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AN INVESTIGATION OF THE IMPACT OF TITLE IX ON THE PHYSICAL  
EDUCATION INSTRUCTIONAL PROGRAMS IN THE PUBLIC SECONDARY  
SCHOOLS OF THE STATE OF TENNESSEE

*Middle Tennessee State University*

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IN THE PUBLIC SECONDARY SCHOOLS  
OF THE STATE OF TENNESSEE

Doris Jean Rogers

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APPROVED:

Graduate Committee:

Glen P. Reeder  
Major Professor

Abdouloman  
Second Reader

Jack W. Arters  
Committee Member, Higher Education

Abdouloman  
Chairman of the Department of Health, Physical Education,  
Recreation, and Safety

Mary Martin  
Dean of the Graduate School

## ABSTRACT

# AN INVESTIGATION OF THE IMPACT OF TITLE IX ON THE PHYSICAL EDUCATION INSTRUCTIONAL PROGRAMS IN THE PUBLIC SECONDARY SCHOOLS OF THE STATE OF TENNESSEE

by Doris Jean Rogers

This study was designed to investigate the impact of Title IX of the Educational Amendments Act of 1972 on the physical education instructional programs of Tennessee's secondary public schools in terms of: (1) scheduling and grouping of students, (2) feelings about coeducational classes, (3) effect of Title IX on skill development and 10 instructional aspects, and (4) changes in status of selected activities.

Cover letters and questionnaires were mailed to the principals of 135 randomly selected public secondary schools, requesting that the physical education chairpersons complete and return the questionnaires. Ninety-six subjects participated in the study. Data were analyzed by frequency distribution and cross tabulations for school size, school level, and geographic area, yielding percentages.

Doris Jean Rogers

Based on the data obtained, the following major conclusions appear to be warranted:

1. A change occurred in the physical education programs of Tennessee's public secondary schools, and the majority of schools appeared to be approaching full compliance as set forth by the Title IX Regulations.
2. The majority of chairpersons and other physical education instructors was male.
3. Most of the chairpersons and other physical education teachers favored some coeducational physical education, while the majority of students preferred sex-segregated classes.
4. Skill development of the majority of boys and girls was perceived to be negatively affected when a member of the opposite sex was present.
5. Most aspects of the physical education curriculum either improved favorably or remained basically as they were before Title IX.
6. The most obvious impact of Title IX was the decrease of sex-differentiated activities, with team sports observed to be the most dominant category of activities.
7. Class AAA schools were perceived as making the implementation with less difficulty than other size schools, with West AAA schools having more difficulty with implementation than did East and Middle AAA schools.

Doris Jean Rogers

8. Chairpersons, other physical education teachers, and students from East AAA schools were perceived to prefer coeducational physical education classes more than their counterparts from AAA schools in Middle and West.

9. All Middle Tennessee schools (A, AA, and AAA) were perceived to have improved more in teaching conditions, effective use of facilities, and managing discipline problems, than did their respective counterparts in East and West schools.

Based on the results of this investigation, the following recommendations were made:

1. The State Department of Education should consider the revision of the 1975-76 State Physical Education Curriculum Guide, to include a coeducational activity format.

2. Schools should encourage increased participation by both sexes in a wide variety of activities.

3. New discipline techniques and criteria for acceptable behavior for both boys and girls need to be developed and enforced in a consistent manner.

4. Attention needs to be directed to those educational practices which facilitate maximum skill achievement by both boys and girls in a coeducational setting.

5. Previous stereotype images and/or expectations associated with male or female students must be reappraised, and new expectations for both male and female students in coeducational activities must be developed.

Doris Jean Rogers

It was noted that the conclusions and recommendations have implications for institutions of higher education concerning the professional preparation programs for training future physical education teachers and that clinics, in-service programs, and workshops need to be afforded teachers who are currently involved with the implementation of the Title IX mandates in regard to coeducational physical education classes.



## ACKNOWLEDGEMENTS

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D. J. R.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS . . . . .	ii
LIST OF TABLES . . . . .	v
LIST OF APPENDICES . . . . .	vii
Chapter	
1. INTRODUCTION . . . . .	1
STATEMENT OF THE PROBLEM . . . . .	3
PURPOSE OF THE STUDY . . . . .	3
LIMITATIONS . . . . .	5
DEFINITION OF TERMS . . . . .	5
BASIC ASSUMPTIONS . . . . .	9
2. REVIEW OF RELATED LITERATURE . . . . .	10
3. METHODS AND PROCEDURES . . . . .	29
SURVEY SAMPLE . . . . .	29
INSTRUMENT . . . . .	30
COLLECTION OF DATA . . . . .	32
ANALYSIS OF DATA . . . . .	33
4. PRESENTATION, ANALYSIS AND DISCUSSION OF DATA .	34
DEMOGRAPHIC PROFILE . . . . .	34
SCHEDULING AND GROUPING . . . . .	40
FEELINGS ABOUT COEDUCATIONAL CLASSES . . . . .	46
EFFECT OF COEDUCATION ON SKILL DEVELOPMENT . .	53

	Page
EFFECT OF TITLE IX ON INSTRUCTIONAL ASPECTS . . . . .	59
CHANGES IN STATUS OF PHYSICAL EDUCATION ACTIVITIES 1978 - 1981 . . . . .	89
PERCEIVED IMPACT OF TITLE IX ON THE CURRICULUM . . . . .	92
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . .	97
SUMMARY . . . . .	97
CONCLUSIONS . . . . .	100
RECOMMENDATIONS . . . . .	102
APPENDICES . . . . .	105
BIBLIOGRAPHY . . . . .	130

## LIST OF TABLES

Table	Page
1. Sex of Department Chairperson by Classification . . . . .	37
2. Number of Department Chairpersons by Classification and Geographic Area . . . . .	37
3. Estimated School Enrollment . . . . .	38
4. Grade Level . . . . .	38
5. Number of Full-time Physical Education Instructors by Classification and Sex . . . . .	39
6. Number of Full-time Physical Education Instructors by Classification, Sex, and Geographic Area . . . . .	39
7. Methods of Scheduling Students into Physical Education Class . . . . .	42
8. Basic Methods of Grouping within the Physical Education Class . . . . .	45
9. Feelings of Chairpersons about Coeducational Physical Education . . . . .	54
10. Feelings of Chairpersons about Attitudes of Staff Members toward Coeducational Physical Education . . . . .	55
11. Feelings of Chairpersons about Attitudes of Students toward Coeducational Physical Education . . . . .	56
12. Chairpersons' Perception of Coeducational Physical Education on Girls' Skill Development . . . . .	60
13. Chairpersons' Perception of Coeducational Physical Education on Boys' Skill Development . . . . .	61
14. Changes in the Relationships between Male and Female Physical Education Staff . . . . .	68

Table	Page
15. Changes in the Instructional Approach Used by Male Physical Education Staff . . . . .	69
16. Changes in the Instructional Approach Used by Female Physical Education Staff . . . . .	70
17. Changes in Teaching Conditions . . . . .	74
18. Changes in Grading Objectively with the Emphasis on Individual Performance . . . . .	75
19. Changes in Participation by Boys in Coeducational Activities . . . . .	81
20. Changes in Participation by Girls in Coeducational Activities . . . . .	82
21. Changes in Modifying the Rules in Certain Activities . . . . .	83
22. Changes in Effective Use of Facilities . . . . .	87
23. Changes in Managing Discipline Problems . . . . .	88
24. Changes in Status of Physical Education Activities . . . . .	94

## LIST OF APPENDICES

Appendix	Page
A. Letter to Principals . . . . .	106
B. Questionnaire . . . . .	107
C. Permission Letter - Pennington . . . . .	110
D. Follow-up Letter to Secondary Principals . . . . .	111
E. Permission Letter - Stephens . . . . .	112
F. Permission Letter - Binkley . . . . .	113
G. Tennessee Secondary Public Schools Sample Population . . . . .	114
H. Table 25. Changes in Status of Physical Education Activities in Classification A Schools . . . . .	121
I. Table 26. Changes in Status of Physical Education Activities in Classification AA Schools . . . . .	124
J. Table 27. Changes in Status of Physical Education Activities in Classification AAA Schools . . . . .	127

## Chapter 1

### INTRODUCTION

Title IX of the Education Amendments Act of 1972 (Public Law 92-318) provides that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."<sup>1</sup> Title IX was a response to the recognition that stereotyped ways of thinking about sex roles resulted in a certain kind of program being offered preschool through post-graduate school. Apparently, the legislation arose out of the demonstrated need to open up certain professional and vocational courses to women students. The intent of the legislation was to improve the opportunities of females in physical education and athletics along with all other areas of education.

The law is based on the principle that all activities in educational programs have equal value for both sexes. The regulations, therefore, state that physical education classes may not be conducted separately on the basis of sex, nor may

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<sup>1</sup>"How HEW Will Measure Campus Compliance with Title IX," Chronical of Higher Education, December 10, 1979, p. 13.

participation in physical education programs be required or refused on the basis of sex. However, the regulations do contain the following qualifications:

1. Students within a class may be separated by sex for contact sports, which include wrestling, boxing, ice hockey, basketball, football, and rugby.
2. Ability grouping within classes is permitted, even if such grouping results in a single-sex or predominately single-sex grouping, provided sex is not the criteria for such grouping.
3. In situations where a single evaluation standard has an adverse impact on students of one sex, schools may use a different evaluation standard or standards in physical education classes. Or, if a single grading standard results in excessive hardships for one sex, different evaluation standards may be used.

Traditionally, the recognized responsibilities of the physical education teacher have been: (1) grouping students, (2) choosing instructional strategies, (3) selecting activities, (4) supervision, and (5) evaluating student performance. However, teaching coed classes may require that the teacher meet these responsibilities somewhat differently, due to the increase in the range of students' sizes, abilities, needs and interests.

The implementation of Title IX has made many demands on teachers. Physical education teachers have had to make



many difficult adjustments. However, Marjorie Blaufarb<sup>2</sup> reports that, "In my travels, I have seen great resilience; the knowledge and flexibility to adapt to change, and I believe that after the initial period of adjustment, physical education instruction and programs will emerge better and stronger than ever!"

#### STATEMENT OF THE PROBLEM

This study investigated the impact of Title IX on the physical education instructional programs in selected secondary public schools in Tennessee in terms of: (1) staff and student attitudes toward coeducational classes, (2) the degree to which selected physical education activities were taught coeducationally, (3) effects of coeducational instruction on student skill development, and (4) how the Title IX mandates affected 10 selected instructional aspects.

#### PURPOSE OF THE STUDY

The purpose of this study was to provide information concerning the impact of Title IX on the physical education instructional classes in selected secondary public schools in the State of Tennessee. This study provided information about the preparedness of the physical education teacher to

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<sup>2</sup>Marjorie Blaufarb and John Ganoe, Title IX: Sex Integrated Programs that Work, U.S., Educational Resources Information Center, ERIC Document ED 159 162, 1978.

teach coeducational activity classes, as well as staff and student attitudes toward sex-integrated classes. In addition, this study provided data to determine the impact of coeducational instruction on student skill development, the degree to which selected physical education activities were taught coeducationally, and data were provided to determine the impact of coeducational classes on the following ten instructional aspects:

1. The relationships between the male and female physical education staff,
2. The instructional approach used by the male physical education staff,
3. The instructional approach used by the female physical education staff,
4. Teaching conditions,
5. Grading objectively with the emphasis on individual performance,
6. Participation by boys in coed activities,
7. Participation by girls in coed activities,
8. Modifying the rules in certain activities,
9. Effective use of facilities, and
10. Managing discipline problems.

The findings can be used to enhance future professional preparation curricula in the institutions of higher education in the State of Tennessee. Of primary importance is the inference made regarding the teachers' need and desire

for clinics, workshops, and in-service education as a vehicle for acquiring the knowledge and skills necessary to effectuate the mandates of Title IX.

### LIMITATIONS

This study was limited to the 135 secondary public schools selected in a random sample. Forty-five schools from each of the three regions (East, Middle, and West) of the State of Tennessee were included. Within each region, 15 schools from each of the three classifications (A, AA, and AAA) were included.

### DEFINITION OF TERMS

For the purpose of this study, the following terms and definitions are used:

Ability grouping. A method for placing individuals with similar capacities and characteristics in the same class or group. Students may be homogeneously classified on such bases as grade, sex, health, physical fitness, multiples of age-height-weight, ability, physical capacity, motor ability, interests, educability, speed, skill and previous experience.<sup>3</sup>

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<sup>3</sup>Charles A. Bucher, Administration of Health and Physical Education Programs (St. Louis: The C. V. Mosby Company, 1971), p. 139.

Coeducation. An educational system in which students of both sexes are free to attend classes together.<sup>4</sup>

Contact sports. Those activities in which one of the primary objectives is body contact or an activity in which body contact is likely to occur. Title IX identifies ice hockey, wrestling, boxing, basketball, football, and rugby as contact sports.

Criterion referenced measures. A standard, rule, or test by which something can be judged. These measures specify in advance a criterion of minimal acceptable performance, indicating not only what the learner must do, but how well he must be able to do before his performance is judged acceptable.<sup>5</sup>

Evaluation. The process of judging the degree of adequacy or value in, for example, a person's performance, a set of teaching procedures, or curricular materials.<sup>6</sup>

Interscholastic athletics. That integral part of the total physical education program which consists of those

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<sup>4</sup>David B. Guralnik, Webster's New World Dictionary (Englewood Cliffs, N. J.: The World Publishing Company, 1972).

<sup>5</sup>Dale P. Scannell and D. B. Tracy, Testing and Measurement in the Classroom (Boston: Houghton Mifflin Company, 1975), p. 37.

<sup>6</sup>Ibid. p. 6.

activities designed for individuals who are skilled in various activities. Interscholastic athletics are conducted on an interschool basis, or competition is between or among schools.

Intramural program. A kind of extra-class activity actually taking place on school property and at some time other than the instructional period in physical education. Intramurals supplement and complement the instructional program by providing additional opportunity for all students to develop functional skills, increase the number of mutual friendships, provide group loyalty, and provide additional opportunity to extend the development of interests and skills initiated in the regular class period.<sup>7</sup>

Mastery learning. The assumption that approximately 95 percent of students can learn what we have to teach, and that students differ only in the amount of time required to learn a specific task, rather than in the level or complexity of learning that is possible. It is assumed that it will take some students more time, effort, and help to achieve a particular task than it will for other students.<sup>8</sup>

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<sup>7</sup>Charles C. Cowell and Hilda M. Schwehn, Modern Principles and Methods in Secondary School Physical Education (Boston: Allyn and Bacon, Inc., 1964), p. 247.

<sup>8</sup>Benjamin S. Bloom, "Learning for Mastery," Evaluation Comment, I, No. 2 (1968), 1.

Matrix. That within which, or within and from which, something originates, takes form, or develops.<sup>9</sup>

Measurement. Essentially means reliable quantification, or assigning numbers to definite interval or ratio differences.<sup>10</sup>

Negligence. The failure to use a reasonable amount of care when such failure results in an injury or damage to another.

Raw scores. Scores obtained by counting the number right or total points awarded on a test.

Sex integrated. A class or activity that contains both males and females as members.

Sex segregated. Classes or activities that contain members of only one sex (either male or female).

Standard score. Scores that use the mean and standard deviation of the test to increase the interpretability of the test scores. Standard scores describe how far a score is from the average, using the mean and standard deviation.<sup>11</sup>

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<sup>9</sup>Guralnik, p. 875.

<sup>10</sup>John Harris, "A New Day for Assessment in Higher Education," Educational Record, LXIX, No. 3 (1978), 168.

<sup>11</sup>Scannell and Tracy, p. 192.

Stereotype. A fixed or conventional notion or conception of a person, group, or idea, held by a number of people, and allowing for no individuality or critical judgment.<sup>12</sup>

T-scores. Standard scores have a mean of 50 and a standard deviation of 10; or, T-scores have a reference point of 50 and a unit spread of 10.<sup>13</sup>

#### BASIC ASSUMPTIONS

1. The researcher assumed that the chairpersons in the departments of physical education in the secondary public schools in the State of Tennessee would participate in this study.

2. The researcher assumed the questionnaire would serve as the instrument to provide information for this study concerning: (a) staff and student attitudes toward coeducational classes, (b) effects of coeducational instruction on student skill development (c) selected instructional aspects, and (d) the degree to which selected physical education activities were taught coeducationally.

3. The researcher assumed that the secondary physical education chairpersons in the public secondary schools in the State of Tennessee would cooperate fully and give truthful and complete responses to the questionnaire.

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<sup>12</sup>Guralnik, p. 1296.    <sup>13</sup>Scannell and Tracy, p. 193.

## Chapter 2

### REVIEW OF RELATED LITERATURE

It was not the intention of the people who framed the legislation (Title IX of the Education Amendments Act of 1972), nor of those who wrote the regulations to effectuate it, to make the lives of administrators and teachers more difficult than they were under normal circumstances. The legislation and the regulations arose from a demonstrated need to improve the opportunities of females in physical education along with all other areas of education. George Anderson<sup>1</sup> noted that "The law (Title IX) is forcing us to do what we should have done long ago - provide equal sport and physical education opportunities for all students."

In order to assist in an understanding of the Title IX Regulations, it helps to define the components of a school program as they relate to physical activity. According to the National Association for Sport and Physical Education (NASPE/AAHPERD), physical education is "That integral part of total education which contributes to the development of an individual through the natural medium of physical activity which is

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<sup>1</sup>Marjorie Blaufarb, Complying with Title IX of the Education Amendments of 1972 in Physical Education and High School Sports Programs (Washington, D. C., AAHPERD Publication Sales, Stock Number 240-25930), p. 2.



human movement."<sup>2</sup> In it, regular instruction and practices are provided in a variety of physical activities that are suited to the nature and needs of the students, depending on age and development, and that ensure the development of an adequate level of physical fitness. It is a carefully planned sequence of learning experiences designed to:

1. Fulfill the growth, development and behavior needs of each student.
2. Encourage and assist each student in developing the skills of movement, the knowledge of how and why one moves, and ways in which movement may be organized.
3. Teach the student to move skillfully and effectively through exercise, games, sport activities, dance and aquatics.
4. Enrich the understanding of the concepts of space, time and force, related to movement.
5. Express culturally approved patterns of personal behavior and interpersonal relationships in and through games, sports and dance.
6. Condition the heart, lungs, muscles and other organic systems of the body to meet daily and emergency demands.
7. Acquire an appreciation of and a respect for good

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<sup>2</sup>Secondary School Physical Education (Position statement drafted in 1976 by the Secondary School Physical Education Council of the National Association for Sport and Physical Education of AAHPER: pending approval).

physical condition (fitness), a functional posture and a sense of personal well-being.

8. Develop an interest and a desire to participate in lifetime recreational sports activities.

After reading the position statement, it appears that none of the desired outcomes of a good physical education program are inconsistent with sex integrated physical education classes, but the fears of undesirable results arising from sex integrated physical education classes are greater at the secondary level than at any other.

Some schools elected to begin making their programs coeducational several years prior to the Education Amendments of 1972 because they believed it was better for students and teachers. These schools have had an advantage in complying with Title IX because they had already worked out some of the problems and were not under pressure to meet the July 21, 1978, deadline.

Those who cling to the sex segregated programs state that they do so for reasons of safety and administrative and organizational convenience, because of physical, physiological and psychological differences between the sexes, and because of differing teaching philosophies held by men and women. Anderson<sup>3</sup>, as cited by Blaufarb, reports that the result of this practice of sex segregation has often been, even in

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<sup>3</sup>Marjorie Blaufarb, Complying with Title IX of the Education Amendments, p. 84.

those schools where facilities and equipment were comparable, that program opportunities for females neglected some of the tougher activities and concentrated on activities the teachers considered more suitable. Boslooper<sup>4</sup> suggests that the development of physical assertiveness is as important to female self-esteem as has been traditionally important to male esteem. In the past decade, there have been changes in this practice of sex segregation. In many schools some or all of the classes have been sex integrated. In most cases where this has been attempted it has been welcomed enthusiastically by students and the teachers have found it worked well and improved the program for both sexes.

