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**Attitudes of physical education majors in five traditionally black  
Southeast institutions toward varsity athletics for women**

**Thomas, Frank, Jr., D.A.**

**Middle Tennessee State University, 1988**

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**Attitudes of Physical Education Majors  
in Five Traditionally Black Southeast  
Institutions Toward Varsity  
Athletics for Women**

**Frank Thomas, Jr.**

**A dissertation presented to the  
Graduate Faculty of Middle Tennessee State University  
in partial fulfillment of the requirements  
for the degree Doctor of Arts**

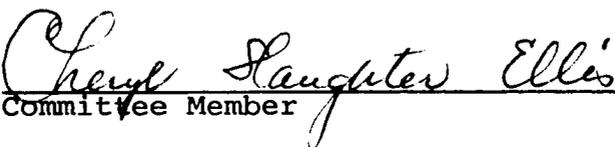
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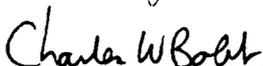
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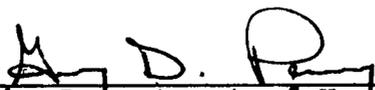
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## Abstract

Attitudes of Physical Education Majors  
in Five Traditionally Black Southeast  
Institutions Toward Varsity  
Athletics for Women  
by Frank Thomas, Jr.

The purpose of this study was to assess the attitudes of undergraduate students majoring in physical education toward women competing in varsity sports. The Thomas, Solomon, Ellis Opinionnaire (TSEO), consisting of physical, emotional, social, and personal domains, was developed to be administered to undergraduate students majoring in physical education at five traditionally black institutions in the Southeast. The TSEO consisted of 53 questions. The institutions, which were located in the state of Mississippi, were Alcorn State University, Mississippi Valley State University, Jackson State University, Tougaloo College, and Rust College. This opinionnaire was administered to 250 undergraduate students during the spring semester of 1987. There were eight hypotheses in the study. The  $t$  test and analysis of variance statistics were used for the collection and analyses of data. Conclusions made from the opinions expressed by physical education majors toward females

Frank Thomas, Jr.

competing in varsity sports revealed statistical significance in that (1) female physical education majors had more favorable attitudes than male physical education majors; (2) male athletes had fewer favorable attitudes than female athletes; (3) female nonathletes had more favorable attitudes than female athletes; (4) female athletes had more favorable attitudes than male nonathletes; (5) male nonathletes had more favorable attitudes than male athletes; (6) black and white students showed no differences; (7) age groups showed no differences; and (8) in the physical domain, freshmen and seniors had more favorable attitudes than sophomores, while in the emotional domain seniors had more favorable attitudes than sophomores and juniors.

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## Chapter 1

### Introduction

Women athletes and their roles in the history of sports have been controversial for many centuries.

In the past, the attitudes toward women's athletics and competing on the same basis as men were somewhat less than desirable. This may have stemmed from the old traditional beliefs that women are supposed to be less physical and more lady-like in nature.

(Harres, 1966, p. 1)

Some states have not had interschool competition for women at the high school or college level in the past. When competition was allowed for women, the intensity level seemed to be carefully controlled. Different opinions and attitudes concerning athletics for women are held because of the many stereotypes associated with athletics and masculinity. The traditional image of being tough, aggressive, strong, and ambitious has been looked upon as the proper image for men, not women.

Zoble (1972) has described this social dilemma of women rather succinctly when he said, "Living in an achievement oriented society, women are discouraged from achieving" (p. 203). Since the qualities associated with

traditional masculine stereotypes are often strongly emphasized in sports, it should be easy to understand why females have been discouraged from active involvement in times past. In this context, the social dilemma of the female athlete is that of a female in a male world, and it may be that this viewpoint surfaces as early as puberty when male and female differences begin to receive special recognition and emphasis (Zoble, 1972).

Since the passage of Title IX of the Education Amendments Act in 1972, there have been greater opportunities for women's involvement in competitive athletics. These assured opportunities have helped change many attitudes and opinions of males and females alike where it concerns female participation in competitive athletics.

Loyalty, comradeship, and sportsmanship are some of the qualities that parents attempt to teach their children early in life. This responsibility is a most demanding one for parents. Indeed, it requires that there not be any differences between male and female opportunities for competition at any level. The women's sports movement has come of age in the last two decades. Individual commitments and contributions over the years by many females are finally being recognized and are now being given tribute.

### Statement of the Problem

The writer of this dissertation will attempt to explore and analyze current attitudes of students majoring in physical education toward varsity athletic competition for females. The institutions selected for research are predominantly black and located in the southeastern portion of the United States. This study should shed some light on contemporary attitudes concerning female athletes. It will represent one of the first attempts at comparing attitudes of males and females at predominantly black institutions. Will the findings agree or disagree with those conducted at predominantly white institutions? Have attitudes changed since the advent of Title IX? Does the age and/or classification have a bearing on attitudes? This research should help clarify these questions.

### Review of Related Literature

This section is devoted to the review of related literature relevant to this investigation. The literature reviewed included (1) the historical period of women in sports, (2) black women's participation in sports, (3) the image of women in sports, (4) Title IX, and (5) ideas and future plans.

#### Historical Period of Women in Sports

It appears that in society today sports are often symbolized and talked about as a male domain. However,

women are now changing that concept by participating more frequently in intense athletic competition. This represents part of the total picture where women continue to assert their rights in all areas of society (Oglesby, 1978).

According to Spears (1973), not only did Roman women spin, weave, grind corn, and make pottery, they also drove chariots, hunted, and engaged in bull-grappling or bull dancing along with vaulting over a large, low-slung bull. Spartan girls practiced the same sports as boys; but, instead of practicing for military service, they were preparing for motherhood, having healthy babies, and becoming good homemakers.

During the Feudalistic Period of the 13th century, women participated in such activities as hunting with bows and arrows, skating on ice, hand tennis, and acrobatic stunts. In the Medieval Period, women were basically spectators of physical activities, because it was not considered ladylike for them to participate. Although they were restrained from taking part in sports, they still found time to participate in such activities as dancing, hunting, riding horses, and shuttlecock. Nevertheless, for most women, physical activities were not available or desirable (Spears, 1973).

Sports for women in America is somewhat of a contradiction because this country has, in the past, both accepted and rejected women's participation. Sometimes the rejection of women in competitive athletics was due partially to men's creation of rumors which reinforced rejection (Oglesby, 1978).

#### Black Women's Participation in Sports

Around the 1860s, most American black women were in slavery and did not participate in sports to the fullest. After freedom in 1865, many black women took active roles in sport participation. Even during slavery, there were some forms of physical activity. It should be known that throughout history many black women were afforded the opportunity to participate in sports, and some did. Black female athletes were not really received until the early 1900s. Before Title IX required women's college and high school programs to provide equal opportunity to those of men in 1972, women's sports had a very low visibility. Furthermore, Bentley (1983) stated that black females who took part in sporting events had to overcome the two major obstacles of sexism and racism.

The review of literature is somewhat limited in terms of black female accomplishments. Among those worthy of mention are Ora Washington, of Philadelphia, Pennsylvania, who won more than 200 tennis titles during the 1920s, and Tidye Ann Pickett of Chicago, who was

the first black woman to compete in the Olympic games. Other noteworthy participants who made significant contributions in the world of sports included Madeline Manning Mims, Althea Gibson, and Wilma Rudolph (Bentley, 1983).

Ladner (1968) stated that black women have always been strong competitors. Society has utilized their worth while they reaped little or no rewards. This competitiveness now appears to have extended to the sports arena.

#### The Image of Women in Sports

The image of American women is changing, and activities that were once viewed with admiration are now enjoyed through participation. The presence of women in sports is not just a new aspect but another enjoyable avenue in their lives.

Women have basically ignored physical activity because they were warned that women should not ask or expect too much of their bodies. Thus, women did not bother even to test their abilities in terms of strength and endurance (Kaplan, 1979). Kaplan also stated that becoming involved in sports is, for most women, more than a symbolic assertion of female vigor and ability to succeed. Once a woman has accomplished the impossible in sports, why not in everything else? When sports become totally accepted by society and women find their place

in such activities as softball, volleyball, and football teams along with neighborhood competitions in everything from skateboarding to sailing, women will free themselves from sexist demons and will realize that assertiveness training comes easy with a bat and ball.

Women do not now believe that they need protection from men because of fragile bodies which are unable to endure contact. The idea of changing an individual's negative views and opinions concerning intense athletic competition for women may mean a restructuring of social values. There appear to be many women athletes who believe there is a relationship between participating in sports and female sexuality. Of course, this assumption is hard to prove physiologically, but it seems that a woman athlete eases into the understanding of her body, and her physical self encourages sensuality. Most women accept themselves for who they are and do not feel embarrassed about their body structure when performing various physical activities (Kaplan, 1979).

In the game of football, male players feel virile and aggressive by the gracefulness and strength of their bodies in action. This sensation appears to be the same for women when they participate in intense athletic competition. It appears that standing in the shadow of men is becoming a thing of the past for women (Kaplan, 1979).

For instance, in 1955 Leyhe conducted a survey to determine the attitudes of women members of the American Association of Health, Physical Education, and Recreation toward competition in sports for girls and women. His study indicated that recreation workers favored competitive sports for girls and women, while women physical educators were divided over the question of intense competition for girls and women. Another analysis of this survey revealed that both recreation workers and women physical educators were in favor of competition in individual sports but much less in favor of competition in team sports.

Harres (1968) reported that women who participate in athletic competition had a more favorable attitude toward the desirability of athletic competition for girls and women. Although the attitude of the total population was favorable toward women and girls competing, the range of scores indicated considerable differences of opinion concerning the desirability of athletic competition for girls and women.

A survey conducted by Sheriff in 1969 concerning parental and peer views of female high school athletes in rural and urban areas found that 66 percent of her respondents were undecided about female athletic participation, but 95 percent indicated that girls and

women should have the chance to participate in athletic competition. However, there was a tendency among parents, teenage boys, and teenage girls to feel that such activities were more appropriate for the physical make-up of males. Approximately half of the girl respondents indicated that they associate intensive athletic competition with masculine manners and attitudes. Sheriff (1969) also found a tendency toward greater acceptance of females participating in individual sports which required more graceful and free-flowing, aesthetic movements.

Furthermore, Nixon, Maresca, and Silverman (1979) indicated in their findings about attitudes of women in competition from two colleges in Vermont that, from the eleven items included, female subjects agreed with all eleven in terms of their acceptance of females in sports. In most cases, however, their male counterparts rejected the statements or accepted them to a lesser degree. Female acceptance of women's participation in intense athletic competition was substantially greater than that of males.

Auchincloss (1983) revealed that it was not long ago that high school girls were routinely excused from physical education during their menstrual period. The myth, widely believed at that time, was that exercising while menstruating was somehow harmful. There seems to

be no scientific evidence that the menstrual cycle affects female participation in sports. Therefore, most females need not reduce or avoid exercising at this time. Exercising or participating in competitive sports is not a cure for menstrual problems, but exercising in most cases seems to be beneficial.

Auchincloss (1983) did indicate, however, that for certain women who are chronic participants in sports, exercising may be harmful. This could cause a condition known as amenorrhea. It was also revealed that menstruating women involved in sports or exercise should take steps to replenish the body with iron to help alleviate anemia which decreases energy and stamina. Finally, participation in competitive sports or exercise does not affect women's ability to bear children.

In 1977, Kingsley, Foster, and Seibert conducted a survey which indicated that both college female athletes and nonathletes felt a strong sense of identity with other women athletes. This study revealed no significant differences in the attitudes of female athletes and nonathletes toward women participating in team sports. Also, there was no indication that high aspirations in sports detracted from the social acceptability of college women. In other words, the results did not support the findings of certain other studies that

cited and suggested negative attitudes toward females participating in traditionally masculine sports.

According to Oglesby (1978), women's sports have always been second class, or maybe eighth class. A balanced program needs to be established so that women will be neither exploited nor ignored in competitive sports.

Kaplan (1979) indicated that "a woman who creates a more muscular or powerful body for herself is in control of her life" (p. 175). He further pointed out the old stereotype of jock as lesbian, which has led to many problems and misunderstandings that have not yet been eradicated. A male athlete is glorified, but this is not the case for a girl athlete. First, she is called a tomboy, then a freak, and finally a lesbian. In sports, most women have learned that the best way to deal with sexism and survive is to flaunt their sexuality.

Kaplan (1979) stated that "women are still getting channeled into becoming cheerleaders, majorettes and band members while men participate on the field" (p. 170). This type of channeling represents a total disregard for and ignoring of the implications of Title IX, which was supposed to open new avenues in sports for women. Women athletes deserve their own spotlight and not the reflecting shadow of male athletes. Kaplan (1979) also

revealed that intense athletic competition can change lives. Competition does not have to be damaging, for, when the attitude of the participants is positive, so are the results.

It should be noted that athletic competition has influenced and changed many women's lives in terms of developing character, having a positive outlook, and gaining leadership in the community. Competitive athletics appear to be an outgrowth of physical education programs, whereby skill levels are developed (Kaplan, 1979).

In his book, Kaplan (1979) indicated that an Ohio Federal Judge ruled that girls cannot be banned from contact sports like football, hockey, or wrestling just because they are girls. There may well be a student today in an Ohio high school who lacks only proper coaching and training to become the greatest quarterback in professional football history. The odds are astronomical against her, but is she not entitled to a fair chance to try?

Doctors and other community leaders have been opposed to physical mismatching simply because of the risk factors. Whether the competition involved men or women, contact or noncontact sports, the final determination should rest on the professional opinions of the coaches

and doctors in terms of intense competition for women (Ostro, 1986). Ostro further revealed that common sense has to prevail. Football is not a game for just anyone. It calls for a special type of person who likes combat and can generally withstand the constant physical collisions and blows.

In the competitive world of sports, women are searching for the variable that would somehow give them a winning edge. This edge may be accomplished for some through a successful weight training program. Just as programs for men have developed so much, the same opportunities and chances should be afforded women.

Hesson (1985) indicated that nothing is to be gained from physical weakness. Therefore, weight training is an appropriate activity while participating in competitive sports. Weight training does not have to make women appear masculine. Since women do show increases in strength with very little change in muscle size, the results are a strong, firm, shapely, and healthy appearance. In terms of women's sports at the varsity level, the greatest fear is that of anabolic steroids. Most steroid users agree that steroids work only when accompanied by extremely hard weight training workouts. At the present time, it seems that women are not as actively involved with anabolic steroids as men. Drug

abuse has no place in a healthy development program for male or female.

