To the Graduate Council:

I am submitting herewith a dissertation written by Lance R. Saidak entitled "A Survey of the Effects of Title IX and the Change in the Minimum Standards on the Physical Education and Athletic Programs in Selected Public Secondary Schools in Tennessee." I recommend that it be accepted in parial fulfillment of the requirements for the degree of Doctor of Education, with a major in Physical Education.

E. K. Capen, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

A SURVEY OF THE EFFECTS OF TITLE IX AND THE CHANGE IN THE MINIMUM STANDARDS ON THE PHYSICAL EDUCATION AND ATHELTIC PROGRAMS IN SELECTED PUBLIC SECONDARY SCHOOLS IN TENNESSEE

A Dissertation

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Lance R. Saidak

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Since the author is allowed to thank first that person who contributed the most to the completion of this work, this dissertation is dedicated, with deepest affection, to the author's wife, Leona, without whom none of this would have been possible.

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ABSTRACT

This study was concerned with assessing the effects of Title IX and the change in minimum standards on the physical education and athletic programs in the public secondary schools in the state of Tennessee.

A stratified proportional random sample of the public secondary schools was drawn and a questionnaire instrument was used, via a personal interview, to assess the effects of Title IX and the change in the minimum standards on the physical education and athletic programs in these schools. The data collected with the questionnaire were reported descriptively.

Title IX has had an effect on the physical education and athletic programs in the areas of coeducational physical education activities, number of girls' varsity athletic teams, coaching supplements, achievement recognition, and financing for girls' varsity athletics.

Coeducational physical education activities are definitely on the increase. There is a larger number of girls' varsity athletic teams this year as compared with last year's. A majority of schools indicated equal coaching supplements for men and women. Girls' varsity athletic teams are being recognized for their achievements on an equal basis with the boys' varsity athletic teams. Girls'

varsity athletic teams are receiving more money for their program this year than in past years.

As a result of this study the following recommendations were offered: (1) there should be a continued increase in the number of coeducational physical education activities; (2) an operating budget for physical education should be instituted in all schools; (3) physical education facilities should be available to all students on an equal basis; (4) the number of full-time female physical education teachers should be increased; (5) varsity athletic programs should exist in every high school where there is a demand; (6) coaching supplements should be the same for men and women; and (7) funds should be allocated for additional teachers to handle requests for increased elective physical education programs.

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CHAPTER I

INTRODUCTION

This study consisted of two parts: (1) the effects of Title IX on secondary school physical education and athletic programs; and (2) the effect of the change in minimum standards on secondary school physical education programs.

Title IX. In June 1972, Congress passed Title IX of the Educational Amendments Act. On May 27, 1975, the final version of the regulations governing Title IX, which prohibits sex discrimination in federally assisted education programs, was signed into law. The regulations went into effect on July 21, 1975, and provide specific guidelines for applying and enforcing Title IX. Under Title IX, "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal financial assistance" (33, page 1).

The law was originally introduced in 1971 as an amendment to the Civil Rights Act of 1964. Following Congressional debate and changes, the law, signed on June 23, 1972, emerged as Title IX of the Education Amendments of 1972, a broad-scale bill covering a range of Federal assistance programs.

Rules, Regulations, and Minimum Standards. The responsibility for the support and control of public education in the United States has been recognized as belonging to the respective states. The authority and initiative for organizing and administering a system of public education are delegated to the states by the Tenth Amendment to the Constitution of the United States.

The State Board of Education is authorized by law to prescribe rules and regulations for the approval, classification, and governance of all public schools (32, page i).

These rules, regulations, and minimum standards are not to be construed as establishing maximum limitations restricting the efforts of any school system (32, page i). They are minimum standards and should be used as such.

The Rules, Regulations, and Minimum Standards (32) as established by the Tennessee State Department of Education serve as guidelines for the development of programs in every subject area. Part of this study will be to determine to what extent the schools of the state meet or exceed the standards established.

The booklet containing the rules, regulations, and minimum standards states that physical education shall be a designed sequence of movement experiences in a variety of activities ranging from simple to complex. The product of

the program should be capable of maintaining a degree of fitness necessary for healthful living and should possess skills necessary for constructive use of leisure time.

In grades 9-12, one unit of physical education is required for graduation. An additional unit in physical education is optional. A unit in physical education may be earned in one year if taken for a period daily; or in two years if taken on an alternate day basis.

The physical education program can be modified for pupils who have physical disabilities.

In grades 7 through 12 the maximum membership of any class shall not exceed 35 pupils (32, page 65).

I. STATEMENT OF THE PROBLEM

This study was concerned with the investigation of the effects of Title IX and the change in minimum standards on secondary school physical education and athletic programs in Tennessee. Through the use of a questionnaire survey instrument, the investigator made conclusions concerning the effects of Title IX on the physical education program in the areas of: (1) coeducational classes, (2) financing and budgets, (3) facility use, (4) curriculum, and (5) teaching assignments; and the effect Title IX has had on athletics in the areas of: (1) girls' varsity teams, (2) budgets, (3) facility use, and (4) coaching assignments.

The investigator was also concerned with learning what effects the changes in the minimum standards for physical education have had in the following areas: (1) elective program, (2) class size, and (3) curriculum and/or program change.

II. IMPORTANCE OF THE STUDY

The Title IX regulations are positive and should increase opportunities for all students. Properly complied with and enforced, Title IX should go a long way toward providing equal opportunity for all students in physical education, athletics, and all other phases of the school program. Since the regulations have implications with respect to the conduct of physical education and athletic programs throughout the state, it is appropriate that they be investigated to assess their impact.

In addition, in 1952, DeWitt (7) and Warren (35) completed statewide studies assessing the status of physical education in the public secondary schools of Tennessee. Two other statewide studies, one by Rosato (27) and one by Wright (36), have been completed in Tennessee. These studies assessed the status of the physical education program in Tennessee. No work has been done to determine the effect of Title IX on public secondary schools in Tennessee. In order to consider the impact of Title IX upon

physical education, today's physical education programs needed to be investigated.

Another need for the study is the help it might provide to the teacher training institutions. These institutions need to be aware of the conditions that exist in physical education at the secondary school level. They, in turn, should consider this information in the preparation of prospective teachers.

A fourth justification for this study would be its value in assessing the impact of the change in minimum standards for secondary school physical education requirements. These changes were implemented to improve the physical education programs by decreasing class size and increasing credit per year. It is important to assess whether or not this is taking place.

CHAPTER II

REVIEW OF LITERATURE

The review of literature was accomplished with two specific areas in mind: (1) the literature dealing with Title IX and its implications for physical education and athletic programs; and (2) the literature dealing with state requirements in physical education for students.

I. TITLE IX

Due to a lack of studies dealing exclusively with Title IX, it seemed feasible to approach the literature from a historical viewpoint, thereby seeking those factors contributing to a lead-up to Title IX.

Members of the human race have engaged in competitive sports and physical activities for many thousands of years. However, there are only scattered references in ancient history to organized athletic activities for women prior to the advent of the Spartan state (15, p. 4). As ancient Egypt progressed from a primitive state to an advanced civilization, provision was made for the inclusion of physical activities within the structure of formal education, for both sexes of various ages (9, p. 6).

In ancient Greece, during the Aegean period, the physical activities of girls and women were restricted to dancing. During the Homeric period, both girls and boys participated in a number of games and sports activities (15, p. 10). Plato, in developing his concept of the ideal state, postulated that all men and women should engage in similar gymnastic training (9, p. 8).

Harris (15, p. 7) states that information on men's athletics from the inception of the Grecian games from 1000 B.C. until the origination of the Olympic Games in 776 B.C. is scanty, while information on women's participation in athletics is even more scarce.

With the rise of the turnverein movement in Germany in 1810 and the subsequent development of Swedish gymnastics, provision was made for female participation (18, p. 12). Since that time there has been a steady increase in women's sports activities.

Women's sports and athletics in the United States trace their beginning to the acceptance of tennis as a sport at Mount Holyoke Female Seminary in 1875. Five years later Wellesly instituted crew (rowing) for women (18, p. 14).

During the first decade of the twentieth century, women's sports caught on. Many women's colleges had sports programs involving bicycling, tennis, boating, hiking, and basketball; they also participated in intercollegiate competition (26, p. 20).

During the 1920's there was a gradual opposition to interscholastic sports for women. The trend moved toward intramural type competition. This philosophy continued well into the 1950's, when greater emancipation for women and a changing social pattern, coupled with increased scientific knowledge, reversed the trend almost entirely (18, p. 19).

During the last decade there has been a strong movement toward interscholastic and intercollegiate competition for women. The tremendous influence of the Olympic Games has brought an awareness to the public of the values of such competition.

The first Olympic competition for women took place in 1912 when they were permitted to compete in swimming and tennis. During the Olympic Congress of 1930 an attempt was made to limit women's competition solely to gymnastics, swimming, tennis, and skating (18, p. 21). This proposal was defeated by a majority vote. Since that time, Olympic competition for women has increased tremendously.

Coubertin, often called the "Father of Modern Olympics," was no friend of women's sports where the Olympic Games were concerned. Writing in his Review Olympique in 1912, he stated that "the Olympic Games should be the sole purview of men" (18, p. 24).

Over the years most objections to women's sports participation have been subjective in nature. In the

mid-1920's an ever increasing amount of scientific evidence regarding women's sports participation was accumulated. According to Gerber (13) it was not until the mid-1960's that the women educators who controlled the female sports picture began to accept such evidence. The result has been a diametrical change in the philosophy governing girl's and women's athletics. The recent widespread increase in competitive sports programs for girls and women represents a significant development in contemporary sport (13, p. 3).

Harris (14) observed that male and female athletes are more alike than different in personality traits when scored on the same scale and compared to the same norms.