Teachers and administrators who have traditionally had curriculums based on sex-oriented instruction and refuse to make changes present obstacles to Title IX compliance. These teachers and administrators claim that changes cannot be made, but the existence of many successful integrated programs refute this. Blaufarb and Ganoe<sup>5</sup> prepared a report on four junior high and fifteen senior high school programs with specific regard to the Educational Amendments of 1972 and Title IX. This monograph was concerned with secondary level school compliance with federal regulations governing

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<sup>4</sup>Tom Boslooper, "Physical Assertiveness," Journal of Physical Education and Recreation, XLVII, No. 5 (May, 1976), 35-37.

<sup>5</sup>Marjorie Blaufarb and John Ganoe, Title IX: Sex Integrated Programs that Work, U. S., Educational Resources Information Center, ERIC Document ED 159-162, 1978.

sex integration and equal education for women in physical education programs. The document was essentially designed to help schools implement coeducational programs. The examples given, descriptions, and guidelines for the programs were a result of a study of a wide variety of schools with successfully integrated programs.

Administrators and department heads are urged to build the curriculum around the known capabilities of the staff and the needs and interests of the students. Team teaching where a confident, experienced teacher is teamed with a less experienced one, or a teacher is teamed with a colleague with skills and knowledge she/he does not have could be viewed as a form of in-service training. Example: If there is a demand for wrestling instruction, a sport in which women teachers might be less proficient, a male-female team would enable the less experienced woman to learn by observation and practice how to teach this activity. Blaufarb and Ganoe<sup>6</sup> suggest that in-service workshops focusing on teacher attitudes and prejudices and on teaching methods may be helpful in changing negative attitudes.

#### Compliance with Title IX

In deciding whether a school is in compliance with Title IX of the Education Amendments of 1972, Lopiano<sup>7</sup> states

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<sup>6</sup>Marjorie Blaufarb and John Ganoe, p. 40.

<sup>7</sup>Donna Lopiano, "A Fact Finding Model for Conducting

that institutions receiving federal funds should conduct a self-evaluation to identify sex discrimination. If the present policies and practices are inconsistent with Title IX regulations, the self-evaluation study should become the basis for a compliance plan. Lopiano further states that physical educators, administrators and athletic directors should be involved in developing the compliance plan.

Blaufarb<sup>8</sup> suggests that compliance with Title IX can be determined by answering the following questions:

1. Are physical education requirements the same for males and females?
2. Are physical education classes conducted on a coeducational basis except during participation in contact sports?
3. Do course descriptions make it clear that all physical education courses are open to male and female students according to nondiscriminatory criteria?
4. Do course descriptions state the criteria for measurement of skills where these are used to group students?
5. Are criteria used for measurement of programs within a physical education course or program explicit and free of adverse effects upon students of one sex?

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a Title IX Self Evaluation Study," Journal of Physical Education and Recreation, XLVII (May, 1976), 26.

<sup>8</sup>Marjorie Blaufarb, Complying with Title IX of the Education Amendments of 1972, p. 4.

6. Are physical education class activities sufficiently diversified for achieving the range of physical education program goals and not concentrated only on contact sports?

If any of these questions are answered "no" there is a need to undertake modifications and remedial steps to achieve compliance with Title IX.

Panwitt<sup>9</sup> offered the following factors as common denominators for those schools where the transition to coeducational physical education has been most successfully and smoothly achieved:

1. Taking advantage of the three-year transitional period to evaluate existing curricula and physical facilities; preparing the staff with in-service and other Title IX-related professional workshops; revising course objectives and determining schedules of implementation; systematically and tactfully orienting faculty, parents, and students to the need for change.

2. Combining boys' and girls' physical education departments under the direction of a single department chair.

3. Devising a skills-based, differentiated, individualized grading system with Pass/Fail grades.

4. Giving physical education credit for intramural

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<sup>9</sup>Barbara Panwitt, Coeducational Physical Education: On the Mark! Ready! and Going Strong!, U. S., Educational Resources Information Center, ERIC Document ED 181-576, 1980.

or interscholastic sports participation and off-campus physical activities.

5. Providing a wide variety of physical fitness and conditioning courses and team and individual sports from which students select the ones that most interest them.

6. Developing community support and procuring for students the use of community sports and recreational facilities the school does not have.

It is probable that some schools have waffled in their Title IX compliance. Monitoring their progress is the responsibility of state departments of education, a difficult assignment considering the limited number of personnel. Consequently, no one knows exactly how well and how many districts have conformed in spirit, good faith, and according to the letter of the law. But the many which have complied, with conviction, have accomplished the transition smoothly and successfully.<sup>10</sup>

#### Attitudes

Johnson<sup>11</sup> suggests that one reason why secondary school students are not interested in coeducational sports is because when they have tried a sport with a coed group, they have always played the traditional rules which tend to

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<sup>10</sup>Panwitt, p. 1.

<sup>11</sup>Lee Johnson, "Coed Sports in High Schools," Journal of Physical Education and Recreation, XLVIII (January, 1977), 23-25.

allow males to dominate the game. He states that an initial positive exposure to coed sports will result in happy participants who are anxious to try more coed sports when play is fun and challenging for everyone. Johnson makes suggestions for adapting the rules and strategies of various sports for coed play. The adaptations are aimed at developing a sense of fair competition and eliciting equal participation from both sexes.

In a survey conducted by Mikkelson<sup>12</sup> in regard to coed physical education, it was revealed that, given a choice, 76.6% of the female students and 52.7% of the male students would opt for mixed classes. For some of the girls, the rationale was cause related. Most, however, although aware that past differences and restrictions put many of them at a disadvantage, saw this not as a problem, but as a challenge to succeed. The challenge for the boys was, at first, mostly the opportunity to show off in front of the girls. A growing awareness that mixed classes meant more team spirit and more fun soon made the majority of the boys appreciate and approve the change in class structure.

A surprising result of Mikkelson's survey was the intensity with which the students commented on some of the side issues of "coed gym". Although enthusiastically in

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<sup>12</sup>Mary D. Mikkelson, "Coed Gym--It's a Whole New Ballgame," Journal of Physical Education and Recreation (October, 1979), 63-64.



favor of ability groupings in which they compete only against students of similar talents, they wanted "gym" to be graded on effort, not ability. The students wanted more say in the sports and activities chosen and in the time spent on them, and they wanted more variety from year to year.

However, a recent (1979) study conducted in Virginia by Pennington<sup>13</sup> found that 41% of the students preferred sex-segregated classes, 27% preferred coeducational classes, and 21% were indifferent to either organizational pattern. Thirty-seven percent of the total physical education staff felt only some physical education instruction should be on a coeducational basis. While 33% of the staff felt all or a majority of instruction should be on a coeducational basis, 26% of the staff felt all or a majority of instruction should be on a separate basis.

### Facilities

In order to comply with Title IX insofar as facilities are concerned, it is wise to ask whether facilities are so used that neither sex is restricted to a limited area and to decide whether locker and shower facilities are adequate for both sexes. Consider size, quality, and usage.

Existing facilities must be utilized in most schools and if the self-evaluation process has revealed inadequacies,

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<sup>13</sup>Jude Pennington and Sally Schumacher, "Title IX: Perceptions and Implications," Update, (November, 1980), 4.

it is the duty of the administrators to set up schedules for uses that are in compliance with the Title IX Regulations. Patricia Geadleman<sup>14</sup> suggests there is opportunity in Title IX to "put back into perspective that which has become distorted. We have the opportunity to create that which has been previously nonexistent." She further suggests that programs with varying philosophies continue to exist, but that they not be divided by sex.

Title IX Regulations specifically allow separate locker rooms for males and females; but locker rooms should be so constructed as to be accessible to and available for use by either sex when necessary. This would be the case if large competitive events were being held and several teams had to be accommodated.

In setting up schedules, it is helpful to make a matrix of all facilities used in physical education and athletics (intramural and interscholastic), indicating the construction and special qualities; the size of the facility; special markings; floor construction; equipment such as rings or ropes; barres for dance classes; and baskets. Assign facilities to accommodate all classes equally after appropriate consultation with director or teacher.

In schools where there is one universal gymnasium or similar piece of equipment, it should be installed in a place

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<sup>14</sup>Patricia Geadleman, "The Title IX Saga," The Olympian (October and November, 1975), Part I and II.

accessible to both sexes. Teaching stations (unless locker room duty is treated as a teaching station) will need to be accessible to all teachers and all students.

Blaufarb<sup>15</sup> suggests that when designing new buildings or making alterations on existing ones, architects should be requested to provide team rooms, officials' rooms, and offices in a single, central location available to and adjacent to facilities used by both sexes. Office space should be accessible to both sexes without the individual having to walk through a locker room occupied by members of the opposite sex.

Facilities may cause real problems wherever gymnasiums formerly designated for boys and girls are far apart. Students may have to spend time running through the halls from their locker rooms to the gymnasium where the class meets. However, some schools have successfully divided locker rooms, making two out of one, thereby providing locker rooms for both sexes adjacent to the teaching stations.

#### Dress Standards

Imposition of different standards of dress for the sexes is a violation of Title IX regulations.<sup>16</sup> The school administrator may make a policy on what is appropriate and

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<sup>15</sup>Blaufarb, Complying with Title IX of the Education Amendments of 1972, p. 17.

<sup>16</sup>Panwitt, p. 3.

safe attire for students in physical education classes as long as it is applied equally to both sexes. A unisex physical education uniform is acceptable.

#### Recognized Responsibilities of Physical Education Teachers

Arnold<sup>17</sup> states that sex integrated classes will increase the range of physical size and ability of the students. This fact will be most critical in those classes which contain two or more age groups, i. e., sophomores and seniors. Increasing the range of students' sizes and abilities has implications for physical educators as they group students for instruction and competition, choose instructional strategies, select activities, supervise, and evaluate student performance.

Curricula. At the secondary level, physical education curriculums vary from the fairly rigid, which focus on team sports and a few of the more common individual sports, to programs that include as many as 50 or 60 activities. Students may or may not be required to take specific activities.

Blaufarb<sup>18</sup> noted that a basic core of activities is included in curriculums from Alaska to Florida and from

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<sup>17</sup>Don E. Arnold, "Compliance with Title IX in Secondary School Physical Education," Journal of Physical Education and Recreation, XLVII (January, 1977), 20.

<sup>18</sup>Marjorie Blaufarb, "As I See Coed P. E.," Today's Education, LXVII (April/May, 1978), 67.

Maine to California. Beyond that basic core, however, local interests are influential.

Title IX will influence the selection of activities for coed physical education programs. The regulations preclude requiring members of one sex to take a specific activity (or any course for that matter) without requiring the opposite sex to also take the activity. If, for example, girls must take "slimnastics", then boys must also take that activity. If instruction in an activity is desirable, the requirement could be revised and instead of requiring a specific course, students could be allowed to select from a group of courses listed under headings such as fitness activities or combatives.

Selection of activities must reflect consideration for the needs and interests of all students. It must be recognized that there is a large number of games, sports, and dances from which to choose and no one activity is essential to the achievement of the objectives of physical education. Most activities traditionally utilized in the separate programs are suitable for coed participation, although utilization of certain of the activities will require careful grouping and perhaps some rule modifications.

Coulter<sup>19</sup> suggests that gymnastics is one of the many activities which can be effectively taught in a coeducational

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<sup>19</sup>Bruce Coulter, "Organizing a Coeducational Gymnastics Course," Journal of Physical Education and Recreation, LXIX, No. 4 (April, 1978), 17.

setting. The movements performed on selected men's apparatus are similar to movements performed on certain women's apparatus. Although some of the events have the boys and girls separated, some of the events can be taught to both sexes at the same time. Movements on apparatus can offer challenging tasks with progressions that develop the participants' self-confidence, enhance their self-image, and increase their awareness of the abilities of the opposite sex.

A study by Pennington<sup>20</sup> found that the most obvious impact of Title IX on secondary physical education programs was the decrease of sex-differentiated activities. The schools involved in this study increased the number of coeducational activities within their existing curriculum rather than dropped or added new activities.

Evaluation. Sanders<sup>21</sup> believes that implementation of Title IX and the resultant sex equity laws in secondary school physical education programs occasions a need to develop new methods of evaluating and grading students enrolled in coed physical education classes. She further discusses problems that may occur as a result of sex equity modifications from the point of view of the instructor who must grade

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<sup>20</sup>Pennington, p. 4.

<sup>21</sup>Erika Sander, Evaluation of Sex Integrated Physical Education Classes, U. S., Educational Resources Information Center, ERIC Document ED 180-993, 1979.

large and heterogeneous groups of students in a fair and accurate manner. Several formats for student evaluation systems were presented and discussions of the intent of sex equity rulings rather than the letter of such legislation was discussed.

Arnold<sup>22</sup> says that marks should reflect progress towards course objectives and may be based upon achievement, i. e., present status; growth, i.e., change or gain; or a combination of both. Title IX supports the position that marks should reflect the progress students have made in relation to their own abilities.

Panwitt<sup>23</sup> points out that another problem area in regard to compliance with Title IX is an equitable grading system that does not impact adversely on members of one sex. She mentions the following three ways of establishing evaluation standards that are being developed by physical educators:

1. Using separate standards for evaluating males and females. The trouble here is that research on sex differences tend to measure what is or has been rather than what could or should be. The practice of separate standards if sex differences are psychosocial could result in the perpetuation of sex role stereotypes.

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<sup>22</sup>Arnold, p. 21.

<sup>23</sup>Panwitt, p. 4.

2. Using improved scores. This practice is based on the notion that an objective standard of skill performance may be the student's previous performance. The difference between a student's pre- and post-test scores would be the improvement score. To be reliable, however, a statistical technique for converting raw scores to T-scores is necessary.

3. Using mastery learning. Criterion-referenced measures are used to evaluate a student's work in achieving predetermined standards. No comparison with other students is made for grading. The practice allows the development of performance standards without regard to sex. Careful development of standards and pre- and post-tests that are reliable, valid, and have appropriate cut-off (mastery) scores must be addressed by the professional physical educators.

Pennington<sup>24</sup> states that in a coeducational program, previous stereotype images and/or expectations associated with male or female students must be reappraised, and new expectations for both male and female students in coeducational activities must be developed.

Liability and Safety. Because sex-integrated classes generally contain a wider range of abilities and sizes, there is a greater risk of injury in those activities where there is a possibility of collision. Classes having a greater risk

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<sup>24</sup>Pennington, p. 7.



of injury must be more closely supervised. Arnold<sup>25</sup> states that this can be accomplished in one of two ways -- either by more structured classes or stricter enforcement of the rules by officials. The responsibility for supervision also includes the locker room. In situations where instructional teams contain both sexes, locker room supervision presents no problems. In different situations, supervision could be the responsibility of teacher aides, paraprofessionals, or teachers from other departments, or locker room supervision could be added to the supervision schedule that includes cafeterias, halls, and bathrooms.

Detailed lesson plans and alternate plans for use on rainy days are essential to reduce the chance for accidents to happen. Students should be paired by size, weight, and strength, when that is appropriate. It is not likely that having a 110-pound girl compete against a 210-pound boy or girl would be judicially permissible. For many reasons, it may be appropriate to modify game rules for some situations; avoiding accidents may be one such reason.

Appenzeller<sup>26</sup> says that students are injured more frequently in physical education accidents than in any other school-related activity. Teachers and administrators often lack the knowledge that is essential to protect themselves

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<sup>25</sup>Arnold, p. 20.

<sup>26</sup>Herb Appenzeller, Physical Education and the Law (Charlottesville, Virginia: The Minchie Company, 1978), 14.

from lawsuits. Appenzeller further states that the actual key to liability is the presence of negligence. As physical education changes to a broader program of participation and activities, problems increase for everybody. Innovative activities and potentially dangerous equipment present unusual risks and hazards that require close supervision, better instruction and periodic inspection of equipment and facilities.

According to Appenzeller<sup>27</sup>, for a cause of action to be valid, four elements must be present. These include a duty owed to an individual and a breach of this duty; there must be a proximate cause between the conduct of an act and the resulting injury and a loss to the interest of another must occur in the form of damage. He also says that "The court realizes that physical education encompasses risks and hazards by its very nature, and therefore, it cannot be made 'child proof'".<sup>28</sup> It does require a teacher in high risk activities such as gymnastics, to properly instruct, prepare, and warn students of the activity. The court expects teachers to use judgment in assigning students' activities by ability. Teachers are expected to foresee danger and act to protect students from it. Negligence seldom occurs when the individual teacher conscientiously adheres to safety regulations which are designed for the protection and well-being of all students.

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<sup>27</sup>Ibid.    <sup>28</sup>Ibid.

## Chapter 3

### METHODS AND PROCEDURES

A questionnaire was used to gather data to determine the impact of Title IX on the physical education instructional programs in the public secondary schools in Tennessee. This chapter details the methods and procedures used to collect and analyze the data for this study. This includes the survey sample, the instrument, procedures for data collection, and analysis of data.

### SURVEY SAMPLE

The 135 subjects for this study were randomly selected from the secondary public schools in Tennessee. Forty-five schools from each of the three regions of the state (East, Middle, and West) were included. From each region, 15 schools from each of the three classifications (A, AA, and AAA) were sampled. Classifications are determined by student enrollment -- A = 1-375 students, AA = 376-850 students, and AAA = 851 or more students.

Of the population surveyed, 96 questionnaires were completed and returned for an overall response of 71%. The Class A schools had a response of 71.1%, with East returning 10, Middle 12, and West 10. Class AA schools' response rate was 73.3%, with East returning 11, Middle 11,

and West 11. Class AAA schools' response was 69%, with East returning 10, Middle 11, and West 10.

The random sample was achieved by including all the schools' names, by region and by classification, and drawing the desired number. School names and classifications were obtained from the 1980-1981 TSSAA Directory.<sup>1</sup>

The study was restricted to responses from the physical education chairperson at each of the secondary public schools selected in the random sample. The chairpersons were chosen because it was felt that they would be more knowledgeable about the overall effect of Title IX on the physical education programs in their respective schools. In addition, it was felt that the designation of a specific person to respond to the questionnaire would facilitate a greater return.

#### INSTRUMENT

The questionnaire utilized in the study was developed by Jude C. Pennington, Florida State University (see Appendix B) for a similar study conducted in the State of Virginia. Both verbal (via telephone) and written permission (see Appendix C) were obtained from Dr. Pennington to use this instrument.

Pennington indicated that the instrument was reviewed by a panel of experts, field tested, and revised where changes

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<sup>1</sup>Tennessee Secondary Schools Athletic Association, Directory, 1980-1981.

were indicated. Based on the results of the pilot study and the final review by a panel of experts, the questionnaire was considered to be valid and reliable.<sup>2</sup>

The two-page questionnaire was comprised of four parts. Part I consisted of five demographic items, which included school system, sex identification of the chairperson, school classification, grade level of school, and number and sex of fulltime physical education instructors.

Part II of the questionnaire included six multiple-choice questions which concerned how students are scheduled into physical education classes, the basic method of grouping students within a class, attitude of physical education chairpersons, staff and students toward coed physical education classes, and the perceived effect of the coed physical education classes on the skill development of male and female students.

Part III of the questionnaire dealt with the effects of the Title IX mandates on 10 selected instructional aspects of the physical education program. These aspects included the relationship between male and female physical education staff, the instructional approach used by male and female physical education staff, teaching conditions, grading objectively with the emphasis on individual performance,

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<sup>2</sup>Jude C. Pennington, "Impact of Title IX on the Physical Education Curricula of Virginia Secondary Public Schools as Perceived by Department Chairpersons" (Doctoral dissertation, Florida State University, 1979), pp. 42-44.

participation by boys and girls in coed activities, modifying the rules in certain activities, effective use of facilities, and managing discipline problems. Participants were asked to respond to each statement by checking either "Improved," "Remained the Same," or "Declined," because of Title IX.

Part IV of the questionnaire focused on the status of 36 physical education activities. Respondents were asked to indicate the grades in which each activity was taught, whether or not the activity was taught coed prior to the compliance date in 1978, and the status of each activity since 1978, in terms of whether the activity was now taught coed, dropped from the program or added to the program because of Title IX.

