



Effects of Title IX on secondary physical education programs in North Dakota
by Deborah Ann Butler

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE
in Physical Education

Montana State University

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Abstract:

The purpose of this study was to determine the effects of Title IX of the Education Amendments of 1972 on secondary physical education programs in North Dakota. Specifically, this study attempted to determine how Title IX affected: (1) funding of physical education programs; (2) student's skill level; (3) testing methods; (4) teaching methods; (5) discipline; (6) scheduling of classes; and (7) facility management.

The study was delimited to the 205 accredited public secondary schools in North Dakota during the 1980-81 school year and to the responses to the questionnaire designed and developed by the researcher.

Questionnaires were sent to the 205 accredited public secondary schools in North Dakota. One hundred eighty-five questionnaires were completed and returned for a total response of 90 percent.

A questionnaire was designed and developed by the researcher to collect data for this study. Results from the questionnaire support the following conclusions: (1) Most Class B schools schedule seventh through twelfth grades cbeducationally. The majority of Class A schools schedule ninth through twelfth grades coeducationally, while only 38 percent schedule seventh and eighth grades coeducationally.

(2) Seventh and eighth grades adapted the best to coed classes. (3) Eleventh and twelfth grades adapted the least to coed classes. (4) Title IX has not affected the physical education budget. (5) Males' skill level has not been affected by coed classes. (6) No clear conclusion can be made on the effect of coed classes on females' skill level because of the diversity of responses from the various groups of respondents. (7) Locker room supervision has become more difficult because of coed classes. (8) Determination of grades has not been affected by coed classes. (9) Teaching of classes has become more difficult because of coed classes. (10) Scheduling of gymnasium space has not been affected by Title IX. (11) Because various groups of respondents disagreed on how discipline has been affected by coed classes, no specific conclusion could be reached. (12) Testing methods have not changed because of coed classes. (13) Health classes are taught coeducationally at the majority of schools represented in this study. (14) All facilities are accessible to females at the majority of schools represented in this study. (15) The activities which are offered at most Class A schools are both team and individual oriented; while the activities which are offered at most of the Class B schools are team oriented.

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Signature Deborah A. Butler

Date July 29, 1981

EFFECTS OF TITLE IX ON SECONDARY PHYSICAL
EDUCATION PROGRAMS IN NORTH DAKOTA

by

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A thesis submitted in partial fulfillment
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ABSTRACT

The purpose of this study was to determine the effects of Title IX of the Education Amendments of 1972 on secondary physical education programs in North Dakota. Specifically, this study attempted to determine how Title IX affected: (1) funding of physical education programs; (2) student's skill level; (3) testing methods; (4) teaching methods; (5) discipline; (6) scheduling of classes; and (7) facility management.

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Chapter 1

INTRODUCTION

When Title IX first came into effect, few educators realized the impact that it would have on the physical education programs throughout the United States. Because of Title IX, it was no longer permissible to have separate physical education classes for boys and girls. Title IX required many changes to be made by the administration and the physical education faculty; and many were unprepared to make those required changes. The administration had to open all the classes to members of either sex and could not deny admittance to members of one sex or the other. Equal facilities, including locker room provisions and shower areas, had to be available to both the male and female students. Gymnasium space could no longer be designated specifically for "boys" or "girls". Teachers had to adapt their class lessons to members of both sexes and had to make sure that their testing methods were objective and free from bias to either sex. These changes in both the organizational and teaching aspects of physical education have created many problems for the individuals who were required to carry them out. However, regardless of all the problems that implementation of the Title IX regulations created, it must be remembered that not only is Title IX important because of the benefits that it was designed to bring about, but also because it is the law.

Statement of the Problem

The general purpose of this study was to determine the effects of Title IX of the Education Amendments of 1972 on selected secondary physical education programs in North Dakota.

Specifically, this study attempted to determine how Title IX affected: (1) funding of physical education programs; (2) students' skill level; (3) testing methods; (4) teaching methods; (5) discipline; (6) scheduling of classes; and (7) facility management.

Definitions

Class A. A classification system determined by the North Dakota High School Activities Association which denotes high schools with a student enrollment of 300 students or above.

Class B. A classification system determined by the North Dakota High School Activities Association which denotes high schools with a student enrollment of less than 300 students.

Coeducation. The integration of males and females into the same classroom. The class can be taught by either one instructor or both the male and female instructor can "team teach" the class. The term, "coed" will also be used in the place of coeducation throughout this thesis.

Selected Secondary Physical Education Programs. Physical education programs in North Dakota public schools functioning with grade levels 9, 10, 11, 12, or any combination thereof, that have

been selected for this study (Appendix G).

Sex Discrimination. Any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of sex.

Title IX of the Education Amendments of 1972. Title IX prohibits sex discrimination against students, employees of educational programs and activities receiving federal funds. Specifically in physical education, Title IX requires that classes be coeducational, kindergarten through twelfth grade, and may not be scheduled separately on the basis of sex.