Mawson (22) conducted a study which showed the change in the social image of women in sports. At the close she stated that Title IX will have an impact on the social world of sport, especially in providing vastly increased opportunities for women in sports.

The Division for Girls and Women's Sports of AAHPER has published a position paper which states that "The Division for Girls and Women's Sports believes girls and women should have athletic programs equal to but separate from those provided for boys and men."

Kroll (19) conducted a study at the University of Massachusetts in 1975. The purpose of this study was to attempt an objective assessment of feelings of college level

athletic directors of both sexes toward proposed regulations. This study was conducted in the spring of 1975, prior to presentation of Final Title IX regulations. The goal was to depict in quantified terms the psychological intensity attached to the more important of the proposed regulations.

Fifteen statements representing proposed Title IX Guidelines were prepared from a preliminary screening and revision process.

The results of this study show that the scale items which male athletic directors were most concerned about were in the areas of budgets and finances while female athletic directors were most concerned about effective quality athletic programs, decision making, and status factors. What male athletic directors feared the most was not what female athletic directors viewed as most important of the proposed guidelines scaled.

The federal guidelines for Title IX of the Education Amendments Act of 1972 have far-reaching implications for the majority of schools offering physical education classes. Public and private educational institutions which receive federal funding may not discriminate on the basis of sex. This study will help determine how well these guidelines are being implemented.

II. STATE REQUIREMENTS

Many types of studies, from national to local in scope and involving all levels of education from elementary to college, have been completed. These studies have employed various types of evaluative instruments, such as questionnaires, interviews, scorecards, and check lists. This research has provided background material for the present study.

Studies Done in the State of Tennessee

DeWitt (7) used the LaPorte Score Card to evaluate the boys health and physical education programs in the state of Tennessee at the secondary school level during 1951-1952. The data indicated that the physical education programs were better in the large schools than in the small schools.

In 1952, Warren (35) conducted a study in which he used a check list in conjunction with a visitation-interview technique in evaluating the physical education programs in Tennessee. He found that 50 percent of the schools that were studied had male physical education teachers teaching girls' physical education classes.

Wright (36) conducted a study on a statewide basis in Tennessee in 1971. He employed a questionnaire developed by Friedrich (9), which was modified for use in his study. Some of Wright's findings were as follows:

1. Academic credit for physical education was granted in the majority of schools.

2. Female physical education teachers were employed on a part-time basis in 77 percent of the senior high schools.

In 1973, Rosato (27) assessed the status of physical education in the public junior and senior high schools in the state of Tennessee. Some of Rosato's conclusions were as follows:

1. High schools which were accredited scored significantly higher than schools which were not accredited.

2. Larger schools scored higher than small schools.

3. At the high school level, the stratification of high population density-upper economic level scored significantly higher than the other four stratifications.

It should be pointed out that the above studies were primarily concerned with the evaluation of the physical education at the various schools. Part of this evaluation was in the area of state requirements. Those sections in these particular studies which were concerned with state requirements for physical education were used as reference points for the present study.

Studies Conducted on the Local Level

The remainder of the studies in Tennessee were conducted on the local level, where only schools of one city or county were evaluated.

Pitts (25) developed his own scorecard and used it in 1966 to evaluate 10 public high schools in the city of Knoxville. Some of Pitt's findings were:

1. Most of the classes were large and students were not assigned to class by grade level.

2. There was mild encouragement for coeducational classes and activities.

3. Indoor and outdoor facilities were, for the most part, inadequate.

4. Schools did not take full advantage of the facilities available.

Hudgens (16) used the LaPorte Score Card in 1968 to rate the high schools in the Anderson County School System. His conclusions based upon the high school survey were:

1. Classes were full or overcrowded.

2. There was little intramural or coeducational activity.

Longely (21) used the LaPorte Score Card in 1969 to evaluate the physical education program in nine high schools of the Hamilton County School System. Some of Longely's conclusions were:

1. The majority of the classes were overcrowded.

2. The students were assigned to physical education classes by grade level or on a random basis.

Studies Conducted in Other States

Bookwalter (3) of Indiana University used the LaPorte Score Card in conducting studies in 26 other states. Most of Bookwalter's researchers selected a statewide stratified random sample of 100 public high schools on the basis of geographic location, school size, and town size. More than 2600 high schools in the national survey were evaluated with this instrument. The median national score was 84 points out of a maximum of 300 points. Seventy-five percent of all the high schools that were sampled scored below the mean. Connecticut, Texas, Illinois, Indiana, and Michigan were the five highest ranking states. Nebraska, Oklahoma, Arkansas, Tennessee, and Mississippi were the lowest ranking states.

Bookwalter stated that nationally, physical education programs were less than 30 percent effective when the program scores were compared to scores reported on the LaPorte Score Card. The northern states were superior to the southern states and the demonstration schools were superior to the public schools.

Dodson (8) evaluated the North Carolina public secondary schools, and Owens (24) evaluated the Ohio public secondary schools. Their findings were similar in relation to regional accreditation, school size, and town size. Schools that were accredited, or large in size, or that were located in large

towns had significantly better physical education programs when compared to nonaccredited, or small schools, or schools located in small towns. In Dodson's study, the high ranking items were those required by state regulations. In the study by Owens the schools surveyed tended to follow more closely the rules and bylaws of the Ohio High School Athletic Association than the Standards of the Ohio State Department of Education.

Dodson (8) found that many of the girls physical education classes as well as coaching of the girls varsity teams were handled by male physical education teachers. Fritz (12) found that only 26 percent of the Missouri schools employed women teachers to teach girls physical education classes.

Bundgaard (5) in 1958, surveyed 72 schools in Iowa. He found that many schools did not have qualified women physical education teachers.

Owens (24) reported that few of the physical education minimum standards recommended by the Ohio State Department of Education had been satisfied by all schools.

Other Studies Using Questionnaires

Baker (1), in 1962, concluded that the "majority of both elementary and secondary schools of this country are in need of both clarification and implementation of recommended

administrative standards" (page 636). She concluded from her nationwide questionnaire study that less than 50 percent of the schools met the recommended minimum standards in time allotment, space allotment, and in a balanced progressive program.

Noonan (23) conducted a study on the Louisiana high schools during the 1963-1964 school year. He stated that 70 percent of the schools were offering the recommended 300 minutes weekly rather than the previous 120 minutes.

The literature indicates that there are very few schools that offer coeducational activities in the curriculum. The majority of schools that did offer this type of activity confined it predominantly to rhythms (26).

Friedrich's (11) study of Michigan schools found that 23 percent of the high schools gave no credit toward graduation for physical education, 10 percent gave one credit, and 63 percent allowed up to one half credit. Friedrich also found that at the high school level, 35 percent of the schools required four semesters of physical education, 9 percent required six semesters, and 17 percent required two semesters. The majority of the high schools offered an elective program in the eleventh and twelfth grades.

Bundgaard (5) found that only 37 percent of the schools in his Iowa study gave credit toward graduation for physical

education activities. Fox (10) found that 43 percent of the seniors in Oregon were taking physical education when it was an elective in the upper two grades.

Roundy (28) conducted a study dealing with problems of and competencies needed by men physical education teachers. He interviewed 30 teachers and ten administrators in California and Utah. From these interviews he developed an inquiry form which was sent to 526 teachers and 176 administrators throughout California and Utah.

Large class enrollments and limited facilities were related to many of the problems.

> The ideal solution would be to improve facilities and limit class enrollments to an optimum number; from a practical standpoint, however, greater competence in effectively teaching large groups is a must for physical education teachers in today's secondary schools (28, p. 281).

The time requirement for physical education has also been a problem in many schools. Johnson (17) conducted a study to compare the effects of a five-day-a-week program and a two-day and three-day-a-week program on the fitness, skill, adipose tissue, and growth of eighth grade boys and girls. The researcher concluded that there was a significant advantage gained by students participating in a daily physical education program.

Prevelant problems in physical education in the state of Tennessee have persisted for many years. Such things as

oversized classes, poor facilities, and lack of opportunities for students who desire them were still present in 1975. Whether progress has been made in certain areas will hopefully be revealed by this study.

CHAPTER III

PROCEDURE

I. INTRODUCTION

The purpose of this chapter is to describe the procedures that were used by the investigator in fulfilling the following steps of the study: (1) the development of the evaluative instrument; (2) stratification of the schools according to school size and geographic location; (3) the selection of the sample; (4) the administration of the instrument; and (5) the treatment of the data.

II. THE DEVELOPMENT OF THE EVALUATIVE INSTRUMENT

Due to the less desirable aspects of questionnaires compared to other data gathering methods, the investigator decided to employ the questionnaire interview technique for this study. Since this was a descriptive type study, concerned with the effects of Title IX and the change in minimum standards on the physical education and athletic programs of public secondary schools, a type of instrument was needed which would evaluate these effects. The evaluative instruments developed in the past were examined to determine if they would be useful in this particular study. They were of little or no use in as much as this

study was concerned with very recent changes in programs. Some of the evaluation devices which were examined included the following:

1. The California Score Card (6). This instrument was inappropriate for the study because the researcher would have to make judgments in many areas.

2. The Indiana Score Card (30). This scorecard deals with internal assessment and is very difficult for an outsider to use.

3. The LaPorte Score Card (20). This score card is inappropriate because it evaluates program but does not assess effects of Title IX since it was developed prior to Title IX regulations.

4. Friedrich Questionnaire (11). This questionnaire was developed to determine status of physical education, but was not appropriate for this study.

The investigator decided to develop an instrument especially for this study. This was necessary because there is no valid instrument available which can be used to evaluate the effects of Title IX or the change in minimum standards on the present physical education programs in the public secondary schools.

