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August 5, 1977

THE EFFECTIVENESS OF TITLE IX INFORMATION DISSEMINATION TO
ELEMENTARY AND SECONDARY SCHOOLS WITHIN MONTANA

by

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ABSTRACT

The problem addressed in this study was to determine: a) if the OSPI Title IX Specialist had supplied sufficient written information and direct assistance concerning Title IX regulations to elementary and secondary public school personnel within Montana, and b) the attitudes held by Montana Public School personnel with regard to Title IX regulations.

A questionnaire was designed and administered to 587 randomly selected educational personnel throughout Montana. Participants were divided into four major categories; job position, location of school/school district, student enrollment of school, and classification of school. Significant differences between the last three categories were tested for in relation to the items on the questionnaire.

Analysis of the data showed that the majority of the respondents felt that written information and direct assistance had been adequately supplied. However, personnel from small schools and elementary schools indicated that an insufficient amount of written information had been supplied. Questions which were worded to check the familiarity of the respondent to Title IX regulations showed that between 20-25 percent of the respondents were unable to answer them, causing them to mark the "I Don't Know" response.

Attitudes of the respondents toward Title IX regulations proved to be indifferent in the majority of cases. Analysis of the data indicated no significant correlation between attitudes concerning Title IX regulations and their implementation, however, a trend toward such a correlation was shown.

Recommendations were made for more attention to be given to personnel in elementary schools from the OSPI Title IX Specialist. Also an attempt to promote more positive attitudes within educational personnel toward Title IX was suggested.

Chapter 1

INTRODUCTION

On May 27, 1975 President Ford approved the final regulations barring discrimination on the basis of sex in various school practices. These regulations were first mandated as Title IX of the Education Amendments of 1972. The essence of the law is seen in its opening statement:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance (Public Law, p. 373).

Title IX requires that all elementary, secondary, and post secondary educational institutions receiving federal funds comply with regulations encompassing the following areas; schools required to comply with Title IX regulations; admission of students; treatment of students, counseling; employment practices; and enforcement procedures.

Title IX does not cover private educational institutions, non-federally funded pre-schools, institutions which have been traditionally and continually single sex, and military institutions.

Admission standards must be equivalent for both sexes. Separate ranking of applicants, sex-biased tests, or other discriminatory admission criteria is forbidden. Recruitment practices as well must not discriminate on the basis of sex.

Once admitted, all students must be guaranteed equal educational

opportunity. Such opportunities must be granted in the following areas: access to, and participation in, course offerings; eligibility for benefits such as financial aid; use of facilities; and counseling procedures.

In the area of hiring practices, educational employers may not recruit or hire on the basis of discriminatory sources. In addition, equal pay must be awarded for performing the same work. Discrimination based on pregnancy or related conditions is prohibited.

Statement of the Problem

Title IX legislation has been in effect since July 21, 1975. Schools governed by Title IX regulations had until July 21, 1976, to comply. But, as Montana educators and administrators move into the second year of compliance, there has been no study done to investigate, a) the extent to which educators and administrators have understood and implemented Title IX regulations, and b) their attitudes toward Title IX regulations. The Office of the Superintendent of Public Instruction (OSPI) Title IX Specialist showed concern about this fact, stating:

Schools in Montana's 641 districts were notified in summer of 1975 that they would be required to comply with Title IX (Education Amendments of 1972) by July 21, 1976, or risk losing their Federal funds. Our office spent one year (July 75-76) trying to communicate with these districts: the essence of the law and its regulation, the expectations which enforcement agencies held regarding compliance to it, and the various models and resources available to assist them with compliance tasks. Due to brief time allowed, the inadequacy of staff and funds, we are not sure we were able to provide them with adequate help. That's our problem: determining to what extent we communicated

well with the districts we serve (Leonard-Connor, December 21, 1976).

Written information concerning Title IX regulations has been sent to all districts. However, due to the great number of school districts (641), direct assistance in the form of workshops, advice, and personal correspondence was given only to those schools and/or school districts which requested it. The OSPI Title IX Specialist found that among Montana's schools and districts those that were most likely to request such assistance were in the western section of the state, while those that did not were in the east.

Though Montana has 641 school districts which are affected by Title IX regulations, nation-wide, there are over 16,000 school systems (Congressional Quarterly, p. 2) which must comply with the regulations. The specifics of Title IX pose a definite problem to educators and administrators who are required to implement them, for federal laws are often difficult to comprehend. Complete understanding of the regulations could only add to a successful implementation process. Thus, the fact that individuals are uniquely different and may interpret the same information differently poses a definite problem. Goldhaber (1974) pointed out that, "The important point is that because people have different perceptions, their way of responding to messages will be different. If we don't account for these perceptual differences we may be assuming an attitudinal structure and a response that does not exist" (p. 103).

Statement of Purpose

The purpose of this study was to evaluate the effectiveness of the OSPI Title IX Specialist in a) the distribution of Title IX written information, b) supplying direct assistance upon request to all elementary and secondary schools throughout Montana affected by these regulations, and c) to investigate the attitudes held by Montana educational personnel toward Title IX regulations. One might expect that effective implementation of these regulations would be dependent upon a) the amount of written information concerning Title IX regulations received by school personnel, b) the amount of direct assistance in the forms of workshops, advice, or correspondence requested and made available to school personnel, and c) the attitudes held by educational personnel toward Title IX regulations. It was the intent of this research to investigate the affect of these factors upon the implementation process.

Written information, as pointed out by the OSPI Title IX Specialist had been distributed in equal amounts to all school districts. The question was whether adequate amounts of written information had been supplied, and whether the information had been disseminated to all educational personnel involved in the educational process. Aside from written information, direct assistance was also made available by the OSPI Title IX Specialist upon request by the school/school district. Here, the question was whether direct

assistance was readily made available upon request. It was also felt that attitudes toward Title IX regulations may have played an important part in the acceptance and implementation of Title IX regulations. This seems especially relevant in relation to the strong opposition which has been voiced toward regulations involving the equalization of areas which have been traditionally separated in relation to males and females.

General Questions

In order to explore the effectiveness of Title IX implementation, answers to the following general questions were sought:

1. Has the OSPI Title IX Specialist supplied adequate written information to elementary and secondary public school personnel throughout Montana?
2. To what extent has direct assistance been requested by elementary and secondary public school personnel and been made available by the OSPI Title IX Specialist?
3. Do public school personnel feel a need for more written information and/or direct assistance concerning Title IX regulations?
4. From where do elementary and secondary public school personnel receive the majority of Title IX information?
5. What are the attitudes of elementary and secondary public school personnel toward Title IX regulations?
6. Do elementary and secondary public school personnel feel

Title IX regulations have been implemented within their schools/school districts?

7. Will there be any significant difference in the answers to the above six questions in relation to the size of the schools' student enrollment, location of the school, or whether the school is elementary or secondary?

General Procedures

To obtain answers to the previously stated general questions, a questionnaire was designed and administered to a randomly selected group of Montana educators and administrators during winter quarter, 1977. This questionnaire investigated a) the extent to which educators and administrators felt they had been supplied with adequate written information and direct assistance concerning Title IX regulations, and b) the nature of the attitudes held by the sample in regards to these regulations.

Definition of Terms

The following definitions are offered to clarify the concepts which are presented within this study:

East -- The Eastern designation refers to schools/school districts within those counties comprising the Eastern region of the State as determined by the OSPI Title IX Specialist (See Appendix A).

West -- The Western designation refers to schools/school

districts within those counties comprising the Western region of the State as determined by the OSPI Title IX Specialist (See Appendix A).

Elementary Schools -- Montana public schools functioning with grade levels kindergarten through eighth grade, or any combination thereof.

Secondary Schools -- Montana public schools functioning with grade levels 9, 10, 11, 12, or any combination thereof.

District Title IX Coordinator -- Each school district has a Title IX coordinator. This person may be a teacher or part of the administration. The purpose of this job is to distribute Title IX information, which is received from the OSPI Title IX Specialist as well as to assist in the implementation of Title IX regulations within the school district.

SUMMARY

Title IX legislation constitutes the first major federal action to bring to the attention of educators the inequities which have been perpetuated within the classroom, as well as to offer guidelines to aid in the elimination of such discriminatory actions on the basis of sex.

With the compliance date barely a year old, there is a definite need to evaluate the implementation process in order to determine the extent of successful compliance. In subsequent chapters an assessment will be presented of the OSPI Title IX Specialist's effectiveness in

the dissemination of written information and direct assistance to elementary and secondary schools throughout Montana. The relevant data has been collected through the use of a questionnaire.

Chapter 2

REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present a review of literature corresponding to Title IX regulations which prohibit discrimination on the basis of sex within educational institutions receiving federal funds. This researcher will discuss Title IX regulations in three sections. First, causal effects, which revealed the need for such legislation, will be investigated. Secondly, present-day implications of Title IX regulations will be reviewed. And finally, the relationship between written information and reader attitude will be discussed in relation to its possible impact upon the implementation of Title IX regulations.

Sex Discrimination Before Title IX Regulations

Sex discrimination is not a newly created product of the mid-twentieth century. It has been a constant companion of civilization for centuries, but has recently been uncovered for all to see. John Donohue (1975) was aware that sex discrimination has had a prolonged history, but sees a brighter future for women.

In Europe and North America, to say nothing of the world, women have for centuries been disbarred or discouraged from sharing equally in academic, artistic, business and political affairs on the grounds either that they would find these spheres temperamentally uncongenial or that they were absolutely indispensable as full-time homemakers. But, according to a Roper poll taken last spring, 63 percent of American men and 57 percent of American women now think that the position of women in

our society needs to be improved. In other words, a moderate feminism has by now become the majority opinion (p. 235).

One of the most comprehensive writings dealing with educational sex discrimination is offered by Martha Mathews (c. 1975) in Why Title IX? This work will play a major part in this researcher's review of literature due to the current and relevant information it discusses. Matthews (c. 1975) saw a distinct correlation between the educational system and the extended stay of sex discrimination:

From early childhood education through graduate education, females and males are exposed to sex discrimination and sex role stereotyping in the curriculum, in extra curricular programs, in regulations and policies governing student life, in physical facilities, in the behavior of education personnel, and in the structure and organization of education institutions. Sex discrimination and sex role stereotyping, whether overt or covert, direct or indirect, function to deny the equal educational opportunity guaranteed by law (p. 2).

Senator Birch Bayh (1975) felt much the same way when he addressed the United States Senate and stated:

Schools, Mr. Chairman, continue to be the primary vehicles in our society for socialization and carrier of motivation. To the extent that the school system treats women as second-class citizens, inferior to their male classmates, and less worthy of expenditures of educational resources, women will continue to occupy the lower economic strata of the society (p. S 11416).