Todd (1985) stated that women have the notion that to push too hard is unfeminine, that to become too strong will be threatening to the opposite sex. They understand intellectually that increased strength will improve their athletic performance, but they do not view strength as an aspect of femininity. These emotional confusions affect their work in the weight room. Todd further revealed that another way women today approach the acquisition of that winning edge is through the use of steroids. In many cases, women are trained by men who have used steroids or are training with male athletes who are currently using steroids (Todd, 1985). Few women encourage the use of steroids among women athletes; however, a number of men--several who are coaching--encourage female athletes to use steroids. Using women as strength-conditioning coaches obviously will not solve the drug problem in women's athletics, but it could be one of several steps toward leading women athletes in the right direction.

The question may be asked whether or not organized sports contributes to the personal, social, and psychological growth of athletes. Administrators and coaches believe that organized sports build character, thereby preparing young men and women to be ready for the real world (Ogilvie & Tutko, 1985).

Stevenson (1985) indicated that controversy may still exist today concerning the notion that sports bring about positive values and good attitudes. If this is true, it would seem reasonable that women as well as men should gain the same benefits through participation in sports. If indeed sports "build character" or develop positive norms of behavior, then there should be equal opportunity for both men and women to improve themselves by participating in sports.

For the past eight years, Ogilvie and Tutko (1985) studied the effects of competition on personality. On the evidence gathered in this study, some broad ranged analyses were made. No empirical support for the tradition that sports build character has been found. Indeed, there is evidence that athletic competition may limit growth in some areas. Athletic competition has no more beneficial effects than intense endeavor in any other field.

Ogilvie and Tutko (1985) further stated that women competitors showed a greater tendency toward introversion, had greater autonomy needs, and possessed a combination of qualities which suggested they were more creative than their male counterparts. Other qualities revealed in this study were that women felt less sensitive and understanding when involved with others; and that women

were more reserved, cool, experimental, and independent than males. The authors indicated that the outcome of this study revealed there was no sound evidence that sports build character in men or women.

Today women have more opportunities to participate than ever before. This fact can be attributed to an increase in courts, clubs, and other such services as free nursery facilities for mothers. Those women who are unathletic or have never participated in sports should keep two points in mind: (1) there is no sport a woman cannot or should not try, and (2) it is never too late to start (Kaplan, 1979).

#### Title IX

The enactment of the Educational Amendments Act in 1972 prohibited discrimination from participation in sports and other educational programs based on sex where federal funds were being used. When the implementation of Title IX took place in 1976, the aim was to provide opportunities for girls and women, except for contact sports. If a school offers a sport for one sex but not for the other, both sexes must be permitted to try out for the same team (Keller & Forsythe, 1984).

Auchincloss (1983) indicated that Title IX has had a tremendous impact on women's sport. This impact has been both positive and negative. The positive side is that of

more participation for women in the world of sport. The negative side reflects the misrepresentation and decline in women coaches and administrators. Other significant qualities that have been bestowed upon women's sport as it relates to Title IX are scholarships, adequate budgets, equal travel expenses, supplies and equipment, tutorial opportunities, housing and dining facilities, games, practice schedules, and equal medical and athletic training services.

According to Acosta and Carpenter (1985), it appears that society now seems more ready to accept women in sports than in their roles as prominent leaders. In addition to being very rewarding, athletic competition today can have a direct influence on young people's lives. Such competition should be in colleges and universities for both men and women and should be considered a major part of the total educational program.

#### Women's Sports Foundation

Founded in 1975, the Women's Sports Foundation through various programs and services has played a major role in changing previously negative attitudes toward female involvement in athletics (Auchincloss, 1983). This organization has certain ideas concerning women. It feels there is a need to:

- Improve athletic opportunities for women of all ages at all levels;

- Develop funding resources to assist promising female athletes;
- Educate the public concerning the value of sports for girls and women;
- Advocate equal opportunities in all areas of sport;
- Support, with all available resources, a volunteer network working for women's sports (Women's Sports Foundation, 1983).

Women should never forget that their progress has been hard fought and hard won. Women should continue to be assertive and creative in their efforts toward acceptance as equal human beings in all areas of life, including competitive athletics.

#### Statement of the Purpose

The purpose of this investigation was to assess the attitudes of undergraduate physical education majors toward varsity female athletes at the college level. Participants were selected from five predominantly black institutions in the Southeast. Attempts were made to determine the influences of the following variables concerning physical education majors' attitudes toward women athletes: (a) age, (b) sex, (c) race, (d) classification (freshman, sophomore, junior, senior), (e) previous athletic experience, (f) opportunity to participate, (g) denied opportunity to participate, and (h) athlete or nonathlete status.

### Hypotheses

The hypotheses for this study were:

There will be no significant differences concerning undergraduate physical education majors' attitudes toward female athletes in the physical, emotional, social, and personality domains when compared to the following variables:

1. Male versus female physical education majors
2. Male athletes versus female athletes
3. Female athletes versus female nonathletes
4. Female athletes versus male nonathletes
5. Male athletes versus male nonathletes
6. Blacks versus whites
7. All males and females, ages 18 to 24, versus all males and females over 24
8. All male and female freshmen versus all male and female sophomores versus all male and female juniors versus all male and female seniors

### Significance of the Study

The basic reasons behind this study were to update and better understand black students' attitudes toward women varsity athletes. It appears from a review of literature that little has been done to assess attitudes of black students at traditionally black institutions, particularly since the advent of Title IX in 1972. The

researcher intended in this study to help clarify what women's place is and ought to be in the sporting spectrum of today's society. Much of the data currently available appears to have been collected at traditionally white institutions using predominantly white students as subjects.

#### Limitation of the Study

For time and logistical reasons, the study was limited to the five traditionally black institutions of higher education in the state of Mississippi. Those selected institutions included: Alcorn State University, Lorman; Jackson State University, Jackson; Mississippi Valley State University; Itta Bena; Rust College, Holly Spring; and Tougaloo College, Tougaloo. The opinionnaire was administered during the spring of 1987 and consisted of 53 questions for analyses and assessment purposes.

#### Basic Assumption

The assumption of this investigation was that the participants were cooperative and responded candidly to each question.

#### Definition of Terms

Attitude. An integration of ideas, feelings, impressions, and prejudices toward something.

Character. The pattern of behavior or personality found in an individual or group; moral constitution.

Varsity athletic competition. Participation by highly skilled women in athletic contests which are characterized by coaching, practice sessions, scheduled games or meets, presence of spectators, and the designation of a winner.

Varsity athletic competition opportunities. Generally includes activities such as basketball, cross country, field hockey, soccer, softball, swimming, tennis, track and field, and volleyball.

Opinion. The verbal or written expression of an attitude.

Undergraduate student. One enrolled in classes receiving undergraduate credit. Classification designations include freshman, sophomore, junior, and senior.

## Chapter 2

### Method

The intent of this investigation was to assess and analyze the attitudes of undergraduate physical education majors toward intense athletic competition for college women. The survey was carried out in the spring of 1987.

#### Population Sample

The selected population included all students majoring in physical education who are currently enrolled in courses at the following predominantly black institutions in Mississippi during the spring semester of 1987: Alcorn State University, Lorman; Jackson State University, Jackson; Mississippi Valley State University, Itta Bena; Rust College, Holly Spring; and Tougaloo College, Tougaloo. In April 1987, a letter was forwarded to the department chairperson of each of these schools describing the purpose of the study (see Appendix A).

#### Instrument Development

After a thorough review of the literature, the investigator with the assistance of Drs. A. H. Solomon and Cheryl Ellis developed 64 statements concerning attitudes about varsity female athletes and submitted them to a professional panel of experts active in physical education and/or coaching at the college

level (see Appendix B). The statements were intended to determine college students' attitudes about female varsity athletes in four areas: physical, emotional, social, and personal. This phase of the study was conducted during the month of February 1987 at the Southern District Convention of the American Alliance of Health, Physical Education, Recreation, and Dance held in Birmingham, Alabama. Follow ups were completed through written and telephone correspondence.

Participants were directed to use a rating scale of 1 through 5 to determine item appropriateness. A rating of 4 or 5 indicated agreement or strong agreement that the item was representative and should be kept. A rating of 3, 2, or 1 indicated neutral, disagreement, or strong disagreement with the statement and indicated the item was not appropriate. These items were discarded. Of the 64 items submitted to the panel of experts only those with ratings above 3 were kept and used as an item in the official instrument for this study. Of the original 64 statements, 11 were discarded, leaving a total of 53 items. Included were 13 items in the physical area, 10 in the emotional area, 14 in the social area, and 16 in the personal area.

### Procedure

During the spring of 1987, the opinionnaires were hand-delivered to the chairpersons of the participating institutions in Mississippi. Included in each instrument packet were sufficient numbers of opinionnaires to cover adequately the number of students majoring in physical education currently enrolled at each institution. A cover letter accompanied each packet and explained the purposes for the research (see Appendix C).

The Thomas, Solomon, Ellis Opinionnaire (TSEO) included a cover sheet in addition to the main body of 53 items (see Appendix D). The cover sheet requested pertinent demographic information about each student which was central to the study. The information requested included (1) name of institution, (2) college classification, (3) age, (4) sex, (5) race, (6) athletic or nonathletic participant, (7) participant or nonparticipant in high school athletics, (8) any denial to participate in varsity athletics, and (9) opportunity to take part in high school athletics.

For each of the 53 items on the TSEO, students were instructed to select one of five choices concerning their attitude toward female varsity athletes. The five options were: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree. Of

the 250 opinionnaires administered, 214 were returned. The investigator determined that 194 (77.6%) were complete and usable for data analyses.

#### Treatment of Data

Following the administration of the opinionnaires, the data were processed at the Middle Tennessee State University Computer Center, Murfreesboro, Tennessee. The data treatment utilized the keypunch tabulation method with the aid of the Honeywell CP-6 Computer. Each institution was identified by a code. This code assisted the investigator in determining where the differences and similarities were between and within participating institutions. To determine the statistical significance or nonsignificance between the variables, analysis of variance and  $t$ -test techniques were utilized. The .05 level of confidence was used to determine significance.

#### Summary

The procedures and methods used in this study, including the statistical treatment, were discussed in this chapter. Data analyses results are included in Chapter 3.

## Chapter 3

### Results

This chapter presents analyses of data collected at five traditionally black institutions in Mississippi concerning attitudes of students toward female varsity athletes. The data represent interpretations concerning (1) acceptance or rejection of stated hypotheses, (2) opinions of various student subgroups, and (3) analyses of how the 194 students responded to each question.

Although 214 opinionnaires of the 250 administered were returned, only 194 (77.6%) were accepted for use in this study due to incomplete information. Student ages ranged from 18 to 40, but 83 percent fell in the age category of 18 to 24.

Information analyzed in this evaluation included the following categories: age, classification, race, sex, athlete or nonathlete, participation in varsity sports, denied participation, and opportunity to participate in a sports program. The t test and analysis of variance statistical techniques were used to determine significant or nonsignificant differences in students' attitudes concerning statements in the physical, emotional, social,

and personal domains included in the Thomas, Solomon, Ellis Opinionnaire (TSEO).

### Characteristics of Study Population

The demographic information presented in this chapter is organized in table form as follows:

(1) institutions, (2) classification of students, (3) race and sex, (4) age, (5) athletic classification, and (6) participation opportunities.

#### Institutions

For this study, opinionnaires were administered to students in five traditionally black institutions in the state of Mississippi (see Table 1). The institution with the greatest number of returns was Mississippi Valley State University with 54 students, who represented 27.8 percent of the total respondents.

#### Classification

Table 2 presents the classification of students who participated in the study.

#### Race and sex

The breakdown of participants by race and sex is given in Table 3.

#### Athletic classification

Table 4 gives the breakdown of participants into athlete or nonathlete categories.

Table 1  
Student Participation by Institution

Institutions	<u>N</u>	Percent of Majors
Alcorn State University	25	12.8
Mississippi Valley State University	54	27.8
Rust College	28	14.5
Jackson State University	53	27.4
Tougaloo College	34	17.5
Total	194	100.0

Table 2

Institutional Classification

Classification	<u>N</u>	Percent of Majors
Freshman	23	11.8
Sophomore	37	19.2
Junior	61	32.4
Senior	73	37.6
Total	194	100.0

Table 3

Distribution by Race and Sex

Race and Sex	<u>N</u>	Male	Female	Percent of Majors
Black	162	106	56	84.6
White	30	17	13	15.4
Hispanic	1	1	0	.5
Other	1	0	1	.5
Total	194	124	70	100.0

Table 4

Athletic Classification

Athletes	<u>N</u>	Percent of Majors
Yes	85	43.8
No	109	56.2
Total	194	100.0

### Participation opportunities

The responses of students who had the opportunity to participate in varsity athletics versus those who had no such opportunity are shown in Table 5.

### Age breakdown

A distribution of the participants by age is indicated in Table 6. The students whose ages were in the 18-24 range comprised 82.5 percent of the opinionnaires used in this study.

### Data Analyses

#### Results of the Hypotheses

For statistical analyses, eight null hypotheses were tested in an attempt to determine the relationship among variables included as a part of this study. The t tests and analysis of variance (ANOVA) techniques were utilized in order to determine statistical significance at the .05 level of confidence. Results by individual hypotheses are as follows:

Hypothesis 1: There will be no significant differences concerning male and female physical education majors' attitudes toward female athletes in the physical, emotional, social, and personal domains. The t tests comparing male and female attitudes revealed significant differences in three of the four domains. These three

Table 5

Athletic Participation Opportunities

Opportunity to Participate	<u>N</u>	Percent of Majors
Yes	183	94.4
No	11	5.6
Total	194	100.0

Table 6

Age Breakdown

Age	<u>N</u>	Percent
18	12	6.2
19	23	11.9
20	24	12.4
21	40	20.6
22	31	16.0
23	14	7.2
24	16	8.3
25	6	3.1
26	4	2.1
27	4	2.1
28	1	.5
29	2	1.0
30	7	3.6
31	1	.5
32	3	1.5
33	1	.5
34	2	1.0
35	2	1.0
40	1	.5
<b>Total</b>	<b>194</b>	<b>100.0</b>

were the physical, social, and personal. Therefore, H:1 was rejected.

The emotional domain indicated males and females were generally in agreement. In each instance of significance and non-significance, the females had a more favorable attitude toward female athletes than did males (see Table 7).

Hypothesis 2: There will be no significant differences concerning male and female athletes in the physical, emotional, social, and personal domains. The results of the  $t$  tests indicated significant differences in two of the four domains. Those domains were the social and personal categories. Therefore, H:2 was rejected.