A 38 item questionnaire was developed by this writer and five members of the physical education department at The University of Tennessee, Knoxville. This questionnaire

includes a combination of the pertinent parts of questionnaires that are presently in existence and items which were added by members of the physical education department.

A pilot study was conducted to determine the effectiveness of the questionnaire. Four secondary schools in the Knoxville area were chosen for this pilot study. These were schools that were not part of the sample for the study. Due to the results of the pilot study, the questionnaire was subsequently revised and refined into its final version.

III. QUESTIONNAIRE

The questionnaire (Appendix A) consists of the following sections:

1. Part I: Title IX and Physical Education
   - A. Coeducational activities
   - B. Evaluation standards
   - C. Budgets and financing
   - D. Facility use
   - E. Program change
2. Part II: Title IX and Varsity Athletics
   - A. Number of varsity teams
   - B. Coaching and coaching supplements
   - C. Recognition
   - D. Facility use
   - E. Budgets or financing
   - F. Program change
3. Part III. Minimum Standards
   - A. Elective program
   - B. Class size
   - C. Method of meeting requirements
   - D. Credit

The questionnaire consists of 38 items, most of which have four responses. Four items have only two possible responses and two other items are open-ended questions. For the open-ended questions the respondents were asked to speak into a tape recorder and their answers were tabulated to determine the direction that the programs throughout the state seem to be heading.

IV. STRATIFICATION OF SCHOOLS

> Since a randomly selected sample, particularly a small sample, may by chance have an undue proportion of one type of unit in it, an investigator may use stratified random sampling to get a more representative sample. When employing this technique, he divides his population into strata by some characteristic which is known from previous research or theories to be related to the phenomenon under investigation, and from each of these smaller homogeneous groups he draws at random a predetermined number of units.
> .....
> Proportional sampling enables one to achieve even greater representativeness in the sample. This technique requires selection of units at random from each stratum in proportion to the actual size of the group in the total population (34, p. 322).

This procedure was selected for use in this study. The stratification is by Grand Division and school size.

The State Department of Education stratifies all schools in the state by Grand Divisions. These Grand Divisions are East, Middle, and West Tennessee. A computer printout of all secondary schools in each Grand Division was obtained from the Bureau of Educational Research, The University of Tennessee, Knoxville.

The Tennessee Secondary School Athletic Association, which will be referred to as TSSAA, classifies all schools with athletic programs as AAA, AA, and A according to school size. The Directory of Member Schools (31) of the TSSAA was used to determine school size.

The Directory of Public Schools for 1974-1975 (29) lists a total of 334 secondary schools in the state of Tennessee. These are schools that consist of grades 1-12, 7-12, or 9-12. A cross-check was made with the TSSAA Directory of Member Schools (31) and those schools with no athletic teams were eliminated from the study. Schools in this category are ones that are too small or are special schools such as Vocational-Technical Schools. A total of 82 schools were removed from the original list of 334. This reduced the population for this study to 252 schools.

The next step in the stratification procedure was to determine how many of the 252 schools were in each of the three strata. Table I illustrates the breakdown of the tabulations. The tabulations show a total of 108 schools in the East Tennessee Grand Division, 74 schools in the Middle Tennessee Grand Division, and 70 schools in the West Tennessee Grand Division. In percentages this indicates that 43 percent of the schools are located in East Tennessee, 29 percent located in Middle Tennessee, and 28 percent located in West Tennessee.

TABLE I

STRATIFICATION OF SCHOOLS

Stratum	AAA	AA	A	Grand Division Total
East Tennessee	43 (40%)	30 (28%)	35 (32%)	108 (43%)
Middle Tennessee	35 (47%)	18 (25%)	21 (28%)	74 (29%)
West Tennessee	29 (41%)	32 (46%)	9 (13%)	70 (28%)
Totals	107	80	65	252

The third step in the process was to determine how many AAA, AA, and A schools are in each Grand Division. The TSSAA Directory of Member Schools (31) was again used to determine school size. Results of these tabulations (Table I) indicate there are 43 AAA, 30 AA, and 35 A schools located in East Tennessee. There are 35 AAA, 18 AA, and 21 A schools located in Middle Tennessee and 29 AAA, 32 AA, and 9 A schools in West Tennessee. Broken down into percentages this indicates that 40 percent of all schools in East Tennessee are AAA, 28 percent are AA, and 32 percent are A. In Middle Tennessee 47 percent of the schools are AAA, 25 percent are AA, and 28 percent are A. In West Tennessee 41 percent of the schools are AAA, 46 percent are AA, and 13 percent are A. These percentages were used in the selection of the sample.

V. SELECTION OF THE SAMPLE

The population for this study consists of all public secondary schools in the state of Tennessee that have grades 9-12 and have a varsity athletic program.

A sample of 64 schools or 25 percent of the defined population was chosen for this study. This was considered an adequate sample which would allow a valid insight into the effects of Title IX and the change in minimum standards on the secondary school physical education programs.

The number of sample schools from each Grand Division was determined by using the figures from Table I, page 24. With a sample of 64 schools it was calculated that 27 would come from East Tennessee, 19 from Middle Tennessee, and 18 from West Tennessee. A further breakdown of each Grand Division was made with the results shown in Table II.

Once a determination was made as to how many schools would come from each Grand Division and how many from each stratification within each Grand Division, the next step was to select the actual schools. This was accomplished by compiling a list of all schools within each Grand Division and stratification by school size. A table of random numbers from Yamane (37) was used to select the actual schools in the study (Appendix B). Two extra schools were selected in each stratification as replacement schools should any of the selected schools refuse to cooperate. This proved to be necessary because two schools from Middle Tennessee would not cooperate and were replaced.

Code numbers were assigned to each school in the sample to assure anonymity. The code number consisted of four digits:

1. First digit
   3—East Tennessee
   2—Middle Tennessee
   1—West Tennessee

TABLE II

GRAND DIVISION SAMPLE

Stratum	AAA	AA	A	Total
East Tennessee	11	7	9	27
Middle Tennessee	9	5	5	19
West Tennessee	8	8	2	18
Total	28	20	16	64

2. Second digit
   3—AAA school
   2—AA school
   1—A school
3. Third digit
   2—Female
   1—Male
4. Fourth digit
   1-11 School numerical identification

VI. COLLECTION OF THE DATA

Letters were sent to each principal of the selected schools which explained the purpose of the study and solicited their cooperation in the study (Appendix C). A follow-up letter was sent to the schools who failed to respond to the initial letter (Appendix D). Nine schools did not respond to either the initial letter or the follow-up letter. These schools were contacted by telephone. In each case the principal indicated that the letters were passed along to the physical education staff members. Seven of the nine indicated a willingness to cooperate, while two refused stating that they were inundated with requests and could not cooperate at this time. These two schools were replaced as indicated previously. A final letter (Appendix E) was sent to each principal informing him/her of the exact date that the investigator would be at their school.

The data were collected over a 2-1/2 month period from January 1976 through March 15, 1976. A series of trips was taken that covered approximately 3700 miles. The 27 schools

in East Tennessee were visited in nine days during a three week period. A total of 13 schools in Middle Tennessee were visited during a four day trip. The remaining six schools in Middle Tennessee were visited in a two day trip in early March. A final trip of five days completed the remaining 18 schools in West Tennessee (Appendix F).

VII. TREATMENT OF THE DATA

The data were collected through the application of the questionnaire interview. When all the data were collected it was tabulated according to total statewide responses and stratification responses. Percentages for total statewide responses, total state responses for each classification (AAA, AA, and A), responses for men and women, Grand Division responses and stratification within each Grand Division responses were tabulated.

CHAPTER IV

ANALYSIS OF THE DATA

There were 64 schools involved in this study. A 100 percent return was realized since the researcher visited all 64 schools in the sample to obtain the data. For ease of assimilation of the data collected, this chapter was sectioned into total statewide responses, statewide stratification responses, Grand Division responses, and men vs. women responses.

I. TOTAL STATEWIDE RESPONSES

The statewide responses were sectioned into three parts: Part I dealing with physical education, part II dealing with varsity athletics, and part III concerned with the change in minimum standards. Table III illustrates the statewide responses for Part I of the questionnaire.

The Effects of Title IX on the Physical Education Program

Regarding coeducational activities, the data revealed some interesting points. The review of literature indicated that very few schools offered coeducational activities as part of the physical education curriculum (5; 25; 27). From Table IV it is evident that there is a statewide trend toward coeducational activities. It can be noted that

TABLE III

TOTAL STATEWIDE RESPONSES—QUESTIONNAIRE PART I
PHYSICAL EDUCATION*

Item	Response			
	1	2	3	4
1	2	16	27	56
2	0	9	25	66
3	6	20	36	38
4	11	19	27	44
5	5	3	15	77
6	6	11	20	62
7	3	97		
8	0	11	20	69
9	2	15	20	62
10	2	22	22	54
11	2	19	22	57
12	0	6	23	71
13	8	17	51	24
14	0	0	6	94
15	0	0	15	85

Number of Schools = 64.

*Results tabulated in percentages.

TABLE IV

TOTAL STATEWIDE RESPONSES—COEDUCATIONAL ACTIVITIES PHYSICAL EDUCATION*

Item	Response 7-10	4-6	1-3	None
Schools with Coeducational Activities (1974-1975)	0	9	25	66
Schools with Coeducational Activities (1975-1976)	6	20	36	38

Number of Schools = 64.

*Results tabulated in percentages.

66 percent of the schools reported they had no coeducational activities in 1974-1975. This figure dropped to 38 percent for the present school year. This indicates a 24 percent increase in the number of schools offering coeducational activities in their physical education program. In addition, it can be noted that there is also an 11 percent increase in schools that offer from one to three coeducational activities, an 11 percent increase in schools that offer from four to six coeducational activities, and a 6 percent increase in schools that offer seven to ten coeducational activities within their physical education program. In response to item number 16 of Part I, which asked what influence Title IX would have on the physical education program over the next five years, 94 percent indicated that there would be an increase in the number of coeducational activities within the next five years.

