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 meth- ods 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 particularily 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). Pannwitt (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 occured 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 concurrs 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
	X^2= 7.73*		D.F.= 2		X^2= 12.27*		D.F.= 2		X^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

Table 9. Grade Level that Has Adapted the Least 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	31	20	3	10	2	10	32	20	7	24	10	18	8	15	9	20
9 and 10	38	24	6	21	7	33	37	23	6	21	18	32	12	22	8	18
11 and 12	55	35	15	52	7	33	63	38	13	45	21	37	22	40	14	32
No Response'	32	21	5	17	5	24	32	20	3	10	8	14	13	24	13	30
	X^2= 2.98		D.F.= 2		X^2= 2.09		D.F.= 2		X^2= 2.97				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

percent, or 13 respondents. Seven, or 24 percent, believed that the 7th and 8th adapted the least, and 6, or 21 percent, listed the 9th and 10th as adapting the least to coed physical education classes. The 26-30 age group agreed that the 11th and 12th grade adapted the least, with 21, or 37 percent. This was followed closely by 18, or 32 percent, indicating the 9th and 10th grades. Ten, or 18 percent, of this age group listed the 7th and 8th grades as adapting the least to coed classes. The majority of the 31-35 age group, 22, or 40 percent, indicated that the 11th and 12th grades adapted the least to coed classes; 12, or 22 percent, mentioned the 9th and 10th grades, and 8, or 15 listed the 7th and 8th grades as adapting the least to coed classes. Thirty-two percent, or 14 respondents from the 36-Above group, indicated the 11th and 12th grades adapted the least to coed classes. The differences between the 7th and 8th grades, and the 9th and 10th grades was very slight, with 9, or 20 percent of the 36-Above age group indicating the 7th and 8th grades, and 8, or 18 percent, stating that the 9th and 10th grades adapted the least to coed physical education classes.

Question 10 on the questionnaire asked the respondents how Title IX had affected the physical education budget. The results, shown in Table 10, indicate that there were no significant differences according to the chi-square analysis. Over 70 percent of all categories stated that it had not been affected. One hundred twenty-four,

Table 10. How Title IX Has Affected the Physical Education Budget

Response	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	-
Increased	19	12	4	14	3	14	20	12	2	7	6	11	5	9	10	23
Decreased	5	3	0	0	0	0	5	3	2	7	0	0	2	4	1	2
Not Affected	124	79	22	76	15	71	131	80	22	76	47	82	45	82	32	73
No Response'	8	5	3	10	3	14	8	5	3	10	4	7	3	5	1	2
	X^2= .99		D.F.= 2		X^2= .76		D.F.= 2		X^2= 9.02				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

or 79 percent, of the males, and 22, or 76 percent, of the females indicated that the budget had not been affected. Only 5, or 3 percent, of the males and none of the females mentioned that it had decreased. Nineteen, or 12 percent, of the males and 4, or 14 percent of the females indicated that it had increased.

Fifteen, or 71 percent, of the Class A schools stated that the budget had not been affected; 3, or 14 percent, said it had increased, and no respondents from Class A schools indicated that the budget had decreased. Eighty percent, or 131 respondents from the Class B schools said that the budget had not been affected; 20, or 12 percent, indicated that it had increased, and 5, or 3 percent, mentioned that it had decreased.

The 36-Above age group had the most respondents from all the age groups that stated that the budget had increased, with 10, or 23 percent. Thirty-two, or 73 percent, of this age group believed that the budget had not been affected, and only 1, or 2 percent, indicated that it had decreased. Twenty-two, or 76 percent, of the 20-25 age group, 47, or 82 percent, of the 26-30 age group, and 45, or 82 percent, of the 31-35 age group indicated that the budget had not been affected. Two, or 7 percent, of the 20-25 age group, 6, or 11 percent, of the 26-30, and 5, or 9 percent, of the 31-35 age group mentioned that the budget had increased. Two, or 7 percent, of the 20-25 age group, and 2, or 4 percent, of the 31-35 age group indicated

that the budget had decreased. None of the respondents from the 26-30 age group said that the budget had decreased. Of the 5 respondents who indicated that the budget decreased, all 5 were males from Class B schools; 2 were in the 20-25 age group, 2 were 31-35, and 1 was in the 36-Above age group.

Question 11 on the questionnaire asked what effect coed classes have had on males' skill level. The responses, as indicated in Table 11, show that according to the chi-square analysis, there were no significant differences within the 3 categories. All categories of respondents agreed that coed classes had not affected males' skill level. Eighty-four, or 54 percent, of the males and 18, or 62 percent, of the females stated that males' skill level had not been affected. Fifty-eight, or 37 percent, of the males, and 8, or 28 percent, of the females indicated that males' skill level had decreased and only 6, or 4 percent, of the males mentioned that males' skill level had increased because of coed classes. None of the females believed that males' skill level had increased.

Twelve, or 57 percent, of Class A schools, and 90, or 55 percent, of Class B schools noted that males' skill level had not been affected. There were also quite a few respondents who indicated that males' skill level had decreased, with 6, or 29 percent, of Class A schools, and 60, or 37 percent, of the Class B schools. One respondent from the Class A schools and 5, or 3 percent, of the respondents

Table 11. Effect Coed Classes Have Had on Males' Skill Level

Response	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	-
Increased	6	4	0	0	1	5	5	3	0	0	1	2	2	4	3	7
Decreased	58	37	8	28	6	29	60	37	12	41	22	39	18	33	14	32
Not Affected	84	54	18	62	12	57	90	55	15	52	29	51	33	60	25	57
No Response	8	5	3	10	2	10	9	5	2	7	5	9	2	4	2	5
	X^2= 2.05		D.F.= 2		X^2= .51		D.F.= 2		X^2= 4.22				D.F.= 6			

No Response was not used in the Chi-Square Computation

* Indicates significant at the .05 level

Critical Values: 2 D.F. = 5.99
6 D.F. = 12.59

from the Class B schools stated that males' skill level had decreased because of coed classes.

In the age of respondent category, the respondents from the 20-25 age group were quite closely divided between males' skill level not being affected, with 15, or 52 percent, and males' skill level decreasing with 12 responses, or 41 percent. No respondents from this age group mentioned that males' skill level had increased. In the 26-30 age group, 29, or 51 percent, indicated that the males' skill level had not been affected and 22, or 39 percent, stated that males' skill level had decreased. One respondent in this age group mentioned that males' skill level had increased. In the 2 older age groups, there was a larger percentage of respondents that stated that the males' skill level had not been affected with 33, or 60 percent, of the 31-35 age group and 25, or 57 percent, of the 36-Above age group. Eighteen, or 33 percent, of the 31-35 age group and 14, or 32 percent, of the 36-Above age group indicated that males' skill level had decreased. Two, or 4 percent, of the 31-35 age group and 3, or 7 percent, of the 36-Above age group stated that males' skill level had increased because of coed physical education classes.

Table 12 shows the responses to question 12 on the questionnaire which asked what effect coed classes have had on females' skill level. According to the chi-square analysis, there was a significant difference in the responses within the age of respondent category.