Delimitations

This study was delimited to the 205 accredited public secondary schools in North Dakota during the 1980-81 school year and to the responses to the questionnaire designed and developed by the researcher (Appendix A).

Limitations

This study was limited to the percentage of returned questionnaires and the validity of the tool used.

Justification of the Study

"When asked what part of Title IX legislation is most difficult to implement, school people are unanimous in pointing to the

areas of physical education and athletics" (12:8). These two areas are cited as being those where the most expensive changes need to be made and where the greatest problems lie (12:8). In the past, schools have provided physical education differentially on the basis of sex. This separation of girls and boys into different physical education classes, with different expectations, communicates...stereotyped expectations to both male and female students and it limits their opportunities for exploring the full range of physical education activities and programs" (15:18).

Efforts of women to achieve general equality with men and a nationwide recognition of the importance of lifetime physical fitness for all, were two social movements which led the way to the Title IX regulations (19:2). These two movements helped reinforce the belief that the physiological, psychological, and social benefits of physical education are of equal importance to both males and females (6:1).

Many schools have had difficulty changing their physical education programs from a sex-segregated format to one of integration. Problems such as inadequate gymnasium space, locker room supervision, fear of liability in integrated classes, differing skill levels, and lack of understanding of the Title IX regulations, are some of the obstacles cited for lack of compliance to Title IX (4:56).

Some schools are changing their physical education instructional programs into recreation periods. Instructors are frustrated

by not knowing how and what to teach in coeducational classes, and are therefore teaching nothing (12:2). This is contrary to the basic purpose of physical education, which is not only to offer a variety of activities to the students which will increase their physical endurance and capabilities, but also to teach them the importance of human movement along with an appreciation of movement which, it is hoped, will last a lifetime. It is important that the physical education instructors who are having difficulty teaching coeducational classes be given the assistance to enable them to teach such classes.

To the researcher's knowledge, there has been no study done to determine how many schools are having the problems previously mentioned. Ideally, what is needed is a survey of all the physical education programs throughout the United States to determine the effects Title IX has had on their programs, what has been done to comply with Title IX regulations, and what problems have been encountered because of Title IX. Realistically, however, it would have been too large an undertaking for one researcher to survey all the physical education programs in the United States; therefore, the researcher narrowed the study to North Dakota's 205 public secondary schools' physical education programs.

The researcher contacted the North Dakota Department of Public Instruction to determine if that office would be interested in a study to determine the status of the public secondary schools' physical

education programs in regard to compliance with Title IX regulations and the difficulties that have arisen because of Title IX. Jim Smith (16), Coordinator for Health and Physical Education for the Department of Public Instruction, replied:

The Department of Public Instruction would be interested in the school providing coeducational classes in physical education. The number of classes offered and the types of programs being run would also be of interest (Appendix B).

Population

Questionnaires were sent to the 205 public secondary schools in North Dakota via the secondary school principal with the request that the questionnaire be routed to someone in the physical education department. Assurances were made that confidentiality would be observed. The questionnaire was returned by 185 schools; 164 were returned from Class B schools and 21 from Class A schools, for an overall return of 90 percent.

Data Collection

Data were obtained by the means of a questionnaire (Appendix A) to determine the effects of Title IX of the Education Amendment of 1972 on public secondary schools' physical education programs in North Dakota. The questionnaire was designed and developed by the researcher.

A pilot study to improve the validity of the questionnaire was given to the 1980 Autumn Quarter class of PE 520 (Administration of Physical Education) at Montana State University. The questionnaire was also sent to the Physical Education Coordinators of the Department of Public Instruction in Montana and North Dakota to elicit their responses. The purpose of the pilot study was to identify problems encountered in answering the questionnaire and to eliminate ambiguous statements or questions.

The final composition of the questionnaire was mailed January 19, 1981 to North Dakota secondary school principals with the request that it be routed to the physical education department. Also enclosed in the mailing was a cover letter provided by the Department of Public Instruction (Appendix C), a note card with instructions on returning the questionnaire (Appendix D), and a stamped self-addressed envelope for returning the questionnaire.

A follow-up letter (Appendix E) was sent February 19, 1981 along with a questionnaire and a self-addressed, stamped envelope to those who failed to respond to the first mailing.

On March 5, 1981 a second follow-up letter was mailed to the physical educators who had not yet responded, along with the questionnaire and a stamped, self-addressed envelope (Appendix F).

Results of the Data

The data collected were tabulated, totaled, and transferred to a computer code sheet. The information was then given to the Montana State University Testing Service to be analyzed on the computer, with the assistance of Dr. Al Suvak.

The results were then grouped into three basic categories: gender of respondent, size of the school, and age of respondent. Chi-square analysis was performed on the results along with a tabulation of the number of responses to each question on the questionnaire and the percentage of each category that answered a specific way to each of the questions. The data obtained from the questionnaire is presented and analyzed in Chapter 3.

