

Report on Study of Coeducational Sports Activities

Preliminary Investigation

At least one, but usually two or three people in 10 different school districts were interviewed about their perceptions of the effects of Title IX and S.S. 126.21 in physical education. Dean Eloise Jaeger and Dr. John Alexander of the U of M were also consulted. The purpose of these interviews was to determine the problems and concerns to be addressed in the study.

Formal Survey

A stratified random sample of 200 schools was drawn, randomly divided among elementary, junior high school and senior high schools. One level of school per district was surveyed, except for Minneapolis (two of each level, St. Paul, Anoka, and Duluth (one of each level). Survey forms were sent with a covering letter from the Commissioner, soliciting cooperation and stressing that this survey was focused on results rather than on compliance. (However, compliance is necessary before results can be measured.) Of the 200 surveys sent out, 174 were filled out and returned. Summarized results are attached to this report.

In-Depth Study

Schools in six high-compliance districts were selected for an in-depth study. Goodridge and Tyler represented small districts, Hibbing and St. Louis Park represented medium, and Anoka and St. Paul represented large districts. Students in grades 7-10 were surveyed in person, and parents were surveyed by telephone. Neither sample was truly random, but it is believed that neither sample was systematically biased in any important way. Results of these surveys are also attached. In addition, the Parks and Recreation Department of St. Louis Park was assisted in developing a survey on the subject of coeducational recreational activities. Results of this study were not tabulated in time for this report.

Highlights of Responses

1. It seems clear that elementary school physical education programs are in compliance with the law. Most of these programs were coed before the laws were passed, so no changes were noted. The different standards for the President's physical fitness ratings do not appear to favor strongly either boys or girls.
2. Elementary school voluntary after-school programs appear not to be fully coeducational in many cases. The legislation does not seem to have had much effect in this area.

3. Physical education programs at the secondary level appear to be coeducational in a large minority of schools. The legislation does not appear to have had large impact on numbers or types of classes offered, or on accidents or injuries. Coeducational classes create problems and require rules changes primarily in contact sports, and appear to favor high ability girls primarily, in the view of staff members responding. About half of the respondents report that coeducational classes make no difference in participation, skill development, or liking for sports. The laws have had little apparent impact on employment ratios or graduation requirements. Locker room supervision and scheduling are the main problems encountered. About half of the respondents report no inservice dealing with this legislation. Cooperation within the physical education department is seen as the major factor in successful coed programs. Many more negative than positive comments were volunteered. (It might be noted that respondents were almost two to one, male to female.)
4. A small minority of schools report all voluntary sports activities as coed. The legislation has apparently increased opportunities for girls but have made no changes in the types of activities offered in about half of the schools responding. A slight increase in school-sponsored activities. Locker room supervision and scheduling are problems associated with these laws. Participation by girls has increased; that by boys has not changed much. Again, high ability girls appear the primary beneficiaries of this legislation. Accidents and injuries do not seem to have been affected, nor have rules changes been extensive. More negative than positive comments were volunteered.
5. Students generally favor coed physical education classes in some, but not all, sports. They perceive coed classes as favoring participation by high ability girls and boys and reduced participation by low ability boys. Coed classes favor skill development among high ability girls and both groups of boys. Liking for sports is enhanced by coed classes for high ability girls and boys, according to these students. They are also in favor of coed voluntary activities, and their perceptions about the effects are similar to the effects of coed physical education classes. Comments were almost evenly split between positive and negative.
6. Most parents interviewed were caught by surprise, and their reactions were generally not strong. The majority favored coed physical education classes, at least for some sports. Of those parents approving of coed physical education most indicated exceptions would be all contact sports, health classes, and sex education. No strong consensus appeared about the effects of this legislation. Parents also generally favored coed voluntary (after-school) activities although most specified contact sports should not be coed. No strong concensus among parents was evident concerning the effects of school compliance with the law.

Elementary School Survey
N=51

Responses are reported in percentages of those responding to the question. Percentages may not total 100 because of rounding.

1. How is your physical education program organized?

100 classes and teams within classes coed at all grade levels
0 other

2. Is physical education taught by certified physical education teachers in your school?

20 no
80 yes

If yes, what grades does he/she teach?

80 K-6 or 1-6
16 K-12 or 1-12
4 other

What is his/her sex?

32 female
36 male
32 one of each sex

What other responsibilities does she/he have?

