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OPINIONS OF SELECTED UTAH HIGH SCHOOL
STUDENTS AND TEACHERS TOWARD
SPORTS COMPETITION

by

Carole C. Kimball

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Health, Physical Education and Recreation

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1974

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Carole C. Kimball
Carole C. Kimball

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ABSTRACT

Opinions of Selected Utah High School
Students and Teachers Toward
Sports Competition

by

Carole C. Kimball, Master of Science

Utah State University, 1974

Major Professor: Dr. Janice Pearce

Department: Physical Education

This study determined opinions of selected eleventh grade high school girls and physical education teachers concerning intramural and interschool sports competition. The high schools in the study were randomly selected from the nine school districts located in the Wasatch Front Area of Utah.

The study revealed that girls and physical education teachers in high schools in the Wasatch Front Area showed a significant interest in intramural and interschool competition for girls. The girls listed tennis as their first choice of sports that should be included in both programs, followed by volleyball and swimming. Both students and teachers felt interschool competition should be offered on a district, regional and state basis.

A majority of girls and teachers expressed the opinion that women physical education teachers should coach interschool sports teams. Girls did not want interschool competition at the expense of intramural competition.

(77 pages)

CHAPTER I

INTRODUCTION

The question of competitive sports programs for girls has become a growing concern of administrators, teachers, parents and potential participants across the country. Utah citizens, along with concerned people in other states, have recognized the need for physical activity for girls as well as boys. Schools offering physical education in their curriculums recognized it as a necessary addition to the total education of the student. However, competitive sports opportunities for girls beyond the physical education class and the intramural program have not traditionally been recognized either nationally or within the state. Until recently school administrative structures within the state have either discouraged or legislated against the participation of high school girls in competitive sports programs at the interschool level.

In 1964, at the annual meeting of the National Federation of State High School Athletic Associations, a resolution was adopted which recommended "that all control and supervision of girls' interscholastic athletics be administered through existing state and provincial athletic or activity associations." (Fagan, 1965, p. 2) Since this resolution was adopted, growing pressures from girls, women, civil rights organizations and state and federal government agencies have focused attention on the inequality between the girls' and boys' interschool sports programs.

Utah has joined the rest of the nation in accepting the challenge of providing girls' competitive sports programs that will meet the needs

of the potential participants. In 1971 a committee was formed to coordinate girls' sports programs on a state basis. This committee was called the Advisory Board to the Utah High School Athletic Association and consisted of the following members of the Utah High School Athletic Association: Executive Secretary, President of the Board of Directors and two members at large; State Chairman of the Division for Girls' and Women's Sports, State DGWS Chairman-Elect, and two representatives at large (Mower, 1973).

Efforts were made to determine the types of programs best suited to the individual participants. However, more information was needed concerning the attitudes, opinions and wishes of those most directly concerned with school sports programs--potential participants and teachers.

Statement of the Problem

It was the purpose of this study to determine opinions of eleventh grade high school girls concerning: (1) their interests in sports opportunities beyond those now provided within the schools, (2) why girls choose either to participate or not to participate in intramural and interschool sports programs, (3) specific sports in which high school girls were interested, and (4) types of competitive programs in which high school girls were interested. Secondly, it was the purpose of this study to determine opinions of women physical education teachers concerning: (1) specific problems in coaching, and (2) types of competition in which girls should be involved.

The sub-problems for this study were:

1. To develop a student questionnaire and a teacher questionnaire to provide the desired information regarding girls' interschool sports programs.

2. To identify a teacher and student sample.
3. To arrange for the uniform administration of the questionnaire to the student and teacher populations.

Delimitations

This study was delimited to:

1. Eleventh grade high school girls enrolled in physical education classes in selected high schools in the Wasatch Front Area during May of 1973 and in attendance during the day the questionnaire was administered in each school.
2. Women physical education teachers from the sixteen selected high schools.