The physical and emotional domains were non-significant, indicating general agreement. The female athletes viewed other female athletes more favorably than did male athletes in three of the four domains. The males responded more favorably toward the emotional makeup of female athletes than did the females (see Table 8).

Hypothesis 3: There will be no significant differences concerning female athletes and female nonathletes' attitudes toward female athletes in the physical, emotional, social, and personal domains. The outcome of the  $t$  tests between female athletes

Table 7

Results of T Tests Comparing Male and Female Physical  
Education Majors' Attitudes Toward Female Athletes

Domain	Mean	Likert		<u>T</u> Value	<u>df</u>	2-tail Prob.
		Scale 1-5	<u>SD</u>			
<u>Physical</u>						
Male <sup>a</sup>	41.4758	3.1943	4.500	-4.42	192	.000*
Female <sup>b</sup>	44.6000	3.4308	5.109			
<u>Emotional</u>						
Male <sup>a</sup>	33.8387	3.3839	4.720	-1.79	192	.074
Female <sup>b</sup>	35.1286	3.5160	4.963			
<u>Social</u>						
Male <sup>a</sup>	48.6613	3.4822	5.718	-4.48	192	.000*
Female <sup>b</sup>	52.7000	3.7643	6.559			
<u>Personal</u>						
Male <sup>a</sup>	53.1313	3.33341	6.041	-4.43	192	.000*
Female <sup>b</sup>	57.2143	3.5759	6.251			

<sup>a</sup>n = 124      <sup>b</sup>n = 70

\*Significant at the .05 level

Table 8

Results of T-Tests Comparing Male and Female Athletes'  
Attitudes Toward Female Athletes

Domain	Mean	Likert		<u>T</u> Value	<u>df</u>	2-tail Prob.
		Scale 1-5	<u>SD</u>			
<u>Physical</u>						
Male <sup>a</sup>	40.6571	3.1275	4.543	-1.11	83	.272
Female <sup>b</sup>	42.1333	3.2410	5.357			
<u>Emotional</u>						
Male <sup>a</sup>	33.6429	3.3643	4.800	.69	83	.494
Female <sup>b</sup>	32.6667	3.2815	5.827			
<u>Social</u>						
Male <sup>a</sup>	48.6286	3.4735	5.632	-2.08	83	.041*
Female <sup>b</sup>	52.2000	3.7286	7.739			
<u>Personal</u>						
Male <sup>a</sup>	52.8571	3.3036	5.441	-3.42	83	.001*
Female <sup>b</sup>	58.4661	3.6542	7.150			

<sup>a</sup>n = 70      <sup>b</sup>n = 15

\*Significant at the .05 level

and female nonathletes revealed significant differences in two of the four domains, the physical and the emotional. H:3 was thus rejected. Interestingly enough, the female nonathletes had more favorable attitudes toward female athletes than did the female athletes in three of the four domains (see Table 9).

Hypothesis 4: There will be no significant differences concerning female athletes and male nonathletes' attitudes toward female athletes in the physical, emotional, social, and personal domains. The results of the t tests analyzing female athletes and male nonathletes indicated a significant difference in only the personal domain. Three domains revealed no significant differences. Therefore, H:4 was rejected. Not surprisingly, female athletes' attitudes were more positive toward other female athletes than were those of male nonathletes (see Table 10).

Hypothesis 5: There will be no significant differences concerning male athletes and male nonathletes' attitudes toward female athletes in the physical, emotional, social, and personal domains. Results revealed a significant difference in only the physical domain. Therefore, H:5 was rejected in one of the four domains. The male nonathletes had a more favorable attitude toward female athletes than did male athletes (see Table 11).

Table 9

Results of T Tests Comparing Female Athletes and Female  
Nonathletes' Attitudes Toward Female Athletes

Domain	Mean	Likert		T Value	df	2-tail Prob.
		Scale 1-5	SD			
<u>Physical</u>						
Ath. <sup>a</sup>	42.1333	3.2410	5.357	-2.17	68	.034*
Nonath. <sup>b</sup>	45.2727	3.4825	4.874			
<u>Emotional</u>						
Ath. <sup>a</sup>	32.6667	3.2815	5.827	-2.23	68	.029*
Nonath. <sup>b</sup>	35.8000	3.5800	4.531			
<u>Social</u>						
Ath. <sup>a</sup>	52.2000	3.7286	7.739	- .33	68	.742
Nonath. <sup>b</sup>	52.8364	3.7740	6.274			
<u>Personal</u>						
Ath. <sup>a</sup>	58.4667	3.6542	7.150	- .87	68	.385
Nonath. <sup>b</sup>	56.8727	3.5545	6.009			

<sup>a</sup>n = 15 female athletes      <sup>b</sup>n = 55 female nonathletes

\*Significant at the .05 level

Table 10

Results of T Tests Comparing Female Athletes and Male  
Nonathletes' Attitudes Toward Female Athletes

Domain	Mean	Likert		T Value	df	2-tail Prob.
		Scale 1-5	SD			
<u>Physical</u>						
F-Ath. <sup>a</sup>	42.1333	3.2809	5.367	- .31	67	.760
M-Non. <sup>b</sup>	42.5370	3.2410	4.255			
<u>Emotional</u>						
F-Ath. <sup>a</sup>	32.6667	3.4093	5.827	- .99	67	.324
M-Non. <sup>b</sup>	34.0926	3.2815	4.647			
<u>Social</u>						
F-Ath. <sup>a</sup>	52.2000	3.4936	7.739	-1.90	67	.062
M-Non. <sup>b</sup>	48.7038	3.7286	5.881			
<u>Personal</u>						
F-Ath. <sup>a</sup>	58.4667	3.3736	7.150	-2.46	67	.017*
M-Non. <sup>b</sup>	53.5556	3.6542	6.773			

<sup>a</sup>n = 15 female athletes      <sup>b</sup>n = 54 male nonathletes

\*Significant at the .05 level

Table 11

Results of T Tests Comparing Male Athletes and Male  
Nonathletes' Attitudes Toward Female Athletes

Domain	Mean	Likert		<u>T</u> Value	<u>df</u>	2-tail Prob.
		Scale 1-5	<u>SD</u>			
<u>Physical</u>						
M-Ath. <sup>a</sup>	40.6571	3.1275	4.543	-2.35	122	.020*
M-Non. <sup>b</sup>	42.5370	3.2809	4.255			
<u>Emotional</u>						
M-Ath. <sup>a</sup>	33.6429	3.3643	4.800	- .52	122	.601
M-Non. <sup>b</sup>	34.0926	3.4093	4.647			
<u>Social</u>						
M-Ath. <sup>a</sup>	48.6286	3.4735	5.632	- .07	122	.943
M-Non. <sup>b</sup>	48.7037	3.4936	5.881			
<u>Personal</u>						
M-Ath. <sup>a</sup>	52.8571	3.3036	5.441	- .64	122	.525
M-Non. <sup>b</sup>	53.5556	3.3736	6.773			

<sup>a</sup>n = 70 male athletes      <sup>b</sup>n = 54 male nonathletes

\*Significant at the .05 level

Hypothesis 6: There will be no significant differences concerning black and white students' attitudes toward female athletes in the physical, emotional, social, and personal desires. The data from the t tests concerning black and white students to determine differences are listed in Table 12. The data revealed no significant differences in the four domains. Thus, H:6 was accepted. The closeness of agreement astounded the investigator.

Hypothesis 7: There will be no significant differences between age groups toward female athletes in the physical, emotional, social, and personal domains. The results of the t tests analyzing age groups revealed no significant differences in the physical, emotional, social, and personal domains (see Table 13). Therefore, H:7 was accepted.

This was an interesting finding because of the wide range of age differences among students. Both the young and the older students in this survey seemed to agree in their opinions concerning female participation in varsity sports in each domain.

Hypothesis 8: There will be no significant differences between college classification and attitudes toward female athletes in the physical, emotional, social, and personal domains. ANOVA was used to compare college

Table 12

Results of T-Tests Comparing Black and White Students'  
Attitudes Toward Female Athletes

Domain	Mean	Likert		T Value	df	2-tail Prob.
		Scale 1-5	SD			
<u>Physical</u>						
Black <sup>a</sup>	42.6871	3.2836	5.095	.58	190	.561
White <sup>b</sup>	42.1034	3.2551	4.212			
<u>Emotional</u>						
Black <sup>a</sup>	34.3926	3.4406	4.862	.61	190	.542
White <sup>b</sup>	33.7931	3.3793	4.916			
<u>Social</u>						
Black <sup>a</sup>	50.1166	3.5798	5.862	- .40	190	.693
White <sup>b</sup>	50.6207	3.6433	8.542			
<u>Personal</u>						
Black <sup>a</sup>	54.6258	3.4141	5.989	- .45	190	.652
White <sup>b</sup>	55.2069	3.4996	8,308			
<u>a</u> <sub>n</sub> = 163	<u>b</u> <sub>n</sub> = 29					

Table 13

Results of T-Tests Comparing Age Groups and Attitudes  
Toward Female Athletes

Domain	Mean	Likert		<u>T</u> Value	<u>df</u>	2-tail Prob.
		Scale 1-5	<u>SD</u>			
<u>Physical</u>						
18-24 <sup>a</sup>	42.4895	3.2684	5.208	- .69	192	.491
Above 24 <sup>b</sup>	42.9216	3.3110	4.171			
<u>Emotional</u>						
18-24 <sup>a</sup>	34.1538	3.4169	5.026	- .71	192	.479
Above 24 <sup>b</sup>	33.7931	3.3793	4.916			
<u>Social</u>						
18-24 <sup>a</sup>	50.3846	3.5989	6.377	.77	192	.441
Above 24 <sup>b</sup>	49.3725	3.5423	6.177			
<u>Personal</u>						
18-24 <sup>a</sup>	54.8671	3.4292	6.477	.46	192	.643
Above 24 <sup>b</sup>	53.9412	3.3993	6.214			

<sup>a</sup>n = 143      <sup>b</sup>n = 51

classifications in an effort to determine if significant differences existed in the four domains included in this survey (see Table 14). The outcome revealed significant differences in the physical and emotional domains. The social and personal domains indicated no significant differences among college students' classifications and their attitudes toward females competing in varsity sports. Thus, H:8 was rejected.

Tables 15 and 16 indicated results of t tests between student classifications in the physical and emotional domains.

Table 14

Results of ANOVA Comparing College Classification and  
Attitudes Toward Female Athletes

Source	<u>df</u>	Sum of Squares	Mean Squares	<u>F-</u> Ratio	<u>F-</u> Prob.
<u>Physical</u> <sup>a</sup>					
Between groups	3	1.0684	.3561	2.553	.0569*
Within groups	190	26.5061	.1395		
Total	193	27.5745			
<u>Emotional</u> <sup>a</sup>					
Between groups	3	1.8028	.6009	2.670	.0488*
Within groups	190	42.7611	.2251		
Total	193	44.5640			
<u>Social</u> <sup>a</sup>					
Between groups	3	.1947	.0649	.318	.8124
Within groups	190	38.7886	.2042		
Total	193	38.9834			
<u>Personal</u> <sup>a</sup>					
Between groups	3	.3306	.1102	.706	.5496
Within groups	190	29.6641	.1561		
Total	193	29.9947			

<sup>a</sup>Includes freshman, sophomore, junior, and senior  
classifications

\*Significant at the .05 level

Table 15

Results of T-Test Between Classifications in the Physical Domain

Groups	Freshmen	Sophomores	Juniors	Seniors
Mean	3.4147	3.1601	3.2585	3.3153
Freshmen		.012*	.092	.265
Sophomores			.212	.042*
Juniors				.385
Seniors				

Conclusions:

Freshmen > sophomores

Freshmen = juniors

Freshmen = seniors

Sophomores = juniors

Sophomores < seniors

Juniors = seniors

\*Significant at the .05 level

Table 16

Results of T-Test Between Classifications in the Emotional Domain

Groups	Freshmen	Sophomores	Juniors	Seniors
Mean	3.3870	3.3486	3.2585	3.3153
Freshmen		.719	.782	.110
Sophomores			.981	.019*
Juniors				.021*
Seniors				

Conclusions:

Freshmen = sophomores

Freshmen = juniors

Freshmen = seniors

Sophomores = juniors

Sophomores < seniors

Juniors < seniors

---

\*Significant at the .05 level

## Chapter 4

### Discussion

The purpose of this study was to assess the attitudes of undergraduate physical education majors toward women competing in varsity athletics. The Thomas, Solomon, Ellis Opinionnaire (TSEO) was administered to 250 undergraduate students attending Alcorn State University, Mississippi Valley State University, Rust College, Jackson State University, and Tougaloo College. These are traditionally black institutions in the state of Mississippi. There were 214 opinionnaires returned, but only 194 were completely filled out and deemed usable for this study. The TSEO obtained demographic information regarding age, race, sex, college classification, whether students were athlete or nonathlete, whether they had been a participant or nonparticipant in athletics at the junior or senior high school level, whether they had been denied an opportunity to participate in competitive varsity athletics, and finally whether or not they had an opportunity to take part in athletics at the high school level (see Appendix F). The TSEO ascertained the attitudes of the participants in the physical, emotional, social, and personal domains.

The study participants included 162 black and 30 white students, 1 Hispanic, and 1 student classified other

concerning race. There were 106 black males, 56 black females, 17 white males, 13 white females, 1 Hispanic male, and 1 other female in the population sample. ANOVA and t-test statistical techniques were used to analyze the data.

### Findings

Eight major hypotheses were tested in the study. They concerned the attitudes of undergraduate physical education majors toward females participating in varsity sports at the college level. Results and interpretation of data analyses are discussed in the following paragraphs.

Concerning male versus female physical education major attitudes, analysis of the data indicated significance in three of four domains. The results demonstrated that women had significantly more favorable attitudes than men toward college female competitors in the physical, social, and personal domains. There was no significant difference between the two concerning the emotional domain, although women's attitudes were more positive than men's. These findings were similar to results in a study by Leyhe in 1955, which indicated that female physical education teachers and female recreation workers agreed more than males with the idea that women should actively compete in sports at the varsity level. A study by Nixon, Maresca, and Silverman (1979) also indicated that females were more favorable toward acceptance of women in sports than were their male counterparts in most cases. Further, Harres

(1966) indicated that female athletes had a more favorable attitude than males toward the desirability of females participating in varsity athletics.