Up to now, schools have failed to take corrective actions against sex discrimination. Sex role stereotyping in the educational process has continued to engrain the expected roles of both females and males. As Matthews (c. 1975) pointed out, discriminatory actions such as these not only deny equal educational opportunities, but such actions

also: "affect the ability of individuals to participate fully in order societal institutions and benefits" (p. 5).

Stereotypes have been perpetuated to the point that the skills women have to offer society are most often viewed as the domestic skills of cooking, cleaning, and sewing. An example of this stigma which has been attached to women can be seen in an article written by William Werther Jr. (1976) which dealt with the value of part-time help in today's organizations. Werther discussed the merits of retired and the unemployed between the ages of 16 and 21, and stated, "Even typical homemakers possess a few skills that are useful - clerical along with cooking and cleaning skills (which can be employed in the company cafeteria)" (p. 49).

Sex discrimination has taken its toll in course work in relation to females. John Donohue (1975) discussed the continued sex biases of educators toward course work. As witnessed by government school inspectors, "secondary school students are still hemmed in by the sex-typings which assume that physics and chemistry are subjects more appropriate for boys than for girls and that boys, in turn, need not have equal opportunities for art and music" (p. 234). Norma Willson (1976) stated, "It is not by chance or nature, the research shows, that women's academic performance begins to decline during high school at the same time that men's opinions of women become lower and women's opinions of themselves also decline" (p. 9).

There are many studies which give concrete proof to the very real and very present discriminatory practices of educational institutions. Counselors play a large part in the continuation of sex role stereotyping. As Martha Matthews (c. 1975) stated, "Research indicates that both male and female counselors hold differential perceptions of appropriate academic and career choices for males and females. Counselors appear to apply traditional role stereotypes to both college and non-college bound females as well as to female college students" (p. 3). Ms. Matthews goes on to say that: "Sex bias has also been documented in instruments used in the counseling process. A number of achievement tests have been found to contain such bias in both content and language" (p. 3). Jane Hoyt (1974) strengthened these facts by relating the story of a young high school girl who took an achievement test.

Results of a color-coded vocational guidance test she took (pink for girls, blue for boys) showed she had a special aptitude for a career in medicine. By the standards of the test, that meant nurse, though Jennifer had been thinking in terms of psychiatrist (p. 7).

Athletics is another area in which females have been treated unequally. In an analysis of numerous athletic budgets, Matthews (c. 1975) uncovered the following figures: "at the secondary level, the ratio of expenditures for females and males approximates \$1/\$10. At the post-secondary level, the ratio approaches \$1/\$50" (p. 3). Ms. Matthews went on to report that in reference to financial aid programs, a national survey of 3,363 college sophomores showed that in

1967, "the average award of financial aid to men was \$1,001, while the average award to women was only \$786" (p. 2).

Textbooks and other instructional material have been found to be laden with sex role stereotypes. Matthews (c. 1975) stated:

Numerous studies have documented that from preschool through graduate level, texts and instructional materials in virtually every subject area or discipline present limiting and stereotyped images of both females and males. Females are largely invisible; when they do appear, they are usually portrayed as passive and emotional creatures defined primarily by their relationships to men, or as curious diversions briefly interrupting the male course of political, economic, scientific or artistic endeavor (p. 5).

Additional light is shed on the relationship between declining female scores and sex-biased textbooks by Marvin Stone (1975b) who reported that in one study of grade school textbooks, "69 percent of the people in illustrations were males, and 75 percent of the reading stories were about boys" (p. 54). Stone also noted that in a series of spelling books, "consonants were shown as males while 'female vowels are. . . yelled at, kicked out, pushed around, used as puppets and told to shut up'" (p. 54). In a similar study, Jane Hoyt (1974) revealed that: "boys were the focus of 881 stories, whereas only 334 of the stories centered around girls. Similarly, adult males were featured in 282 stories, women in only 127. There were 131 biographies of famous men, 23 of women" (p. 7). Finally, touching upon the link between textbook biases and male dominance of sciences, Matthews (c. 1975) concludes that:

Male achievement in science may be facilitated by science textbooks which, beginning at elementary school, are the most male-dominated of any subject area; it may be reinforced by guidance counselors who discourage the participation of females in science programs; and it may be shaped by relative dominance of men in science teaching positions (p. 6).

Of the eight major learning areas, females consistently outperform males in only one area, writing. Matthews (c. 1975) approached this fact by stating: "A review of research regarding basic psychological sex differences suggests that the extent and degree of these sex differences in achievement are not explainable by basic sex differences in abilities" (p. 6). Moreover, a review of the various sex discriminatory practices performed at educational institutions reinforces the belief that ability does not rest in one's sex. As Stone (1975) points out: "Girls' scores will never be as high as boys' unless schools give them something besides stereotypes to aspire to" (p. 54).

Present-Day Implications of Title IX Regulations

Casper Weinberger, Secretary of the Department of Health, Education, and Welfare, stated in the Final Title IX Regulation Implementing Education Amendments of 1972 (U.S. DHEW, 1975) that:

Much of the discrimination against women in education today exists unconsciously and through practices long enshrined in tradition. The regulations require that during the next year those in education begin a searching self-examination to identify any discriminatory policies or practices which may exist within their institutions and to take whatever remedial action is needed (p. 1).

On June 23, 1972, President Nixon signed the Education Amendments of 1972 which had been passed by the 92nd Congress. Of the ten titles incorporated within the Education Amendments of 1972, Title IX has received the most attention and publicity. Title IX is the most recent law prohibiting discrimination in education. However, it is by no means the first. As Matthews (c. 1975) has noted, the fight for equality in education started over twenty years ago:

Since the 1954 Supreme Court decision regarding *Brown v. the Board of Education*, the relationships between equality in education and in society, and the nature of equality in education, have been subjects for public and educator concern (p. 1).

Matthews goes on to state that Title IX "is patterned after Title IV of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race or ethnicity in education agencies and institutions" (p. 1).

In June of 1975, guidelines were passed by Congress in order to help schools implement Title IX regulations. Compliance was to be completed by July 21, 1976, except for secondary and post secondary athletic programs which would have until 1978. At the time these guidelines were passed, Norma Willson (1976) quoted Secretary Casper Weinberger, who stated:

To their great credit many are already moving in good faith to end sex discrimination. For them Title IX as we propose to administer it can only help. For those that are not trying in good faith to end discrimination against women I have just one comment: We can wait no longer. Equal educational opportunity for women is the law of the land--and it will be enforced (p. 9).

Bella Abzug (1975) also recognized the importance of Title IX legislation when she said: "Title IX, and the implementing regulations, are a recognition at long last that girls and women should be given the same opportunities as men and boys to develop intellectually, socially, and physically within the context of educational programs and activities" (p. H 6273).

Aside from implementation procedures and enforcement policies, basic concerns of Title IX include the admission of students to educational institutions, non-biased treatment of students, and the employment of personnel in educational agencies. Bella Abzug (1975) discussed the impact the Title IX regulations would have upon the admission practices of educational institutions:

Institutions will no longer be able to give preference to one person over another solely on the basis of sex, nor will they be able to apply numerical limitations on the number of persons of either sex who may be admitted. This will mean that women will no longer have to be more qualified than the men against whom they are competing. . . as has sometimes been the case in the past (p. H 6273).

An important area covered within the Title IX regulations deals with the treatment of students in a nondiscriminatory fashion. As stated in the Final Title IX Regulation Implementing Education Amendments of 1972 (U.S. DHEW, 1975) the following areas are covered:

(1) Access to and participation in course offerings and extra-curricular activities, including campus organizations and competitive athletics.

(2) Eligibility for and receipt or enjoyment of benefits, services, and financial aid.

(3) Use of facilities, and comparability of, availability of, and rules concerning housing (except that single-sex housing is permissible) (p. 5).

There are exemptions to these regulations which Birch Bayh (1975) pointed out: "Title IX exempts the membership policies of the Girl and Boy Scouts, the YMCA and YWCA, Campfire Girls and other single-sex 'youth service organizations' whose members are chiefly under age of 19. This special exemption does not apply to recreational youth groups such as Little League" (p. 3). University-based social sororities and fraternities are also exempt from Title IX regulations.

Equal employment opportunities for both sexes are also advanced by the Title IX regulations. As Abzug (1975) stated: "Institutions may no longer make employment decisions in a manner which discriminates on the basis of sex. . .these regulations would mandate that they be treated the same in terms of promotion, compensation, job assignments, fringe benefits, as well as a variety of other job-related matters" (p. H 6273). In addition, pregnancy must be treated like any other temporary disability. To illustrate the problems of equal opportunities within the areas of hiring, promotions, compensation, etc., Abzug (1975) pointed out a recent survey conducted by the National Education Association which "revealed that while two-thirds of classroom teachers at

the elementary and secondary level are women, only 13.5% of principals and one-tenth of one-percent of superintendents at this level are women" (p. H 6273).

Title IX, as mentioned before, has drawn the most publicity of the ten titles within the Educational Amendments of 1972. One of the main reasons for this attention is the interest which has been shown toward the mandate of equal opportunities for females in the area of athletics. The reaction of Abzug (1975) to such high interest was that, "Although athletic programs are only a small part of the activities affected by the regulations, this somewhat narrow issue seems to have provoked the greater part of the debate on the Title IX regulations" (p. H 6273). Donohue (1975) expressed much the same viewpoint by noting that: "any case, the sooner this dispute about equal opportunity in the highly specialized area of college sports is settled, the better, because the argument is a noisy distraction that diverts attention from the more important inequities that Mr. Prentice underlined and Mr. Weinberger is charged to diminish" (p. 235).

Opposition to regulations affecting athletics has been strong. One such statement came from James G. Martin (1975):

These regulations include many features that in and of themselves are desirable and worthwhile. They also contain requirements that amount to destructive meddling in intercollegiate athletics. Totally apart from whatever virtues these regulations may possess, there is no basis for this or any Federal department to concern itself with a responsibility for extracurricular activities which receive no Federal financial assistance (p. E 3231).

Defending the affect of Title IX regulations upon extracurricular activities, Birch Bayh (1975) argued that "Without federal aid a school would have to reduce program offerings or use its resources more efficiently. Title IX refers to federal financial assistance. If federal aid benefits a discriminatory program by freeing funds for that program, the aid assists it" (p. S 11417).

Strong opposition was heard from the National Collegiate Athletic Association (N.C.A.A.). Their main concern, as seen in Facts on File (January, 1975) was "essentially financial, based on the fear that men's athletics programs would suffer as colleges were forced to upgrade programs for women" (U.S. GPO, p. 48). A similar reaction was voiced by coaches of eight major universities when spokesman Darrell Royal, coach at the University of Texas said (Congressional Quarterly, 1975): "'Any way you look at it, we can't see (that the rules are) going to do anything but eliminate, kill or seriously weaken' existing athletic programs for both men and women" (U.S. GPO, p. 664).