Chapter 2

SURVEY OF RELATED LITERATURE

Although Title IX became effective July 21, 1975, many people who are not directly involved with it are still unaware of what the law really involves. Title IX has affected almost 44 million children enrolled in 16,000 public school systems and 27,000 post-secondary institutions throughout the United States. Its effects range from providing equal course offerings to providing equal facilities for children of both sexes. Therefore, it is important that people are aware of what Title IX does and what effects it will have on the public schools and the education of our children. The purpose of this review, therefore, is to inform the reader as to the exact letter of the law, the purpose of the law, its problems, and the effects it has had to this point in time on the field of physical education.

Title IX: The Law

Title IX is a federal law (Public Law 92-318) which was signed by President Nixon on June 23, 1972. It is also a civil rights law which prohibits sex discrimination in educational programs and activities that receive federal funds. Both houses of Congress passed Title IX after congressional hearings held in 1970 showed documentation of "...pervasiveness, perniciousness, and long-range

consequences of sex discrimination in educational policy, practice and attitude" (32:2).

Citizens were requested to comment on how Title IX should be implemented and there were over 10,000 responses from the general public which can be categorized into six basic areas:

1. Sex discrimination in sports and athletic programs,
2. coeducational physical education programs,
3. sex stereotyping in textbooks,
4. the possible impact of the law on fraternities and sororities,
5. scholarships,
6. employment issues. (28:2)

The final regulation was signed by President Ford on May 27, 1975 and became effective on July 21, 1975.

In a statement released by Caspar W. Weinberger, Secretary of Health, Education, and Welfare (presently called the Department of Education) on June 3, 1975, Weinberger stated: "Much of the discrimination against women in education today exists unconsciously and through practices long enshrined in tradition" (28:2). Because of the possibility of "unconscious discrimination," schools were required to evaluate their programs to determine if violations were taking place. Schools had one year from the date that Title IX became effective to evaluate their programs and file this evaluation form listing the

violations and the steps taken to correct them. This form was to be kept on file for three years and must have been accessible to anyone who wished to see it.

Elementary schools were given one year, until July 21, 1976 to be in compliance with Title IX regulations. Secondary schools were to comply as soon as possible, but no later than July 21, 1978. If secondary schools could not comply at once, the reasons for non-compliance must have been substantiated and the strategies to overcome the obstacles must have been carefully outlined in the evaluation form.

Specifically in physical education, Title IX requires that classes be coeducational, kindergarten through twelfth grade, and may not be scheduled separately on the basis of gender. However, once the students have been scheduled into classes coeducationally, they may be grouped by skill and ability based on objective tests--tests that are free from bias. Males and females may also be separated by gender during participation in contact sports activities such as football, basketball, boxing, wrestling, rugby, ice hockey, and other activities which involve bodily contact (17:1).

Because of the size limitations of locker rooms, registering of students may be limited for physical education classes to the number of students that each locker room facility can accommodate. Locker room facilities must be comparable for both sexes.

A recipient may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex. (27:24141)

Rest rooms and locker room facilities should continue to be designated by sex, but gymnasiums and other teaching areas can no longer be scheduled for "boys" or "girls" separately (17:3).

Locker room supervision has been considered a problem by physical education teachers and administrators (23:189). It is the responsibility of the administration to see that the locker rooms are properly supervised. Other instructors, paraprofessionals, or non-instructional staff members can supervise the locker room that cannot be supervised by the class instructor (5:18, 18:3, 23:189).

Title IX: Its Purpose

Shirley Chisolm, Democratic Congresswoman from New York, believes that women have always occupied a secondary status in the United States and that Title IX is as important to women as the Voting Rights Act and Civil Rights Act were to Blacks (10:505). Chisolm states:

I think that while racial discrimination has been looked at as one of the social blights in our society, many of our citizens still do not believe that sexism is a problem. Consequently, the necessity for having on the record once and for all, the fact that women must not be discriminated against on the basis of their sex, and particularly where federal funds are

involved, is one of the reasons why we feel that Title IX would be so important. (10:505)

Title IX is based on the basic principle that all activities in educational programs have equal value for both sexes. The legislation and regulations have been developed because of the need to provide improved opportunities for females in physical education and athletics along with all other areas of education (5:3).

Title IX challenges the beliefs held by many people and adopted in many "traditional" physical education programs that the importance of physical education for males and females should be different (8:1). Panwitt (18:1) feels that the "traditional" physical education programs that separate boys and girls contributed to "leadership ability, aggression, and abstract thinking" in boys, but the activities that girls engaged in did not. And the presence of these traits has been linked with success in business and professional careers.

Although in the past women were not expected to need these traits, current trends are showing that this is no longer the case.

