility Visits and Yearly Cumulative Hours Passed

		Mean Differences				
Group	Mean	1.	2.	3.	4.	5.
1. 0 entrances	27.70	0	-4.61*	-7.29	-9.25*	-9.00
2. 1-30 entrances	32.31	4.61*	0	-2.69	-4.64*	-4.40
3. 31-60 entrances	34.99	7.2*	2.69*	0	-1.95	-1.71
4. 61-90 entrances	36.95	9.25*	4.64*	1.95	0	.24
5. 91 or more entrances	36.70	9.00*	4.40*	1.71	-.24	0

p < .001

Recreation Center Visits and Retention

The year-to-year retention rate of the freshman cohort was also analyzed according to recreation center visitation frequency, as measured by re-enrollment from one fall semester to the following fall semester. Re-enrollment rates were calculated as a percentage for each category of facility visit frequency, and are displayed in Table 5.

Table 5

Recreation Center Visitation Frequency and Year-to-Year Re-enrollment Rates

Facility Entrance Range	Fall-to-Fall Re-enrollment		Total
	No	Yes	
0 entrances	26.8% (109)	73.2% (298)	100% (407)
1-30 entrances	16.9% (425)	83.1% (2097)	100% (2522)
31-60 entrances	10.8% (82)	89.2% (676)	100% (758)
61-90 entrances	10.9% (34)	89.1% (278)	100% (312)
91 or more entrances	15.4% (39)	84.6% (215)	100% (254)

A chi square test of independence was used to compare the fall-to-fall re-enrollment rates of the five entrance frequency categories. Re-enrollment rates significantly differed across recreation center visitation frequency range, $\chi^2 (4, 4,253) = 55.69, p = .00$. Fall-to-fall re-enrollment rates were highest for students who visited the recreation facility in the 31-60 and 61-90 entrances range. Re-enrollment rates were lowest for students who did not visit the recreation facility at all.

Discussion

The current study examined campus recreation center use and student success measures including grade point average, hours passed, and year-to-year retention in a public, 4-year institution within the state of Arkansas. The frequency with which freshmen students visited the campus recreation center was positively associated with grade point average, as well as with cumulative hours passed. This finding is consistent with previous research conducted at other institutions in various regions of the country (Danbert, et al., 2014; Gibbison, at al., 2011). However, producing these findings within an Arkansas institution places this important association between campus recreation participation and student success within a local context. As institutions within the state engage in campus planning and program budget allocations, these findings may be used to consider how students specifically within Arkansas colleges and universities experience outcomes related to campus recreation participation.

Retention rates were also found to differ according to recreation center visitation frequency. This result is also consistent with previous research associating campus recreation participation with various measures of retention (Huesman, et al., 2009). Considering that year-to-year re-enrollment is an important outcome measure in higher education funding within the state, this result was important to obtain at a state level (Arkansas Department of Higher Education, 2016).

A limitation of the current study involves data collection and analysis at a residential university with a traditional student profile. Considering the diversity of institution types and student demographics across the state, the results may not be generalizable to students across the state who may be part of different demographic profiles. Although the current study has associated campus recreation with student success in a traditional student population, it may be helpful to be able to further pinpoint specific student profiles for whom campus recreation participation may or may not be associated with student success. An additional limitation involves the investigation of only college freshmen. Studying only students classified as freshmen has implications in the generalizability of results to students of other classification types.

Similarly, implications for further study involve comparing the association of campus recreation participation and academic success measures across the various types of institutions across the state. Within the state, a variety of institution types and profiles serve to meet the needs of different types of students, including regional institutions, community colleges, and liberal arts colleges. It might be useful to examine how campus recreation participation varies across these different institution types, as well as differences in how participation is associated with outcome measures. Such information would allow a more comprehensive view of this association at the various types of institutions throughout the state.

The importance of examining factors related to student and academic success measures is

critical as Arkansas moves towards funding formulas that are increasingly outcomes-based. The current study presents some important and localized results related to the way in which campus recreation facilities and programs are associated with positive academic outcomes. Results can also be used as evidence that campus recreation services are able to provide accountability measures to justify funding and resources. Administrators of Arkansas institutions should take these results into consideration in making decisions regarding campus recreation program provision and resource allocation.