The area of financing and budgets has been totally ignored in previous statewide and local studies. This can be understood after examination of Table V. These data show that 97 percent of the schools have no budget for the school physical education program. In the large metropolitan areas, such as Nashville and Knoxville, there is a supervisor of physical education. This person is in charge of a central budget for all schools within the system. The schools within the system requisition for their needs through the supervisor's office. In the smaller systems the school

TABLE V

TOTAL STATEWIDE RESPONSES—BUDGETS AND FINANCING
PHYSICAL EDUCATION*

Item	Response					
	Yes	No	$0-249	$250-499	$500-999	$1000 or more
Do you have a budget for physical education	3	97				
Girls' physical education financing 1974-1975			69	20	11	0
Girls' physical education financing 1975-1976			62	20	15	2
Projected girls' physical education financing 1976-1977			54	22	22	2
Boys' physical education financing 1975-1976			57	22	19	2

Number of Schools = 64.

*Results tabulated in percentages.

principal controls the money. The physical education teacher must request the principal to purchase the needed supplies. It should be noted that most physical education teachers interviewed indicated that they had received everything that was requested from the principal. The results reported in Table V indicate a general trend toward more money for girls' physical education programs. Last year 69 percent of the schools spent less than $250 for the girls' physical education program. This figure has dropped to 62 percent this year and indications are that it will be approximately 54 percent next year. Fourteen schools indicated they received between $250-499 for this year's program, while an additional 14 schools indicated that they spent $500-999 this year. One school out of the 64 indicated spending more than $1000 for physical education this year. It can be noted that the amount of money spent for boys' physical education this year is almost identical to that of the girls' (Table V).

Use of facilities for girls' physical education classes has been a problem in some areas. Wright (36) reported that 33 percent of the senior high schools had separate gymnasiums available for boys' and girls' classes. This study found only 6 percent of the senior high schools had separate gymnasiums. The results found in Table VI indicate that in 71 percent of the schools Title IX has had little or no influence on

TABLE VI

TOTAL STATEWIDE RESPONSES—FACILITY USE
PHYSICAL EDUCATION*

Item	Responses							
	A very high degree	A moderately high degree	To some degree	Little or none	Highly satisfied	Quite satisfied	Satisfied	Dissatisfied
Degree Title IX has influenced increased facility use for girls	0	6	23	71				
Degree Title IX has influenced decreased facility use for boys	0	0	6	94				
How satisfied are you with facility use for girls?					8	17	51	24

Number of schools = 64.

*Results tabulated in percentage.

the increased use of physical education facilities for girls. It can also be reported that in 94 percent of the schools there has been no decrease in facility use by the boys physical education classes. When asked how satisfied they were with the use of facilities for girls, 24 percent of the schools indicated they were dissatisfied, 51 percent indicated satisfied, 17 percent were quite satisifed, and 8 percent indicated they were highly satisfied. These were school responses indicated by the head of the physical education department. In 63 out of 64 schools this was a male. A comparison of the female responses to this item will be reported later in the chapter.

The size of the physical education staff determines to a large extent the quality of the program. Warren (35) reported that 50 percent of the schools that were studied had male physical education teachers teaching girls' physical education classes. Wright (36) reported that 22 percent of the high schools had no full-time female physical education teacher. The results of this study indicate that 85 percent of the schools feel that Title IX has had little or no influence on the number of women teaching girls' physical education classes (Table VII). It would appear that there is still a problem in this area.

TABLE VII

TOTAL STATEWIDE RESPONSES—WOMEN TEACHERS PHYSICAL EDUCATION*

Item	Responses			
	To a very great extent	To a great extent	To some extent	Little or none
Extent to which Title IX has increased the number of women physical education teachers	0	0	15	85

Number of Schools = 64.

*Results tabulated in percentages.

The Effects of Title IX on the Varsity Athletic Program

Total statewide responses for Part II of the questionnaire can be found in Table VIII.

Concerning the number of girls varsity teams, 11 percent indicated no varsity teams at their school last year. Only 3 percent indicated no varsity athletic teams at their school for this year. This represents an increase of 8 percent. Seventy-eight percent indicated there were from one to three varsity teams for girls at their school last year. It can be reported that this figure has dropped to 64 percent this year. This is due to the fact that an increase of 22 percent is indicated in the four to six varsity team category. Eleven percent responded to this category for last year while 33 percent responded for this year. These data can be seen in Table IX.

Studies by Wright (36) and Rosato (27) indicate a high percentage of physical education teachers also coach. This writer discovered that in 65 percent of the schools Title IX has had little or no effect on the number of men coaching girls' varsity teams. Thirty percent of the schools indicated that Title IX has had some effect while 5 percent indicated that it has had a great effect (Table X). An encouraging finding resulting from the present study is the fact that 61 percent of the schools indicated that the coaching supplement is the same for men

TABLE VIII

TOTAL STATEWIDE RESPONSES—QUESTIONNAIRE PART II
VARSITY ATHLETICS*

Item	Responses			
	1	2	3	4
1	10	16	37	37
2	0	11	78	11
3	0	33	64	3
4	0	5	30	65
5a	61	39		
5b	100	0		
6	25	44	29	2
7	5	6	37	52
8	14	16	53	17
9	5	94	1	0
10	47	53		
11	3	19	23	55
12	11	14	33	42
13	24	26	29	19
15	2	6	29	63

Number of Schools = 64.

*Results tabulated in percentages.

TABLE IX

TOTAL STATEWIDE RESPONSES—NUMBER OF GIRLS' TEAMS VARSITY ATHLETICS*

Item	Responses			
	7-10 teams	4-6 teams	1-3 teams	None
Number of girls' varsity teams 1974-1975	0	11	78	11
Number of girls' varsity teams 1975-1976	0	33	64	3

Number of Schools = 64.

*Results tabulated in percentages.

TABLE X

TOTAL STATEWIDE RESPONSES—COACHING ASSIGNMENTS AND SUPPLEMENTS VARSITY ATHLETICS*

Item	Responses					
	Very great effect	Great effect	Some effect	Little or none	Yes	No
Effect of Title IX on number of men coaching girls' teams	0	5	30	65		
Is coaching supplement same for men and women?					61	39
If no, do men receive more than women?					100	

Number of schools = 64.

*Results tabulated in percentages.

and women. In the schools where the coaching supplement is not equal, 100 percent of the respondents indicated that the men receive a higher supplement than the women (Table X).

Another encouraging finding emanating from this study is in the area of student recognition. It can be reported that 25 percent of the schools indicated that the girls are given recognition to a very great extent for their achievements. Another 44 percent indicated that the recognition is to a great extent while 29 percent indicated recognition to some extent. Table XI shows these results. Most schools in the study indicated that the girls received the same awards and recognition as the boys.

As recorded in Table XII, Title IX has influenced the amount of use of practice facilities for girls. The results indicate that 37 percent of the schools felt Title IX influenced the use of facilities to some degree. The results also indicate that in 94 percent of the schools the facility use for boys is the same as it was last year. The results also point out that 53 percent of the schools are satisfied with the facility use for girls' varsity teams, 16 percent are quite satisfied, 14 percent highly satisfied, while only 17 percent are dissatisfied.

In the area of financing and budgets, 47 percent of the schools in this study have a budget allocated for girls' varsity athletics. In 55 percent of the schools the

TABLE XI

TOTAL STATEWIDE RESPONSES—ACHIEVEMENT RECOGNITION VARSITY ATHLETICS*

Item	Responses			
	To a very great extent	To a great extent	To some extent	Little or none
Extent of girls' recognition for achievement	25	44	29	2

Number of schools = 64.

*Results tabulated in percentages.

TABLE XII

TOTAL STATEWIDE RESPONSES—FACILITY USE
VARSITY ATHLETICS*

Item	Responses										
	A very high degree	A moderately high degree	To some degree	Little or none	Highly satisfied	Quite satisfied	Satisfied	Dissatisfied	More than last year	Same as last year	Less than last year
Influence of Title IX on practice facility use for girls	5	6	37	52							
How satisfied are you with facility use for girls?					14	16	53	17			
Facility use for boys' varsity athletic teams									5	94	1

Number of schools = 64.

*Results tabulated in percentages.

respondents indicated that Title IX has had little or no influence on the amount of budget appropriated for girls' varsity athletics. Table XIII shows the amount of budget or finances allocated for girls' varsity teams. The breakdown for last year indicates that 25 percent of the schools spent $249 or less for girls athletics, 25 percent spent between $250 and $499, 26 percent spent $500 to $999, and 24 percent spent $1000 or more. The figures for this school year indicate an increase of 4 percent in the range above $1000.

In response to item number 16 pertaining to the future for girls' varsity athletics, most schools indicated there would be an increase in the number of girls' varsity athletic teams at their school. Most said they would add volleyball this year or next and would follow TSSAA guidelines in the future. All schools expressed concern over finances necessary to carry on an expanded girls' program. Most schools indicated that gate receipts were the main source of revenue and that other sources would be necessary to carry out a well-rounded girls' program. Most schools also indicated that student and community interest would be the main factor in determining which activities, if any, would be added.

The Change in Minimum Standards

From Table XIV it is evident that the change in minimum standards, which has occurred beginning with the 1973-1974

TABLE XIII

TOTAL STATEWIDE RESPONSES—BUDGETS AND FINANCING VARSITY ATHLETICS*

Item	Responses									
	Yes	No	A very high degree	A moderately high degree	To some degree	Little or none	$1000 or more	$500-999	$250-499	$0-249
Do you have a budget for girls' varsity athletics?	47	53								
Degree to which Title IX has influenced amount of finances for girls' varsity teams			3	19	23	55				
Amount of financing for girls 1975-1975							24	26	25	25
Amount of financing for girls 1975-1976							28	24	29	19

Number of schools = 64.