Title IX regulations concerning athletics affect elementary schools as well as secondary and post-secondary schools as may be seen in the following regulation (U.S. DHEW, 1975):

School districts which offer interscholastic or intramural athletics at the elementary school level must immediately take significant steps to accommodate the interests and abilities of elementary school pupils of both sexes, including steps to eliminate obstacles to compliance such as inequities in the provision of equipment, scheduling and the assignment of coaches and other supervisory personnel (p. 5).

The major threat of regulations concerning athletics seems to be a financial one. Stone (1975a) quotes Caspar Weinberger, who approached this subject by stating: "Although schools must provide the funds necessary to insure equal opportunity for women who wish to take part in sports, 'the regulations do not demand dollar-for-dollar matching expenditures for each sex'" (p. 49). Finally, in regard to the financial squeeze that many athletic programs foresee, Birch Bayh (1975) had an interesting comment:

Oddly, no one making the argument that athletics should not be covered by Title IX does so on the premise that there is not discrimination. No one denies that there is something fundamentally wrong with a college or university that relegates its female athletes to second-rate facilities or second-rate equipment or second-rate schedules solely because they are female (p. S 11417).

The concern for equal opportunity in athletics is an issue that no doubt will continue to be in the limelight for quite some time. One response concerning this matter was issued by Jacob Javits (1975):

With all the hullabaloo over the impact on college sports of the new federal sex bias rules, it is easy to overlook the real importance of those rules which is that they should open the country's educational institutions to women in a way they have never been open before. . . The rules mean, simply, that the nation is taking another significant step toward a time when intellect and talent and competence in general will be recognized as such in all endeavors - whether academic or athletic - regardless of the sex of the person concerned. In that sense, the fight over what these rules will do to sports and athletic programs is a side issue. The real impact of them will be on things that matter much more in life (p. S 11514). . . The emphasis on all too many campuses has reached the point where

it appears the purpose of the university is not to educate young people but to produce winning football or basketball teams. . . HEW's efforts will serve not only to give to women what is rightfully theirs but to restore some balance between what is meaningful in higher education and what is fun and games (p. S 11514).

Aside from athletics, another major contributor to sex discrimination, as previously discussed, can be seen in textbooks and various instructional materials. Unfortunately, Title IX does not require the removal of such biases within these materials. As pointed out by Matthews (c. 1974):

Bias in textbooks and instructional materials is explicitly not covered in the body of the Title IX Regulation. The Preamble to the Regulation does, however, acknowledge the issue as one of concern, particularly at the elementary-secondary level. It further recommends the development by State and local education agencies of criteria for the selection of nonbiased materials (p. 5).

Many publishers of educational textbooks, having had their biases pointed out to them through various studies, letters from educators, and visits from equal opportunity groups, are in the process of removing such biases from within their textbooks and instructional material. Norma Willson (1976) describes a section of a nonbiased text: "the text actually pictures a mother teaching her daughter how to use a saw" (p. 10).

Title IX regulations have not been issued lightly. As Weinberger made clear (Willson, 1976): "Equal educational opportunity for women is the law of the land - - and it will be enforced" (p. 9).

Enforcement proceedings have already occurred throughout the country

with possible loss of federal funds as the penalty if non-compliance is proven. Willson (1976) stated "the Los Angeles Times reported in December, 1975 that the first sex discrimination suit to be filed against a school district was filed on December 11 against Fresno Unified School District in Fresno, California" (p. 9). Earlier that same year on August 11, five women faculty members from Montana State University filed a suit against M.S.U. charging sex discrimination in the areas of pay and promotion. In regards to the M.S.U. suit, Rich Mecklenburg (1976) reported:

Presiding Judge W.D. Murray found M.S.U. guilty of sex discrimination and ordered M.S.U. to take corrective action by:
 One - improving the Affirmative Action Plan,
 Two - including females in decision making activities,
 Three - make tenure and promotion policy to eliminate built-in sex discrimination, and
 Four - to correct inequitable salaries with back pay and raises (p. 1).

Mr. Mecklenburg went on to relate the final outcome: "Women faculty at M.S.U. are to receive \$274,453 tax free in back pay if appropriated by the state legislature. Including taxes and lawyer fees, the final judgment comes to total of \$450,619.01" (p. 1).

The above mentioned suits are but a few of the examples of the legal action which has occurred nationwide in response to the non-compliance of schools and school districts to the Title IX regulations.

Title IX Written Information and Reader Attitudes

Title IX regulations affect virtually all the elementary,

secondary, and post-secondary educational institutions across the nation. Due to the vast number of schools governed by the regulations, the only feasible way to introduce educators to Title IX legislation was through the written mode of communication. Though Title IX specialists and district coordinators were made available, the ratio of Title IX personnel to schools made it impossible for all schools to receive equal or adequate personal attention. The majority of Title IX information was therefore received in the written form. Because the majority of educational personnel were first introduced to Title IX regulations via written information, one can see the importance of making such information as clear and self-explanatory as possible in order to enhance a successful implementation process.

Discussing the importance of effective written information which obtains the desired reader response, Ronco (c. 1966) has stated that:

The literature clearly indicates that instructions to the reader contained in a report have a critical effect upon the final performance. Primacy of presentation is a potent factor in influencing the expectations of the reader and in determining the organization of subsequent material. Instructions which orient the reader toward basic relationships or principles underlying the task or which restrict the range of available alternative responses are particularly effective in enhancing performance (p. 31).

Ronco goes on to state that "The type of instruction which is most likely to facilitate organization and learning varies, at least in part, with the nature of the audience and the objectives or the task" (p. 31).

Focusing on the "nature of the audience", Goldhaber (1974) expounded on the variances that occur:

No two people are alike. We are all products of different families and cultures. We all have different nervous systems. Because of these environmental and physiological differences, our perceptions will be different. Perception is the process by which we receive and organize sensory data from our environments (p. 100).

In light of these differences, Goldhaber further argues that "thus, since perception and behavior will be different, communication is a highly personal process governed by unique interpretations of human messages" (p. 101). The fact that individuals are uniquely different and may interpret the same information differently poses a considerable problem to the effective implementation of Title IX regulations where heavy reliance has been placed upon written material sent out in mass.

It should be kept in mind that this problem transcends the simple concern for clarity in written material. As Goldhaber (1974) notes "the assumption is made that if only the language is clearly and simply stated 'we will be able to communicate better'. This naive view of communication assumes that words have meaning. They don't. . . people can assign any meaning they desire to any word or message" (p. 101).

This same subject was previously discussed by Ronco (c. 1966) who took a closer look at the content of written material:

The personal interests and values of the audience must also

be taken into consideration, for they are strong factors in influencing the acquisition, retention, and comprehension of the message. Material which is congruent with the strongly-held interests and values of the reader tends to be learned, recalled, discriminated, and comprehended more easily than content which is unrelated to the value system. Conversely, material which is conflict-inducing or in opposition to the reader's attitudes tends to be misinterpreted more frequently than congruent or neutral topics. These effects are maximized with unfamiliar and ambiguous material (p. 36).

The tremendous number of educators receiving and interpreting Title IX written information makes it highly probable that Title IX information has not sufficiently taken into account the problem of the unique differences within individuals. Addressing this problem generally, Ronco (c. 1966) states:

It is clearly evident that the motivation of the reader audience is of prime importance for the effectiveness of communication. . .What practical suggestions there are relate principally to writing readable material for the large, general audience. .or. .reducing writing to the lowest common denominator (p. 35).

Similarly, Goldhaber (1974) remarks that "If our goal in communicating is to achieve mutual understanding, the best we may be able to hope for is to approach a commonality of understanding" (p. 101).

Due to the strong dependence upon written material in relaying Title IX information, it can be assumed, as pointed out in the review of literature, that the interpretation of Title IX regulations will vary, thus affecting the implementation process. Attitudes and personal interests will also have had an impact upon the implementation of the regulations. The extent to which personal interpretations and attitudes

have affected the implementation of Title IX regulations within Montana is a question which will be investigated in forthcoming chapters.

SUMMARY

The evolution of Title IX regulations has been an interesting one. Starting with the Supreme Court decision regarding Brown v. the Board of Education in 1954, gaining momentum in Title IV of the Civil Rights Act of 1964, and taking its present form as the ninth title of the Education Amendments of 1972, Title IX will attempt to bridge the ever-increasing gap in the educational process concerning sex discrimination.

The number of educational institutions governed by Title IX is extremely large. The majority of educators will have had their initial introduction to the Title IX regulations through the written media. The way in which the information was presented, along with the interests and values of the educators, will have a significant effect in how the information was interpreted and implemented.

Chapter 3

PROCEDURES

The problem addressed in this study was twofold, a) to determine if the OSPI Title IX Specialist had sufficiently supplied written information and direct assistance concerning Title IX regulations to elementary and secondary public school personnel within Montana, and b) to determine the attitudes held by Montana public school personnel with regard to Title IX regulations. This chapter describes the general procedures used in completing this study. Included within this chapter are the following sections: subjects and their selection; method for collection of data; method of organizing data; analysis of data; and a summary.

Subjects and Their Selection

The population sampled for this study consisted of personnel (administrators and educators) from elementary and secondary public schools throughout Montana. A sample of 587 participants was chosen from the population. The randomization of this sample was ensured by every ninth name from an alphabetized employee label deck obtained from the State Office of the Superintendent of Public Instruction.

Personnel chosen for the random sample were divided into two classifications: the location of the school/school district for which they worked; and the type of school for which they worked. Subjects (Ss) were further stratified into two additional classifications: the

size of the student enrollment of the school for which they worked; and their job classification. Definitions for these classifications are as follows:

Location of School - Schools were designated as being either from the Eastern or Western part of the State, depending upon the county in which they are located (See Appendix A).

Classification of School - Schools were classified as being either elementary or secondary public schools.

Size of Student Enrollment - Three size stratifications were employed, with size referring to student enrollment within each school. These size stratifications were derived by taking the total number of schools in Montana within the respective elementary and secondary divisions, ranking them by size, and dividing these numbers into thirds. These numbers then dictated the size stratifications for the schools whose enrollments fell within their boundaries. Thus forming large, medium, and small size groups with equal numbers of schools within each size stratification. This system was utilized because of its ability to more equally distribute schools within independent strata, thus allowing for a more representative sample. School populations were obtained from the 1975-1976 Montana Education Directory. Size stratifications are reported in Table 1.

Table 1

Size stratifications of schools upon which the participant random sample was based.