#### COLLECTION OF DATA

On April 22, 1981, a letter (see Appendix A) was sent to each of the principals of the secondary public schools selected in the random sample, requesting their cooperation in this study. Enclosed in the letter was a copy of the questionnaire being used. The principals were asked to pass the questionnaire on to the chairperson of the physical education department for completion. A self-addressed, stamped envelope was enclosed for the return of the questionnaire. The questionnaires were pre-numbered in order to identify those who did not respond.

Respondents were asked to complete and return the questionnaires by May 4, 1981. A majority of the

questionnaires was returned by the requested date. Follow-up letters (see Appendix D), telephone calls, and personal interviews were used as follow-up techniques. All data were collected by May 18, 1981.

Official permission to conduct this study was needed from the cities of Memphis, Nashville, and Knoxville. A letter of official permission and endorsement for this study was received from Dr. O. Z. Stephens (see Appendix E), Director, Division of Research Services, Memphis City School System. Dr. Edward Binkley, Director, Department of Research and Evaluation, Metropolitan Public Schools, Nashville, granted permission to conduct this study in the Nashville area (see Appendix F). Verbal permission to conduct the study in the Knoxville area was obtained from Dr. Bob Polston. He requested that any questions concerning the legality of this study be referred to him at 1-615-546-2251, Knoxville, Tennessee.

#### ANALYSIS OF DATA

The responses from the questionnaires were key punched on computer cards, in preparation for data analysis on the computer at Middle Tennessee State University. The data were analyzed by frequency distribution and cross tabulations for school size, school level, and geographic regions of the state, yielding percentages. All statistics were rounded to the nearest tenth.

## Chapter 4

### PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

The writer carefully studied written works of researchers on the impact of Title IX on various physical education programs. Utilizing a questionnaire developed by Jude C. Pennington, Florida State University, 135 schools in the State of Tennessee were surveyed. Of the population surveyed, 96 questionnaires were completed and returned, for a 71% response.

This chapter presents information concerning the impact of Title IX on the physical education programs in selected public secondary schools in the State of Tennessee. The data were presented, analyzed, and discussed according to the following general categories: Demographic Profile, Scheduling and Grouping of Students, Feelings about Coed Physical Education Classes, Effect of Coeducational Classes on Student Skill Development, Effect of Title IX on 10 Selected Instructional Aspects, Changes in Status of Physical Education Activities as a Result of Title IX, and Perceived Impact of Title IX on the curriculum.

#### Demographic Profile

The demographic information presented in Tables 1 through 6 identify numbers and percentages pertinent for the



sex of department chairpersons by classification, geographic area, grade level and the number of full time instructors on a physical education staff.

#### Sex of Department Chairperson

Data indicated that there were 96 chairpersons of which 55 were male (57.3%) and 32 were female (33.3%). Nine of the respondents (9.4%) did not indicate sex (see Tables 1 and 2).

#### Estimated School Enrollment

The largest category of respondents was 33 Class AA schools (34.4%) with reported enrollments of 376-850. The second highest group of participants was 32 Class A schools (33.3%) with reported enrollments of 1-375. The smallest group to participate was 31 Class AAA schools (32.3%) with enrollments of 851 or more students (see Table 3).

#### Grade Levels

Data indicated that 30 (93.7%) A schools, 26 (78.8%) AA schools, and 19 (61.3%) AAA schools housing grades 9-12 responded to the questionnaire. Of the schools representing grades 10-12, 2 (6.3%) were A schools, 7 (21.2%) were AA schools and 12 (38.7%) were AAA schools.

#### Number of Instructors

Data indicated that there were 254 instructors reported by the respondents, which included 64 (25.2%) in

the A schools, 76 (29.9%) in the AA schools and 114 (44.9%) in the AAA schools. Of the number of instructors indicated in the A schools, 42 (65.6%) were male and 22 (34.4%) were female. In the AA schools, 48 (63.2%) were male and 28 (36.8%) were female. In the AAA schools, 67 (58.8%) were male and 47 (41.2%) were female (see Table 5).

The number of instructors were reported by geographic area. The Class A schools in East Tennessee reported 13 (30.9%) male and 7 (31.8%) female instructors. Middle Tennessee Class A schools reported 17 (40.5%) male and 11 (50.5%) female instructors. West Tennessee Class A schools indicated there were 12 (28.6%) male and 4 (18.2%) female instructors.

In the Class AA schools, East Tennessee reported 14 (29.2%) male and 9 (32.1%) female instructors. Middle Tennessee indicated that there were 15 (31.3%) male and 9 (32.1%) female instructors. West Tennessee reported 19 (39.5%) male and 10 (35.7%) female instructors.

In the Class AAA schools, East Tennessee reported 21 (31%) male and 10 (21%) female instructors. Middle Tennessee reported 28 (42%) male and 21 (45%) female instructors. West Tennessee reported 18 (27%) male and 16 (34%) female instructors (see Table 6).

Table 1  
Sex of Department Chairperson  
by Classification

Sex	Classification					
	A		AA		AAA	
	Number	Percent	Number	Percent	Number	Percent
Male	23	71.9	16	48.5	16	51.6
Female	8	25.0	12	36.4	12	38.7
Not indicated	<u>1</u>	<u>3.1</u>	<u>5</u>	<u>15.2</u>	<u>3</u>	<u>9.7</u>
Total	32	100.0	33	100.0	31	100.0

Table 2  
Number of Department Chairpersons by  
Classification and Geographic Area

Geographic Area	Classification					
	A		AA		AAA	
	Number	Percent	Number	Percent	Number	Percent
East	10	31.3	11	33.3	10	32.3
Middle	12	37.5	11	33.3	11	35.5
West	<u>10</u>	<u>31.3</u>	<u>11</u>	<u>33.3</u>	<u>10</u>	<u>31.3</u>
Total	32	100.0	33	100.0	31	100.0

Table 3  
Estimated School Enrollment

School Size	Number	Percent
1 - 375 (A)	32	33.3
376 0 850 (AA)	33	34.4
851 or more (AAA)	<u>31</u>	<u>32.3</u>
Total	96	100.0

Table 4  
Grade Level

Grade Level	Classification					
	A		AA		AAA	
	Number	Percent	Number	Percent	Number	Percent
9 - 12	30	93.9	26	78.8	19	61.3
10 - 12	<u>2</u>	<u>6.3</u>	<u>7</u>	<u>21.1</u>	<u>12</u>	<u>38.7</u>
Total	32	100.0	33	100.0	31	100.0

Table 5

Number of Full-time Physical Education Instructors  
by Classification and Sex

Sex	Classification					
	A		AA		AAA	
	Number	Percent	Number	Percent	Number	Percent
Male	42	65.6	48	63.2	67	58.8
Female	<u>22</u>	<u>34.4</u>	<u>28</u>	<u>36.8</u>	<u>47</u>	<u>41.2</u>
Total	64	100.0	76	100.0	114	100.0

Table 6

Number of Full-time Physical Education Instructors  
by Classification, Sex and Geographic Area

Geo-graphic Area	Classification											
	A				AA				AAA			
	Male		Female		Male		Female		Male		Female	
	#	%	#	%	#	%	#	%	#	%	#	%
East	13	30.9	7	31.8	14	29.2	9	32.1	21	31.0	10	21.0
Middle	17	40.5	11	50.5	15	31.3	9	32.1	28	42.0	21	45.0
West	<u>12</u>	<u>28.6</u>	<u>4</u>	<u>18.2</u>	<u>19</u>	<u>39.5</u>	<u>10</u>	<u>35.7</u>	<u>18</u>	<u>27.0</u>	<u>16</u>	<u>34.0</u>
Total	42	100.0	22	100.0	48	100.0	28	100.0	67	100.0	47	100.0

## Scheduling and Grouping

### Scheduling into a Class

The data in Table 7 indicated that schools housing grades 9-12 assigned students by grade level most (57%) and schools housing grades 10-12 assigned students by grade level least (25%). Assignment by office was most frequently used in schools containing grades 10-12 (54.2%) and least in schools housing grades 9-12 (31.9%). The least frequently used method by grade level was skill ability by teacher judgment (1.4%) in grades 9-12, while grades 10-12 did not use this method. Physical fitness scores and skill tests were not used by any school.

The data indicated that of the 96 A, AA and AAA schools responding to the survey, 46.6% of all students were scheduled into physical education classes by grade level, 37.6% were assigned by the office, 7.4% of the schools used other methods and 7.4% of the respondents did not indicate how the students were scheduled into physical education classes. Both Class A and Class AA schools used the grade level most (50% and 57.6% respectively) and Class AAA schools used it the least (32.3%). The next most frequently used method for scheduling was by office (37.6%). The least frequently used method was scheduling according to skill ability by teacher judgment (1%). Physical fitness scores and skill tests were not used by any school (see Table 7).

Geographically, the data indicated that Class A schools from all three areas (East, Middle, and West) most frequently used grade level as the method for scheduling students into physical education class (57.2%) with East Class A using this method most (80%) and Class A Middle using it least (41.7%). The next most popular method of scheduling students into class used by all Class A schools was assignment by office (33.9%) with East Class A schools using this method least (20%). Middle was the only area reporting using skill ability by teacher judgment (8.3%) as a method of scheduling students into physical education class.

Class AA schools reported grade level as the most frequently used method of scheduling students into physical education class (57.6%), with Class AA West using this method most (81.8%), while AA East used it least (36.4%). On the average, 33.4% of the AA schools used assignment by office for scheduling students into class, with Class AA Middle using this method the most (45.5%) and Class West using it least (18.2%).

Overall, the AAA schools from East, Middle and West Tennessee reported that assignment by office was the most often used method for scheduling students into physical education class (45.2%), with AAA Middle using it the most (50%) and West the least (40%). Grade level was the next most used method by all AAA schools (32.4%) with AAA West using it the most (40%) and AAA East using it the least (27.3%). Data are reported in Table 7.

Table 7  
Methods of Scheduling Students into  
Physical Education Class

Categories		Methods					
	Physical Fitness Scores	Skill Ability Based on Skill Test	Skill Ability by Teacher Judgement	Grade Level	Assigned by Office	Other	No Response
Grade Level	%	%	%	%	%	%	%
9 - 12	0.0	0.0	1.4	57.0	31.9	6.9	2.7
10 - 12	0.0	0.0	0.0	25.0	54.2	8.3	12.5
Avg.	0.0	0.0	0.7	41.0	43.1	7.6	7.6
Classification							
A (N = 32)	0.0	0.0	3.1	50.0	34.4	6.3	6.3
AA (N = 33)	0.0	0.0	0.0	57.6	33.3	3.0	6.1
AAA (N = 31)	0.0	0.0	0.0	32.3	45.2	12.9	9.7
Avg.	0.0	0.0	1.0	46.6	37.6	7.4	7.4
Geographic Area							
A - East	0.0	0.0	0.0	80.0	20.0	0.0	0.0
A - Middle	0.0	0.0	8.3	41.7	41.7	8.3	0.0
A - West	0.0	0.0	0.0	50.0	40.0	10.0	0.0
Avg.	0.0	0.0	2.8	57.2	33.9	6.1	0.0
AA - East	0.0	0.0	0.0	36.4	36.4	18.2	9.0
AA - Middle	0.0	0.0	0.0	54.5	45.5	0.0	0.0
AA - West	0.0	0.0	0.0	81.8	18.2	0.0	0.0
Avg.	0.0	0.0	0.0	57.6	33.4	6.1	3.0
AAA - East	0.0	0.0	0.0	27.3	45.5	18.2	9.0
AAA - Middle	0.0	0.0	0.0	30.0	50.0	0.0	20.0
AAA - West	0.0	0.0	0.0	40.0	40.0	10.0	10.0
Avg.	0.0	0.0	0.0	32.4	45.2	9.4	13.0



### Grouping within a Class

The data in Table 8 indicated the basic methods of grouping students within a class once they were assigned to a class period. When analyzed by grade level, it was noted that students enrolled in schools housing grades 9-12 were grouped within a class most frequently by the office (44%). Those schools housing grades 10-12 permitted more student selection of activities (19%) and those schools housing grades 9-12 permitted student selection least (12%). Ability grouping by skill level was used 17.3% by grades 9-12 and 4.8% by grades 10-12.

Overall, the 96 respondents reported that 43.6% assigned students within a class by the office, with Class A using this method most (56.3%) and Class AAA using it the least (29%). Students were assigned by staff 22.6% in AAA schools, 12.1% in AA schools and 9.4% in A schools. Class A schools grouped by skill level 18.3%, Class AA 12.1%, and Class AAA 9.7%. Class AAA schools permitted student choice of activity most (19.4%), Class AA schools second most (15.2%), and Class A schools least (3.1%).

Geographically, the data indicated that Class A schools from all three areas (East, Middle, and West) most frequently used student assignment by office as the method of grouping students within the physical education class (55.9%). Ability grouping by skill level was used as the second most popular method by Class A West (36.4%) and Class A East (33.3%),

while Class A Middle did not use this method. Class A West used student assignment by staff 18.2%, Class A Middle 8.3%, while Class A East did not use this method. Class A East was the only A school to permit student choice (11.1%).

Student assignment by office was used most frequently as a method of grouping students within physical education class by all Class AA schools (45.5%), with West using it the most (54.5%) and Middle the least (36.4%). In East and Middle, ability grouping by skill level is used 18.2% while West does not use this method. East, Middle, and West showed identical percentages (18.2%) of student selection of activity.

The data indicated that Class AAA schools from all three areas (East, Middle, and West) most frequently used student assignment by office as the method of grouping students within the physical education class (29.1%). Student assignment by staff was the second most used method (22.4%), with AAA East using it the most (30%) and AAA West using it the least (10%). Twenty percent of the AAA West schools used ability grouping by skill level for grouping students within class, while no East schools used this method. AAA Middle schools used student selection of activity most (27.3%), East the second most (20%), and West the least (10%). Data showed that East was the only AAA schools using fitness test scores as a method of grouping within a class (10%). West showed a 30% no response as to how students were grouped within the physical education class, and Middle indicated 9.1% no response.

Table 8  
Basic Methods of Grouping within  
the Physical Education Class

Categories		Methods					
		Fitness Test Scores	Ability Grouping by Skill Level	Student Selects Activity	Students Assigned by Office	Students Assigned by Staff	No Response
Grade Level		%	%	%	%	%	%
9 - 12		1.3	17.3	12.0	44.0	16.0	8.0
10 - 12		0.0	4.8	19.0	43.0	9.5	19.0
	Avg.	0.7	11.1	15.5	43.5	12.8	13.5
Classification							
A		0.0	18.3	3.1	56.3	9.4	9.4
AA		0.0	12.1	15.2	45.5	12.1	12.1
AAA		3.2	9.7	19.4	29.0	22.6	9.7
	Avg.	1.1	13.5	12.5	43.6	14.7	10.4
Geographic Area							
A - East		0.0	33.3	11.1	55.5	0.0	0.0
A - Middle		0.0	0.0	0.0	66.6	8.3	25.0
A - West		0.0	36.4	0.0	45.5	18.2	0.0
	Avg.	0.0	23.3	3.7	55.9	8.8	8.3
AA - East		0.0	18.2	18.2	45.5	9.1	9.1
AA - Middle		0.0	18.2	18.2	36.4	18.2	9.1
AA - West		0.0	0.0	18.2	54.5	9.1	9.1
	Avg.	0.0	12.1	18.2	45.5	12.1	9.1
AAA - East		10.0	0.0	20.0	30.0	30.0	0.0
AAA - Middle		0.0	9.1	27.3	27.3	27.3	9.1
AAA - West		0.0	20.0	10.0	30.0	10.0	30.0
	Avg.	3.3	9.7	19.1	29.1	22.4	13.0

### Feelings about Coeducational Classes

Three areas of attitudes or feelings about coeducational physical education classes were explored: How the respondents felt, how the respondents believed other physical education staff felt, and how the respondents believed most students felt. The data indicated that over 70% of the respondents believed that all, a majority or some physical education should be taught coeducationally (see Table 9). Data revealed that this group thought that over 60% of their colleagues also felt this way (see Table 10), but believed that approximately 41% of the students preferred sex-separated programs (see Table 11).

#### Respondents' Feelings

Data received in response to the question, "How do you feel about coeducational physical education classes?" indicated that 33.1% of the respondents in schools housing both grades 9-12 and 10-12 believed that some of the instruction should be on a coeducational basis; that 28.9% believed that the majority of instruction should be on a coeducational basis; and 12.1% believed that all instruction should be on a coeducational basis. Data indicated that 14.5% believed that the majority of instruction should be on a separate basis and 9.4% believed that all instruction should be on a separate basis. Thus, 74.1% of the respondents supported some form of coed instruction in contrast to the

23.9% of the respondents who supported all or a majority of instruction on a separate basis. It was noted that in schools housing grades 9-12, 29.3% of respondents felt that a majority of instruction should be on a coed basis, while in the schools containing grades 10-12, 28.6% felt this way. In grades 10-12 schools, 38.1% felt that some instruction should be on a coed basis, while 28% of the respondents in grades 9-12 schools felt this way.

Data indicated that, overall, 29.4% of the respondents from the A, AA, and AAA schools felt that the majority of the instruction should be on a coeducational basis, 30.1% believed that some instruction should be on a coeducational basis, 14.6% believed that the majority of instruction should be on a separate basis, 13.7% believed that all instruction should be on a coeducational basis, 9.4% believed that all instruction should be on a separate basis, 1% of the respondents believed that other methods should be used, and 2.1% did not respond to this portion of the questionnaire. Thus, 73.2% supported some form of coeducational instruction in contrast to 24% who supported all or a majority of instruction on a separate basis. The greatest overall support in all sizes of schools was for some coeducational instruction (30.1%). AAA schools showed the most support for majority of instruction on a coed basis (45.2%) and Class A showed the least (15.6%). Class A showed the most support for all instruction on a separate basis (15.6%), and Class AA showed the most support

for all instruction on a coeducational basis (18.2%). Data are reported in Table 9.

Analysis by geographic area showed that the greatest general support (31.7%) was for some instruction on a coed basis by all Class A schools, with East indicating 50%, Middle 25% and West 20%. The next most popular category was for a majority of instruction on a separate basis (18.9%) with both East and West Class A schools indicating 20% and Middle 16.7%. The least popular method was for all instruction on a coed basis (12.8%), with West A schools reporting 20%, A East 10%, and A Middle 8.3%.

On the average, AA schools in East, Middle and West Tennessee indicated that some instruction on a coed basis was the most favored (33.3%). The next most popular category was majority of instruction on a coed basis, with East respondents reporting 36.4%, West 27.3%, and Middle 18.2%. The least popular choice was all instruction on a separate basis (6.1%), with the respondents from AA Middle indicating that no one felt this way.

Geographic analysis of the AAA schools showed that both East (60%) and Middle (45.5%) favored majority of instruction on a coed basis while West (40%) favored some instruction on a coed basis. The least popular choice was for all instruction on a separate basis, with East and West reporting 10% each and Middle indicating that none of the respondents favored this method (see Table 9).

### Staff Members' Feelings

Data received in response to the question, "How do you think most other staff members feel about coeducational physical education?" can be found in Table 10. It was reported that about two-thirds of the faculty believed all, a majority or some classes should be coeducational.

In respect to grade level, the greatest support for some coeducational instruction (28.6%) was perceived in those schools housing grades 10-12. The greatest support for all coeducational classes (9.3%) was found in those schools housing grades 9-12. It was noted that in those schools housing grades 9-12 and in those schools housing grades 10-12, that, overall, the respondents believed (60%) that all, the majority or some of the instruction should be on a coeducational basis in contrast to those 35.7% who believed that all or a majority of instruction should be on a separate basis.

Analysis by classification showed that, overall, more respondents favored some instruction on a coed basis (29%), with Class A reporting the highest (31.3%), AA the second highest (27.3%), and AAA the least (25.8%). On the average, 25% of all respondents felt that the majority of instruction should be on a coed basis, with Class AAA showing the most support (29%) and Class A the least (18.8%). It was noted that Class AA showed the most support for both the majority of instruction on a separate basis (21.1%) and all instruction on a coed basis (12.1%). Class A reported the most support

for all instruction on a separate basis (21.8%), Class AAA the second most (12.9%) and Class AA the least (9.1%).