27 coaching
22 secondary physical education or health
51 other or none

3. Do you use the President's physical fitness standards in your program?

36 no
64 yes

If yes, about what percentage of boys and girls meet these standards?

14 more girls than boys
32 more boys than girls
54 mixed/about the same

4. What are the effects, if any, of Title IX legislation on students or staff in your school?

59 "none"
33 no response
8 some effects
decreased activity by girls/girls frustrated (mentioned twice)
required modification of activities
fine at grade school level

After-School Activities

1. Are there any after-school sports activities for your students, sponsored by the school district or outside agency?

16 no
84 yes

2. If yes, how are these activities organized?

29 segregated by sex
21 coed
50 some coed, some segregated by sex

3. Have Title IX and S.S. 126.21 legislation (not budget cuts) affected your after-school program in anyway?

79 no
21 some effects
increased cost (mentioned 4 times)
limited programs, because of space and time limitations (mentioned 3 times)
facilities and practice increased for girls (mentioned once)
integrated field day caused girls to win fewer ribbons (mentioned once)

Secondary Education Survey-Physical Education
N=123

Responses are given in percentages of those responding to the question.
Percentages may not total 100 because of rounding.

Sex of respondents: 34 female, 66 male

1. How is the physical education program organized in your school?

- 39 all classes coed
- 3 all classes separated by sex
- 40 some sports separated by sex; others coed
- 0 all classes separated by ability
- 18 other

2. What changes in program have occurred as a result of Title IX and S.S. 126.21?

- 66 none
- 25 new courses offered
 - lifetime sports (mentioned 10 times)
 - archery (7)
 - fitness (4)
 - cross-country skiing (3)
 - dance (3)
- 10 old courses dropped
 - wrestling (8)
 - gymnastics (3)

3. Has the number of courses changed as a result of this legislation (not budget cuts)?

- 8 more courses offered
- 8 fewer courses offered
- 84 no change

4. How have coeducational classes affected accidents and/or injuries?

- | | |
|--------------------------|----------------------------|
| 10 increased among girls | 3 decreased among girls |
| 4 increased among boys | 6 decreased among boys |
| 75 no change | 1 increased among teachers |

5. In which sports, if any, are particular problems created by being coeducational?

- | | |
|-------------------|------------------|
| 26 football | 10 floor hockey |
| 19 wrestling | 7 contact sports |
| 17 soccer | 5 volleyball |
| 16 touch football | |

6. How have coeducational classes affected class participating among:

	<u>Increased</u>	<u>Decreased</u>	<u>No Change</u>
High ability girls	34	11	55
Low ability girls	14	42	44
High ability boys	12	30	58
Low ability boys	15	24	60

7. How have coeducational classes affected skill development among:

High ability girls	45	14	41
Low ability girls	18	37	45
High ability boys	7	36	57
Low ability boys	15	24	61

8. How have coeducational classes affected liking for sports among:

High ability girls	45	13	42
Low ability girls	17	35	48
High ability boys	17	23	60
Low ability boys	17	23	60

9. In which sports, if any, have rules changes been made because of coeducational classes?

22 touch football	12 floor hockey
20 basketball	11 football
15 softball	7 speedball
14 volleyball	

10. Do you feel your training was adequate for teaching both sexes?

77 yes
10 no
12 not sure

11. What is the male/female full-time equivalent ratio now, compared to 1976-77?

4 greater proportion of women now
14 smaller proportion of women now
82 no change

12. Have any changes been made in physical education graduation requirements as a result of this legislation?

98 no
2 yes

more lifetime sports being pushed (1)
grades computed in honor roll, etc. (1)

13. What problems has your school had in complying with Title IX and S.S. 126.21 legislation? (more than one answer could be checked.)

- 32 none of consequence
 - 57 locker room supervision
 - 31 scheduling
 - 14 community resistance to coed sports
 - 12 expense (e.g. new curriculum guides)
 - 11 physical education teachers not trained or reluctant to teach both sexes
 - 8 staffing classes
 - 7 other
- poor facilities (7)
student resistance (2)

14. Did your school have any staff inservice dealing with compliance with Title IX and/or S.S. 126.21?

- 53 no
 - 47 yes
- inservice workshops (10)
State Department Workshops (8)
informal discussions (8)
reviewed at faculty meeting (7)
not specified (18)

15. What factors do you think lead to successful coeducational programs?

- 27 cooperation within department
- 16 positive staff attitude
- 15 adequate facilities
- 15 cooperation between students
- 10 team teaching
- 7 class size
- 7 administrative support
- 7 enthusiastic instructors to motivate students

16. Have you any comments about the effects of this legislation on students or staff in your school?

- 16 positive comments
- 71 negative comments
- 14 neutral/suggestions for improvement

Secondary Voluntary Sports Activities Survey
N=53

Interscholastic Athletics were specifically excepted from this study. Results are reported in percentage of those responding to the question. Percentages may not total 100 because of rounding.