Table 12. Effect Coed Classes Have Had on Females' Skill Level

Response	Category of Respondents											
	Gender				Size of School				Age Of Respondent			
	Males		Females		Class A		Class B		20-25		26-30	
	N	%	N	%	N	%	N	%	N	%	N	%
N =	156	-	29	-	21	-	164	-	29	-	57	-
Increased	50	32	12	41	10	48	52	32	13	45	17	30
Decreased	34	22	8	28	2	10	40	24	10	34	16	28
Not Affected	64	41	6	21	7	33	63	38	4	14	19	33
No Response'	8	5	3	10	2	10	9	5	2	7	5	8
	X^2= 3.74		D.F.= 2		X^2= 3.43		D.F.= 2		X^2= 14.87*		D.F.= 6	

Response	Age Of Respondent			
	31-35		36-Above	
	N	%	N	%
N =	55	-	44	-
Increased	19	35	13	30
Decreased	11	20	5	11
Not Affected	23	42	24	55
No Response'	2	4	2	5

' No Response was not used in the Chi-Square Computation

* Indicates significant at the .05 level

Critical Values: 2 D.F. = 5.99
6 D.F. = 12.59

There was no significant difference in the gender and size of school category. In the 20-25 age group, 13, or 45 percent, stated that females' skill level increased because of coed classes; 10, or 34 percent, noted that females' skill level had decreased, and only 4, or 14 percent, indicated that females' skill level had not been affected. Conversely, 24, or 55 percent, of the 36-Above age group believed that females' skill level had not been affected, and 13, or 30 percent, indicated that it had increased. Five, or 11 percent, said that females' skill level had decreased because of coed physical education classes. The 26-30 and the 31-35 age groups were closely divided between believing that females' skill level increased, decreased, and had not been affected. Nineteen, or 33 percent, of the 26-30 age group expressed the belief that females' skill level had not been affected, followed closely with 17, or 30 percent, stating that it had increased, and 16, or 28 percent, believing that it had decreased. There was slightly more variance between the responses in the 31-35 age group, with 23, or 42 percent, stating that females' skill level had not been affected, 19, or 35 percent, saying that it had increased, and 11, or 20 percent, declaring that it had decreased.

In the gender category, 64, or 41 percent, of the males noted that females' skill level had not been affected while the same percentage, 41, or 12 female respondents, indicated that females' skill level had increased. These differences, however, are too slight to be

statistically significant. Fifty, or 32 percent, of the males believed that females' skill level had increased, while 34, or 22 percent, stated it had decreased. Eight, or 28 percent, of the females mentioned that females' skill level had decreased, and 6, or 21 percent, stated that it had not been affected.

Ten, or 48 percent, of the Class A schools noted that females' skill level had increased; 7, or 33 percent, mentioned that it had not been affected; and 2, or 10 percent, stated that it had decreased. Sixty-three, or 38 percent, of Class B schools indicated that females' skill level had not been affected; 52, or 32 percent, stated that it had increased, and 40, or 24 percent, said that it had decreased. There is also a difference between the responses in this category, but it is too slight to be significant.

Question 13 on the questionnaire asked the respondents what effect coed classes have had on locker room supervision. The results, as indicated in Table 13, show that there were no significant difference in response to the question within each of the 3 categories according to the chi-square analysis. The majority of the respondents in all categories said that locker room supervision had become more difficult because of coed classes.

Ninety-three, or 60 percent, of the males, and 18, or 62 percent, of the females indicated that locker room supervision was more difficult; 54, or 35 percent, of the males and 9, or 31 percent, of

Table 13. Effect Coed Classes Have Had on Locker Room Supervision

Response	Category of Respondent											
	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	-
Difficult	93	60	18	62	10	48	101	62	20	69	32	56	37	67	22	50
Easier	3	2	0	0	0	0	3	2	0	0	0	0	2	4	1	2
Not Affected	54	35	9	31	9	43	54	33	8	28	20	35	14	25	21	48
No Response'	6	4	2	7	2	10	6	4	1	3	5	7	2	4	1	2
	X^2= .67		D.F.= 2		X^2= 1.53		D.F.= 2		X^2= 8.29				D.F.= 6			

' No Response was not used in the Chi-Square Computation

* Indicates significant at the .05 level

Critical Values: 2 D.F. = 5.99
6 D.F. = 12.59

the females stated that locker room supervision had not been affected. Only 3, or 2 percent, of the males, and none of the females believed that supervision of locker rooms had become easier.

Class B schools also indicated that locker room supervision had become more difficult because of coed classes. One hundred one, or 62 percent, of the respondents from Class B schools noted that supervision had become more difficult; 54, or 33 percent, said it was not affected; and 3, or 2 percent, stated it had become easier. Class A respondents were closely divided between being more difficult, with 10, or 48 percent, of the responses, and not being affected, with 9, or 43 percent of the responses. No respondents from Class A schools indicated that locker room supervision had become easier because of coed classes.

In the age of respondent category, the 20-25 age group and the 31-35 age group were very close in their opinions of the effect of coed classes on locker room supervision with 20, or 69 percent, of the 20-25 age group, and 37, or 67 percent, of the 31-35 age group indicating that locker room supervision had become more difficult. Eight, or 28 percent, of the 20-25 age group, and 14, or 25 percent, of the 31-35 age group stated that locker room supervision had not been affected. Only 2, or 4 percent, of the 31-35 age group, and no respondents from the 20-25 age group stated that locker room supervision had become easier. The 26-30, and 36-Above age groups agreed

that supervision had become more difficult but their percentages were not as high. Thirty-two, or 56 percent, of the 26-30 age group, stated that supervision had become more difficult; 20, or 35 percent, indicated that it had not been affected; and no respondents from this age group mentioned that supervision had become easier. The respondents in the 36-Above age group were very closely divided in their responses, with 22, or 50 percent, indicating supervision had become more difficult and 21, or 48 percent, stating it was not affected. Only 1, or 2 percent, of the respondents in this age group noted that locker room supervision had become easier. Of the 3 respondents that indicated that locker room supervision had become easier, all of them were males from Class B schools, 2 were in the 31-35 age group, and 1 was in the 36-Above age group.

Table 14 demonstrates the results to question 14 which asked the respondents what effect Title IX has had on the scheduling of gymnasium space. Chi-square analysis shows no significant difference in the responses within the 3 categories. All categories agreed with the response that Title IX had not affected the scheduling of gymnasium space. Males and females were very similar in their responses, with 83, or 53 percent of the males, and 16, or 55 percent, of the females feeling that Title IX had not affected scheduling of gymnasium space. Forty-seven, or 30 percent, of the males, and 7, or 24 percent, of the females indicated that scheduling had become more difficult. Only

Table 14. Effect Title IX Has Had on the Scheduling of Gymnasium Space

Response	Category of Respondent													
	Gender				Size of School				Age of Respondent					
	Male		Female		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	-
Difficult	47	30	7	24	5	24	49	30	5	17	19	33	16	29	14	32
Easier	18	12	4	14	4	19	18	11	4	14	5	9	10	18	3	7
Not Affected	83	53	16	55	10	48	89	54	18	62	29	51	27	49	25	57
No Response'	8	5	2	7	2	10	8	5	2	7	4	7	2	4	2	5
	X^2= .42		D.F.= 2		X^2= 1.42		D.F.= 2		X^2= 5.91				D.F.= 6			

' No Response was not used in the Chi-Square Computation

* Indicates significant at the .05 level

Critical Values: 2 D.F. = 5.99
6 D.F. = 12.59

18, or 12 percent, of the males, and 4, or 14 percent, of the females mentioned that scheduling had become easier.