Verheyden-Hilliard reports that:

Fifty-seven percent of all American women between ages of 18 and 64 are in the workforce,

even if she marries, a woman can expect to work outside the home for 25 years--45 years if she remains single,

the divorce rate is up 127 percent since 1960, but only one out of five divorced mothers receive any child support payments, and

two-thirds of the old people who are poor are women.
(31:1)

Traditionally, girls were expected to become "feminine" as they passed the early childhood years: "dependent, noncompetitive with boys and accepting a secondary role" (31:1). But according to a research study conducted over several decades on gifted children: "girls and boys whose I.Q. rose during elementary school were the boys and girls who were independent, aggressive, and dominant in interaction with other children" (31:1). This study concluded that the simplest predictor of whether the girl would achieve the potential she showed in elementary school was whether or not she had been "a tomboy at some point in her childhood" (31:2).

These "tomboy" characteristics have traditionally been discouraged in females. According to Boslooper:

Physical education and sports as now constituted in the schools and colleges and universities of the United States, with imbalance of physical activities between males and females, is one of the greatest contributing factors to the emotional distress of both men and women, and especially women, in our country.
(7:35)

Both parents and schools have neglected to reinforce independent, self-confident behavior in girls, especially in physical education and athletics (17:1). Sex-segregated physical education classes

have contributed to such sayings as, "boys are athletic and strong," "girls are dainty and weak," and "it is unladylike to sweat" (18:1).

Although boys have been given many more chances to develop their skills and engage in competition, they too have been adversely affected by discrimination.

Verheyden-Hilliard feels that boys are trapped in stereotypes that:

...require that only certain kinds of jobs can be considered, that emotions must be denied, that assertiveness and independence must be maintained at all costs, and in all circumstances. Boys, too, are blocked from using their full potential to be all they can be. (31:2)

Title IX was established because it assumed that "...all activities within education institutions are of potentially equal value for persons of both sexes" (6:1).

Title IX: Its Problems

In a study done by Rosemary Selby (23), a two-page questionnaire was given to physical education teachers who were attending an alumni conference at the University of Illinois. The respondents to the questionnaire cited three basic problems that have occurred because of coeducational physical education classes. These three problem areas are: (1) physical contact-sexuality problems; (2) problems from motor skill differences; and (3) problems from lack of knowledge or skill of instructor (23:189). Each of these problems will be

discussed individually using the information obtained from Selby's study.

Physical Contact-Sexuality Problems. Physical contact-sexuality problems were of concern to both the males and females who responded to Selby's questionnaire. It was felt that because of the necessity for the instructor to have physical contact with students during the demonstration of wrestling holds, gymnastic positions or spotting, that this type of contact between a teacher and a student of the opposite sex, could result in embarrassment, or misinterpretation, which could lead to legal suits. Title IX regulations do not require heterosexual wrestling. If the girls request a wrestling class, boys and girls do not have to be on the same mat.

Other problems concerning physical contact mentioned in Selby's study were treatment of injuries, locker room and shower supervision, and the fear that males would have problems dealing with girls' menstruation problems. Female respondents stated that girls might be afraid to mention menstruation problems with their male instructors, also, male respondents emphasized their belief in the debilitating effects of a girl's menstrual period. Selby believes that both male and female physical educators should be educated to understand and deal with problems related to both male and female sexuality (23:189, 190).

Motor Skill Differences. "Motor skill differences" was the problem area cited most often in Selby's study. Physical educators feared that girls would become discouraged when competing with boys and development would be held back because of the girls' lower skill level (23:190). Female respondents felt that many of the nonassertive girls would "take a back seat" or be inhibited from further development of their sports skills. Besides believing that boys' athletic development would be held back because of the girls' lower skill level, male physical education teachers believed that some other possible negative effects of coeducational classes on boys would be:

1. Boys' physical fitness standards would be lowered.
2. Concentration on "physical education objectives" would be lessened.
3. Boys would have less motivation because "the girls always goof it up."
4. Boys' competitive performance would deteriorate because "they will not want to put out one hundred percent for fear of hurting someone i.e., a girl."
(23:190).

Another problem cited was the difference in game rules and calisthenics. Questions may possibly be raised concerning the use of the boys' or the girls' rules. Selby concurs that differences in recommended calisthenics and physical fitness standards would make

teaching of classes more complicated but this would not mean that it would be unmanageable (23:190). Many of the cited negative effects on girls and boys are potential problems. As Selby states:

It remains to be seen whether the large sex differences in skill level and physical strength will still exist or will diminish when girls and boys are given the same sports training and experience in the physical education class and outside. (23:190)

According to Weber (33), more activity occurs in boys' physical education classes, and more teacher talk occurs in girls' physical education classes. Female physical education teachers have been classified as spending too much time in practice situations in class and holding actual games as rewards, while male physical education teachers have been charged with giving students too little instruction and too much play time (33:21). Hopefully with the advent of coeducational classes, these two extremes can move toward a middle ground, which will be more beneficial to both the males and females who are enrolled in physical education classes (33).

