

ABSTRACT

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The purpose of this study was to determine the effect of sex and professional role on perceived compliance with and actual knowledge of Title IX in physical education and athletics. Administrators (Title IX coordinators, physical education supervisors, and athletic directors), physical education teacher/coaches (physical education teachers and physical education teacher/coaches), and coaches (N = 69) were administered the Title IX Implementation Assessment Instrument and the Title IX Knowledge Instrument. Each instrument had a section for physical education and athletics. Ss responded to the instruments in the following four areas: perceived compliance with physical education, perceived compliance with athletics, knowledge in physical education, and knowledge in athletics. A two-way ANOVA was used to determine differences in each of the four measures. Spearman's Rho Correlation Coefficient was used to test the relationship between perceived compliance and knowledge for physical education and athletics. Results indicated that females perceived physical education and athletic programs to be significantly less in compliance with Title IX than did their male counterparts. Females also scored significantly higher on the physical education portion of the Title IX Knowledge Instrument. The results of the Scheffé test indicated that teacher/coaches were scored significantly lower than administrators and coaches on knowledge of Title IX in athletics. Significant sex by role interaction was also evident in Title IX knowledge of athletics with female teacher/coaches being significantly less knowledgeable than male coaches, male administrators, female coaches, and female administrators. Results of all other F-tests were not significant. Spearman's Rho revealed no significant relationship between perceived compliance and actual knowledge of Title IX for physical education or athletics.

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Perceived Compliance and Knowledge of Title IX in  
Physical Education and Athletics

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A Thesis Presented  
to  
The Graduate Faculty  
University of Wisconsin - La Crosse

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In Partial Fulfillment  
of the Requirements for the  
Master of Science Degree

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by  
Laurie M. Irwin  
July 31, 1981

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## CHAPTER I

### INTRODUCTION

Title IX of the Educational Amendments Act of 1972 is a major source of legal support to gain and protect equal opportunities for females and males in educational institutions receiving federal funding. Title IX involves all areas of education with the basic premise behind the law being equity for all involved in education. Blaufarb in 1976 termed Title IX as the greatest impetus for helpful, healthy changes that has been seen for a long time. The law is forcing education to do what has needed to be done for a long time - provide equal sport and physical education opportunities for all students (Blaufarb, 1976).

Educational institutions were to be in compliance with Title IX by July 28, 1978. The enactment of the Educational Amendments Act of 1972 was met with wide and varying reactions especially in the areas of physical education and athletics (Weber, 1980). Many administrators, physical educators, and coaches, both male and female, viewed the regulations of Title IX as a threat rather than a change for the good of education of all students (Sex-integrated programs, 1977). Concerns were voiced by male coaches in that sharing funds with female athletics may take away from their programs especially football which was and is

the largest revenue-producing sport in high school athletics (Stein, 1978). However, in 1980, Moore stated that the majority of physical educators and coaches in school systems feel that Title IX has made a positive change. In the last eight years there has been a 600% increase in girl's and women's sports (Title IX, 1978). In 1981 Remley noted when Title IX passed in 1975 there were 12 boys for every girl in high school athletics. In 1981 the ratio is just two to one.

Regulations drafted by the Department of Health, Education and Welfare (HEW) required schools that received any federal funds must equalize academic and athletic opportunities for females (Remley, 1981). One of the first steps all institutions were required to undertake in regard to Title IX was the completion of a self-evaluation to identify practices or policies that discriminated on the basis of sex. If any areas of discrimination were discovered as a result of the self-evaluation, action was to have been taken to modify and correct those areas. The institution was to keep the self-evaluation, its results, and proof of change on file for three years following its completion (Taylor & Shavlik, 1975). The purpose of institutional self-evaluation was to determine the degree of compliance with Title IX in existence at that point within a school district.

The purpose of this study was to measure perceived compliance with and actual knowledge of Title IX in physical education and athletics. This measurement was to be accomplished through the use of two test instruments - one measuring perceived compliance

through the use of a self-evaluation and the other measuring actual knowledge of the law through the use of a series of case studies.

In completion of the institutional self-evaluation, actual knowledge of Title IX in physical education and athletics may play a part. Individual perception of the extent of compliance of a school's program may be related to knowledge of the regulations of Title IX. The use of the Title IX self-evaluation instrument and the actual knowledge instrument in this research allowed examination of a possible relationship.

#### Statement of the Problem

The problem of this study was to determine the effect of professional role and sex on perceived compliance with and actual knowledge of Title IX in physical education and athletics. The following sub-problems were tested:

1. What was the effect of professional role on perceived compliance with Title IX in physical education and athletics?
2. What was the effect of sex on perceived compliance with Title IX in physical education and athletics?
3. What was the effect of professional role on actual knowledge of Title IX in physical education and athletics?
4. What was the effect of sex on actual knowledge of Title IX in physical education and athletics?
5. What was the relationship between perceived compliance with and actual knowledge of Title IX in physical education and athletics within each high school?

### Need for the Study

Physical education and athletics are the fields in education where it seems the most confusion and non-compliance with Title IX exist. Therefore the most clarification is needed for those involved with the implementation of and compliance with the law. While physical education and athletics are not one and the same, they are closely related when examining Title IX and the aspects of equity in each. Many areas of non-compliance exist in physical education and athletics school-wide, district-wide, and state-wide.

Several reasons cause non-compliance, however, two stand out among the rest. A lack of understanding of Title IX and exactly what constitutes compliance and non-compliance in physical education and athletics is a part of the reasons for the discrimination that exists (Geadelmann, 1977a). This non-intentional discrimination is mainly the fault of the law. Title IX is a vaguely written law which causes many personal interpretations of the areas which should have been more specifically covered in the law (Remley, 1981). In fact, most of the law is considered as guidelines (Geadelmann, 1977b). Thus, through use of the self-evaluation instrument in this research, only perceived compliance can be measured. Any self-evaluation instrument is a personal interpretation of the law rather than specific statements taken directly out of context.

The second reason for non-compliance with Title IX in physical education and athletics may be the fault of a societal

stereotype (Update on Title IX, 1978). Males and females have traditionally been assigned roles in the whole spectrum of life (Weber, 1980). Many of these traditions have been successfully overcome; many still yet exist. In physical education and athletics males and females have been consistently kept apart and expected to participate only in those activities deemed appropriate by society (Landers, 1978a). Anyone overstepping the boundaries was considered deviant. Some females and many males are having serious difficulty realizing that while females physiologically never equal males in performance in physical education and athletics, the quality of work can be equal and thus equal opportunity should be available in both areas for both sexes (Bain, 1979).

The need for this study is the realization and acknowledgment of the problem of the confusion surrounding the interpretation of Title IX and the problem of societal expectations for males and females. Including both instruments, a self-evaluation to measure perceived compliance and the series of case studies to measure actual knowledge, allows examination of the extent of comprehension of Title IX held by the subjects tested and also enables conjectures to be made concerning previously stated problems.

#### Hypothesis

The following sub-hypotheses were tested:

1. There was no effect of professional role on perceived compliance with Title IX in physical education and athletics.
2. There was no effect of professional role on actual knowledge of Title IX in physical education and athletics.
3. There was no effect of sex on perceived compliance with Title IX in physical education and athletics.
4. There was no effect of sex on actual knowledge of Title IX in physical education and athletics.
5. There was no relationship between perceived compliance with and actual knowledge of Title IX in physical education and athletics within each high school.

#### Assumptions

The following assumptions were adopted for the study:

1. The respondents answered as accurately as possible in completing the test instrument measuring perceived compliance with Title IX and the instrument measuring actual knowledge of Title IX.
2. It was assumed that persons involved in physical education and/or athletics would have sufficient knowledge to evaluate compliance with Title IX in both areas.

#### Limitations

The following limitations were identified in this research:

1. The self-evaluation used in this study for measuring perceived compliance with Title IX in physical education and

athletics, may not, in fact, measure all areas of the law governing these two areas of education. The instrument used in testing was judged to be the most adequate out of a series of available instruments.

2. The actual knowledge instrument used in this study to measure knowledge of Title IX in physical education and athletics for each subject may not, in fact, measure all areas of the law governing these two areas of education.

#### Delimitations

1. The Wisconsin Interscholastic Athletic Association designated all high schools with an enrollment over 900 as Class A schools. The use of Class A schools ensured a large enough number of high schools with enrollments over 900 allowing a great enough subject selection.

2. The population included the following professional roles: Title IX coordinators, athletic directors, physical education supervisors, physical education teachers and/or coaches, and coaches. Both males and females were included in the testing.

3. Although Title IX covers equality in all areas of education, the present study included only the areas of physical education and athletics.

4. In the measurement of perceived compliance with and actual knowledge of Title IX in physical education and athletics the following areas are a part of the law but were excluded from this study: recreation programs, intramural programs, and teaching and coaching assignments.

### Definition of Terms

The following terms were used throughout this study and are defined here for further clarification:

1. Title IX Knowledge Instrument - the Title IX Knowledge Instrument concerned actual knowledge of Title IX mandates in physical education and athletics. The instrument was developed for purposes of this study and was intended to measure a subject's actual knowledge of Title IX as it pertains to physical education and athletics.
2. Title IX Implementation Assessment Instrument - the Title IX Implementation Assessment Instrument is a modification of McDonald's Self-evaluation Instrument (McDonald, 1977). This instrument was intended to measure perceived compliance with Title IX in physical education and athletics.
3. Title IX Coordinator - the person appointed by each school system to coordinate all efforts by the district to comply with Title IX as required by federal law. The Title IX coordinator also handles all grievances filed concerning Title IX.
4. Athletic Director - the person whose duties included the administrative aspects of the total athletic program within a high school or within a school district.
5. Physical Education Supervisor - a person whose duties included the administrative aspects of the total secondary physical education program within a high school or district.

6. Physical Education Teacher - a person who taught physical education in a high school and did not coach a sport during the school year in which the testing took place.

7. Physical Education Teacher and Coach - a person who taught physical education and served as a head coach of a varsity athletic team at the high school level.

8. Coach - a person who was the head coach of a high school athletic team but did not teach physical education. Junior varsity, "B" team, freshman coach, or a coach of any other team other than varsity were classified as assistant coaches and were not used in this research in the category of coach. This category also excluded a coach who was also serving as a physical education teacher.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The problem of this study was to determine the effect of sex and professional role on perceived compliance with and actual knowledge of Title IX in physical education and athletics. Administrators, physical educators, and coaches are responsible for the implementation of Title IX at the local level and the Office for Civil Rights (OCR) has been designated the federal agency responsible for assessing compliance. There are various approaches to determining a school's compliance with the mandates of Title IX and to determining the extent of an individual's knowledge of the Title IX regulations. The areas to be reviewed in this chapter include the following: (1) theories underlying Title IX as it pertains to physical education and athletics, (2) an examination of causes of compliance or lack of compliance, and (3) literature relating to Title IX self-evaluations and knowledge assessments that are available for use by educational institutions.

#### Title IX - Prohibition of Sex Discrimination

The Education Amendments of 1972 prohibit sex discrimination in federally assisted education programs. Specifically Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance (Federal Register, 20 U.S.C. 51681-1686).

The governing regulations of Title IX became effective on July 21, 1975. A three-year adjustment period was allowed for secondary schools for the purpose of assuring that on July 28, 1978 all schools would be in full compliance with Title IX (Update on Title IX, 1978). Official interpretations covering Title IX came from the Office for Civil Rights (OCR) which was given responsibility for providing direction to schools during the three-year adjustment period. The Office for Civil Rights was appointed by the Federal Government as the enforcement agency for the upholding of the Title IX regulations (Arnold, 1977).

Basically, the Title IX regulations address the following six categories: (a) general matters related to discrimination on the basis of sex; (b) coverage under Title IX; (c) admission procedures; (d) treatment of students once they are admitted; (e) employment guidelines; and (f) procedures for compliance (Summary of Title IX, 1980). The Federal Government is no longer enforcing employment complaints unless they are based on the section of Title IX (Subpart D) which bars discrimination against students. To date, all aspects of educational practices and programs, with the exception of employment, in an educational institution are covered by Title IX (Summary of Title IX, 1980).