*Results tabulated in percentages.

TABLE XIV

TOTAL STATEWIDE RESPONSES—QUESTIONNAIRE PART III
MINIMUM STANDARDS*

Item	Responses																	
	Yes	No	Very Great effect	Great effect	Some effect	Little or none	More than 50%	25%-50%	10%-25%	Less than 10%	5 days per week all year	5 days per week 1/2 year	Alternate days all year	Alternate days 1/2 year	1 Credit	1-1/2 Credits	2 credits	Other
Elective physical education program	40	60																
Effect of minimum standard change on elective program			8	12	20	60												
Effect of minimum standard change on class size			45	14	20	20												
Number of students that fulfill state requirement in one year							62	9	6	22								
Days per week students take physical education											62	17	19	2				
Credits necessary for graduation															89	6	5	0

Number of schools = 64.

*Results tabulated in percentage.

school year, has had a major effect on the physical education program. The Tennessee State Department of Education allows that an additional unit of physical education may be optional at the senior high level. Forty percent of the schools in this study offered an elective physical education program. This is almost twice the percentage reported by Wright (36) in his 1971 statewide study. Of the 38 schools which have no elective program, most indicated there was enough student interest to warrant additional classes. However, due to lack of funds available for additional teachers salaries, no elective program was offered.

The literature cited in Chapter II dealing particularly with Tennessee noted oversized or crowded classes (25; 16; 21). This investigator noted an almost total lack of oversized classes during this study. Forty-five percent of the schools indicated that the change in minimum standards have had a very great effect on the size of the physical education classes. An additional 14 percent indicated a great effect and 20 percent indicated a small effect. Of the 20 percent that indicated little or no effect, most related that they had small classes before the change in minimum standards took effect. Therefore, in this study, there was a dramatic absence in oversized or overcrowded physical education classes.

Sixty-two percent of the schools reported that more than 50 percent of the students fulfill the state physical education requirement in one year. This is accomplished by having physical education five days per week all year. Seventeen percent of the schools indicated that the students have physical education five days per week for a half year and 19 percent reported that students take physical education on alternate days all year.

A great majority of schools, 89 percent, require one credit for graduation. Six percent require one and one half credits while 5 percent require two credits.

II. STATEWIDE STRATIFICATION RESPONSES

A comparison of the responses between the three strata show some interesting results.

Title IX and Physical Education

There appears to be a trend toward increasing the coeducational activities within the physical education program. Sixty-four percent of the AAA schools had no coeducational activities prior to Title IX. This figure decreased to 22 percent for this school year (Table XV). This represents an increase of 42 percent. There was an increase of only 5 percent in the AA schools, while the A schools indicated a 32 percent increase.

TABLE XV

STATEWIDE STRATIFICATION RESPONSES—COEDUCATIONAL ACTIVITIES PHYSICAL EDUCATION*

Item	Stratum	Responses 7-10	4-6	1-3	None
Schools with coeducational activities 1974-1975	AAA	0	7	29	64
	AA	0	10	10	60
	A	0	12	12	76
Schools with coeducational activities 1975-1976	AAA	7	32	39	22
	AA	10	5	30	55
	A	0	19	38	43

Number of AAA schools = 28
Number of AA schools = 20
Number of A schools = 16
TOTAL = 64

*Results tabulated in percentage.

The AAA schools are spending more money for the physical education program than the AA or A classification schools. A total of 39 percent of the AAA schools indicated that they spent less than $250 for physical education this year. Seventy-five percent of the AA schools indicated spending less than $250 while 88 percent of the A schools spent less than $250 (Table XVI). A projected amount of $500 to $999 for next year is indicated by 43 percent of the AAA schools. Only 5 percent of the AA and 6 percent of the A schools indicated this amount.

Title IX and Varsity Athletics

From Table XVII it is evident that Title IX has definitely had an effect on girls' varsity athletics. The AAA schools are offering more varsity athletic teams for girls than are the AA or A schools. Fifty-four percent of the AAA schools indicated that they have from four to six girls' teams. Thirty percent of the AA schools reported from four to six teams while none of the A schools indicated offering this many varsity teams for girls. Before Title IX came into effect only 14 percent of the AAA schools offered from four to six varsity athletic teams for girls and only 15 percent of the AA schools had this many teams. It can also be noted that prior to Title IX, 14 percent of the AAA schools had no varsity athletic teams for girls, 10 percent

TABLE XVI

STATEWIDE STRATIFICATION RESPONSES—FINANCING PHYSICAL EDUCATION*

Item	Stratum	Responses $0-249	$250-499	$500-999	$1000 or more
Girls' financing 1974-1975	AAA	46	32	22	0
	AA	80	15	5	0
	A	94	6	0	0
Girls' financing 1975-1976	AAA	39	29	32	0
	AA	75	20	5	0
	A	88	6	0	6
Projected girls' financing 1976-1977	AAA	32	25	43	0
	AA	70	25	5	0
	A	75	12	6	6
Boys' financing 1975-1976	AAA	32	32	36	0
	AA	75	20	5	0
	A	82	6	6	6

Number of AAA schools = 28
Number of AA schools = 20
Number of A schools = 16
TOTAL = 64

*Results tabulated in percentage.

TABLE XVII

STATEWIDE STRATIFICATION RESPONSES—NUMBER OF GIRLS' TEAMS VARSITY ATHLETICS*

Item	Stratum	Responses 7-10	4-6	1-3	None
Number of girls' varsity teams 1974-1975	AAA	0	14	72	14
	AA	0	15	75	10
	A	0	0	94	6
Number of girls' varsity teams 1975-1976	AAA	0	54	39	7
	AA	0	30	70	0
	A	0	0	100	0

Number of AAA schools = 28
Number of AA schools = 20
Number of A schools = 16
TOTAL = 64

*Results tabulated in percentage.

of the AA schools and 6 percent of the A schools also reported no girls' varsity teams. These figures have dropped to 7 percent for AAA schools and zero percent for the AA and A classifications.

In the area of coaching supplements, 46 percent of the AAA schools reported that men and women receive the same amount of money for coaching. Seventy-five percent of the AA schools reported that men and women receive the same coaching supplement while 69 percent of the A schools report men and women receive the same supplement (Table XVIII). In the schools in which the coaching supplement is not the same, a 100 percent response for the men receiving more money was indicated.

No clear pattern has developed pertaining to financing and budgets for girls' varsity teams. Table XIX indicates a wide spread in the amount spent for girls' athletics. Most schools indicated that money for varsity athletics comes from gate receipts, therefore the wide diversity in amounts, depending mostly on the success of the school athletic teams.

Change in Minimum Standards

While it would seem that schools with larger physical education staffs would be able to offer more in the area of elective physical education, this does not appear to be the

TABLE XVIII

STATEWIDE STRATIFICATION RESPONSES—COACHING SUPPLEMENTS VARSITY ATHLETICS*

Item	Stratum	Responses Yes	No
Is Coaching Supplement Same for Men and Women?	AAA	46	54
	AA	75	25
	A	69	31
If No, do Men Receive More than Women?	AAA	100	0
	AA	100	0
	A	100	0

Number of AAA schools = 28
Number of AA schools = 20
Number of A schools = 16

*Results tabulated in percentage.

TABLE XIX

STATEWIDE STRATIFICATION RESPONSES—FINANCING VARSITY ATHLETICS*

Item	Stratum	Response $1000 or more	$500-999	$250-499	$0-249
Amount of financing for girls 1974-1975	AAA	32	36	14	18
	AA	25	20	30	25
	A	6	19	38	38
Amount of financing for girls 1975-1976	AAA	39	29	22	11
	AA	25	15	30	30
	A	12	25	44	19

Number of AAA schools = 28
Number of AA schools = 20
Number of A schools = 16
TOTAL = 64

*Results tabulated in percentage.

case. Fifty-seven percent of the AAA schools indicated no elective physical education offered. In addition, 50 percent of the AA and 75 percent of the A schools indicated no elective physical education program (Table XX).

There is a difference in the number of days per week that students take physical education. In the AAA schools, 64 percent of the schools indicated that students take physical education five days per week all year. In the AA schools, 75 percent indicated a five days per week all year schedule, while in the A schools only 44 percent indicated five days per week all year. Fifty percent of the A schools indicated students participate in physical education on alternate days all year (Table XX).

An overwhelming majority of 100 percent of the AA schools, 88 percent of the A schools and 83 percent of the AAA schools indicated that one credit is required for graduation. This is in line with the minimum standards regulations.

III. GRAND DIVISION RESPONSES

Title IX and Physical Education

The section dealing with coeducational activities revealed some interesting points. Eighty-three percent of the schools in the West Tennessee Grand Division indicated that they had no coeducational physical education activities

TABLE XX

STATEWIDE STRATIFICATION RESPONSE
MINIMUM STANDARDS*

Item	Stratum	Response: Yes	No	5 days per week all year	5 days per week 1/2 year	Alternate days all year	Alternate days 1/2 year	1 Credit	1-1/2 Credits	2 Credits	Other
Elective Physical Education Program	AAA	43	57								
	AA	50	50								
	A	25	75								
Days per week students take physical education	AAA			64	25	7	3				
	AA			75	15	10	0				
	A			44	6	50	0				
Credits necessary for graduation	AAA							83	14	3	0
	AA							100	0	0	0
	A							88	0	12	0

Number of AAA schools = 28
Number of AA schools = 20
Number of A schools = 16
TOTAL = 64

*Results tabulated in percentage.

prior to Title IX. This figure dropped to 55 percent for the present school year. This represents an increase of 28 percent. The Middle Tennessee Grand Division reported that 68 percent of the schools had no coeducational activities before Title IX. This figure dropped to 37 percent for the present school year, an increase of 31 percent. The East Tennessee Grand Division indicated that 52 percent of the schools had no coeducational physical education activities prior to Title IX and this figure dropped to 26 percent for this school year. This represents an increase of 26 percent. This indicates an average increase of 28 percent in the number of schools now offering coeducational physical education activities. These figures are shown in Table XXI.