A look at differences between male versus female athletes' attitudes toward female athletes indicated significant differences in two of the four domains. These were the social and personal domains. The results indicated that female athletes' attitudes were more favorable than male athletes' attitudes concerning female participation in varsity sports. These findings are consistent with Kaplan (1979), who found there are still some resentments and negative attitudes concerning female involvement and acceptance in sports. This is probably due to societal images and influences which have been passed down. Attitudes of the two groups concerning the physical and emotional domains showed no significant differences.

A look at differences between female athletes and female nonathletes indicated a significant difference in the physical and emotional domains, with female nonathletes having the most favorable attitudes toward other female athletes. These findings were not consistent with those of Kingsley, Foster, and Seibert (1977), who reported in their study about female college athletes and nonathletes that women athletes felt a strong sense of identity with other women athletes. They also found no evidence to indicate that high aspirations in sports

detracted from social acceptability among college women. That study further revealed a trend which indicates that both males and females are becoming more accepting of women in sports.

When female athletes were compared to male athletes, the results indicated general agreement between the two in the emotional, social, and personal domains. However, a significant difference was indicated in the physical domain where the female athletes exhibited more favorable attitudes toward other female athletes. This is pretty much what one would expect from individuals who are a real part of any group or organization such as an athletic team.

Male nonathletes had more favorable attitudes toward female athletes than male athletes in the physical domain. However, there was no significant difference between the two in the emotional, social, and personal domains. These results were consistent in that they showed nonathletes, male and female, had more favorable attitudes than their male and female athlete counterparts. This finding seems significant in that most of a team's fans and spectators are made up mostly of the non-varsity athlete.

An analysis comparing white students' attitudes to those of black students' attitudes revealed no significant differences in any of the four domains. The degree of agreement astounded the investigator. Any follow-up study should include a further breakdown by sex.

The results obtained from comparing younger students to older students surprised the researcher. There was the hunch that since some of the older students had been around prior to the advent of Title IX, they would have more conservative attitudes toward the female athlete. This was not revealed when data showed a general agreement between the two age groups that was not significant. The smaller numbers in the over 24 age category could have been a factor in these findings. This outcome did agree with those of Acosta and Carpenter (1985) which indicated that college students and the general population both had more favorable attitudes toward female athletes than was true in the recent past.

Analysis of variance concerning students' attitudes and their classification in college revealed a significant F-ratio in the emotional domain and a near significant F-ratio in the physical domain. T-tests were run for the emotional domain and revealed significant differences between sophomores and seniors and between juniors and seniors. In each case, freshmen had the more favorable attitudes. T-tests in the physical domain revealed significant differences between freshmen and sophomores and between sophomores and seniors. Freshmen had the more favorable attitudes in each case. These results partially agreed with those of Harres (1966). He found no significant difference in the various domains between

freshmen, sophomores, juniors, and seniors. The investigator could not account for the differences obtained in this study as it concerns the classification of students.

What seemed most interesting to this investigator when scrutinizing the data was the number of times the physical domain rendered statistically significant differences when making the various comparisons across subgroups. This seems to indicate that, at least in this domain, there still remain some confusion and bias. The investigator believes these are because of a number of variables such as cultural conditioning; Title IX; experience or the lack thereof in athletics; misconceptions concerning the female athletes' potentials and limitations; and the nature of the sport, whether it is individual or team. The other domains of emotional, social, and personal rendered a general agreement across all subgroups.

#### Conclusions

Based upon the results obtained in the study, the following conclusions seem justified:

1. Female physical education majors when compared to male physical education majors have more favorable attitudes toward the college female varsity athlete.
2. Male athletes' attitudes when compared to those of female athletes are less favorable concerning the college female varsity athlete.

3. Although it is somewhat surprising, attitudes of female nonathletes when compared to those of female athletes are more favorable.

4. Despite being very similar, female athletes' attitudes, when compared to male nonathletes, were more favorable concerning the other female athletes in the physical, emotional, and social domains.

5. Somewhat unexpected were the results of a comparison between the attitudes of male athletes and male nonathletes. Male athletes had the more favorable attitudes. Once again this seems to support the tendency of group members to be more favorable to other members than so-called outsiders.

6. Not only was race not a factor concerning attitudes in this study, but the degree of agreement was astounding (see Results). It is hard to imagine that means of two groups could be any closer than they were for the four domains in this investigation.

7. As mentioned earlier, the ages of students yielded no significant differences when comparisons were made.

8. Analysis of variance revealed no significant difference in three of the four domains concerning student classification. The emotional domain revealed that seniors are more favorable in their attitudes concerning varsity female athletes than sophomores or juniors. Thus, it could be stated with a fair degree of certainty that the

classification of a student does not correlate with either favorable or unfavorable attitudes as they relate to female athletes in three of the four domains studied.

#### Recommendations

The following recommendations are based upon the findings of this study:

1. A follow-up study using the Thomas, Solomon, Ellis Opinionnaire (TSEO) should be conducted to include all students enrolled at the five predominantly black institutions in Mississippi included in this study.
2. A study expanded to include predominantly white institutions should be conducted in a wider geographic region such as the Southeast.
3. Attempts should be made by future investigators to personally administer the TSEO. This would help to add an element of consistency and reliability to the results obtained. As in all opinionnaires, one can only assume that the participants are candid in their responses.
4. Future studies should include as subjects students at the high school and junior high school levels.
5. Students should be divided into male and female categories when analyzing the effect of the classification of a student concerning attitudes. The same is suggested when evaluating age factors.

## Appendices

Appendix A  
Letter to Department Chairpersons  
at Five Selected Traditionally  
Black Institutions in the  
State of Mississippi

S A M P L E

P. O. Box 2539  
Middle Tennessee State University  
Murfreesboro, TN 37132  
April 29, 1987

Chairperson  
Physical Education Department  
University  
City and State

Dear Sir:

It was very enjoyable talking to you recently on the telephone concerning my proposed dissertation topic. As you now know, I plan to administer an opinionnaire to physical education majors enrolled in predominantly black institutions in the state of Mississippi. The opinionnaire is designed to determine the attitudes of physical education majors towards women participating in competitive varsity athletics.

It consists of 53 statements and should take no longer than 15 to 20 minutes for students to complete.

Once again, your cooperation is greatly appreciated.

Sincerely,

Frank Thomas, Jr.  
Doctoral Candidate

FT/slf

**Appendix B**  
**List of the Panel of Experts**

Panel of Experts

Middle Tennessee State University, Murfreesboro, Tennessee

1. Dr. Glen P. Reeder
2. Dr. Ralph Ballou
3. Dr. Sondra Wilcox
4. Dr. Martha Whaley
5. Mr. Kenneth Chambers
6. Ms. Diana Cummings

Mississippi Valley State University, Itta Bena, Mississippi

7. Dr. Alfred Arrington
8. Dr. Allan Simmons
9. Mr. Harvey Wardell
10. Miss Jackie Ross

Birmingham Public Schools, Birmingham, Alabama

11. Miss Juanita Cox
12. Mrs. Verdell Boykins

Mississippi State University, Starksville, Mississippi

13. Dr. Bill Ware

Jackson State University, Jackson, Mississippi

14. Dr. Melvin Evans

Knoxville College, Knoxville, Tennessee

15. Dr. John Perry

Appendix C  
Letter to Professionals Asking Assistance  
in the Development of the Opinionnaire

(This letter was sent to 5 white females and 5 white males at MTSU and to 5 black females and 5 black males at various schools represented at the Southern District Conference.)

S A M P L E

Post Office Box 2539  
Middle Tennessee State University  
Murfreesboro, Tennessee 37132  
March 4, 1987

Name of Instructor  
Department of Health, Physical Education,  
Recreation, and Dance  
Name of University  
City and State

Dear (Sir or Madam):

Your opinion is needed for a study being conducted within the state of Mississippi. The proposed study is "Intense Competition for Women: A Study of the Attitudes of Undergraduate Physical Education Majors Enrolled in Selected Traditionally Black Institutions." This study is a requirement for the Doctor of Arts Degree at Middle Tennessee State University.

Your evaluation of items on the the attached list will assist me in the distribution of a survey to undergraduate students at traditionally black institutions in Mississippi.

Please give your opinion in terms of appropriateness regarding each item. Use a rating scale of 1-5, with 5 being the highest and 1 the lowest.

If there are items that warrant reconsideration, please indicate such.

I appreciate your cooperation and assistance in this effort.

Sincerely,

Frank Thomas, Jr.

FT/slf

Appendix D

Thomas, Solomon, Ellis Opinionnaire (TSEO)

Used to Measure College Student Attitude

Toward Varsity Female Athletes

## Opinionnaire

1. Name of Institution \_\_\_\_\_
2. College Classification:  
\_\_\_\_ Freshman    \_\_\_\_ Sophomore    \_\_\_\_ Junior    \_\_\_\_ Senior
3. Sex:    \_\_\_\_ Male    \_\_\_\_ Female
4. Age \_\_\_\_\_
5. Race:    \_\_\_\_ Black    \_\_\_\_ White    \_\_\_\_ Hispanic    \_\_\_\_ Other
6. Athlete or Nonathlete (presently)    \_\_\_\_ Yes    \_\_\_\_ No
7. Did you participate in Junior High and/or High School Varsity Athletics?    \_\_\_\_ Yes    \_\_\_\_ No
8. Have you ever been denied participation in Competitive Varsity Athletics?    \_\_\_\_ Yes    \_\_\_\_ No
9. At your High School, did you have an opportunity to take part in Athletics?    \_\_\_\_ Yes    \_\_\_\_ No

## Opinionnaire

The following opinionnaire concerns the attitudes of undergraduate physical education majors toward women participating in competitive varsity athletics.

Please place your response to each statement opposite the question number listed on the questionnaire.

Use numbers 1 through 5 to indicate the following:

- 1 Strongly Disagree
- 2 Disagree
- 3 Undecided
- 4 Agree
- 5 Strongly Agree

Avoid marking "undecided" wherever possible and let your personal experiences determine your response. Do not spend too much time on any one statement. This is not a test, and there are no right or wrong answers.

Remember to answer each question.

- \_\_\_\_\_ 1. The physical make-up of women tends to restrict their playing abilities during intense competition.
- \_\_\_\_\_ 2. Intense competition at the collegiate level helps to develop leadership traits in college women.
- \_\_\_\_\_ 3. Women athletes have to demonstrate outstanding physical proficiencies in order to be socially accepted by their peers.
- \_\_\_\_\_ 4. Women who participate in intense competition usually exhibit masculine tendencies or characteristics.
- \_\_\_\_\_ 5. Women should be allowed to participate on the same team with men when there are not equivalent teams for females.
- \_\_\_\_\_ 6. Women are not as competitive as men when competing in varsity athletics and thus view winning differently.









Appendix E  
T-Test Results of Attitudes of Males  
and Females in the Study at  
Each Institution

T-Test Results of Attitudes of Males in the Study

Domain	<u>N</u>	Mean	Likert Scale 1-5	<u>SD</u>	<u>T</u> Value	<u>df</u>	2-tail Prob.
<u>Alcorn State University and Mississippi Valley State University</u>							
<u>Physical</u>							
Alcorn	20	42.3500	3.2577	5.060	1.90	46	.063
Ms. V.	28	39.6786	3.0522	4.603			
<u>Emotion</u>							
Alcorn	20	31.8500	3.1850	4.848	.08	46	.940
Ms. V.	28	31.7500	3.1750	4.213			
<u>Social</u>							
Alcorn	20	46.7000	3.3357	4.414	-.66	46	.512
Ms. V.	28	47.8929	3.4209	7.141			
<u>Personal</u>							
Alcorn	20	51.5500	3.2219	6.732	.26	46	.794
Ms. V.	28	51.0714	3.1920	5.837			
<u>Alcorn State University and Rust University</u>							
<u>Physical</u>							
Alcorn	20	42.3500	3.2577	5.060	.69	42	.494
Rust	24	41.4583	3.1891	3.489			
<u>Emotion</u>							
Alcorn	20	31.8500	3.1850	4.848	-2.35	42	.023*
Rust	24	35.0000	3.5000	4.032			
<u>Social</u>							
Alcorn	20	46.7000	3.3357	4.414	-1.14	42	.259
Rust	24	48.2917	3.34494	4.741			
<u>Personal</u>							
Alcorn	20	51.5500	3.2219	6.732	-1.07	42	.290
Rust	24	53.3750	3.3359	4.509			

\*Significant at the .05 level

(tabulation continues)

## Attitudes of Males (cont.)

Domain	<u>N</u>	Mean	Likert Scale 1-5	<u>SD</u>	<u>T</u> Value	<u>df</u>	2-tail Prob.
<u>Alcorn State University and Jackson State University</u>							
<u>Physical</u>							
Alcorn	20	42.3500	3.2577	5.060	.37	55	.713
Jackson	37	41.8649	3.2332	4.547			
<u>Emotion</u>							
Alcorn	20	31.8500	3.1850	4.848	-3.49	55	.001*
Jackson	37	36.0270	3.6027	4.003			
<u>Social</u>							
Alcorn	20	46.7000	3.3357	4.414	-2.77	55	.008*
Jackson	37	50.5946	3.6355	5.388			
<u>Personal</u>							
Alcorn	20	52.5500	3.2219	6.732	-2.29	55	.026*
Jackson	37	55.6757	3.5182	6.364			
<u>Alcorn State University and Tougaloo College</u>							
<u>Physical</u>							
Alcorn	20	42.3500	3.2577	5.060	-.23	33	.816
Tougaloo	15	42.7333	3.2872	4.415			
<u>Emotion</u>							
Alcorn	20	31.8500	3.1850	4.848	-.72	33	.475
Tougaloo	15	33.1333	3.3133	5.643			
<u>Social</u>							
Alcorn	20	46.7000	3.3357	4.414	-1.06	33	.297
Tougaloo	15	48.5333	3.4667	5.842			
<u>Personal</u>							
Alcorn	20	51.5500	3.2219	6.732	-.54	33	.596
Tougaloo	15	52.6667	3.2917	5.136			

\*Significant at the .05 level

(tabulation continues)