Three additional general provisions in the regulations were included in Title IX. First, grievance procedures for Title IX complaints were to be developed by schools. Staff, parents, and students were to be notified of the existence of the procedures and the procedure for filing the grievance. Title IX regulations also specified that one employee of the district must be appointed to coordinate district efforts to comply with Title IX. The employee was designated as the Title IX coordinator. Students, employees, and parents were to be notified of the existence of the Title IX coordinator and how to contact this employee. The third general provision stated in the Title IX regulations required recipients of Federal aid to notify students, parents, applicants, unions, and professional organizations that the institution did not discriminate on the basis of sex. This notification was to be made to the local press by October 21, 1975 and afterward was to be printed on all announcements, applications, catalogues, or material of a similar nature (Summary of Title IX, 1980).

Moore (1980) stated that physical education and athletics were the most dramatically affected by the mandates of Title IX mainly due to previously sex-segregated programs in both areas. He felt that thus far these two fields of education were the most confusing, the most controversial, and had produced the most court cases in terms of Title IX. Stein (1978) substantiated the concerns of Moore when she noted that the greatest publicity surrounding Title IX had come from activities outside the classroom,

namely in the areas of physical education and athletics. The ensuing explanations of Title IX and physical education and athletics are meant to give the reader the basic guidelines of the Title IX regulations as applied specifically to the educational areas of physical education and athletics.

#### Title IX and Physical Education

The American Association of Health, Physical Education, and Recreation (AAHPER) defined physical education as:

. . . . that integral part of the total education which contributes to the development of the individual through the natural medium of physical activity - human movement (Blaufarb, 1976a, p. 3).

Title IX covers physical education specifically in Subpart D, Discrimination on the Basis of Sex in Education Programs and Activities Prohibited, Section 86.34 Access to course offerings.

In 1978, Landers authored an application booklet for physical educators in cooperation with the Department of Health, Education, and Welfare (HEW). She developed basic guidelines from Public Law 92-318 (Title IX) in an attempt to aid administrators, physical educators, and coaches in a positive effort toward implementation of Title IX. The following eight guidelines seemed most appropriate for the understanding and application of the Title IX regulations:

1. Physical education programs, courses, or activities may not differentiate between students on the basis of sex. Any requirements for participation in physical education must be the same for females and males.

2. Title IX does not require any specific curricula in physical education, only that no student is refused participation in an activity on the basis of sex and that physical education courses not be sex-designated.
3. Title IX does not specify any particular process for the assignment of students to physical education classes, only that the procedure used does not discriminate on the basis of sex.
4. Students may be grouped by ability within a physical education class or activity. This may result in a class composed mainly of students of one sex. Objective standards must be used in ability grouping.
5. Students may be separated by sex within physical education class for participation in wrestling, boxing, rugby, ice hockey, football, and basketball, and other sports whose major activity involves bodily contact.
6. Evaluation of student's skills or progress in physical education must be based on standards which do not have an adverse impact on students of one sex. If grading standards do have an adverse effect on either male or female students then two sets of standards may be used for evaluation or a single standard which measures individual student improvement is within the Title IX regulations.
7. Physical education facilities and equipment are to be allocated without regard to the sex of students or instructors.
8. Physical education staff are to be assigned teaching and supervisory duties on the basis of qualifications rather than sex . . . . (Landers, 1978b, pp. 35-36).

Arnold (1977) further noted that Title IX regulations also applied to attendance, dress, showering, dressing time, and discipline policies in physical education. All policies in a school's physical education program must apply equally to both sexes.

### Title IX and Athletics

The AAHPER defined athletics in the following manner:

. . . . as providing opportunity in secondary schools for students with superior athletic ability to develop and utilize fully this talent through organized competition with students of similar ability from other schools (Blaufarb, 1976a, p. 3).

Title IX treats athletics separately in Subpart D - Discrimination on the Basis of Sex in Education Programs Section 86.41 Athletics.

Title IX prohibits exclusion on the basis of sex from interscholastic athletic programs offered by an educational institution which received Federal funding. Landers (1978) attempted to place the regulations of Title IX as they concerned athletics in language for the lay-person. The six guidelines developed by Landers in 1978 covered the general premise of Title IX in athletics as follows:

1. Athletic programs may not be conducted separately on the basis of sex unless the teams involved are contact sports or if selection for participation on the team is based on competitive skill.
2. Title IX permits but does not require schools to field separate teams in contact sports or where team selection is based on competitive skill unless the operation of separate teams is necessary to satisfy the interests and abilities of both sexes.
3. If a school fields a team in a non-contact sport for one sex but not the other, then members of the excluded sex are to be allowed to try out for the team unless overall opportunities for the excluded sex were greater in the past than those opportunities for the sex which the team proposes to serve.

4. Equal opportunity to participate in athletics is to be provided to members of both sexes. Equitable services are to be provided in the following areas: accommodation of interests and abilities of both sexes in athletics, equipment and supplies, travel and per diem allowances, access to locker rooms, practice and competitive facilities, access to training facilities, and efforts to provide publicity.
5. Length and duration of schedules and the opportunity to play before an audience must be comparable for both sexes in like sports.
6. Teams can be coached by members of the opposite sex. Districts are required to seek out the best qualified candidate to coach the team in question . . . . (Landers, 1978b, pp. 37-38).

In his interpretation of the Title IX regulations as they applied to athletics, Arnold (1977) stressed that the law does not require equal opportunity in athletics in the sense that all aspects of the program be identical. Rather he pointed out that Title IX requires equitable opportunity for both sexes in a school's athletic program.

#### Summary of Title IX Interpretations

Title IX does not state that opportunity has to be the same for both sexes but that it must be equitable (Gadelmann, 1977b). There are to be no differences in opportunities for and treatment of students on the basis of sex. A number of problems with Title IX have been noted. Stein (1978) felt that the guidelines offered inadequate information on how to comply with the law. She noted that the original policy issued in 1978 by Califano, HEW Secretary, was befuddled by vague, open-ended assumptions that

were especially susceptible to abuse. In 1979, Harris, the new HEW Secretary, issued a new policy which clarified Title IX regulations in an attempt to stabilize its implementation. The policy was intended to supplement, clarify, and interpret the Title IX regulations in physical education and athletics. As Polivy (1978), legal council for the Association of Intercollegiate Athletics for Women noted, in spite of clarification attempts, not more than 10% of the schools in the United States have made any real effort to comply with the regulations of Title IX as they concern physical education and athletics (Title IX, 1978). Arnold (1977) expressed concern over the lack of compliance, noting that ignorance that still persists regarding Title IX, misinformation surrounding it, and the resistance to change are causes for concern that the positive contributions of Title IX to physical education and athletics will not be realized.

#### Compliance with Title IX in Physical Education and Athletics

Lopiano (1976) found that historically physical educators and athletic personnel have been slow to get involved in affairs that may necessitate change in a fairly traditional program. In 1978, Landers stated whenever change is imminent the question of degree is in the foreground. Some people change only from fear in response to threat. Those who over-react or react negatively to Title IX usually make the least compliance efforts (Landers, 1978a).

Title IX demands what seems to be a complete reversal of the traditional roles of male and female physical educators which is threatening and may be a cause of slowness in achieving full compliance with the law (Weber, 1980). Landers (1978a) noted that Title IX mandates are attempting to counter or correct long historical and cultural evidence of sex discrimination and subsequent stereotyping. Dorothy Ross, a member of the Title IX task force, pointed out that the overwhelming male domination of sport in the United States perpetuates sex stereotypes and unfair male advantages (Update on Title IX, 1978). Sport mirrors the most fundamental attitudes and values of our culture (Weber, 1980). Some males may have felt threatened by Title IX. They perceive themselves as having worked for programs in sport that are being granted to females with little effort as a result of the passage of Title IX.

Many professionals were not prepared psychologically for the changes Title IX brought despite the three-year adjustment period allowed by the law (Sex-Integrated Programs, 1977). Many districts did not take advantage of the adjustment period to evaluate physical education and athletic programs for sex discrimination nor did many attempt to educate professional staffs on achieving and maintaining compliance with Title IX (Sex-Integrated Programs, 1977). The athletic and physical education regulations of Title IX have caused much dismay among physical

educators and coaches because of the long-standing practice of teaching physical skills and coaching athletic skills separately by sex after elementary school (Blaufarb, 1976). Students, teachers, coaches, and administrators have long been stereotyped into what Title IX deems as gender-biased roles. In 1974, Dunkle and Sandler noted that the courts have been more willing to end race discrimination than sex discrimination. Long existing stereotypes may cause a lack of compliance with Title IX in physical education and athletics.

A diverse emphasis during teacher training at various institutions may cause varying attitudes among male and female educators and coaches (Landers, 1978a). Weber (1980) noted many teachers were not professionally prepared to teach activities such as gymnastics and wrestling to students of the opposite sex. The uncertainty resulting from the somewhat abrupt change from the norm has resulted in diverse attitudes among educators concerning Title IX (Landers, 1978a). These attitudes, Landers stated, ranged from outright defiance of the law through maximum cooperation with the mandates of Title IX. Title IX may have involved massive change in some districts while in other districts it resulted in the continuance of an equal program. The diverse attitudes existing among educators are substantiated in a study conducted by Pennington and Schumacher in 1980. A survey of secondary school physical education chairpersons was conducted to determine the impact of Title IX on physical education curricula

and instructional practices. Included in the survey was a report of the perceptions of the chairpersons concerning attitudes of the physical education staff toward coeducational practices. In the research of Pennington and Schumacher it appeared that there were mixed feelings among the physical education staff regarding coeducational classes. The research resulted in one-third of the teachers being perceived as feeling that all physical education classes should be coeducational; one-third felt that some physical education should be coeducational; and the remaining third were perceived by the physical education chairpersons as feeling that no physical education should be coeducational. Coeducational classes are not required in the regulations of Title IX; however, many schools have selected this alternative to comply with the law. The study conducted by Pennington and Schumacher may have valuable implications regarding existing teacher attitudes concerning Title IX.

Title IX is a Federal law brought about by a legislative process. In 1978, Landers stressed that Title IX would be modified through the same process or through the establishment of case law as various regulations are tested in court. Most court cases have centered around the issue of Title IX and athletics. Weber (1980) noted that there was a great deal of uncertainty as to the accurate interpretation of Title IX in regard to physical education but even more so in athletics. The Title IX regulations governing athletics has been bombarded by legal information and

attempts at interpretation which have only seemed to confuse the task of interpretation and implementation. There is a lack of a clear direction which is further emphasized by noting the numerous court cases filed under Title IX since the law came into existence (Weber, 1980). In The Running (1981) published summaries of 39 major court cases all concerned with athletics. On May 20, 1974, Senator Tower introduced an amendment to the Educational Amendments of 1974 which would have exempted revenue-producing sports from Title IX. The amendment was adopted by the Senate but defeated by the Conference Committee (Update on Title IX, 1978). In June 1975, Representative O'Hara introduced H. R. 8394 to allow revenue-producing sports to maintain their own teams before directing profits to other men's and women's athletic teams. No action was taken on this bill. Yet a third major legal initiative regarding Title IX and athletics was listed in Update on Title IX in 1978. On July 15, 1975 Senators Tower, Bartlett, and Hruska co-sponsored S2106 to exclude coverage of revenue-producing sports from Title IX. The bill was never reported out of committee. A more recent court decision occurred in Michigan when U.S. District Judge Charles Joiner ruled colleges and public schools do not have to provide equal athletic programs (equal expenditures) for males and females as long as the sport in question does not receive Federal assistance (Tucker, 1981). The case is currently being appealed. Congress is attempting to assert that Title IX applies only to the specific school programs

that receive Federal funding and not to an entire district (Gordon, 1981). Gordon reported also the Reagan administration would like to see Title IX repealed at the Federal level and reinstated at the local or state level which will have the effect of giving those governments the decision as to whether or not to spend money on Title IX. Arnold (1977) stated that Title IX legislation could have a profound impression upon athletic programs at all levels. In her 1976 research, Lopiano found that athletics was the most visible and controversial area in the development and maintenance of the Title IX regulations. Considering the number of court cases concerning Title IX and athletics, one would tend to agree with Lopiano and Arnold regarding their finding on this issue.