Instructors' Lack of Knowledge. Instructors' lack of knowledge was another disadvantage that the respondents in Selby's study cited as a problem with coeducational classes. Pannwitt (18:2) feels that physical educators were "...ill-prepared to solve the problem of implementing coed physical education because of segregated professional preparation" (18:2). Respondents in Selby's study also believed that

most female instructors know less about the "traditionally male sports" such as football and wrestling, than many of the boys they will be teaching. The same belief holds true for the male instructors teaching such activities as dance or volleyball (23:190). Selby believes this problem could be lessened by having each instructor teach activities in which he or she has expertise. This could be done until instructors had an opportunity to acquire the necessary skills to instruct the various activities that they are presently unfamiliar with.

Female respondents felt that men could not deal with the girls' emotional problems while male respondents felt that women could not handle the discipline necessary to control high school boys. However, neither the male nor female respondents felt that instructors of their own sex would be unable to deal with these cited problems (23:190).

It is possible that both sexes are not fully aware of the problems that the other sex encounters with single sex classes, and/or perhaps each instructor is underestimating the other sex's ability to handle new and varied behavioral and emotional problems. (23:190)

Title IX: Its Effects

Pennington and Schumacher (21) studied the physical education programs in Virginia and found that the general impact of Title IX on those programs was one of compliance by decreasing the frequency

of sex-differentiated instruction. No more than two percent of the schools added an activity, and with a few exceptions, no more than three percent of the schools dropped an activity. The exceptions stated were: seven percent dropped touch football, six percent dropped modern dance and wrestling, and four percent dropped field hockey (21:4). According to the study, thirty-eight percent of the girls and thirty-five percent of the boys improved their participation. A decline in discipline was reported by twenty-six percent of the schools, and twenty-seven percent reported a decline in teaching conditions. The authors of this study concluded that sex-integrated instruction was not the entire answer to skill development.

Teaching in a coed situation requires intervention to further skill acquisition of each student regardless of sex. A sensitive and insightful instructional approach which motivates each student toward self-actualization is necessary. (21:7)

Students' attitudes about coeducational physical education classes were surveyed at a high school in San Diego, California (15). The results showed that 76.6 percent of the female students and 51.7 percent of the male students would choose coeducational classes, if given a choice. The answers to the questionnaire given to the students showed that class and team spirit increased in coeducational classes regardless of whether the teacher was a male or female. The students wanted all sports to be coeducational and thought that both

sexes should play by the same rules. Students complained that the teachers were "dragging their heels" by often providing only "token integration" (15:63).

Beck-Rex (2) states that coeducational physical education is happening on paper but not in the classroom. Schools are trying to comply with the letter of the law by offering coeducational classes, but parallel play is more prevalent than integrated play, and the programs are usually taught to single-sex groupings (2:2).

In its newsletter to physical education teachers and athletic coaches, the Utah State Board of Education reveals a disturbing trend that is happening in physical education classes.

Many physical education instruction programs have or are in the process of reverting to a recreational period of participation in a variety of activity choices from period to period throughout the school day. Forced by Title IX to integrate both boys and girls into classes, and frustrated by how and what to teach in a coeducation setting, many veteran teachers have backed off from instruction. (11:2)

Chapter 3

ANALYSIS OF DATA

Data presented in this chapter were collected from 185 accredited public secondary schools in North Dakota. Questionnaires were sent to the 205 accredited public secondary schools in North Dakota and 185 were returned for a 90 percent response.

The data obtained from the questionnaire were analyzed according to 3 categories: gender (male, female), size of school (Class A- 300 or more students, Class B- less than 300 students), and age of respondent (20-25, 26-30, 31-35, 36-Above). For the purpose of clarity, the responses to each of the questions were presented in table form. The number of the table corresponds with the number of the question that the table analyzes.

The first 6 questions in the questionnaire were related to the general information about the respondents and the schools at which they are teaching. The general information is presented in Tables 1 through 6.

Table 1 indicates the age level of the males and females who answered the questionnaire. Forty-nine, or 31 percent, of the males who answered the questionnaire were between the ages of 31-35, followed closely by 47, or 30 percent, between the ages of 26-30. Twenty, or 13 percent, were between the ages of 36-40; 19, or 12 percent, were between the ages of 41-50; and 16, or 10 percent, were between the

ages of 20-25. There were only 5, or 3 percent, of the males 51 years old or above. Of the females who answered the questionnaire, 13, or 45 percent, were between the ages of 20-25, and 10, or 34 percent, between the ages of 26-30. Twenty-one percent, or 6, of the female respondents were between the ages of 31-35 and there were no female respondents older than 35 years of age.

Because the categories 36-40, 41-50, and 51-Above had such a small number of respondents, they were collapsed into one cell, 36-Above, under the recommendation of Dr. Al Suvak of the Testing Service at Montana State University, and will be so demonstrated in Tables 7 through 21.