References

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Research

Behaviors and Perceptions of Students Using Electronic Devices While Driving

by

Teresa Henson graduate students UA Little Rock, faculty Dr. Amar Kanekar,
Dr. Janea Snyder, & Dr. Bennie Prince

INTRODUCTION

The focus of this research study was to assess the perceptions and behaviors about distracted driving among the University of Arkansas at Little Rock (UALR) college students and to use a self-administered email survey to measure their perceived behaviors and attitudes. The goal was to identify any lack of awareness and behavior while using electronic devices in regards to distracted driving among the UALR college student population. Inquiring the existing awareness among the students will help the university to provide quality information that can help be a positive impact to their student base. Providing effective research base information to the college students can help encourage them to be more responsible drivers.

Distracted driving is a growing issue in today's society. The use of electronic devices is becoming more prevalent as the increase of distracted driving is on the rise in the United States and other countries. The constant use of cell phones and other electronic devices, primarily texting, is the main factor behind the rise in distracted driving (Madden & Rainie, 2010). It has been reported that in the United States alone, there have been more than 9 people each day who are killed by distracted driving (Naylor, 2013), and more than 1,000 people who are injured due to distracted driving. In 2012, more than 3,000 casualties were caused by distracted drivers, compared to 3,360 in 2011 (Naylor, 2013). The number of individuals injured in motor vehicle accidents due to distracted driving was 421,000 in 2012 (National Highway Traffic Safety Administration, 2011).

Due to the number of individuals being hurt and killed as a result of above behavior, it is very important that such issue be addressed.

According to the 2011 National Highway Traffic Safety Administration (NHTSA), states that the prevalence of texting and driving has increased among the young population (National Highway Traffic Safety Administration, 2011). Not only does the issue need to be handled, but there's a need to shine the light of awareness that the distracted driving problem has engulfed itself among the teenage and college populations. About 59% of the millennial population in their early 20's and 30's readily indicated that they participate in texting and driving (Madden & Rainie, 2010). The alarming number brings our attention that inexperienced drivers are engaging themselves in an activity that distracts their attention away five seconds or more at a time (NHTSA, 2011). In 2010, the Transportation Secretary Ray LaHood stated that "55 miles per hour, means that the driver is driving the length of a football field, this includes the end zones, without looking at the road" (Tel, 2010). Now, according to a Translational Research for Injury Prevention study, investigated that participants who were comfortable using their electronic cell devices were more likely to be distracted (Stavrinos, 2009)

It is common for teenagers to be the sole culprits of distracted driving, however, the number of young adults; especially college students that engage in texting while driving is growing. A study that was conducted by the Pew Internet and American Life Project shows that 47% of adult drivers who were college students, openly engage in texting while driving (Madden & Rainie, 2010). Some variables are age, class-classification, and gender. These variables may be intrapersonal factors that can drive distractions among college students. Older college students are less likely to text and drive compared to a younger college student (Issar, Kadakia & Sethi, 2013). This may be because older college students may have less of a skill set to

technology. Older students are less likely to use their hands-free cell devices while driving because they have a higher respect for their safety (Stravinos, 2009).

The purpose of this study is to assess the UALR college student behaviors and perceptions concerning distracted driving while using electronic devices. This project address various perceptions and behaviors about distracted driving that range from age, gender, and class-classification.

Healthy People 2020

The Healthy People 2020 has indicated the need to decrease the motor vehicle accidents and fatalities due to distracted driving with its goal of violence and injury prevention. The plan is to target the issue of texting and driving with Objectives 13 and 14 under the Injury and Violence Prevention. The Injury and Violence and Prevention Objective 13: is to reduce motor vehicle crash-related deaths per 100,000 populations and per 100 million miles traveled (Office of Disease Prevention and Health Promotion, 2015). Objective 14 under the Injury and Violence and Prevention, is to reduce the number of non-fatal motor vehicle crash-related injuries by educating the population about the Fatality Analysis Reports from Healthy People 2020. By doing this, it will hopefully bring awareness of the dangers of texting and driving. So offering awareness can encourage people to decrease the use of electronic devices while operating vehicles (Office of Disease Prevention and Health Promotion, 2015)

Methodology

The purpose of the research was to address the UALR college student behaviors and perceptions concerning distracted driving using electronic devices. Do college students know the severity of distracted driving? By conducting this research, this can increase awareness of

the growing problem of distracted driving among college students, so college students can be mindful of the dangers that they put themselves and others in on a daily basis.