The majority of physical educators and coaches in school systems feel that Title IX resulted in a positive change (Moore, 1980). Moore felt the problems with Title IX lay in the altering of long-standing attitudes and affecting changes in the curriculum and teaching process. He noted that the Federal mandate of Title IX, of and by itself, was not enough to create the positive attitude necessary to effective implementation of Title IX. Stein (1978) stressed policy is only as potent as the enforcement of those who implement Title IX. In 1978, Landers noted the necessity for school staffs, administrators, and athletic coaches to review existing attitudes, policies, programs, and procedures to assure that no students are discriminated against

and that all students are provided equitable opportunities in physical education and athletics. Title IX has excellent potential for stimulating the re-examination of the roles and status of males and females in society and for educating participants and followers in the wisdom and benefits of basic human equality (Arnold, 1977). Physical educators, coaches, and administrators control the degree to which physical education and athletics will contribute to the socialization process.

#### Title IX Self-Evaluation

The Title IX regulations specifically required that each institution complete a self-evaluation prior to July 21, 1976. The regulations did not impose a particular process to be used in the self-evaluation. Subpart A, Section 86.3, Remedial and Affirmative Action and Self-Evaluation stipulated three general requirements regarding institutional self-evaluation (Federal Register, 20 U.S.C. §1681-1686). An institution must accomplish the following in its self-evaluation:

1. Evaluate in terms of sex discrimination, its current policies concerning admission of students, and treatment of students.
2. Modify any policies or practices which do not meet the requirements of the Title IX regulations.
3. Take whatever remedial steps necessary to eliminate the effects of past discrimination (Federal Register, 20 U.S.C. §1681-1686, p. 21138).

The self-evaluation including modifications made and remedial steps taken, was to be kept on file for at least three years

following its completion (Taylor & Shavlik, 1975). The self-evaluation was to be made available to the Office for Civil Rights upon request. The self-evaluation was meant to be a starting point in aiding institutions in gaining compliance with Title IX. Physical education and athletics received special emphasis in the self-evaluation because of the tradition of sex-segregation within both areas (Blaufarb, 1976).

The provision in Title IX requiring self-evaluation caused institutions to seek appropriate and accurate means of assessing sex discrimination in physical education and athletic programs. In many cases, districts opted to use self-evaluations developed by researchers to aid in the assessment of district compliance with Title IX. A review of Title IX compliance self-evaluation instruments was completed by the researcher. Five instruments were chosen for review in this study based on the following criteria:

1. Applicability to physical education and/or athletics and the regulations of Title IX governing these areas.
2. The ease with which the instrument could be answered.
3. The time involved in answering the self-evaluation instrument.
4. The self-evaluation instrument's potential for district use as a means of locating and eliminating sex discrimination in physical education and/or athletics.

Geadelmann's Instrument for Self-Evaluation in Determining Compliance with Title IX in Physical Education and Athletics (1977)

was developed to make available an assessment tool to aid in

determination of equality and its status in physical education and athletics. The original instrument developed by Geadelmann also encompassed the areas of employment and recreation but since they were not the focus of this particular research they were not included in the review of literature.

Respondents were asked to answer "yes" or "no" to questions concerning Title IX in the area of physical education and athletics. Geadelmann (1977) utilized a broad concept of equality of opportunity as opposed to identical opportunity and her instrument presented questions consistent with her initial concept. The questions attempted to cover the highlights of the law as they pertained to the area they purported to measure. There were not many specific questions asked. While the questions included were fairly broad, they were well-worded. A "yes" answer clearly would have indicated compliance with the particular area in question while a "no" answer would have shown noncompliance, violation of Title IX, and grounds for change.

An institution using Geadelmann's instrument for a self-evaluation study would determine compliance or non-compliance for the criteria in each particular question and not in physical education or athletics as a whole. As an example, answers of "no" to some questions in the physical education section of the instrument would not indicate non-compliance in the whole physical education program according to Title IX. A "no" answer would indicate non-compliance only in the instance that it was answered in the negative.

A categorical self-evaluation such as Geadelmann's offered the respondent only two choices of answers - yes or no. It was easy to respond to this type of questionnaire but progress toward compliance could not be monitored with the instrument. It was up to the institution to determine how to maintain or change the areas in question after knowing the areas of compliance or non-compliance. The specificities of Title IX were left up to those who would manifest changes or maintain the law.

The Checklist for Evaluating Title IX Compliance Progress (Blaufarb, 1976) was adopted for use by the Resource Center on Sex Roles in Education from a manual done by Blaufarb in 1976 for the American Alliance for Health, Physical Education, and Recreation (AAHPER). The checklist was useful in that two kinds of questions were answered for the respondent about various areas of Title IX governing physical education. A numbered question described a specific requirement of the law. Sub-questions under each numbered question listed sections of the specific requirement which were relevant. The sub-questions were either derived from the regulation itself or were procedures which would be useful in meeting the specific requirements. The numbered questions dealing with the specific requirement and the sub-questions were answered according to two criteria. The first criteria asked if the particular requirement had been reviewed. If the answer was "yes" then the second criterion which asked if the institution was in compliance, was answered. Thus a "no" answer to the first criteria

indicated that the institution should review that area of Title IX in its physical education program. Likewise, a "no" answer to the second criterion would indicate that the institution was in violation of Title IX. At the end of the instrument was a summary section in which an institution could compile its areas of non-compliance.

In order to include staff at all levels of an institution in determining compliance with Title IX in physical education and athletics, the Resource Center on Sex Roles in Education, with Matthews and McCune as editors, developed Self-Evaluation: Action Checklists - Athletics and Physical Education (1976). The checklist was designed for various levels of staff in participating educational institutions. The checklists were developed to provide general suggestions to personnel as to procedures and review questions which would aid in evaluation of compliance with Title IX requirements. Covering each area of physical education and athletics separately, the checklists were broken down further so as to apply to all areas of staff. Central Office Staff covered Title IX coordinators, athletic directors, and physical education supervisors. Building staff included coaches and teachers. The checklists contained a categorical answer format using "yes" or "no" answers. The checklists were not complete and offered only a very general guide to compliance determination. If a "no" answer was given to a question, it would indicate non-compliance and, as in Geadelmann's self-evaluation, imply

that the particular area in question should be changed. No other assistance in achieving compliance was given. The action checklists were easy to answer but were not as inclusive as Gadelmann's (1977). To determine compliance specifically, an institution would not use the action checklists reviewed here. However, as a set of guidelines for the particular staff position toward which it was geared, it would serve as a general starting point in determining a need for a more specific self-evaluation.

The areas of Title IX that concerned physical education were covered by the numbered questions in the checklist. Sub-questions that broke down the specific requirement even further were essentially beneficial in understanding the requirement in question. The checklists were instruments that were easily answered but gave limited information to institutions regarding their compliance with Title IX.

Lopiano constructed a Fact-Finding Model for Conducting a Title IX Self-Evaluation Study in Athletic Programs (1976). The model was an open-ended self-evaluation study specifically for athletic programs. After establishing the criterion related to major points of Title IX concerning athletics, she then listed considerations to be answered pertaining to each criterion. The considerations asked for numbers participating at various levels of athletics, development of programs, budget allocations, evaluation of equal opportunity for males and females, equal time allotments for practice and games, equipment and supply provision,

and other areas of Title IX as it pertained to athletics.

Questions were not asked of respondents, rather requests were made. An example of the form of criterion and request follows:

Criterion 6 - Provision of Locker Rooms, Practice,  
and Competitive Facilities

1. Rank the quality of all competitive and practice facilities and show a comparison of total hours per week use. Include exercise areas and weight room (Lopiano, 1976, p. 28).

Lopiano felt institutions could not only assess current policies and practices in relation to Title IX requirements, but would also have data to show areas of compliance and non-compliance in completing the rankings, estimates, descriptions, evaluations, and percentage breakdowns asked for in the self-evaluations. In addition, Lopiano also included suggestions for determining equal opportunity levels for compliance.

Although the use of this type of self-evaluation instrument would be time consuming, the end product would not only indicate areas of athletic programs in compliance or not in compliance with Title IX, it also would produce, if completed as suggested, charts and tables for visual comparisons. The self-evaluation would give the respondent a sound and highly informative basis concerning Title IX and the institution's particular athletic program.

McDonald developed his Title IX Implementation Assessment Instrument for Project Equity Publication in 1975. The instrument was printed in the Application Booklet for Physical Activity

Specialists published by HEW, authored by Landers, and published in 1978. The instrument covered compliance with Title IX in both areas of physical education and athletics and was one self-evaluation which covered both areas in one instrument. A question involving a specific requirement of the law was posed and the respondent was given a choice of three or four answers from which to choose. The answers ranged from the institution being in total compliance to being in non-compliance. Partial compliance answers comprised the middle of the range. By giving a respondent choices of answers, a better interpretation of the specific requirement in question was available and, thus, corrected for possible misinterpretations by various institutions using this instrument. The questions thoroughly covered applicable parts of Title IX for both physical education and athletics, in addition to giving valuable information regarding the degree of compliance an institution had attained.

For purposes of the present study, the most desirable instrument for use in institutional self-evaluation was McDonald's Title IX Implementation Assessment Instrument (1975). The self-evaluation was comprehensive regarding Title IX, presented ease in answering, and provided information to the institution completing the instrument. An answer indicating compliance or non-compliance could not be misinterpreted. Partial compliance answers informed the institution of the areas in which steps had been taken toward complying with the law but still did not

indicate full compliance. Thus, an institution would realize specific areas still to be examined and reviewed in accordance with Title IX.

#### Title IX Actual Knowledge

Definitions of Title IX and equality may differ from different perspectives (Grant, 1977). Those who view compliance as positive, do so with a feeling of confidence and security and look forward to strengthening the existing program (Landers, 1978). Physical educators frequently serve as role models to students. However, Weber (1980) noted that physical educators are often given little support or understanding in resolution of the problems related to Title IX. The main cause of lack of support or understanding, as Weber stressed, is due to little or no training for administrators, teachers, and coaches regarding implementation of Title IX in physical education and athletics. Each school has the responsibility of educating all personnel regarding the Title IX regulations and their implementation (Sex-Integrated Programs, 1977). Research has shown that change is better accomplished when administrators, physical educators, and coaches work to develop a curriculum with which all are comfortable (Sex-Integrated Programs, 1977). Working together for positive change creates a much stronger knowledge of Title IX (Sex-Integrated Programs, 1977).

When Title IX is viewed as a threat, the resulting negative attitudes of administrators, physical educators, and coaches cause ignorance regarding Title IX and its regulations (Sex-Integrated Programs, 1977). Lopiano (1976) pointed out all involved in the administration and implementation of physical education and athletic programs should have good knowledge of Title IX in order for all students to receive maximum benefits. Geadelmann (1977) stressed a lack of individuals with a knowledge of Title IX as well as the courage and commitment to see that the spirit of the law becomes a reality.

Assessing knowledge of Title IX in physical education and athletics can be difficult. While most researchers agreed on the importance of knowledge and its effect on positive implementation of Title IX, no objective measurement of Title IX in physical education and athletics could be located by the researcher.