Although the majority of respondents from Class A schools, 10, or 48 percent, stated that scheduling of gymnasium space had not been affected because of Title IX, there was only 1 response difference between scheduling being more difficult, with 5 respondents, or 24 percent, and 4 respondents, or 19 percent, believing that scheduling had become easier. Eighty-nine, or 54 percent, of the Class B school respondents said that scheduling of gymnasium space had not been affected by Title IX; 49, or 30 percent, indicated that it was more difficult, and 18, or 11 percent, stated that scheduling had become easier.

Eighteen, or 62 percent of the 20-25 age group said that scheduling had not been affected but there is little difference between the 5 respondents, or 17 percent, that indicated scheduling had become more difficult, and the 4 respondents, or 14 percent, that stated it had become easier. Twenty-nine, or 51 percent, of the 26-30 age group mentioned that scheduling had not been affected and 19, or 33 percent, said it had become more difficult. Five, or 9 percent, believed it had become easier. Twenty-seven, or 49 percent, of the 31-35 age group and 25, or 57 percent, of the 36-Above age group stated that scheduling of gymnasium space had not been affected by Title IX. Sixteen, or 29 percent, of the 31-35 age group, and 14, or

32 percent, of the 36-Above group indicated scheduling had become more difficult. Ten, or 18 percent, of the 31-35 age group and 3, or 7 percent, of the 36-Above group stated that scheduling had become easier because of Title IX. Although a majority of respondents stated that scheduling of gymnasium space had not been affected by Title IX, there were also quite a few respondents who indicated it was made more difficult.

Question 15 of the questionnaire asked the respondents what effect coed classes have had on discipline. The results are shown in Table 15. Although there were not enough differences in responses within each of the categories to be significant in the chi-square analysis, there were some differences. The male respondents were somewhat divided in their responses, with 71, or 46 percent, stating that discipline had not been affected, and 57, or 37 percent, saying that it had become more difficult. The majority of females, 15, or 52 percent, noted that discipline had become more difficult, and 8, or 28 percent, stated that it had not been affected. Eighteen, or 12 percent, of the males and 2, or 7 percent, of the females said that discipline had become easier.

While both Class A and Class B schools agreed that discipline had not been affected, Class B's responses were closely divided between not being affected, with 69, or 42 percent, and 66, or 40 percent, stating that it had become more difficult. Eighteen, or 11

Table 15. Effect Coed Classes Have Had on Discipline

Response	Category of Respondents													
	Gender				Size of School				Age of Respondents					
	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	-
Difficult	57	37	15	52	6	29	66	40	14	48	23	40	23	42	12	27
Easier	18	12	2	7	2	10	18	11	3	10	6	11	5	9	6	14
Not Affected	71	46	8	28	10	48	69	42	10	34	22	39	22	40	25	57
No Response'	10	6	4	14	3	14	11	7	2	7	6	11	5	9	1	2
	X^2 = 3.85		D.F.= 2		X^2= .75		D.F.= 2		X^2= 5.25				D.F.= 6			

' No Response was not used in the Chi-Square Computation

* Indicates significant at the .05 level

Critical Values: 2 D.F. = 5.99
6 D.F. = 12.59

percent, said discipline had become easier. Class A schools had a larger percentage which indicated it had not been affected, with 10 responses, or 48 percent, compared to the 6 responses, or 29 percent, that stated discipline had become more difficult. Only 2, or 10 percent, indicated it had become easier.

In the age of respondent category, 14, or 48 percent, of the 20-25 age group mentioned that discipline had become more difficult, and 10, or 34 percent, believed that it had not been affected. Three, or 10 percent, stated that it had become easier. There was only a 1 response difference in the 26-30 age group, between believing that discipline had become more difficult, with 23, or 40 percent and saying that discipline had not been affected, with 22, or 39 percent. Six, or 11 percent, of the 26-30 age group indicated that discipline had become easier. The 31-35 age group were also closely divided with 23, or 42 percent, stating discipline had become more difficult and 22, or 40 percent, feeling it had not been affected. Five, or 9 percent, stated that discipline had become easier. In the 35-Above age group, 25, or 57 percent, stated discipline had not been affected; 12, or 27 percent, mentioned it had become more difficult, and 6, or 14 percent, said that it had become easier.

Table 16 indicates the responses to question 16 on the questionnaire which asked the respondents what effect coed classes have had in determining grades. Chi-square analysis showed no significant

Table 16. Effect Coed Classes Have Had in Determining Grades

Response	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	-
Difficult	48	31	7	24	8	38	47	29	8	28	16	28	14	25	17	39
Easier	5	3	2	7	0	0	7	4	3	10	0	0	2	4	2	5
Not Affected	92	59	17	59	11	52	98	60	16	55	34	60	36	65	23	52
No Response'	11	7	3	10	2	10	12	7	2	7	7	12	3	5	2	5
	X^2= 1.24		D.F.= 2		X^2= 1.65		D.F.= 2		X^2= 7.75				D.F.= 6			

' No Response was not used in the Chi-Square Computation

* Indicates significant at the .05 level

Critical Values: 2 D.F. = 5.99
6 D.F. = 12.59

differences in responses within the 3 categories. Over 50 percent of all categories mentioned that coed classes have not affected the way in which grades are determined. Fifty-nine percent of the male and female respondents, or 92 males and 17 females stated that grading had not been affected; 48, or 31 percent, of the males and 7, or 24 percent, of the females said it had become more difficult, and only 5, or 3 percent, of the males, and 2, or 7 percent, of the females indicated that determining grades had become easier.

Ninety-eight, or 60 percent, of the Class B schools and 11, or 52 percent, of the Class A schools indicated that grading had not been affected. Eight, or 38 percent, of Class A schools, and 47, or 29 percent, of the Class B school respondents stated that determining grades had become more difficult, and 7, or 4 percent, of the Class B school respondents, and none of the Class A school respondents indicated that determining grades had become easier.

Thirty-six, or 65 percent, of the 31-35 age group, 34, or 60 percent, of the 26-30 age group, 16, or 55 percent, of the 20-25 age group, and 23, or 52 percent, of the 36-Above age group indicated that determining grades had not been affected by coed classes. Seventeen, or 39 percent, of the 36-Above age group, 14, or 25 percent, of the 31-35 age group, 16, or 28 percent, of the 26-30 age group, and 8, or 28 percent, of the 20-25 age group stated that determining grades had become more difficult. There were only 3 respondents, or 10 percent,

of the 20-25 age group, 2, or 4 percent, of the 31-35 age group, 2, or 5 percent, of the 36-Above age group and no respondents from the 26-30 age group that mentioned that determining grades had become easier.