## Attitudes of Males (cont.)

Domain	<u>N</u>	Mean	Likert Scale 1-5	<u>SD</u>	<u>T</u> Value	<u>df</u>	2-tail Prob.
<u>Mississippi Valley State University and Rust College</u>							
<u>Physical</u>							
Ms. V.	28	39.6786	3.0522	4.603	-1.55	50	.127
Rust	24	41.4583	3.1891	3.489			
<u>Emotion</u>							
Ms. V.	28	31.7500	3.1750	4.213	-2.83	50	.007*
Rust	24	35.0000	3.5000	4.032			
<u>Social</u>							
Ms. V.	28	47.8929	3.4209	7.141	-.23	50	.817
Rust	24	48.2917	3.4494	4.741			
<u>Personal</u>							
Ms. V.	28	51.0714	3.1920	5.837	-1.57	50	.122
Rust	24	53.3750	3.3359	4.509			
<u>Mississippi Valley State University and Jackson State University</u>							
<u>Physical</u>							
Ms. V.	28	39.6786	3.0522	4.603	-1.91	63	.061
Jackson	37	41.8649	3.2332	4.547			
<u>Emotion</u>							
Ms. V.	28	31.7500	3.1750	4.213	-4.17	63	.000*
Jackson	37	36.0270	3.6027	4.003			
<u>Social</u>							
Ms. V.	28	47.8929	3.4209	7.141	-.174	63	.087
Jackson	37	50.5946	3.6355	5.388			
<u>Personal</u>							
Ms. V.	28	51.0714	3.1920	5.837	-2.99	63	.004*
Jackson	37	55.6757	3.5182	6.354			

\*Significant at the .05 level

(tabulation continues)

## Attitudes of Males (cont.)

Domain	<u>N</u>	Mean	Likert Scale 1-5	<u>SD</u>	T Value	<u>df</u>	2-tail Prob.
<u>Mississippi Valley State University and Tougaloo College</u>							
<u>Physical</u>							
Ms. V.	28	39.6786	3.0522	4.603	-.210	41	.042*
Tougaloo	15	42.7333	3.2872	4.415			
<u>Emotion</u>							
Ms. V.	28	31.7500	3.1750	4.213	-.91	41	.368
Tougaloo	15	33.1333	3.3133	5.643			
<u>Social</u>							
Ms. V.	28	47.8929	3.4209	7.141	-.30	41	.767
Tougaloo	15	48.5333	3.4667	5.842			
<u>Personal</u>							
Ms. V.	28	51.0714	3.1920	5.837	-.89	41	.379
Tougaloo	15	52.6667	3.2917	5.136			
<u>Rust College and Jackson State University</u>							
<u>Physical</u>							
Rust	24	41.4583	3.1891	3.489	-.37	59	.711
Jackson	37	41.8649	3.2332	4.547			
<u>Emotion</u>							
Rust	24	35.0000	3.500	4.032	-.98	59	.333
Jackson	37	36.0270	3.6027	4.003			
<u>Social</u>							
Rust	24	48.2917	3.4494	4.741	-1.71	59	.093
Jackson	37	50.5946	3.6355	5.388			
<u>Personal</u>							
Rust	24	53.3750	3.3359	4.509	-1.54	59	.130
Jackson	37	55.6757	3.5182	6.364			

\*Significant at the .05 level

(tabulation continues)

## Attitudes of Males (cont.)

Domain	<u>N</u>	Mean	Likert Scale 1-5	<u>SD</u>	T Value	<u>df</u>	2-tail Prob.
<u>Rust College and Tougaloo College</u>							
<u>Physical</u>							
Rust	24	41.4583	3.1891	3.489	-1.00	37	.323
Tougaloo	15	42.7333	3.2872	4.415			
<u>Emotion</u>							
Rust	24	35.0000	3.5000	4.032	1.20	37	.236
Tougaloo	15	33.1333	3.3133	5.643			
<u>Social</u>							
Rust	24	48.2917	3.4494	4.741	- .14	37	.888
Tougaloo	15	48.5333	3.4667	5.842			
<u>Personal</u>							
Rust	24	53.3750	3.3359	4.509	.45	37	.654
Tougaloo	15	52.6667	3.2917	5.136			
<u>Jackson State University and Tougaloo College</u>							
<u>Physical</u>							
Jackson	37	41.8649	3.2332	4.547	- .63	50	.532
Tougaloo	15	42.7333	3.2872	4.415			
<u>Emotion</u>							
Jackson	37	36.0270	3.6027	4.003	2.09	50	.042*
Tougaloo	15	33.1333	3.3133	5.643			
<u>Social</u>							
Jackson	37	50.5946	3.6355	5.388	1.22	50	.228
Tougaloo	15	48.5333	3.4667	5.842			
<u>Personal</u>							
Jackson	37	55.6757	3.5182	6.364	1.63	50	.110
Tougaloo	15	52.6667	3.2917	5.136			

\*Significant at the .05 level

T-Test Results of Attitudes of Females in the Study

Domain	<u>N</u>	Mean	Likert Scale 1-5	<u>SD</u>	<u>T</u> Value	<u>df</u>	2-tail Prob.
<u>Alcorn State University and Mississippi Valley State University</u>							
<u>Physical</u>							
Alcorn	5	47.8000	3.6769	6.009	1.26	29	.217
Ms. V.	26	44.6538	3.4349	4.931			
<u>Emotion</u>							
Alcorn	5	35.2000	3.5200	4.658	-.17	29	.868
Ms. V.	26	35.6154	3.5701	5.131			
<u>Social</u>							
Alcorn	5	49.0000	3.5000	3.674	-2.12	29	.043*
Ms. V.	26	53.5385	3.8242	4.483			
<u>Personal</u>							
Alcorn	5	54.8000	3.4250	1.095	-1.06	29	.299
Ms. V.	26	57.9231	3.6202	6.499			
<u>Alcorn State University and Rust University</u>							
<u>Physical</u>							
Alcorn	5	47.8000	3.6769	.469	.30	7	.773
Rust	4	46.7500	3.5962	.290			
<u>Emotion</u>							
Alcorn	5	35.2000	3.5000	.466	-2.42	7	.046*
Rust	4	41.2500	4.1250	.189			
<u>Social</u>							
Alcorn	5	49.0000	3.5000	.262	-2.38	7	.049*
Rust	4	54.7500	3.9107	.250			
<u>Personal</u>							
Alcorn	5	54.8000	3.4250	.068	.66	7	.530
Rust	4	54.0000	3.3750	.153			

\*Significant at the .05 level

(tabulation continues)

## Attitudes of Females (cont.)

Domain	<u>N</u>	Mean	Likert Scale 1-5	<u>SD</u>	<u>T</u> Value	<u>df</u>	2-tail Prob.
<u>Alcorn State University and Jackson State University</u>							
<u>Physical</u>							
Alcorn	1	47.8000	3.6769	6.099	1.08	19	.293
Jackson	16	44.5250	3.4327	5.632			
<u>Emotion</u>							
Alcorn	1	35.2000	3.5200	4.658	-.61	19	.549
Jackson	16	33.6250	3.3625	5.136			
<u>Social</u>							
Alcorn	1	49.0000	3.5000	3.674	-3.89	19	.001*
Jackson	16	58.2500	4.1607	4.865			
<u>Personal</u>							
Alcorn	1	54.8000	3.4250	1.095	-2.22	19	.039*
Jackson	37	60.1250	3.7578	5.239			
<u>Alcorn State University and Tougaloo College</u>							
<u>Physical</u>							
Alcorn	5	47.8000	3.6769	6.099	1.80	22	.086
Tougaloo	19	43.2105	3.3239	4.826			
<u>Emotion</u>							
Alcorn	5	35.2000	3.5200	4.658	.35	22	.730
Tougaloo	19	34.4211	3.4421	4.388			
<u>Social</u>							
Alcorn	5	49.0000	3.5000	3.674	.48	22	.637
Tougaloo	19	47.4211	3.3872	7.050			
<u>Personal</u>							
Alcorn	5	54.8000	3.4250	1.095	-.09	22	.925
Tougaloo	19	55.1053	3.4441	7.078			

\*Significant at the .05 level

(tabulation continues)

## Attitudes of Females (cont.)

Domain	<u>N</u>	Mean	Likert Scale 1-5	<u>SD</u>	<u>T</u> Value	<u>df</u>	2-tail Prob.
<u>Mississippi Valley State University and Rust College</u>							
<u>Physical</u>							
Ms. V.	26	44.6538	3.4349	4.931	- .81	28	.425
Rust	4	46.7500	3.5962	3.775			
<u>Emotion</u>							
Ms. V.	26	35.6154	3.5701	5.131	-2.15	28	.041*
Rust	4	41.2500	4.1250	1.893			
<u>Social</u>							
Ms. V.	26	53.5385	3.8242	4.483	- .51	28	.611
Rust	4	54.7500	3.9107	3.500			
<u>Personal</u>							
Ms. V.	26	57.9231	3.6202	6.499	1.18	28	.248
Rust	4	54.0000	3.3750	2.449			
<u>Mississippi Valley State University and Jackson State University</u>							
<u>Physical</u>							
Ms. V.	26	44.6538	3.4349	4.931	.02	40	.986
Jackson	16	44.6250	3.4327	5.632			
<u>Emotion</u>							
Ms. V.	26	35.6154	3.5701	5.131	1.22	40	.229
Jackson	16	33.6250	3.3625	5.136			
<u>Social</u>							
Ms. V.	26	53.5385	3.8242	4.483	-3.20	40	.003*
Jackson	16	58.2500	4.1607	4.865			
<u>Personal</u>							
Ms. V.	26	57.9231	3.6202	6.499	-1.14	40	.259
Jackson	16	60.1250	3.7578	5.239			

\*Significant at the .05 level

(tabulation continues)

## Attitudes of Females (cont.)

Domain	<u>N</u>	Mean	Likert Scale 1-5	<u>SD</u>	<u>T</u> Value	<u>df</u>	2-tail Prob.
<u>Mississippi Valley State University and Tougaloo College</u>							
<u>Physical</u>							
Ms. V.	26	44.6538	3.4349	4.931	.98	43	.333
Tougaloo	19	43.2105	3.3239	4.826			
<u>Emotion</u>							
Ms. V.	26	35.6154	3.5701	5.131	.82	43	.418
Tougaloo	19	34.4211	3.4421	4.388			
<u>Social</u>							
Ms. V.	26	53.5385	3.8242	4.483	3.56	43	.001*
Tougaloo	19	47.4211	3.3872	7.050			
<u>Personal</u>							
Ms. V.	26	57.9231	3.6202	6.499	1.38	43	.174
Tougaloo	19	55.1053	3.4441	7.078			
<u>Rust College and Jackson State University</u>							
<u>Physical</u>							
Rust	4	46.7500	3.5962	3.775	.71	18	.488
Jackson	16	44.6250	3.4327	5.632			
<u>Emotion</u>							
Rust	4	41.2500	4.1250	1.893	2.87	18	.010*
Jackson	16	33.6250	3.3625	5.136			
<u>Social</u>							
Rust	4	54.7500	3.9107	3.500	-1.34	18	.196
Jackson	16	58.2500	4.1607	4.865			
<u>Personal</u>							
Rust	4	54.0000	3.3750	2.449	-2.24	18	.038*
Jackson	16	60.1250	3.7578	5.239			

\*Significant at the .05 level

(tabulation continues)

## Attitudes of Females (cont.)

Domain	<u>N</u>	Mean	Likert Scale 1-5	<u>SD</u>	<u>T</u> Value	<u>df</u>	2-tail Prob.
<u>Rust College and Tougaloo College</u>							
<u>Physical</u>							
Rust	4	46.7500	3.5962	3.775	1.37	21	.185
Tougaloo	19	43.2105	3.3239	4.826			
<u>Emotion</u>							
Rust	4	41.2500	4.1250	1.893	3.01	21	.007*
Tougaloo	19	34.4211	3.4421	4.388			
<u>Social</u>							
Rust	4	54.7500	3.9107	3.500	2.00	21	.059
Tougaloo	19	47.4211	3.3872	7.050			
<u>Personal</u>							
Rust	4	54.0000		2.449	-.30	21	.764
Tougaloo	19	55.1053		7.078			
<u>Jackson State University and Tougaloo College</u>							
<u>Physical</u>							
Jackson	16	44.6250	3.4327	5.632	.80	33	.429
Tougaloo	19	43.2105	3.3239	4.826			
<u>Emotion</u>							
Jackson	16	33.6250	3.3625	5.136	-.49	33	.624
Tougaloo	19	34.4211	3.4421	4.388			
<u>Social</u>							
Jackson	16	58.2500	4.1607	4.865	5.19	33	.000*
Tougaloo	19	47.4211	3.3872	7.050			
<u>Personal</u>							
Jackson	16	60.1250	3.7578	5.239	2.34	33	.025*
Tougaloo	19	55.1053	3.4441	7.078			

\*Significant at the .05 level

Appendix F  
Opinionnaire Data Results by Sex of the  
Physical, Emotional, Social,  
and Personal Domains

### Physical Domain Items on Opinionnaire

1. The physical make-up of women tends to restrict their playing abilities during intense competition.
5. Women should be allowed to participate on the same team with men when there are not equivalent teams for females.
9. Contact sports for women should not be allowed.
13. At the collegiate level, there seems to be a push for women, as well as men, to use steroids in order to help ensure that winning edge.
17. Varsity women athletes need to have a knowledgeable female serve as their weight training coach.
21. Intense competition for women places too much of a physical demand on their bodies.
25. Women's participation in intense athletic competition contributes to their good health which leads to a more productive life.
29. During their menstruation (monthly period), women's performances tend to decrease.
33. Women should be allowed to participate in all sports except contact sports.
37. Aggressiveness appears to be lacking in women's athletics.
41. Competitive sports have a harmful effect on the childbearing function of college females.
44. Proper and equal medical supervision should be offered to both women and men.
47. Success in athletic competition is an important aspect of the female self-image in our society.