UALR students participated in an on-line survey by listserv received through Blackboard. 87 participants voluntarily took the on-line survey. The students received a distracted driving while using electronic device survey via the listserv. The on-line survey was anonymous, and no personally identifiable information was requested with the survey. The survey was provided to all undergraduate and graduate departments on UALR the campus listserv. The study design was a quantitative cross-sectional study to assess the behaviors and perceptions about distracted driving with electronic devices among the UALR college population. Voluntarily responded to the on-line survey.

The University of Arkansas at Little Rock (UALR) Institutional Review Board, provided approval for this study in June 2016. The University of Arkansas at Little Rock (UALR) Department of Human Performance Sports Management approved this study. The Assistant Professor of Health Education/Promotion Department sent the on-line survey via campus listserv. The college students provided their consent by participating in the on-line survey.

Statistical analysis was performed using IBM SPSS software version 22 (IBM SPSS Statistics 22 1-16). Descriptive data which included the mean and standard deviation was run for age, gender, and class-classification of students using electronic devices while driving. The dependent variables for the study were behaviors, attitudes, and perceptions. An Analysis of Variance (ANOVA) test was conducted to find the differences of class-classification, gender, and age among the students. An alpha level of ($p < 0.05$) was used for the study. Using this alpha level is more conservative to control for the probability of Type 1 error.

Project Results Analysis

The online survey was sent out via the listserv and a total of 87 students (23 males, 26.4% and 64 females, 73.6%) participated. Although year class-classifications were listed by each individual year on the survey, due to low numbers in certain groups, a freshman and sophomore were combined, Junior and Senior were combined, and Graduate students comprised the three groups in the analysis. Freshman/Sophomore were 17 (18%), Junior/Seniors were 47 (54%) and graduate students 12 (13.8%) were represented.

For this study, a total of eighty-seven reported age and ethnicity. Regarding age, students were classified into either the 18-25 year-old (n = 49) or 35-45 (n = 38) year-old categories.

Next, the participants were asked to identify their ethnicity, and the results are presented in the Sample Ethnicity Demographics table (Table 2).

Table 2

<u>Sample Ethnic Demographics</u>		
	n	Percent
White	58	66.7
Black or African American	18	20.7
Hispanic	3	3.4
Asian	2	2.3
Multiple Races	6	6.9
Total	87	100.0

Research Question 1: Is there a difference of attitudes toward distracted driving among the students with different class-classifications.

The first research question tested the null hypothesis that there are no differences in attitude among students of different class- classifications. The student class-classifications were

freshman/sophomore, junior/seniors, and graduate students. Potential mean attitude differences were analyzed using a one-way Analysis of Variance (ANOVA). The ANOVA results for all research questions are presented in the ANOVA summary table (Table 2). The ANOVA examining attitudes, $F(2, 74) = 0.563$, $p = 0.571$, indicated that we fail to reject the null hypothesis. There were no significant differences in the attitude composite scores toward distracted driving among student class-classifications.

Table 2

Variable	Source	DF	SS	MS	F	p
Classification	Between	2	13.39	6.696	0.562	0.571
	Within	74	879.853	11.889		
Age	Between	1	4.592	1.530	0.784	0.560
	Within	82	160.117	1.952		
Gender	Between	1	25.064	25.064	3.795	0.055
	Within	83	548.159	6.604		

Research Question 2: Is there a difference to engage in specific electronic devices behavior among the students based on gender?

Regarding the second research, the question tested the null hypothesis that there are no differences in behavior of usage of specific electronic devices among male and female students. The scores behavior differences were analyzed using a one-way Analysis of Variance (ANOVA). The results of the ANOVA, $F(1, 83) = 3.795$, $p = 0.055$ (Table 2), indicated we fail to reject the null hypothesis. There were no significant differences in behavior composite scores for the usage of specific electronic devices among genders.

Research Question 3: Is there a difference of perceptions towards distracted driving while using electronic devices based on age?