Table 1. Age of Respondents

Respondent	20-25		26-30		31-35		36-40		41-50		51-Above	
	N	%	N	%	N	%	N	%	N	%	N	%
N=	29	-	57	-	55	-	20	-	19	-	5	-
Males	16	10	47	30	49	31	20	13	19	12	5	3
Females	13	45	10	34	6	21	0	0	0	0	0	0
Total Number of Respondents = 185												

Table 2 shows the gender of the respondents who answered the questionnaire. Of the 185 respondents, 156, or 84 percent were male, and 29, or 16 percent were female.

Table 2. Gender of Respondents

Respondent	Male		Female	
	N	%	N	%
	156	84	29	16

Total Number of Respondents = 185

The schools in North Dakota are divided into two classifications, Class A and Class B. Class A schools are those schools which have a student enrollment of 300 or above. Class B schools are those schools that have an enrollment of less than 300 students. Table 3 shows the number of males and females who responded from the two classifications of schools. Of the 185 schools that responded to the questionnaire, 164, or 89 percent, were from Class B schools while 21, or 11 percent, were from Class A schools. Fifteen, or 71 percent, of the respondents from Class A schools were male and 6, or 29 percent, were female. The majority of respondents from Class B schools, 141, or 86 percent, were male, with the remaining 14 percent, 23 respondents, being female.

Table 3. Size of school

Respondent	Class A		Class B	
	N	%	N	%
N =	21	11	164	89
Male	15	71	141	86
Female	6	29	23	14

Total Number of Respondents = 185

Table 4 denotes the number of years that the respondents have spent teaching. Sixteen, or 55 percent, of the female respondents have taught 1-5 years; 12, or 41 percent, have taught 6-10 years; and one respondent has taught 11-15 years. There were no female respondents with over 15 years teaching experience. The male respondents were largely in two categories with 49, or 31 percent, teaching 6-10 years, and 47, or 30 percent, teaching 1-5 years. There were 28, or 18 percent, teaching 11-15 years; 17, or 11 percent, teaching 16-20 years; 9, or 6 percent, teaching 21-25 years, and 5, or 3 percent, teaching 26 or more years. One male respondent did not indicate how many years he had taught.

Table 4. Years Teaching Experience

Respondent	Male		Female	
	N	%	N	%
N =	156	-	29	-
1-5 Years	47	30	16	55
6-10 Years	49	31	12	41
11-15 Years	28	18	1	3
16-20 Years	17	11	0	0
21-25 Years	9	6	0	0
26-Above Years	5	3	0	0
No Response	1	6	0	0
Total Number of Respondents = 185				

Question 5 on the questionnaire asked the respondents what position, or positions, they currently occupied. As indicated in Table 5; 29, or 100 percent, of the females were employed as physical education teachers and 107, or 69 percent, of the male respondents were physical education teachers. The next largest category was that of coach, with 20, or 69 percent, of the females, and 95, or 61 percent, of the males coaching. There were three, or 10 percent, of the females who indicated that they were the chairperson of the physical

education department; 2, or 7 percent, were athletic directors, and 1 was a principal. There were no female superintendents that responded to the questionnaire. Fifty-three, or 34 percent, of the male respondents were athletic directors, 46, or 29 percent, were principals, 35, or 22 percent, were chairperson of the physical education department, and 8, or 5 percent, indicated that they were superintendents.

Table 5. Present Position of Respondent.

Respondent	Male		Female	
	N	%	N	%
N =	156	-	29	-
Physical Education Teacher	107	69	29	100
Chairperson of Physical Education Department	35	22	3	10
Coach	95	61	20	69
Athletic Director	53	34	2	7
Superintendent	8	5	0	0
Principal	46	29	1	3
Other	17	11	2	7
Total Number of Respondents = 185				

Question 6 of the questionnaire asked respondents to indicate the number of physical education teachers, including themselves, who were employed at their school. As shown in Table 6, Class A schools had an equal number of male and female full-time physical education teachers with 31. There were 22 male instructors and 6 female instructors who taught physical education part-time at Class A schools. In Class B schools, there were 54 male full-time instructors, which was slightly more than double the 26 female full-time instructors. However, there were almost twice as many female part-time physical education instructors with 39, compared to the 22 male part-time physical education instructors.

Table 6. Physical Education Instructors Employed in Schools

Respondents	Class A	Class B
Males, Full-Time	31	54
Males, Part-Time	22	22
Females, Full-Time	31	26
Females, Part-Time	6	39
Total Number of Respondents = 185		

Questions 7 through 21 were analyzed by the use of chi-square (X^2), which tests for statistical differences which may exist within the categories gender, size of school, and age of respondent. Degrees of freedom (D.F.), refers to the number of factors which are being analyzed by chi-square.