## Physical Domain Data

1. The physical make-up of women tends to restrict their playing abilities during intense competition.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	8	6.5	6.5
Disagree	2	46	37.1	37.1
Undecided	3	9	7.3	7.3
Agree	4	42	33.9	33.9
Strongly agree	5	19	15.3	15.3
Total		124	100.0	100.0
Mean: 3.145		Standard deviation: 1.254		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	3	4.3	4.3
Disagree	2	15	21.4	21.4
Undecided	3	7	10.0	10.0
Agree	4	26	37.1	37.1
Strongly agree	5	19	27.1	27.1
Total		70	100.0	100.0
Mean: 3.614		Standard deviation: 1.219		

Males and Females Combined

Mean: 3.314      Standard deviation: 1.259

## Physical Domain Data (cont.)

5. Women should be allowed to participate on the same team with men when there are not equivalent teams for females.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	36	29.0	29.0
Disagree	2	48	38.7	38.7
Undecided	3	11	8.9	8.9
Agree	4	18	14.5	14.5
Strongly agree	5	11	8.9	8.9
Total		124	100.0	100.0
Mean: 2.355		Standard deviation: 1.283		

Female Responses

<u>Value label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	8	11.4	11.4
Disagree	2	11	15.7	15.7
Undecided	3	11	15.7	15.7
Agree	4	24	34.3	34.3
Strongly agree	5	16	22.9	22.9
Total		70	100.0	100.0
Mean: 3.414		Standard deviation: 1.313		

Males and Females Combined

Mean: 2.737      Standard deviation: 1.388

## Physical Domain Data (cont.)

## 9. Contact sports for women should not be allowed.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	23	18.5	18.5
Disagree	2	33	26.6	26.6
Undecided	3	12	9.7	9.7
Agree	4	37	29.8	29.8
Strongly agree	5	19	15.3	15.3
Total		124	100.0	100.0
Mean: 2.968		Standard deviation: 1.391		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	5	7.1	7.1
Disagree	2	13	18.6	18.6
Undecided	3	12	17.1	17.1
Agree	4	27	38.6	38.6
Strongly agree	5	13	18.6	18.6
Total		70	100.0	100.0
Mean: 3.429		Standard deviation: 1.199		

Males and Females Combined

Mean: 3.134      Standard deviation: 1.340

## Physical Domain Data (cont.)

13. At the collegiate level, there seems to be a push for women, as well as men, to use steroids in order to help ensure the winning edge.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	39	31.5	31.5
Disagree	2	33	26.6	26.6
Undecided	3	12	9.7	9.7
Agree	4	27	21.8	21.8
Strongly agree	5	13	10.5	10.5
Total		124	100.0	100.0
Mean: 2.532		Standard deviation: 1.399		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	31	44.3	44.3
Disagree	2	14	20.0	20.0
Undecided	3	15	21.4	21.4
Agree	4	7	10.0	10.0
Strongly agree	5	3	4.3	4.3
Total		70	100.0	100.0
Mean: 2.100		Standard deviation: 1.206		

Males and Females Combined

Mean: 2.376      Standard deviation: 1.346

## Physical Domain Data (cont.)

17. Varsity women athletes need to have a knowledgeable female serve as their weight training coach.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	17	13.7	13.7
Disagree	2	28	22.6	22.6
Undecided	3	16	12.9	12.9
Agree	4	41	33.1	33.1
Strongly agree	5	22	17.7	17.7
Total		124	100.0	100.0
Mean: 3.185		Standard deviation: 1.340		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	9	12.9	12.9
Disagree	2	30	42.9	42.9
Undecided	3	5	7.1	7.1
Agree	4	21	30.0	30.0
Strongly agree	5	5	7.1	7.1
Total		70	100.0	100.0
Mean: 2.757		Standard deviation: 1.221		

Males and Females Combined

Mean: 3.031      Standard deviation: 1.311

## Physical Domain Data (cont.)

21. Intense competition for women places too much of a physical demand on their bodies.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	11	8.9	8.9
Disagree	2	34	27.4	27.4
Undecided	3	13	10.5	10.5
Agree	4	48	38.7	38.7
Strongly agree	5	18	14.5	14.5
Total		124	100.0	100.0
Mean: 3.226		Standard deviation: 1.248		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	5	7.1	7.1
Disagree	2	19	27.1	27.1
Undecided	3	3	4.3	4.3
Agree	4	31	44.3	44.3
Strongly agree	5	12	17.1	17.1
Total		70	100.0	100.0
Mean: 3.371		Standard deviation: 1.253		

Males and Females Combined

Mean: 3.278      Standard deviation: 1.249

## Physical Domain Data (cont.)

25. Women's participation in intense athletic competition contributes to their good health which leads to a more productive life.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	5	4.0	4.0
Disagree	2	10	8.1	8.1
Undecided	3	13	10.5	10.5
Agree	4	68	54.8	54.8
Strongly agree	5	28	22.6	22.6
Total		124	100.0	100.0
Mean: 3.839		Standard deviation: .999		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	3	4.3	4.3
Disagree	2	4	5.7	5.7
Undecided	3	9	12.9	12.9
Agree	4	32	45.7	45.7
Strongly agree	5	12	17.1	17.1
Total		70	100.0	100.0
Mean: 3.371		Standard deviation: 1.253		

Males and Females Combined

Mean: 3.278      Standard deviation: 1.249

## Physical Domain Data (cont.)

29. During their menstruation (monthly period), women's performances tend to decrease.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	21	16.9	16.9
Disagree	2	28	22.6	22.6
Undecided	3	40	32.3	32.3
Agree	4	24	19.4	19.4
Strongly agree	5	11	8.9	8.9
Total		124	100.0	100.0
Mean: 2.806		Standard deviation: 1.194		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	6	8.6	8.6
Disagree	2	13	18.6	18.6
Undecided	3	6	8.6	8.6
Agree	4	30	42.9	42.9
Strongly agree	5	15	21.4	21.4
Total		70	100.0	100.0
Mean: 3.500		Standard deviation: 1.260		

Males and Females Combined

Mean: 3.057      Standard deviation: 1.260

## Physical Domain Data (cont.)

33. Women should be allowed to participate in all sports except contact sports.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	10	8.1	8.1
Disagree	2	35	28.2	28.2
Undecided	3	14	11.3	11.3
Agree	4	46	37.1	37.1
Strongly agree	5	19	15.3	15.3
Total		124	100.0	100.0
Mean: 3.234		Standard deviation: 1.244		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	19	27.1	27.1
Disagree	2	22	31.4	31.4
Undecided	3	5	7.1	7.1
Agree	4	12	17.1	17.1
Strongly agree	5	12	17.1	17.1
Total		70	100.0	100.0
Mean: 2.657		Standard deviation: 1.473		

Males and Females Combined

Mean: 3.026      Standard deviation: 1.356

## Physical Domain Data (cont.)

37. Aggressiveness appears to be lacking in women's athletics.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	14	11.3	11.3
Disagree	2	31	25.0	25.0
Undecided	3	11	8.9	8.9
Agree	4	51	41.1	41.1
Strongly agree	5	17	13.7	13.7
Total		124	100.0	100.0
Mean: 3.210		Standard deviation: 1.277		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	4	5.7	5.7
Disagree	2	8	11.4	11.4
Undecided	3	7	10.0	10.0
Agree	4	21	30.0	30.0
Strongly agree	5	30	42.9	42.9
Total		70	100.0	100.0
Mean: 3.929		Standard deviation: 1.231		

Males and Females Combined

Mean: 3.469      Standard deviation: 1.304

## Physical Domain Data (cont.)

41. Competitive sports have a harmful effect on the childbearing function of college females.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	7	5.6	5.6
Disagree	2	29	23.4	23.4
Undecided	3	15	12.1	12.1
Agree	4	49	39.5	39.5
Strongly agree	5	23	18.5	18.5
Total		124	100.0	100.0
Mean: 3.444		Standard deviation: 1.218		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	4	5.7	5.7
Disagree	2	3	4.3	4.3
Undecided	3	9	12.9	12.9
Agree	4	35	50.0	50.0
Strongly agree	5	19	27.1	27.1
Total		70	100.0	100.0
Mean: 3.886		Standard deviation: 1.043		

Males and Females Combined

Mean: 3.603      Standard deviation: 1.175

## Physical Domain Data (cont.)

44. Proper and equal medical supervision should be offered to both women and men.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	4	3.2	3.2
Disagree	2	6	4.8	4.8
Undecided	3	7	5.6	5.6
Agree	4	50	40.3	40.3
Strongly agree	5	56	45.2	45.2
Total		124	100.0	100.0
Mean: 4.203		Standard deviation: .983		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	0	0.0	0.0
Disagree	2	1	1.4	1.4
Undecided	3	3	4.3	4.3
Agree	4	18	25.7	25.7
Strongly agree	5	48	68.6	68.6
Total		70	100.0	100.0
Mean: 4.614		Standard deviation: .644		

Males and Females Combined

Mean: 4.352      Standard deviation: .896

## Physical Domain Data (cont.)

47.. Success in athletic competition is an important aspect of the female self-image in our society.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	8	6.5	6.5
Disagree	2	25	20.2	20.2
Undecided	3	14	11.3	11.3
Agree	4	63	50.8	50.8
Strongly agree	5	13	10.8	10.8
Total		124	100.0	100.0
Mean: 3.390		Standard deviation: 1.121		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	7	10.0	10.0
Disagree	2	16	22.9	22.9
Undecided	3	7	10.0	10.0
Agree	4	23	32.9	32.9
Strongly agree	5	17	24.3	24.3
Total		70	100.0	100.0
Mean: 3.386		Standard deviation: 1.344		

Males and Females Combined

Mean: 3.389      Standard deviation: 1.203

## Emotional Domain Items on Opinionnaire

2. Intense competition at the collegiate level helps to develop leadership traits in college women.
6. Women are not as competitive as men when competing in varsity athletics and, thus, view winning differently.
10. College females who participate in competitive athletics do not differ psychologically from participating males.
14. Participation in collegiate athletics helps women to develop mental alertness.
18. Participation in intense athletic competition teaches female players to control their emotions.
22. Enthusiasm and strong emotional feelings seem to be absent when college females participate in athletic competition.
26. Stress and strain are relieved when women participate in varsity athletics.
30. Women athletes do not work as hard as men to establish the winning edge needed to be successful.
34. Intense competition in sports for women usually brings out undesirable qualities.
38. Females who participate in athletic competition seem to display excessive emotions before, during, and after contests.
48. Men's and women's teams should alternate practice and game starting times when they establish their varsity schedules.
49. Psychologically, athletic experiences help to prepare females to handle both success and failure experiences in life.

## Emotional Domain Data

2. Intense competition at the collegiate level helps to develop leadership traits in college women.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	8	6.5	6.5
Disagree	2	9	7.3	7.3
Undecided	3	6	4.8	4.8
Agree	4	64	51.6	51.6
Strongly agree	5	37	29.8	29.8
Total		124	100.0	100.0
Mean: 3.911		Standard deviation: 1.104		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	2	2.9	2.9
Disagree	2	13	18.6	18.6
Undecided	3	2	2.9	2.9
Agree	4	37	52.9	52.9
Strongly agree	5	16	22.9	22.9
Total		70	100.0	100.0
Mean: 3.743		Standard deviation: 1.099		

Males and Females Combined

Mean: 3.851      Standard deviation: 1.103

## Emotional Domain Data (cont.)

6. Women are not as competitive as men when competing in varsity athletics and thus view winning differently.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	17	13.7	13.7
Disagree	2	32	25.8	25.8
Undecided	3	13	10.5	10.5
Agree	4	34	27.4	27.4
Strongly agree	5	28	22.6	22.6
Total		124	100.0	100.0
Mean: 3.194		Standard deviation: 1.401		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	10	14.3	14.3
Disagree	2	8	11.4	11.4
Undecided	3	3	4.3	4.3
Agree	4	22	31.4	31.4
Strongly agree	5	27	38.6	38.6
Total		70	100.0	100.0
Mean: 3.686		Standard deviation: 1.450		

Males and Females Combined

Mean: 3.371      Standard deviation: 1.435

## Emotional Domain Data (cont.)

10. College females who participate in competitive athletics do not differ psychologically from participating males.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	9	7.3	7.3
Disagree	2	38	30.6	30.6
Undecided	3	23	18.5	18.5
Agree	4	44	35.5	35.5
Strongly agree	5	10	8.1	8.1
Total		124	100.0	100.0
Mean: 3.065		Standard deviation: 1.132		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	11	15.7	15.7
Disagree	2	12	17.1	17.1
Undecided	3	5	7.1	7.1
Agree	4	27	38.6	38.6
Strongly agree	5	15	21.4	21.4
Total		70	100.0	100.0
Mean: 3.329		Standard deviation: 1.401		

Males and Females Combined

Mean: 3.160      Standard deviation: 1.239

## Emotional Domain Data (cont.)

14. Participation in collegiate athletics helps women to develop mental alertness.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	6	4.8	4.8
Disagree	2	10	8.1	8.1
Undecided	3	15	12.1	12.1
Agree	4	63	50.8	50.8
Strongly agree	5	30	24.2	24.2
Total		124	100.0	100.0
Mean: 3.815		Standard deviation: 1.047		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	8	11.4	11.4
Disagree	2	6	8.6	8.6
Undecided	3	11	15.7	15.7
Agree	4	30	42.9	42.9
Strongly agree	5	15	21.4	21.4
Total		70	100.0	100.0
Mean: 3.543		Standard deviation: 1.247		

Males and Females Combined

Mean: 3.716      Standard deviation: 1.128

## Emotional Domain Data (cont.)

18. Participation in intense athletic competition teaches female players to control their emotions.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	8	6.5	6.5
Disagree	2	20	16.1	16.1
Undecided	3	11	8.9	8.9
Agree	4	62	50.00	50.00
Strongly agree	5	23	18.5	18.5
Total		124	100.0	100.0
Mean: 3.581		Standard deviation: 1.155		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	5	7.1	7.1
Disagree	2	15	21.4	21.4
Undecided	3	10	14.3	14.3
Agree	4	27	38.6	38.6
Strongly agree	5	13	18.6	18.6
Total		70	100.0	100.0
Mean: 3.400		Standard deviation: 1.221		

Males and Females Combined

Mean: 3.515      Standard deviation: 1.179

## Emotional Domain Data (cont.)

22. Enthusiasm and strong emotional feelings seem to be absent when college females participate in athletic competition.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	8	6.5	6.5
Disagree	2	30	24.2	24.2
Undecided	3	15	12.1	12.1
Agree	4	49	39.5	39.5
Strongly agree	5	22	17.7	17.7
Total		124	100.0	100.0
Mean: 3.379		Standard deviation: 1.214		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	3	4.3	4.3
Disagree	2	9	12.9	12.9
Undecided	3	4	5.7	5.7
Agree	4	28	40.0	40.0
Strongly agree	5	26	37.1	37.1
Total		70	100.0	100.0
Mean: 3.929		Standard deviation: 1.159		

Males and Females Combined

Mean: 3.577      Standard deviation: 1.220

## Emotional Domain Data (cont.)

26. Stress and strain are relieved when women participate in varsity athletics.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	8	6.5	6.5
Disagree	2	25	20.2	20.2
Undecided	3	14	11.3	11.3
Agree	4	59	47.6	47.6
Strongly agree	5	18	14.5	14.5
Total		124	100.0	100.0
Mean: 3.435		Standard deviation: 1.156		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	7	10.0	10.0
Disagree	2	13	18.6	18.6
Undecided	3	12	17.1	17.1
Agree	4	30	42.9	42.9
Strongly agree	5	8	11.4	11.4
Total		70	100.0	100.0
Mean: 3.271		Standard deviation: 1.191		