Limitations

The validity of this study was limited by the accuracy and honesty with which the students and teachers responded to their respective survey questionnaires.

Definition of Terms

Intramural Competition: Intramural competition was defined as competition between individuals or teams from the same school. Competition takes place outside the regular physical education class and may be scheduled before school, at noon, after school, in the evening, or on weekends.

Interschool Competition: For the purpose of this study, interschool competition referred to that competition in which an individual or a team from one school would represent that school in playing against

individuals or teams from other schools.

Wasatch Front: Those high schools located in districts as far south as Provo, Utah and as far north as Ogden, Utah and situated within the proximity of the Wasatch Mountain range, and characterized by a predominantly urban population.

Research Design

The method of research used in this study was the survey technique. An opinion questionnaire was administered to eleventh grade girls enrolled in physical education classes from selected high schools in the Wasatch Front Area. A second questionnaire was administered to women physical education teachers. The student questionnaire consisted of nineteen items relating to intramural and extramural sports for high school girls. The teacher questionnaire consisted of 17 items relating to intramural and extramural sports for high school girls.

It was determined that the student and teacher sample should be selected from school districts located in the more populated centers. It was judged that schools in the urban centers would be more likely to sanction and fund girls' intramural and interschool sports programs. In addition, there appears to have been more interschool sports competition among the girls from those schools in recent years than among girls from schools in rural areas. These schools also offered a larger sample population. The school districts in this area were located between Provo on the south and Ogden on the north. This area included nine school districts along the Wasatch Front.

The high schools in the study were randomly selected from the nine school districts located in the Wasatch Front Area. Two high schools

were selected in each of seven districts. The remaining two districts contained only one high school in each district. Both of these high schools were included in the study.

Internal validity was relevant to this survey to the extent to which students and teachers responded to their respective questionnaires honestly and accurately. In regard to external validity, the results of this survey could be generalized only to the eleventh grade girls enrolled in physical education classes in the selected high schools in the Wasatch Front Area during the 1972-73 school year.

The data were analyzed using the SPSS (Statistical Package for the Social Sciences) computer program which yielded a Chi Square table with the percentage of responses cross tabulated by variable and school district.

Justification

Each state has the obligation of providing leadership and direction for the development of a girls' interschool sports program. The Utah High School Athletic Association has been developing a program that would provide maximum opportunities. In order to make the program most effective, both student and teacher needs and opinions should be taken into consideration. This study was initiated to provide this information concerning the needs and interests of students and teachers in the Wasatch Front area concerning girls' sports programs.

CHAPTER II

REVIEW OF LITERATURE

The problems relating to girls' and women's sports competition have long been an area for much discussion and review. They vary from institution to institution as well as from state to state. In an effort to better understand existing problems and situations, it is necessary to review past policies and attitudes that have influenced current trends. The following areas were discussed: (1) History of Sports Competition for Women, (2) Professional Philosophies, (3) Studies of Sports Competition and (4) Current Trends.

History of Sports Competition for Women

Intercollegiate sports competition for men first began in 1852 when Harvard and Yale competed against each other in a boat regatta (Lewis, 1967). It was not until 1891 that the first women's intercollegiate competition occurred. From the 1890's to the present competition for girls and women has taken many different directions. The most notable influences on the development of competitive sports programs have been the changing cultural roles of women in American society, national and international conditions, mass media and communications, professional leadership, medical judgments and biological research evidence, public interest and acceptance of women in sports (Nixon, Jewett, 1969).

Soon after Dr. James Naismith invented basketball for men in 1891, women developed a modified version. In 1899, adapted rules were established and a rules committee for women's basketball became a reality. With the birth of this committee in 1901, women's sports gradually expanded to

include tennis, track and field, baseball, field hockey, and swimming. The year 1907 brought the formulation of a Women's Rules Committee to determine rules and guidelines for this growing area of competition. The American Physical Education Association, as it was called then, recognized the work performed by the Women's Rules Committee and officially appointed the Women's Athletic Committee. It was the purpose of this committee to establish official rules and render any advisory service to the women's sports program (Philosophy and Standards for Girls and Women's Sports, 1970).