Question 7 on the questionnaire asked the respondents to indicate all of the grade levels which are scheduled coeducationally. The results, as shown in Table 7, indicate that there were no significant differences in the answers within each of the 3 categories according to the chi-square analysis. There is very little difference between scheduling of 7th through 12th grades according to the male respondents. One hundred twenty-six, or 81 percent, of the male respondents indicated that 7th and 8th grades were scheduled coeducationally; 128, or 82 percent, stated that 9th grade was scheduled coeducationally; 129, or 83 percent, indicated that 10th and 12th grades were scheduled coeducationally, and 130, or 83 percent, stated that 11th grade was scheduled coeducationally. There was slightly more variance in the females' responses, with 20, or 69 percent, stating that 7th and 8th grades were scheduled coeducationally; 22, or 76 percent, indicating that 9th grade was scheduled coeducationally; 23, or 79 percent, stating that 10th and 11th grades were scheduled coeducationally, and 24, or 83 percent, indicating that 12th grade was scheduled coeducationally.

Table 7. Grade Levels that Are Scheduled Coeducationally

Grade Level	Category of Respondents															
	Gender				Size of School				Age of Respondent							
	Males		Females		Class A		Class B		20-25		26-30		31-35		36-Above	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
N =	156	-	29	-	21	-	164	-	29	-	57	-	55	-	44	-
7th Grade	126	81	20	69	8	38	138	84	23	79	48	84	40	73	35	80
8th Grade	126	81	20	69	8	38	138	84	22	76	48	84	41	75	35	80
9th Grade	128	82	22	76	12	57	138	84	25	86	46	81	42	76	37	84
10th Grade	129	83	23	79	16	76	136	83	22	76	45	79	46	84	39	89
11th Grade	130	83	23	79	17	81	136	83	23	79	44	77	45	82	41	93
12th Grade	129	83	24	83	17	81	136	83	21	72	46	81	46	84	40	91
	$X^2 = .39$ D.F. = 5				$X^2 = 6.8$ D.F. = 5				$X^2 = 2.02$ D.F. = 15							

No Response was not used in the Chi-Square Computation

* Indicates significant at the .05 level

Critical Value: 5 D.F. = 11.07
15 D.F. = 24.99

Although there was not a significant enough difference to be indicated by the chi-square analysis in the size of school category, there was quite a difference between the scheduling of 7th, 8th, and 9th grades in Class A and Class B schools. Only 8, or 38 percent, of the Class A schools scheduled 7th and 8th grades coeducationally, compared with 138, or 84 percent, of the Class B schools. The difference was not as large in 9th grade as compared to 7th and 8th grades, but there was still a difference, with 12, or 57 percent, of the Class A schools scheduling 9th grade coeducationally compared with 138, or 84 percent, of the Class A schools. Sixteen, or 76 percent, of Class A schools and 136, or 83 percent, of Class B schools scheduled 10th grade coeducationally. The scheduling of 11th and 12th grades were very similar in both Class A and Class B schools with 17, or 81 percent, of the Class A schools, and 136, or 83 percent, of the Class B schools scheduling 11th and 12th grades coeducationally.

In the age of respondent category, 25, or 86 percent, of the 20-25 age group indicated that the 9th grade was scheduled coeducationally; 23, or 79 percent, stated that the 7th and 11th grades were scheduled coeducationally; 22, or 76 percent said 8th and 10th grades were scheduled coeducationally, and 21, or 72 percent noted that 12th grade was scheduled coeducationally. Forty-eight, or 84 percent, of the 26-30 age group indicated that the 7th and 8th grades were scheduled coeducationally; 46, or 81 percent, stated the 9th and 12th

grades were scheduled coeducationally; 45, or 79 percent, said the 10th grade was scheduled coeducationally, and 44, or 77 percent noted that 11th grade was scheduled coeducationally. The largest number of respondents from the 31-35 age group, 46, or 84 percent, indicated that the 10th and 12th grades were scheduled coeducationally. This was followed closely by 45, or 82 percent, stating that 11th grade was scheduled coeducationally. Forty-two, or 76 percent, of this age group said that 9th grade was scheduled coeducationally; 41, or 75 percent, stated that 8th grade was scheduled coeducationally, and 40, or 73 percent, indicated that 7th grade was scheduled coeducationally. Forty-one, or 93 percent, of the respondents from the 36-Above age group mentioned that 11th grade was scheduled coeducationally. This was followed closely by 40, or 91 percent, indicating the 12th grade; 39, or 89 percent, stating the 10th grade; 37, or 84 percent, mentioning the 9th grade, and 35, or 80 percent, indicating that the 7th and 8th grades were scheduled coeducationally.