Title IX Signposts (1978) was a technical assistance manual for sex equity personnel at regional, state, and local levels. The general purpose of the manual was to aid in not only compliance with the law, but also fulfillment of the spirit of the concepts of equity for all. An attempt was made to educate personnel to the regulations of Title IX. For example, Section 86.41 Athletics was introduced to the reader through a listing of the basic principles governing athletics under Title IX. Suggestions were given concerning effective self-evaluation of the athletic program followed by action steps suggested to administrators to gain

compliance with the Title IX regulations in athletics. At the conclusion of each section was a series of questions and answers one purpose of which concerned checking the knowledge gained about the particular section presented previously. The questions asked of personnel in the athletic and physical education sections of the manual were broad, open-ended, and listed all answers immediately following the question. Use of Title IX Signposts would aid in gaining knowledge of Title IX but did not objectively assess knowledge in physical education and athletics. The manual would be of great assistance to a district in educating administrators, physical educators, and coaches about the Title IX regulations concerning physical education and athletics.

Matthews and McCune, 1978, were co-editors of a work-shop package for elementary secondary educators. Implementing Title IX and Attaining Sex Equity was developed specifically for use by persons involved in training or staff development efforts for educating personnel in the implementation of Title IX and the attainment of sex equity. Specific sections encompassing Title IX and physical education and athletics were included in the package. Knowledge of the Title IX regulations concerning physical education and athletics were to be presented to a large group of participants. Following the presentation, regulations and possible situations were to be discussed in small groups with the purpose being the gain of greater knowledge of Title IX in physical education and athletics. There was no objective

knowledge assessment included in this package as it was developed to train and educate administrators, physical educators, and coaches.

Within Matthews and McCune's workshop package, Landers in 1978, authored a section entitled The Physical Activity Specialist's Role. She included Physical Activity Worksheet developed for the purpose of small group discussion following individual responses to each of the four hypothetical situations. The worksheets were presented in the form of letters to an imaginary athletic director of a high school. The letters concerned problems regarding Title IX and athletics that Landers noted as occurring frequently. After reading each letter, the workshop participant was to answer open-ended questions included on the back of each letter in terms of his/her knowledge of Title IX and athletics. Responses were then discussed in small-group sessions. No objective assessment of knowledge concerning Title IX and athletics could be made; however, knowledge was to be gained by those participating in the workshop.

Landers (1978a) in cooperation with HEW, developed a series of hypothetical elementary and secondary case studies in physical education and athletics. It was her hope that through reading the case studies and the suggested answers following each category, one would develop skills in recognizing discriminatory or biased behaviors in reviewing day-to-day activities and analyzing them in relation to the legal requirements of Title IX. Again,

knowledge of Title IX in physical education and athletics could not be objectively assessed as suggested answers to the case studies were given by Landers.

A Title IX instrument assessing knowledge of Title IX in physical education and athletics suitable to the purpose of this research could not be located. The instruments described in the preceding section were developed in the early years of Title IX when it was important that administrators, physical educators, and coaches gain knowledge of Title IX as it pertained to their particular concerns.

In 1981, it was expected that an objective instrument measuring knowledge of Title IX in physical education and athletics would be particularly relevant, as most personnel involved in the implementation of the law should be thoroughly familiar with the regulations.

Since no objective test of Title IX knowledge was obtained, the researcher felt that the series of case studies developed by Landers (1978a) offered the best basis for creating such an instrument.

#### Summary

The purpose of this study was to determine the effect of sex and professional role on perceived compliance with and actual knowledge of Title IX in physical education and athletics. The review of literature examined Title IX in general and the

regulations concerning physical education and athletics. Various self-evaluations were reviewed for use in this research as a means of measuring a school's compliance with Title IX.

McDonald's Title IX Implementation Assessment Instrument was selected by the researcher as the self-evaluation instrument to be modified for use in measuring perceived compliance with Title IX in physical education and athletics. Locating an objective instrument to measure knowledge of Title IX in physical education and athletics proved to be unsuccessful. The series of case studies reported by Landers (1978a) was used by the researcher as the basis for developing a Title IX knowledge instrument to measure actual knowledge of Title IX in physical education and athletics.

## CHAPTER III

### METHODS

The purpose of this study was to determine the effect of sex on perceived compliance and actual knowledge of Title IX in physical education and athletics. The areas covered in this chapter include the following: (a) selection, modification, and development of the test instruments used in data collection; (b) selection of the subjects used in the study; (c) the test instrument administration; and (d) the statistical treatment of the data.

#### Instrumentation

##### Title IX Perceived Compliance

Of the instruments discussed in the review of literature, the Title IX Implementation Assessment Instrument (McDonald, 1975) was selected by the researcher as the most appropriate self-evaluation for use in measuring perceived compliance with Title IX in physical education and athletics (see Appendix D). McDonald's instrument of all the instruments examined, most thoroughly covered Title IX as it pertained to physical education and athletics and thus allowed a more complete self-evaluation which adequately measured perceived compliance with the law.

McDonald's original instrument was modified slightly for the purpose of this research. The word "district" was deleted throughout the entire instrument substituting the word "schools(s)" in its place. Four questions were dropped from the testing as it was felt they did not pertain exclusively to physical education and athletics and therefore did not fit the purpose of the research.

The Title IX Implementation Assessment Instrument was divided into two sections -- physical education and athletics. The 20 questions that comprised the self-evaluation were taken directly from the mandates of Title IX and pertained to steps, surveys, and analyses that institutions were to have completed in order to gain compliance. The three or four choices of answers ranged from non-compliance through total compliance. A numerical value was established for each answer to a particular question. In the case of four choices of answers, two, four, six, and eight were the numbers assigned to each foil. Where three choices of answers were offered, the numerical values of two, five, and eight were used. Thus an answer indicating non-compliance would be scored as two while an answer of compliance would score eight points. A subject's total score on the Title IX Implementation Assessment Instrument was determined by summing the points indicated by an individual's answer to each question on the instrument. Total compliance with Title IX in physical education would score 38 points and total compliance perceived with Title IX and athletics would score 48 points.

### Title IX Actual Knowledge

The Title IX Knowledge Instrument measured actual knowledge of Title IX in physical education and athletics (see Appendix E). The Department of Health, Education, and Welfare (HEW) in 1978, published an application booklet for physical activity specialists in order to aid districts in gaining compliance with Title IX. Included in this booklet were a series of hypothetical case studies dealing with possible Title IX situations in physical education and athletics. These case studies served as a basis from which an instrument measuring knowledge of Title IX for physical education and athletics was developed.

The case studies developed by HEW corresponded with various sections of Title IX as it pertained to physical education and athletics. Four responses were provided for each case study with one being the most appropriate answer in terms of the legal language of Title IX. In order to avoid researcher bias, the correct answer was taken directly from the law. Actual knowledge of Title IX in the areas in question, was measured by the total number of correct responses indicated by the subjects on the Title IX Knowledge Instrument.

### Pilot Study

Both the Title IX Implementation Instrument and the Title IX Knowledge Instrument were field-tested before the actual testing was begun. The purpose of the preliminary field-testing was to

determine the time involved in completing the test instruments and also to locate any possible problems with the instruments before actual testing was initiated. The field-testing was undertaken as part of a Title IX inservice program conducted for the physical education teachers of the school district of La Crosse, WI.

*In addition to completing the test instruments, verbal comments were asked of the subjects concerning clarity of the questions, ease of comprehension, and other suggestions regarding the self-evaluation and knowledge instruments. An item analysis was performed on the field test results to evaluate each test item to determine the degree of discrimination. Those questions that had a discrimination analysis score of .00 or below were analyzed further by the researcher for non-functioning foils or conflicts in wording between the foils. Questions with low discrimination were then deleted entirely from the instruments or reworded.*

#### Subject Selection

Schools from which subjects were tested for this research were randomly selected from the Milwaukee Suburban Athletic Conference. The conference contains 14 schools; seven schools from five districts were randomly selected for testing. They were the following: Milwaukee King, Milwaukee West, South Milwaukee, Wauwatosa East, Wauwatosa West, West Allis Central, and West Milwaukee. A preliminary visit was made prior to actual testing in order to obtain permission to enter the district and

to explain the purpose of the research and what would be expected of each individual consenting to take part in the Title IX testing. Once permission was given to collect data in each school district, the superintendents were requested to notify the district athletic directors, physical education supervisors, and Title IX coordinators to inform them that permission had been granted to collect data in that particular district. The only information given to anyone other than the superintendents was that the study concerned Title IX. A telephone call was made to athletic directors, physical education supervisors, and Title IX coordinators to inform them of the particular day the testing would take place, the school(s) involved in the testing, and the approximate time it would take subjects to complete the Title IX test instruments. Arrangements were made to meet with these administrators first on the day that their school(s) would be involved in the study. It was requested that the athletic directors and physical education supervisors notify coaches and physical education teachers in their school(s) regarding the date of testing, the time involved, voluntary nature of participation, and the general purpose of the thesis project.

Within each of the seven high schools the Title IX Implementation Assessment Instrument and the Title IX Knowledge Instrument were administered to no less than one of the following professional roles: Title IX coordinator, athletic director, physical education supervisor, male physical education teacher,

female physical education teacher, male physical education teacher/coach, female physical education teacher/coach, male coach, and female coach. For the purposes of this research the above categories were collapsed into the following three professional roles: administrators included Title IX coordinators, athletic directors, and physical education supervisors. Physical education teacher/coach included physical education teachers and physical education teacher/coaches. The last category, coaches, included those individuals who coached but were not employed as physical education teachers in the school.

#### Administering the Instrument

The Title IX test instrument packet was administered directly to each of the 69 subjects. The material in this packet included the following:

1. An introductory letter identifying the researcher, the university, the purpose of the study, a short introduction to the Title IX test instruments, and assurance of anonymous and confidential treatment of the rights of the subject and the school (see Appendix A).
2. A consent form which the subject was asked to sign if he/she chose to participate in the study (see Appendix B).
3. Subject identification information with the first two questions pertaining directly to the research and the last five providing additional subject information (see Appendix C).

4. McDonald's Title IX Implementation Assessment Instrument to measure perceived compliance with Title IX in physical education and athletics (see Appendix D).

5. The Title IX Knowledge Instrument used to measure actual knowledge of Title IX in physical education and athletics (see Appendix E).

One day was spent at each of the seven high schools. All physical education teachers, physical education teacher/coaches, and coaches at a particular school were asked to participate in the testing. The subjects who agreed to participate were tested that day during their preparation period. The researcher was present during the actual testing but did not answer any questions that may have biased individual answers on the test instruments. Subjects were verbally requested to first complete the Title IX Implementation Assessment Instrument and then the Title IX Knowledge Instrument according to personal knowledge of their school and of Title IX. Answers were recorded by the subjects directly on the test instruments. Administrators were given the Title IX packet in the manner previously described.

The entire Title IX packet took 15-20 minutes to complete and return to the researcher. The preliminary visit to each of the five school superintendents was made in April, 1981. The actual testing in each of the seven schools took place May 4-20, 1981. All data collection was complete on Wednesday, May 20, 1981.

### Statistical Treatment of Data

The raw data for the study consisted of the following four separate sets of scores which were statistically treated: Self-evaluation in Title IX - physical education, Self-evaluation in Title IX - athletics, Knowledge of Title IX - physical education, and Knowledge of Title IX - athletics. (The raw data is presented in Appendix F.)

Means and standard deviations were computed for each of the four measures. A two-way analysis of variance (ANOVA) with two levels on one factor (sex) and three levels on the other (role) was used to test the null hypotheses for each of the four areas. The sex factor was divided into male and female and the professional role factor was divided into administrators, physical education teacher/coaches, and coaches. In the case of a significant F in the professional role factor, the Scheffé Method of Multiple Comparisons was used to determine which role or roles were significantly different (Ferguson, 1976). All statistics were performed by the Computer Center at the University of Wisconsin - La Crosse using the SPSS sub-program ANOVA. The .05 level of significance was used in all analyses (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975).

Spearman's Rank-Order Correlation Coefficient was used to measure the relationship between self-evaluation in physical education and actual knowledge in physical education and between

self-evaluation in athletics and actual knowledge in athletics within each of the seven schools tested. The .05 level was used in evaluating the significance of all coefficients.