In the area of evaluation standards, 61 percent of the schools in the West Tennessee Grand Division indicated that they do not use different evaluation standards within their coeducational physical education classes. This figure was 32 percent for the Middle Tennessee Grand Division and 41 percent for the East Tennessee Grand Division. These data may be seen in Table XXI.

Only two of the schools in this study had budgets for their physical education program. These results coincide with the results tabulated in the earlier portion of this chapter concerning statewide responses.

TABLE XXI

GRAND DIVISION RESPONSES—COEDUCATIONAL ACTIVITIES
PHYSICAL EDUCATION*

Item	Grand Division	Responses 7-10	4-6	1-3	None	A very high degree	A moderately high degree	To some degree	Little or none
Number of coeducational activities prior to Title IX	East	0	22	26	52				
	Middle	0	0	32	68				
	West	0	0	17	83				
Number of coeducational activities this school year	East	7	33	33	26				
	Middle	0	16	47	37				
	West	11	6	28	55				
Different evaluation standards	East					4	22	33	41
	Middle					21	16	32	32
	West					11	17	11	61

Number of schools in East Tennessee Grand Division = 27
Number of schools in Middle Tennessee Grand Division = 19
Number of schools in West Tennessee Grand Division = 18
TOTAL = 64

*Results tabulated in percentage.

Table XXII indicates that Title IX has influenced the increased use of physical education facilities for girls more in West Tennessee than in Middle or East Tennessee. There has been practically no decrease in facility use for boys during this time period (Table XXII).

With regard to the influence of Title IX on the number of women teaching girls' physical education classes, it would appear that the influence is negligible. Eighty-nine percent of the schools in East Tennessee, 84 percent of the schools in Middle Tennessee, and 78 percent of the West Tennessee schools reported that Title IX has had little or no effect on the number of women teaching girls' physical education classes.

Title IX and Varsity Athletics

Girls' varsity athletic teams, as shown in Table XXIII, have been influenced by Title IX. Fifty-five percent of the schools in East Tennessee, 53 percent of the Middle Tennessee schools, and 83 percent of the West Tennessee schools indicated that Title IX has influenced the number of girls' varsity athletic teams at least to some degree. The greatest influence, 83 percent, was indicated by West Tennessee. All three divisions reported an increase in the number of teams. East Tennessee is the only division with schools still indicating no varsity teams for girls. This

TABLE XXII

GRAND DIVISION RESPONSES—FACILITY USE
PHYSICAL EDUCATION*

Item	Grand Division	Responses: A very high degree	A moderately high degree	To some degree	Little or none
Degree Title IX influenced increased facility use for girls	East	0	0	18	82
	Middle	0	21	5	74
	West	0	0	50	50
Degree Title IX influenced decrease facility use for boys	East	0	0	0	100
	Middle	0	0	11	89
	West	0	0	11	89

Number of schools in East Tennessee Grand Division = 27
Number of schools in Middle Tennessee Grand Division = 19
Number of schools in West Tennessee Grand Division = 18
TOTAL 64

*Results tabulated in percentages.

TABLE XXIII

GRAND DIVISION RESPONSES
VARSITY ATHLETIC TEAMS*

Item	Grand Division	Responses: A very high degree	A moderately high degree	To some degree	Little or none	7-10	4-6	1-3	None
Degree Title IX has influenced number of girls' varsity teams	East	7	15	33	45				
	Middle	0	16	37	47				
	West	22	17	44	17				
Number of girls' varsity teams 1974-1975	East					0	15	70	15
	Middle					0	0	100	0
	West					0	17	66	17
Number of girls' varsity teams 1975-1976	East					0	37	56	7
	Middle					0	26	74	0
	West					0	33	67	0

Number of schools in East Tennessee Grand Division = 27
Number of schools in Middle Tennessee Grand Division= 19
Number of schools in West Tennessee Grand Division = 18
TOTAL = 64

*Results tabulated in percentage.

figure is only 7 percent or two schools out of the total population of 64.

Concerning the question of the coaching supplement, the women coaches in West Tennessee are almost equal to their male counterparts. Ninety-four percent of the schools in West Tennessee indicated that the women are paid the same as the men. Fifty-eight percent of the Middle Tennessee schools indicated that women received the same as men. There is a reversal in East Tennessee where 60 percent of the schools indicated that the men were paid more than the women (Table XXIV).

As reported in the previous section of this chapter pertaining to statewide responses to budgets and financing. there is no clear pattern or trend for budgets. Most schools stated that gate receipts were the main source of revenue. The amount spent for supporting the varsity athletic program in most schools was dependent on the gate receipts for football and basketball. Table XXV shows the financial structure for the schools in each Grand Division. There is a slight increase compared to last year in the amount spent in each Grand Division. Fifty percent of the schools in West Tennessee indicated that they had a budget for girls' varsity athletics while 47 percent of the Middle Tennessee schools and 44 percent of the East Tennessee schools reported a budget for girls' varsity athletic teams.

TABLE XXIV

GRAND DIVISION RESPONSES
COACHING SUPPLEMENT*

Item	Grand Division	Responses Yes	No
Is coaching supplement the same for men and women?	East	40	60
	Middle	58	42
	West	94	6
If supplement is not the same, do men receive more?	East	100	0
	Middle	100	0
	West	100	0

Number of schools in East Tennessee Grand Division = 27
Number of schools in Middle Tennessee Grand Division = 19
Number of schools in West Tennessee Grand Division = 18
TOTAL = 64

*Results tabulated in percentage.

TABLE XXV

GRAND DIVISION RESPONSES—FINANCING VARSITY ATHLETICS*

Item	Grand Division	Responses $1000 or more	$500-499	$250-499	$0-249
Amount of financing for girls 1974-1975	East	22	37	18	22
	Middle	32	21	21	26
	West	17	17	39	28
Amount of financing for girls 1975-1976	East	30	22	30	18
	Middle	32	26	26	16
	West	22	22	33	22

Number of schools in East Tennessee Grand Division = 27
Number of schools in Middle Tennessee Grand Division = 19
Number of schools in West Tennessee Grand Division = 18
TOTAL 64

*Results tabulated in percentage.

For those schools that did not indicate a budget, most revealed that they shared the finances appropriated for the boys' athletics.

Minimum Standards

Elective physical education programs, as shown in Table XXVI, are most prevalent in East Tennessee. Fifteen out of 27 respondents indicated an elective program at their school. Only six of 19 Middle Tennessee and five of 18 West Tennessee schools indicated an elective program.

As was noted earlier, the change in minimum standards on class size has had a dramatic effect. Seventy-eight percent of the West Tennessee schools indicated that this change has had a very great effect on class size. Fifty-eight percent of the Middle Tennessee schools indicated a very great effect and 22 percent of the East Tennessee schools indicated a great effect (Table XXVI). This researcher did not see a single oversized class during his visitation to the schools in the study.

Table XXVI also shows that students fulfill the state requirement for physical education in one year in 78 percent of the schools in West Tennessee. Sixty-three percent of the Middle Tennessee schools and 53 percent of the East Tennessee schools reported that students fulfill the state requirements in one year.

TABLE XXVI

GRAND DIVISION RESPONSES
MINIMUM STANDARDS*

Item	Grand Division	Responses												
		Yes	No	Very great effect	Great effect	Some effect	Little or none	50% or more	25%-50%	10%-25%	Less than 10%	1 Credit	1-1/2 Credits	2 Credits	Other
Elective physical education program	East	55	45												
	Middle	32	68												
	West	28	72												
Effect on size of physical education classes	East			15	22	37	26								
	Middle			58	5	11	26								
	West			78	11	6	6								
Number of students who fulfill state requirements in one year	East							53	11	11	26				
	Middle							63	11	0	26				
	West							78	0	0	22				
Credits necessary for graduation	East											96	0	4	0
	Middle											74	21	5	0
	West											94	0	6	0

Number of schools in East Tennessee Grand Division = 27
Number of schools in Middle Tennessee Grand Division = 19
Number of schools in West Tennessee Grand Divison = 18
TOTAL = 64

Results tabulated in percentage.

An overwhelming majority of schools indicated that one credit was necessary for graduation. These data may be seen in Table XXVI.

IV. MEN AND WOMEN RESPONSES

A comparison of responses for men and women was made. The results, as shown in Table XXVII, show very similar percentage responses for most items. The question pertaining to the amount of financing for girls' varsity atheltics brought the greatest difference in responses. Forty-nine percent of the women indicated dissatisfaction with the amount of financing for girls' varsity athletics while only 42 percent of the men indicated dissatisfaction. It can also be noted that 21 percent or 11 out of the 64 schools did not have a woman physical education teacher. This figure is almost identical to the findings of Wright (36), who reported a 22 percent figure for this area.