Table 8 demonstrates the responses to question 8, which asked what grade level had adapted the best to coed physical education classes. The results show that according to the chi-square analysis, there was a significant variance in the answer to the question in the gender and size of school categories. Sixty-two, or 40 percent of the males believed that the 7th and 8th grades adapted the best to coed classes. Females were just the opposite in their opinion of which

Table 8. Grade Level that Has Adapted the Best to Coed Classes

Grade Level	Category of Respondents															
	Gender				Size of School				Age of Respondent							
	Males		Females		Class A		Class B		20-25		26-30		31-35		36-Above	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
N =	156	-	29	-	21	-	164	-	29	-	57	-	55	-	44	-
7 and 8	62	40	6	21	1	5	67	41	11	38	22	39	20	36	15	34
9 and 10	20	13	9	43	5	24	24	15	8	28	12	21	5	9	4	9
11 and 12	45	29	8	28	11	52	42	26	9	31	12	21	18	33	14	32
No Response	29	19	6	21	4	19	31	19	1	3	11	19	12	22	11	25
	$\chi^2 = 7.73^*$ D.F. = 2				$\chi^2 = 12.27^*$ D.F. = 2				$\chi^2 = 7.01$ D.F. = 6							

No Response was not used in the Chi-Square Computation

* Indicates significant at the .05 level.

Critical Value: 2 D.F. = 5.99

6 D.F. = 12.59

grade adapted the best to coed classes with 9, or 43 percent, indicating the 9th and 10th grades. Only 20, or 13 percent, of the male respondents agreed with the female respondents that the 9th and 10th grades adapted the best to coed classes. Six, or 21 percent, of the female respondents agreed with the male respondents that the 7th and 8th grades adapted the best. Forty-five, or 29 percent, of the males and 8, or 28 percent, of the females stated that the 11th and 12th grades adapted the best to coed classes.

There was also a variance in the response between Class A and Class B schools. Class A schools indicated that the 11th and 12th grades adapted the best to coed classes while Class B schools stated that 7th and 8th grades adapted the best. Eleven, or 52 percent, of the Class A schools indicated the 11th and 12th grades adapted the best to coed classes; 5, or 24 percent, stated that the 9th and 10th grades adapted the best and only 1, or 5 percent, believed that the 7th and 8th grades adapted the best. While only 1, or 5 percent, of the Class B schools indicated that the 7th and 8th grades adapted the best to coed classes, 67, or 41 percent, of the Class B schools stated that 7th and 8th grades adapted the best. Forty-two, or 26 percent, of the Class B schools indicated that the 11th and 12th grades adapted the best, and 24, or 15 percent, believed that 9th and 10th grades adapted the best.

In the age of respondent category, the 36-Above age group was very closely divided between the 7th and 8th and the 11th and 12th grade levels adapting the best to coed physical education classes, with 15, or 34 percent, indicating the 7th and 8th grades, and 14, or 32 percent, indicating the 11th and 12th grades. Only 4, or 9 percent, of the 36-Above age group felt that the 9th and 10th grades adapted the best to coed classes. The 20-25 and the 31-35 age groups were very closely aligned with the 36-Above age group in the percentage of respondents which felt that the 7th and 8th grades adapted the best to coed classes. Eleven, or 38 percent, of the 20-25 age group, and 20, or 36 percent, of the 31-35 age group indicated that the 7th and 8th grades adapted the best. Nine, or 31 percent, of the 20-25 age group, and 18, or 33 percent, of the 31-35 age group felt that the 11th and 12th grades adapted the best to coed classes, which again was very similar to the responses given by the 36-Above group. Eight, or 28 percent, of the 20-25 age group, and 5, or 9 percent, of the 31-35 age group selected the 9th and 10th grades as adapting the best to coed classes. The 26-30 age group agreed with the other age groups that the 7th and 8th groups adapted the best with 39 percent, or 22 responses. An equal number of respondents, 12, or 21 percent, indicated that the 9th and 10th, and the 11th and 12th grades adapted the best to coed physical education classes.

Table 9 denotes the responses to question 9 which asked the respondents to indicate the grade level that had adapted the least to coed physical education classes. Chi-square analysis showed that there were no significant differences within the 3 categories. Male and females, Class A and Class B schools, and all age groups indicated that the 11th and 12th grades had adapted the least to coed classes. Fifty-five, or 35 percent, of the males stated that the 11th and 12th grades adapted the least to coed classes; 38, or 24 percent, mentioned the 9th and 10th grades; and 31, or 20 percent, noted that the 7th and 8th grades adapted the least. A larger percent of the females, 52, or 15 respondents, indicated that the 11th and 12th grades adapted the least; six, or 21 percent, stated the 9th and 10th grades; and only 3, or 10 percent, mentioned the 7th and 8th grades as adapting the least to coed physical education classes.

Class A schools were divided between the 9th and 10th grades, and the 11th and 12th grades as adapting the least with 7, or 33 percent, each. Only 2, or 10 percent, of the Class A schools stated that the 7th and 8th grades adapted the least. Sixty-three, or 38 percent, of the Class B schools indicated the 11th and 12th grades as adapting the least; 37, or 23 percent, mentioned the 9th and 10th grades; and 32, or 20 percent believed the 7th and 8th grades adapted the least.

In the age of respondent category, the 20-25 age group expressed that the 11th and 12th grades adapted the least with 45