## CHAPTER IV

### RESULTS AND DISCUSSION

The purpose of this study was to investigate the effect of sex and professional role on perceived compliance and actual knowledge of Title IX in physical education and athletics. Twenty-two females and 47 males from seven high schools in the Milwaukee Suburban Athletic Conference served as subjects in the study. The following professional roles were included: Title IX coordinator, athletic director, physical education supervisor, physical education teachers, physical education teachers and coaches, and coaches. Data were collected through the use of the Title IX Implementation Assessment Instrument developed by McDonald in 1977 which measured perceived compliance with Title IX in physical education and athletics and the Title IX Knowledge Instrument developed by the researcher which measured actual knowledge of Title IX in physical education and athletics. A two-way ANOVA was utilized to determine if any significant differences occurred in perceived compliance with and actual knowledge of Title IX in physical education and athletics based on the professional role and sex of the subjects.

#### Results

Means and standard deviations are presented separately for each of the following four sets of scores: Title IX self-evaluation

in physical education, Title IX self-evaluation in athletics, Title IX actual knowledge in physical education, and Title IX actual knowledge in athletics. The ANOVA's for each of the four sets of scores are discussed according to each category.

#### Title IX Self-Evaluation in Physical Education

Means and standard deviations for the Title IX self-evaluation instrument in physical education are presented in Table 1.

Table 1

Title IX Self-Evaluation - Physical Education Means and Standard Deviations			
Prof. Role	Sex		Total
	Male	Female	
Admin.	31.11 <sup>a</sup>	24.00	29.33
	3.79 <sup>b</sup>	4.58	4.96
Teacher- Coach	29.08	24.83	26.61
	5.80	4.19	5.28
Coach	28.92	21.00	29.62
	4.93	.00	5.20
Total	29.38	24.55	27.84
	4.96	4.11	5.20

Note. Maximum Score = 38

<sup>a</sup> Means

<sup>b</sup> Standard Deviations

A two-way analysis of variance was used to determine the effect of sex and/or professional role on perceived compliance with Title IX in physical education. (Results are presented in Table 2.)

Table 2

Title IX Self-Evaluation - Physical Education Analysis of Variance			
Source	df	Mean Square	F-ratio
Sex	1	287.80	12.57**
Role	2	13.09	.57
Interaction Sex-Role	2	11.11	.49
Total	68	27.08	

\*  $p < .05$

\*\*  $p < .01$

Results of the ANOVA to determine differences between sexes in the perceived compliance of their school with Title IX and physical education revealed an F-value of 12.57 which was significant ( $p < .01$ ). This indicated there was a difference between males and females perception of compliance with Title IX in physical education. Analysis of the data revealed that females saw their schools significantly less in compliance with

Title IX in physical education than did males. There was not a significant difference between professional roles ( $p. > .05$ ) nor was there a significant interaction between sex and professional role in terms of subject's perception of their school's compliance with Title IX in physical education.

#### Title IX Self-Evaluation in Athletics

The Title IX self-evaluation instrument means and standard deviations for athletics are presented in Table 3. The results of the ANOVA to determine the effect of sex and/or professional role on perceived compliance with Title IX in athletics are presented in Table 4.

Table 3

Title IX Self-Evaluation - Athletics Means and Standard Deviations				
Prof. Role	Sex		Total	
	Male	Female		
Admin.	41.78 <sup>a</sup>	38.67	41.00	
	3.46 <sup>b</sup>	8.39	4.84	
Teacher- Coach	40.92	34.11	36.97	
	5.63	6.82	7.13	
Coach	37.28	30.00	37.00	
	6.71	.00	6.72	
Total	39.15	34.55	37.68	
	6.16	6.93	6.72	

Note. Maximum Score = 48

<sup>a</sup> Means

<sup>b</sup> Standard Deviations

An F-value of 10.06 ( $p < .01$ ) indicated a significant difference in the perception of males and females regarding compliance with Title IX in athletics. Females viewed their schools as being significantly lower on the Title IX compliance rating for athletics than did males. There was no significant difference between professional roles nor was the interaction significant between sex and professional roles in terms of perception of compliance with Title IX in athletics ( $p > .05$ ).

Table 4

Title IX Self-Evaluation - Athletics Analysis of Variance			
Source	df	Mean Square	F-ratio
Sex	1	397.74	10.06**
Role	2	120.09	3.04
Interaction Sex Role	2	12.63	.320
Total	68	45.19	

\*  $p < .05$ .

\*\*  $p < .01$ .

#### Title IX Actual Knowledge in Physical Education

Subjects responded to ten questions designed to measure knowledge of Title IX in physical education. The means and standard deviations for Title IX actual knowledge in physical

education are reported in Table 5. Results of the ANOVA (presented in Table 6) to determine the effect of sex and/or professional role indicated a significant difference for the sex factor ( $p. < .05$ ) with the females having significantly greater knowledge of Title IX in physical education than did the males.

Table 5

Title IX Actual Knowledge - Physical Education Means and Standard Deviations				
Prof. Role	Sex		Female	Total
	Male			
Admin.	5.87 <sup>a</sup>		7.67	6.33
	1.76 <sup>b</sup>		1.53	1.83
Teacher- Coach	4.85		6.00	5.52
	1.46		1.39	1.48
Coach	5.56		6.00	5.58
	1.83		.00	1.79
Total	5.43		6.23	5.68
	1.73		1.41	1.67

Note. Maximum Score = 10

<sup>a</sup> Means

<sup>b</sup> Standard Deviations

There was no significant difference for professional roles ( $p. > .05$ ). An F-value of .251 indicated there was not a significant interaction between sex and professional role in actual knowledge of Title IX in physical education ( $p. > .05$ ).

Table 6

Title IX Actual Knowledge - Physical Education Analysis of Variance			
Source	df	Mean Square	F-ratio
Sex	1	16.03	6.11*
Role	2	6.31	2.41
Interaction Sex-Role	2	.659	.251
Total	68	2.78	

\*  $p < .05$ .

\*\*  $p < .01$ .

#### Title IX Actual Knowledge in Athletics

Subjects responded to nine questions which assessed knowledge of the Title IX regulations that apply to athletics. Means and standard deviations for the Title IX athletic knowledge instrument are presented in Table 7. The ANOVA to determine the effects of the sex factor revealed an F-value of .514 which was not significant ( $p > .05$ ). (This is reported in Table 8.) These results indicated that subjects did not differ solely on the basis of sex in their actual knowledge of Title IX in athletics.

Table 7

Title IX Actual Knowledge - Athletics Means and Standard Deviations				
Prof. Role	Sex		Female	Total
	Male			
Admin.	5.78 <sup>a</sup>		6.67	6.00
	1.09 <sup>b</sup>		.58	1.04
Teacher- Coach	4.46		3.50	3.90
	1.61		1.29	1.49
Coach	4.84		7.00	4.92
	1.37		.00	1.41
Total	4.91		4.09	4.65
	1.44		1.74	1.58

Note. Maximum Score = 9

<sup>a</sup> Means

<sup>b</sup> Standard Deviations

Table 8

Title IX Actual Knowledge - Athletics Analysis of Variance			
Source	df	Mean Square	F-ratio
Sex	1	.940	.514
Role	2	15.93	8.70**
Interaction Sex-Role	2	6.15	3.361*
Total	68	2.50	

\* $p < .05$ .

\*\* $p < .01$ .

There was a significant difference between professional roles in their knowledge of Title IX as it applied to athletics ( $p < .01$ ). Using the Scheffé Method of Multiple Comparisons it was determined there was a significant difference on the results of Title IX actual knowledge in athletics between the roles of (a) teacher/coach and coach; and (b) between teacher/coach and administrator. (These results are reported in Table 9.)

Table 9

Interaction Between Professional Roles Actual Knowledge - Athletics Scheffé Method of Multiple Comparisons					
Prof. Role		Means	3.90	4.92	6.00
Teacher/Coach	(31)	3.90	----	8.04*	20.85*
Coach	(26)	4.92		----	5.23
Administrators	(12)	6.00			----

Note. Number in parentheses indicates N for each role.

\* Denotes significant interaction.

There was also a significant interaction between professional role and sex when examining Title IX actual knowledge in athletics ( $p. < .05$ ). The Scheffé technique was applied in the case of a significant F for the professional role by sex interaction to determine which roles for males and females were different in the scores of actual knowledge of Title IX in athletics. (The Scheffé results are reported in Table 10.) Scheffé results indicated a difference in actual knowledge of Title IX between female teacher/coaches and the following professional roles: male coach, male administrator, female administrator, and female coach. Scheffé results also indicated a difference in actual knowledge of Title IX in athletics between female coaches and male teacher/coaches. There was no significant interaction between

the other professional roles and sex in Title IX actual knowledge of athletics.

Table 10

Interaction Between Professional Role and Sex Actual Knowledge - Athletics Scheffé Method of Multiple Comparisons								
Sex by Prof. Role		Means	3.50	4.46	4.84	5.78	6.67	7.00
Female Teacher- Coach	(18)	3.50	----	3.80	10.26*	17.04*	14.12*	6.34*
Male Teacher- Coach	(13)	4.46		----	4.36	5.06	4.27	6.50*
Male Coach	(25)	4.84			----	3.20	4.90	2.45
Male Admin.	(9)	5.78				----	.97	.61
Female Admin.	(3)	6.67					---	4.46
Female Coach	(1)	7.00						----

Note. Number in parentheses indicates N for each role.

\* Denotes significant interaction

#### Relationship Between Title IX Perceived Compliance and Knowledge

Spearman's Rank-Order Correlation Coefficient Rho was computed for each of the seven schools in the sample to determine the

relationship of perceived compliance and actual knowledge of Title IX in physical education and athletics in each of the schools sampled. The results for the Spearman's Rho computation are presented in Table II. Results revealed significant correlations ( $p < .05$ ) in only two of the seven schools and then two significant correlations were only apparent for the physical education section of the instruments.

Table II

Title IX Perceived Compliance and Actual Knowledge in Physical Education and Athletics Spearman's Rank-Order Correlation Coefficients							
School	1	2	3	4	5	6	7
Physical Education							
Rho=	.514	.543	-.601*	-.701*	.020	-.072	-.534
Compliance With Knowledge	(7) <sup>a</sup>	(7)	(10)	(10)	(12)	(14)	(9)
Athletics							
Rho=	.157	.276	-.236	-.137	.172	.397	.480
Compliance With Knowledge	(7)	(7)	(10)	(10)	(12)	(14)	(9)

\*  $p < .05$ .

\*\*  $p < .01$ .

a Number in parentheses indicates the N from each school.

### Discussion

It was the purpose of this study to examine the effect of sex and professional role on perceived compliance with and actual knowledge of Title IX in physical education and athletics. The relationship between perceived compliance and actual knowledge of Title IX in the schools sampled was also examined in this study.

#### Sex

The results of the study indicated that the sex of the subjects had a significant effect in three of the four areas of Title IX examined in this research. In terms of the Title IX self-evaluation for both physical education and athletics, females in the study perceived their schools to be less in compliance with the regulations of Title IX concerning physical education and athletics than did males. The examination of actual knowledge of Title IX and physical education revealed that the females were more knowledgeable regarding the mandates of the law concerning physical education than the males. Based on the results of this study when examining sex as a variable, females viewed their schools as less in compliance with Title IX in physical education and athletics and had more knowledge of Title IX in physical education than did the males.

No research could be located concerning what effect sex had in relationship to Title IX in physical education and athletics.

Speculations were made regarding traditional roles for males and females (Weber, 1980, Landers, 1978b, Update on Title IX, 1978, & Blaufarb, 1976). In general, these researchers felt that societal stereotypes and gender-biased roles for males and females may carry over in the implementation of Title IX. No statistics were available to support these conjectures. When considering that males have dominated sport for most of its existence, it is conceivable to speculate that the sex of the professional person would have an effect on the implementation of Title IX in physical education and athletics. Equality in physical education and athletic programs, as well as society in general, appears to be eagerly sought after by many women (Weber, 1980). One can then speculate that women would be more critical of the degree of their school's compliance with Title IX in physical education and athletics partially due to the fact that long sought after equality is within reach.