TABLE XXVII

STATEWIDE RESPONSES
MEN VS. WOMEN*

Item	Sex	Responses							
		A very high degree	A moderately high degree	To some degree	Little or none	Highly satisfied	Quite satisfied	Satisfied	Dissatisfied
Degree of use of different evaluation standards within coeducational classes	Men	11	19	27	44				
	Women	9	21	28	42				
Satisfaction of finances appropriated for girls' physical education	Men					6	11	20	62
	Women					7	13	23	57
Satisfaction of facility use for girls' physical education program	Men					8	17	51	24
	Women					9	24	42	24
Satisfaction of facility use for girls' varsity athletic teams	Men					14	16	53	17
	Women					4	7	68	21

TABLE XXVII (continued)

Item	Sex	Responses							
		A very high degree	A moderately high degree	To some degree	Little or none	Highly satisfied	Quite satisfied	Satisfied	Dissatisfied
Satisfaction of finances for girls' varsity teams	Men					11	14	33	42
	Women					2	6	43	49

Number of men = 64.

Number of women = 53.

*Results tabulated in percentage.

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

I. SUMMARY

This study was designed to describe the effects of Title IX and the change in minimum standards on the physical education and athletic programs now existent in the senior high schools of Tennessee.

Generally, Title IX has had some effect on the physical education and athletic programs in Tennessee. This was particularly evident with respect to coeducational activities, number of girls' varsity athletic teams, coaching supplements, achievement recognition, and financing for girls' varsity athletics.

Coeducational physical education activities are on the increase. Only 38 percent of the schools have no coeducational physical education activities. This represents a 24 percent increase over last year when 66 percent of the schools indicated they had no coeducational physical education activities. An encouraging percentage of the schools indicated that they would be increasing the number of coeducational activities in the future.

A large majority of schools, 62 out of 64, did not have a budget for physical education. The large metropolitan

areas have a budget for the entire system, but individual schools do not have a separate budget for their school.

Facility use for girls' physical education is on the increase while no decrease in facility use was evident for the boys' physical education classes.

The earlier studies with reference to Tennessee (35, 36) indicated that a large number of girls' physical education classes were taught by men teachers. The current data revealed that there is still a large number of girls' physical education classes being taught by men. It appears as though Title IX has had little or no influence in this area.

Most of the schools responded that the number of girls' varsity teams was on the increase. Ninety-seven percent of the schools reported having at least one girls' varsity athletic team, while 33 percent indicated having from four to six girls' varsity athletic teams.

A majority of the schools in Tennessee have equal coaching supplements for men and women. This is particularly evident in West Tennessee where 94 percent of the schools indicated equal coaching supplements for men and women. Only 9 percent of the AAA schools and 40 percent of all schools in East Tennessee have equal coaching supplements for men and women.

Most of the schools responded that the girl varsity athletes received the same recognition for achievement as the boy varsity athletes. Ninety-eight percent of the schools responded in this manner.

Approximately 48 percent of the schools indicated that Title IX has influenced the use of facilities for girls' varsity athletic teams to some degree. The facility use for boys' varsity athletic teams is almost the same as last year.

Almost half of the schools have a budget for girls' varsity athletics. There is a slight increase in the amount of financing for girls' athletics. A majority of the schools reported gate receipts as the main revenue source.

The change in minimum standards have had a pronounced effect on the physical education programs. Forty percent of the schools reported an elective physical education program. This is almost double the percentage reported by Wright (36) in his 1971 study. This figure could be considerably higher if additional staff were employed in many of the schools.

Without exception, the size of the classes was within the standards set by the State Department of Education. Most schools indicated the change in minimum standards was responsible for this.

One credit for a full year of physical education taken five days per week was the prevailing practice across the

state. Eighty-nine percent of the schools require one credit for graduation.

II. DISCUSSION

A considerable number of schools responding to the questionnaire indicated that coeducational activities within the physical education program were on the increase. This would seem advisable if implementation of Title IX guidelines are to be successful. This type of program would be to the ultimate benefit of the students.

Most of the schools did not have an operating budget for physical education. Supplies and equipment used in the physical education program were paid for from the school general fund or from special fund raising projects. It would seem advisable to allocate an operating budget for the physical education program if the quality of the program is to improve.

The continued trend toward more facility use for girls' physical education seems advisable. Physical education is a planned experience and to make it meaningful the facilities need to be available for all to use equally.

Many schools did not have a woman physical education teacher. With the increase and improvement in girls' participation in physical education activities, it would seem advisable to increase the number of women teaching. girls' physical education classes.

Most of the schools in the sample have increased or are in the process of increasing the number of varsity athletic teams for girls. Only 3 percent of the schools in the survey do not offer any girls' varsity athletics. Most schools indicated a willingness to increase the number of teams whenever the demand from the students or community warranted it.

The investigator realizes that it is financially difficult for many schools to support the athletic program. However, if such programs are educationally sound and are considered part of the total school curriculum, then finances must be found to support these programs. Since coaches are an integral part of athletics and girls' varsity athletic teams are on the increase, the supplement for men and women coaches should be equal. The schools in East Tennessee have fallen behind the rest of the state in this area and steps need to be taken to equalize the coaching supplements in schools where they are not equal.

It was encouraging to find an almost equal acceptance of and recognition for achievement for girl athletics. In most schools the girls received letters, sweaters and took part in awards banquets for the athletics.

Most schools were extremely satisfied with the outcomes derived from the change in minimum standards. The elective physical education program is on the increase. If a

worthwhile and meaningful required program is offered, the growth of an elective program is almost inevitable. By enabling the student to meet the state requirement for graduation in one year, the facilities and scheduling have been freed to make it possible for an expanded elective program.

With the elimination of the oversized and crowded classes it is now possible to conduct physical education in a planned, meaningful manner. In the investigators opinion, this elimination of oversized classes has had the most beneficial effect on the physical education program.

A large majority of schools indicated that five periods of physical education were required per week. This type of program would seem advisable for ease of scheduling and a continuity within the program which would be to the ultimate benefit of the students.

III. RECOMMENDATIONS

In a knowledge-based society, equal opportunity in education is fundamental to equality in all other forms of human endeavor. Quality in all phases of education is an ideal which is a worthwhile goal. No subject area should be slighted for all have contributions to make to the total education of the student. The following recommendations were conceived with these thoughts in mind.

1. A study similar to the present one should be undertaken within the next three years to determine the total effects of Title IX on the physical education and athletic programs on a statewide basis.

2. A continued increase in the number of coeducational activities and an increase in the number of schools offering coeducational activities is necessary. This increase in coeducational activities could be accomplished by further training of teachers already in the field through inservice workshops. The teacher training institutions also need to emphasize coeducational activities to their undergraduate students.

3. An operating budget for physical education should be instituted in all schools. A well planned, quality program cannot be implemented successfully without proper financing.

4. Physical education facilities should be available to all students on an equal basis.

5. The number of full-time female physical education teachers should be increased. The program for girls is expanding and there is a need for qualified women in the schools.

6. Varsity athletic programs for girls should exist in every high school where there is a demand. This would allow participation in athletics for those who seek the opportunity to compete.

7. Coaching supplements should be equal for men and women who coach the same sport.

8. Facilities for varsity athletics should be shared on an equal basis by all students.

9. Financing for varsity athletics should be comparable for all teams.

10. Funds should be allocated for additional teachers to handle request for increased elective physical education program.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

EFFECT OF TITLE IX AND CHANGE IN MINIMUM STANDARDS

ON PHYSICAL EDUCATION AND ATHLETIC PROGRAMS

IN SECONDARY SCHOOLS IN TENNESSEE

Please answer all of the following questions by placing the number of your response on the answer sheet.

Part I: Title IX and Physical Education

1. To what degree has Title IX increased the number of coeducational physical education activities within your school?

    1. a very high degree
    2. a moderately high degree
    3. to some degree
    4. little or none

2. How many coeducational activities did you have in your physical education program before Title IX came into effect?

    1. 7-10
    2. 4-6
    3. 1-3
    4. none

3. How many coeducational activities do you presently have in your physical education program?

    1. 7-10
    2. 4-6
    3. 1-3
    4. none

4. To what degree do you use different evaluation standards within your coeducational classes?

    1. a very high degree
    2. a moderately high degree
    3. to some degree
    4. little or none

5. To what degree has Title IX influenced the amount of finances appropriated for girls' physical education?

    1. a very high degree
    2. a moderately high degree
    3. to some degree
    4. little or none

6. In relation to your response to #5, how satisfied are you with the finances appropriated for girls' physical education within your school?

    1. highly satisfied
    2. quite satisfied
    3. satisfied
    4. dissatisfied

7. Do you have a budget for physical education?

    1. yes
    2. no

8. If you have a budget for girls' physical education how much was it last year; if you do not have a budget for girls' physical education how much did you spend last year?

    1. $1000 or more
    2. $500 to 999
    3. $250 to 499
    4. $0 to 249

9. How much is your budget or how much will you spend for girls' physical education this year?

    1. $1000 or more
    2. $500 to 999
    3. $250 to 499
    4. $0 to 249

10. What do you estimate your financing to be for girls' physical education next year?

    1. $1000 or more
    2. $500 to 999
    3. $250 to 499
    4. $0 to 249

11. How much is your budget or how much did you spend for boys' physical education this year?

    1. $1000 or more
    2. $500 to 999
    3. $250 to 499
    4. $0 to 249

12. To what degree has Title IX influenced the increased use of physical education facilities for girls?

    1. a very high degree
    2. a moderately high degree
    3. to some degree
    4. little or none

13. In relation to your response to question #12, how satisfied are you with the use of facilities for girls' physical education classes?