Meanwhile, women's basketball games were being played as preliminaries to men's games. The officiating and coaching were frequently done by men. In most cases, women physical educators did not approve of the development. In 1923 Mrs. Herbert Hoover headed a committee to investigate such competition among women. This committee met in Washington, D. C. on April 6-7, 1923. From this meeting developed the formulation of a Women's Division of the National Amateur Athletic Federation. It also adopted 16 resolutions which eventually led to the Platform of the Women's Division. It was the general concensus of this committee, through their investigation of women's competition, that it was disgraceful for girls to wear costumes and perform in front of crowds of men. They felt the girls were being used as a come-on and that it should be stopped. After taking this stand on girls' sports competition, the committee worked diligently in opposing the forces that were judged to be exploiting girls through athletics (Sports Illustrated, 1973). From 1920 to 1930 there was a reduction in the number of institutions offering such competition.

In spite of the fact that most competition for women was held to a very limited amount, the national competitive scene was encouraging such practices. Women were allowed to compete in the swimming events of the Olympic Games in their own division in 1912, in fencing in 1924, and in track and field in 1928. It was now the duty of the Amateur Athletic Union, founded in 1888, to involve itself in the selection of women for Olympic teams. The Amateur Athletic Union has been a continuous force in sports competition for women since that time.

Most of the leadership in the development of sports for girls and women came from the Division for Girls' and Women's Sports of the American Association for Health, Physical Education, and Recreation. This organization was formed in 1940 through the merger of the National Section on Women's Athletics and the Women's Division of the National Amateur Athletic Federation. This professional organization established standards and policies for competition among women and provided printed information under the title Standards in Sports for Girls and Women.

Because of the emphasis on physical fitness during World War II, competition for women was curtailed. Interest in "lifetime" or "carry over" sports increased in most colleges and universities. In the 1940's an intercollegiate golf tournament for women was initiated. National competition in tennis followed soon after. Telegraphic and postal meets and "extramural" contests increased during the forties and fifties.

In the 1960's there was new concern over the lack of opportunities for highly skilled girls and women to compete in sports activities. There were efforts made to strengthen such competition on a national level; a Commission on Intercollegiate Athletics for Women was formed by DGWS in 1966. This Commission sanctioned the First Annual Intercollegiate

Archery Meet and a national swimming meet, both in 1967, and gymnastics championship in 1968. It approved National Intercollegiate Championships for women in gymnastics and track and field in 1969, and in swimming, badminton and volleyball in 1970. Golf and basketball were also included on the National Championship schedule. By 1972-73 the DGWS had sponsored or sanctioned national tournaments in 10 events.

Professional Philosophies

The professional organizations have set the standards and policies of competitive conduct for girls from the time of their inception. These rules have served as guides for organizing competition on collegiate and secondary levels. As the philosophies of our culture have changed, many changes have occurred in the statements made by the organizations providing leadership in women's sports programs.

In 1929 the Women's Division of the National Amateur Athletic Federation stated:

The Women's Division does believe wholeheartedly in competition. It believes that competition is the very soul of athletics, of sports and of games, and that without it they could not exist. What it disapproves of is the highly intense specialized competition, such as exists when we have programs of inter-school competition, inter-group open track meets or open swimming meets, with important championships at stake. The evil in connection with these events lies not so much in the competition itself as in the emphasis which is placed upon winning and which makes that the paramount issue. The evil further lies, not alone in the competition at the actual time of the game or meet, but in the whole process which produces the few experts who battle for supremacy. The same evils might exist in an intramural program where too much emphasis was placed upon winning, but it is not so likely to be as the stakes are not so large. (N.A.A.F., 1930, p. 39)

The first DGWS National Conference on Girls' Sports Programs for the Secondary Schools was held in August, 1971. Attending this conference

were representatives from 32 states and one from Indonesia. It was obvious from the resolution this conference adopted that the philosophy of 1929 is not prevalent today. The attitudes expressed by those individuals favored more opportunities for girls to participate in intramurals, extramurals, and interscholastic sports, as illustrated by the following resolution:

RESOLUTION IV: Whereas the needs of girls' sports programs on the secondary level are such that they deserve concentrated attention and service from the DGWS, therefore be it resolved that the DGWS Executive Council incorporate within its structure a permanent body to concern itself with the specific needs of girls' secondary school sports programs.