ELEMENTARY SCHOOLS			
SIZE STRATIFICATION	# OF SCHOOLS W/I STRATIFICATION	WESTERN SCHOOLS	EASTERN SCHOOLS
1- 39	209	92	117
40-219	210	131	79
220-646	211	148	63
TOTALS	630	371	259

SECONDARY SCHOOLS			
SIZE STRATIFICATION	# OF SCHOOLS W/I STRATIFICATION	WESTERN SCHOOLS	EASTERN SCHOOLS
1- 81	57	24	33
82- 206	57	33	24
207-2341	58	39	19
TOTALS	172	96	76

Subjects - Subjects (Ss) who were randomly chosen were stratified into the following categories: teachers; principals/supervising teachers; superintendents; and district Title IX coordinators. The number comprising the sample from each of these categories was based upon the percentages set for elementary and secondary schools within the size stratifications. These percentages were set at 10 percent for elementary schools and 30 percent for secondary schools. Due to the considerably smaller number of secondary schools compared to elementary

schools, it was necessary to use a larger percentage of the secondary schools in order to obtain a similar sample size from both types of schools. Similar sampling sizes were desirable for this study in order to make the obtained data more representative within the divisions and stratifications. Percentages for elementary and secondary schools upon which the random sample of Ss (school personnel) was based are presented in Table 2.

Table 2

Percentages of elementary and secondary schools upon which the random sample of Ss was based.

ELEMENTARY SCHOOLS (10% sampling)					
SIZE STRATIFICATION	# OF SCHOOLS W/I STRATIF.	WESTERN SCHOOLS	SAMPLE SIZE	EASTERN SCHOOLS	SAMPLE SIZE
1- 39	209	92	9	117	12
40-219	210	131	13	79	8
220-646	211	148	15	63	6
TOTALS	630	371	37	259	26

SECONDARY SCHOOLS (30% sampling)					
1- 81	57	24	7	33	10
82- 206	57	33	10	24	7
207-2341	58	39	12	19	5
TOTALS	172	96	29	76	22

The number (N) of principals/supervising teachers, superintendents, and district Title IX coordinators sampled was equal to the sample

size within the elementary and secondary school stratifications and divisions. Therefore, if the school sample equaled nine for Western elementary schools within the size range of 1-39, nine principals/supervising teachers, superintendents, and district Title IX coordinators were randomly selected within that school classification. Again, the random sample of Ss was obtained by using every ninth name from label decks which were printed according to job classification. Table 3 shows the sample size for principals/supervising teachers, superintendents, and district Title IX coordinators within the various school stratifications and divisions which is based on the statistics presented in Table 2.

Table 3

Sample size for principals/supervising teachers, superintendents, and district Title IX coordinators.

ELEMENTARY SCHOOLS							
Job Class.	SIZE: 1-39		SIZE: 40-219		SIZE: 220-646		TOTALS
	WEST	EAST	WEST	EAST	WEST	EAST	
Prin/Sup T.	9	12	13	8	15	6	63
Superinten.	9	12	13	8	15	6	63
Dis. Title IX	9	12	13	8	15	6	63
TOTALS	27	36	39	24	45	18	189

Table 3 (cont.)

SECONDARY SCHOOLS							
Job Class.	SIZE: 1-81		SIZE: 82-206		SIZE: 207-2341		TOTALS
	WEST	EAST	WEST	EAST	WEST	EAST	
Prin/Sup T.	7	10	10	7	12	5	51
Superinten.	7	10	10	7	12	5	51
Dis. Title IX	7	10	10	7	12	5	51
TOTALS	21	30	30	21	36	15	153

Teachers were randomly selected in the same manner as were other Ss. However, due to the fact that teachers greatly out-numbered administrators, it was necessary for this study to have a larger sampling of teachers in order to have a proportional representation. The number of teachers selected was based on the school sample size of the elementary and secondary schools. For elementary schools, the number of teachers selected equaled the school sample size for the small size range, the number doubled for the medium size range, and tripled for the large size range. Therefore, if there was school sample size of 13 Western elementary schools with student enrollment between 40-219 (medium size), 26 teachers would be randomly selected within that particular school classification. Within secondary schools, the numbers of teachers chosen are as follows: double the school sample size for the small and medium size range; and triple the sample school size for the large size range. Table 4 shows the sample size for teachers which is based on the statistics presented in Table 2.

Table 4

Sample size for teachers.

ELEMENTARY SCHOOLS							
Job Class.	SIZE: 1-39		SIZE: 40-219		SIZE: 220-646		TOTALS
	WEST	EAST	WEST	EAST	WEST	EAST	
Teacher	9	12	26	16	45	18	126

SECONDARY SCHOOLS							
Job Class.	SIZE: 1-81		SIZE: 82-206		SIZE: 207-2341		TOTALS
	WEST	EAST	WEST	EAST	WEST	EAST	
Teacher	14	20	20	14	36	15	119

Method for Collection of Data

The instrument which was used for the collection of data was a mailed questionnaire. The same questionnaire was used for all Ss. Accompanied by cover letters, the questionnaires were mailed to the respondents' places of employment, to be returned by the refolding and stapling of the self-addressed, stamped questionnaire (See Appendix B).

The first seven items of the instrument requested each respondent to answer questions concerning: a) the amount of written information and direct assistance received from the OSPI Title IX Specialist; b) how often assistance had been requested from the OSPI Title IX Specialist as well as the district Title IX coordinator; c) whether more written information or direct assistance was needed; d) the source of the majority of information received concerning Title IX regulations;

and e) general attitudes held with respect to Title IX regulations.

The final section of the questionnaire requested respondents to: a) indicate which Title IX regulations had been implemented within their school/school district of seven regulations listed; and b) using a scale from one (most important) to five (least important) to circle the degree to which he/she felt the regulation was important within the educational setting. Space for additional comments was provided.

The instrument was coded to identify Ss in relation to geographic location (E-East/W-West), school classification (e-elementary/s-secondary), and student enrollment size (1-large/2-medium/3-small).

Method of Recording and Organizing Data

Information received from the questionnaires was key punched on to standard IBM-type computer cards according to the categories of school location, school classification, and school student enrollment as described previously in this chapter. Data were then presented in two variable histograms by a computer program designed at the computer center of the State Office of the Superintendent of Public Instruction (RD10; 4/05/77, Leonard-Connor/May).

Analysis of Data

The questionnaire was analyzed item by item. This analysis then determined if any significant differences existed between respondents within the categories of school location, classification and

enrollment size in relation to the questionnaire items. The chi-square test of independence (Elzey, 1965) and the rank order correlation (Elzey, 1965) were used to test for significant differences between categories. Significant differences were tested at the .05 level, assuring 95 percent accuracy within the findings.

The chi-square test of independence for multiple factors ($\chi^2 = \sum \frac{(O-E)^2}{E}$) was used and presented in tables for items 1-4. The rank order correlation ($\rho = \frac{6 \sum D^2}{N(N^2-1)}$) was used and presented in tables for items A-G. Percentages were presented in tables for all items.

SUMMARY

A questionnaire was used to obtain data. The data sought concerned the extent to which information regarding Title IX regulations had been disseminated to elementary and secondary public school personnel in Montana by the OSPI Title IX Specialist and the attitudes of those personnel toward Title IX regulations. Five hundred and eighty-seven educational personnel were sent the questionnaire during winter quarter, 1977. Respondents, who were randomly sampled, were divided into categories relating to job position, school location, school classification, and school size.

The data collected through the use of a questionnaire was organized into tables. Analysis of the data was accomplished through the use of the chi-square test of independence, rank order correlation, and comparisons of percentages.

Chapter 4

REPORTING OF DATA

The problem addressed in this study was: a) whether the Office of the Superintendent of Public Instruction (OSPI) Title IX Specialist had supplied sufficient written information and direct assistance concerning Title IX regulations to Montana elementary and secondary school personnel, and b) what were the attitudes of educational personnel toward Title IX regulations. Data for the study was secured through the mailing of 587 questionnaires to randomly selected Ss. Three hundred thirty-five questionnaires were returned for a 57 percent return. A second mailing to promote additional responses was impossible as returned questionnaires were not coded or otherwise identified as to the respondent, so that anonymity could be assured.

Tables are used to illustrate the results of the tests used to analyze the data. Each question is preceded by a table for all responses, followed by a table presenting size, location, and classification of schools as represented by the respondents. Data is analyzed and interpreted item by item, in the order in which they appear on the questionnaire. A summary of the data concludes the chapter.

Questionnaire Section One

The first item on the questionnaire pertained to the job position held by the respondent. Though the questionnaires were mailed specifically to respondents holding the positions of teacher, principal/

supervising teacher, district Title IX coordinator, or superintendent, eight job positions were listed. It was, therefore, possible for respondents to mark more than one job position. This in turn caused a larger total response figure than the actual 335 respondents. Results of the response are found in Table 5.

Table 5
Respondents' Job Classification

JOB CLASSIFICATION	N	%
Teacher	125	28.9
Principal	79	18.3
Supervising Teacher	18	4.2
Superintendent	88	20.3
District Title IX Coordinator	59	13.6
Athletic Administrator	24	5.5
Counselor	20	4.6
Other	20	4.6
No Response	0	0.0
TOTALS	N = 433	100.0%

INTERPRETATION:

The largest group of respondents was comprised of teachers, accounting for 28.9 percent of total job classifications. Superintendents made up the second largest group of 20.3 percent, followed by principals which comprised 18.3 percent of the total.

Question number one of the questionnaire requested respondents to mark the number of times they had contacted or requested a contact with the OSPI Title IX Specialist and their district Title IX coordinator

within the past year. Table 6 shows the overall results of this question.

Table 6

Contacts made with OSPI Title IX Specialist and
District Title IX Coordinators

# of requests	OSPI TITLE IX SPEC.		DISTRICT TITLE IX COORDIN.	
	N	%	N	%
0	251	75	241	72
1- 5	71	21	40	12
5-10	6	2	5	1
10/more	0	0	7	2
no reply	7	2	42	13
TOTALS	N=335	100%	N=335	100%

INTERPRETATION:

As shown in Table 6, approximately 75 percent of the respondents had made no effort to contact the OSPI Title IX Specialist or their district Title IX coordinator within the last year. However, 21 percent did contact the OSPI Title IX Specialist between one and five times, where only 12 percent contacted their district Title IX coordinator.

In Table 7, the chi-square test of independence (χ^2) was used to test for any significant differences in response to question one between respondents categorized by location, classification and size of school. Significant differences are indicated by an asterick (*) to the right of the calculated χ^2 .

Table 7a

Frequency of responses and chi-square analysis between
respondent categories in relation to contacts
made with the OSPI Title IX Specialist.

