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The Attitudes of Students Enrolled in Riding Instruction Preparation Classes

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The Attitudes of Students Enrolled in Riding Instruction Preparation Classes

A Research Study Presented to the Graduate Faculty of the Department of Occupational and Technical Studies at Old Dominion University

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Signature Page

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Introduction

The horse industry produces annual goods and services valued at $25.3 billion, according to a recent study commissioned by the American Horse Council. It directly employs more than 619,000 people; many of them in challenging jobs that require specific technical credentials. (Practical Horseman, 2001) Among the reasons for the increase in the equine industry is the expanding population of upper middle class families. Horses, and the riding of them, are becoming increasingly popular on a worldwide scale. As a result, there is a great need for well-trained and qualified riding instructors and staff capable of teaching new riders, improving the present standard of the more experienced horsemen, and training and caring for horses. (Sivewright, 1998)

Industry growth has increased the demand for qualified workers in such areas as facility management, equine training, and riding instruction, which has increased more rapidly. High school graduates interested in the equine industry now have the means to pursue a degree in Equestrian Studies in which they receive the certification that is required to be successful in the equine industry; but how do the students feel about programs designed to teach them to become riding instructors? Are the students accomplishing the goals they set out to attain at college? The students' attitudes and desires need to be considered to insure they are developing the knowledge they desire.

In this study, the research has been localized to United States colleges offering a Bachelor's of Science degree in Equestrian Studies. By conducting this study, the researcher hopes the findings will be helpful in increasing the qualifications for riding instruction programs.

Statement of the Problem

The problem of this study was to determine the attitudes of students enrolled in riding instruction preparation classes and the effectiveness of riding instruction programs taught at colleges offering a Bachelor's of Science degrees in Equestrian Studies.

Research Goals

The following goals were established to guide this study:

1) Identify the outcomes students desire to accomplish in a riding instruction class.
2) Determine if the students believe a riding instruction class will be crucial to their career success.

Background and Significance

People have been riding horses since the beginning of time. Riding has been documented as far back as the fourth century when Simon wrote The Art of Riding. "The teachings of Simon wrote the foundations of present knowledge and methods of training." (Advanced Techniques of Riding, 1994, p. 9) In Greece "the art of riding was passed on merely as a caricature of Greek art." (Advanced Techniques of Riding, 1994, p. 11) Later during the Middle Ages, the elegance of the horse was turned into nothing more than an animal used to carry the heavy nights. The horse was reborn during the Renaissance Era when it was once again used for entertainment and enjoyment as well as transportation. In the 1700's, kings and queens desired well-trained horses for such ventures as fox hunting. To attain these well-trained horses the king would hire a Master of the King's Stables to train his/her horses using Simon's methods of training. In the 1800's, schools were formed to teach the training of horse and rider. The graduates of

the Calvary School were used to spread the art of riding. Although there is no longer a Calvary to produce horses and maintain tradition nor a commerce or agricultural need for the horse, riding has become more and more popular as a sport and leisure activity. (Advanced Techniques of Riding, 1994)

Today the equestrian industry is still showing a rising trend. (Advanced Techniques of Riding, 1994) When people look at the equine industry they see more people of all ages wanting to learn to ride. However, the list of good instructors is diminishing at an alarming rate as a result of instructors retiring. The existing supply of instructors does not begin to meet the increasing demand, and thus can be a dangerous situation for horses and riders alike. (Sivewright, 1998) This demand for instructors and the increased interest in the equine industry has created more choices than ever before. Colleges and universities are designing programs to provide technical knowledge and practical experience to qualify the graduates for whichever equine career path the student chooses to follow in the equine industry. (Practical Horseman, 2001) Because the Equestrian Studies degree is such a new and growing college major to attain, there has been limited research done on the students enrolled in these courses. Jane Faulkner, the Director of Equestrian Studies at Averett University in Danville, Virginia, stated if researchers discover the feelings and beliefs of the equestrian students, this information could be shared with established riding instruction professors. The classes could then be tailored to better meet the needs of "budding" riding instructors.

Students always connect and learn better if information is pertinent and important to them and if their expectations are being met. The attitudes of the class suffer when information is not pertinent. Learning suffers when attitudes are bad. Faulkner (2005)

also states if a professional class is not crucial to a student's success, then it should be changed or deleted. It is hard to have a successful career in the equine industry because "the scope of a riding instructor's career is boundless for they should be a jack-of-all-trades and a master of them all." (Sivewright, 1998, p. 26) This is why there are so many classes needed to accomplish this feat.

At the college level, students take many courses such as riding. However, being a skilled rider is not enough; the trainer must be efficient in his/her work. The pupils and horses must thrive in his/her care. An equitation instructor can only become qualified and respected when he/she has learned the techniques of his craft and has applied and practiced those techniques over a period of years. All this proficiency will only come about with training, practice, and experience. (Sivewright, 1998)

Research needs to be conducted to insure students are properly prepared with information they believe is required to become a present day instructor. This may include the additional responsibilities that present day instructors have for he/she must teach his/her pupils a wide range of subjects, far beyond the obvious one of 'how to ride'. Unless the riding instruction students enjoy and believe the riding instruction class is crucial to their success, they will not learn all they need causing their riding pupils to receive only a meager and superficial education, a mere scratching of the subject's surface. (Sivewright, 1998) With a better understanding of the individuals taking riding instruction program classes, it will become easier to educate them. When the students feel the instructors are taking their needs and desires into consideration they will be more motivated to succeed in class. In turn, there will be better educated riding instructors introduced into the equine industry.

Limitations

The following limitations were made in this research study:

1) The sample covers a population of one hundred and sixty college students.

2) The population consists of juniors and seniors enrolled in a riding instruction class for Spring 2005 at an accredited college offering a Bachelor's of Science degree in Equestrian Studies.

Assumptions

The following assumptions were made in this research study:

1) The students will be concerned with objectives which riding instruction certification programs require their students to accomplish to pass certification.

2) The students will want to be motivated in their career area to be successful after graduation.

Procedures

Subjects for this study are junior and senior students at the six accredited United States colleges offering a Bachelor's of Science in Equestrian Studies enrolled in riding instruction programs for Spring 2005. The closed-ended survey, based on the study's research goals and consent forms, was mailed to the selected schools. The instructors will be administering the surveys to their students during class. Each student will read and sign the consent form. After everyone completes their surveys, the instructors will mail the surveys back to the researcher in the envelope provided. Once all of the completed surveys are returned the researcher will analyze the results to formulate conclusions.

Definition of Terms

The following is a list of terms relative to the research. A basic knowledge of these terms will assist the reader in understanding this study.

1) American Riding Instructors Certification Programs- ARICP.
2) American Horse Council- (AHC) represents the equine industry and investments by promoting and protecting the industry by communicating with Congress, federal agencies, the media, and the industry itself on behalf of all horse related interests.
3) Attitudes- are a mental state of readiness organized through experience exerting a direct influence upon the individual's response to objects and situations with which a person is related. (Goleman, 1995)
4) Classical equitation- has passed the test of time, quality and elegance, and certainly those must be applied to training methods and riding styles on the flat and over fences. These methods of training are based on a love of horses and the highest moral code of behavior, kindness, harmony, and combined with a thoughtful building and development of confidence, strength, and ability to unite the perfect performance as achieved with no visible effect yet obviously a mutual enjoyment. (Sivewright, 1998)
5) Emotions- impulses to act, the instant plans for handling life that evolution has instilled in individuals. (Goleman, 1995)
6) Emotional intelligence- the ability to perceive and express emotions, assimilate emotions, thought, and understand and reason with emotions and regulate in ones self and others. (Goleman, 1995)

7) Equitation- the correct form and position of a horse rider. This position is correct when the rider's ear, shoulder, hip and heel line up in a straight line while on a horse. (Sivewright, 1998)
8) Intelligence- the capacity to acquire and apply knowledge. (Goleman, 1995)
9) Objectives- required or desired skills or knowledge laid out at the beginning of a class that represent goals the instructor and/or students desire to accomplish. (Goleman, 1995)
10) Riding instruction- the art of inspiring students with the love of horses and teaching how to ride and care for a horse. (Sivewright, 1998)
11) Student Instructor- any person who is learning under an individual(s) in the art of riding instruction in which they give lunging and riding lessons to young riders. (Sivewright, 1998)
12) United States Dressage Federation- USDF.
13) United States Eventing Federation- USEF.