Analysis by geographic area of the Class A schools showed that East favored some instruction on a coed basis (50%), Middle preferred equally (25%) all instruction on a separate basis and some instruction on a coed basis, and West chose all instruction on a separate basis (40%). The category showing the least overall support (6.7%) was all instruction on a coed basis, with East reporting zero percent, Middle 8.3% and West 10%. East Class A schools showed the greatest support for coeducational instruction (80%), Middle the second most (49.9%) and West reported the least (40%). West showed the greatest general support (60%) for sex-segregated instruction with East showing the least support (20%).

Overall, Class AA schools indicated a 66.7% general support for some form of coed instruction, with 30.2% favoring sex-segregated classes. Class AA East showed the strongest support (45.5%) for majority of instruction on a coed basis, while both Middle and West indicated the strongest identical support for some instruction on a coed basis (36.4%). Middle was viewed as showing the strongest support for all coed instruction (18.2%) while both East and West indicated 9%. Nine percent of the respondents from East, Middle, and West were viewed as favoring all instruction on a separate basis.

Overall, AAA schools showed a 60.4% general support for coed instruction and 32.4% support for sex-segregated



programs. East showed 20% for all coed instruction while West and Middle showed none. Both East and West indicated 20% for all instruction on a separate basis with Middle showing none. Forty percent of West respondents showed support for sex-segregated classes, East 30%, and Middle 27.3%. Both East and Middle indicated the most support (30% and 45.5% respectively) for majority of instruction on a coed basis, while West's largest area of support (40%) was for some instruction on a coed basis.

#### Students' Feelings

Data received in response to the question, "How do you think most students feel about coeducational physical education classes?" can be found in Table 11. In respect to grade level, the largest number preferring sex-separated programs (52.4%) was in schools housing grades 10-12, while 35% of those in grades 9-12 preferred sex-segregated programs. Thirty-three percent of the schools housing grades 9-12 preferred coeducational physical education classes, while 19% of the schools housing grades 10-12 preferred this. Schools housing grades 9-12 had the highest "indifferent to either method" group (28%) while schools containing grades 10-12 had the least (23.8%).

Classification analysis revealed that, overall, the respondents believed that 28.3% of the students preferred coeducational physical education classes, with AAA schools

indicating 38.7%, AA schools 27.3%, and A schools 18.8%. Data showed that 50% of Class A students preferred separate classes, 39.4% of AA students, and 32.3% of AAA students. More students at Class AA schools (30.3%) were indifferent to either method, students at Class A schools the second most (28.1%), and students at Class AAA schools the least (25.8%).

Analysis by geographic area showed that all Class A schools in East, Middle and West Tennessee preferred separate physical education - 58.3% from Middle, 50% from West and 40% from East. The next most popular choice was indifferent to either method, with both East and West schools indicating 30% each, and Middle 25%. Thirty percent of East schools, 8.3% of Middle schools and 20% of West schools preferred coed classes.

Geographic analysis of the AA schools showed that, overall, 36.4% of the students in East, Middle, and West preferred separate physical education classes. Likewise, 27.3% of all the students were indifferent to either method. West indicated that 36.4% preferred coed classes, while both East and Middle showed 27.3%.

The area of greatest support from AAA schools was for all coed classes (42.1%). East schools indicated that 60% preferred coed classes, 30% preferred separate classes, and 10% were indifferent to either method. Middle AAA schools indicated that 36.4% preferred coeducational classes and were

indifferent to either method, while 27.3% preferred separate classes. AAA West schools were equally divided, with 30% each choosing preferred coed classes, preferred separate classes, and indifferent to either method.

### Effect of Coeducation on Skill Development

#### Effect on Girls' Skill Development

Data regarding the effect of coeducation on girls' skill development can be found in Table 12. When analyzed by grade level, less than one-third of all respondents indicated that girls were helped by the presence of boys (28.5%), while, in contrast, more than one-third of all grade levels (36.5%) felt that girls were limited by the presence of boys in class. Schools housing grades 10-12 had the largest perceived limitation (38%), and the largest "doesn't matter" group (33%).

Classification analysis revealed that, overall, 35.5% felt that girls were limited by the presence of boys, with A schools showing the largest perceived limitation (40.6%), AAA the second largest (38.7%), and AA the smallest (27.3%). Class AA schools showed the largest "doesn't matter" group (39.4%), Class A the second largest (25%) and Class AAA the smallest (22.6%). Class AA schools had the largest "feel helped by presence of boys" group (30.3%), Class AAA the second largest (29%), and Class A the smallest (25%).

Table 9

Feelings of Chairpersons about Coeducational  
Physical Education

Categories		Feelings							

Table 10

Feelings of Chairpersons about Attitudes of Staff Members  
toward Coeducational Physical Education

Categories		Feelings						
		All Instruction on a Coed Basis	All Instruction on a Separate Basis	Majority Instruction on a Coed Basis	Majority Instruction on a Separate Basis	Some Instruction on a Coed Basis	Other	No Response
Grade Level		%	%	%	%	%	%	%
9 - 12		9.3	12.0	25.3	21.3	28.0	1.3	2.6
10 - 12		4.8	23.8	23.8	14.3	28.6	0.0	4.8
	Avg.	7.1	17.9	24.6	17.8	28.3	0.7	3.7
Classification								
A		6.3	21.8	18.8	18.8	31.3	3.1	0.0
AA		12.1	9.1	27.3	21.1	27.3	3.0	0.0
AAA		6.5	12.9	29.0	19.4	25.8	0.0	6.5
	Avg.	8.3	14.6	25.0	19.8	29.0	2.0	2.2
Geographic Area								
A - East		0.0	0.0	30.0	20.0	50.0	0.0	0.0
A - Middle		8.3	25.0	16.6	16.6	25.0	0.0	8.3
A - West		10.0	40.0	10.0	20.0	20.0	0.0	0.0
	Avg.	6.7	21.7	18.9	18.9	31.7	0.0	2.8
AA - East		9.0	9.0	45.5	27.3	9.0	0.0	0.0
AA - Middle		18.2	9.0	9.0	18.2	36.4	9.0	0.0
AA - West		9.0	9.0	27.3	18.2	36.4	0.0	0.0
	Avg.	12.1	9.0	27.3	21.2	27.3	3.0	0.0
AAA - East		20.0	20.0	30.0	10.0	10.0	0.0	10.0
AAA - Middle		0.0	0.0	45.5	27.3	27.3	0.0	0.0
AAA - West		0.0	20.0	10.0	20.0	40.0	0.0	10.0
	Avg.	6.1	13.3	28.5	19.1	25.8	0.0	6.6

Table 11

Feelings of Chairpersons about Attitudes of Students  
toward Coeducational Physical Education

Categories		Feelings				
		Prefer Coed P. E. Classes	Prefer Separate P. E. Classes	Indifferent to Either Method	Other	No Response
Grade Level		%	%	%	%	%
9 - 12		33.0	35.0	28.0	4.0	0.0
10 - 12		19.0	52.4	23.8	0.0	4.8
	Avg.	26.0	43.7	25.9	2.0	2.4
Classification						
A		18.8	50.0	28.1	3.1	0.0
AA		27.3	39.4	30.3	3.0	0.0
AAA		38.7	32.3	25.8	0.0	3.2
		28.3	40.6	28.1	2.0	1.1
Geographic Area						
A East		30.0	40.0	30.0	0.0	0.0
A Middle		8.3	58.3	25.0	8.3	0.0
A West		20.0	50.0	30.0	0.0	0.0
	Avg.	19.4	49.4	28.3	2.8	0.0
AA East		27.3	36.4	27.3	9.0	0.0
AA Middle		27.3	36.4	27.3	9.0	0.0
AA West		36.4	36.4	27.3	0.0	0.0
	Avg.	30.3	36.4	27.3	6.0	0.0
AAA East		60.0	30.0	10.0	0.0	0.0
AAA Middle		36.4	27.3	36.4	0.0	0.0
AAA West		30.0	30.0	30.0	0.0	10.0
		42.1	29.1	25.5	0.0	3.3

Geographic analysis of the A schools showed that, overall, 39.4% of the girls feel limited by the presence of boys, with Middle reporting the largest (58.3%), East the second largest (40%), and West the least (20%). West had the largest "doesn't matter" group (40%), East the second largest (20%), and Middle the smallest (16.6%). West respondents reported that 40% of the girls feel helped by the presence of boys, East reported 20%, and Middle reported 16.6%.

Geographic analysis of the AA schools showed that East Tennessee had the largest perceived limitations by boys (45.5%), while both Middle and West reported 18.2%. Middle Tennessee reported the largest "doesn't matter" group (54.5%) and East reported the smallest (27.3%). West showed the largest feel helped by presence of boys group (36.4%), while both East and Middle reported 27.3%.

In the AAA schools, West Tennessee showed the largest perceived limitations by boys (50%), while East indicated 40% and Middle 27.3%. AAA East schools indicated girls were helped by the presence of boys 50%, West 20%, and Middle 18.2%. West had the largest (30%) "doesn't matter" group, while East (10%) had the smallest (see Table 12).

#### Effect on Boys' Skill Development

In regard to the effect of coeducational physical education classes had on the skill development of boys, respondents in schools housing grades 10-12 reported the largest perceived

limitation by girls (57.2%), while respondents in schools housing grades 9-12 reported the least (41.3%). Grades 9-12 reported the largest "doesn't matter" group (37.3%), and grades 10-12 the smallest (28.6%). Respondents in schools housing grades 9-12 reported that 12% felt that boys were helped by presence of girls, while no respondents in grades 10-12 felt that boys were helped by presence of girls (see Table 13).

Classification analysis revealed that, overall, the respondents felt that 44.3% of boys were indifferent to the arrangement, 38.8% felt limited by the presence of girls and that 7.4% felt helped by the presence of girls. It was noted that the largest limitation (46.9%) of skill development on boys was perceived in Class A schools, while the least limitation (24.2%) was perceived in Class AA schools. Class AA schools reported the largest (69.7%) "doesn't matter" group, while AAA schools indicated that boys were helped by the presence of girls 16.1%.

Geographic analysis of the Class A schools showed that, overall, 43.9% of the respondents felt that boys are limited by the presence of girls, with West showing the greatest (50%), Middle the second greatest (41.6%), and East the least (40%). West had the largest "doesn't matter" group (50%), and East the least (30%). East was the only area that reported boys were helped by the presence of girls (20%).



Geographic analysis of the AA schools showed that, overall, 45.5% of the respondents felt that boys were limited by the presence of girls in class, with East showing the highest (54.5%), West the second highest (45.5%), and Middle the least (36.4%). Middle and West AA schools had identical "doesn't matter" groups (45.5%), while East reported 27.3%. Respondents from East AA indicated that 18.2% felt helped by the presence of girls, 9.1% from Middle, and no respondents from West felt this way.

Respondents from AAA schools reported that they perceived that, on the average, 45.5% felt that boys were limited by the presence of girls, with West respondents reporting the highest (60%), East the second highest (40%), and Middle the least (36.4%). East reported the largest "doesn't matter" group (30%) and West the smallest (20%). Middle respondents reported that 27.3% felt helped by the presence of girls, East reported 20%, and no respondents from West felt this way (see Table 13).

#### Effect of Title IX on Instructional Aspects

##### Male and Female Staff Relationships

The data indicated male and female staff relationships remained the same in 69.3% of the cases in grades 9-12, and 52.4% in grades 10-12. Grades 10-12 showed the greatest improvement in staff relationships (38.1%), with grades 9-12 showing an improvement of 20%. Both grade levels showed a

Table 12

Chairpersons' Perception of Coeducational Physical  
Education on Girls' Skill Development

Categories		Perceptions				
		Feel Limited by Presence of Boys	Feel It Doesn't Matter	Feel Helped by Presence of Boys	Other	No Response
Grade Level		%	%	%	%	%
9 - 12		35.0	28.0	28.0	5.0	4.0
10 - 12		38.0	33.0	29.0	0.0	0.0
	Avg.	36.5	30.5	28.5	2.5	2.0
Classification						
A		40.6	25.0	25.0	6.3	3.1
AA		27.3	39.4	30.3	3.0	0.0
AAA		38.7	22.6	29.0	6.5	3.2
		35.5	29.0	28.1	5.3	2.1
Geographic Area						
A - East		40.0	20.0	20.0	10.0	10.0
A - Middle		58.3	16.6	16.6	0.0	8.3
A - West		20.0	40.0	40.0	0.0	0.0
	Avg.	39.4	25.5	25.5	3.3	6.1
AA - East		45.5	27.3	27.3	0.0	0.0
AA - Middle		18.2	54.5	27.3	0.0	0.0
AA - West		18.2	36.4	36.4	18.2	0.0
	Avg.	27.3	39.4	30.3	6.1	0.0
AAA - East		40.0	10.0	50.0	0.0	0.0
AAA - Middle		27.3	27.3	18.2	18.2	9.1
AAA - West		50.0	30.0	20.0	0.0	0.0
	Avg.	39.1	22.4	29.4	6.1	3.0

Table 13

Chairpersons' Perceptions of Coeducational Physical  
Education on Boys' Skill Development

Categories		Perceptions				
		Feel Limited by Presence of Girls	Feel It Doesn't Matter	Feel Helped by Presence of Girls	Other	No Response
Grade Level						
9 - 12		41.3	37.3	12.0	6.6	2.6
10 - 12		57.2	28.6	0.0	0.0	14.3
	Avg.	49.3	33.0	6.0	3.0	8.5
Classification						
A		46.9	37.5	3.1	9.4	3.1
AA		24.2	69.7	3.0	0.0	3.0
AAA		45.2	25.8	16.1	3.2	9.7
	Avg.	38.8	44.3	7.4	4.2	5.3
Geographic Area						
A - East		40.0	30.0	10.0	20.0	0.0
A - Middle		41.6	41.6	0.0	8.3	8.3
A - West		50.0	50.0	0.0	0.0	0.0
	Avg.	43.9	40.5	3.3	9.4	2.8
AA -East		54.5	27.3	18.2	0.0	0.0
AA -Middle		36.4	45.5	9.1	0.0	9.1
AA -West		45.5	45.5	0.0	9.1	0.0
	Avg.	45.5	39.4	9.1	3.0	3.0
AAA-East		40.0	30.0	20.0	0.0	10.0
AAA-Middle		36.4	27.3	27.3	9.1	0.0
AAA-West		60.0	20.0	0.0	0.0	20.0
	Avg.	45.5	25.8	15.8	3.0	10.0

decline in staff relationships, with grades 10-12 declining 4.7% and grades 9-12 4%.

Classification analysis showed that 65.4% of all respondents felt the relationships between male and female physical education staff remained the same, while 24.1% thought they were improved and 4.2% felt that they had declined in some way. Class A schools had the highest percentage of schools (78.1%) that remained the same, Class AA the next highest (69.7%), and Class AAA showed the lowest percentage (48.4%). Class AAA schools reported the highest percentage (38.7%) of improved relationships, Class AA the second highest (24.2%), and Class A the lowest (9.4%). Relationships declined least (3%) in the AA schools and most (6.3%) in the A schools (see Table 14).

Geographic analysis of the A schools showed that, overall, 76.1% of the respondents believed that the relationships between male and female physical education staff remained the same, with East reporting the largest (90.1%), West the second largest (80%) and Middle the least (58.3%). Middle and West reported improved staff relationships (25% and 10% respectively) and East reported no improvement in staff relationships. Declined staff relationships were reported by East (10%), Middle (8.3%), and West reported no decline.

Geographic analysis of the AA schools indicated that East and West reported identical percentages (72.7%) that relationships between male and female physical education

staff remained the same. Middle indicated that 58.3% remained the same. West reported the largest percentage of improved relationships (27.3%), Middle the next largest (25%) and East the least (18.2%). Staff relationships declined 8.3% in Middle, while both East and West AA schools reported no decline.

Geographic analysis of the AAA schools indicated that, overall, 48.5% of the respondents believed that relationships between male and female staff remained the same. Both East and West showed 50% remained the same and Middle reported 45.5%. Middle indicated the highest percentage of staff improvement (54.5%), East the next highest (40%) and West reported the least improvement (20%). Staff relationships declined 10% in West AAA schools, and both East and Middle reported no decline (see Table 14).

#### Instructional Approach by Male Staff

Analysis by grade level revealed that although data were generally similar, schools housing grades 10-12 had the largest percentage (57.2%) of male staff that did not change their instructional approach and that schools housing grades 9-12 showed the most improvement (38.7%) in the instructional approach used by the male staff. Grades 9-12 showed a 5.3% rate of decline, while grades 10-12 indicated no decline (see Table 15).

The data indicated that 55% of all respondents in Class A, Class AA, and Class AAA felt the instructional

approach used by male staff remained the same, with 37.7% viewed as improved and 4% declined in some way. Class AA schools had the highest percentage of male staff whose approach remained the same (63.6%) and Class AAA had the least (48.4%). Class AAA schools showed the most improvement (45.2%) Class A the second most (40.6%), and Class AA the least (27.3%). Respondents from Class AA indicated the most decline in instructional approach used by male staff (9.1%), Class A showed 3.1% decline, and Class AAA indicated no decline.

Geographic analysis of the Class A schools indicated that, overall, 50% of the instructional approach by the male staff remained the same, with East reporting 63.6%, Middle 50% and West 45.5%. Middle reported the highest percentage (54.5%) of improved male instructional approach, West the next highest (50%), and East the least improvement (18.2%). Declined instructional approach used by male staff was reported by East to be 9.1%, and both Middle and West reported no decline.

Respondents from the Class AA schools reported that, on the average, the instructional approach used by male staff remained the same 63.6%, with East reporting the highest percentage (72.7%), West the next highest (63.6%), and Middle the least (54.5%). East, Middle and West reported that instructional approach by male staff had improved 27.3%. Middle reported that the instructional approach had declined the most (18.2%), West the second most (9.1%), and East reported no decline.

Geographic analysis of the Class AAA schools indicated that, overall, 48.2% of the instructional approach by male staff remained the same, with Middle reporting the highest (54.5%), West the next highest (50%), and East the least (40%). East reported that 60% of the instructional approach had improved, Middle reported 45.5%, and West 30%. No AAA school in East, Middle or West reported a decline in instructional approach by male staff (see Table 15).

#### Instructional Approach by Female Staff

Analysis by grade level indicated that, on the average, 59.7% of all respondents felt that the instructional approach used by females remained the same, with grades 9-12 reporting 57.3% and grades 10-12 reporting 61%. In grades 9-12, the respondents felt that the instructional approach improved 22.7% and declined 4%. In grades 10-12, data indicated that 19% improved and 9.5% declined (see Table 16).

Analysis by classification revealed that, overall, 59.2% of the respondents felt that the instructional approach used by female staff had remained the same, with Class AA reporting the highest percentage (66.7%), Class A the second highest (65.6%), and Class AAA the least (45.2%). Class AAA was viewed as improved the most (35.5%), Class AA the second most (18.2%), and Class A the least (12.5%). On the average, 5.2% of the respondents reported a decline in instructional approach used by female staff, with Class A reporting the

most (6.3%), Class AA the second most (6.1%), and Class AAA the least (3.2%).

Geographic analysis of the Class A schools indicated that, overall, 63.3% of the instructional approach by female staff remained the same, with both East and West reporting 70% and Middle reporting 50%. Middle reported that 25% of the instructional approach had improved, East showed a 10% improvement in female instructional approach, and West reported no improvement. East reported a decline of 10% in instructional approach by female staff, Middle showed 8.3% decline, and West reported no decline.

Respondents from the Class AA schools reported that, on the average, 66.5% of the instructional approach by female staff remained the same, with West showing the highest percentage (72.7%), and both East and Middle reporting identical percentages (63.6%). All Class AA schools reported improved instructional approach by female staff to be 18.2%, while both East and Middle reported a decline of 9.1% and West showed no decline.

Geographic analysis of Class AAA schools indicated that, overall, 44.8% of the respondents believed that the instructional approach by female staff remained the same. West reported the highest percentage of improvement (60%), Middle the next highest (54.5%) and East the least (20%). Fifty percent of the East respondents reported that the instructional approach by female staff had improved, Middle



respondents reported 36.4% improved, and West reported 20%. Middle reported a 9.1% decline in instructional approach by female staff, while both East and West respondents reported no decline (see Table 16).