Question 17 of the questionnaire asked the respondents the effect that coed classes have had in the teaching of classes. Table 17 shows that there were no significant differences in the responses to the question within the 3 categories according to the chi-square analysis. All the groups of respondents agreed that teaching had become more difficult because of coed classes.

Ninety, or 58 percent, of the males believed that teaching had become more difficult, compared to the 14, or 48 percent, of the female respondents that indicated that teaching had become more difficult because of coed classes. Forty-seven, or 30 percent, of the males and 11, or 38 percent, of the females stated that teaching had not been affected. Only 6, or 4 percent, of the males and 2, or 7 percent, of the females mentioned that teaching had become easier.

The size of school category corresponded very closely with the gender category in the percent of respondents that indicated that teaching had become more difficult. Ten, or 48 percent, of Class A schools and 94, or 57 percent, of Class B schools noted that teaching had become more difficult. Eight, or 38 percent, of Class A school respondents, and 50, or 30 percent, of Class B school respondents indicated that teaching had not been affected. One respondent, or 5

Table 17. Effect Coed Classes Have Had in the Teaching of Classes

Response	Category of Respondents													
	Gender				Size of School				Age of Respondent					
	Male		Female		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	-
Difficult	90	58	14	48	10	48	94	57	14	48	30	53	35	64	25	57
Easier	6	4	2	7	1	5	7	4	2	7	3	5	1	2	2	7
Not Affected	47	30	11	38	8	38	50	30	11	38	17	30	16	29	14	32
No Response'	13	8	2	7	2	10	13	8	2	7	7	12	3	5	3	5
	X^2= 1.37		D.F.= 2		X^2= .67		D.F.= 2		X^2= 2.69				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

percent, of the Class A schools and 7, or 4 percent, of the respondents from Class B schools stated that teaching had become easier because of coed classes.

Although all age categories indicated that teaching had become more difficult, the 31-35 age group had the most number of respondents, 35, or 64 percent, stating that it had become more difficult. Twenty-five, or 57 percent, of the 36-Above age group, 30, or 53 percent, of the 26-30 age group, and 14, or 48 percent, of the 20-25 age group indicated that teaching had become more difficult. Eleven, or 38 percent, of the 20-25 age group, 17, or 30 percent, of the 26-30 age group, 16, or 29 percent, of the 31-35 age group, and 14, or 32 percent, of the 36-Above age group said that teaching had not been affected. Only a small number of respondents indicated that teaching had become easier, with 2, or 7 percent, from the 20-25 age group, 3, or 5 percent, from the 26-30 age group, 1, or 2 percent, from the 31-35 age group, and 2, or 7 percent, from the 36-Above age group.

Table 18 demonstrates the responses to question 18 from the questionnaire which asked the respondents if the testing methods had been changed because of coed classes. Chi-square analysis shows that there were no significant differences in the response to the question within the 3 categories. Over 60 percent of all groups of respondents indicated that the testing methods had not changed. There was a larger percentage of males who stated testing methods had not been changed,

Table 18. Testing Methods Have Been Changed Because of Coed Classes

Response	Category of Respondents											
	Gender				Size of School				Age of Respondents			
	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	-
Yes	28	18	6	21	5	24	29	18	5	17	14	25	7	13	8	18
No	117	75	19	66	14	67	122	74	21	72	37	65	44	80	34	77
No Response'	11	10	4	14	2	10	13	8	3	10	6	11	4	7	2	5
	X^2= .07		D.F.= 1		X^2= .18		D.F.= 1		X^2= 3.06				D.F. = 3			

' No Response was not used in the Chi-Square Computation

* Indicates significant at the .05 level

Critical Value: 1 D.F. = 3.84
3 D.F. = 7.81

than females, with 117, or 75 percent, of the male respondents, compared to 19, or 66 percent, of the female respondents. Twenty-eight, or 18 percent, of the males, and 6, or 21 percent, of the females noted that testing methods have changed.

Fourteen, or 67 percent, of the Class A schools, and 122, or 74 percent, of the Class B schools indicated that testing methods have not changed. Only 5, or 24 percent, of the Class A schools, and 29, or 18 percent, of the Class B schools stated that testing methods have changed.

Eighty percent, or 44 respondents from the 31-35 age group said that testing methods have not changed, while 7, or 13 percent, thought methods have changed. In the 36-Above age group, 34, or 77 percent, indicated testing had not changed and 8, or 18 percent, said it had changed. Twenty-one, or 72 percent, of the 20-25 age group stated that testing methods have not changed and only 5, or 17 percent, believed testing methods have changed. Thirty-seven, or 65 percent, of the 26-30 age group indicated that testing methods have changed, while 14, or 25 percent, stated they have not changed because of coed classes.

Question 19 on the questionnaire asked the respondents if the school administration had given support for program transition. Chi-square analysis showed no significant differences in the response to the question within the 3 categories. In fact, the results shown in

Table 19 indicate that a large majority of respondents from all the categories thought that the administration had supported program transition.

One hundred thirty six, or 87 percent, of the males and 22, or 76 percent, of the females stated that the administration had been supportive. Only 6, or 4 percent, of the males, and 4, or 14 percent, of the females mentioned that the administration had not supported the program transition.

Nineteen, or 90 percent, of the respondents of the Class A schools stated that the administration had been supportive, and there were no respondents from Class A schools saying the administration had not been supportive. The majority of respondents from Class B schools agreed with Class A schools that the administration had supported program transition with 85 percent, or 139 responses. Ten, or 6 percent, of the respondents from Class B schools stated that the administration had not supported program transition.

Twenty-four, or 83 percent, of the 20-25 age group, 46, or 81 percent, of the 26-30 age group, 47, or 85 percent, of the 31-35 age group, and 41, or 93 percent, of the 36-Above age group said that the administration had been supportive. One, or 3 percent, of the 20-25 age group, 4, or 7 percent, of the 26-30 age group, 4, or 7 percent, of the 31-35 age group, and 1, or 2 percent, of the 36-Above age group thought that the administration had not supported program transition.

Table 19. School Administration Has Given Support for Program Transition

Response	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	-
Yes	136	87	22	76	19	90	139	85	24	83	46	81	47	85	41	93
No	6	4	4	14	0	0	10	6	1	3	4	7	4	7	1	2
No Response'	14	9	3	10	2	10	15	9	4	14	7	12	4	7	2	5
	X^2= 3.1		D.F.= 1		X^2= .42		D.F.= 1		X^2= 1.83				D.F.= 3			

' No Response was not used in the Chi-Square Computation

* Indicates significant at the .05 level

Critical Value: 1 D.F. = 3.84
3 D.F. = 7.81

Of the 10 respondents who said the administration had not supported program transition, 6 were male, 4 were female, 1 was in the 20-25 age group, 4 were in the 26-30 age group, 4 were in the 31-35 age group, 1 was in the 36-Above age group, and all 10 were from Class B schools.