CONTACTS WITH OSPI TITLE IX SPEC.							
CATEGORIES		0/times	1-5	5-10	10/more	no reply	χ^2
1 Location of School	West	153	47	5	0	3	2.77
	East	98	24	1	0	4	
2 Classific. of School	Elem.	86	9	2	0	1	3.39
	Secon.	81	16	1	0	3	
3 Size of School	Large	77	14	3	0	2	1.39
	Medium	51	6	0	0	1	
4 Size of School	Large	77	14	3	0	2	.94
	Small	39	5	0	0	1	
5 Size of School	Medium	51	6	0	0	1	.05
	Small	39	5	0	0	1	

*Significant beyond .05

Degrees of Freedom = 4

Table 7b

Frequency of responses and chi-square analysis between
respondent categories in relation to contacts made
with the District Title IX Coordinator.

CONTACTS WITH DISTRICT TITLE IX COORDINATOR							
CATEGORIES		0/times	1-5	5-10	10/more	no reply	χ^2
1 Location of School	West	149	28	4	2	25	3.89
	East	92	12	1	5	17	
2 Classific. of School	Elem.	82	8	0	0	8	3.10
	Secon.	76	12	1	3	9	
3 Size of School	Large	73	12	1	1	9	2.70
	Medium	50	4	0	1	3	
4 Size of School	Large	73	12	1	1	9	.93
	Small	35	4	0	1	5	
5 Size of School	Medium	50	4	0	1	3	1.50
	Small	35	4	0	1	5	

*Significant beyond .05

Degrees of Freedom = 4

INTERPRETATION:

Tables 7a and 7b show the frequency of responses of respondents within the various categories to question number one which asked for the number of times within the last year respondents had requested assistance from the OSPI Title IX Specialist and their district Title IX coordinator. In computing the X^2 for each of the categories, it was found that there was no computed X^2 which was greater than the table X^2 at the .05 level of significance, which was 9.4888 at 4 degrees of freedom. Therefore, there were no significant differences between those categories tested and illustrated in Tables 7a and 7b in relation to contacts made with the OSPI Title IX Specialist and district Title IX coordinators.

Question number two of the questionnaire asked respondents to what extent they felt the OSPI Title IX Specialist had supplied sufficient written information to their school/school district concerning Title IX regulations. Table 8 represents the overall findings of this question.

Table 8

Extent written information was supplied to schools/school districts concerning Title IX regulations by the OSPI Title IX Specialist.

EXTENT WRITTEN INFORMATION WAS SUPPLIED		
RESPONSE	N	%
Very Adequately	40	11
Adequately	194	58
Inadequately	7	2
Never	12	4
I Don't Know	76	23
No Response	3	1
Multiple Response	3	1
TOTALS	N=335	100%

INTERPRETATION:

Table 8 shows that the largest group of respondents accounting for 58 percent of all responses, felt that the OSPI Title IX Specialist had adequately supplied written information concerning Title IX regulations. Only a combined total of 6 percent felt written information was inadequately/never supplied. However, the next largest group of respondents, 23 percent, did not know whether written information had been sufficiently supplied.

Table 9 takes the overall responses to question two found in Table 8 and divides the respondents into categories, showing the frequency of responses as well as the chi-square value between the groups.

Table 9

Frequency of responses and chi-square analysis between respondent categories in relation to the extent written information has been supplied by the OSPI Title IX Specialist

EXTENT WRITTEN INFORMATION HAS BEEN SUPPLIED BY OSPI							
Categories		Very Adequ	Adequ	Inadequ	Never	Don't Know	X ²
1 Location of School	West	29	113	4	9	49	4.19
	East	11	81	3	3	27	
2 Classific. of School	Elem.	5	36	2	9	44	15.05*
	Secon.	8	60	1	2	28	
3 Size of School	Large	5	44	3	4	37	1.84
	Medium	3	33	0	2	19	
4 Size of School	Large	5	44	3	4	37	4.33
	Small	5	19	0	5	16	
5 Size of School	Medium	3	33	0	2	19	4.43
	Small	5	19	0	5	16	

*Significant beyond .05

Degrees of Freedom = 4

INTERPRETATION:

Table 9 shows the frequency of responses for respondents within the listed categories in relation to written information received from the Title IX Specialist. In computing the X² for the listed categories, there was only one category with a computed X² which was greater than the table X², which was 9.4888 at 4 degrees of freedom. It appears that secondary school personnel feel that the Title IX Specialist more adequately supplied them with written information concerning Title IX

regulations than did elementary school personnel. Also, more elementary school personnel were unable to answer the question, thus causing them to mark the "I Don't Know" response.

Question three of the questionnaire asked respondents to what extent they felt the OSPI Title IX Specialist had supplied direct assistance to schools/school districts upon request. Table 10 illustrates the overall responses to this question.

Table 10a

Extent direct assistance was supplied to schools/school districts concerning Title IX regulations upon request by the OSPI Title IX Specialist.

EXTENT DIRECT ASSISTANCE HAS BEEN SUPPLIED BY OSPI		
RESPONSE	N	%
Always	41	12.2
Frequently	41	12.2
Seldom	14	4.0
Never	18	5.3
I Don't Know	76	22.5
No Response	144	43.0
Multiple Response	1	.8
TOTALS	N=335	100.0%

INTERPRETATION:

The largest response, which comprised 43 percent of the total responses, was that of the "No Response" category. The reason for the size of this response was that the question on the instrument was worded

"If you have requested direct assistance. . ." Therefore, 43 percent of the respondents had not requested direct assistance. Table 10b presents the 57 percent of respondents who indicated that they had requested direct assistance.

Table 10b

Extent direct assistance was supplied to schools/school districts which requested such assistance from the OSPI Title IX Specialist.

EXTENT DIRECT ASSISTANCE HAS BEEN SUPPLIED BY OSPI		
RESPONSE	N	%
Always	41	21.5
Frequently	41	21.5
Seldom	14	7.3
Never	18	9.4
I Don't Know	76	39.8
Multiple Response	1	.5
TOTALS	N=191	100.0%

INTERPRETATION:

Of the 191 respondents answering question number three, 39.8 percent were unable to answer the question, marking the "I Don't Know" response. Forty-three percent of the respondents felt that direct assistance had been satisfactorily made available compared to 16.7 percent who were dissatisfied.

The responses shown in Table 10a were divided into their respective categories and represented in Table 11, showing the frequency of

responses and the chi-square value between the categories.

Table 11

Frequency of responses and chi-square analysis between respondent categories in relation to the extent direct assistance has been supplied by the OSPI Title IX Specialist.

EXTENT DIRECT ASSISTANCE HAS BEEN SUPPLIED BY OSPI							
Categories		Always	Frequently	Seldom	Never	Don't Know	X ²
1 Location of School	West	30	25	8	11	50	2.01
	East	11	16	6	7	26	
2 Classific. of School	Elem.	4	3	2	9	39	17.17*
	Secon.	10	16	6	4	27	
3 Size of School	Large	10	9	4	3	35	2.97
	Medium	3	3	3	4	20	
4 Size of School	Large	10	9	4	3	35	10.44*
	Small	1	7	1	6	11	
5 Size of School	Medium	3	3	3	4	20	.05
	Small	1	7	1	6	11	

*Significant beyond .05

Degrees of Freedom = 4

INTERPRETATION:

Table 11 shows the frequency of responses of respondents within the listed categories in relation to the extent direct assistance had been made available by the OSPI Title IX Specialist upon request from educational personnel. In computing the X² for the listed categories, the categories of elementary and secondary school personnel and educational personnel from large and small schools had a computed X² which

was greater than the table X^2 , of 9.4888 with 4 degrees of freedom. Thus, a significant difference was found between these categories at the .05 level of significance.

Secondary school personnel indicated that they were very satisfied with the extent direct assistance has been supplied. However, elementary school personnel tended to be dissatisfied with the availability of direct assistance. The research also shows that more elementary than secondary school personnel were unable to answer the question and marked the "I Don't Know" response. There was a significant difference between large and small schools. Personnel from large schools were satisfied with the direct assistance given them while personnel from smaller schools were less satisfied, with 23 percent of the personnel from smaller schools stating they never received direct assistance upon request, compared to 5 percent of the larger school personnel.

The fourth question on the instrument asked respondents whether they felt Title IX regulations were necessary. Table 12 illustrates the responses to this question.

Table 12

The extent to which Title IX regulations are deemed necessary.

RESPONSE	N	%
Definitely	56	16.7
Somewhat	104	31.1
Questionable	104	31.1
Definitely Not	36	10.7
No Opinion	25	7.4
No Response	8	2.4
Multiple Response	2	.6
TOTALS	N=335	100.0%

INTERPRETATION:

Table 12 shows that 31.2 percent of the respondents felt that Title IX regulations were somewhat necessary, however another group of respondents, which also comprised 31.2 percent of the total response, felt that Title IX regulations were questionable. Therefore, 62 percent of those sampled held a somewhat indifferent attitude toward the necessity of Title IX regulations.

Table 13 presents the responses which appear in Table 12 in listed categories, showing the frequency of responses and the chi-square value between the categories.

Table 13

Frequency of responses and chi-square analysis between respondent categories in relation to the extent respondents feel Title IX regulations are necessary.

EXTENT TITLE IX REGULATIONS ARE NECESSARY							
Categories		Defi- nitely	Some- what	Question- able	Def. Not	No Opinion	X ²
1 Location of School	West	35	64	69	19	17	2.83
	East	21	40	35	17	8	
2 Classific. of School	Elem.	16	31	24	10	13	5.09
	Secon.	23	35	27	10	5	
3 Size of School	Large	16	35	29	5	8	6.41
	Medium	14	14	16	8	5	
4 Size of School	Large	16	35	29	5	8	7.79
	Small	9	17	6	7	5	
5 Size of School	Medium	14	14	16	8	5	4.38
	Small	9	17	6	7	5	

*Significant beyond .05

Degrees of Freedom = 4

INTERPRETATION:

Table 13 shows the frequency of responses from respondents within the listed categories to the fourth question of the instrument which asked the extent to which Title IX regulations were necessary. In computing the X² for each of the categories, it was found that there was no computed X² which was greater than the table X² at the .05 level of significance, which was 9.4888 at 4 degrees of freedom. Therefore, no significant differences were found between those categories tested

and listed in Table 13.

Question five asked respondents to identify the major sources from which Title IX information was received. Eight areas from which Title IX information could be received from were listed. Multiple answers were acceptable. Table 14 shows the frequency of responses in relation to the informational sources listed.

Table 14

Where educational personnel receive the majority of information concerning Title IX regulations.

WHERE TITLE IX INFORMATION IS RECEIVED FROM		
Information Source	N	%
OSPI Title IX Specialist	145	32.7
District Title IX Coordinator	65	14.6
Principal	28	6.3
Supervising Teacher	6	1.3
Superintendent	38	8.6
S.E.E. Institute	36	8.1
Federal Government	44	10.0
News Media	15	3.3
I Don't Know	67	15.1
TOTALS	N=444	100.0%

INTERPRETATION:

Of the 444 responses, the largest group of responses, 32.7 percent, indicated that the OSPI Title IX Specialist was the major source of information about Title IX regulations. However, the second largest group of responses, 15.1 percent, indicated that these respondents did

not know from where the information was received. District Title IX coordinators were viewed as a major source of Title IX information, comprising 14.6 percent of the responses. It should be noted that the S.E.E. Institute is a Federally funded organization located in Billings, Montana, which aids designated school districts within Montana in the implementation of Title IX regulations.