### Teaching Conditions

When analyzed by grade level, the data showed that, overall, all grade levels showed that 53.3% of the teaching conditions remained the same, with grades 9-12 showing 49.3% and grades 10-12 showing 57.2%. In the schools housing grades 9-12, teaching conditions improved 36% and declined 13.3%. In schools housing grades 10-12, teaching conditions improved 19.1% and declined 9.5% (see Table 17).

Analysis by classification revealed that, overall, 49.9% of all respondents indicated teaching conditions remained the same, 32.4% were viewed as improved, and 12.4% reported teaching conditions declined. Class A schools reported the greatest improvement (37.5%), Class AAA schools the next greatest (35.5%), and Class AA showed the least improvement (24.2%). Class AA respondents reported that teaching conditions remained the same 57.6%, Class A 46.9%, and Class AA 45.2%. The most decline in teaching conditions was reported by Class AA (18.2%), Class AAA the second most (9.7%), and Class A the least (9.4%).

Geographic analysis of Class A schools indicated that, on the average, 51.7% of the respondents felt that teaching conditions remained the same, with East reporting the highest

Table 14

Changes in the Relationships between Male and Female  
Physical Education Staff

Categories		Relationship Changes			
		Improved	Remained the Same	Declined	No Response
Grade Level		%	%	%	%
9 - 12		20.0	69.3	4.0	6.6
10 - 12		38.1	52.4	4.7	4.7
	Avg.	29.1	60.9	4.4	5.7
Classification					
A		9.4	78.1	6.3	6.3
AA		24.2	69.7	3.0	3.0
AAA		38.7	48.4	3.2	9.7
	Avg.	24.1	65.4	4.2	6.3
Geographic Area					
A - East		0.0	90.1	10.0	0.0
A - Middle		25.0	58.3	8.3	8.3
A - West		10.0	80.0	0.0	10.0
	Avg.	11.7	76.1	6.1	6.1
AA - East		18.2	72.7	0.0	9.1
AA - Middle		25.0	58.3	8.3	8.3
AA - West		27.3	72.7	0.0	0.0
	Avg.	23.5	67.9	2.8	5.8
AAA - East		40.0	50.0	0.0	10.0
AAA - Middle		54.5	45.5	0.0	0.0
AAA - West		20.0	50.0	10.0	20.0
	Avg.	38.2	48.5	3.3	10.0

Table 15

Changes in the Instructional Approach Used by  
Male Physical Education Staff

Categories		Changes			
		Improved	Remained the Same	Declined	No Response
Grade Level		%	%	%	%
9 - 12		38.7	54.6	5.3	1.3
10 - 12		33.3	57.2	0.0	9.5
	Avg.	36.0	55.9	2.7	5.4
Classification					
A		40.6	53.1	3.1	3.1
AA		27.3	63.6	9.1	0.0
AAA		45.2	48.4	0.0	6.5
	Avg.	37.7	55.0	4.0	3.2
Geographic Area					
A - East		18.2	63.6	9.1	9.1
A - Middle		54.5	45.5	0.0	9.1
A - West		50.0	50.0	0.0	0.0
	Avg.	40.9	50.0	3.0	6.1
AA - East		27.3	72.7	0.0	0.0
AA - Middle		27.3	54.5	18.2	0.0
AA - West		27.3	63.6	9.1	0.0
	Avg.	27.3	63.6	9.1	0.0
AAA - East		60.0	40.0	0.0	0.0
AAA - Middle		45.5	54.5	0.0	0.0
AAA - West		30.0	50.0	0.0	20.0
	Avg.	45.2	48.2	0.0	6.7

Table 16

Changes in Instructional Approach Used by  
Female Physical Education Staff

Categories		Changes			
		Improved	Remained the Same	Declined	No Response
Grade Level		%	%	%	%
9 - 12		22.7	57.3	4.0	16.0
10 - 12		19.0	62.0	9.5	9.5
	Avg.	20.9	59.7	6.7	12.8
Classification					
A		12.5	65.6	6.3	15.6
AA		18.2	66.7	6.1	9.1
AAA		35.5	45.2	3.2	16.1
	Avg.	22.1	59.2	5.2	13.6
Geographic Area					
A - East		10.0	70.0	10.0	10.0
A - Middle		25.0	50.0	8.3	16.6
A - West		0.0	70.0	0.0	30.0
	Avg.	11.7	63.3	6.1	18.9
AA - East		18.2	63.6	9.1	9.1
AA - Middle		18.2	63.6	9.1	9.1
AA - West		18.2	72.7	0.0	9.1
	Avg.	18.2	66.5	6.1	9.1
AAA - East		50.0	20.0	0.0	30.0
AAA - Middle		36.4	54.5	9.1	0.0
AAA - West		20.0	60.0	0.0	20.0
	Avg.	35.5	44.8	3.0	16.7

percentage (70%), West the next highest (60%), and Middle the least (25%). The respondents in Middle reported that 58.3% of the teaching conditions had improved, East reported 30%, and West reported 20%. The respondents in West believed that teaching conditions declined 20%, Middle 8.3%, and East reported no decline.

Geographic analysis of the Class AA schools indicated that, overall, 57.6% of the respondents believed that teaching conditions remained the same, with East reporting 81.8%, West 54.5%, and Middle 36.4%. Teaching conditions improved in Middle 36.4%, in West 27.3%, and in East 9.1%. Middle reported the highest percentage of decline (27.3%) in teaching conditions, West reported 18.2%, and East 9.1%.

Geographic analysis of the Class AAA schools indicated that, overall, 45.5% of the respondents felt that teaching conditions remained the same, with East reporting 60%, West 40%, and Middle 36.4%. Teaching conditions were believed to be improved in 45.5% of the schools in Middle, 40% in East, and 20% in West. The highest percentage of decline in teaching conditions was reported by Middle (18.2%), West reported 10% and East indicated there was no decline in teaching conditions.

#### Grading on Individual Performance

The data indicated that the respondents in schools housing grades 10-12 felt that the system of grading objectively remained the same 66.6%, and that 56% of the

respondents in grades 9-12 believed this. Grades 9-12 reported the most improvement (29.3%), and grades 10-12 reported the least (19.1%). The respondents reported that, on the average, the system of grading objectively declined 10.1%, with grades 9-12 reporting 10.6% and grades 10-12 reporting 9.5%.

Analysis by classification showed that 58.2% of all respondents felt that the system of grading objectively remained the same, with Class A reporting 75%, Class AA 57.6%, and Class AAA 41.9%. Class AAA indicated the most improvement (35.5%), Class AA the second most (30.3%) and Class A the least (15.6%). Class AAA indicated the most decline (12.9%), Class AA the second most (12.1%), and Class A showed the least decline (6.3%).

Geographic analysis of the Class A schools indicated that 74.4% of the respondents believed that grading objectively remained the same, with Middle reporting the highest percentage (83.3%), and both East and West reporting 70%. The respondents reported that the system of grading objectively improved 20% in both East and West and Middle reported 8.3%. West reported that grading objectively declined 10%, Middle reported 8.3%, and East reported no decline.

Geographic analysis of the Class AA schools showed that 60.6% of the respondents believed that the grading system of grading objectively remained the same, with West reporting the highest percentage (72.7%), East the second highest (63.6%)

and Middle the least (45.5%). The respondents in Middle believed that grading objectively had improved 36.4%, while both East and West reported an improvement of 27.3%. Middle reported a decline of 18.2% in grading objectively, East reported 9.1%, and West reported no decline.

Geographic analysis of the Class AAA schools showed that, overall, 42.1% of the respondents felt that the system of grading objectively remained the same, with West reporting the highest percentage (60%), Middle the next highest (36.4%), and East the least (30%). Respondents reported that the system of grading objectively had improved in East 60%, in Middle 36.4%, and in West 20%. Grading objectively declined the greatest in Middle (18.2%), while both East and West reported a decline of 10% (see Table 18).

#### Participation by Boys in Coeducational Activities

The data indicated that in schools housing grades 9-12, participation by boys remained the same 54.7%, improved 33.3%, and declined 4%. In schools housing grades 10-12, participation in coeducational activities by boys remained the same 66.6%, improved 19.1%, and declined 9.5%. Participation by boys in schools housing grades 9-12 improved the most (33.3%), and declined the most (9.5%) in schools housing grades 10-12 (see Table 19).

Analysis by classification (A, AA, and AAA) showed that 58.5% of all respondents reported that participation by boys in coeducational activities remained the same, with 30.1%

Table 17  
Changes in Teaching Conditions

Categories		Teaching Conditions			
		Improved	Remained the Same	Declined	No Response
Grade Level		%	%	%	%
9 - 12		36.0	49.3	13.3	1.3
10 - 12		19.1	57.2	9.5	14.3
	Avg.	27.6	53.3	11.4	7.8
Classification					
A		37.5	46.9	9.4	6.3
AA		24.2	57.6	18.2	0.0
AAA		35.5	45.2	9.7	9.7
	Avg.	32.4	49.9	12.4	5.3
Geographic Area					
A - East		30.0	70.0	0.0	0.0
A - Middle		58.3	25.0	8.3	8.3
A - West		20.0	60.0	20.0	0.0
	Avg.	36.1	51.7	9.4	2.8
AA - East		9.1	81.8	9.1	0.0
AA - Middle		36.4	36.4	27.3	0.0
AA - West		27.3	54.5	18.2	0.0
		24.3	57.6	18.2	0.0
AAA - East		40.0	60.0	0.0	0.0
AAA - Middle		45.5	36.4	18.2	0.0
AAA - West		20.0	40.0	10.0	30.0
	Avg.	35.2	45.5	9.4	10.0



Table 18

Changes in Grading Objectively with the Emphasis  
on Individual Performance

Categories		Grading Changes			
		Improved	Remained the Same	Declined	No Response
Grade Level		%	%	%	%
9 - 12		29.3	56.0	10.6	4.0
10 - 12		19.1	66.6	9.5	4.8
	Avg.	24.2	61.3	10.1	4.4
Classification					
A		15.6	75.0	6.3	3.1
AA		30.3	57.6	12.1	0.0
AAA		35.5	41.9	12.9	9.7
	Avg.	27.1	58.2	10.4	4.3
Geographic Area					
A - East		20.0	70.0	0.0	10.0
A - Middle		8.3	83.3	8.3	0.0
A - West		20.0	70.0	10.0	0.0
	Avg.	16.1	74.4	6.1	3.3
AA - East		27.3	63.6	9.1	0.0
AA - Middle		36.4	45.5	18.2	0.0
AA - West		27.3	72.7	0.0	0.0
	Avg.	30.3	60.6	9.1	0.0
AAA - East		60.0	30.0	10.0	0.0
AAA - Middle		36.4	36.4	18.2	9.1
AAA - West		10.0	60.0	10.0	10.0
	Avg.	35.5	42.1	12.7	9.7

viewed as improved, and 4.1% reported as declined. Boys in Class AA schools were observed to improve in participation the most (39.4%), and boys in Class A schools were observed to decline in participation the most (6.3%). In Class AAA schools, participation remained the same for 61.3%, improved 29%, and no decline was reported.

Geographic analysis of the Class A schools indicated that, overall, 65.5% of the respondents believed that participation in coeducational activities by boys remained the same, with East reporting the highest percentage (70%), Middle the next highest (66.6%), and West the lowest (60%). West showed that participation in coeducational activities by boys improved 30.3%, East 20%, and Middle 16.6%. The respondents from East reported the largest decline in participation by boys (10%), Middle showed 8.3% decline, and West reported no decline (see Table 19).

Geographic analysis of the Class AA schools showed that, on the average, 48.4% of the respondents believed that participation in coeducational activities by boys remained the same. East and West reported identical percentages (54.5%), and Middle reported 36.3%. Both East and Middle reported that participation by boys in coeducational activities improved 45.5%, while West reported an improvement of 27.3%. Middle was the only area to report a decline (18.2%) in participation by boys in coeducational activities (see Table 19).

Geographic analysis of the Class AAA schools showed that 58.5% of the respondents believed that participation in coeducational activities by boys remained the same, with East reporting the highest percentage (70%), West the next highest (60%), and Middle the least (45.5). Middle reported participation by boys in coeducational activities improved 45.5%, East reported 30%, and West 10%. West was the only area reporting a decline (10%) in participation by boys in coeducational activities (see Table 19).

#### Participation by Girls in Coeducational Activities

The data showed that 52.4% of the respondents in schools housing grades 10-12 believed that participation by girls in coeducational activities remained the same, improved 23.8%, and declined 19.1%. In schools housing grades 9-12, participation by girls in coeducational activities remained the same 38.6%, improved 38.6%, and declined 16%. It was noted that in schools housing grades 9-12, the percentage that remained the same and the percentage that improved were identical (see Table 20).

Analysis by classification revealed that 43% of the respondents reported that participation by girls in coeducational activities remained the same, with 35.5% viewed as improved, and 15.5% as declined. Class AA schools were reported to have improved the most (45.5%) and declined the most (21.2%). Class A schools were reported to have improved

the least (25%), and Class AAA schools were reported to have declined (6.5%) the least (see Table 20).

Geographic analysis of the Class A schools revealed that 50% of the respondents from East, Middle and West believed that participation by girls in coeducational activities remained the same. Both East and West respondents believed participation by girls improved 30%, and Middle reported 16.6% improved. Middle reported a decline in participation of 25%, East 20%, and West 20% (see Table 20).

Geographic analysis of the Class AA schools indicated that, on the average, 24.3% of the respondents believed that participation by girls in coeducational activities remained the same, with East reporting 36.4%, West 27.3%, and Middle 9.1%. Both East and Middle reported 54.5% as improved, while West reported 27.3%. Middle reported the greatest percentage of decline (36.4%), West the second most (27.3%), and East showed the least decline (9.1%).

Geographic analysis of the AAA schools showed that, overall, 52.1% of the respondents believed that participation by girls in coeducational activities remained the same, with West reporting the highest percentage (70%), East the second highest (50%), and Middle the least (36.4%). Middle reported the most improvement in participation by girls in coeducational activities (54.5%), East the second most (40%), and West showed the least improvement (10%). The respondents from East and West reported a decline in participation by

by girls in coeducational activities of 10%, and Middle reported a decline of 9.1% (see Table 20).

#### Rules Modification

Analysis by grade level revealed that 46.6% of the respondents in schools housing grades 9-12 reported that they did not modify the rules and that they remained the same, 37.3% reported "improved in the activity" with modified rules, and 12% reported that even with rule changes, the games were worse. In schools housing grades 10-12, 52.4% reported that with rule modification, the games were improved and no decline was reported (see Table 21).

Data showed that, on the average, 44.7% of the respondents from all classifications reported that they did not modify the rules and that they remained the same, 41.8% reported activities improved, meaning that they were modified and games were fairer, and 9.3% were reported declined, meaning rules were changed and games were worse. Class AAA schools reported to have improved the most (54.8%) and declined the least (6.5%) with modified rules.

Geographic analysis of the Class A schools indicated that 59.4% of all respondents did not modify the rules and that they remained the same. It was noted that West improved the most (40%), East the second most (30%), and while Middle showed the least improvement (16.6%), they had the highest rate of decline (16.6%). Middle reported 10% decline and East showed no decline (see Table 21).

Geographic analysis of Class AA schools showed that, overall, respondents indicated that 42.4% improved and remained the same. West respondents indicated the most improvement (54.5%), Middle the second most (45.5%), and East the least (27.3%). East reported that 63.6% did not modify rules, West showed 36.4%, and Middle 27.3%. It was noted that Middle declined the most (27.3%), East the second most (9.1%), and West indicated no decline.

Geographic analysis of AAA schools indicated that, overall, 51.5% showed improvement, with Middle highest at 54.5%, while both East and West reported 50%. More activities remained the same in East (50%), West the second most (30%), and Middle the least (27.3%). It was noted that Middle reported both the most improvement (54.5%) and the greatest amount of decline (18.2%) with East and West showing no decline (see Table 21).

#### Use of Facilities

Data indicated that 71.4% of the respondents in grades 10-12 reported that effective use of facilities remained the same, 19% were cited as improved and 4.8% noted as declined. In schools housing grades 9-12, 66.6% of the respondents reported that effective use of facilities remained the same, 22.5% improved, and 9.3% declined. Use of facilities improved greatest (22.6%) in grades 9-12 and declined least (4.8%) in grades 10-12 (see Table 22).

Table 19

Changes in Participation by Boys  
in Coeducational Activities

Categories		Participation Changes			
		Improved	Remained the Same	Declined	No Response
Grade Level		%	%	%	%
9 - 12		33.3	54.7	4.0	8.0
10 - 12		19.1	66.6	9.5	4.8
Avg.		<u>26.2</u>	<u>60.7</u>	<u>6.8</u>	<u>6.4</u>
Classification					
A		21.9	65.6	6.3	6.3
AA		39.4	48.5	6.1	6.1
AAA		29.0	61.3	0.0	9.7
Avg.		<u>30.1</u>	<u>58.5</u>	<u>4.1</u>	<u>7.4</u>
Geographic Area					
A East		20.0	70.0	10.0	0.0
A Middle		16.6	66.6	8.3	8.3
A West		30.3	60.0	0.0	10.0
Avg.		<u>22.2</u>	<u>65.5</u>	<u>6.1</u>	<u>6.1</u>
AA East		45.5	54.5	0.0	0.0
AA Middle		45.5	36.3	18.2	0.0
AA West		27.3	54.5	0.0	18.2
Avg.		<u>39.4</u>	<u>48.4</u>	<u>6.1</u>	<u>6.1</u>
AAA East		30.0	70.0	0.0	0.0
AAA Middle		45.5	45.5	0.0	9.1
AAA West		10.0	60.0	10.0	20.0
Avg.		<u>28.5</u>	<u>58.5</u>	<u>3.3</u>	<u>9.7</u>

Table 20  
Changes in Participation by Girls  
in Coeducational Activities

Categories		Participation Changes			
		Improved	Remained the Same	Declined	No Response
Grade Level		%	%	%	%
9 - 12		38.6	38.6	16.0	6.6
10 - 12		23.8	52.4	19.1	4.7
		<u>31.2</u>	<u>45.5</u>	<u>17.5</u>	<u>5.7</u>
Classification					
A		25.0	50.0	18.8	6.3
AA		45.5	27.3	21.2	6.1
AAA		35.5	51.6	6.5	6.5
	Avg.	<u>35.5</u>	<u>43.0</u>	<u>15.5</u>	<u>6.3</u>
Geographic Area					
A - East		30.0	50.0	20.0	0.0
A - Middle		16.6	50.0	25.0	8.3
A - West		30.0	50.0	10.0	10.0
	Avg.	<u>25.5</u>	<u>50.0</u>	<u>18.3</u>	<u>6.1</u>
AA - East		54.5	36.4	9.1	0.0
AA - Middle		54.5	9.1	36.4	0.0
AA - West		27.3	27.3	27.3	18.2
		<u>45.4</u>	<u>24.3</u>	<u>24.3</u>	<u>6.1</u>
AAA - East		40.0	50.0	10.0	0.0
AAA - Middle		54.5	36.4	9.1	0.0
AAA - West		10.0	70.0	10.0	10.0
	Avg.	<u>34.8</u>	<u>52.1</u>	<u>9.7</u>	<u>3.3</u>



Table 21

Changes in Modifying the Rules  
in Certain Activities

Categories		Rule Changes			
		Improved	Remained the Same	Declined	No Response
Grade Level		%	%	%	%
9 - 12		37.3	46.6	12.0	4.0
10 - 12		52.4	42.8	0.0	4.8
	Avg.	44.9	44.7	6.0	4.4
Classification					
A		28.1	59.4	9.4	3.1
AA		42.4	42.4	12.1	3.0
AAA		54.8	32.3	6.5	6.5
	Avg.	41.8	44.7	9.3	4.2
Geographic Area					
A - East		30.0	70.0	0.0	0.0
A - Middle		16.6	58.3	16.6	8.3
A - West		40.0	50.0	10.0	0.0
		28.9	59.4	8.9	2.8
AA - East		27.3	63.6	9.1	0.0
AA - Middle		45.5	27.3	27.3	0.0
AA - West		54.5	36.4	0.0	9.1
	Avg.	42.4	42.4	12.1	3.0
AAA - East		50.0	50.0	0.0	0.0
AAA - Middle		54.5	27.3	18.2	0.0
AAA - West		50.0	30.0	0.0	20.0
	Avg.	51.5	35.8	6.1	6.7

Analysis by classification (A, AA, and AAA) revealed that 68.6% of the respondents reported that effective use of facilities remained the same, 22% were viewed as improved and 7.2% noted as declined. More Class AA schools reported the use of facilities remained the same (72.7%), while Class AAA schools improved (29%) the most and declined (3.2%) the least (see Table 22).