Table 20 shows the results to question 20 on the questionnaire which asked the respondents if all health classes were taught coeducationally. On the questionnaire sent to the schools, there were only 2 possible responses: yes and no. However, because of the large number of respondents who wrote in that there were no health classes offered, the researcher included this response, along with the response that health classes were offered in science class. The chi-square analysis was performed on all 4 of these responses.

Chi-square analysis showed that there were no significant differences in response to the question in the size of school and age of respondent categories, but there was a difference in the responses between the males and females. One hundred ten, or 71 percent, of the males stated that all health classes were taught coeducationally, with 15, or 52 percent, of the females saying all the health classes were taught coeducationally. Seventeen, or 11 percent, of the males, and 8, or 28 percent, of the females said that there were no health classes offered. Twelve, or 8 percent, of the males, and 5, or 17 percent, of the females stated that all the health classes were not offered

Table 20. Health Classes Are Taught Coeducationally

Response	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	-
Yes	110	71	15	52	12	57	113	69	18	62	36	63	40	73	31	70
No	12	8	5	17	2	10	15	9	3	10	7	12	4	7	3	7
In Science	4	3	0	0	1	5	3	2	0	0	1	2	3	5	0	0
None Offered	17	11	8	28	4	19	21	13	6	21	7	12	6	11	6	14
No Response'	13	8	1	3	2	10	12	7	2	7	6	11	2	4	4	9
	X^2= 9.10*		D.F.= 3		X^2=1.68		D.F.= 3		X^2= 7.25				D.F.= 9			

' No Response was not used in the Chi-Square Computation

* Indicates significant at the .05 level

Critical Value: 3 D.F. = 7.81
9 D.F. = 16.91

coeducationally, and 4, or 3 percent, of the males, and none of the females indicated that health was taught in science class.

Twelve, or 57 percent, of Class A schools, and 113, or 69 percent, of the Class B schools mentioned that all health classes were taught coeducationally. Four, or 19 percent, of the Class A schools stated that there were no health classes offered; 2, or 10 percent, indicated that the health classes were not all taught coeducationally, and 1, or 5 percent, said that health was taught in science class. Twenty-one, or 13 percent, of the Class B schools noted that there were no health classes offered; 15, or 9 percent, said that not all of the health classes were taught coeducationally, and 3, or 2 percent, stated that health was taught in science class.

Over 60 percent of all the age categories stated that all health classes were taught coeducationally. The largest number of responses came from the 31-35 age group with 40, or 73 percent. This was followed by the 36-Above group, with 31, or 70 percent. Thirty-six, or 63 percent, of the 26-30 age group and 18, or 62 percent, of the 20-25 age group, mentioned that all health classes were taught coeducationally. Six, or 21 percent, of the 20-25 age group, 7, or 12 percent, of the 26-30 age group, 6, or 11 percent, of the 31-35 age group, and 6, or 14 percent, of the 36-Above age group stated that there were no health classes offered. Three, or 10 percent, of the 20-25 age group, 7, or 12 percent, of the 26-30 age group, 4, or

7 percent, of the 31-35 age group, and 3, or 7 percent, of the 36-Above age group said that not all the health classes were taught coeducationally. One respondent, or 2 percent, of the 26-30 age group, and 3, or 5 percent, of the 31-35 age group indicated that health was taught in science class. No respondents from the 20-25 and 36-Above age groups said that health was taught in science class.

Question 21 asked the respondents if all the facilities, except the males' locker room, were accessible to females. Chi-square analysis shows that there was a difference in responses in the gender category, but not in the size of school, or age of respondent categories. The results, indicated in Table 21, show that 94 percent, or 146 of the male respondents, stated that the facilities were accessible to females; 2, or 1 percent, said that all facilities were not accessible to females, and 1 respondent said the facilities were sometimes accessible to females. Twenty-four, or 83 percent, of the females stated that all facilities were accessible to females, while 4, or 14 percent, said that they were not accessible. There is quite a difference between the percentage of the males and females who indicated that the facilities were not accessible to females. One, or 3 percent, of the female respondents said that the facilities were accessible sometimes.

Twenty, or 95 percent, of the Class A schools noted that all the facilities were accessible to females, and only 1, or 5 percent,

Table 21. Facilities Are Accessible to Females

Response	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	-
Yes	146	94	24	83	20	95	150	91	27	93	51	89	50	91	42	95
No	2	1	4	14	1	5	5	3	1	3	2	4	3	5	0	0
Sometimes	1	1	1	3	0	0	2	1	0	0	1	2	1	2	0	0
No Response'	7	4	0	0	0	0	7	4	1	3	3	5	1	2	2	5
	X^2= 13.42* D.F.= 2				X^2= .4 D.F.= 2				X^2= 3.64 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

said they were not all accessible. One hundred fifty, or 91 percent, of the Class B schools indicated that the facilities were accessible; 5, or 3 percent or the respondents said that they were not and 2, or 1 percent, said that sometimes they were all accessible.

Twenty-seven, or 93 percent, of the 20-25 age group, 51, or 89 percent, of the 26-30 age group, 50, or 91 percent, of the 31-35 age group, and 42, or 95 percent, of the 36-Above age group said that all facilities were accessible to females. Only 1, or 3 percent, of the 20-25 age group, 2, or 4 percent, of the 26-30 age group, 3, or 5 percent, of the 31-35 age group, and no respondents from the 36-Above age group stated that not all the facilities were accessible to females. One respondent from the 26-30 age group and 1 from the 31-35 age group indicated that all the facilities were accessible to females sometimes.

The last section of the questionnaire asked respondents to indicate which activities were offered at their schools and whether the activity was offered coeducationally or non-coeducationally. These results are shown in Table 22. The most widely offered activity was volleyball, with 20, or 95 percent, of the Class A schools, and 148, or 90 percent, of the Class B schools scheduling it coeducationally. Only 1, or 5 percent, of the Class A schools, and 8, or 5 percent, of the Class B schools scheduled volleyball non-coeducationally. Other widely offered activities in Class A schools include:

Table 22. Activities Offered at Class A and Class B Schools

Activities	Size of School							
	Class A				Class B			
	Co-Ed		Not Co-Ed		Co-Ed		Not Co-Ed	
	N	%	N	%	N	%	N	%
Archery	17	81	0	0	58	35	5	3
Badminton	19	90	0	0	111	68	11	7
Baseball	0	0	0	0	27	16	18	11
Basketball	12	57	7	33	132	80	22	13
Bowling	18	86	0	0	59	36	6	4
Boxing	0	0	0	0	4	2	3	2
Dance	14	67	2	10	64	39	5	3
Dodgeball	7	33	6	29	117	71	11	7
Field Hockey	4	19	3	14	28	17	7	4
Floor Hockey	10	48	5	24	124	76	13	8
Football	7	33	11	52	73	45	62	38
Golf	15	71	0	0	55	34	9	5
Gymnastics	8	38	4	19	44	27	11	7
Ice Hockey	0	0	3	14	4	2	2	1
Racquetball	9	43	0	0	10	6	2	1
Soccer	13	62	4	19	101	62	15	9
Softball	17	81	1	5	138	84	11	7
Swimming	10	48	0	0	5	3	4	2
Tennis	17	81	0	0	76	46	9	5
Volleyball	20	95	1	5	148	90	8	5
Wt. Training	16	76	3	14	78	48	15	9
Wrestling	1	5	7	33	16	10	25	15
Others	8	38	0	0	28	17	1	1

badminton - 19, or 90 percent, bowling - 18, or 86 percent, archery, softball, and tennis - 17, or 81 percent, weight training - 16, or 76 percent, and golf - 15, or 71 percent. Widely offered courses in Class B schools include: softball - 138, or 84 percent, basketball - 132, or 80 percent, floor hockey - 124, or 76 percent, and dodgeball - 117, or 71 percent. The only activities which are scheduled more non-coeducationally than coeducationally are: football, ice hockey, and wrestling in the Class A schools, and wrestling in the Class B schools. Eleven, or 52 percent, of the Class A schools offer football non-coeducationally, and 7, or 33 percent, offer it coeducationally; 3, or 14 percent, offer ice hockey non-coeducationally, and no schools offer it coeducationally. Seven, or 33 percent, offer wrestling non-coeducationally, and 1, or 5 percent, offer it coeducationally. Twenty-five, or 15 percent, of the Class B schools offer wrestling non-coeducationally, while 16, or 10 percent, offer it coeducationally.

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The 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, the 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.

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 which was designed and developed by the researcher. The study was limited to the percentage of returned questionnaires and the validity of the tool used.

Data for the study were obtained from 185 returned questionnaires. The data were divided into three categories: gender of respondent (male, female), size of school (Class A, Class B), and age of respondent (20-25, 26-30, 31-35, 36-Above). A computer was used to perform chi-square analysis on each category to determine if there were significant differences in the responses between the groups of respondents within each of the three categories. The results of the chi-square analysis, along with the number and percent of respondents

who answered a specific way to each question is presented in table form. This study and the survey of related literature provided the basis for drawing conclusions and making recommendations.

Population. Of the 185 respondents, 156 were male and 29 were female. The majority of the males, 61 percent, were between the ages of 26-35, while 45 percent of the females were between the ages of 20-25, and 34 percent were between the ages of 26-30. One hundred sixty-four of the respondents were from Class B schools, which made up 89 percent of the respondents. The remaining 11, or 21 percent, were from Class A schools. One hundred forty-one of the respondents from Class B schools were male and 23 were female. Fifteen of the respondents from Class A schools were male and 6 were female. Thirty-one percent of the males have taught 6-10 years, and 30 percent have taught 1-5 years. The majority of female respondents, 55 percent, have taught 1-5 years; 41 percent have taught 6-10 years, and 1 has taught 11-15 years.

The majority of respondents, 69 percent of the males, and 100 percent of the females, stated that they were physical education teachers. Sixty-one percent of the males and 69 percent of the females indicated that they also coached.

Respondents to the questionnaire indicated that in the Class A schools that were represented there were 31 male and 31 female full-time physical education instructors. In the Class B schools, there

were 54 male and 26 female full-time instructors, and 39 female and 22 male part-time instructors. A summary of the findings follows.

Over 80 percent of the Class B schools which responded to the questionnaire schedule 7th through 12th grade physical education coeducationally. Only 38 percent of the Class A schools which responded schedule 7th and 8th grades coeducationally; 57 percent schedule 9th grade, 76 percent schedule 10th grade, and 81 percent schedule 11th and 12th grades coeducationally.

There was some disagreement as to which grade level had adapted the best to coed classes. The male category and respondents from Class B schools indicated that the 7th and 8th grades adapted the best; female respondents stated that the 9th and 10th grades adpated the best. All age groups indicated that the 7th and 8th grades had adapted the best to coed classes.

All categories of respondents agreed that the 11th and 12th grades had adapted the least to coed classes. However, respondents from Class A schools tied between the 9th and 10th grades and the 11th and 12th grades adapting the least to coed classes.

Over 70 percent of the respondents who answered the questionnaire agreed that Title IX had not affected the physical education budget.

The majority of respondents from all of the categories stated that males' skill level had not been affected by coed classes. However,

there were many male instructors, 58, or 37 percent, and Class B respondents, 60, or 37 percent, who believed that males' skill level had decreased.

Respondents disagreed as to what effect coed classes had on females' skill level. Of the male respondents, 64, or 41 percent, reported that coed classes had no effect; 50, or 32 percent, stated skill level had increased, and 34, or 22 percent, believed females' skill level had decreased. Females' responses were also divided, although a larger percentage of them, 12, or 41 percent, noted that females' skill level had increased; 8, or 28 percent, indicated skill level had decreased, and 6, or 21 percent, stated that females' skill level had not been affected. With respect to respondents' age grouping, the 20-25 age group was the only one that stated that females' skill level had increased. The other age groups indicated that coed classes have not affected females' skill level. While more of the Class A school respondents reported that females' skill level had not been affected, Class B schools were closely divided between females' skill level increasing and the skill level not being affected.

All categories agreed that locker room supervision had been made more difficult because of coed classes, although in the Class A group there was only a 1-response difference, with 10, or 48 percent, of the responding Class A schools indicating that it was more difficult, and 9, or 43 percent, indicating that it was not affected.

The same holds true in the 36-Above age group. Twenty-two, or 50 percent, indicated that it was more difficult, while 21, or 48 percent, believed it had not been affected.

All categories agreed that scheduling of gymnasium space had not been affected by Title IX.

The responses were clearly divided between discipline being more difficult and not being affected by coed classes. While 71, or 46 percent, of the males mentioned that discipline had not been affected, there was still a substantial number, 57, or 37 percent, that indicated that discipline had become more difficult. The majority of female respondents, 15, or 52 percent, believed that discipline had become more difficult. Although most Class A schools stated that discipline had not been affected, Class B schools were closely split, with 69, or 42 percent, believing that it was not affected, and 66, or 40 percent, indicating that discipline was more difficult. The 36-Above age group was the only age group in which a majority of the respondents stated that discipline had not been affected. The other age groups were very closely divided between discipline being more difficult and not being affected.

All categories indicated that coed classes have not affected the determining of grades, although 48, or 31 percent, of the males thought it was more difficult, compared to the 92, or 59 percent, which said it had not been affected. Also, in the Class A schools, 8,

or 38 percent, stated that determining grades was more difficult, and 11, or 52 percent, indicated that it had not been affected. The 36-Above age group also had quite a few respondents, 17, or 39 percent, who found that determining grades had become more difficult, while 23, or 52 percent, of this group stated that it had not been affected.