Overview of Chapters

People have been riding horses as far back as the fourth century. Riding horses progressed through the time of the Greeks, the knights, and into the Renaissance. As the horse advanced from a pack animal to an animal used for entertainment, they became more desirable by the wealthy. In today's society, many people are using horses for pleasure.

The increased interest in the horse industry has influenced the demand for qualified employees. In turn, it has increased the demand for programs and courses designed to prepare students for careers in the equine industry. This is why the researcher

of this study decided to analyze the attitudes of riding instruction program students to determine the effectiveness of these riding instruction programs. The researcher identified two goals, which, once accomplished, would determine the attitudes of riding instruction program students including the student's learning style, desired course objectives, and the importance of career success. To accomplish these goals, the researcher made the following assumptions: students will be motivated towards career success and students will desire outcomes required for riding instruction certification programs. The limitations included a population of 160 junior and senior students currently enrolled in riding instruction program classes for Spring 2005 at colleges offering a Bachelor's of Science degree in Equestrian Studies. The researcher also identified a list of terms to assist the reader in understanding this study.

To acquire all the data for the study the researcher will follow a set procedure. The researcher will mail closed-form surveys based on the study's research goals with specific instructions for the equine professor and equine students who chose to participate.

Chapter II contains a review of writings pertinent to the outcomes the students desire to complete in a riding instructor certification program, and the factors the students attain in college, which relate to increased career success after graduation. Chapter III is an explanation of how the research will be performed and Chapter IV reports the findings of the study. Chapter V gives the summary, conclusions, and recommendations of the study.

Chapter II

Review of Literature

This chapter was a review of other studies and writings related to this study. The literature related in this study was divided into two groups. The first pertains to objectives many riding instruction certification programs require to be covered for certification, and the second pertains to the personal or emotional intelligence qualifications that equine instructors do desire upon graduation.

Riding Instruction Certification Objectives

A traditional equine education involves attending a college or university to obtain a Bachelor's of Science degree. Students take general education classes along with equine oriented studies. One of the widest classes offered is riding instruction program classes. (Almos, 2004) Many colleges use this class to prepare their students to successfully pass a riding instruction certification program. This requires instructors to tailor there classes to cover specific objectives required by riding instruction certification and prepares their students for the certification program examinations.

Riding instruction certification programs such as the United States Dressage Federation Certification Program, the United States Eventing Association, and the American Riding Instructors Certification Program have designed a series of educational courses for instructors to gain experience and knowledge in order to become more effective trainers. Workshop programs provide the theoretical knowledge and practical skills needed by developing trainers, teachers, and riders. (USEA, 2005)

To accomplish the knowledge and skills, certification programs have five tests a person must pass to become certified. The first test, the riding examination, requires

students to 1) analyze a horse's strengths and weaknesses, 2) demonstrate training problems, 3) determine an appropriate course for improvement, 4) demonstrate correct riding seat and position, and 5) use classical training methods effectively on a variety of horses. (USDF, 2005) The second test, the lungeing of a horse, requires the students to 1) demonstrate the ability to analyze a horse's strengths and weaknesses, state of relaxation, balance, rhythm, suppleness, and engagement, 2) determine training problems, and 3) demonstrate correct lungeing techniques. (USDF, 2005) The third test, the lungeing of a rider, requires students to demonstrate the ability to 1) analyze a rider's position and seat, 2) give appropriate exercise to improve position and seat, and 3) give an organized lesson appropriate to rider's level and problem. (USDF, 2005) The fourth test, the teaching examination, requires students to demonstrate the ability to 1) choose appropriate exercises that demonstrate knowledge of theory, 2) communicate effectively and in-depth in relation to the training style, and 3) organize lessons in a logical, progressive manner. (USDF, 2005) The fifth test, the written examination, requires students to complete a closed book, true/false, multiple choice, short answer, and essay examination. Examination topics consist of information on the parts of the horse, conformation, equipment, terminology, general nutrition, stable management, basic lameness, basic illness, developing lesson plans, proper collection of the horse, and riding exercises.

Equestrian studies professors have used these certification objectives to develop college level programs to prepare "want to be instructors" for the riding instruction certification program for their chosen discipline. (ARICP, 2005) Equestrian studies professors have taken the certification program objectives and developed several

objectives of their own. Some of the objectives consist of basic skills on equitation (Stephens College, 2005), ground obedience training (The University of Findlay, 2005), use of training equipment (Lake Erie College, 2005), basic progression in horsemanship (Virginia Intermont College, 2005), evaluation of horse and rider, development of a program to provide optimum riding results (William Woods University, 2005), understanding the mechanism of the horse and it functions, defining and understanding the rider's position and its uses, learning basic philosophies of teaching and how students learn, as well as development of the student's knowledge through hands-on teaching. (Averett University, 2005)

Objectives are the key to creating well-qualified equine instructors. Colleges and universities need to be certain they are arming their graduates with the appropriate knowledge and skills. Students, however, come with different learning outcomes. The riding instructor program objectives may be neatly laid out and professionally defined in terms of end results, but this is no guarantee that student learning will be relevant to each and every student. The true end result is when a former riding instructor program student successfully becomes certified in their specific riding discipline. (Mayo, 2004)

Emotional Intelligence and Career Success

"Research has shown not everybody learns equally from the same kind of experiences. It seems the way in which an individual actually learns will affect the kind and extent of learning from any particular situation. On the other hand, individual reaction is likely to be dependent on the learning context and may represent an individual's way of dealing with a particular set of circumstances." (Van der Sluis, 2002, p. 19) The basis on which a person decides to learn, to take on broad new knowledge, to

develop new behaviors, and to change is unique to each individual. A teaching method that focuses on the learner's attitude provides a more solid foundation for the continually changing world versus a traditional, content-focused teaching method. (Dunn, et al., 2004) Attitudinal development is created through participation in activities and organizations. Some of the desired outcomes include development of leadership ability, ethical and moral values, critical-thinking skills, sense of community, and sense of self-worth. Even if a "want to be instructor" acquires all the skills and knowledge needed to become certified, if they do not develop the personal and professional skills needed to be an effective trainer along the way they will not reach their full potential. (Hoffman, 2002)

There is "...a substantial body of evidence which indicates that people who are high in such social skills as impression management and enhancing their personal appearance induce higher levels of positive moods or feelings when compared to people who are lower in such skills." (Hoffman, 2002, p. 100) A leading researcher in the area of emotional intelligence is Daniel Goleman who identified seven competencies to improve people's leadership ability:

1) Influence is the ability to persuade others to change their viewpoint.
2) Decisiveness is the ability to use insight and arrive at a decision when faced with ambiguous information.
3) Conscientiousness is the ability to display commitment to a course of action and act consistently and ethically.
4) Self-awareness is the awareness of one's feelings and the ability to recognize and manage them.