In the 1973 DGWS pamphlet, We Believe, it was stated:

We believe that sports opportunities at all levels of skill should be available to girls and women who wish to take advantage of these experiences. Competition and cooperation may be demonstrated in all sports programs although the type and intensity of the competition will vary with the degree or level of skill of the participants. An understanding of the relationship between competition and cooperation and of how to utilize both within the accepted framework of our society is one of the desirable outcomes of sports participation.

We believe that in secondary schools a program of intramural and extramural participation should be arranged to augment a sound and comprehensive instructional program in physical education for all girls. Extramural programs should not be organized until there are broad instructional and intramural programs and a sufficient allotment of time, facilities, and personnel for new programs. (p. 1)

The philosophical changes in attitudes concerning sports programs for girls from the 1920's to the present have been influenced by physical educators, administrators, parents, and participants.

Studies of Sports Competition

Although many studies have been conducted pertaining to various aspects of sports competition for boys and men, few investigations have been made concerning athletic competition for girls and women. A survey by Leyhe (1955) was administered to the women members of the American Association for Health, Physical Education, and Recreation. This study revealed that women physical educators were very much divided over the question of intensive athletic competition for girls and women. Recreation workers were more favorable in attitude than physical educators. This survey revealed that most respondents were favorable toward competition in individual sports, but less favorable toward competition in team sports.

In 1956 McGee studied the attitudes of administrators, teachers and parents toward intensive athletic competition for high school girls. A 70-item attitude scale was submitted to the respondents. The study population was composed of respondents from (1) some Iowa communities which sponsored intensive athletic competition for high school girls; (2) some Iowa communities which did not sponsor such competition; and (3) some Illinois communities where team competition for girls on the interschool basis was not sanctioned.

In general, administrators and teachers in all three groups were much less favorable toward intensive competition than were parents and coaches. All of the parent groups seemed to be in favor of intensive athletic competition for high school girls regardless of the group they represented. The majority of the population had favorable attitudes toward athletic competition for high school girls.

Similar findings were reported by Scott (1953) in her study of parents, room teachers and administrators. Over 1,099 subjects in seven states were surveyed. It was found that all three populations were favorable in attitude toward intensive competition at the elementary level. There were more differences of opinion among teachers and administrators than among parents. The parents seemed to be the most favorable. Men were more favorable than women.

A more recent survey by Harres (1966) not only revealed the attitudes of respondents concerning desirability of intensive athletic competition for girls and women, but type of activity most favored. The Harres study was to ascertain and to analyze the attitudes of men and women undergraduate students at the University of California, Santa Barbara, concerning intensive athletic competition for girls and women. The questionnaire and attitude inventory were administered to a random stratified sample of 300 undergraduate students. The attitude inventory consisted of 38 statements which were divided into four categories--social-cultural, mental-emotional, physical and personality. A total of 284 questionnaires and attitude inventories were completed. The responses indicated that the most desirable sports were swimming and tennis. Volleyball was ranked third, followed by track and field, softball and basketball, in that order. There seemed to be no significant difference between the attitudes of men and women concerning the desirability of athletic competition for girls and women. Those questioned who had participated in athletic competition were more in favor of such competition.