For the third research question, the question tested the null hypothesis that there is no difference of perceptions towards distracted driving while using electronic devices based on age. As a reminder, the participants were classified into these specific age ranges of 18-35 and 35-45. The mean perception differences were analyzed using a one-way Analysis of Variance (ANOVA). The ANOVA results $F(1, 82) = 0.784, p=0.560$ (Table 2), indicated we fail to reject the null hypothesis. Therefore, no significant differences in perception composite scores towards distracted driving while using electronic devices based on age.

Discussion

According to the 2014, National Safety Council recognizes that texting while driving is a global cause in traffic injuries and fatalities. The United States, for example, states that 5-14% of motor vehicle crashes or 281,000-786,000 crashes per year are caused by distracted driving (National Safety Council, 2014). For the UALR study, three research questions were investigated to look at variables in regarding too distracted driving among college students. All three research questions were addressed using a quantitative method design. Data on attitudes, behavior, and perceptions was used in comparison with class-classifications, gender, and age by using an Analysis of Variance (ANOVA) to determine if there was any significance among the variables.

Looking at the first research question, is there a difference of attitudes toward distracted driving among the students with different class-classifications? The results for attitudes toward distracted driving among different class-classifications did not show any change among the groups for my study. The students in the class-classification groups did not have any significant differences towards distracted driving. (Nielsen Insights, 2016). Studies have shown freshmen to senior student populations are a part of the Millennials generation who grew up with the use of cell phones, therefore, it's normal to text and drive (Nielsen Insights, 2016). However, for the graduate

student population on most campuses in various studies indicated that maturity level plays a role with the students. The graduate students were more conscience and aware of their actions and limited their use of hands-free devices while in a vehicle (Atchley et al., 2011).

The second research question for my study, is there a difference to engage in specific electronic devices behavior among the students based on gender? The results conducted for the behavior among the students based on gender showed no significant difference as well. For my study, there were 26.4%, 23 males,) and 73.6%, 64 females) who participated in the on-line survey. According to Engelberg in 2017, stated that 715 college students participated in a survey, 75% were women, and their average age was 46. (Engelberg, 2017). Another research study investigated that 243 males and female college students took part in a survey that showed a higher participation rate among the females compared to the male students on the campus. Many of the same studies show students that lived on campus demonstrated the same outcome, which the females outnumbered the males when it came to the use of electronic devices. This may be due to female college students being more socially active compared to male counterparts on campus. Female students have a tendency to be more interactive with campus life compared to the male students on campus (Engelberg, 2017).

The third and final research question, is there a difference of perceptions towards distracted driving while using electronic devices based on age? The results from question 3, indicates there is no significant difference of perceptions based on age. Plenty of research studies have illustrated the same outcome, one study conducted nationwide by Centers for Disease Control and Prevention (CDC), stated that 60% of the U.S. drivers who are college students, admitted to one cell phone-related distraction while driving (CDC, 2013; Olsen, Shults & Eaton, 2013). The scores from the study showed a significant correlation to a year of self-reporting accident rates based on age, with

18-24-year olds being the highest among young drivers who were consistent with the study (Chaudhary et al., 2011). Another study was conducted to examine the influence of driver ages (18-59) as a factor related to distracted driving. The results showed that there was an increased frequency of texting while driving within all age groups. However, other investigation studies done by Braitman and McCartt, stated that the percentage of drivers who report texting while driving was highest among drivers ages 18-24 and lowest among drivers 60 and up (Braitman & McCartt, 2010). So based on the responses for my study among the UALR college students, the 18-25 year-olds were high, and the 35-45 year-olds were low. Although this finding was very interesting in my study, results indicated no statistically significant difference. Years of research studies that have been done indicated that the difference level of ages may be due to the dynamics and the locations of the college campuses. Some colleges where studies were performed showed that most of their student bodies were traditional students who were housed on the campus with no need of public transportation in compared to other campuses; the student body was made up of both traditional and non-traditional students. Meaning, they were commuting to campus.

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Submission template and guidelines can be found in the Appendix. Deadline for submission March 31. Anyone interested in becoming on the editorial board submit vitae to bfprince@ualr.edu

ArkAHPERD
Arkansas Journal

New Submission Guidelines for Authors:

Material for publication and editorial correspondence should be emailed to Bennie Prince at (bfprince@ualr.edu). Deadline for the submission is March 31. Guidelines for materials submitted are those of the Publication Manual of the American Psychological Association (APA). All submissions must be double spaced, 12 font, Times New Roman, and limited to 10 pages for review and publication in the *Arkansas Journal*.