5) Emotional resilience is the ability to perform well under pressure in a range of situations and when under pressure.
6) Motivation is the drive and energy to achieve results, balance short and long term goals, and deal with challenge and rejection.
7) Interpersonal sensitivity is the awareness of the needs and feelings of others and ability to use this awareness effectively in interactions and decision-making. (Hoffman, 2002, pp. 102-103)

There is more to learning than simply acquiring a multitude of knowledge. Students enrolled in riding instructor program courses need the key facts, data, and skills required for their career. A good training program should aid students in developing a set of attitudes and a system of values about themselves, which are competent and satisfying to employers. These emotional skills have been applied to riding instruction programs to identify several skills instructors need to develop. These skills include protection of the interests of students and horses, the ability to articulate an appropriate prescription for the horse's schooling, the ability to present lessons that are organized, focused and logical, creative and flexible, in order, to achieve success, and establish rapport with the horse and rider, demonstrate compassion and encouragement. (USDF, 2005) Riding instructors should also demonstrate poise, confidence and command of the arena, and use communication skills, which utilize effective use of grammar, vocabulary, voice, and diction. (USDF, 2005)

There is much controversy in education over the issue of evaluating achievement of affective objectives, especially if a grade is involved. (Hoffman, 2002) Attitudes and feelings cannot be observed directly. The only indication of a change in attitude is from a

change in behavior or a change in what the person does or says. This shift in mindset is enormous. For people who fail to develop emotional intelligence skills, the goal might be to help a person understand their emotions and recognize their own pattern of functioning as a person. When it comes to teaching emotional intelligence, the trend is to identify employees' specific job related behaviors and ways to improve them not to try an overall personality transformation. (Hoffman, 2002)

Goleman developed his emotional intelligence competencies to help people succeed in life. Emotional intelligence skills are developed in the years between childhood and the teen years from their home environment. On average, American kids are becoming worse at being able to work things out, at being able to handle their temper, at being able to negotiate, and at being able to listen well. (Sloan, 2003) "Children are spending more time at school than at home with their families. As a result, once out of school, young adults learn how important these skills are and most find means of developing emotional intelligence skills." (Goleman, 1995, p. 286) Goleman developed several topics and activities people can participate in to develop emotional intelligence skills. These include:

1) Self-awareness is enhanced through the building of a vocabulary for feelings, knowing the relationship between thoughts, feelings, and reactions, knowing if thought or feeling is ruling an action.
2) Decision-making is enhanced through examining actions, and knowing their consequences, a self-reflection view of what goes into decisions, applying this to issues.

3) Managing feelings is enhanced through monitoring self-talk to catch negative messages, such as internal put downs, and realizing what is behind a feeling.
4) Self-concept is enhanced through establishing a firm sense of identity and feeling esteem and acceptance of oneself.
5) Handling stress is enhanced through learning the values of exercise, guided imagery, and relaxation methods.
6) Communications is enhanced through sending "I" messages instead of blame, and being a good listener.
7) Group dynamics is enhanced through cooperation, knowing when and how to lead, and when to follow.
8) Conflict resolution is enhanced through knowing how to fight fair with other people. (Goleman, 1995, pp. 268-269)

Participation in such activities will develop the emotional skills needed to successfully follow ones chosen career path.

Goleman asserted:

> We're being judged by a new yardstick: not just by how smart we are or by our training and expertise but also by how well we handle ourselves and each other. This yardstick is increasingly applied in choosing who will be hired and who will not, who will be let go and who will be retained, who will be passed over and who will be promoted. No matter what field these rules measure, these traits are crucial to our marketability for future jobs and focus on personal qualities such as initiative and empathy, adaptability, and persuasiveness. (Goleman, 1995, p. 35)

Summary

When taking or teaching a training class, there are several factors to consider in order for students to get the most out of a class. The first factor to be considered in the classroom is the learning objectives. Riding instruction certification programs have a specific outline of objectives that a participant must effectively demonstrate before becoming certified; no matter what riding discipline the instructor desires to train students. Colleges and certification programs have divided the knowledge and skills that a student needs to be an effective instructor into five examinations they must pass. The five examinations consist of riding, horse lungeing, rider lungeing, teaching, and written examination. Each examination has its own list of specific objectives the participant must demonstrate.

The second factor to be considered in the classroom is the influence of emotional intelligence on future career success. Emotional intelligence is a key factor in every work situation. Goleman, a leading researcher in emotional intelligence, identified seven competencies that included influence, decisiveness, conscientiousness, self-awareness, emotional resilience, motivation, and interpersonal sensitivity. Several riding instruction certification programs used the theory of emotional intelligence to create a list of key emotional intelligence skills that all riding instructors should demonstrate in their daily riding lessons. Some of these consist of poise, confidence and commandment of the arena, protection of the interest of the horse and rider, and flexibility to achieve success. These factors will be discussed in Chapter III to determine the effectiveness of riding instruction program classes.

Chapter III

Methods and Procedures

By investigating student's attitudes towards riding instruction programs, the effectiveness of the program could be assessed by the resulting data suggesting ways of improving the program. The purpose of this chapter is to describe the population, the design of the survey, the collection of data, and the statistical techniques used to analyze the data.

Population

The population for this study consisted of 160 junior and senior undergraduate students currently enrolled in a riding instruction program at their respective college or university. The population was divided into six groups. The first group consisted of nine students in Section I of riding instruction from The University of Findlay. The second group consisted of 108 students from William Woods University, nine in the Section I of riding instruction, 25 in Sections II-IV of the Dressage riding instruction, 24 in Sections II-IV of the Western riding instruction, 24 in II-IV Sections of the Saddle Seat riding instruction, and 26 in Sections II-IV of the Hunter/Jumper riding instruction. The third group consisted of seven students in Section II of riding instruction from Averett University. The fourth group consisted of 18 students from Stephens College, nine in Section I of riding instruction and nine in Section II of riding instruction. The fifth group consisted of 10 students from Virginia Intermont College, five in techniques of riding instruction and five in methods of riding instruction. The sixth group consisted of eight students in Section I of riding instruction from Lake Erie College.

Instrument Design

An instrument of 27 questions was designed to answer the goals of this research study. The major concern of the instrument was to obtain information on the students' view of the intended outcomes of the program and on the importance of the class to their career success. It was decided to make Questions 1-27 in a structured, closed-ended form, thus requesting the respondents to respond by circling 5, 4, 3, 2, or 1, corresponding to a Likert Scale with five quadrants: 5 meaning strongly agree, 4 meaning agree, 3 meaning undecided, 2 meaning disagree, and 1 meaning strongly disagree. Question 13 was a closed-ended form that allowed the students to choose an objective listed in Questions 1-12 of the survey. This will make the questions easier and quicker to answer, knowing time will be a factor. This format would also facilitate tabulation and analysis of data while improving reliability and consistency of the data. See Appendix A for a copy of the survey.

Methods of Data Collection

The survey was mailed on April 15, 2005, with a return response by April 29, 2005. The instructors of each class were instructed to inform the students to read the consent form before signing it and then to begin the survey if they choose to participate. After reading the instructions, the instructor would elect a student to collect all the surveys and place them in the return envelope and seal it before returning it to the instructor.

Previous contact had been made with the instructors of each class to receive information on the number of students and to ask for their participation. The cover letter

contained wording only to establish a sincere purpose for the instrument. Data were collected from all groups of the population by the application of the survey.

Permission to administer the survey was obtained from Mark Smith of The University of Findlay; Karen Pautz, Jean Kraus, Karen Craighead, Gayle Lampe, and Linda McClaren of William Woods University; Jane Faulkner of Averett University; Michele Smith of Stephens College; Eddie Federwisch of Virginia Intermont College; and Suzanne Coen of Lake Erie College. The instructors of each college or university administered the survey during the time of the allotted class period.