Speculation can also be made concerning females having more knowledge of Title IX in physical education and less knowledge of Title IX in athletics than their male counterparts. Title IX as it concerns athletics has been given an abundance of media coverage since the implementation of the law in 1975 (Arnold, 1977). As Weber noted in 1980, the area of sport is traditionally male-dominated. This fact may account for the imbalance between males and females in the knowledge of Title IX as it concerns athletics. Further study should consider the investigation of how

knowledge of Title IX in physical education and athletics is gained by the males and females involved in the implementation of the law.

#### Professional Role

The subject's professional role had a significant effect in only one of the four areas measured in this study. Subjects in the role of physical education teacher/coach, out of a maximum score of nine, had a mean score of 3.90 on the Title IX Knowledge Instrument in the section measuring knowledge of athletics and were significantly lower than administrators and coaches.

It is possible that assuming duties as both a physical education teacher and a coach may not result in being equally knowledgeable of Title IX in both areas of responsibility. Coaching is a duty beyond a teaching day and involves a great deal of time in preparation. An athletic program is an entity unto itself as an extracurricular activity and therefore may not have received the attention necessary when implementing Title IX regulations. In performing as a physical educator and coach, it is conceivable that time involved in both may not have included anything beyond a basic knowledge of Title IX and athletics. Of interest in further research again, would be the manner in which knowledge of Title IX in physical education and athletics is obtained by administrators, physical education teacher/coaches and coaches.

### Sex and Professional Role Interaction

The professional role of subjects in this study interacted with sex in only one of the four areas of Title IX measured -- actual knowledge of Title IX in athletics. Female teacher/coaches, with a mean score of 3.50 (maximum score = 9), scored lower on the Title IX Knowledge Instrument than did all other professional role by sex categories except male teacher/coaches. There was one other significant interaction on Title IX actual knowledge between male teacher/coaches and female coaches. However, caution should be used in interpreting these results since only one female coach participated in the study.

Since Title IX has so greatly increased female participation in sport (Title IX, 1978), one might expect that women involved in coaching athletics would have scored higher in knowledge of Title IX and athletics. This was not the case in this research. Previous to 1970, women had limited responsibility for coaching athletic teams (Title IX, 1978). With the advent of Title IX many sports for females were added to athletic programs in order to comply with the law. It may be logical to assume that women physical educators were the most likely to coach female athletic teams and indeed may have felt compelled to do so. Lack of knowledge of Title IX in athletics may then be due to little or no prior competitive coaching experience or practical preparation of female physical educators. This may have resulted in emphasis on improving coaching ability to benefit team participants rather

than concern for the technicalities of Title IX as it affected athletics.

In the seven high schools involved in this research, only one female coach was tested as compared to 25 male coaches. With a mean score of 7.00, the female coach scored much higher than did the male coaches with a mean score of 4.84. This trend may not have appeared had a larger number of female coaches been available for testing in this research. Little or no significance can be attached to this particular finding.

In the schools sampled in this study within the professional role of administrator, which included Title IX coordinators, athletic directors, and physical education supervisors, only three women were tested as compared with nine men. A sex difference in employment patterns was more apparent when examining the role of coach. Twenty-five of the subjects were male coaches; only one subject was a female coach. During the actual testing all subjects within the three professional roles examined in the seven schools were contacted to participate in answering the Title IX test instruments. Participation in the study was excellent with only two people refusing to take part. Thus limited number of females in the professional roles of administrator and coach was not due to exclusion from the study but rather to a limited number of females employed in those roles. This fact was partially substantiated in 1980 by Moore who noted in his research that 75% of the Title IX coordinators are male and 80% of the athletic

directors in school districts are males. It seems that stereotyped decisions may be involved in hiring women for the traditionally male roles of administrator and coach. The number of males employed to coach female sports was not examined. Further study should be given to staffing patterns and hiring considerations.

Relationship of Perceived Compliance and Actual Knowledge of Title IX

One major objective of this study was to determine if there was a relationship between perceived compliance and actual knowledge of Title IX in physical education and athletics in the schools sampled. Results revealed that only two of the schools involved in the study showed significant correlations in either physical education and athletics. Title IX self-evaluation and knowledge in physical education had a significant negative correlation in the two schools. No significant correlations were found in the remaining five schools. None of the seven schools in this study had any significant correlations between Title IX self-evaluation and knowledge in athletics.

Perceived compliance scores were examined in each school individually rather than all seven schools as a whole. Subjects were evaluating their school's particular program; thus in each school the same program was being evaluated in terms of compliance with Title IX in physical education and athletics. Due to the

variability in physical education and athletic programs among schools this was a necessary procedure in this study.

The uncertainty surrounding the accurate interpretation of Title IX in regard to physical education and athletics may cause compliance to be perceived when actually there may be non-compliance with the area in question (Weber, 1980). This is not an unlikely situation considering that records were not kept during Title IX's 1972 Congressional debate to show the intent behind the law which may cause the word's of Title IX to be read in a number of different ways (Remley, 1981). Remley stated the differing decisions reached in recent court cases, especially considering athletics, attests to the confusion surrounding the interpretation of Title IX. In 1977a Gadelmann noted a lack of individuals with a knowledge of Title IX to see that the law becomes a reality which may be a major factor inhibiting the implementation of the law. Compliance may thus be due to misinterpretation of the Title IX regulations concerning physical education and athletics.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The study was conducted to examine the effect of sex and professional role on perceived compliance with and actual knowledge of Title IX in physical education and athletics. The evaluation included a comparison of the scores on Title IX self-evaluation - physical education, Title IX self-evaluation - athletics, Title IX actual knowledge - physical education, and Title IX actual knowledge - athletics as a function of sex and professional role.

Data were collected on 47 males and 22 females who were Title IX coordinators, athletic directors, physical education supervisors, physical education teachers and coaches, physical education teachers, or coaches. Subjects were volunteers from seven randomly selected schools in the Milwaukee Suburban Athletic Conference. Each subject who agreed to participate in this research completed two Title IX test instruments. The first instrument was a Title IX Implementation Assessment Instrument developed by McDonald (1977) for the Department of Health, Education, and Welfare. The self-evaluation consisted of a section on physical education and one on athletics and was

intended to measure perceived compliance with Title IX in those areas for the particular school in question. The second test instrument also consisted of a section on physical education and on athletics and was a series of case studies from HEW adapted for the purpose of the research to measure actual knowledge of Title IX in physical education and athletics.

Results indicated that females saw their schools as being less in compliance with Title IX in physical education and athletics than did males. Females were more knowledgeable regarding Title IX as it concerned physical education. The subject's professional role had a significant effect in terms of actual knowledge of Title IX in athletics with administrators and coaches being more knowledgeable than physical education teacher/coaches.

There was no significant interaction between sex and professional role as it concerned Title IX self-evaluation in physical education and athletics and knowledge of Title IX in physical education. A significant interaction resulted between sex and professional role in terms of Title IX actual knowledge in athletics with female teacher/coaches having less knowledge of Title IX in athletics compared to males and females in other professional roles in the research. All other comparisons were not significant.

There was a negative significant relationship of perceived compliance and knowledge in physical education in only two of the seven schools in this research. There was no relationship in the other five schools. There was no significant relationship of perceived compliance and knowledge in Title IX athletics within all seven schools in this study.

### Conclusions

The problem of this study was to determine the effect of sex and professional role on perceived compliance and actual knowledge of Title IX in physical education and athletics. As a result of the statistical analyses, the following proposed null hypotheses were tested:

1. There was no significant difference in the effect of professional role on perceived compliance with Title IX in physical education and athletics. This hypothesis was accepted.

2. There was no significant effect of sex on actual knowledge of Title IX in physical education and athletics.

Results indicated sex alone as having a significant effect on knowledge of Title IX in physical education with females having more knowledge than males. This portion of the hypothesis was rejected. The sex of the subjects in this study did not have a significant effect on knowledge of Title IX in athletics however, there was a significant sex by professional role effect with female physical education teacher/coaches having less knowledge than male and female administrators and coaches.

3. There was no significant effect of professional role on actual knowledge of Title IX in physical education and athletics. There was no significant difference in the effect of professional role on knowledge of Title IX in physical education. This portion of the hypothesis was accepted. There was a significant difference in the effect of professional role on actual knowledge of Title IX in athletics with teacher/coaches

having less knowledge than administrators and coaches. This portion of the hypothesis was rejected.

4. There was no significant effect of sex on perceived compliance with Title IX in physical education and athletics.

There was a significant effect of sex on perceived compliance with females perceiving their schools significantly lower in compliance with Title IX in physical education and athletics than their male counterparts. This hypothesis was rejected.

5. There was no significant relationship between perceived compliance and actual knowledge of Title IX in physical education and athletics in the schools sampled.

There was a significant relationship between perceived compliance and actual knowledge of Title IX in physical education in two of the seven schools tested. There was no significant relationship between perceived compliance and actual knowledge of Title IX in athletics in any of the seven schools involved in this study. The hypothesis was accepted at two schools and their test results are insufficient evidence to allow rejection of the hypothesis.

#### Recommendations

Based on the results of this study the following recommendations were made in regard to further research:

1. Future research should include conducting this study using elementary schools as well as secondary schools. McDonald's Title IX Implementation Assessment Instrument could be used in its present form. The Title IX Knowledge Instrument would have to be revised

using case studies and corresponding foils appropriate to the elementary level.

2. In investigating the impact of Title IX in physical education and athletics, future researchers should consider creating test instruments that would measure parent and student perceptions and knowledge of Title IX.

3. It may be that the attitude toward Title IX as it impacts on physical education and athletics would have an effect on perceived compliance and knowledge of Title IX. Future research should consider the possibility of measuring attitude toward Title IX as it interacts with sex and professional role impact on Title IX implementation.

4. The manner in which knowledge of Title IX was obtained by those involved in this research may have had an effect in the evaluation of perceived compliance and knowledge of the regulations of the law as they pertain to physical education and athletics. Further research should incorporate an assessment of the way in which subjects gained knowledge of the mandates of Title IX in physical education and athletics.

5. Due to the small number of administrators, physical education teacher/coaches, and coaches involved in this study, professional roles examined had to consolidate into three categories for the purpose of statistical analyses. The small number of females tested in this study may be a function of the few females employed in administrative and coaching roles in the schools involved. A larger number of schools would allow examination of employment patterns and staffing positions.

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## REFERENCES CITED

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APPENDIX A  
INTRODUCTORY LETTER



The UNIVERSITY of WISCONSIN - LA CROSSE

LA CROSSE, WISCONSIN 54601

(608) 785-8000

APPENDIX A

May 4, 1981

Dear Colleague:

With your cooperation in the completion of the two attached instruments, you will be assisting me in the writing of a thesis for completion of my Master's degree in physical education at the University of Wisconsin - La Crosse. Both instruments deal with Title IX as it pertains to physical education and athletics which is the basis for my thesis. I would ask that you use your own knowledge of your school and Title IX in completion of the instruments. You have my complete assurance that you and your particular school and system will remain anonymous and will not be identified in any way in the writing of the thesis.

I thank you sincerely for your time and your assistance in providing me with valuable data for a project that is important to me.

Laurie Irwin

Graduate Student  
University of Wisconsin - La Crosse

APPENDIX B

INFORMED CONSENT

## APPENDIX B

## INFORMED CONSENT

I understand that the purpose of this study is to learn more about the implementation of Title IX.

I confirm that my participation as a subject is entirely voluntary. No coercion of any kind has been used to obtain my cooperation.

I understand that I may withdraw my consent and terminate my participation at any time during the investigation.

I have been informed of the procedures that will be used in the study and understand what will be required of me as a subject.

I understand that all of my responses, written or oral, will remain completely anonymous.

I wish to give my cooperation as a subject.