Question six of the questionnaire asked respondents if more written information and/or direct assistance was needed from the OSPI Title IX Specialist. Table 15 presents the overall totals as well as percentages for this question.

Table 15

Is there a need for more written information and/or
direct assistance concerning Title IX regulations
from the OSPI Title IX Specialist?

NEED FOR MORE WRITTEN INFORMATION AND/OR DIRECT ASSISTANCE		
Response	N	%
Yes	67	20.0
No	252	75.2
No Response	15	4.0
Multiple Response	1	.8

INTERPRETATION:

Table 15 clearly illustrates that the majority of respondents, 75.2 percent, indicated no need for more written information or direct assistance concerning Title IX regulations. Of the 335 respondents, 67

felt there was a need for more written information and/or direct assistance concerning Title IX regulations. Table 16 shows what kind of assistance was desired by the 67 respondents as well as to what categories the respondents belonged.

Table 16

Frequency of responses indicating a need for more written information and/or direct assistance.

TYPE OF ASSISTANCE DESIRED				
Respondent Categories		Written	Direct Assistance	Both
1 Location of School	West	17	5	20
	East	10	4	10
2 Classific. of School	Elem.	8	0	16
	Secon.	10	6	12
3 Size of School	Large	10	3	16
	Medium	5	1	6
	Small	3	2	6
TOTALS		63	21	86

INTERPRETATION:

Table 13 shows the frequency of responses to the kind of assistance desired by the 67 respondents who indicated in question six, the need for more assistance. Totals for the listed categories are larger than the total number of respondents, 67, for each respondent is represented in each of the three categories. Of those respondents desiring

more assistance, the majority desired both written and direct assistance.

In question seven, respondents were asked to identify the position held by their district Title IX coordinator. Seven job positions were listed which allowed for multiple answers. Table 17 gives N responses and the percentages to the question.

Table 17

Job positions held by District Title IX Coordinators

JOB POSITIONS HELD BY TITLE IX COORDINATORS		
Job Position	N	%
Teacher	59	15.7
Principal	76	20.1
Supervising Teacher	6	1.6
Superintendent	74	19.6
Counselor	16	4.2
Athletic Administrator	31	8.2
Other	39	10.3
I Don't Know	77	20.3

INTERPRETATION:

Table 17 shows the positions held by the district Title IX coordinators as reported by the respondents. 20.3 percent of the responses, the largest percentage grouping, indicated that the positions of the district Title IX coordinator was not known. Of the respondents who could identify the position(s) of the district Title IX coordinator, 20.1 percent of the responses showed the position to be held by principals, 19.6 percent by superintendents, and 15.7 percent

indicated a teacher held the position. It should be noted that this research did not provide an accuracy check to assure correct answers from respondents, therefore, it must be assumed that respondents marked correct answers.

Questionnaire Section Two

The second portion of the questionnaire listed seven major Title IX regulations. Respondents were asked to; a) indicate whether each of the regulations had been implemented within their school/school district, and b) check the degree of importance they viewed each of the regulations as having from a range of one meaning high importance to five meaning low importance. The implementation and importance of the regulations are reported separately.

The degree of importance assigned to each regulation is illustrated through the use of individual tables. Each regulation is represented by a table which indicates the regulation's total points, mean, and the respective rank orderings of the total points and mean within the eight respondent categories: entire sampling, elementary, secondary, Eastern, Western, large, medium, and small schools.

Total points for each regulation were obtained through the addition of the numerical degree of importance assigned by each respondent within the designated categories which ranged from a one of high importance to five of low importance. Therefore, the fewer the total points, the more important the regulation. The mean for regulation

importance was calculated by dividing the total points by the total number of respondents within each category. Rank ordering for both the total points and the mean represented each regulation's ranked position in relation to the other regulations.

REGULATION A: Equal learning opportunities will be afforded both females and males.

REGULATION A				
Respondent Categories	Total Points	Ranked Order	Mean	Ranked Order
Overall	479	1	1.46	1
West	301	1	1.48	1
East	178	1	1.44	1
Elementary	142	2	1.48	1
Secondary	142	1	1.44	1
Large	136	2	1.46	2
Medium	87	2	1.53	2
Small	61	1	1.39	1

INTERPRETATION:

The overall ranking of Regulation A was number one in both total points and mean score. Of the seven regulations listed, this regulation was viewed as the most important. Four of the seven respondent categories ranked it number one for total points with five of the seven ranking it first in relation to mean scores. Of the categories which did not rank the regulation first in total points, elementary, large, and medium, all ranked it second.

REGULATION B: Equal employment opportunities for men
and women within the field of education.

REGULATION B				
Respondent Categories	Total Points	Ranked Order	Mean	Ranked Order
Overall	505	2	1.56	2
West	305	2	1.53	2
East	200	3	1.639	3
Elementary	146	3	1.52	3
Secondary	145	2	1.51	2
Large	128	1	1.41	1
Medium	94	3	1.65	3
Small	69	3	1.57	3

INTERPRETATION:

The responses to the importance of Regulation B were very interesting. Though ranked second in importance overall, respondent categories ranked it from first to third in importance. This regulation was ranked third by four of the seven categories but was ranked first and second by three of the categories which furnished the points needed to place it second in importance. It is interesting to note that personnel from Western, large, and secondary schools were very concerned with the equal employment aspect of Title IX, ranking the regulation first and second in importance.

REGULATION C: Students are not refused entrance into a course on the basis of sex except in sex education courses and/or contact sport classes.

REGULATION C				
Respondent Categories	Total Points	Ranked Order	Mean	Ranked Order
Overall	621	4	1.91	4
West	396	5	1.95	5
East	225	4	1.84	4
Elementary	179	4	1.90	4
Secondary	173	4	1.76	4
Large	167	4	1.82	4
Medium	111	5	1.95	5
Small	74	4	1.72	4

INTERPRETATION:

The respondent categories were quite unified in the ranking of this regulation. With an overall ranking of fourth, only two respondent categories ranked it differently, those being the West and Medium categories which ranked it fifth. As a major regulation of Title IX, it is unusual that this regulation did not receive a higher ranking.

REGULATION D: Females are allowed equal opportunities to participate and compete in all extra curricular athletic events except in the case of contact sports such as wrestling and football.

REGULATION D				
Respondent Categories	Total Points	Ranked Order	Mean	Ranked Order
Overall	685	6	2.23	6
West	428	6	2.13	6
East	257	6	2.12	5
Elementary	207	6	2.23	6
Secondary	204	6	2.10	6
Large	203	6	2.23	6
Medium	120	6	2.12	6
Small	88	6	2.04	6

INTERPRETATION:

Of the seven regulations listed, all respondent categories unanimously ranked this regulation sixth in the area of total points. The only variation from the sixth spot ranking occurred in the Eastern mean ranking of fifth. Having been ranked second to the last, it is evident that educational personnel within Montana did not feel that female participation in extra curricular athletic events was of great importance. Of all the Title IX regulations, those dealing with the equalization of opportunities for both males and females within extra curricular athletic events, have received the most nation-wide opposition. Educational personnel within Montana reinforced that trend through their response to this regulation.

REGULATION E: Male and female students are not discriminated against on the basis of sex in the area of counseling.

REGULATION E				
Respondent Categories	Total Points	Ranked Order	Mean	Ranked Order
Overall	516	3	1.60	3
West	328	3	1.64	3
East	188	2	1.53	2
Elementary	140	1	1.51	2
Secondary	151	3	1.56	3
Large	144	3	1.58	3
Medium	85	1	1.65	1
Small	62	2	1.44	2

INTERPRETATION:

This regulation was very similar in ranking to Regulation B which was ranked second. Though ranked overall as being third in importance, Regulation E was extremely close in total points and mean score to second-ranked Regulation B which dealt with equal employment opportunities. Elementary and Medium school personnel ranked this regulation as first in importance. It is interesting that elementary school personnel ranked this regulation, which deals with equality of counseling, as of greatest importance for counseling within elementary schools is rare. Secondary schools, which counsel students on a daily basis, ranked the regulation third.

REGULATION F: Female and male sporting events are financed
in a non-discriminatory manner.

REGULATION F				
Respondent Categories	Total Points	Ranked Order	Mean	Ranked Order
Overall	629	5	1.98	5
West	376	4	1.89	4
East	253	5	2.11	6
Elementary	192	5	2.06	5
Secondary	182	5	1.92	5
Large	182	5	2.02	5
Medium	106	4	1.86	4
Small	83	5	2.02	5

INTERPRETATION:

Five of the seven respondent categories ranked this regulation as fifth in importance which gave it an overall ranking of five. The two deviant categories were personnel from the Western and medium sized schools who viewed this regulation with more importance, giving it a ranking of 4. One of the two listed regulations which dealt with athletics, this regulation received a fairly low ranking in importance, as did Regulation D which dealt with the equality of opportunity in participating in extra curricular activities which was ranked sixth.

REGULATION G: A move toward the elimination of the stereotypic roles of the male/female in all areas of the educational process.

REGULATION G				
Respondent Categories	Total Points	Ranked Order	Mean	Ranked Order
Overall	801	7	2.46	7
West	511	7	2.59	7
East	290	7	2.44	7
Elementary	231	7	2.46	7
Secondary	224	7	2.33	7
Large	217	7	2.36	7
Medium	154	7	2.75	7
Small	91	7	2.17	7

INTERPRETATION:

All respondent categories ranked this regulation as being of least importance in both total points and mean scores. It appears that educational personnel surveyed within Montana were reluctant to take steps to eliminate stereotypic practices within the school systems. It is interesting that this regulation drew the most opposition rather than one of the two athletic-related regulations listed, for, as stated previously, it is the issue of equalization of opportunity within the area of athletics which has drawn the most attention and has been viewed as having little importance.

Respondents were asked to indicate which of the seven listed Title IX regulations they felt had been implemented within their school/ school district. Table 18 shows how the 335 respondents viewed the implementation of the listed regulations.

Table 18

Extent Title IX regulations have been implemented in Montana.