Statistical Analysis

The responses were analyzed with the intent of identifying the outcomes and characteristics, which the riding instruction certification programs have identified as desirable in riding instructors. The researcher will calculate the data of Questions 1-27 for each student. The results will be sorted in order of percent because the number of responses differs from each group; the percents will be used to standardize the data between the six schools. For Questions 1-12, the researcher will calculate the schools individual scores and the overall scores for all of the schools. For Question 13, the researcher will rank the objectives between all the schools. For Questions 14-27, the researcher will calculate the score for each emotional intelligence competence to compare each school's emotional intelligence score.

Summary

The researcher will identify the outcomes and characteristics desired by students at United States colleges and universities offering a Bachelor's of Science in Equestrian Studies currently enrolled in riding instruction program classes for Spring 2005. For the

study, the researcher will survey 160 junior and senior undergraduate students currently enrolled in riding instruction programs for Spring 2005. The population will complete a 27 question mailed survey. The instructors of the courses will distribute the surveys and consent documents to the students and then leave the room. After all the surveys are completed, an elected student will collect the surveys and place them in a return envelope and seal it before returning it to the instructor. Once all the data are returned, the researcher will compare the riding instruction certification program standards to the riding instruction programs. In Chapter IV, the data will be summarized.

Chapter IV

Findings

The purpose of this chapter was to report the findings of the survey. The survey was administered between April 18, 2005, and April 29, 2005. One hundred and sixty riding instruction program students were selected to complete the survey with 142 students responding or 88%. The research problem of this study was to identify the outcomes and characteristics desired by students at United States colleges and universities offering a Bachelor's of Science in Equestrian Studies currently enrolled in riding instruction program classes for Spring 2005.

Student Desired Outcomes

Research Goal 1 was to identify the outcomes students desired to accomplish in a riding instruction class. Question 1 asked if the students were in the class to learn to teach young children to ride horses safely. Out of the five schools, 82% or more of the students at Averett University, William Woods University, and Lake Erie College believed this was a very important outcome for students to acquire when taking this class. However, all three schools had a small percent of students, which were undecided or did not agree the outcome was important. At The University of Findlay 55% of students agreed with the importance of the outcome, but 44% were undecided or disagreed. At Virginia Intermont College 70% of the students were undecided on the outcome, 20% strongly agreed, and 10% strongly disagreed. Overall, 78% of the students agreed with the importance of the outcome however 22% were undecided or disagreed. Question 1 had a mean of 4.2 which indicated the students' agreed with this statement. See Table 1.

Table 1- Student Desired Outcomes

	Averett University					William Woods University					Lake Erie				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
1.Learn to teach children to ride horses safety	57%	29%	0%	0%	14%	43%	39%	17%	0%	1%	63%	25%	12%	0%	0%
2.To help advanced riders move higher in riding	43%	15%	14%	14%	14%	44%	39%	17%	0%	0%	75%	25%	0%	0%	0%
3.To learn advanced techniques of riding	43%	14%	0%	0%	43%	67%	17%	16%	0%	0%	38%	50%	0%	12%	0%
4.To be able to evaluate the rider's position	71%	0%	29%	0%	0%	58%	28%	11%	2%	0%	63%	25%	0%	0%	12%
5.To learn how the rider's use their body correctly	71%	0%	0%	0%	29%	67%	22%	11%	0%	0%	63%	37%	0%	0%	0%
6.To be able to evaluate the horse's mechanisms	43%	14%	0%	14%	29%	56%	33%	6%	1%	0%	38%	25%	37%	0%	0%
7.To learn to write lesson plans	71%	0%	29%	0%	0%	55%	33%	11%	1%	0%	38%	38%	12%	12%	0%
8.To learn to apply teaching techniques	71%	14%	0%	0%	29%	39%	33%	28%	0%	0%	50%	38%	12%	0%	0%
9.To learn many different ways of teaching	72%	14%	0%	0%	14%	50%	50%	0%	0%	0%	50%	50%	0%	0%	0%
10.To learn how students learn and develop	57%	0%	43%	0%	0%	39%	50%	11%	2%	0%	25%	75%	0%	0%	0%
11.To learn about basic equipment and it's uses	30%	14%	14%	29%	14%	38%	39%	22%	1%	0%	25%	50%	13%	12%	0%
12.It is required for graduation	71%	0%	0	29%	0%	58%	11%	28%	1%	2%	63%	0%	37%	0%	0%

	Findlay University					Virginia Intermont College					Overall				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
1.Learn to teach children to ride horses safety	44%	11%	11%	11%	22%	20%	0%	70%	0%	10%	41%	37%	19%	1%	2.5%
2.To help advanced riders move higher in riding	67%	22%	11%	0%	0%	20%	10%	60%	0%	10%	45%	33%	19%	0.7%	1.5%
3.To learn advanced techniques of riding	11%	11%	44%	0%	33%	30%	20%	30%	10%	10%	59%	19%	17%	1.5%	2.5%
4.To be able to evaluate the rider's position	22%	44%	22%	0%	11%	20%	20%	40%	10%	10%	54%	27%	17%	1%	1%
5.To learn how the rider's use their body correctly	22%	44%	11%	22%	0%	50%	30%	10%	10%	10%	63%	23%	11%	0.7%	1.5%
6.To be able to evaluate the horse's mechanisms	22%	44%	11%	22%	0%	30%	0%	50%	10%	10%	50%	30%	11%	2%	4.5%
7.To learn to write lesson plans	33%	33%	11%	22%	0%	30%	0%	60%	10%	0%	52%	28%	17%	2%	1%
8.To learn to apply teaching techniques	78%	11%	11%	22%	0%	30%	20%	40%	0%	10%	43%	30%	25%	0%	2%
9.To learn many different ways of teaching	78%	11%	11%	0%	0%	50%	10%	30%	0%	10%	49%	44%	4%	0.7%	1.5%
10.To learn how students learn and develop	22%	11%	11%	22%	0%	30%	20%	20%	0%	30%	36%	44%	13%	3.5%	3.5%
11.To learn about basic equipment and it's uses	55%	11%	11%	22%	0%	50%	20%	20%	0%	10%	38%	35%	23%	3%	1%
12.It is required for graduation	0%	22%	0%	0%	78%	70%	20%	0%	0%	10%	54%	11%	23%	3%	9%

Question 2 asked the students if they were in the class to help advanced riders move higher in their knowledge of riding. One hundred percent of Lake Erie College students agreed with this outcome. At William Woods University and Findlay University 83% or more of the students agreed with this outcome. At Averett University 58% of the students agreed. Once again, 60% of Virginia Intermont College students were undecided on the outcome. Overall, 78% of the students agreed with the outcome, with 19% of students being undecided. Question 2 had a mean of 4.2 which indicated the students agreed with this outcome.

Question 3 asked the students if they were in the class to learn advanced techniques of riding. William Woods University and Lake Erie College had 84% or more of the students agreeing with the outcome. Averett University had 58% of the students strongly agreeing and 42% of their students strongly disagreeing. The University of Findlay and Virginia Intermont College both had scattered scores with 20% or less of the students that strongly agreed and 33% or less that strongly disagreed. Overall, 78% of the students strongly agreed with the outcome, 22% of the students were undecided or disagreed. Question 3 had a mean of 4.3 which indicated the students agreed with this outcome.

Question 4 asked the students if they were in the class to be able to evaluate the rider's position. Sixty-six percent or more of students at Averett University, William Woods University, Lake Erie College, and The University of Findlay agreed with the outcome. At Virginia Intermont College 40% of the students agreed, and 40% of the students were undecided. Overall, 81% of the students agreed, with only 19% of students

undecided or disagreed. Question 4 had a mean of 4.3 which indicated the students agreed with this outcome.

Question 5 asked if the students were in the class to learn how riders use their body correctly. Sixty-six percent or more of students at Averett University, William Woods University, Lake Erie College, The University of Findlay, and Virginia Intermont College agreed with the importance of this outcome. Overall, 86% of the students agreed with the importance of the outcome. Question 5 had a mean of 4.3 which indicated the students agreed with this outcome.