Signed: \_\_\_\_\_

(Locke, Lawrence F. Proposals that work - a guide for planning research. Teachers College Press, Teachers College, Columbia University, New York and London, 1976. p. 237)

APPENDIX C  
SUBJECT IDENTIFICATION

## APPENDIX C

Please circle or write in the appropriate numbers or answers that pertain to you, in the questions that follow below.

1. Professional Role: Indicate which professional role you presently hold. Start at 0 and circle the first category that most accurately describes your major job responsibilities.

0 - Title IX Coordinator  
 1 - Athletic Director  
 2 - Physical Education Supervisor  
 3 - Physical Education Teacher and Coach  
 4 - Physical Education Teacher  
 5 - Coach

2. Sex

0 - Female  
 1 - Male

3. Total Years of Teaching: Indicate how many total years you have been or were in the teaching profession regardless of how many different schools you were in. \_\_\_\_\_

4. Years at Present Job: Indicate how many years you have been in the job which you presently hold. \_\_\_\_\_

5. Have you ever attended a Title IX conference or inservice offering?

Yes                      No

6. At present do you see your school/system in compliance with Title IX in the area of physical education?

Yes                      No

7. At present do you see your school/system in compliance with Title IX in the area of athletics?

Yes                      No

Do not write below this line.

1	2	3	4	5	6	7	8	9

APPENDIX D

TITLE IX IMPLEMENTATION ASSESSMENT INSTRUMENT

## APPENDIX D

TITLE IX SELF-EVALUATION

Circle the letter corresponding to the answer that, to your knowledge, best describes the action your school(s) has taken for each question. Please answer each question in the self-evaluation.

PHYSICAL EDUCATION

1. Has the school(s) taken steps to ensure that its P.E. requirements do not discriminate in the way they provide student access to physical ed courses?
  - A. School(s) has not yet investigated its P.E. curriculum to determine obstacles to compliance with Title IX.
  - B. School(s) has reviewed the P.E. curriculum and has identified problem areas; suggested modifications have been drafted and are currently pending.
  - C. School(s) has modified P.E. requirements to ensure that P.E. objectives and requirements are the same for males and females.
  - D. School(s) has implemented equitable P.E. requirements and has disseminated them thoroughly to students and staff.
  
2. Has the school(s) reviewed all course descriptions and written literature pertaining to the program to ensure that these are free from gender bias and compatible with Title IX?
  - A. School(s) has not yet reviewed the course descriptions and written literature pertaining to the P.E. program for gender bias problems.
  - B. School(s) has reviewed course descriptions and descriptive literature and has removed all obvious barriers to student pursuit of non-traditional P.E. activities (including biased use of language, sex-type course titles, etc.).

- C. School(s) has further analyzed its course descriptions and descriptive literature, has identified any prerequisites, performance standards, guidelines, and criteria for measuring skills that have an adverse effect on student pursuit of non-traditional P.E. activities.
  - D. School(s) has modified all P.E. course descriptions and other descriptive literature to eliminate those titles, standards, prerequisites and guidelines that have an adverse effect on student pursuit of non-traditional P.E. activities.
3. Has the school(s) implemented a coed P.E. program for all activities (except contact sports) at all grade levels?
- A. School(s) has not yet implemented a coed program.
  - B. School(s) has implemented a coed program for 50% of its P.E. activities (excluding contact sports).
  - C. School(s) has implemented a coed P.E. program for 100% of its P.E. classes (excluding contact sports) at all grade levels.
  - D. School(s) has implemented a coed P.E. program at all grade levels; furthermore, school(s) frequently conducts on-site observations of P.E. classes (or interviews with P.E. students) to ensure that activities in P.E. classes (except contact sports) are actually conducted on a coed basis.
4. Has the school(s) taken steps to ensure that instruction in all P.E. courses and activities (including contact sports) is provided in a manner that is free from gender bias and compatible with Title IX?
- A. School(s) has not reviewed the manner in which instruction is provided in P.E. classes and activities.
  - B. School(s) has established a P.E. policy that requires that instruction in all P.E. courses/activities (including contact sports) be provided in the same way for students of both sexes.
  - C. School(s) has further assured itself that P.E. instruction is provided in a manner which is free from gender bias by making frequent on-site observations of P.E. instruction periods (or by interviewing students, staff, etc.); school(s) has identified any problems in this area.

- D. School(s) has taken positive steps to remedy any gender inequities identified in the provision of instruction in P.E.
5. Has the school(s) taken steps to ensure that the P.E. program provides students with a range of activity options that allows them to pursue their interests in an environment free of gender bias?
- A. School(s) has not undertaken any review of or restructuring of its P.E. course/activities options in connection with its Title IX compliance efforts.
- B. School(s) has expanded the range of P.E. activity options open to students, but has not based this on any survey of student interest.
- C. School(s) has conducted a survey of student P.E. activity interests and has reviewed its range of P.E. activity options in accord with this survey.
- D. School(s) periodically re-surveys students and revises its P.E. activity options accordingly.
6. Has the school(s) collected and analyzed data on the gender patterns of student enrollment in P.E. courses/activities to ensure that aspects of the P.E. program's content, format, or operation do not adversely effect student freedom to pursue non-traditional P.E. courses and activities?
- A. School(s) has not collected or analyzed data on gender patterns of student participation in various P.E. classes/activities.
- B. School(s) has collected and analyzed data on gender patterns of student enrollment in P.E. courses and activities and has identified those courses/activities with more than an 80%/20% gender disparity.
- C. School(s) has further investigated those courses with more than an 80%/20% gender disparity and has identified more subtle influences that adversely effect student pursuit of non-traditional courses/activities (e.g., hostile teacher attitude, inflexible and sex-type groupings of activities in curriculum options, etc.).
- D. School(s) has taken positive steps to reduce the identified gender disparities and to remove all subtle barriers to student pursuit of non-traditional P.E. courses and activities.

7. Has the school(s) taken steps to ensure that P.E. facilities and physical resources are allocated in an equitable manner that is free of gender bias and compatible with Title IX?
  - A. School(s) has not reviewed the allocation and use of facilities to identify possible gender biases.
  - B. School(s) has reviewed all policies, procedures, and written documents pertaining to the use of P.E. facilities and has identified all inequities in the allocation of physical resources (e.g. inequities in the favorability of schedules for facility use, purchase, use and repair of equipment).
  - C. School(s) has further investigated the allocation and use of facilities to determine that, in practice, facilities and physical resources (e.g. playing fields, tennis courts, swimming pools, weight and gymnastics equipment, gymnasium, locker room equipment, etc.) are equally available to female and male students; inequities have been identified.
  - D. School(s) has taken positive steps to remove any inequities identified in the use and allocation of P.E. facilities and physical resources.
  
8. Has the school(s) taken steps to ensure that P.E. staff are treated in a fair and equitable manner that is free of gender bias and compatible with Title IX?
  - A. School(s) has not reviewed and evaluated its policies and practices regarding treatment of P.E. staff to ascertain possible gender biases.
  - B. School(s) has reviewed distribution of class and activity assignments, allocation of fiscal and space resources, fringe benefits, extra pay, etc., and has identified any inequities in the treatment of P.E. staff.
  - C. School(s) has further investigated the treatment of P.E. staff by interviewing P.E. staff members and soliciting their perceptions of any inequities in staff treatment.
  - D. Based on information collected in "B" and "C" above, school(s) has taken positive steps to eliminate inequities in treatment of P.E. staff.

9. Has the school(s) involved the P.E. staff in the process of implementing Title IX?
- A. School(s) has not involved P.E. staff in the process of implementing Title IX.
  - B. School(s) has minimally involved P.E. staff in formulating plans for Title IX implementation, but it has tried to facilitate staff acceptance of Title IX by sponsoring inservices training for P.E. staff.
  - C. School(s) has considered P.E. staff attitudes as important to successful implementation of Title IX; hence it has substantially involved the staff in planning Title IX implementation and has also sponsored inservice training to facilitate positive attitudes and enthusiastic acceptance of Title IX among P.E. staff members.

#### ATHLETICS

10. Does the school(s) have and maintain a written general plan for evaluating and achieving compliance with the Title IX regulations pertaining to school athletics?
- A. School(s) has no general plan for implementing Title IX's requirements regarding athletics.
  - B. School(s) has written a general plan for evaluating and achieving compliance with Title IX's regulations pertaining to school athletics, however, this plan has some serious flaws (e.g. it lacks specific time-tables, it is overly vague, it does not detail technical points, etc.).
  - C. School(s) has a written general plan for compliance with Title IX's regulations pertaining to athletics, and this plan is adequate in its detail, scope, and faithfulness to law.
  - D. School(s) has an adequate written plan, and it has been maintaining the plan by implementing prescribed program changes on schedule.
11. Has the school(s) taken steps to ensure that the athletics program meets the identified needs and interests of the students?

- A. School(s) has not surveyed students regarding their interests and abilities in athletics.
  - B. On one recent occasion, school(s) surveyed students regarding their interests and abilities in athletics.
  - C. School(s) has conducted more than two surveys of student interests and abilities in athletics (in connection with school(s) efforts to implement Title IX).
12. Has the school(s) taken steps to ensure that boys' and girls' athletic programs are compatible in terms of equipment and supplies?
- A. School(s) has not modified athletic programs to guarantee comparability of equipment and supplies.
  - B. School(s) has reviewed distribution of athletic equipment and supplies, has developed an intermediate plan for equalization of existing resources and/or a long-term plan for further equalization of resources (when capital permits).
  - C. School(s) has adjusted allocation and scheduling of facilities and equipment so as to equalize programs for men and women.
13. Has the school(s) taken steps to ensure that the athletic staff are treated in a fair and equitable manner that is free of gender bias and compatible with Title IX?
- A. School(s) has not reviewed and evaluated its policies and practices regarding treatment of athletic staff to ascertain possible gender biases.
  - B. School(s) has reviewed distribution of coaching assignments, allocation of fiscal and space resources, coaching pay rates, fringe benefits, etc., and has identified inequities in the treatment of athletic staff.
  - C. School(s) has further investigated the treatment of athletic staff by interviewing athletic staff members and soliciting their perceptions of any inequities in staff treatment.
  - D. Based on information collèd in "B" and "C" above, school(s) has taken positive steps to eliminate inequities in the treatment of athletic staff.

14. Has the school(s) taken steps to ensure that boys' and girls' athletic programs are comparable in terms of student support groups and staff personnel?
  - A. All parties (students, parents, staff) have knowledge of the regulations and a review of existing practices has been completed.
  - B. Basic inequities have been discovered, and action steps to correct them are being planned.
  - C. Basic inequities have been discovered, and action steps to correct them are being taken.
  - D. All support services are comparable and in accordance with Title IX regulations.
  
15. Has the school(s) taken steps to ensure that boys' and girls' athletic programs are comparable in terms of publicity and general school support (e.g. from faculty)?
  - A. No review of publicity activities has been conducted, and there is little or no faculty and student body support for both boys' and girls' athletic programs.
  - B. Knowledge of this part of the regulation is wide-spread, a review of the existing policies and practices has been conducted, and needed changes planned.
  - C. Knowledge of this part of the regulation is wide-spread, a review of the existing policies and practices has been conducted, and needed changes planned and implemented.
  - D. Publicity efforts are equitable, and observable support from faculty and students is in evidence for both boys' and girls' athletic programs.
  
16. Has the school(s) reviewed all athletic practice schedules to ensure that boys' and girls' athletic programs enjoy comparably favorable schedules for practice?
  - A. No review has been conducted, and teams are scheduled in accordance with tradition.
  - B. A review has been conducted; inequities discovered and analyzed, and plans for correction are being made.
  - C. A review has been conducted; inequities discovered and analyzed; plans for correction made and implementation is in progress.