Although all categories agreed that teaching of classes was more difficult because of coed classes, male respondents, Class B schools, and the 31-35 age group were the respondents who were most in agreement. Ninety, or 58 percent, of the males stated that teaching was more difficult, and 47, or 30 percent, indicated that it was not affected. Ninety-four, or 57 percent, of the respondents from Class B schools said that discipline was more difficult, while 50, or 30 percent, believed that it had not been affected. The 31-35 age group was the group which had the largest number of respondents indicating that teaching had become more difficult. Sixteen, or 29 percent, of the 31-35 age group stated that teaching of classes had not been affected.

More than 60 percent of all the respondents stated that testing methods had not changed because of coed classes.

Over 75 percent of all the respondents agreed that their school administration had given support for program transition.

The majority of respondents from all categories stated that, where offered, all the health classes were taught coeducationally. The next most popular response was that there were no health classes offered.

Over 80 percent of all categories reported that all the facilities (male locker rooms excluded) were accessible to females.

The activities that were offered at most of the Class A schools were volleyball, badminton, bowling, tennis, softball, and archery. The most widely offered activities at Class B schools were volleyball, softball, basketball, floor hockey, dodgeball, and badminton.

Conclusions

Data obtained from the questionnaire supports the following conclusions with respect to physical education programs in selected North Dakota secondary schools.

1. Most Class B Schools schedule 7th through 12 grades coeducationally. The majority of Class A schools schedule 9th through 12th grades coeducationally, while only 38 percent schedule 7th and 8th grades coeducationally.
2. Seventh and 8th grades adapted the best to coed classes.
3. Eleventh and 12th grades adapted the least to coed classes.
4. Title IX has not affected the physical education budgets.

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 different 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 the study.
14. All facilities are accessible to females at the majority of schools represented in the study.
15. The activities which are offered at most Class A schools are both team and individual oriented, while the activities offered at most Class B schools are team oriented.

Recommendations

1. Information obtained from this study and from the survey of related literature indicates that teaching has become more difficult because of coed classes. It is, therefore, recommended that assistance in the form of workshops and in-service sessions be provided for teachers presently in the schools. The purpose of such assistance would be to aid teachers in developing and implementing physical education programs geared to the wide range of skills and ability found in students attending coeducational classes.
2. The survey of related literature attributes much of the teaching difficulty to the inadequate training of physical education teachers in their teaching methods classes. It is recommended that teacher preparation institutions revise their methods classes to include training in organizing and teaching coeducational classes.
3. Title IX states that students may be grouped by skill and ability based on objective tests, tests that are free from bias. Over 60 percent of the respondents stated that their testing methods had not changed because of coed classes. Further research should be done to identify those tests currently in use, to determine if they are free from bias of all kinds.

4. Other physical education programs should be studied further to determine common problems caused by coeducational clases and the strategies and tactics identified which will alleviate those problems.

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APPENDICES

APPENDIX A

NORTH DAKOTA PHYSICAL EDUCATION SURVEY ON THE EFFECTS OF TITLE IX

PLEASE CHECK THE APPROPRIATE ANSWERS TO THE FOLLOWING QUESTIONS

GENERAL INFORMATION

1. Your Age?

_____(1) 20-25
_____(2) 26-30
_____(3) 31-35
_____(4) 36-40
_____(5) 41-50
_____(6) 51-Above

2. Your Sex?

_____(1) Female
_____(2) Male

3. Size of School?

_____(1) Class A
_____(2) Class B

4. Total Years Teaching Experience? _____ Years

5. Present Position(s)?

_____(1) Physical Education Teacher
_____(2) Chairperson of Physical Education Department
_____(3) Coach
_____(4) Athletic Director
_____(5) Superintendent
_____(6) Principal
_____(7) Other:

6. Enter the number of Physical Education teachers employed in your school according to each of the categories. Include yourself.

_____(1) Males, full-time
_____(2) Males, part-time
_____(3) Females, full-time
_____(4) Females, part-time

PLEASE CIRCLE THE APPROPRIATE ANSWER TO THE FOLLOWING QUESTIONS.

7. Circle <u>all</u> of the grade levels that are scheduled coeducationally.
(1) 7th (2) 8th (3) 9th (4) 10th (5) 11th (6) 12th

8. What grade level has adapted the <u>best</u> to co-ed classes? (Circle One)
(1) 7th (2) 8th (3) 9th (4) 10th (5) 11th (6) 12th

9. What grade level has adapted the <u>least</u> to co-ed classes? (Circle One)
(1) 7th (2) 8th (3) 9th (4) 10th (5) 11th (6) 12th

10. Because of Title IX, the Physical Education budget has:
(1) Increased (2) Decreased (3) Not Been Affected

11. Because of co-ed classes, males' skill level has:
(1) Increased (2) Decreased (3) Not Been Affected

12. Because of co-ed classes, females' skill level has:
(1) Increased (2) Decreased (3) Not Been Affected

13. Because of Title IX, locker room supervision has:
(1) Become More Difficult (2) Become Easier (3) Not Been Affected

14. Because of Title IX scheduling of gymnasium space has:
(1) Become More Difficult (2) Become Easier (3) Not Been Affected

PLEASE CIRCLE THE APPROPRIATE ANSWER TO THE FOLLOWING QUESTIONS. FEEL FREE TO COMMENT IN THE SPACE PROVIDED.

15. Because of co-ed classes, discipline has:
(1) Become More Difficult (2) Become Easier (3) Not Been Affected
Comments:_____

16. Because of co-ed classes, determining grades has:
(1) Become More Difficult (2) Become Easier (3) Not Been Affected
Comments:_____

17. Because of co-ed classes, teaching of classes has:
(1) Become More Difficult (2) Become Easier (3) Not Been Affected
Comments:_____

PLEASE CIRCLE THE APPROPRIATE ANSWER TO THE FOLLOWING QUESTIONS AND EXPLAIN YOUR ANSWER WHERE APPLICABLE.

18. Because of co-ed classes, testing methods have been changed?
(1) Yes (2) No
If you answered yes, how have they been changed?_____
_____

19. Has the school administration given support for program transition?
(1) Yes (2) No
If you answered no, please specify the lack of support:_____
_____

20. Are all the Health classes taught coeducationally?
(1) Yes (2) No
If not, when are they segregated?_____
_____

21. Are all facilities accessible to females? (Men's locker room excluded)
(1) Yes (2) No
If you answered no, state which ones aren't and the reason why._____
_____

PLACE A CHECK (✓) IN FRONT OF EACH ACTIVITY THAT IS OFFERED AT YOUR SCHOOL. CIRCLE THE CHECK MARK OF THE ACTIVITIES THAT ARE NOT OFFERED COEDUCATIONALLY.

EXAMPLE:
✓ Hunting
_____ Fishing
(✓) Backpacking

Hunting and backpacking are offered, backpacking is not offered coeducationally. Fishing is not offered.