Question 6 asked the students if they were in the class to be able to evaluate the horse's mechanisms. Fifty-eight percent or more of students at Averett University, William Woods University, and Lake Erie College agreed with the outcome. Sixty-six percent of the students at The University of Findlay agreed with the outcome, but 33% of the students were undecided or disagreed. Virginia Intermont College students once again had 50% of their students undecided, with only 30% of the students strongly agreeing and 20% disagreeing. Overall, 80% of the students agreed with the importance of the outcome. Question 6 had a mean of 4.3 which indicated the students agreed with this outcome.

Question 7 asked if the students were in the class to learn to write lesson plans. Seventy-one percent or more of students at Averett University, William Woods University, and Lake Erie College agreed with the outcome. At The University of Findlay 66% of the students agreed, but 33% of the students were undecided or disagreed. Virginia Intermont College students once again had 60% of students to be undecided. Overall, 80% of the students agreed with the importance of the outcome, but

20% were undecided or disagreed. Question 7 had a mean of 4.3 which indicated the students agreed with this outcome.

Question 8 asked the students if they were in the class to learn to apply teaching techniques. Seventy-two percent or more of the students at Averett University, William Woods University, Lake Erie College and The University of Findlay all agreed with the outcome. At Virginia Intermont College 50% of the students agreed. Overall, 73% of the students agreed with the importance of the outcome. Question 8 had a mean of 4.1 which indicated the students agreed with the outcome.

Question 9 asked if the students were in the class to learn different ways of teaching and the methods used by different instructors. Sixty percent or more of all the schools students agreed with the outcome, but William Woods University and Lake Erie College had 100% of these students that agreed with the outcome. Overall, 93% of the students agreed with the outcome. Question 9 had a mean of 4.2 which indicated the students agreed with the outcome.

Question 10 asked the students if they were in the class to learn how students learn and develop the knowledge the students are being presented. Fifty percent or more of students at Averett University, William Woods University, Lake Erie College, and Virginia Intermont College agreed with the outcome. At The University of Findlay 33% of the students agreed, 22% disagreed, and 11% were undecided. Overall, 80% agreed with the importance of the outcome. It had a mean of 4.1 which indicated the students agreed with the importance of the outcome.

Question 11 asked the students if they were in this class to learn about basic training equipment and how to use it. Sixty-six percent or more of the students at

William Woods University, Lake Erie College, The University of Findlay, and Virginia Intermont College agreed with the outcome. At Averett University 44% of the students agreed and 43% disagreed. Overall, 73% agreed with the importance of the outcome, but 23% were undecided. The mean was 4.1 which indicated the students agreed with the outcome.

Question 12 asked if the students were in the class because it was required to graduate. Sixty-five percent or more of students at Averett University, William Woods University, Lake Erie College, and Virginia Intermont College agreed with the outcome. Seventy-eight percent of The University of Findlay students disagreed with the outcome. Overall, this outcome was divided. Sixty-five percent of the students agreed but many were undecided. It had a mean of 4.1 which indicated the students agreed with the outcome.

On Question 13, the students were asked to choose an outcome from Questions 1-12, which they believed to be the most important for a successful equine teaching career. Out of the 12 outcomes, 50% of students believed their instructor focused the most on Outcome 8. Outcome 8 referred to the students learning to apply teaching techniques. The remaining half of the students was divided between the other 11 objectives. Eighteen percent or less of the students believed their instructor focused on one of the other objectives. See Table 2.

Table 2- Instructor Focused Outcomes	1	2	3	4	5	6
13.From questions 1-12 chose the objective your instructor focuses the most on	5%	0%	4%	1.5%	18%	4%
	7	8	9	10	11	12
	8%	50%	5%	3%	1.5%	0%

Emotional Intelligence Scores

Research Goal 2 was to determine if the students believed a riding instruction class would be crucial to their career success. This section of the survey was used to determine the emotional intelligence of the students. Each question was scored overall and by each school. See Table 3.

Question 14 asked if the students had a well-defined career direction. Seventy-two percent or more of students at Averett University, William Woods University, Lake Erie College, Virginia Intermont College, and The University of Findlay all agreed with this emotional intelligence statement. Overall, 84% of the students agreed with the emotional intelligence statement. Question 14 had a mean of 4.2 which indicated the students agreed with this statement.

Question 15 asked if the students stayed relaxed and composed under pressure. Sixty-six percent or more of students at Averett University, William Woods University, Lake Erie College, Virginia Intermont College, and The University of Findlay all agreed with this emotional intelligence statement. Overall, 68% of the students agreed with the emotional intelligence statement. Question 15 had a mean of 4.2 which indicated the students agreed with the statement.

Question 16 asked the students if they could identify negative feelings without becoming distracted while working with riders. Seventy-seven percent or more of the students at Averett University, William Woods University, Lake Erie College, and The University of Findlay all agreed with this emotional intelligence statement. But 50% of Virginia Intermont College students agreed and 50% were undecided. Overall 74% of the

Table 3- Emotional Intelligence by Question	Averett University					William Woods University					Lake Erie				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
14.I have a major well defined career directions	43%	29%	23%	0%	0%	44%	39%	16%	0%	0%	50%	50%	0%	0%	0%
15.I stay relaxed and composed under pressure	57%	29%	0%	14%	0%	22%	44%	33%	1%	0%	38%	38%	12%	12%	0%
16.I can identify negative feelings	57%	43%	0%	0%	0%	11%	66%	22%	0%	0%	50%	38%	12%	0%	0%
17.I stay focused in getting a job done	57%	29%	14%	0%	0%	39%	55%	6%	0%	0%	63%	25%	12%	0%	0%
18.I am sensitive to other people's emotions	57%	29%	14%	0%	0%	50%	33%	16%	1%	0%	50%	50%	0%	0%	0%
19.I can receive feedback without becoming defensive	43%	43%	14%	0%	0%	27%	28%	44%	1%	0%	25%	50%	13%	12%	0%
20.I calm myself quickly when I get angry or upset	57%	29%	14%	0%	0%	27%	28%	44%	1%	0%	25%	50%	13%	12%	0%
21.I can pull myself together quickly after a set back	57%	14%	29%	0%	0%	28%	55%	16%	0%	0%	63%	37%	0%	0%	0%
22.I am aware of how my behavior impacts others	43%	43%	14%	0%	0%	44%	33%	22%	0%	0%	50%	50%	0%	0%	0%
23.I rally the support of others to achieve goals	29%	43%	28%	0%	0%	48%	39%	11%	2%	0%	38%	38%	12%	12%	0%
24.I usually go the extra mile	29%	57%	14%	0%	0%	44%	33%	22%	1%	0%	63%	37%	0%	0%	0%
25.I concentrate single-mindedly on a task	43%	57%	0%	0%	0%	50%	33%	16%	1%	0%	38%	37%	25%	0%	0%
26.I learn from my mistakes rather then stop trying	43%	29%	28%	0%	0%	78%	22%	0%	0%	0%	75%	25%	0%	0%	0%
27.I have a set of progressive future goals	57%	43%	0%	0%	0%	72%	16%	11%	1%	0%	88%	12%	0%	0%	0%