Males and Females Combined

Mean: 3.376      Standard deviation: 1.169

## Emotional Domain Data (cont.)

30. Women athletes do not work as hard as men to establish the winning edge needed to be successful.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	8	6.5	6.5
Disagree	2	28	22.6	22.6
Undecided	3	11	8.9	8.9
Agree	4	45	36.3	36.3
Strongly agree	5	32	25.8	25.8
Total		124	100.0	100.0
Mean: 3.524		Standard deviation: 1.272		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	8	11.4	11.4
Disagree	2	11	15.7	15.7
Undecided	3	6	8.6	8.6
Agree	4	20	28.6	28.6
Strongly agree	5	25	35.7	35.7
Total		70	100.0	100.0
Mean: 3.614		Standard deviation: 1.407		

Males and Females Combined

Mean: 3.557      Standard deviation: 1.319

## Emotional Domain Data (cont.)

34. Intense competition in sports for women usually brings out undesirable qualities.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	10	8.1	8.1
Disagree	2	40	32.3	32.3
Undecided	3	16	12.9	12.9
Agree	4	37	29.8	29.8
Strongly agree	5	21	16.9	16.9
Total		124	100.0	100.0
Mean: 3.153		Standard deviation: 1.269		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	3	4.3	4.3
Disagree	2	16	22.9	22.9
Undecided	3	9	12.9	12.9
Agree	4	19	27.1	27.1
Strongly agree	5	23	32.9	32.9
Total		70	100.0	100.0
Mean: 3.614		Standard deviation: 1.277		

Males and Females Combined

Mean: 3.320      Standard deviation: 1.288

## Emotional Domain Data (cont.)

38. Females who participate in athletic competition seem to display excessive emotions before, during, and after contests.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	15	12.1	12.1
Disagree	2	49	39.5	39.5
Undecided	3	17	13.7	13.7
Agree	4	34	27.4	27.4
Strongly agree	5	9	7.3	7.3
Total		124	100.0	100.0
Mean: 2.782		Standard deviation: 1.186		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	11	15.7	15.7
Disagree	2	17	24.3	24.3
Undecided	3	10	14.3	14.3
Agree	4	20	28.6	28.6
Strongly agree	5	11	15.7	15.7
		1	1.4	missing
Total		70	100.0	100.0
Mean: 3.043		Standard deviation: 1.355		

Males and Females Combined

Mean: 2.876      Standard deviation: 1.252

## Emotional Domain Data (cont.)

48. Men's and women's teams should alternate practice and game starting times when establishing their varsity schedules.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	12	9.7	9.7
Disagree	2	29	23.4	23.9
Undecided	3	17	13.7	13.7
Agree	4	45	36.3	36.3
Strongly agree	5	20	16.1	16.1
		1	.8	missing
Total		124	100.0	100.0
Mean: 3.260		Standard deviation: 1.260		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	8	11.4	11.4
Disagree	2	9	12.9	12.9
Undecided	3	7	10.0	10.0
Agree	4	28	40.0	40.0
Strongly agree	5	18	25.7	25.7
Total		70	100.0	100.0
Mean: 3.557		Standard deviation: 1.315		

Males and Females Combined

Mean: 3.368      Standard deviation: 1.285

## Emotional Domain Data (cont.)

49. Psychologically, athletic experiences help to prepare females to handle both success and failure experiences in life.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	7	5.6	5.6
Disagree	2	6	4.8	4.8
Undecided	3	12	9.7	9.7
Agree	4	74	59.7	59.7
Strongly agree	5	24	19.4	19.4
		1	.8	missing
Total		124	100.0	100.0
Mean: 3.829		Standard deviation: .989		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	3	4.3	4.3
Disagree	2	6	8.6	8.6
Undecided	3	9	12.9	12.9
Agree	4	32	45.7	45.7
Strongly agree	5	20	28.6	28.6
Total		70	100.0	100.0
Mean: 3.857		Standard deviation: 1.067		

Males and Females Combined

Mean: 3.839      Standard deviation: 1.016

### Social Domain

3. Women athletes have to demonstrate outstanding physical proficiencies in order to be socially accepted by their peers.
7. Since Title IX (equal athletic opportunities for women), more and more women are becoming interested in participating in varsity athletics.
11. Women's skill levels in sports are not high enough to justify giving them facilities and equipment equal to those of their male counterparts.
15. It is harder for coaches (male and female) to develop character in women than in men.
19. Men and women competing together on the same team help to develop women's intensity and aggressiveness.
23. Women nonparticipants usually do not support or attend women's athletic contests.
27. The shy image of women seems to disappear when they are participating in intense athletic contests.
31. Collegiate athletic participation for women promotes a well-rounded personality and a healthy outlook on life.
35. Women feel a strong sense of satisfaction when participating in varsity sports.
39. Women who want to should be allowed to participate in men's sports as long as they are equally talented.
42. Respect for other players and peers is learned as a result of participating in intense competition.
45. A return to the pre-Title IX era would not really matter because society prefers to watch men's athletic competition.

## Social Domain Data

3. Women athletes have to demonstrate outstanding physical proficiencies in order to be socially accepted by their peers.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	24	19.4	19.4
Disagree	2	36	29.0	29.0
Undecided	3	14	11.3	11.3
Agree	4	32	25.8	25.8
Strongly agree	5	18	14.5	14.5
Total		124	100.0	100.0
Mean: 2.871		Standard deviation: 1.379		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	20	28.6	28.6
Disagree	2	22	31.4	31.4
Undecided	3	4	5.7	5.7
Agree	4	14	20.0	20.0
Strongly agree	5	10	14.3	14.3
Total		70	100.0	100.0
Mean: 2.600		Standard deviation: 1.449		

Males and Females Combined

Mean: 2.773      Standard deviation: 1.407

## Social Domain Data (cont.)

7. Since Title IX (equal athletic opportunities for women), more and more women are becoming interested in participating in varsity athletics.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	3	2.4	2.4
Disagree	2	14	11.3	11.3
Undecided	3	11	8.9	8.9
Agree	4	63	50.8	50.8
Strongly agree	5	33	26.6	26.6
Total		124	100.0	100.0
Mean: 3.879		Standard deviation: 1.009		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	1	1.4	1.4
Disagree	2	5	7.1	7.1
Undecided	3	5	7.1	7.1
Agree	4	35	50.0	50.0
Strongly agree	5	24	34.3	34.3
Total		70	100.0	100.0
Mean: 4.086		Standard deviation: .913		

Males and Females Combined

Mean: 3.954      Standard deviation: .978

## Social Domain Data (cont.)

11. Women's skill levels in sports are not high enough to justify giving them facilities and equipment equal to those of their male counterparts.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	10	8.1	8.1
Disagree	2	32	25.8	25.8
Undecided	3	14	11.3	11.3
Agree	4	41	33.1	33.1
Strongly agree	5	27	21.8	21.8
Total		124	100.0	100.0
Mean: 3.347		Standard deviation: 1.294		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	4	5.7	5.7
Disagree	2	6	8.6	8.6
Undecided	3	3	4.3	4.3
Agree	4	22	31.4	31.4
Strongly agree	5	35	50.0	50.0
Total		70	100.0	100.0
Mean: 4.114		Standard deviation: 1.186		

Males and Females Combined

Mean: 3.624      Standard deviation: 1.307

## Social Domain Data (cont.)

15. It is harder for coaches (male and female) to develop character in women than in men.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	12	9.7	9.7
Disagree	2	34	27.4	27.4
Undecided	3	12	9.7	9.7
Agree	4	42	33.9	33.9
Strongly agree	5	24	19.4	19.4
Total		124	100.0	100.0
Mean: 3.258		Standard deviation: 1.312		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	3	4.3	4.3
Disagree	2	9	12.9	12.9
Undecided	3	5	7.1	7.1
Agree	4	30	42.9	42.9
Strongly agree	5	23	32.9	32.9
Total		70	100.0	100.0
Mean: 3.871		Standard deviation: 1.141		

Males and Females Combined

Mean: 3.479      Standard deviation: 1.284

## Social Domain Data (cont.)

19. Men and women competing together on the same team helps to develop women's intensity and aggressiveness.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	9	7.3	7.3
Disagree	2	16	12.9	12.9
Undecided	3	14	11.3	11.3
Agree	4	59	47.6	47.6
Strongly agree	5	26	21.0	21.0
Total		124	100.0	100.0
Mean: 3.621		Standard deviation: 1.166		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	1	1.4	1.4
Disagree	2	4	5.7	5.7
Undecided	3	6	8.6	8.6
Agree	4	41	58.6	58.6
Strongly agree	5	18	25.7	25.7
Total		70	100.0	100.0
Mean: 4.014		Standard deviation: .843		

Males and Females Combined

Mean: 3.763      Standard deviation: 1.075

## Social Domain Data (cont.)

23. Women nonparticipants usually do not support or attend women's athletic contests.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	20	16.1	16.1
Disagree	2	39	31.5	31.5
Undecided	3	14	11.3	11.3
Agree	4	30	24.2	24.2
Strongly agree	5	21	16.9	16.9
Total		124	100.0	100.0
Mean: 2.944		Standard deviation: 1.375		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	7	10.0	10.0
Disagree	2	10	14.3	14.3
Undecided	3	5	7.1	7.1
Agree	4	28	40.0	40.0
Strongly agree	5	20	28.6	28.6
Total		70	100.0	100.0
Mean: 3.629		Standard deviation: 1.310		

Males and Females Combined

Mean: 3.191      Standard deviation: 1.388

## Social Domain Data (cont.)

27. The shy image of women seems to disappear when they are participating in intense athletic competition.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	7	5.6	5.6
Disagree	2	16	12.9	12.9
Undecided	3	8	6.5	6.5
Agree	4	65	52.4	52.4
Strongly agree	5	28	22.6	22.6
Total		124	100.0	100.0
Mean: 3.734		Standard deviation: 1.120		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	6	8.6	8.6
Disagree	2	8	11.4	11.4
Undecided	3	4	5.7	5.7
Agree	4	39	55.7	55.7
Strongly agree	5	13	18.6	18.6
Total		70	100.0	100.0
Mean: 3.643		Standard deviation: 1.168		

Males and Females Combined

Mean: 3.701      Standard deviation: 1.135

## Social Domain Data (cont.)

31. Collegiate athletic participation for women promotes a well-rounded personality and a healthy outlook on life.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	6	4.8	4.8
Disagree	2	9	7.3	7.3
Undecided	3	15	12.1	12.1
Agree	4	68	54.8	54.8
Strongly agree	5	26	21.0	21.0
Total		124	100.0	100.0
Mean: 3.798		Standard deviation: 1.012		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	1	1.4	1.4
Disagree	2	7	10.0	10.0
Undecided	3	8	11.4	11.4
Agree	4	41	58.6	58.6
Strongly agree	5	13	18.6	18.6
Total		70	100.0	100.0
Mean: 3.829		Standard deviation: .900		

Males and Females Combined

Mean: 3.809      Standard deviation: .971

## Social Domain Data (cont.)

35. Women feel a strong sense of satisfaction when participating in varsity sports.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	2	1.6	1.6
Disagree	2	9	7.3	7.3
Undecided	3	9	7.3	7.3
Agree	4	71	57.3	57.3
Strongly agree	5	33	26.6	26.6
Total		124	100.0	100.0
Mean: 4.000		Standard deviation: .883		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	2	2.9	2.9
Disagree	2	4	5.7	5.7
Undecided	3	4	5.7	5.7
Agree	4	40	57.1	57.1
Strongly agree	5	20	28.6	28.6
Total		70	100.0	100.0
Mean: 4.029		Standard deviation: .916		

Males and Females Combined

Mean: 4.010      Standard deviation: .893

## Social Domain Data (cont.)

39. Women who want to should be allowed to participate in men's sports as long as they are equally talented.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	23	18.5	18.5
Disagree	2	17	13.7	13.7
Undecided	3	12	9.7	9.7
Agree	4	50	40.3	40.3
Strongly agree	5	22	17.7	17.7
Total		124	100.0	100.0
Mean: 3.250		Standard deviation: 1.395		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	2	2.9	2.9
Disagree	2	4	5.7	5.7
Undecided	3	4	5.7	5.7
Agree	4	37	52.9	52.9
Strongly agree	5	23	32.9	32.9
Total		70	100.0	100.0
Mean: 4.071		Standard deviation: .937		

Males and Females Combined

Mean: 3.546      Standard deviation: 1.308

## Social Domain Data (cont.)

42. Respect for other players and peers is learned as a result of participating in intense competition.

Male Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	3	2.4	2.4
Disagree	2	13	10.5	10.5
Undecided	3	11	8.9	8.9
Agree	4	63	50.8	50.8
Strongly agree	5	34	27.4	27.4
Total		124	100.0	100.0
Mean: 3.903		Standard deviation: .999		

Female Responses

<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	3	4.3	4.3
Disagree	2	2	2.9	2.9
Undecided	3	2	2.9	2.9
Agree	4	38	54.3	54.3
Strongly agree	5	25	35.7	35.7
Total		70	100.0	100.0
Mean: 4.143		Standard deviation: .937		

Males and Females Combined

Mean: 3.990      Standard deviation: .982

## Social Domain Data (cont.)

45. A return to the pre-Title IX era would not really matter because society prefers to watch men's athletic competition.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	13	10.5	10.5
Disagree	2	39	31.5	31.5
Undecided	3	20	16.1	16.1
Agree	4	31	25.0	25.0
Strongly agree	5	20	16.1	16.1
		1	.8	missing
Total		124	100.0	100.0
Mean: 3.049		Standard deviation: 1.286		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	14	20.0	20.0
Disagree	2	10	14.3	14.3
Undecided	3	12	17.1	17.1
Agree	4	12	17.1	17.1
Strongly agree	5	22	31.4	31.4
Total		70	100.0	100.0
Mean: 3.257		Standard deviation: 1.529		

Males and Females Combined

Mean: 3.124      Standard deviation: 1.379

## Personal Domain

4. Women who participate in intense competition usually exhibit masculine tendencies or characteristics.
8. Men coaching women get more production from their athletes than women coaching women.
12. Women participating in athletic competition tend to develop the same loyalties toward their university as do men.
16. Male coaches, rather than female coaches, are more firm and strict concerning discipline.
20. Women who compete athletically do not exhibit violence to the same degree as men do in the same sports.
24. Athletic opportunities for women should be the same as those for men.
28. Women in sports do not get publicity equal to that for men's programs.
32. Females should concentrate more on cheerleading, drill corps, majorettes and similar noncompetitive activities than on varsity athletics.
36. Competitive women in our society are not needed as badly as competitive men.
40. Training women to make quick decisions and responses can be developed more rapidly in the general physical education program than in varsity athletic competition.
43. The media ought to give college female athletes recognition equal to that of males.
46. Generally, I prefer not to associate with women who participate in competitive sports.
50. In intense athletic competition, psychological traits and characteristics are tremendously influenced by one's physical ability.