Geographic analysis of Class A schools indicated that, on the average, 72.8% of respondents reported that effective use of facilities remained the same, with East reporting the highest (90%), West the second highest (70%), and Middle the least (58.3%). Middle cited 25% as improved, West 20%, and East indicated the least improvement (10%). It was noted that Middle reported the highest decline (16.6%), West the second highest (10%), with East indicating no decline.

Geographic analysis of Class AA schools showed that, overall, 69.6% of respondents reported that effective use of facilities remained the same. East reported the most (81.8%) and Middle the least (54.5%). Middle was noted as having improved the most (27.3%) and declined the most (18.2%).

Geographic analysis of Class AAA schools showed that, on the average, 61.5% of the respondents reported that effective use of facilities had remained the same, with East showing the highest percentage (70%) and Middle the least (54.5%). Middle was observed as having improved the most (45.5%), East the second most (30%), and West the least (10%).

It was noted that West AAA respondents indicated the least amount of improvement (10%) and the greatest amount of decline (10%). East and West reported no decline in effective use of facilities (see Table 22).

### Managing Discipline

When analyzed by grade level, the data showed that 61.3% of the respondents in schools housing grades 9-12 reported managing discipline problems remained the same, 20% improved and 17.3% declined. In schools housing grades 10-12, managing discipline problems remained the same in 57.1% of the schools, improved 19%, and declined 19%. Schools with grades 9-12 were viewed as improved the most (20%) and schools with grades 10-12 as declined the most (19%). Data are reported in Table 23.

Analysis by classification revealed that 61.4% of the respondents reported managing discipline problems remained the same, with 21.9% viewed as improved and 14.5% noted as declined. In the Class A schools, 71.9% remained the same, 15.6% improved, and 12.5% declined. In Class AA schools, 60.6% remained the same, 21.2% improved and 18.2% declined. Class AAA schools reported 51.6% remained the same, 29% improved and 12.9% declined. It was noted that more of the Class A schools remained the same (71.9%) and declined the least (12.5%), while more of the Class AAA schools improved the most (29%) and more of the Class AA schools declined the most (18.2%).

Geographic analysis of Class A schools showed that, overall, 59.1% of managing discipline problems remained the same, with East reporting 81.8%, West 50%, and Middle 45.5%. Middle reported the most improvement (36.4%), West the second most (20%), and East the least (9.1%). West showed the most decline in managing discipline problems (30%), Middle the second most (18.2%), and East the least (9.1%).

Geographic analysis of Class AA schools indicated that, on the average, 60.6% of the respondents believed that managing discipline problems remained the same, with East reporting 81.8%, West 54.5%, and Middle 45.5%. Middle was viewed as having improved the most (36.4%), and East the least (9.1%). West showed the most decline (27.3%), Middle the second most (18.2%), and East the least (9.1%).

Geographic analysis of Class AAA schools revealed that, overall, 49.1% of the respondents felt that managing discipline problems remained the same, with East reporting 70%, West 50%, and Middle 27.3%. Middle was viewed as having improved the most (45.5%) and declined (27.3%) the most (see Table 23).

#### Changes in Status of Physical Education Activities 1978-1981

##### Team Sports

Many schools reported an increase in their coeducational offerings in team sports. Basketball, taught in 97% of the schools, increased 19.8% (from 15.6% prior to 1978 to

Table 22

## Changes in Effective Use of Facilities

Categories		Use Changes			
		Improved	Remained the Same	Declined	No Response
Grade Level		%	%	%	%
9 - 12		22.6	66.6	9.3	1.3
10 - 12		19.0	71.4	4.8	4.8
	Avg.	20.8	69.0	7.1	3.1
Classification					
A		18.8	71.9	9.4	0.0
AA		18.2	72.7	9.1	0.0
AAA		29.0	61.3	3.2	6.5
	Avg.	22.0	68.6	7.2	2.3
Geographic Area					
A - East		10.0	90.0	0.0	0.0
A - Middle		25.0	58.3	16.6	0.0
A - West		20.0	70.0	10.0	0.0
		18.3	72.8	8.9	0.0
AA - East		9.1	81.8	9.1	0.0
AA - Middle		27.3	54.5	18.2	0.0
AA - West		18.2	72.7	9.1	0.0
		18.2	69.6	12.1	0.0
AAA - East		30.0	70.0	0.0	0.0
AAA - Middle		45.5	54.5	0.0	0.0
AAA - West		10.0	60.0	10.0	20.0
	Avg.	28.5	61.5	3.3	6.6

Table 23  
Changes in Managing Discipline Problems

Categories		Discipline Changes			
		Improved	Remained the Same	Declined	No Response
Grade Level		%	%	%	%
9 - 12		20.0	61.3	17.3	1.3
10 - 12		19.0	57.1	19.0	4.8
	Avg.	19.5	59.2	18.2	3.1
Classification					
A		15.6	71.9	12.5	0.0
AA		21.2	60.6	18.2	0.0
AAA		29.0	51.6	12.9	6.5
		21.9	61.4	14.5	2.2
Geographic Area					
A - East		9.1	81.8	9.1	0.0
A - Middle		36.4	45.5	18.2	0.0
A - West		20.0	50.0	30.0	0.0
		21.8	59.1	19.1	0.0
AA - East		9.1	81.8	9.1	0.0
AA - Middle		36.4	45.5	18.2	0.0
AA - West		18.2	54.5	27.3	0.0
	Avg.	21.2	60.6	18.2	0.0
AAA - East		20.0	70.0	10.0	0.0
AAA - Middle		45.5	27.3	27.3	0.0
AAA - West		10.0	50.0	20.0	20.0
	Avg.	25.2	49.1	19.1	6.7

35.4% in 1981). Flag football, offered in 54.2% of the schools, increased 12.5% (from 7.3% prior to 1978 to 19.8% in 1981). Soccer, offered in 45.8% of the schools, increased 5.2% (from 12.5% prior to 1978 to 17.7% in 1981). Softball, offered in 87.5% of the schools, increased 24% (from 20.8% prior to 1978 to 44.8% in 1981). Speedball, while offered in only 19.8% of the schools, increased 5.2% (from 4.2% prior to 1978 to 9.4% in 1981). Touch football, offered in 41.7% of the schools, increased 10.4% (from 5.2% prior to 1978 to 15.6% in 1981). Volleyball, offered in 92.7% of the schools, increased 13.6% (from 28.1% prior to 1978 to 41.7% in 1981). Other team sports offered on a coeducational basis declined one percent (from 3.1% prior to 1978 to 2.1% in 1981). No major decline in team sports offered was evident. Thus, team sports remained the most popular category of activities throughout Tennessee (see Table 24).

### Rhythms

Fewer schools taught rhythms either separately or coeducationally than were reported offering team sports, but of this number, 36.5% indicated that square dance was the most popular, but had declined 6.2% as a coeducational activity (from 17.7% prior to 1978 to 11.5% in 1981). All other rhythms declined on a coeducational basis on an average of two percent with the exception of other rhythmic activities which increased one percent (from 2.1% prior to 1978 to 3.1% in 1981). Square dance appeared as the preferred type of

rhythms being taught in 36.5% of the schools. Ballet was the least popular rhythm offered (see Table 24).

#### Individual and Dual Sports

The most frequently offered individual and dual sports of a life-time nature were badminton (71.9%), tennis (58.3%), table tennis (59.4%), track and field (51.1%), golf (39.6%), archery (32.3%), and bowling (28.1%). These activities were offered on a coeducational basis before 1978. Table tennis increased the greatest percentage (9.4% - from 19.8% prior to 1978 to 29.2% in 1981). Golf increased 7.3% (from 9.4% prior to 1978 to 16.7% in 1981). Badminton increased 6.2% (from 24% prior to 1978 to 30.2% in 1981). Tennis and archery both increased 4.2%. Bowling declined 7.3% as a coeducational activity (see Table 24).

Track and field activities offered in 51.1% of the schools, increased as a coeducational offering by 6.2% (from 14.6% prior to 1978 to 20.8% in 1981). Other individual and dual sports which showed an increase as coeducational offerings were horseshoes (4.2%), paddle tennis (3.1%), and shuffleboard (5.2%).

#### Gymnastics

The most popular gymnastic activity was tumbling, which was taught in 53.1% of the schools. It increased 15.6% as a coeducational activity (from 10.4% prior to 1978 to 26% in 1981). The next most popular activity was stunts, offered



by 32.3% of the schools. It increased as a coeducational offering 8.3% (from 6.3% prior to 1978 to 14.6% in 1981). Apparatus, offered in 18.8% of the schools, and body mechanics, offered in 14.6% of the schools, showed a decline as a coeducational offering (see Table 24).

Weight training, offered in 52.1% of the schools, showed a 5.2% increase in coeducational offerings (from 11.5% prior to 1978 to 16.7% in 1981).

### Calisthenics

Calisthenics, offered in 89.6% of the schools, showed an increase of 18.8% as a coeducational offering (from 20.8% prior to 1978 to 39.6% in 1981). Data are found in Table 24.

For information on changes in status of physical education activities for Class A, AA, and AAA see Appendices H, I, and J respectively.

### Perceived Impact of Title IX on the Curriculum

#### Team Sports

The findings indicated that only a small percentage of schools had dropped flag football (2.1%), soccer (1%), and touch football (2.1%) because of Title IX. The respondents reported that softball was added by 2% and volleyball was added by 1%. A few schools intended to add a team sport in their 1981-82 physical education programs. Field ball was to be added by 1%, flag football by 1%, soccer by 1%,

softball by 1%, speed-a-way by 1% and speedball by 1% (see Table 24).

### Rhythms

The greatest perceived impact on rhythmic activities was that, square dance offered in 36.5% of the schools, was dropped in 2.1% of the schools, will be added in 3.1%, showing a net gain of 1%. Ballet, modern dance, and other forms of rhythms are to be added in 1% of the schools. Social dance was to be added in 3.1% of the schools (see Table 24).

### Individual and Dual Sports

Overall, the impact of Title IX on individual and dual sports was slight. Activities that were reported dropped totaled 3.1% (see Table 24). Horseshoes, shuffleboard, and table tennis were added by 1% of the schools. Archery, horseshoes, paddle tennis and tennis were reported to be added most (2.1%) to the 1981-82 physical education programs. Shuffleboard, table tennis, and track and field (1%) were the other reported activities to be added. Wrestling was the only activity eliminated (3.1%) because of Title IX.

### Gymnastics

The impact of Title IX on gymnastic offerings was slight. Activities that were dropped in this category amounted to 6.1%, while activities currently added or being considered averaged 8.1% (averaging 2.2% higher). Thus, the overall category of gymnastics was relatively unaffected.

Pyramids was the one gymnastic activity dropped and not added or expected to be added (see Table 24).

Weight training was not dropped by any school, although it was added by 2.1% and going to be added in 1% of the 1981-82 programs.

#### Conditioning Exercises

Title IX was not viewed as having any effect on calisthenic offerings, as it was not dropped, added, or going to be added by any school. Data are found in Table 24.

Table 24

## Changes in Status of Physical Education Activities

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	In Schools Reporting	Grade 9	Grade 10	Grade 11	Grade 12	Male Only	Female Only	Coed	Taught Same as Before	Now Taught Coed	Dropped	Added	To Be Added
	%	%	%	%	%	%	%	%	%	%	%	%	%
<u>Team Sports</u>													
Basketball	97.0	70.8	81.3	62.5	59.4	66.7	62.5	15.6	44.8	35.4	0.0	0.0	0.0
Field Ball	5.2	3.1	3.1	2.1	3.1	4.2	3.1	2.1	3.1	2.1	0.0	0.0	1.0
Field Hockey	7.3	3.1	5.2	2.1	2.1	5.2	4.2	2.1	4.2	2.1	0.0	0.0	0.0
Flag Football	54.2	35.4	40.6	27.1	28.1	36.5	21.9	7.3	24.0	19.8	2.1	0.0	1.0
Soccer	45.8	30.2	31.3	18.8	18.8	18.8	16.7	12.5	15.6	17.7	1.0	0.0	1.0
Softball	87.5	61.5	71.9	49.0	49.0	54.2	56.3	20.8	25.0	44.8	0.0	2.1	1.0
Speed-A-Way	6.3	4.2	6.3	3.1	3.1	3.1	4.2	2.1	1.0	2.1	0.0	0.0	1.0
Speedball	19.8	13.5	16.7	10.4	10.4	9.4	13.5	4.2	6.3	9.4	0.0	0.0	1.0
Touch Football	41.7	27.1	33.3	21.9	20.8	28.1	18.8	5.2	16.7	15.6	2.1	0.0	0.0
Volleyball	92.7	64.6	75.0	55.2	54.2	53.1	56.3	28.1	33.3	41.7	0.0	1.0	0.0
Other	12.5	8.3	7.3	6.3	6.3	5.2	3.1	3.1	3.1	2.1	0.0	0.0	0.0
<u>Rhythms</u>													
Ballet	3.1	1.0	2.1	1.0	1.0	0.0	2.1	3.1	1.0	1.0	0.0	0.0	1.0
Modern Dance	13.5	8.3	8.3	9.4	9.4	1.0	7.3	4.2	5.2	3.1	0.0	0.0	1.0
Social Dance	18.8	10.4	13.5	10.4	10.4	2.1	8.3	8.3	5.2	5.2	1.0	0.0	3.1
Square Dance	36.5	21.9	26.0	17.7	16.7	4.2	14.6	17.7	15.6	11.5	2.1	0.0	3.1
Other	9.4	8.3	8.3	5.2	5.2	0.0	6.3	2.1	6.3	3.1	1.0	0.0	1.0

Table 24 (continued)

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	In Schools Reporting	Grade 9	Grade 10	Grade 11	Grade 12	Male Only	Female Only	Coed	Taught Same as Before	Now Taught Coed	Dropped	Added	To Be Added
	%	%	%	%	%	%	%	%	%	%	%	%	%
<u>Individual and Dual</u>													
Aerial Tennis	12.5	4.2	10.4	7.3	7.3	5.2	4.2	4.2	2.1	5.2	0.0	0.0	0.0
Archery	32.3	18.8	27.1	17.7	18.8	14.6	16.7	10.4	9.4	14.6	0.0	0.0	2.1
Badminton	71.9	47.9	57.3	39.6	38.5	27.1	34.4	24.0	20.8	30.2	0.0	0.0	0.0
Bowling	28.1	15.6	21.9	16.7	17.7	10.4	11.5	14.6	9.4	7.3	0.0	0.0	0.0
Deck Tennis	9.4	4.2	8.3	5.2	5.2	3.1	4.2	4.2	3.1	2.1	0.0	0.0	0.0
Golf	39.6	28.1	36.5	28.1	28.1	18.8	12.5	9.4	12.5	16.7	0.0	0.0	0.0
Handball (wall)	6.3	4.2	5.2	3.1	3.1	3.1	2.1	3.1	2.1	0.0	0.0	0.0	0.0
Horseshoes	30.2	17.7	25.0	16.7	16.7	14.6	10.4	8.3	8.3	12.5	0.0	1.0	2.1
Paddle Tennis	31.3	15.6	28.1	17.7	17.7	11.5	10.4	9.4	9.4	12.5	0.0	0.0	2.1
Shuffleboard	33.3	21.9	28.1	20.8	20.8	15.6	15.6	11.5	6.3	16.7	0.0	1.0	1.0
Table Tennis	59.4	37.5	47.9	37.5	35.4	24.0	24.0	19.8	13.5	29.2	0.0	1.0	1.0
Tennis	58.3	34.4	47.9	39.6	38.5	25.0	27.1	17.7	18.8	21.9	0.0	0.0	2.1
Tetherball	2.1	1.0	2.1	1.0	1.0	2.1	1.0	1.0	1.0	1.0	0.0	0.0	0.0
Track and Field	51.1	32.3	46.9	32.3	32.3	29.2	28.1	14.6	17.7	20.8	0.0	0.0	1.0
Wrestling	15.6	9.4	11.5	6.3	6.3	12.5	1.0	1.0	11.5	1.0	3.1	0.0	0.0
Other	3.1	2.1	3.1	2.1	2.1	2.1	1.0	2.1	1.0	0.0	0.0	0.0	0.0

Table 24 (continued)

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	In Schools Reporting	Grade 9	Grade 10	Grade 11	Grade 12	Male Only	Female Only	Coed	Taught Same as Before	Now Taught Coed	Dropped	Added	To Be Added
	%	%	%	%	%	%	%	%	%	%	%	%	%
<u>Gymnastics</u>													
Apparatus	18.8	14.6	13.5	9.4	8.3	7.3	11.5	8.3	8.3	6.3	2.1	0.0	1.0
Body Mechanics	14.6	9.4	12.5	11.5	10.4	7.3	9.4	5.2	7.3	4.2	1.0	0.0	1.0
Stunts	32.3	24.0	25.0	16.7	15.6	15.6	20.6	6.3	11.5	14.6	1.0	0.0	1.0
Tumbling	53.1	42.7	41.7	28.1	27.1	27.1	34.4	10.4	17.7	26.0	1.0	0.0	2.1
Pyramids	27.1	11.5	10.4	8.3	7.3	8.3	12.5	4.2	5.2	9.4	1.0	0.0	0.0
Wt. Training	52.1	33.3	42.7	33.3	34.4	31.3	19.8	11.5	25.0	16.7	0.0	2.1	1.0
Other	3.1	1.0	2.1	1.0	1.0	2.1	2.1	0.0	1.0	1.0	0.0	0.0	0.0
<u>Conditioning Exercises</u>													
Calisthenics	89.6	62.5	71.9	53.1	52.1	51.0	47.9	20.8	30.2	39.6	0.0	0.0	0.0
Other	4.2	5.2	3.1	1.0	1.0	2.1	2.1	2.1	3.1	1.0	0.0	0.0	0.0

## Chapter 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

This study was undertaken to determine the impact of Title IX of the Educational Amendments Act of 1972 on the physical education instructional programs of Tennessee's secondary public schools. A questionnaire, developed and used by Jude C. Pennington for a similar study conducted in the State of Virginia, was utilized (see Appendix B). The instrument contained a section for demographic information, six multiple-choice questions, statements on ten instructional aspects, and an activity checklist. Data were key punched and analyzed by the Middle Tennessee State University computer center. Data were analyzed by frequency distribution and cross tabulations for school size, school level, and the three geographic areas of the state, yielding percentages.

Questionnaires were sent to 135 randomly selected public secondary schools in Tennessee. Of the surveyed population, 96 questionnaires were completed and returned, for a 71% response.

Results were reported according to the following categories: demographic profile, scheduling and grouping, feelings about coeducational classes, effect of coeducation

on skill development, effect of Title IX on ten instructional aspects, changes in status of activities, and perceived impact of Title IX on the curriculum.

Basic methods of scheduling and grouping did not appear to adversely affect compliance with the Title IX mandates. The majority of chairpersons and other physical education staff was observed as favoring some form of coeducational physical education instruction. The majority of students was observed as preferring sex-segregated physical education classes, regardless of school size, grade level or geographic area. The majority of both boys and girls felt that they had been limited in regard to skill development because of the presence of the opposite sex. More girls than boys believed that they had been helped with regard to skill development because a member of the opposite sex was present. In addition, more boys than girls felt that they had been limited with regard to skill development because a member of the opposite sex was present.

Most aspects of the physical education program were viewed as remaining the same as before Title IX or improved because of it. All areas appeared to improve more than they declined even though a slight decline was in evidence for all areas of the program. Participation in coeducational activities by girls, managing discipline problems and teaching conditions appeared to decline more than the other areas.