	Findlay University					Virginia Intermont College					Overall				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
14.I have a major well defined career directions	44%	33%	22%	0%	0%	70%	20%	10%	0%	0%	46%	38%	16%	0%	0%
15.I stay relaxed and composed under pressure	22%	44%	33%	0%	0%	30%	40%	20%	10%	0%	26%	42%	30%	2.8%	0%
16.I can identify negative feelings	11%	67%	22%	0%	0%	20%	30%	50%	0%	0%	13%	61%	21%	0%	0%
17.I stay focused in getting a job done	44%	33%	22%	0%	0%	50%	40%	10%	0%	0%	43%	48%	9%	0%	0%
18.I am sensitive to other people's emotions	44%	44%	0%	11%	0%	40%	30%	20%	10%	0%	49%	35%	14%	2%	0%
19.I can receive feedback without becoming defensive	11%	67%	22%	0%	0%	40%	30%	20%	10%	0%	29%	31%	38%	2%	0%
20.I calm myself quickly when I get angry or upset	33%	56%	11%	0%	0%	50%	10%	30%	10%	0%	32%	28%	38%	2%	0%
21.I can pull myself together quickly after a set back	22%	56%	22%	0%	0%	50%	40%	10%	0%	0%	32%	53%	15%	0%	0%
22.I am aware of how my behavior impacts others	56%	33%	11%	0%	0%	30%	20%	30%	20%	0%	44%	34%	20%	1.5%	0%
23.I rally the support of others to achieve goals	44%	33%	11%	11%	0%	60%	20%	10%	10%	0%	47%	38%	11%	3.5%	0%
24.I usually go the extra mile	44%	22%	22%	11%	0%	30%	30%	30%	0%	10%	43%	34%	21%	1.5%	0.7%
25.I concentrate single-mindedly on a task	56%	22%	11%	11%	0%	50%	40%	10%	0%	0%	49%	34%	16%	1.5%	0%
26.I learn from my mistakes rather then stop trying	67%	22%	11%	0%	0%	60%	30%	10%	0%	0%	74%	23%	3%	0%	0%
27.I have a set of progressive future goals	67%	22%	11%	0%	0%	70%	20%	0%	0%	10%	73%	24%	1.5%	0.7%	0.7%

students agreed with the emotional intelligence statement. Question 16 had a mean of 4.2 which indicated the students agreed with the statement.

Question 17 asked if the students could stay focused when completing a job. Seventy-seven percent or more of the students at Averett University, William Woods University, Lake Erie College, Virginia Intermont College, and The University of Findlay all agreed with this emotional intelligence statement. Overall, 91% of the students agreed with the emotional intelligence statement. Question 17 had a mean of 4.7 which indicated the students strongly agreed.

Question 18 asked the students if they were sensitive to other people's emotions and moods. Seventy percent or more of students at Averett University, William Woods University, Lake Erie College, Virginia Intermont College, and The University of Findlay all agreed with this emotional intelligence statement. Overall, 84% of the students agreed with the emotional intelligence statement. Question 18 had a mean of 4.2 which indicated the students agreed with the statement.

Question 19 asked the students if they could receive feedback or criticism without becoming defensive. Seventy percent or more of students at Averett University, Lake Erie College, Virginia Intermont College, and The University of Findlay all agreed with this emotional intelligence statement. However, only 55% of the students at William Woods University agreed and 44% were undecided. Overall, 60% of the students agreed with the emotional intelligence statement. Question 19 had a mean of 4.0 which indicated the students agreed with the statement.

Question 20 asked the students if they could calm themselves quickly when they got angry or upset. Sixty percent or more of students at Averett University, Lake Erie

College, Virginia Intermont College, and The University of Findlay agreed with this emotional intelligence statement. William Woods University only had 55% of the students agreeing and 44% were undecided. Overall, 60% of the students agreed with the emotional intelligence statement. Question 20 had a mean of 4.0 which indicated the students agreed with the statement.

Question 21 asked the students if they could pull themselves together quickly after a set back. Seventy-one percent or more of students at Averett University, William Woods University, Lake Erie College, Virginia Intermont College, and The University of Findlay all agreed with this emotional intelligence statement. Overall, 85% of the students agreed with the emotional intelligence statement. Question 21 had a mean of 4.2 which indicated the students agreed with the statement.

Question 22 asked if the students were aware of how their behavior impacted others. Seventy-seven percent or more of students at Averett University, William Woods University, Lake Erie College, and Findlay University agreed with the outcome. Only 50% of Virginia Intermont College students agreed and 30% were undecided. Overall, 78% of the students agreed with the emotional intelligence statement. Question 22 had a mean of 4.1 which indicated the students agreed.

Question 23 asked the students if they could rally the support of others to help them achieve their goals. Seventy-two percent or more of students at Averett University, William Woods University, Lake Erie College, Virginia Intermont College, and The University of Findlay all agreed with this emotional intelligence statement. Overall, 85% of the students agreed with the emotional intelligence statement. It had a mean of 4.2 which indicated the students agreed.

Question 24 asked the students if they would go the extra mile, doing more than is asked of them. Sixty-six percent or more of students at Averett University, William Woods University, Lake Erie College, and The University of Findlay all agreed with this emotional intelligence statement. At Virginia Intermont College 60% of the students agreed and 40% were undecided or disagreed. Overall, 77% of the students agreed with the emotional intelligence statement. The mean was 4.1 which indicated the students agreed.

Question 25 asked if the students concentrated single-mindedly on a task until it was completed. Seventy-five percent or more of students at Averett University, William Woods University, Lake Erie College, Virginia Intermont College, and The University of Findlay all agreed with this emotional intelligence statement. Overall, 83% agreed with this outcome. It had a mean of 4.2 which indicated the students agreed.

Question 26 asked if the students could learn from their mistakes and failures rather than stop trying. Seventy-two percent or more of students at Averett University, William Woods University, Lake Erie College, Virginia Intermont College, and The University of Findlay all agreed with this emotional intelligence statement. Overall, 97% of the students agreed with the emotional intelligence statement. Question 26 had a mean of 4.7 which indicated the students strongly agreed.

Question 27 asked if the students had a set of progressive future goals. Ninety percent or more of students at Averett University, William Woods University, Lake Erie College, Virginia Intermont College, and The University of Findlay all agreed with this emotional intelligence statement. Overall, 97% of the students agreed with the emotional intelligence statement. It had a mean of 4.7 which indicated the students strongly agreed.

After compiling the percentages for Questions 14-27, the researcher added the score for each of the seven emotional intelligence characteristics. All of the schools did remarkably well on their emotional intelligence characteristics. All five schools scored 67% or better on all seven areas of emotional intelligence. The first emotional intelligence characteristics, conscientiousness, had a mean of 8.9 which indicated the students agreed. The second emotional intelligence characteristics, self-awareness, had a mean of 8.2 which indicated the students agreed. The third emotional intelligence characteristics, resilience, had a mean of 8.2 which indicated the students agreed. The fourth emotional intelligence characteristics, decisiveness, had a mean of 8.9 which indicated the students agreed. The fifth emotional intelligence characteristics, interpersonal sensitivity, had a mean of 8.3 which indicated the students agreed. The sixth emotional intelligence characteristics, motivation, had a mean of 8.3 which indicated the students agreed. And, the seventh emotional intelligence characteristics, influence, had a mean of 8.9 which indicated the students agreed. William Woods University was weakest in self-awareness and emotional resilience. Only 76% of the students passed. Virginia Intermont and The University of Findlay were weakest in decisiveness. Sixty-five percent of the students passed. Averett University was weakest in influence. Only 61% of the students passed. Lake Erie College was weakest in emotional resilience and decisiveness. Eighty-three percent of the students passed. Overall emotional resilience was the weakest. Only 75% of the students passed. Conscientiousness was the strongest with 88% of the students' at all five schools passing. See Table 4.