Indicate manuscript category: Faculty research, student research, or both. There will be new categories where researchers and writers can submit their well thought out commentaries on issues involving, new research, trends, and special topics concerning our profession. Examples of these type articles can be viewed in *Research Quarterly for Exercise and Sports*.

The review process is a BLIND REVIEW and is reviewed by at least two (2) reviewers. The review research is structured as stated below:

The scientific review – The review is focused on the article’s content. The scientific review is completed by the reviewers, who are specialists in the area of Health and Physical Education, and associated fields. The Journal editor is responsible for collecting all review questionnaires and informing author of submission acceptance or rejection.

For manuscripts submission and review submit 3 documents that follow the template below.

(Submission Template)
First Submission Attachment-Editor

Title of Manuscript submitted_____

Submission Category_____

Author or Author(s) Name_____

Author or Author(s) University, Position, address, phone number, email

Scientific review and research follow APA format

Total 10 pages for review process and if selected these 10 pages will be in the *Arkansas Journal*.

Second Submission Attachment- For Blind Review

Title of Manuscript submitted_____

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Scientific review would include: Abstract, Introduction, Methods, Data Analysis,

Results,

Discussion and Conclusion.

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Complete Manuscript**

Title of Manuscript submitted_____

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The review research is structured as stated below:

The scientific review – The review is focused on the article’s content. The scientific review is completed by the reviewers, who are specialists in the area of Health and Physical Education, and associated fields. All reviewers must complete the reviewer form below and may provide comments to the author. These comments should be constructive and friendly. The comments can not include any personal remarks to the author.

After completing the review form, the reviewer should send to the Journal editor, who is responsible for informing the author(s) about the final decision and possible to provide an opportunity for rewrite.

ARTICLE REVIEW

I. GENERAL INFORMATION

Article No.				
Article Type	Professional	Student	Research	Non-research
Article Title				
Reviewer				
Date				

II. SCIENTIFIC CRITERIA

REVIEW CRITERIA	QUESTIONS	SCALE
I. ORIGINALITY	- Are the problems discussed in the article new and/or relevant? - Does the article describe interesting or unique aspects of the discipline?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
II. SIGNIFICANCE	- Does the article have a considerable contribution to the discipline? - Does the article stimulate discussion of important issues or alternative points of view?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
III. RELEVANCE	Does the article present relevant information for its area of research?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
IV. PRESENTATION	- Does the article have a logic structure/sequence? - Is the article clearly written? - Does the article present in an appropriate way the terminology for its area of interest?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
V. CONTENT		
5.1. Title	Does the title clearly express content of the article?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.2 Introduction	- Does the introduction highlight the current in the area? - Does the introduction specify the article goal?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.3 Methodology	- Are the methods used clearly explained? - Are the methods used validated / recognized?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.4 Results	- Are the results clearly presented? - Is the literature used in support of research? - Do the results sufficiently avoid misinterpretation?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.5 Conclusions	- Are the conclusions correctly / logically explained? - Do the conclusions avoid misinterpretation?	☐ poor ☐ needs improvements ☐ average

	Do the conclusions sufficiently avoid too general or biased information?	☐ good ☐ excellent
5.6 References	- Do the references reflect the latest work/research in the considered area? - Are the references correctly indicated in the article?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.7 Tables [If used]	- Are the tables correctly named and numbered? - Are the data presented in tables correctly valued and interpreted in the article?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
5.8 Graphs and figures [If used]	- Do the graphs and figures properly illustrate the discussed subject? - Are the graphs and figures correctly named and numbered?	☐ poor ☐ needs improvements ☐ average ☐ good ☐ excellent
VI. PLAGIARISM	If an article (or parts from an article) is suspected to be a substantial copy of an earlier work, the article is rejected.	☐ Accepted ☐ Rejected

III. FINAL DECISION

OVERALL RATING	FINAL DECISION
☐ Poor	☐ Rejected
☐ Needs improvements	☐ Rejected [consider rewriting for subsequent journal]
☐ Average	☐ May be Revised and resubmitted [major changes]
☐ Good	☐ Accepted with minor changes
☐ Excellent	☐ Accepted

IV. COMMENTS TO THE AUTHOR