Data indicated that prior to 1978 all activities were offered on a coeducational basis in some of the schools, with volleyball being offered as a coeducational activity the most (28.1%). This was interpreted as meaning that the schools had taken advantage of the three-year transitional period to comply with Title IX.

Following 1978, data showed that all team sports either remained the same or increased in coeducational offerings, softball showing the most increase, basketball second, and volleyball the third greatest increase. Data indicated that rhythms showed a slight decrease as a coeducational offering. The majority of individual and dual sports increased in coeducational offerings, with table tennis reported as increasing the most. Overall, gymnastic activities showed a positive increase as a coeducational offering, with tumbling showing the greatest increase. Conditioning exercises showed an increase of 18.8% as a coeducational offering.

The perceived impact of Title IX on the physical education curriculum of activities ranged from a negative increase of 7.3% for bowling to a maximum 24% increase for softball. Team sports, such as volleyball, softball, and basketball were offered by the highest percentage of schools. Softball and weight training were added to the programs of more schools than any other activities. Wrestling was the activity most frequently dropped from the physical education

curriculum because of Title IX. A physical education program of rhythms was to be added more frequently than any other area and was to include each of the rhythmic activities listed. Archery, horseshoes, paddle tennis, and tennis were the activities chosen most frequently to be added to the physical education programs because of Title IX.

### Conclusions

It was difficult to determine the precise impact of Title IX on the secondary public physical education instructional programs of Tennessee, or to identify the changes resulting solely from the law.

Although some of the schools surveyed do have problems conforming to the full expectations of the mandate, most public secondary schools in this survey were approaching full compliance. Based upon the findings of this study, the following conclusions appear to be warranted:

1. A change occurred in the physical education programs of Tennessee.
2. The majority of chairpersons and physical education teachers was male.
3. Most of the chairpersons and physical education instructors favored some coeducational physical education.
4. The majority of students preferred separate physical education classes.

5. Skill development for the majority of boys and girls was perceived to be negatively affected when a member of the opposite sex was present.

6. Most aspects of the physical education curriculum either improved favorably or remained basically as they were before Title IX.

7. Team sports continued to be the most dominant category of activities participated in throughout Tennessee.

8. Class AAA schools were perceived as making the implementation with less difficulty than any other size school.

9. The most obvious impact was the decrease of sex-differentiated activities, with schools increasing the number of coeducational activities within their existing curriculums rather than dropping or adding new activities.

10. More chairpersons and physical education teachers from West AAA schools were observed to prefer sex-segregated physical education classes than those from AAA schools in the other geographic areas (East and Middle).

11. Skill development of boys and girls from West AAA schools was perceived to be negatively affected when a member of the opposite sex was present more than those from AAA schools in the other geographic areas (East and Middle).

12. West AAA schools were observed to have improved less in all instructional phases than did AAA schools from East and Middle.

13. East AAA chairpersons, physical education teachers and students were perceived to prefer coeducational physical education classes more than those from AAA schools in Middle and West.

14. Middle Tennessee's A, AA, and AAA schools were perceived to have improved more in teaching conditions, effective use of facilities, and managing discipline problems than did their respective counterparts in East and West.

#### Recommendations

Secondary schools should take seriously their responsibility to provide an enriched physical education program for all their students. Based on the data obtained from this study and in the interest of improving coeducational physical education programs in Tennessee's public secondary schools, the writer makes the following recommendations:

1. The State Department of Education should consider the revision of the 1975-76 State Physical Education Curriculum Guide, to include a coeducational activity format.

2. Schools should encourage increased participation by both sexes in a wide variety of activities.

3. New discipline techniques and criteria for acceptable behavior for both boys and girls need to be developed and enforced in a consistent manner.

4. Attention needs to be directed to those educational practices which facilitate maximum skill achievement by both boys and girls in a coeducational setting.

5. Previous stereotype images and/or expectations associated with male or female students must be reappraised and new expectations for both male and female students in coeducational activities should be developed.

It is evident that the conclusions and recommendations of this study have implications for institutions of higher education concerning the professional preparation programs for training future physical education teachers. It is also evident that clinics, in-service programs, and workshops need to be afforded teachers who are currently involved with the implementation of the Title IX mandates in regard to coeducational physical education classes.

By design, this study has focused on the more visual changes that have taken place within the physical education instructional programs in the secondary public schools of Tennessee. The question of the effect of Title IX on eliminating sex discrimination in physical education certainly deserves continued study. Other studies that could possibly be of value include:

1. How physical education teachers and students perceive the effects of Title IX on the physical education programs.

2. Identification of the most appropriate instructional approaches and effective teaching techniques for a coeducational physical education class.

3. A comprehensive study that measures attitudinal changes.

4. The effects of coeducational classes on fitness achievement and performance levels.

## APPENDICES

## APPENDIX A

## LETTER TO PRINCIPALS

April 22, 1981

Dear \_\_\_\_\_,  
Principal

I am enrolled in the Doctor of Arts program in physical education at Middle Tennessee State University. As a part of my dissertation, I am surveying selected secondary public schools in Tennessee concerning the impact of Title IX on the physical education instructional programs.

The attached questionnaire is designed to provide information about the preparedness of physical education teachers to teach coeducational activity classes, as well as staff and student attitudes toward sex-integrated classes. In addition, it will provide data to determine the impact of coeducational instruction on student skill development, and the degree to which selected physical education activities are taught coeducationally.

The findings may be used to enhance future professional preparation curricula in the institutions of higher education in Tennessee, which hopefully will aid secondary schools in the conduct of their physical education programs as they endeavor to comply with Title IX. Of primary importance will be the information gathered regarding the teachers' needs and desires for clinics, workshops, and in-service training.

I would be deeply appreciative if you would pass the enclosed questionnaire, along with the stamped, self-addressed envelope, to the chairperson of your physical education department in order that he may complete it and return it to me.

I will be pleased to send your school a summary of questionnaire results if you desire. Your cooperation is sincerely appreciated.

Yours truly,

Doris Rogers  
495 Rural Hill Road  
Nashville, Tennessee 37217



## APPENDIX B

## SURVEY OF PROGRAM CHANGES RESULTING FROM TITLE IX

School system \_\_\_\_\_ Department Chairperson: Male \_\_\_\_\_; Female \_\_\_\_\_

School Classification: \_\_\_\_\_; \_\_\_\_\_; \_\_\_\_\_ Grade level: 9-12 \_\_\_\_\_ 10-12 \_\_\_\_\_  
A AA AAA

Number of fulltime physical education instructors: Male \_\_\_\_\_; Female \_\_\_\_\_

## PART I

Instructions: Please circle the letter that BEST describes the situation at your school.  
If your answer requires an explanation, please write in the space provided.

1. How are most students scheduled into a physical education class period?  
 A - physical fitness scores  
 B - skill ability based on skill tests  
 C - skill ability based on teacher judgment  
 D - grade level  
 E - assigned by office without regard to grade level  
 F - other (please explain) \_\_\_\_\_
2. What is the basic method used for grouping physical education students within a class?  
 A - fitness test scores  
 B - ability grouping by skill level for each activity  
 C - students select the activities they wish to take  
 D - students assigned to instructor by office  
 E - students assigned to instructor by physical education staff  
 F - other (please explain) \_\_\_\_\_
3. How do YOU feel about coed physical education classes?  
 A - all physical education instruction should be on a coed basis  
 B - all physical education instruction should be on a separate basis  
 C - the majority of physical education instruction should be on a coed basis  
 D - the majority of physical education instruction should be on a separate basis  
 E - some of the physical education instruction should be on a coed basis  
 F - other (please explain) \_\_\_\_\_
4. How do you think most OTHER physical education staff members feel about coed physical education classes?  
 A - all physical education instruction should be on a coed basis  
 B - all physical education instruction should be on a separate basis  
 C - the majority of physical education instruction should be on a coed basis  
 D - the majority of physical education instruction should be on a separate basis  
 E - some of the physical education instruction should be on a coed basis  
 F - other (please explain) \_\_\_\_\_
5. How do you think most students NOW feel about physical education classes?  
 A - prefer coed physical education classes  
 B - prefer separate physical education classes  
 C - indifferent to either method of organizing physical education classes  
 D - other (please explain) \_\_\_\_\_
6. What effect do you perceive coed physical education classes have on skill development?  
 GIRLS: A - feel they are being limited by the presence of boys in class  
 B - feel it doesn't matter either way  
 C - feel they are being helped by the presence of boys in class  
 D - other (please explain) \_\_\_\_\_  
 BOYS: A - feel they are being limited by the presence of girls in class  
 B - feel it doesn't matter either way  
 C - feel they are being helped by the presence of girls in class  
 D - other (please explain) \_\_\_\_\_

**PART II**

Instructions: Please check (✓) the appropriate category that BEST describes the status of your physical education program.

BECAUSE OF TITLE IX:

1.	The relationships between male and female physical education staff have . . .	_____	_____	_____
2.	The instructional approach used by male physical education staff has . . .	_____	_____	_____
3.	The instructional approach used by female physical education staff has . . .	_____	_____	_____
4.	Teaching conditions have . . .	_____	_____	_____
5.	Grading objectively with the emphasis on individual performances has . . .	_____	_____	_____
6.	Participation by boys in coed activities has . . .	_____	_____	_____
7.	Participation by girls in coed activities has . . .	_____	_____	_____
8.	Modifying the rules in certain activities has . . .	_____	_____	_____
9.	Effective use of facilities has . . .	_____	_____	_____
10.	Managing discipline problems has . . .	_____	_____	_____

## PART III

Checklist instructions: Please check (✓) the grade level(s) each activity is taught in your school; indicate the status of the activity by checking (✓) the appropriate column(s). No response is necessary for those activities that have never been taught at your school or are not being considered during the 1980-81 school year.

Sex indication: Male - M; Female - F; Coed - C

## STATUS OF ACTIVITIES

[illegible]

## PART III (cont.)

## INDIVIDUAL AND DUAL SPORTS

[illegible]

## GYMNASTICS

[illegible]

## CONDITIONING

## EXERCISES

[illegible]

## OTHERS

[illegible]

IMPORTANT: Please use the enclosed envelope to return the completed questionnaire to me as soon as possible but preferably no later than May 4. Return to Doris Rogers, 495 Rural Hill Road, Nashville, Tennessee, 37217

Would you like a summary of the results of this study? Yes\_\_\_\_\_ No\_\_\_\_\_

## APPENDIX C

## PERMISSION LETTER - PENNINGTON

April 13, 1981

Dear Ms Rogers,

I am happy to learn from you that the Title IX matter is not quite a dead issue, at least in Tennessee. From my vantage point now it appears coed PE doesn't cause much fuss anymore. There are a few that still don't accept the mandate as was intended but they are slowly coming around.

Good luck with this undertaking in Tenn. You have my permission to use/modify the questionnaire developed for the Virginia study.

Enclosed are some other bits of information used in the study that might prove helpful - use them if you want.

Sincerely,

/s/Dr. Jude Pennington

## APPENDIX D

## FOLLOW-UP LETTER TO SECONDARY PRINCIPALS

May 5, 1981

Dear Principal,

Two weeks ago secondary principals were mailed questionnaires concerning the impact of Title IX on their schools' physical education curricula. The questionnaires were mailed to selected schools throughout the state and were to be completed and returned by the chairperson of the physical education department.

To date I have not had any response from your school. As I would like for you to be included in this study, I have enclosed an additional questionnaire in case the original copy has been misplaced. Please take a few minutes to pass the questionnaire along to your physical education chairperson to be filled out and returned to me in the stamped, self-addressed envelope.

Hopefully, the results of this study may provide the impetus for the offering of any needed clinics, workshops, and in-service training for physical education teachers.

If your questionnaire is now in the mail, please disregard this letter.

Thank you for your cooperation.

Yours truly,

Miss Doris Rogers  
495 Rural Hill Road  
Nashville, Tennessee 37217

Enc.

APPENDIX E

PERMISSION LETTER - STEPHENS

April 27, 1981

To: Secondary School Principals  
Memphis City School Systems

From: O. Z. Stephens, Director  
Division of Research Services

Subject: Cooperative Research Project

This is to advise you that Ms. Doris Rogers had contacted this office relative to a cooperative study entitled: The Impact of Title IX on the Physical Education Instructional Programs in the Private and Public Secondary Schools in Tennessee.

Your assistance and cooperation in Ms. Rogers' study will be appreciated. If you have any questions concerning this matter, please contact me at 454-5450.

ga

APPENDIX F

PERMISSION LETTER - BINKLEY

April 22, 1981

Miss Doris Rogers  
McGavock High School  
Nashville, Tennessee 37214

Dear Miss Rogers:

Since you are using the U.S. mail for your questionnaire, it will not be necessary for a formal review committee to consider your research proposal. The proposal you submitted, however, appears to be in good order, and I feel certain that you will receive a favorable response rate.

You may feel free to include this letter in your packet of material to Metro principals and teachers for information if you wish.

We would be interested in obtaining a copy of your findings at the completion of your study.

I wish you full success in your study.

Sincerely,

/s/M. Edward Binkley, Ed.D, Director  
Department of Research and Evaluation

## APPENDIX G

## TENNESSEE SECONDARY PUBLIC SCHOOLS

## SAMPLE POPULATION

East Tennessee

<u>A Schools</u>	<u>Principal</u>
Charleston High School Charleston, Tennessee	Norman Dillon
Copper Basin High School Copper Hill, Tennessee	Danny Rogers
Marion County High School Jasper, Tennessee	Bill Baxter
Lookout Valley High School Chattanooga, Tennessee	Joseph L. Bean
Norris High School Norris, Tennessee	Harold Heath
Bledsoe County High School Pikeville, Tennessee	Thad R. Colvard
Powell Valley High School Speedwell, Tennessee	Warren E. Heatherly
Van Buren High School Spencer, Tennessee	Joe T. Moffitt
Central High School Wartburg, Tennessee	Stonney Ray Lane
Washburn High School Washburn, Tennessee	R. B. Coffey

<u>AA Schools</u>	<u>Principals</u>
Chuckey-Doak High School Afton, Tennessee	Bert Starnes
Happy Valley High School Elizabethton, Tennessee	Ted H. Maxwell



AA Schools

South Greene High School  
Greenville, Tennessee

Harriman High School  
Harriman, Tennessee

Lenoir City High School  
Lenoir City, Tennessee

Horace Maynard High School  
Maynardville, Tennessee

Johnson County High School  
Mountain City, Tennessee

West Greene High School  
Mosheim, Tennessee

Riverside High School  
Chattanooga, Tennessee

Rockwood High School  
Rockwood, Tennessee

Gibbs High School  
Corryton, Tennessee

AAA Schools

Sullivan Central High School  
Blountville, Tennessee

Cleveland High School  
Cleveland, Tennessee

Doyle High School  
Knoxville, Tennessee

Volunteer High School  
Church Hill, Tennessee

Unicoi County High School  
Erwin, Tennessee

Red Bank High School  
Chattanooga, Tennessee

William Blount High School  
Maryville, Tennessee

Principals

Andrew Renner, Jr.

Gene Thurman

Rick Smotherman

Joseph F. Day

John Butler

Hal Pruitt

Robert H. Stewart

James L. Wilson

Jerry Sharp

Principals

Kenneth Goff

Charles F. Carrick

Robert B. Gratz

Patrick Lyons

Ronald Wilcox

Warren P. Roberts

Galen Johnson, Jr.

AAA Schools

Hamblen West  
Morristown, Tennessee

Carter High School  
Strawberry Plains, Tennessee

Cocke County High School  
Newport, Tennessee

Principals

Jack Pemberton

Bob Pollard

Joseph Zavona

Middle TennesseeA Schools

Jo Byrns High School  
Cedar Hill, Tennessee

Cohn High School  
Nashville, Tennessee

Ezell Harding  
Antioch, Tennessee

Houston County High School  
Erin, Tennessee

University School  
Nashville, Tennessee

Eagleville High School  
Eagleville, Tennessee

Sante Fe High School  
Sante Fe, Tennessee

Community High School  
Unionville, Tennessee

Monterey High School  
Monterey, Tennessee

Fred Page High School  
Franklin, Tennessee

Franklin Road Academy  
Nashville, Tennessee

Stewart County High School  
Dover, Tennessee

Principals

Wayne Hayes

Fred Hatchett

Dick Hays

Malcolm Jernigan

Harvey Sperling

Joe J. Shelton

Kenneth Jackson

Donald Shelton

Robert N. Hargis

Bob Greathorse

Billy Bradshaw

Merle Chance

AA Schools

Montgomery Central High School  
Cunningham, Tennessee

Marshall County High School  
Lewisburg, Tennessee

Goodlettsville High School  
Goodlettsville, Tennessee

Trousdale County High School  
Hartsville, Tennessee

Smith County High School  
Carthage, Tennessee

DeKalb County High School  
Smithville, Tennessee

Portland High School  
Portland, Tennessee

Beech High School  
Hendersonville, Tennessee

Hickman County High School  
Centerville, Tennessee

Waverly High School  
Waverly, Tennessee

Hillwood High School  
Nashville, Tennessee

Principals

James Young

Fred Shelton

Jeff Keyes

James Russ

Jerry P. Hatten

Sam J. Butler

Harvey Foster

Merrol N. Hyde

Neil Jobe

K. E. Wallace

A. D. Hancock

AAA Schools

Putnam County High School  
Cookeville, Tennessee

Shelbyville Central High  
Shelbyville, Tennessee

Warren County High School  
McMinnville, Tennessee

Hendersonville High School  
Hendersonville, Tennessee

Oakland High School  
Murfreesboro, Tennessee

Principals

Bob Holloway

Mike Bone

C. N. Womack

Paul Decker, Jr.

John M. Swafford

AAA Schools

Overton High School  
Nashville, Tennessee

Hume Fogg High School  
Nashville, Tennessee

Glencliff High School  
Nashville, Tennessee

Stratford High School  
Nashville, Tennessee

Smyrna High School  
Smyrna, Tennessee

Gallatin High School  
Gallatin, Tennessee

West TennesseeA Schools

Alamo High School  
Alamo, Tennessee

McKenzie High School  
McKenzie, Tennessee

Lake County High School  
Tiptonville, Tennessee

Glenmore High School  
Memphis, Tennessee

Kirby High School  
Memphis, Tennessee

Greenfield High School  
Greenfield, Tennessee

Big Sandy High School  
Big Sandy, Tennessee

Adamsville High School  
Adamsville, Tennessee

Bolton High School  
Arlington, Tennessee

Principals

William J. Stanfield

James Currie

Jim Barrick

Howard C. Baltimore

Robert L. Raikes

Dan P. Herron

Principals

Jimmy Ward

James D. Towater

Raymond L. Waddell

Leon Hatter

Snowden Carruthers

Jerry Moore

Steve Baker

Mark Massey

James H. Boyd

A Schools

Trezevant High School  
Trezevant, Tennessee

Principals

Dee Killingworth

AA Schools

Collierville High School  
Collierville, Tennessee

Principals

James Hayslip

Gibson County High School  
Dyer, Tennessee

Louis Only

Southside High School  
Jackson, Tennessee

Bo Booth

Savannah High School  
Savannah, Tennessee

Neil R. Haynes

Treadwell High School  
Memphis, Tennessee

Don Jones

Manassas High School  
Memphis, Tennessee

Longino A. Cooke

Ridgeway High School  
Memphis, Tennessee

George Williams

Decatur High School  
Parson, Tennessee

Philip G. Spence

Milan High School  
Milan, Tennessee

Ronnie G. Parks

Lexington High School  
Lexington, Tennessee

Ira C. Powers, Jr.

Chester County High School  
Henderson, Tennessee

John Graves

AAA Schools

Bartlett High School  
Bartlett, Tennessee

Principals

Tate W. Thomas

Southside High School  
Memphis, Tennessee

Willie E. Johnson

Hamilton High School  
Memphis, Tennessee

Oliver J. Johnson

AAA Schools

Northside High School  
Memphis, Tennessee

Covington High School  
Covington, Tennessee

Central Merry High School  
Jackson, Tennessee

Briarcrest High School  
Memphis, Tennessee

Henry County High School  
Paris, Tennessee

Dyersburg High School  
Dyersburg, Tennessee

Overton High School  
Memphis, Tennessee

Principals

Charles E. Woodard

John Underwood

Tom Fann

Joseph A. Clayton

John T. Hinson, Jr.