TABLE 4- Emotional Intelligence by Scores

	Conscientiousness	Self-awareness	Emotional resilience	Decisiveness	Interpersonal sensitivity	Motivation	Influence
William Woods	89%	76%	76%	83%	81%	83%	84%
Virginia Intermont	82%	70%	67%	65%	70%	74%	70%
Findlay University	88%	79%	79%	77%	84%	73%	84%
Averett University	76%	76%	76%	69%	71%	73%	67%
Lake Erie College	94%	88%	83%	83%	89%	90%	89%
Overall	88%	76%	75%	80%	80%	81%	83%

Summary

The data collected indicated that students agreed with all the questions on the survey. The students were divided with 50% being interested in teaching children and the other 50% being interested in teaching adults. The students want to be able to evaluate the horse's mechanics and the rider's position. The students also want to be able to prepare lesson plans and apply them in different ways according to how students learn and develop. These overall outcomes indicated 50% and more of the students agreed with the importance of all 12 riding instruction program outcomes. These outcomes also indicated a small percentage of up to 25% of the students were undecided and up to three percent of the students disagreed with these riding instruction program outcomes. The mean for all these riding instruction program outcomes indicated a majority of students agreed with all of the outcomes stated.

The overall emotional intelligence scores were very high in which 70% or more of the students agreed with the emotional intelligence statements. The scores also indicated up to 38% of the students were undecided and up to three percent disagreed. When all of the emotional intelligence characteristics were divided into their seven areas, the scores were exceptionally high with scores of 67% and above that scored high on the emotional intelligence test. These findings will be used to make a conclusion and recommendations in Chapter V.

Chapter V

Summary, Conclusion, and Recommendations

This chapter is an overview. It will bring the data presented to a conclusion. It will also make recommendations to the riding programs as a whole.

Summary

The horse industry throughout the United States is a booming business. The industry has grown to directly employ over 619,000 people. The increase in the equine industry has come about because of the increasing upper middle class population. This increase in jobs relating to the equine industry has created a demand for college and university programs to properly educate equine workers. For this reason, the problem of this study was to determine the attitudes of students enrolled in riding instruction preparation classes and the effectiveness of riding instruction programs taught at colleges and universities offering a Bachelor's of Science degree in Equestrian Studies. To effectively solve this problem, the researcher identified the outcomes students desire to accomplish in a riding instruction class and determine if students believed a riding instruction class would be crucial to their career success. This would be accomplished by sampling a population of 160 junior and senior students currently enrolled in a riding instruction class for Spring 2005 at an accredited college or university offering a Bachelor's of Science degree in Equestrian Studies.

Recently there has been an increase in colleges and universities offering programs in the equine industry. But how do the students and future clients of these instructors know they are being properly trained and prepared for their chosen career field? This is why it is so important to make sure the information the students are receiving is pertinent

and the student has a pleasant attitude towards the course to ensure they retain all the information being presented to them.

To acquire a more accurate answer, the population was divided into six groups, one for each of the six colleges or universities studied. The six colleges or universities in the United States offering Equestrian Studies included: Averett University, William Woods University, Lake Erie College, Stephens College, Virginia Intermont College, and The University of Findlay. To collect data on the students at these six colleges or universities, a survey consisting of 27 close-ended questions was designed which would answer the goals of this research study. The respondents were to respond by circling 5, 4, 3, 2, or 1 corresponding to the Likert Scale with 5 quadrants: 5 meaning strongly agree, 4 meaning agree, 3 meaning undecided, 2 meaning disagree, and 1 meaning strongly disagree. Question 13 was a close-ended question that allowed the students to choose an outcome from Questions 1-12 of the survey.

The survey packet was mailed on April 15, 2005, with a return response of April 29, 2005. Each packet included the survey and a cover letter. The cover letter provided in the packet of surveys contained wording only to establish a sincere purpose for the instructor since previous contacts had been made. The instructors were to inform the students to read the consent form before signing and to elect a student to collect the completed survey, place them in the provided envelope, seal the envelope, and mail it back to the researcher. The instructor was asked to leave the room before the students began the survey and not to return until all the students had completed the survey and the return envelope was sealed.

One hundred and sixty surveys were mailed and one hundred forty-two returned for an 88% return rate. After the surveys were returned to the researcher, the responses were analyzed with the intent of identifying the outcomes and characteristics the riding instruction certification programs had identified as desirable in riding instructors. The scores were calculated for frequency and mean by school and overall for Questions 1-13 of the survey. For Questions 14-27, the scores were calculated for frequency and mean by school as well as overall response. The scores were then divided into their corresponding emotional intelligence characteristic and scored by frequency and mean for each school and overall mean.

Conclusion

This study was undertaken to determine the outcomes students preferred to cover in a riding instruction program class and to determine the emotional intelligence of riding instruction program students.

Based on the findings of this study, the following conclusions have been drawn:

1. While identifying the outcomes students desired to accomplish in a riding instruction class it was found the outcomes in riding instruction program classes were consistent with the outcomes set forth by the riding instruction certification programs. The American Riding Instruction Certification, the United States Dressage Federation, and the United States Eventing Federation riding certification programs compiled these objectives. These organizations determined in order to be a successful and competent equine riding instructor, a person must be able to productively demonstrate all 12 objectives. In this study, it was revealed most students, 63%, are in riding instruction program classes to learn

how riders use their body correctly. However it was determined that most instructors focused on teaching their students how to apply teaching techniques. Even though the students desired outcomes differed from the instructors, the instructors were following the correct path to accomplish the certification process.

2. While determining if the students believed a riding instruction class would be crucial to their career success, it was found that emotional intelligence scores indicated that 80% of riding instruction students have the characteristics desired in a riding instructor. By scoring positively the emotional intelligence test showed that students thought positively about the riding instruction program classes. It also showed that students were prepared to become professional riding trainers. Overall, conscientiousness had the highest scoring positive rating, with 75% of the students scoring positively. The lowest score differed between each school. By scoring positively, the students indicted the ability to persuade others to change their viewpoint, to use insight and arrive at a decision when faced with ambiguous information. They could display commitment to a course of action and act consistently and ethically. The students were also aware of others' feelings and had the ability to recognize and manage them. They had the ability to perform well under pressure in a range of situations, had the drive and energy to achieve results including both short and long term goals, and deal with challenges and rejections. The students were aware of the needs and feelings of others and displayed the ability to use this awareness effectively in interactions and decision making. The research indicated a student scoring high would possess the qualities needed to be a successful instructor.

Recommendations

There were several areas in the riding instruction programs classes which could be improved.

1. Overall, the colleges and universities should focus on more adequately covering how students learn and develop. This could be accomplished by having a section in the class to cover theories such as Kolb's Theory of Learning Styles. (Kolb 2001) David Kolb discovered students with similar learning styles prefer academic discipline and teachers with methods of teaching which are most congruent with their learning style. He identified four preferred ways of dealing with information that included abstract perceivers, concrete perceivers, reflective processors, and active processors. Kolb used the four preferred ways of learning to create the learning cycle which laid out the ways of dealing with information in the order which students progress through knowledge. And finally, he used the learning cycle to create the four learning styles which include: convergent, assimilation, divergent, and accommodation. Knowledge of Kolb's Theory of Learning Styles would give riding instructors an idea of how different people learn, thus allowing them to be more diversified in their teaching styles and cover a broader range of people.
2. Riding instruction program classes should also add a section on basic training equipment and its uses. In order to be a competent riding instructor, one must also be a horse trainer and train the horse to perform properly for their clients. To accomplish this, trainers use certain training equipment to acquire a certain result. With the knowledge of how to properly use many different types of equine

training equipment, the students will be able to train their clients' horses more efficiently.

3. Some of the students did not believe they could stay relaxed and composed under pressure which is categorized under self-awareness. Self-awareness can be enhanced through the building of a vocabulary for feelings, knowing the relationship between thoughts, feelings, and reactions, and knowing if thought or feeling is ruling an action. Also many of the riding instruction program students could not identify a negative feeling without becoming distracted which is categorized under emotional resilience. Emotional resilience can be enhanced through managing feelings, through monitoring self talk to catch negative messages, such as internal put downs, and realizing what is behind a feeling. To improve both self-awareness and emotional resilience the programs should incorporate roll play into their lessons. This technique will demonstrate how certain actions affect the rider and instructor. Situations that demonstrate proper and improper conduct in a lesson could aid the students by building a vocabulary for feelings and how not to react on all their emotions. This would also help the students to catch negative messages they may send to their clients.