IMPLEMENTATION OF TITLE IX REGULATIONS			
Regulation	N	%	Ranked Order
A (Learning Opportunities)	261	78	1
B (Employment Opportunities)	235	70	5
C (Entrance into Courses)	249	74	2
D (Athletic Participation)	248	74	3
E (Counseling Opportunities)	242	72	4
F (Athletic Financing)	213	64	6
G (Stereotypic Roles)	186	56	7

INTERPRETATION:

Five of the seven regulations were indicated as having been implemented by 70 percent or more of the respondents' schools/school districts. Regulation A, which dealt with equal learning opportunities, received the greatest number of responses which gave it an implementation rate of 78 percent. Regulation G, which dealt with the elimination of stereotypic roles, received the fewest amount of responses indicating implementation and therefore acquired the lowest implementation rate of 56 percent. An implementation rate of 64 percent was received by Regulation F which requires non-discriminatory financing of male and female sporting events. This low rate of implementation could be related to the fact that the compliance date for Title IX regulations dealing with athletic funding is July 21, 1978, while implementation of all other Title IX regulations was to have been undertaken by July 21, 1976.

It should be noted that it is beyond this research to indicate the extent to which the implementation of Title IX regulations has actually taken place within Montana for this research did not provide an accuracy check to assure correct answers from respondents.

As shown in Table 18, the implementation rate for the listed Title IX regulations ranged from 78 percent to 56 percent. The question which poses itself at this point is whether the attitudes toward the regulations can be correlated with the rate of implementation. Through the use of the ranked order correlation, this question was investigated, with the results reported in Table 19.

Table 19

Ranked order correlation for respondents' attitudes toward Title IX regulations and the extent of the regulations implementation.

REGULATION	RANKED ORDER OF IMPLEMENTATION	RANKED ORDER OF ATTITUDES	d	d ²
A (Learning Opportunities)	1	1	0	0
C (Entrance into Courses)	2	4	2	4
D (Athletic Participation)	3	6	3	9
E (Counseling Opportunities)	4	3	1	1
B (Employment Opportunities)	5	2	3	9
F (Athletic Financing)	6	5	1	1
G (Stereotypic Roles)	7	7	0	0
$\Sigma = 7$				$\Sigma d^2 = 24$

$$\rho = 1 - \frac{6 \Sigma d^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6 \times 24}{336} = .57$$

INTERPRETATION:

The calculated value of rho (ρ) with an N of 7 was .57. The table ρ (Elzey, 1965) with an N of 7 at the .05 level of significance was .786. Therefore, these data show there was no significant correlation present. Differences between the two ranked orders ranged from zero to three. Regulations A and G were ranked first and last respectively for both importance and implementation. Of the seven regulations listed, only two had a difference of three between the two rankings. Regulation D, which dealt with the equalization of opportunity to participate in extra curricular sports, was ranked sixth on the attitudinal scale but ranked third in implementation. The other regulation which had a difference of three was Regulation B, which was concerned with equal employment opportunities. Though ranked second on the attitudinal scale, respondents ranked it fifth in relation to its implementation.

A secondary test was run on six of the seven regulations to check for a possible trend in the correlation of attitudes toward and implementation of the regulations. Regulation B, which dealt with equality in employment opportunities, was deleted during the secondary test. As one of the two regulations with a difference of three, it is believed that Regulation B could have received a lower implementation ranking for it is the one regulation which directly affects educational personnel in relation to hiring, income, and promotion. Due to this

direct impact upon the respondents, answers may have been biased in relation to its implementation rating, thus altering objectivity. To test for an increased correlation between the two rank orderings, the rank order correlation was utilized, with the results reported in Table 20.

Table 20

Secondary test for ranked order correlation between respondents' attitudes toward Title IX regulations and the extent of the regulations' implementation.

REGULATION	RANKED ORDER OF IMPLEMENTATION	RANKED ORDER OF ATTITUDES	d	d ²
A (Learning Opportunities)	1	1	0	0
C (Entrance into Courses)	2	3	1	1
D (Athletic Participation)	3	5	2	4
E (Counseling Opportunities)	4	2	2	4
F (Athletic Financing)	5	4	1	1
G (Stereotypic Roles)	6	6	0	0

$$\rho = 1 - \frac{6 \sum d^2}{N(N^2-1)}$$

$$\rho = 1 - \frac{6 \times 10}{210} = .714$$

INTERPRETATION:

The calculated value of ρ with an N of 6 was .714. The Table ρ with an N of 6 at the .05 level of significance was .886. Though the calculated value of ρ is still smaller than the Table value of ρ , thus indicating no significant correlation, the size of ρ was large enough to indicate toward a stronger correlation between attitudes and implementation than found in Table 19. As one can see in Table 20,

differences between the two ranked orderings ranged from zero to two, whereas the range was from zero to three when all seven regulations were tested.

This research shows that there is no significant correlation between the attitudes held by respondents in relation to Title IX regulations and the extent to which the regulations are implemented. However, the research does indicate a trend toward a stronger correlation as seen by the strength of rho (ρ) in Table 19.

Questionnaire Open Response Section

Space was reserved at the bottom of the questionnaire in order to allow respondents to write in comments. The following is a sample of quotes from respondents which give some insight as to how educational personnel view Title IX.

"Equality in financing sports often times is carried away - I do not feel a need for total 'equality' in the sports program."

"Men and women were created for different roles, though equal in worth."

"It is important to give females equal opportunities but just as important not to take opportunities away from the male sex while doing it."

"There is a much greater emphasis on boys' team sports. I believe this is a result of the interest of the community. Perhaps this will change as girls are given opportunities to participate in these

sports at an earlier age and thus become more proficient."

"Repeal the 19th Amendment!!"

"It is too bad that the women have not learned much from the men's errors in athletics."

"We need more women administrators."

"The greatest built in discrimination (referring to coaches dominating employment opportunities) is now even worse due to expansion of female athletics. It may soon be that one cannot teach unless you are a coach also. Bad trend!!"

"Read the Bible - their roles are defined."

"Times for girls to be girls, I like girls!!!"

"This thing has gone way overboard creating undo (sic) pressure on females."

"Total equality."

"My two children are girls - they have presented me with six grandchildren, five girls, one boy. I have been brainwashed!"

Data gathered by the questionnaire and presented within this chapter supplied answers to the seven general questions found in chapter one of this study. Each general question will be stated and discussed in respect to analysis of the data collected by the questionnaire. The seventh general question, which asked if there were any differences between the respondent categories in answering the first six questions, will be included in the discussion of each question.

General Question One

Has the OSPI Title IX Specialist supplied adequate written information to elementary and secondary public school personnel in Montana?

Question two of the instrument furnished data which showed that 70 percent of the respondents felt that written information had been very adequately to adequately supplied to them. Though only 6 percent of the respondents were displeased with the amount of written information supplied, 23 percent of the respondents could not answer the question, marking the "I Don't Know" response. One major difference appeared between the respondent categories of elementary and secondary school personnel. The chi-square analysis showed that elementary personnel were less satisfied with the amount of written information received than were secondary personnel, who indicated they were satisfied with the amount of written information received. It should also be noted that close to 50 percent of the elementary personnel marked the "I Don't Know" response compared to 25 percent of the secondary personnel.

General Question Two

To what extent has direct assistance been requested by elementary and secondary public school personnel and been made available by the OSPI Title IX Specialist?

Question one of the instrument revealed that 75 percent of the respondents had not contacted or requested a contact with the OSPI Title IX Specialist within the previous year. Of the remaining 25 percent who had contacted the OSPI Title IX Specialist, there was no significant difference found between the respondent categories. Data which showed to what extent direct assistance was made available upon request was obtained from question three of the instrument. These data showed that the majority of respondents felt that direct assistance had been always or frequently made available upon request. Again, 22.7 percent of the respondents were unable to answer the question and consequently marked the "I Don't Know" response. The chi-square analysis of the respondent categories demonstrated that elementary school personnel were very dissatisfied with the amount of direct assistance afforded them in comparison to the secondary school personnel who felt the availability of direct assistance was good. Sixty-eight percent of the elementary school personnel were unable to answer the question, marking the "I Don't Know" response. Another significant difference occurred between personnel from large and small schools. Personnel from large schools were very satisfied with the direct assistance given them while personnel from smaller schools were far less satisfied with 23 percent stating they never received assistance upon request.

General Question Three

Do school personnel feel a need for more written information

and/or direct assistance concerning Title IX regulations?

Responses to question six of the instrument showed that only 20 percent of the respondents felt there was a need for more written information and/or direct assistance. Of those indicating there was a need for more assistance, the majority felt there was a need for both written information and direct assistance, with an emphasis on more written information.

General Question Four

From where do elementary and secondary public school personnel receive the majority of Title IX information?

The largest response to question five of the instrument, 32.7 percent, showed that the majority of Title IX information was received from the OSPI Title IX Specialist. Other major sources of information were district Title IX coordinators and the federal government. 15.1 percent of the respondents did not know from where Title IX information was received.

General Question Five

What are the attitudes of elementary and secondary public school personnel toward Title IX regulations?

Question four of the instrument revealed the extent to which educational personnel felt Title IX regulations were necessary. The majority of respondents, 62.4 percent, seemed relatively indifferent

to Title IX regulations, indicating that they were somewhat to questionably necessary. There were no significant differences between respondent categories to this question. Attitudes of respondents were also expressed in the final portion of the questionnaire which asked respondents to place a degree of importance on each of the seven listed regulations. The regulations which were viewed as most important were those concerned with equal learning opportunities for males and females, equal employment opportunity, and the removal of discrimination in the area of counseling. Those regulations to which were attached less importance were those concerned with the elimination of stereotypes, equal opportunities for females to participate in extra curricular sporting events, and the non-discriminatory financing of male and female sporting events.

General Question Six

Do elementary and secondary public school personnel feel Title IX regulations have been implemented within their schools/school districts?

Respondents were asked to mark which of the seven Title IX regulations listed had been implemented within their school/school district. Three of the regulations received an implementation rate between 74 percent and 78 percent, while the lowest scoring regulation received an implementation rate of 56 percent.

SUMMARY

A questionnaire was used to survey elementary and secondary educational personnel within Montana concerning: a) whether the OSPI Title IX Specialist had supplied sufficient written information and direct assistance concerning Title IX regulations, and b) the attitudes held by educational personnel toward Title IX regulations. There were seven designated respondent categories from which the random sample was chosen. These categories were: Western, Eastern, elementary, secondary, large, medium, and small schools. The job positions held by the educational personnel sampled were: teachers, principals, superintendents, and district Title IX coordinators.

Results of the study indicated that the majority of respondents felt that adequate amounts of written information and direct assistance had been made available by the OSPI Title IX Specialist. Approximately 20 percent of the participants implied a need for more written information and/or direct assistance.

Attitudes held by respondents toward Title IX regulations tended to be indifferent, with 62.4 percent viewing the regulations as somewhat or questionably necessary. The importance attached to the seven listed regulations had no significant correlation with the implementation rate of the regulations, however, the research showed a trend toward such a correlation.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this research was: a) to determine if the OSPI Title IX Specialist had sufficiently supplied written information and direct assistance concerning Title IX regulations to elementary and secondary public school personnel throughout Montana, and b) to determine the attitudes held by public school personnel toward Title IX regulations.