- D. Teams in like sports have equal access to facilities and practice schedules are equitable insofar as prime time and days of use; teams have adequate practice time and appropriate, safe facilities.
17. Has the school(s) taken steps to ensure that athletic programs afford equitable opportunities for awards, scholarships and recognition for girl and boy athletes?
- A. No review has been made, awards are not comparable, and pep rallies, etc. are geared principally for boys' athletics.
- B. A review of policy and practices has been made and plans are now being developed for eliminating existing inequities.
- C. A review of policy and practices has been made and plans for eliminating inequities formulated, and initial implementation begun.
- D. Awards are comparable in all sports, the same in like sports, and opportunities for recognition are equitable for boys' and girls' athletics.
18. Has the school(s) taken steps to ensure that efforts and procedures for recruitment from the student body of athletes for participation in athletic programs are of comparable scope and intensity?
- A. No review of recruitment practices has taken place and coaches make individual efforts to attract participants for the existing athletics programs.
- B. A review of recruitment efforts has been made, inequities discovered and analyzed, and plans made for the overcoming of the identified shortcomings.
- C. Efforts are being made to staff sports with qualified coaches and to develop recruitment policies and practices which are equitable for both boys' and girls' athletics programs.
- D. All sports are staffed with competent coaches who recruit, publicize, and encourage full participation from all of the student body members.

19. Has the school(s) taken steps to ensure that athletic budgets are comparable with respect to the needs and interests of students?
- A. No data has been collected for comparison, and budgets are established in traditional ways.
  - B. Data has been collected and analyzed, and plans for the development of equitable processes for budget development and implementation set.
  - C. Efforts are being made to make budget allocations equitable, and full compliance is expected to be achieved.
  - D. Budget reflects equitable attention to services needed, provides for the needs, interests and abilities of the students to be served, are the same for like sports, and provide for the elimination of past budgetary discriminations.
20. Has the school(s) involved the athletic coaching staff in the process of implementing Title IX, and has the school(s) provided support services (e.g. inservice training) to facilitate positive staff acceptance of Title IX implementation in athletics?
- A. There is no recognized need for total staff development or inservice in order to insure a positive implementation of Title IX as it relates to athletics.
  - B. Some of the coaching staff were involved in Title IX discussions, review, and analysis, and in accomplishing or completing the needed subsequent changes; no inservice activities were necessary.
  - C. Inservice regarding the law has been provided all members of the athletics staff, and they are now planning the needed action steps for the positive and full implementation of Title IX.
  - D. Involvement of all athletic personnel was paramount in all Title IX reviews, analysis, and subsequent needed changes in the policy, programs, procedures, and philosophic tenet; inservice opportunities were provided to ensure a smooth, positive implementation of the spirit and the letter of the law as it affects athletics.

McDonald, Scott. "Title IX Implementation Assessment Instrument." Project Equity Publications, Cal State at Fullerton: Fullerton, California, 1975. First Draft.

APPENDIX E

TITLE IX KNOWLEDGE INSTRUMENT

## APPENDIX E

Circle the letter corresponding to the answer which, according to your understandings of Title IX, best describes the way the law would interpret the case study. Please answer each case study.

PHYSICAL EDUCATION

21. In order to qualify for advanced track and field classes, students are required to run a mile in less than six minutes. The result is that 22 boys are admitted to the class, and no girls qualify.
- A. Grouping by ability is permissible under Title IX regulations.
  - B. Track and field is not a contact sport and must be taught as a coed class.
  - C. All classes must be open to everyone.
  - D. Both sexes must have an equitable chance to get into a class.
22. In order to provide the best instruction possible, the staff at Kennedy High School decides to team teach all contact sport classes so one man and one woman are assigned to each class.
- A. Team teaching is acceptable in contact sports so that a man can teach males and a woman can teach the females.
  - B. Contact sports must be taught separately to males and females because of possibilities of injury.
  - C. Team teaching is acceptable in contact sports as long as the class is evenly divided with no bias on sex.
  - D. Only the instructor most knowledgeable in the area should teach the class.
23. The boys in a physical conditioning class are complaining because they must do a full pull-up to pass the arm strength test, while the girls only have to do the bent arm hang for ten seconds.

- A. Class standards must be the same for males and females.
  - B. Grouping by ability is permissible.
  - C. Standards having an adverse effect on one sex may be differentiated on that basis.
  - D. Class standards must adjust to the level of the students.
24. All classes of basketball predominantly made up of girls are scheduled into the small gym while all classes predominantly composed of boys are using the big, official gymnasium.
- A. There must be equal access to facilities without regard to sex.
  - B. There is no violation of the law as long as the classes are coed.
  - C. The class enrollment of unequal numbers of each sex was computer related and, therefore, unintentional--no violation.
  - D. Cooperative use of facilities is recommended under Title IX.
25. Xavier High School has initiated coeducational physical education for all of its 10-12 grade students. The freshmen, however, are still in sex-segregated classes so that they can be classified and "properly oriented to what lies ahead." During the freshman year all boys must take weight training and wrestling while all girls must take posture analysis and modern dance.
- A. Proper orientation to classes is recommended under Title IX.
  - B. All classes must be open to both sexes.
  - C. Grouping by sex is appropriate in this case in order to facilitate individualization of instruction.
  - D. Grouping by ability is permissible.
26. In order to overcome past discrimination, the merged physical education department announces a new course in girls' weight training so they can "catch up with the boys."
- A. This constitutes discrimination against males.

- B. This grouping is necessary in order to provide for the safety of the students.
  - C. Classes can be offered on the basis of ability but not on the basis of sex.
  - D. Girls should have this option open to them because of past lack of opportunities.
27. An irate parent is complaining about the injury his son received in a soccer class. It seems a 180 lb. girl crashed into Jim, his 105 lb. son, in a beginners' class.
- A. Class is grouped on ability and is coed so there is no violation of Title IX.
  - B. Teacher negligence is apparent here.
  - C. In a coed class it is permissible to match males against males and females against females.
  - D. This risk is assumed in any class and is a violation of Title IX.
28. A girl returning from terminating a pregnancy is required to make up all physical education sessions missed while a boy in the same class is allowed to re-enter after recovering from a broken leg with no make-up work required.
- A. Different disabilities should require comparable lengths of time for make-up work.
  - B. Cannot discriminate on the basis of sex.
  - C. Pregnancy must be treated consistent with any temporary disability.
  - D. Because of the nature of the disability, pregnancy should be given special consideration.
29. A female physical education teacher resigns. The principal fills the position with a male who can help coach the football team but is unable to assume the coaching duties left vacant by the resignation. This makes the male/female ratio in physical education 6 to 3 in favor of the men.
- A. If services for females are diminished because of this hiring, there is a violation.

- B. As long as the male hired was most qualified for the coaching position filled there is no violation.
  - C. Employment practices do not fall under Title IX.
  - D. Definite violation--must have equal ratio of men and women according to Title IX.
30. The counselors decide that they will "unofficially" designate boys with an "X" and girls with a "Y" on physical education class rosters so they can avoid overloading the locker rooms at any given class period.
- A. This is a desired practice so as to ensure equal distribution of sex within a class.
  - B. Unofficial designation of sex constitutes discrimination under Title IX.
  - C. Establishing quotas for sex is a violation of the law.
  - D. As long as program offerings are non-discriminatory there is no violation.

#### ATHLETICS

31. Thirty-two girls want to come out for the varsity football team. The coach tells them he's sorry but they cannot.
- A. The girls must be allowed to try out for the boys' team if there is no girls' team.
  - B. Football is a contact sport and can have sex-segregated teams as long as there is an opportunity for females to participate in another sport during that season.
  - C. If there is a boys' football team there has to be a girls' team according to Title IX.
  - D. Some effort must be made to accommodate the interests of female students.
32. The high school fields one golf team and effectively announces that it is open to all students. Twenty boys and sixteen girls try out. Eight boys make the team. No girls are selected.
- A. Efforts must be made to offer a comparable activity to females as there is a high interest.

- B. It is obvious that girls were discriminated against in the tryouts.
  - C. If there is a boys' golf team, there must be a girls' golf team.
  - D. Golf is not a contact sport and must be coed if there is not a team for girls.
33. Volleyball is one of the major sports for girls at Tulare High School. This fall six boys approached the coach and indicated that since they were better players than any of the girls on the existing team they should be the school's team. The boys have fourteen teams on which to compete and eight sports. As of this year the girls have the same number.
- A. If there is a volleyball team for the girls there must be one for the boys.
  - B. Volleyball is not a contact sport and must be coed if there is not a boys' team.
  - C. Because of the equality in numbers of sports offered for each sex there is no violation in not allowing males to play.
  - D. Past opportunities for females have been limited--no violation in not allowing males to play.
34. The sum of \$10,000 a year is allocated to Kennedy High School for Athletics from the school board. The girls' athletic director is demanding that \$5,000 be allocated to each of the athletic staffs--male and female.
- A. Funds should go to whichever team has been discriminated against in the past.
  - B. Equal division of funds is not required as long as services are equitable.
  - C. The funds must be split equally according to Title IX.
  - D. Allocation of funds depends on the number of teams for each sex.
35. League regulations allow the boys' varsity basketball team to play a total of 28 games per season (including holiday/invitational tournaments), while girls may play only 18. Championship play-offs are planned for the boys' team but not the girls'.

- A. The number of games is not an issue but each sex should have a championship.
  - B. Like sports must have like lengths of seasons and opportunities to play.
  - C. The conference rules must be abided by--no violation of Title IX.
  - D. Each team must have equal opportunity to play before an audience.
36. The principal announces to all of the women physical educators that they must each coach a girls' team during the next term or be relieved of their contract.
- A. This same condition must exist for men as well.
  - B. As long as men's and women's coaching salaries are equal there is no violation.
  - C. As long as this action was taken to ensure an equal number of male and female coaches, there is no violation of Title IX.
  - D. Due to past and present lack of female coaches, Title IX suggests use of this practice in order to assure that females coach females.
37. The student body president, in a budget hearing regarding the disbursement of student body funds, announces that when and if girls' sports can draw a crowd, the student body will consider giving them funds as they are currently awarded the boys' athletic teams.
- A. The athletic team drawing the most gate money should get a larger share of the funds.
  - B. Funds should be disbursed according to the number of teams for each sex.
  - C. Discrimination against females as there is an implication that the student body will support males and not females.
  - D. Equal division of funds is not required as long as services are equitable.

38. The school paper has six reporters on its sports staff--five boys and one girl. The coverage of school sports reflects 80% for boys' teams and 20% for girls' even though there are currently four boys' teams and four girls' teams in season.
- A. Composition of sports staff is not a violation but there must be non-discriminatory coverage according to Title IX.
  - B. Due to freedom of the press this issue is not covered under Title IX.
  - C. Composition of the sports staff and coverage of athletics must be 50/50 since number of teams are equal.
  - D. Sports coverage is based on the number of sports offered for each sex.
39. Sally is an outstanding diver. She wants to compete with the boys' swimming team because there is no girls' swimming team. Even though she is the best diver in the school, she is denied the right to compete on the boys' team.
- A. If there is a boys' swimming team there must be a girls' team.
  - B. Since opportunities for females have been limited in the past and swimming is a non-contact sport, Sally must be allowed to try out and then compete if she makes the cut.
  - C. If there is not a girls' team then Sally may compete with the boys.
  - D. Swimming is a non-contact sport and must be coed if there is no team for females.

APPENDIX F

RAW DATA

APPENDIX F

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5	395111701000	43242452414423444442	4131213224112221414	28	35	4	5
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7	425300909101	33222222412421143112	4221231314142421223	22	22	7	3
8	415300808101	32324132632441124111	41312342241113421223	26	24	6	4
9	405313230000	423224322012624444441	4121231324213221423	28	36	6	6
10	445512523100	22344222622643334331	3114141224111421313	27	34	2	6
11	455302317111	41224234222443244441	2321211322143421322	24	34	5	3
12	465501313101	31313132422642143132	42112312142113421313	21	30	6	7
13	476511257100	44324221412421141132	1324211314412221313	26	22	7	7
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15	496512109100	44434444632643444442	4311231214213421413	37	40	7	6
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22	656401511100	32323132222621144132	1341341331112221412	21	28	5	5
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