Thomas R. Cross

William K. Wyatt

# APPENDIX H

Table 25. Changes in Status of Physical Education Activities  
in Classification A Schools

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	In Schools Reporting	Grade 9	Grade 10	Grade 11	Grade 12	Male Only	Female Only	Coed	Taught Same as Before	Now Taught Coed	Dropped	Added	To Be Added
	%	%	%	%	%	%	%	%	%	%	%	%	%
<u>Team Sports</u>													
Basketball	94.0	78.1	81.3	62.5	59.4	56.3	53.1	28.1	50.0	31.3	0.0	0.0	0.0
Fieldball	9.4	9.4	3.1	3.1	3.1	9.4	6.3	3.1	6.3	3.1	0.0	0.0	0.0
Field Hockey	3.1	3.1	3.1	0.0	0.0	6.3	0.0	0.0	0.0	3.1	0.0	0.0	0.0
Flag Football	46.9	40.6	31.3	25.0	28.1	31.3	12.5	9.4	21.9	9.4	3.1	0.0	0.0
Soccer	40.6	34.4	34.4	21.9	21.9	15.6	12.5	15.6	15.6	15.6	0.0	0.0	0.0
Softball	84.4	71.9	71.9	50.0	50.0	50.0	50.0	28.1	31.3	37.5	0.0	0.0	0.0
Speed-A-Way	6.3	3.1	6.3	3.1	3.1	6.3	3.1	3.1	0.0	3.1	0.0	0.0	0.0
Speedball	18.8	15.6	18.8	12.5	12.5	12.5	12.5	6.3	6.3	9.4	0.0	0.0	0.0
Touch Football	34.4	25.0	31.3	18.8	18.8	21.9	9.4	9.4	18.8	6.3	6.3	0.0	0.0
Volleyball	87.5	71.9	71.9	50.0	46.9	46.9	50.0	34.4	43.8	31.3	0.0	0.0	0.0
Other	9.4	9.4	9.4	9.4	9.4	9.4	3.1	6.3	6.3	3.1	0.0	0.0	0.0
<u>Rhythms</u>													
Ballet	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Modern Dance	6.3	6.3	6.3	6.3	6.3	0.0	0.0	3.1	3.1	0.0	0.0	0.0	0.0
Social Dance	6.3	3.1	3.1	6.3	6.3	0.0	3.1	3.1	3.1	0.0	3.1	0.0	0.0
Square Dance	15.6	9.4	9.4	6.3	3.1	0.0	3.1	9.4	9.4	0.0	6.3	0.0	3.1
Other	3.1	0.0	0.0	0.0	0.0	0.0	3.1	0.0	0.0	0.0	3.1	0.0	0.0

Table 25 (continued)

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	In Schools Reporting	Grade 9	Grade 10	Grade 11	Grade 12	Male Only	Female Only	Coed	Taught Same as Before	Now Taught Coed	Dropped	Added	To Be Added
	%	%	%	%	%	%	%	%	%	%	%	%	%
<u>Individual and Dual</u>													
Aerial Tennis	3.1	0.0	3.1	3.1	3.1	3.1	0.0	3.1	0.0	0.0	0.0	0.0	0.0
Archery	25.0	18.8	21.9	15.6	15.6	12.5	9.4	9.4	6.3	9.4	0.0	0.0	3.1
Badminton	53.3	50.0	40.6	25.0	25.0	15.6	18.8	18.8	18.8	18.8	0.0	0.0	0.0
Bowling	18.8	18.8	15.6	9.4	9.4	6.3	3.1	6.3	6.3	6.3	0.0	0.0	0.0
Deck Tennis	3.1	3.1	3.1	3.1	3.1	0.0	0.0	0.0	0.0	3.1	0.0	0.0	0.0
Golf	18.8	18.8	18.8	9.4	9.4	9.4	3.1	6.3	3.1	9.4	0.0	0.0	0.0
Handball (wall)	9.4	6.3	6.3	3.1	3.1	9.4	6.3	3.1	6.3	0.0	0.0	0.0	0.0
Horseshoes	21.9	15.6	15.6	15.6	15.6	9.4	3.1	6.3	9.4	6.3	0.0	3.1	3.1
Paddle Tennis	12.5	9.4	12.5	6.3	6.3	9.7	6.3	3.1	3.1	3.1	0.0	0.0	3.1
Shuffleboard	9.4	9.4	9.4	6.3	6.3	3.1	0.0	3.1	0.0	3.1	0.0	3.1	0.0
Table Tennis	40.6	31.3	25.0	21.9	18.8	12.5	12.5	12.5	6.3	18.8	0.0	3.1	3.1
Tennis	40.6	31.3	34.4	31.3	28.1	15.6	12.5	21.9	25.0	9.4	0.0	0.0	3.1
Tetherball	0.0	0.0	0.0	0.0	0.0	3.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Track and Field	25.0	18.8	25.0	15.6	15.6	12.5	9.4	6.3	12.5	6.3	0.0	0.0	0.0
Wrestling	12.5	0.0	6.3	3.1	3.1	12.5	0.0	0.0	6.3	0.0	6.3	0.0	0.0
Other	3.1	3.1	3.1	0.0	0.0	3.1	0.0	3.1	3.1	0.0	0.0	0.0	0.0



Table 25 (continued)

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	In Schools % Reporting	% Grade 9	% Grade 10	% Grade 11	% Grade 12	% Male Only	% Female Only	% Coed	% Taught Same as Before	% Now Taught Coed	% Dropped	% Added	% To Be Added
<u>Gymnastics</u>													
Apparatus	9.4	6.3	3.1	3.1	0.0	6.3	6.3	0.0	3.1	3.1	0.0	0.0	0.0
Body Mechanics	6.3	0.0	3.1	6.3	3.1	3.1	3.1	0.0	3.1	0.0	0.0	0.0	0.0
Stunts	21.9	15.6	15.6	9.4	6.3	6.3	9.4	3.1	6.3	6.3	0.0	0.0	0.0
Tumbling	40.6	34.4	31.3	18.8	15.6	12.5	18.8	9.4	6.3	21.9	0.0	0.0	0.0
Pyramids	12.5	6.3	6.3	9.4	6.3	3.1	9.4	0.0	3.1	6.3	0.0	0.0	0.0
Wt. Training	40.6	34.4	37.5	28.1	28.1	15.6	9.4	15.0	28.1	9.4	0.0	0.0	0.0
Other	3.1	0.0	0.0	0.0	0.0	3.1	3.1	0.0	3.1	0.0	0.0	0.0	0.0
<u>Conditioning Exercises</u>													
Calisthenics	84.4	68.8	62.5	43.8	40.6	37.5	31.3	31.3	34.4	31.3	0.0	0.0	0.0
Other	6.3	9.4	6.3	3.1	3.1	3.1	3.1	6.3	6.3	3.1	0.0	0.0	0.0

# APPENDIX I

Table 26. Changes in Status of Physical Education Activities  
in Classification AA Schools

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	In Schools Reporting	Grade 9	Grade 10	Grade 11	Grade 12	Male Only	Female Only	Coed	Taught Same as Before	Now Taught Coed	Dropped	Added	To Be Added
	%	%	%	%	%	%	%	%	%	%	%	%	%
<u>Team Sports</u>													
Basketball	100.0	75.8	84.8	63.6	60.6	69.7	63.6	9.1	54.5	27.3	0.0	0.0	0.0
Fieldball	6.1	0.0	6.1	3.0	3.0	0.0	0.0	3.0	3.0	3.0	0.0	0.0	0.0
Field Hockey	12.1	3.0	9.1	0.0	0.0	3.0	6.1	3.0	6.1	3.0	0.0	0.0	0.0
Flag Football	48.5	27.3	33.3	12.1	12.1	27.3	24.2	6.1	24.2	24.2	3.0	0.0	0.0
Soccer	45.1	24.2	24.2	9.1	9.1	15.2	18.2	6.1	15.2	21.2	2.0	0.0	0.0
Softball	90.1	63.6	69.7	42.4	42.4	54.5	60.6	12.1	24.2	54.5	0.0	3.0	0.0
Speed-A-Way	3.0	0.0	3.0	0.0	0.0	0.0	0.0	3.0	3.0	0.0	0.0	0.0	0.0
Speedball	18.2	9.1	15.2	6.1	6.1	6.1	9.1	3.0	9.1	9.1	0.0	0.0	0.0
Touch Football	45.1	30.3	30.3	18.2	18.2	30.3	21.2	6.1	18.2	21.1	0.0	0.0	0.0
Volleyball	97.0	66.7	78.8	54.5	54.5	54.5	57.6	18.2	33.3	51.5	0.0	0.0	0.0
Other	15.2	6.1	6.1	6.1	6.1	3.0	3.0	3.0	0.0	3.0	0.0	0.0	0.0
<u>Rhythms</u>													
Ballet	3.0	0.0	3.0	0.0	0.0	0.0	3.0	3.0	3.0	0.0	0.0	0.0	0.0
Modern Dance	9.1	6.1	6.1	3.0	3.0	0.0	9.1	3.0	9.1	0.0	0.0	0.0	0.0
Social Dance	24.3	12.1	21.2	12.1	12.1	3.0	9.1	6.1	6.1	6.1	0.0	0.0	6.1
Square Dance	42.4	24.2	33.3	18.2	18.2	6.1	18.2	12.1	24.2	15.2	0.0	0.0	3.0
Other	6.1	12.1	6.1	3.0	3.0	0.0	3.0	3.0	9.1	3.0	0.0	0.0	0.0

Table 26 (continued)

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	In Schools Reporting %	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Male Only %	Female Only %	Coed %	Taught Same as Before %	Now Taught Coed %	Dropped %	Added %	To Be Added %
<u>Individual and Dual</u>													
Aerial Tennis	21.2	9.1	15.2	9.1	9.1	9.1	6.1	6.1	6.1	9.1	0.0	0.0	0.0
Archery	36.4	15.2	27.3	12.1	12.1	18.2	15.2	12.1	6.1	24.2	0.0	0.0	0.0
Badminton	75.8	42.4	60.6	39.4	39.4	36.4	39.4	21.2	18.2	45.5	0.0	0.0	0.0
Bowling	21.2	12.1	15.2	15.2	15.2	9.1	12.1	9.1	9.1	9.1	0.0	0.0	0.0
Deck Tennis	12.1	0.0	12.1	6.1	6.1	3.0	3.0	3.0	6.1	3.0	0.0	0.0	0.0
Golf	45.1	27.3	42.4	39.4	39.4	21.1	12.1	6.1	24.2	15.2	0.0	0.0	0.0
Handball (wall)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Horseshoes	33.3	15.2	24.2	12.1	12.1	15.2	15.2	9.1	9.1	12.1	0.0	0.0	3.0
Paddle Tennis	36.4	9.1	30.3	18.2	18.2	12.1	9.1	9.1	9.1	21.2	0.0	0.0	3.0
Shuffleboard	48.9	27.3	36.4	24.2	24.2	24.2	27.3	9.1	12.1	30.3	0.0	0.0	0.0
Table Tennis	66.7	39.4	51.5	36.4	36.4	33.3	33.3	15.2	21.2	36.4	0.0	0.0	0.0
Tennis	54.5	30.3	45.5	30.3	30.3	30.3	30.3	6.1	12.1	24.2	0.0	0.0	3.0
Tetherball	3.0	0.0	3.0	0.0	0.0	0.0	0.0	3.0	3.0	0.0	0.0	0.0	0.0
Track and Field	60.6	30.3	51.5	33.3	33.3	30.3	27.3	12.1	15.2	33.3	0.0	0.0	3.0
Wrestling	15.2	12.1	12.1	6.1	6.1	9.1	3.0	3.0	15.2	3.0	3.0	0.0	0.0
Other	3.0	3.0	3.0	3.0	3.0	3.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0

Table 26 (continued)

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	% In Schools Reporting	% Grade 9	% Grade 10	% Grade 11	% Grade 12	% Male Only	% Female Only	% Coed	% Taught Same as Before	% Now Taught Coed	% Dropped	% Added	% To Be Added
<u>Gymnastics</u>													
Apparatus	9.1	9.1	6.1	3.0	3.0	3.0	6.1	6.1	6.1	6.1	3.0	0.0	0.0
Body Mechanics	9.1	3.0	9.1	6.1	6.1	3.0	3.0	6.1	6.1	0.0	3.0	0.0	0.0
Stunts	27.3	24.2	18.2	15.2	15.2	18.2	21.2	6.1	12.1	15.2	3.0	0.0	0.0
Tumbling	54.5	45.5	36.4	27.3	27.3	33.3	36.4	9.1	24.2	30.3	3.0	0.0	0.0
Pyramids	15.2	12.1	6.1	6.1	6.1	12.1	12.1	6.1	6.1	9.1	0.0	0.0	0.0
Wt. Training	51.5	30.3	36.4	24.2	24.2	33.3	18.2	6.1	21.1	15.2	0.0	3.0	0.0
Other	6.1	3.0	6.1	3.0	3.0	3.0	3.0	0.0	0.0	3.0	0.0	0.0	0.0
<u>Conditioning Exercises</u>													
Calisthenics	91.0	60.6	72.7	51.5	51.5	57.6	57.6	15.2	33.3	45.5	0.0	0.0	0.0
Other	3.0	3.0	0.0	0.0	0.0	0.0	0.0	3.2	0.0	0.0	0.0	0.0	0.0

# APPENDIX J

Table 27. Changes in Status of Physical Education Activities  
in Classification AAA Schools

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	In Schools Reporting	Grade 9	Grade 10	Grade 11	Grade 12	Male Only	Female Only	Coed	Taught Same as Before	Now Taught Coed	Dropped	Added	To Be Added
	%	%	%	%	%	%	%	%	%	%	%	%	%
<u>Team Sports</u>													
Basketball	96.8	58.1	77.4	61.3	58.1	74.2	71.0	9.7	29.0	48.4	0.0	0.0	0.0
Fieldball	0.0	0.0	0.0	0.0	3.2	3.2	3.2	0.0	0.0	0.0	0.0	3.2	0.0
Field Hockey	6.5	3.2	3.2	6.5	6.5	6.5	6.5	3.2	6.5	0.0	0.0	0.0	0.0
Flag Football	67.7	38.7	58.1	45.2	45.2	51.6	29.0	6.5	25.5	25.5	0.0	0.0	3.2
Soccer	51.6	32.3	35.5	25.8	25.8	25.8	19.4	16.1	16.1	16.1	0.0	0.0	3.2
Softball	81.8	48.4	74.2	54.8	54.8	58.1	58.1	22.6	19.4	41.9	0.0	3.2	3.2
Speed-A-Way	9.7	9.7	9.7	6.5	6.5	3.2	9.7	0.0	0.0	3.2	0.0	0.0	3.2
Speedball	25.6	16.1	16.1	12.9	12.9	9.7	19.4	3.2	3.2	9.7	0.0	0.0	3.2
Touch Football	45.2	25.8	38.7	29.0	25.8	32.3	25.8	0.0	12.9	19.4	0.0	0.0	0.0
Volleyball	93.5	54.8	74.2	61.3	61.3	58.1	61.3	32.3	22.6	41.9	0.0	3.2	0.0
Other	12.9	9.7	6.5	3.2	3.2	3.2	3.2	0.0	3.2	0.0	0.0	0.0	0.0
<u>Rhythms</u>													
Ballet	6.5	3.2	3.2	3.2	3.2	0.0	3.2	6.5	0.0	3.2	0.0	0.0	3.2
Modern Dance	25.8	12.9	12.9	19.4	19.4	3.2	12.9	6.5	3.2	9.7	0.0	0.0	3.2
Social Dance	25.8	16.1	16.1	12.9	12.9	3.2	12.9	16.1	6.5	9.7	0.0	0.0	3.2
Square Dance	51.6	32.3	35.5	29.0	29.0	6.5	22.6	32.3	12.9	19.3	0.0	0.0	3.2
Other	19.4	12.9	19.4	12.9	12.9	0.0	12.9	3.2	9.7	6.5	0.0	0.0	3.2

Table 27 (continued)

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	% In Schools Reporting	% Grade 9	% Grade 10	% Grade 11	% Grade 12	% Male Only	% Female Only	% Coed	% Taught Same as Before	% Now Taught Coed	% Dropped	% Added	% To Be Added
<u>Individual and Dual</u>													
Aerial Tennis	12.9	3.2	12.9	9.7	9.7	3.2	6.5	3.2	0.0	6.5	0.0	0.0	0.0
Archery	35.8	22.6	32.3	25.8	29.0	12.9	25.8	9.7	16.1	9.7	0.0	0.0	3.2
Badminton	87.1	51.6	71.0	54.8	51.6	29.0	45.2	32.3	25.8	25.8	0.0	0.0	0.0
Bowling	45.2	16.1	35.5	25.8	29.0	16.1	19.4	29.0	12.9	6.5	0.0	0.0	0.0
Deck Tennis	12.9	9.7	9.7	6.5	6.5	6.5	9.7	9.7	3.2	0.0	0.0	0.0	0.0
Golf	54.8	38.7	48.4	35.5	35.5	25.8	22.6	16.1	9.7	25.8	0.0	0.0	0.0
Handball (wall)	9.7	6.5	9.7	6.5	6.5	0.0	0.0	6.5	0.0	0.0	0.0	0.0	0.0
Horseshoes	35.8	22.6	35.5	22.6	22.6	19.3	12.9	9.7	6.5	19.4	0.0	0.0	0.0
Paddle Tennis	45.2	29.0	41.9	29.0	29.0	12.9	16.1	16.1	16.1	12.9	0.0	0.0	0.0
Shuffleboard	41.9	29.0	38.7	32.3	32.3	19.4	19.4	22.6	6.5	16.1	0.0	0.0	3.2
Table Tennis	70.9	41.9	67.7	54.8	51.6	25.8	25.8	32.3	12.9	32.3	0.0	0.0	0.0
Tennis	80.6	41.9	64.5	58.8	58.8	29.0	38.7	25.8	19.4	32.3	0.0	0.0	0.0
Tetherball	3.2	3.2	3.2	3.2	3.2	3.2	3.2	0.0	0.0	3.2	0.0	0.0	0.0
Track and Field	67.7	48.4	64.5	48.4	48.4	45.2	48.4	25.8	25.8	22.6	0.0	0.0	0.0
Wrestling	19.4	16.1	16.1	9.7	9.7	16.1	0.0	0.0	12.9	0.0	0.0	0.0	0.0
Other	3.2	0.0	3.2	3.2	3.2	0.0	0.0	3.2	0.0	0.0	0.0	0.0	0.0

Table 27 (continued)

Activity	Currently Taught					Before 1978			1978-Now		Because of Title IX		
	% In Schools Reporting	% Grade 9	% Grade 10	% Grade 11	% Grade 12	% Male Only	% Female Only	% Coed	% Taught Same as Before	% Now Taught Coed	% Dropped	% Added	% To Be Added
<u>Gymnastics</u>													
Apparatus	38.7	29.0	32.3	22.6	22.6	12.9	22.6	19.4	16.1	9.7	3.2	0.0	3.2
Body Mechanics	29.0	25.8	25.8	22.6	22.6	16.1	22.6	9.7	12.9	12.9	0.0	0.0	3.2
Stunts	48.4	32.3	41.9	25.8	25.8	22.6	32.3	9.7	16.1	22.6	0.0	0.0	3.2
Tumbling	64.5	48.4	58.1	38.7	38.7	35.5	48.4	12.9	22.6	25.8	0.0	0.0	6.5
Pyramids	22.6	16.1	19.4	9.7	9.7	9.7	16.1	6.5	6.5	12.9	0.0	0.0	3.2
Wt. Training	64.5	35.5	54.8	48.4	51.6	45.2	32.3	12.9	25.8	15.8	0.0	3.2	3.2
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<u>Conditioning Exercises</u>													
Calisthenics	93.5	58.1	80.6	64.5	64.5	58.1	54.8	16.1	22.6	41.9	0.0	0.0	0.0
Other	3.2	3.2	3.2	0.0	0.0	3.2	3.2	0.0	3.2	0.0	0.0	0.0	0.0

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