To expand upon this research study, one could assess the students at each college or university after the recommendations had been implemented into instruction to determine the effect they had on the student's outcome preference and emotional intelligence scores. One could also do a follow-up on the students involved in this research study to determine the effects low emotional intelligence scores had on the student's equine career success. The schools could also each conduct follow-up studies

of their graduates to determine if they had become instructors and any suggestion they might have for program improvements.

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Appendices

Appendix A- Survey

Appendix B- Letter to Equestrian Studies Instructors

Appendix A

Consent Document

Project Title
Attitude of Riding Instruction Program Students

Introduction
The purpose of this form is to give you information that may affect your decision whether to say Yes or No to participation in this research and to record the consent of those that say yes.

Researcher
Bethanne Ridgeway Master's thesis at Old Dominion University majoring in Occupational and Technical Education with an emphasis in Equine Education

Description of Research Study
Several studies have been conducted looking into the subject of the attitudes of students enrolled in riding instruction preparation classes at the colleges and universities offering a Bachelor's of Science degree in Equestrian Studies. This study will determined the effectiveness of the programs by researching two goals 1) determined if the students believe a riding instruction class will be crucial to their career success or 2) identified the objectives students desire to accomplish in a riding instruction class.
If you decide to participate, then you will join a study involving research of the attitudes that you the students convey to your instructors. These attitudes should be considered when designing a riding instruction class. If you say yes, then your participation will last for a year at Old Dominion University. Approximately, one hundred Equestrian Studies student currently enrolled in riding instruction program classes at Findlay University, Lake Erie College, William Woods University, Averett University, Virginia Intermont, and Stephens College will be participating in this study.

Exclusionary Criteria
You should have completed the questionnaire. To the best of your knowledge, you should not have dropped out of the riding instruction class because that would keep you from participating in this study.

Benefits
Benefits: The main benefit to you for participation in this study is improvements in riding instruction program classes.

Costs and Payments
The researcher wants your decision about participation in this study to be absolutely voluntary. Yet the researcher recognizes your participation may pose some inconvenience. The researcher is unable to give you any payment for participating in this study.

Confidentiality
The researcher will take reasonable steps to keep private information, such as questionnaire anonymous. The results of this study may be used in reports, presentation, and publications; but the researcher will not identify you.

Compensation for Illness and Injury
If you say Yes, then you consent in this document does not waive any of your legal rights. However, in the event of harm arising for this study, neither Old Dominion University nor the researcher are able to give you any money, insurance coverage, free medical care, or any other compensation for such injury. In the event that you suffer injury as a result of participation in any research project, you may contact Bethanne Ridgeway at (434) 542-5997 or Dr. John Ritz at (757) 683-4305 at Old Dominion University, who will be glad to review the matter with you.

Withdrawal Privilege

It is OK for you to say No. While you are completing the survey you decide to say No you may walk away.

Voluntary Consent

By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researcher should have answered any questions you may have had about the research. If you have any questions later on, then the researcher should be able to answer them:
Bethanne Ridgeway
(434) 395-8087

If at any time you feel pressured to participate, or if you have any questions about your rights or this form, then you should call Dr. John Ritz at (757) 683-4305 at Old Dominion University.

And importantly, by signing below you are telling the researcher Yes, that you agree to participate in this study.

Subject's Printed Name	
Signature	

Investigator's Statement

I certify that I have explained to this subject the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal law, and promise compliance. I have answered the subject's questions and have encouraged him/her to ask additional questions at any time during the course of this study.

Investigator's Name Printed	
Investigator's Signature	

Title: Riding Instruction Student Attitudes
Purpose: To determine the effectiveness of riding instruction programs

Instructions: Please read the entire survey before beginning. Be truthful in answering the questions and consider each answer before marking it on your paper. Your honesty will affect the results of the study. Thank you for helping me on my thesis.

Read each sentence below. Circle the number that best describes your feelings about each statement with 5 being strongly agree and 1 being strongly disagree. In question 13 write in the objective or the number of the corresponding objective in the blank.

1) I am in this class to learn to teach young children to ride horses safely.	5 4 3 2 1
2) I am in this class to learn to help advanced riders move higher in their knowledge of riding.	5 4 3 2 1
3) I am in this class to learn advanced techniques of riding.	5 4 3 2 1
4) I am in this class to be able to evaluate the rider's position.	5 4 3 2 1
5) I am in this class to learn how the riders use their body correctly.	5 4 3 2 1
6) I am in this class to be able to evaluate the horse's mechanisms.	5 4 3 2 1
7) I am in this class to learn to write lesson plans.	5 4 3 2 1
8) I am in this class to learn to apply teaching techniques.	5 4 3 2 1
9) I am in this class to learn many different ways of teaching and the many methods used by different instructors.	5 4 3 2 1
10) I am in this class to learn how students learn and develop the knowledge they are being presented with.	5 4 3 2 1
11) I am in this class to learn about basic training equipment and how to use it.	5 4 3 2 1
12) I am in this class because it is required for graduation.	5 4 3 2 1
13) Which of the above objectives does your instructor focus the most?	

This is a very simple test. Circle the reason why you are in this class 5 being the strongly agree, 4 being agree, 3 being undecided, 2 being disagree, and 1 being strongly disagree.

1) I have a major well defined career direction.	5 4 3 2 1
2) I stay relaxed and composed under pressure.	5 4 3 2 1
3) I can identify negative feelings without becoming distressed while working with riders.	5 4 3 2 1
4) I stay focused (not lost in unimportant details) in getting a job done.	5 4 3 2 1
5) I am sensitive to other people's emotions and moods.	5 4 3 2 1
6) I can receive feedback or criticism without becoming defensive.	5 4 3 2 1
7) I calm myself quickly when I get angry or upset.	5 4 3 2 1
8) I can pull myself together quickly after a set back.	5 4 3 2 1
9) I am aware of how my behavior impacts others,	5 4 3 2 1
10) I rally the support of others to help me achieve my goals.	5 4 3 2 1
11) I usually go the extra mile, doing more than is asked of me.	5 4 3 2 1
12) I concentrate single-mindedly on a task until it is completed.	5 4 3 2 1
13) I learn from my mistakes and failures rather than stop trying.	5 4 3 2 1
14) I have a set of progressive future goals.	5 4 3 2 1

Appendix B

Dear **Instructors Name**

This letter is a follow up on our past conversation to ask for your participation in a research study on the attitudes of riding instruction program students. The research will be used to identify the outcomes the students desire to accomplish and determine the characteristics the students desire to obtain in college to have a successful career after graduation. Being one of the leading colleges in equestrian studies I greatly appreciate your time and cooperation in conducting my survey. I hope to convey to people everywhere how important equestrian studies education is to the booming equine industry by proving to people how effective and beneficial equestrian studies education is to the students majoring in it.

I have identified class **(es) course number** offered this semester at your college. Please allow your students, who decide to participate, to complete the following survey. Enclosed you will find the consent forms for the students to sign along with the survey. The students have the right to refuse and turn in a blank survey after everyone is done. While the students are completing the survey please leave the room. Allow an elected student to collect all surveys and place them in the postage paid return envelope and seal it for you to return to me. Please forward the completed surveys and consent forms back as soon as possible. If you have any questions, please feel free to call me at (434) 542-5997 or email me at wcmorgan2000@yahoo.com.

Thank you,

Bethanne Ridgeway

Riding Instructor