- 30 no activities relevant to this survey
- 70 have activities covered by this survey (N=37)

1. How are these activities organized?

- 43 segregated by sex
- 5 coed
- 51 some coed, some segregated by sex

2. Has Title IX and S.S. 126.21 legislation (not budget cuts) caused a change in opportunity for participation in voluntary?

- 52 increased for girls 3 decreased for girls
- increased for boys - decreased for boys
- 45 no change

3. What changes, if any, have Title IX and S.S. 126.21 caused in the type of activities offered?

- 54 no changes
- 16 more games (as opposed to competitive sports)
- 8 more individual sports
- 3 more emphasis on fitness
- 19 other

- more emphasis on lifetime sports (mentioned twice)
- dropped boys activities (1)
- dance (1)
- much harder to schedule gym time (1)
- more competitive sports (1)
- coed phy ed (1)
- cramped facilities for boys,
- because of increase in girls' program (1)
- more money available for girls (1)

4. Have Title IX and S.S. 126.21 (not budget cuts) caused any change in sponsorship of activities?

School sponsored activities: (N=13)
100 increased 0 increased

Outside sponsored activities: (N=29)
7 increased 93 no charge

5. What problems have arisen in connection with coed activities?
(More than one response could be checked)

46 locker room supervision
 40 scheduling practice and/or contest times
 30 securing adequate coaching
 22 financing programs
 19 none of consequence
 3 other

girls will not participate with the boys (1)

Note: Those with no coed activities skipped to question #11.

6. How does participation in coed activities compare with participation when activities were separate for boys and girls.

girls: 42 more participation
 21 less participation
 38 no change

boys: 9 more participation
 13 less participation
 65 no change

7. How have coed activities affected skill development among:

	<u>Increased</u>	<u>Decreased</u>	<u>No Change</u>
High ability girls	61	13	26
Low ability girls	41	17	41
High ability boys	9	36	54
Low ability boys	22	17	61

8. How have coed activities affected liking for sports among:

High ability girls	62	--	38
Low ability girls	38	19	43
High ability boys	19	24	57
Low ability boys	19	14	71

9. How have activities affected accidents and/or injuries?

19 increased among girls -- decreased among girls
 4 increased among boys 8 decreased among boys
 69 no change

10. Have any rule changes been made as a result of coed activities?

62 no
 37 yes

volleyball (3)
 modified rules for low-skilled girls (2)

11. Have you any comments about Title IX and S.S. 126.21 legislation as it affects after-school sports activities?

21 positive comments

66 negative comments

14 neutral/suggestions for improvement

Parent Survey
N=100

Responses are reported in percentages of those responding to the question.
Totals may not equal 100 because of rounding.

1. Do you approve of coeducational physical education classes?

- 23 Yes, for all sports
- 43 Yes, for some sports

Exceptions-contact sports (mentioned 26 times)
health/sex education (2)

- 26 No
- 8 Not sure

2. What effects do you think coed physical education classes have had on your child or children?

- | | |
|-----------------------|-----------------------|
| 31 None | 8 Don't know |
| 32 Generally positive | 27 Generally negative |
| 4 Positive for girls | 5 Negative for girls |
| 0 Positive for boys | 1 Negative for boys |
| 2 Neutral/suggestions | |

3. The law requires that after-school activities be coeducational (except for interscholastic athletics.) Do you think this is good?

- 31 Yes, for all sports
- 35 Yes, for some sports

Exceptions-contact sports (9)

- 20 No
- 2 Not sure

4. What effect do you think compliance with this law has/will have on students?

- | | |
|-----------------------|-----------------------|
| 7 None | 15 Don't know |
| 17 Generally positive | 16 Generally negative |
| 2 Positive for girls | 9 Negative for girls |
| 1 Positive for boys | 2 Negative for boys |
| 6 Neutral/suggestions | |