Summary

Title IX legislation has been in effect since July 21, 1975, with July 21, 1976 set as the compliance date for those schools governed by the regulations. Though Title IX regulations affect elementary, secondary, and post-secondary public schools, this research dealt only with elementary and secondary public schools within Montana. The State OSPI Title IX Specialist is responsible for the dissemination of written information and direct assistance to elementary and secondary public schools throughout Montana. At the time of this research, there had been no studies done on the effectiveness of this dissemination process or the attitudes held by educational personnel toward the Title IX regulations.

A questionnaire was designed to gather data concerning the dissemination of written information and direct assistance from the OSPI Title IX Specialist and concerning attitudes held by educational

personnel toward Title IX. The instrument was distributed to 587 randomly selected educational personnel throughout Montana. Three hundred thirty-five participants returned the stamped and addressed instrument for a 57 percent return. The 587 participants made up four major respondent categories which were comprised of: job position, location of school, student enrollment of school, and classification of school.

The questionnaire was composed of two major sections. The first section contained seven questions which elicited responses concerning the extent written information and direct assistance had been made available, whether there was a need for more assistance, from where Title IX information was received, as well as their feelings toward the necessity of Title IX regulations. The chi-square test of independence was utilized with the level of significance set at the .05 level.

The second section of the instrument listed seven major Title IX regulations. Respondents were asked to mark those regulations which they felt had been implemented within their school/school district and assign a degree of importance to each regulation with 1 meaning very important and 5 meaning of little importance. To test the significance of the relationship between regulation importance and regulation implementation, the ranked order correlation was used.

Conclusions

The majority of respondents indicated that written information

and direct assistance had been adequately supplied to them from the OSPI Title IX Specialist. There were, however, two respondent categories which indicated dissatisfaction in the availability of direct assistance, those two categories being personnel from the small school and elementary school personnel. Personnel from the elementary school category also indicated that written information had not been sufficiently supplied.

Four of the seven questions (2, 3, 5, 7) were worded so as to check the familiarity of the respondent with Title IX regulations. These questions dealt with the receipt of written information and direct assistance, from where the majority of Title IX information was received, and the position held by the district Title IX coordinator. Consistently, 20 percent - 25 percent of the respondents were unable to answer the questions, causing them to mark the "I Don't Know" response. Assuming that the sample used was representative, it could be said that approximately 25 percent of the educational personnel within Montana are not familiar with Title IX regulations in respect to their own school/school district. When asked if there was a need for more written information or direct assistance, 75 percent of the respondents indicated that more assistance was not needed. However, those that did feel a need for more assistance, expressed a desire for both written and direct assistance.

The attitudes of respondents toward Title IX regulations can be

most accurately regarded as indifferent. Seventeen percent were very much in favor of the regulations, 11 percent were definitely against them, with 62 percent of the respondents viewing the regulations as somewhat to questionably necessary. Whether such indifference can be linked to a lack of familiarity with the regulations cannot be established through this study.

The review of literature suggested that the attitudes one has influences one's behavior toward the subject. A portion of the study was to investigate whether the attitudes held toward the Title IX regulations by educational personnel would affect the implementation of the regulations. Research done in this study did not support this idea. Through the use of the rank order correlation, analysis showed that there was no significant correlation in the ranked order of regulations from most important to least important and the ranked order of regulations with the highest implementation rate to the lowest implementation rate. However, secondary tests did show a trend toward correlation of the rank orderings, indicating a moderate impact of attitudes toward the implementation of the regulations.

As stated earlier, respondents represented different respondent categories in order to check for significant differences between the categories regarding the questions on the instrument. Research showed that overall, there was very little difference between categories and the views that were held toward Title IX. Attitudes toward Title IX

regulations, as well as the effectiveness of the OSPI Title IX Specialist, were very similar whether the respondents were from the East or the West, were from a large or small school, or were employed at an elementary or secondary school.

Recommendations

On the basis of the findings from this study, the following recommendations are offered.

It is recommended that the OSPI Title IX Specialist furnish more assistance to the elementary school personnel throughout the state. As indicated by the research, elementary school personnel felt that the written information and direct assistance received from the OSPI Title IX Specialist was inadequate. Due to the major Title IX issues of athletics and counseling, the majority of attention has a tendency to fall upon secondary schools. As indicated in the review of literature, equalization of educational opportunity must begin at the grassroots, in the elementary classroom.

As indicated by the research, approximately 25 percent of the respondents lacked familiarization of Title IX within their own school/school district. It is recommended that further study be undertaken to investigate the job classifications into which this 25 percent belong. By doing this, the Title IX Specialist would then be able to direct attention to those educational personnel who are most in need of assistance.

Though the study indicated that there was no significant correlation between attitudes held toward Title IX regulations and their implementation, research did indicate a trend toward such a correlation. A sense of indifference toward the Title IX regulations was held by 62 percent of the respondents. It is recommended that an attempt to create more positive attitudes in educational personnel toward Title IX regulations be made.

For further study in this area, it is recommended that respondent categories be grouped together (large Western secondary schools, small Eastern elementary schools) and investigated for significant differences. Cross-tabulation could also be utilized to investigate areas such as familiarity and attitudes, amount of assistance received and attitudes, as well as many more combinations.

Analysis of the data which was gathered for this study was the basis for the preceding recommendations. Due to the size and the procedures utilized to obtain the random sample, it is realized that a similar study, using a different sample and alternative means of analysis could yield different results.

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APPENDICES

APPENDIX A

APPENDIX B

STATE OF MONTANA

OFFICE OF THE STATE SUPERINTENDENT

HELENA 59601



DOLORES COLBURG
Superintendent of
Public Instruction

TO: Montana Educators

FROM: Mary Leonard-Connor, O.S.P.I. Title IX Specialist *Mary*

SUBJECT: SURVEY ENCLOSED

I know you will groan at the thought of one more survey during this school year, but I am concerned that our office evaluate itself in terms of the amount and kind of Title IX service we have been able to give to you these past 2 years. As you know, Title IX of the Education Amendments of 1972 is the Federal law which requires that all schools receiving Federal financial assistance ensure that equal opportunity for males and females exists in all educational policies and practices.

Would you be good enough to take a moment and fill out the enclosed survey and return it at the earliest possible convenience? After our student intern, Ms. JanDee May, processes the results as part of her program to earn a Master of Public Administration from MSU, we will publish the findings in MONTANA SCHOOLS. The information we obtain will be classified according to enrollment, type (elementary or secondary) and location (East or West). That is the significance of the letter and number code in the upper right hand corner. **THIS IS THE EXTENT TO WHICH IDENTIFICATION WILL BE MADE: the individuals completing the survey will remain anonymous.**

If we really want to get maximum return on our tax dollar, we have to ask you, the taxpayer, the citizen, and the service population to tell us how we are doing from time to time. If the results indicate that we need to strengthen or change our service, we will do so immediately.

Thank you for taking time to respond. If we can be of help in the area of Title IX or sex-role stereotyping, please let us know via the Educational Hotline. I do hope your year is already a successful one.

MLC/jg

TITLE IX SURVEY

PLEASE MARK YOUR APPROPRIATE JOB CLASSIFICATION BELOW. (Could be more than one.)

☐ Teacher ☐ Principal ☐ Supervising Teacher ☐ Superintendent ☐ District
 Title IX Coordinator ☐ Athletic Administrator ☐ Counselor ☐ Other: _____

- How many times have you contacted or requested a contact with the:
 O.S.P.I. Title IX Specialist in the last year: 0 times _____ 1-5 times _____ 5-10 times _____
 10 or more times _____
 District Title IX Coordinator in the last year: 0 times _____ 1-5 times _____ 5-10 times _____
 10 or more times _____
- To what extent has the O.S.P.I. Title IX Specialist supplied written information concerning Title IX regulations to your school/school district?
☐ Very Adequately ☐ Adequately ☐ Inadequately ☐ Never ☐ I Don't Know
- If you have requested direct assistance from the O.S.P.I. Title IX Specialist, to what extent have workshops, personal advice, and/or correspondence been made available to your school/school district?
☐ Always ☐ Frequently ☐ Seldom ☐ Never ☐ I Don't Know
- To what extent do you feel that Title IX regulations are necessary?
☐ Definitely ☐ Somewhat ☐ Questionable ☐ Definitely Not ☐ No Opinion
- Where does your school/school district receive the majority of information concerning Title IX regulations?
☐ O.S.P.I. Title IX Specialist ☐ District Title IX Coordinator ☐ Principal
☐ Supervising Teacher ☐ Superintendent ☐ S.E.E. Institute ☐ Federal Govt.
☐ News Media ☐ I Don't Know
- Do you feel a need within your school/school district for more written and/or direct assistance from the O.S.P.I. Title IX Specialist?
☐ Yes ☐ No If YES, in which area: ☐ Written ☐ Direct ☐ Both
- What job classification does your District Title IX Coordinator hold? (Could be more than one.)
☐ Teacher ☐ Principal ☐ Supervising Teacher ☐ Superintendent ☐ Counselor
☐ Athletic Administrator ☐ Other: _____ ☐ I Don't Know

BELOW ARE LISTED SEVEN OF THE TITLE IX REGULATIONS WHICH APPLY TO ELEMENTARY AND SECONDARY SCHOOLS. PLEASE READ AND FOLLOW THE DIRECTIONS FOR EACH COLUMN WHICH REFERS TO THE SEVEN REGULATIONS.

DIRECTIONS FOR THE LEFT SIDE
 Please mark those regulations which you know have been initiated within your school/school district.

DIRECTIONS FOR THE RIGHT SIDE
 Please indicate the degree to which you feel each of the following Title IX regulations is important. Circle the appropriate number with 1 meaning very important to 5 meaning not important.

- | | |
|--|--------------|
| A. Equal learning opportunities will be afforded both females and males. | A. 1 2 3 4 5 |
| B. Equal employment opportunities for men and women within the field of education. | B. 1 2 3 4 5 |
| C. Students are not refused entrance into a course on the basis of sex except in sex education courses and/or contact sport classes. | C. 1 2 3 4 5 |
| D. Females are allowed equal opportunities to participate and compete in all extra curricular athletic events except in the case of contact sports such as wrestling and football. | D. 1 2 3 4 5 |
| E. Male and female students are not discriminated against on the basis of sex in the area of counseling. | E. 1 2 3 4 5 |
| F. Female and male sporting events are financed in a non-discriminatory manner. | F. 1 2 3 4 5 |
| G. A move toward the elimination of the stereotypic roles of the male/female in all areas of the educational process. | G. 1 2 3 4 5 |
| H. Other _____ | H. 1 2 3 4 5 |

THANK YOU FOR HELPING!

Mary Leonard Connor

Jan Du May