_____ Archery	_____ Field Hockey	_____ Softball
_____ Badminton	_____ Floor Hockey	_____ Swimming
_____ Baseball	_____ Football	_____ Tennis
_____ Basketball	_____ Golf	_____ Volleyball
_____ Bowling	_____ Gymnastics	_____ Weight Training
_____ Boxing	_____ Ice Hockey	_____ Wrestling
_____ Dance	_____ Racquetball	_____ Others:_____
_____ Dodge Ball	_____ Soccer	_____

APPENDIX B

THE STATE OF NORTH DAKOTA
Department of Public Instruction
Howard J. Snortland, Superintendent
Lowell L. Jensen, Deputy
BISMARCK, NORTH DAKOTA 58505

November 12, 1980

Debbie Butler
302 S. Willson
Apt 301-B
Bozeman MT 59715

In response to your letter on implementing Title IX in Physical Education Programs in North Dakota, the physical educators have been informed of the law and general guidelines for implementing the law into their programs. There has not been a follow-up study in North Dakota. I haven't received any complaints from the schools concerning Title IX. Most conflicts seem to be concerning athletics. This information would have to come from the North Dakota High School Activities Association in Valley City, North Dakota.

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. Enclosed is a North Dakota Educational Directory along with a listing of schools by size.

I would be willing to write an introductory letter and put it on state letterhead for your survey. I cannot provide postage and envelopes because the study is not originating in our office. I can provide the mailing labels for the school administrators in secondary schools for the mailing.

Before I can supply you with any materials or support I must see the instrument you plan to use and must clear it with our data people for issue to the schools.

Hope this information will help you. Let me know if I can be of further assistance.

Sincerely yours,

DEPARTMENT OF PUBLIC INSTRUCTION

Jim Smith

Jim Smith, Coordinator
Health and Physical Education

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enc

APPENDIX C

THE STATE OF NORTH DAKOTA
Department of Public Instruction
Howard J. Snortland, Superintendent
Lowell L. Jensen, Deputy
BISMARCK, NORTH DAKOTA 58505

MEMORANDUM

TO: School Administrators/Physical Education Instructors

FROM: Jim Smith, Coordinator
Health and Physical Education

RE: Graduate student survey on Effects of Title IX in North Dakota

Deborah Butler is a native North Dakotan and bas been working hard at Montana State University to develop a research project that will not only be beneficial to her but also to people in this state. I would encourage you to complete and return the enclosed survey form as soon as possible. Even though the survey is not distributed by the Department of Public Instruction, we have been working with Deborah on this project. The results can help us improve physical education curriculum and program development.

I will be relaying the results to you via the Outlook monthly newsletter.

Thanks in advance for your cooperation.

b
enc

APPENDIX D

Physical Educators:

Thank you very much for your cooperation in this matter. I would like to assure you that all responses will be strictly confidential. Responses will be reported in group statistics only; names of schools will not be associated with any information on the questionnaire.

May I please receive your completed questionnaire by February 15, 1981. A postage paid, pre-addressed envelope is enclosed for your convenience. Thank you for your time and consideration.

Sincerely yours,

Deborah A. Buttle

APPENDIX E

February 19, 1981

Dear Physical Educators,

Recently you received a letter asking you to complete a short questionnaire concerning the effect Title IX has had on your physical education program. I would appreciate your completing this questionnaire and returning it as soon as possible. Your response is very important as I am trying to survey all the physical education programs throughout North Dakota to determine the overall effect of Title IX. A large number of returns is essential in order to draw any conclusions.

The Department of Public Instruction is very interested in the results of this study to help them improve physical education curriculum and program development. The names of the schools responding will remain anonymous.

If you have already mailed the questionnaire, please disregard this letter.

I would like to thank you for taking the time to answer this questionnaire. Your cooperation is greatly appreciated.

Sincerely,

Deborah Butler

Deborah Butler
Graduate Student
Physical Education

APPENDIX F

March 5, 1981

Dear Physical Educators,

Your assistance is needed. I need a few minutes of your time to fill out the enclosed questionnaire. I am trying to determine what effects Title IX of the Education Act of 1972 has had on your physical education program.

All the public high schools throughout North Dakota have been contacted and I need your response to insure a fair representation of different size schools in North Dakota. The names of the schools responding will remain anonymous. The results of this survey will be in the Outlook monthly newsletter.

If you could spend a few minutes answering the questionnaire and mailing it back to me as soon as possible it would be greatly appreciated. If you have already mailed the questionnaire, please disregard this letter.

I would like to thank you very much for your cooperation in this matter. Thank You!!!

Sincerely,

Deborah Butler

Deborah Butler
Graduate Student
Physical Education

APPENDIX G

Accredited Public Secondary Schools in North Dakota

Alexander
Anamoose
Aneta
Argusville
Ashley
Beach
Belcourt
Belfield
Berthold
Beulah
Binford
Bisbee
Bismarck
Bismarck Century
Bottineau
Bowbells
Bowdon
Bowman
Butte
Buxton
Calvin
Cando
Carpio
Carrington
Carson
Casselton
Cavalier
Center
Chaffee
Cleveland
Colfax
Columbus
Cooperstown
Crary
Crosby-Noonan
Des Lacs
Devils Lake
Dickinson
Donnybrook
Drake
Drayton
Dunseith
Edgeley
Edinburg
Edmore
Elgin
Ellendale
Enderlin
Esmond
Fairmount
Fargo North
Fargo South
Fessenden
Finley
Flasher
Fordville
Forman
Ft. Totten
Ft. Yates
Gackle
Galesburg
Garrison
Glenburn
Glenfield
Glen Ullin
Golva
Goodrich
Grafton
Grand Forks Central
Grand Forks Red River
Granville
Grenora
Gwinner
Halliday
Hankinson
Hannaford
Harvey
Hatton
Hazelton
Hazen
Hebron
Hettinger
Hillsboro
Hoople
Hope
Hunter
Inkster
Jamestown
Karlsruhe
Kenmare
Kensal
Killdeer
Kindred
Kulm
Laota
LaMoure
Langdon
Lansford
Larimore
Leeds
Lehr
Leonard
Lidgerwood
Lignite
Linton
Lisbon
Litchville
McClusky
McVille
Maddock
Makoti
Mandan
Mandaree
Marion
Max
Maxbass
Mayville
Medina
Michigan
Milnor
Minnewaukan
Magic City Campus
Minot Central
Minto
Mohall
Monango

Montpelier
Mott
Munich
Napoleon
Neche
Newburg
New England
New Leipig
New Rockford
New Salem
New Town
Northwood
Oakes
Oriska
Page
Park River
Parshall
Pembina
Petersburg
Plaza
Powers Lake
Ray
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Regent
Rhame
Richardton
Riverdale
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Rugby
St. John
St. Thomas
Sawyer
Scranton
Sheldon
Sherwood
Sheyenne
Souris
South Heart
Stanley
Stanton
Starkweather
Steele
Strasburg
Streeter
Surrey
Sykeston
Tappen
Taylor
Thompson
Tioga
Tolna
Tower City
Towner
Trenton
Turtle Lake
Tuttle
Underwood
Upham
Valley City
Velva
Verona
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