    1. highly satisfied
    2. quite satisfied
    3. satisfied
    4. dissatisfied

14. To what degree has Title IX influenced the decreased use of physical education facilities for boys?

    1. a very high degree
    2. a moderately high degree
    3. to some degree
    4. little or none

15. To what extent has Title IX increased the number of women teaching girls' physical education classes?

    1. to a very great extent
    2. to a great extent
    3. to some extent
    4. little or none

16. What influence do you feel Title IX will have on your physical education program in the next five years?

Part II: Title IX and Varsity Athletics

1. To what degree has Title IX influenced the number of girls' varsity athletic teams within your school?

    1. a very high degree
    2. a moderately high degree
    3. to some degree
    4. little or none

2. How many girls' varsity athletic teams did you have at your school last year?

    1. 7-10
    2. 4-6
    3. 1-3
    4. none

3. How many girls' varsity athletic teams do you have at your school this year?

    1. 7-10
    2. 4-6
    3. 1-3
    4. none

4. What effect has Title IX had on the number of men coaching girls' varsity teams?

    1. a very great effect
    2. a great effect
    3. some effect
    4. little or none

5. Is the coaching supplement (i.e., basketball) the same for men and women?

    1. yes
    2. no

    If no, do the men receive more of a supplement than the women?

    1. yes
    2. no

6. To what extent are the girls' varsity teams given recognition for their achievements?

    1. to a very great extent
    2. to a great extent
    3. to some extent
    4. little or none

7. To what degree has Title IX influenced the amount of use of practice facilities for girls' varsity teams?

    1. a very high degree
    2. a moderately high degree
    3. to some degree
    4. little or none

8. In relation to your response to question #7, how satisfied are you with the use of facilities for girls' varsity teams?

    1. highly satisifed
    2. quite satisfied
    3. satisfied
    4. dissatisfied

9. Is the facility use for boys' varsity athletic teams:

    1. more than last year
    2. same as last year
    3. less than last year

10. Do you have a budget for girls' varsity athletics?

    1. yes
    2. no

11. To what degree has Title IX influenced the amount of budget or financing appropriated for girls' varsity athletic teams?

    1. a very high degree
    2. a moderately high degree
    3. to some degree
    4. little or none

12. In relation to your response to question #11, how satisfied are you with the amount of budget or financing for girls' varsity athletic teams?

    1. highly satisfied
    2. quite satisfied
    3. satisfied
    4. dissatisfied

13. If you have a budget, how much was it; if you do not have a budget, how much did you spend for girls' varsity athletic teams last year?

    1. $1000 or more
    2. $500 to 999
    3. $250 to 499
    4. $0 to 249

14. How much is the budget or how much will you spend for girls' varsity athletics this year?

    1. $1000 or more
    2. $500 to 999
    3. $250 to 499
    4. $0 to 249

15. What effect has Title IX had on the amount of equipment available to girls' varsity athletic teams?

    1. a very great effect
    2. a great effect
    3. some effect
    4. little or none

16. What do you see in the future for girls' varsity atheltics in your school?

Part III: Minimum Standards

1. Do you have an elective physical education program?

    1. yes
    2. no

2. How much effect has the change in minimum standards had on your elective physical education program?

    1. a very great effect
    2. a great effect
    3. a small effect
    4. little or none

3. What effect has the change in minimum standards had on the size of your physical education classes?

    1. a very great effect
    2. a great effect
    3. a small effect
    4. little or none

4. How many physical education students fulfill the state requirement for physical education in one year?

    1. a large number (more than 50%)
    2. quite a few (between 25% and 50%)
    3. some (between 10% and 25%)
    4. very few (less than 10%)

5. How many days per week do the students at your school have physical education?

    1. 5 days per week (all year)
    2. 5 days per week (1/2 year)
    3. alternate days (all year)
    4. alternate days (1/2 year)

6. How many physical education credits are necessary for graduation from your school?

    1. 1 credit
    2. 1-1/2 credit
    3. 2 credits
    4. other

CODE # _____

QUESTIONNAIRE
ANSWER SHEET

Part I		Part II		Part III	
1.	_____	1.	_____	1.	_____
2.	_____	2.	_____	2.	_____
3.	_____	3.	_____	3.	_____
4.	_____	4.	_____	4.	_____
5.	_____	5.	_____	5.	_____
6.	_____	6.	_____	6.	_____
7.	_____	7.	_____		
8.	_____	8.	_____		
9.	_____	9.	_____		
10.	_____	10.	_____		
11.	_____	11.	_____		
12.	_____	12.	_____		
13.	_____	13.	_____		
14.	_____	14.	_____		
15.	_____	15.	_____		
16.	_____	16.	_____		

Thank you for your cooperation in this study.

APPENDIX B

THE LIST OF SCHOOLS SURVEYED

EAST TENNESSEE

Austin East High School
Knoxvile

Bearden High School
Knoxville

Bradley High School
Cleveland

Brainerd High School
Chattanooga

Campbell County High School
La Follette

Central High School
Blountville

Central High School
Knoxville

Doyle High School
Knoxville

East Ridge High School
Chattanooga

Greenback School
Greenback

Halls High School
Knoxville

Lenoir City High School
Lenoir City

Maryville High School
Maryville

North Green High School
Greeneville

Oliver Springs High School
Oliver Springs

Ooltewah High School
Ooltewah

Porter Bank High School
Chattanooga

Riverside High School
Chattanooga

South Green High School
Greeneville

Sweetwater High School
Sweetwater

Tellico Plains High School
Tellico Plains

Townsend School
Townsend

Tyner High School
Chattanooga

Walland School
Walland

Young High School
Knoxville

MIDDLE TENNESSEE

Central High School
Shelbyville

Cohn High School
Nashville

DeKalb County High School
Smithville

Greenbrier High School
Greenbrier

Grundy County High School
Tracy City

Huntland School
Huntland

Jo Byrns High School
Nashville

John Overton High School
Nashville

Lawrence County High School
Lawrenceburg

Lebannon High School
Lebannon

Lewis County High School
Hohenwald

Macon County High
La Fayette

Portland High School
Portland

Putnam County High School
Cookeville

Riverdale High School
Murfreesboro

Sparta White County High School
Sparta

Stratford High School
Nashville

Upperman High School
Baxter

White House High School
White House

WEST TENNESSEE

Bartlett High School
Bartlett

Chester County High School
Henderson

Germantown High School
Germantown

Greenfield High School
Greenfield

Hillcrest High School
Memphis

Huntingdon
Huntingdon

Jackson Central High
Jackson

Lexington High School
Lexington

Middleton High School
Middleton

Millington High School
Millington

Oakhaven High School
Memphis

Ridgeway High School
Memphis

Ripley High School
Ripley

Sheffield High School
Memphis

Union City High School
Union City

Whitehaven High School
Memphis

White Station High School
Memphis

Wooddale High School
Memphis

APPENDIX C

INITIAL LETTER

December 4, 1975

Dear Sir:

The School of Health, Physical Education, and Recreation of The University of Tennessee, Knoxville in conjunction with the Bureau of Educational Research is conducting a research project which begain in October, 1975. This study is undertaken as a doctoral dissertation pursued by Mr. Lance R. Saidak. The purpose of this project is to study the early effects of Title IX and the change in the minimum standards on the physical education and varsity athletic programs at the secondary school level on a statewide basis.

The state of Tennessee was stratified according to Grand Divisions, geographic location, and school size, and the schools within each stratum were randomly selected. Your school was selected by this method and we are sincerely soliciting your support and cooperation. We will need to interview one male and one female member of your physical education staff. This interview will take approximately 30 minutes with each of the two staff members. This one visit to your school will complete this part of the study. Let me emphasize that each school in the study will retain its anonmymity as code numbers relative to section of the state and school size have been assigned to each school. It is extremely important for all of the schools that were selected to participate in this study so that accurate generalizations can be made to the secondary school population in the state of Tennessee.

Our principal investigator, Mr. Lance R. Saidak, will visit your school sometime between January, 1976 and March, 1976. A follow-up letter will be sent requesting an exact date for the visit.

Thank you again for your cooperation in this study.

Yours truly,

Edward K. Capen
Professor of Physical Education

EKC:bjg

Enclosure

APPENDIX D

FOLLOW-UP LETTER

January 9, 1976

Dear Sir:

We have not had any response from your school pertaining to our December 4, 1975 letter about a physical education study that we are conducting. Once again may we solicit your cooperation for this study. We would like your permission to interview a male and female member of your physical education staff. This interview will take only 30 minutes. This one visit to your school will complete this part of the study. Let me emphasize that each school in the study will retain its anonymity as code numbers have been assigned to each school.

We would greatly appreciate your permission to come to your school for this short interview.

Thank you again for your cooperation in this study.

Sincerely,

Lance R. Saidak
Department of Physical Education
The University of Tennessee
Knoxville

LRS:emr

Enclosure

APPENDIX E

FINAL LETTER

January 5, 1976

Dear Sir:

Thank you for your positive response to the initial contact letter of December 4, 1975. Your cooperation in this physical education project is greatly appreciated.

I wish to reiterate in this letter that the interview of one male and one female physical education staff member, one of which is preferably the department head, will take approximately 30 minutes for each. This one visit to your school will complete this part of the study. I also emphasize once again that each school in the study will retain its anonymity.

Thank you once again for your cooperation in this project it is sincerely appreciated.

I will be at your school on

Yours truly,

Lance R. Saidak
Department of Physical Education
The University of Tennessee, Knoxville

LRS:emr

VITA

Lance R. Saidak was born in Westfield, Massachusetts, on October 19, 1936. He attended elementary schools in that city and was graduated from Westfield High School in 1954. The following September he entered Springfield College, and in July 1958, he received a Bachelor of Science degree in Physical Education. In 1967, he received a Master of Education degree from Florida Atlanta University. He taught for two years at Riverside Military Academy and for 12 years at Hialeah High School.

He entered the Graduate School at The University of Tennessee, Knoxville, in September, 1973 and received the Doctor of Education degree with a major in Physical Education and a collateral area of study in Health in August, 1976. He is a member of the American Alliance for Health, Physical Education, and Recreation.

He is married to the former Leona Lou Higdon of Chattanooga, Tennessee, and has a daughter named Laura and a son named Derek.