**Personal Domain (cont.)**

51. Sport anxiety is greater for women (than men) at the collegiate level.
52. Women seem to be less likely to accept the identification of certain team members as superstars because this is viewed as an example of inequality.
53. Female athletes have more personal disputes and jealousies than male athletes.

Personal Domain Data

4. Women who participate in intense competition usually exhibit masculine tendencies or characteristics.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	17	13.7	13.7
Disagree	2	42	37.9	37.9
Undecided	3	12	9.7	9.7
Agree	4	34	27.4	27.4
Strongly agree	5	14	11.3	11.3
Total		124	100.0	100.0
Mean: 2.847		Standard deviation: 1.282		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	7	10.0	10.0
Disagree	2	24	34.3	34.3
Undecided	3	10	14.3	14.3
Agree	4	21	30.0	30.0
Strongly agree	5	8	11.4	11.4
Total		70	100.0	100.0
Mean: 2.986		Standard deviation: 1.234		

Males and Females Combined

Mean: 2.897      Standard deviation: 1.263

## Personal Domain Data (cont.)

8. Men coaching women get more production from their athletes than women coaching women.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	16	12.9	12.9
Disagree	2	38	30.6	30.6
Undecided	3	17	13.7	13.7
Agree	4	33	26.6	26.6
Strongly agree	5	20	16.1	16.1
Total		124	100.0	100.0
Mean:	3.024	Standard deviation:		1.322

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	6	8.6	8.6
Disagree	2	8	11.4	11.4
Undecided	3	11	15.7	15.7
Agree	4	25	35.7	35.7
Strongly agree	5	20	28.6	28.6
Total		70	100.0	100.0
Mean:	3.643	Standard deviation:		1.252

Males and Females Combined

Mean: 3.247      Standard deviation: 1.328

## Personal Domain Data (cont.)

12. Women participating in athletic competition tend to develop the same loyalties toward their university as do men.

<u>Male Responses</u>				
<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	3	2.4	2.4
Disagree	2	14	11.3	11.3
Undecided	3	10	8.1	8.1
Agree	4	63	50.8	50.8
Strongly agree	5	34	27.4	27.4
Total		124	100.0	100.0
Mean: 3.895		Standard deviation: 1.011		

<u>Female Responses</u>				
<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	5	7.1	7.1
Disagree	2	7	10.0	10.0
Undecided	3	2	2.9	2.9
Agree	4	35	50.0	50.0
Strongly agree	5	21	30.0	30.0
Total		70	100.0	100.0
Mean: 3.857		Standard deviation: 1.171		

<u>Males and Females Combined</u>				
Mean: 3.881		Standard deviation: 1.068		

## Personal Domain Data (cont.)

16. Male coaches rather than female coaches are more firm and strict concerning discipline.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	24	19.4	19.4
Disagree	2	39	31.5	31.5
Undecided	3	16	12.9	12.9
Agree	4	31	25.0	25.0
Strongly agree	5	14	11.3	11.3
Total		124	100.0	100.0
Mean: 2.774			Standard deviation: 1.324	

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	9	12.9	12.9
Disagree	2	8	11.4	11.4
Undecided	3	7	10.0	10.0
Agree	4	26	37.1	37.1
Strongly agree	5	20	28.6	28.6
Total		70	100.0	100.0
Mean: 3.571			Standard deviation: 1.357	

Males and Females Combined

Mean: 3.062      Standard deviation: 1.387

## Personal Domain Data (cont.)

20. Women who compete athletically do not exhibit violence to the same degree as men do in the same sports.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	12	9.7	9.7
Disagree	2	35	28.2	28.2
Undecided	3	12	9.7	9.7
Agree	4	48	38.7	38.7
Strongly agree	5	17	13.7	13.7
Total		124	100.0	100.0
Mean: 3.185		Standard deviation: 1.258		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	4	5.7	5.7
Disagree	2	18	25.7	25.7
Undecided	3	13	18.6	18.6
Agree	4	24	34.3	34.3
Strongly agree	5	11	15.7	15.7
Total		70	100.0	100.0
Mean: 3.286		Standard deviation: 1.181		

Males and Females Combined

Mean: 3.222      Standard deviation: 1.229

## Personal Domain Data (cont.)

24. Athletic opportunities for women should be the same as those for men.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	12	9.7	9.7
Disagree	2	18	14.5	14.5
Undecided	3	14	11.3	11.3
Agree	4	47	37.9	37.9
Strongly agree	5	33	26.6	26.6
Total		124	100.0	100.0
Mean: 3.573		Standard deviation: 1.289		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	7	10.0	10.0
Disagree	2	2	2.9	2.9
Undecided	3	3	4.3	4.3
Agree	4	19	27.1	27.1
Strongly agree	5	39	55.7	55.7
Total		70	100.0	100.0
Mean: 4.157		Standard deviation: 1.270		

Males and Females Combined

Mean: 3.784      Standard deviation: 1.309

## Personal Domain Data (cont.)

28. Women in sports do not get publicity equal to that for men's programs.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	8	6.5	6.5
Disagree	2	15	12.1	12.1
Undecided	3	5	4.0	4.0
Agree	4	54	43.5	43.5
Strongly agree	5	42	33.9	33.9
Total		124	100.0	100.0
Mean: 3.863		Standard deviation: 1.198		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	5	7.1	7.1
Disagree	2	9	12.9	12.9
Undecided	3	4	5.7	5.7
Agree	4	22	31.4	31.4
Strongly agree	5	30	42.9	42.9
Total		70	100.0	100.0
Mean: 3.900		Standard deviation: 1.287		

Males and Females Combined

Mean: 3.876      Standard deviation: 1.228

## Personal Domain Data (cont.)

32. Females should concentrate more on cheerleading, drill corps, majorettes, and similar noncompetitive activities than on varsity athletes.

<u>Male Responses</u>				
<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	7	5.6	5.6
Disagree	2	18	14.5	14.5
Undecided	3	14	11.3	11.3
Agree	4	42	33.9	33.9
Strongly agree	5	43	34.7	34.7
Total		124	100.0	100.0
Mean: 3.774		Standard deviation: 1.229		

<u>Female Responses</u>				
<u>Value Label</u>	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Value Percent</u>
Strongly disagree	1	3	4.3	4.3
Disagree	2	5	7.1	7.1
Undecided	3	3	4.3	4.3
Agree	4	16	22.9	22.9
Strongly agree	5	43	61.4	61.4
Total		70	100.0	100.0
Mean: 4.300		Standard deviation: 1.121		

Males and Females Combined

Mean: 3.964      Standard deviation: 1.215

## Personal Domain Data (cont.)

36. Competitive women in our society are not needed as badly as competitive men.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	6	4.8	4.8
Disagree	2	30	24.2	24.2
Undecided	3	20	16.1	16.1
Agree	4	43	34.7	34.7
Strongly agree	5	25	20.2	20.2
Total		124	100.0	100.0
Mean:	3.411		Standard deviation:	1.196

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	8	11.4	11.4
Disagree	2	6	8.6	8.6
Undecided	3	5	7.1	7.1
Agree	4	24	34.3	34.3
Strongly agree	5	27	38.6	38.6
Total		70	100.0	100.0
Mean:	3.800		Standard deviation:	1.347

Males and Females Combined

Mean: 3.552      Standard deviation: 1.263

## Personal Domain Data (cont.)

40. Training women to make quick decisions and responses can be developed more rapidly in the general physical education program than in varsity athletic competition.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	18	14.5	14.5
Disagree	2	39	31.5	31.5
Undecided	3	22	17.7	17.7
Agree	4	38	30.6	30.6
Strongly agree	5	7	5.6	5.6
Total		124	100.0	100.0
Mean: 2.815		Standard deviation: 1.185		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	7	10.0	10.0
Disagree	2	32	45.7	45.7
Undecided	3	6	8.6	8.6
Agree	4	18	25.7	25.7
Strongly agree	5	7	10.0	10.0
Total		70	100.0	100.0
Mean: 2.800		Standard deviation: 1.223		

Males and Females Combined

Mean: 2.809      Standard deviation: 1.196

## Personal Domain Data (cont.)

43. The media ought to give college female athletes recognition equal to that of males.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	3	2.4	2.4
Disagree	2	17	13.7	13.8
Undecided	3	7	5.6	5.7
Agree	4	38	50.8	51.2
Strongly agree	5	7	26.8	26.8
		1	.8	missing
Total		124	100.0	100.0
Mean: 3.862		Standard deviation: 1.043		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	1	1.4	1.4
Disagree	2	2	2.9	2.9
Undecided	3	2	2.9	2.9
Agree	4	26	37.1	37.1
Strongly agree	5	39	55.7	55.7
Total		70	100.0	100.0
Mean: 4.429		Standard deviation: .809		

Males and Females Combined

Mean: 4.352      Standard deviation: .896

## Personal Domain Data (cont.)

46. Generally, I prefer not to associate with women who participate in competitive sports.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	13	10.5	10.6
Disagree	2	17	13.7	13.8
Undecided	3	15	12.1	12.2
Agree	4	41	33.1	33.3
Strongly agree	5	37	29.8	30.1
		1	.8	missing
Total		124	100.0	100.0
Mean: 3.585		Standard deviation: 1.330		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	1	1.4	1.4
Disagree	2	3	4.3	4.3
Undecided	3	2	2.9	2.9
Agree	4	18	25.7	25.7
Strongly agree	5	46	65.7	65.7
Total		70	100.0	100.0
Mean: 4.500		Standard deviation: .864		

Males and Females Combined

Mean: 4.352      Standard deviation: .896

## Personal Domain Data (cont.)

50. In intense athletic competition, psychological traits and characteristics are tremendously influenced by one's physical ability.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	7	5.6	5.7
Disagree	2	23	18.5	18.7
Undecided	3	16	12.9	13.0
Agree	4	62	50.0	50.4
Strongly agree	5	15	12.1	12.2
		1	.8	missing
<b>Total</b>		<b>124</b>	<b>100.0</b>	<b>100.0</b>
<b>Mean: 3.447</b>	<b>Standard deviation: 1.103</b>			

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	1	1.4	1.4
Disagree	2	13	18.6	18.6
Undecided	3	9	12.9	12.9
Agree	4	37	52.9	52.9
Strongly agree	5	10	14.3	14.3
<b>Total</b>		<b>70</b>	<b>100.0</b>	<b>100.0</b>
<b>Mean: 3.857</b>	<b>Standard deviation: 1.067</b>			

Males and Females Combined

**Mean: 3.857**      **Standard deviation: 1.066**

## Personal Domain Data (cont.)

50. In intense athletic competition, psychological traits and characteristics are tremendously influenced by one's physical ability.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	7	5.6	5.7
Disagree	2	23	18.5	18.7
Undecided	3	16	12.9	13.0
Agree	4	62	50.0	50.4
Strongly agree	5	15	12.1	12.2
		1	.8	missing
Total		124	100.0	100.0
Mean: 3.447		Standard deviation: 1.103		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	1	1.4	1.4
Disagree	2	13	18.6	18.6
Undecided	3	9	12.9	12.9
Agree	4	37	52.9	52.9
Strongly agree	5	10	14.3	14.3
Total		70	100.0	100.0
Mean: 3.857		Standard deviation: 1.067		

Males and Females Combined

Mean: 3.857      Standard deviation: 1.066

## Personal Domain Data (cont.)

51. Sport anxiety is greater for women (than men) participants at the collegiate level.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	4	3.2	3.3
Disagree	2	39	31.5	31.7
Undecided	3	14	11.3	11.4
Agree	4	50	40.3	40.7
Strongly agree	5	16	12.9	13.0
		1	.8	missing
<b>Total</b>		<b>124</b>	<b>100.0</b>	<b>100.0</b>
<b>Mean: 3.285</b>		<b>Standard deviation: 1.142</b>		

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	4	5.7	5.7
Disagree	2	16	22.9	22.9
Undecided	3	18	25.7	25.7
Agree	4	22	31.4	31.4
Strongly agree	5	10	14.3	14.3
<b>Total</b>		<b>70</b>	<b>100.0</b>	<b>100.0</b>
<b>Mean: 3.257</b>		<b>Standard deviation: 1.138</b>		

Males and Females Combined

**Mean: 3.275**      **Standard deviation: 1.138**

## Personal Domain Data (cont.)

52. Women seem to be less likely to accept the identification of certain team members as superstars because this is viewed as an example of inequality.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	14	11.3	11.4
Disagree	2	37	29.8	30.1
Undecided	3	20	16.1	16.3
Agree	4	39	31.5	31.7
Strongly agree	5	13	10.5	10.6
		1	.8	missing
<hr/>				
Total		124	100.0	100.0
Mean: 3.000	Standard deviation: 1.228			

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	13	18.6	18.6
Disagree	2	25	35.7	35.7
Undecided	3	11	15.7	15.7
Agree	4	14	20.0	20.0
Strongly agree	5	7	10.0	10.0
<hr/>				
Total		70	100.0	100.0
Mean: 2.671	Standard deviation: 1.271			

Males and Females Combined

Mean: 2.881      Standard deviation: 1.251

## Personal Domain Data (cont.)

53. Female athletes have more personal disputes and jealousies than male athletes.

<u>Value Label</u>	<u>Male Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	19	15.3	15.4
Disagree	2	39	31.5	31.7
Undecided	3	11	8.9	8.9
Agree	4	33	26.6	26.8
Strongly agree	5	21	16.9	17.1
		1	.8	missing
<hr/>				
Total		124	100.0	100.0
Mean: 2.984	Standard deviation: 1.379			

<u>Value Label</u>	<u>Female Responses</u>			<u>Value</u>
	<u>Value</u>	<u>N</u>	<u>Percent</u>	<u>Percent</u>
Strongly disagree	1	22	31.4	31.4
Disagree	2	23	32.9	32.9
Undecided	3	6	8.6	8.6
Agree	4	9	12.9	12.9
Strongly agree	5	10	14.3	14.3
<hr/>				
Total		70	100.0	100.0
Mean: 2.457	Standard deviation: 1.421			

Males and Females Combined

Mean: 2.793      Standard deviation: 1.414

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