Dance (1966) in her survey of 75 women high school physical education teachers in the state of Utah concerning the extent of extramural competition for girls in the high schools of Utah concluded, in part:

(1) There were many high school girls who were interested in participating in extramural competition; (2) twenty-six of the 81 schools surveyed participated in some form of extramural competition during the school year 1965-66; (3) Utah teachers felt that high schools should provide sports competition for girls; and (4) both team and individual sports were included in the types of extramural activities provided by the schools.

All studies reviewed had one thing in common. Regardless of the populations surveyed there was generally a favorable opinion toward competition for girls and women.

One of the most interesting surveys was conducted by Rose and Hal Higdon of Today's Health (1967). It was their desire to find answers to such questions as: "Should the girls compete in interscholastic sports as boys do?" and "Do boys like female athletes?" Today's Health spoke with a broad sampling of physical educators, medical experts, mothers, and daughters themselves. It was discovered through these interviews that mothers, daughters and educators alike unanimously disapproved of contact sports such as football or boxing. Most mothers interviewed approved of swimming, tumbling or gymnastics as sports acceptable for young ladies. Mothers and daughters did not agree on the acceptability of girls participating in such sports as track and field, softball or basketball. Parents were concerned with the image of their daughters. Some expressed, "Anything that makes too many muscles is bad." "Many sports are simply too mannish," was the response of one mother. A mother expressed, "The trouble with so many of the girls in these sports is that they look too much like boys." Another mother disagreed: "Team sports are good for girls too. Just as much as boys, they need

to learn about cooperation and teamwork. And it does them good to learn to get out and hit a baseball."

The girls in this study also viewed competition with mixed opinions. One teen-ager with two athletic-minded sisters said, "Most girls don't compete in interscholastic sports, well, because it's not cool." Another young lady expressed: "My grades have improved. I'm more popular with the other kids now that I can do something better than them." Some boys interviewed expressed concern about girls losing their femininity and charm while others thought girls should have the same athletic opportunities as boys.

According to this study, one reason administrators seemed reluctant to add women's swimming as an interscholastic sport was not only a lack of duplicate facilities but a lack of qualified coaching personnel. When questioned on desirability of girls competing in sports programs, Dr. Wallace Ann Wesley, a doctor of health sciences with the American Medical Association, expressed her views. She felt that a broader, more varied program of athletics should be offered in order that a larger number of participants could benefit.

Every youngster in the school should find a place--commensurate with his interest and athletic ability to compete--in either the intramural or interschool program. (Today's Health, 1967, p. 76)

When physical educators were asked their opinions, some feared that increased emphasis would result in duplicating all the evils apparent in the men's athletic programs. From available material this was a general concensus of most physical educators, men and women.

In the May, 1962 issue of the Journal of Health, Physical Education and Recreation, the question was asked, "Should interscholastic athletics be provided for high school girls and college women?" Of the 13 people

writing their opinions for this column, most of which were physical educators, at least 10 expressed favorable opinions. The remaining three spelled out specifically what sports should be included and excluded or did not give an unequivocal "yes" answer.

It was obvious that physical educators shared with administrators and parents the frustrations of girls' sports competition. Those very people who would be in charge of athletic programs for girls were divided in opinions. The school program adapts itself well to the differences of opinion of teachers, parents and administrators in areas of scholastic endeavor. It has been acceptable for debate teams, consisting of both boys and girls, to compete against other schools. Arts and crafts have offered best creations against the fine works of other individuals with state competition being the end result. The music department, Future Farmers of America, English essay writers, and science students all compete in these areas with other schools.

The most highly organized areas of competition have been boys' athletics. The school program offers many channels of expression for those students desiring to pursue their individual talents in various areas, except in the area of girls' interschool sports competition, which is still such a highly controversial issue. Perhaps the problem is related to that expressed by Hoffer (1963, p. 3) in the following statement:

It is my impression that no one really likes the new. We are afraid of it. . . . even in slight things the experience of the new is rarely without some stirring or foreboding. . . . It needs inordinate self confidence to face drastic changes without inner trembling.

Current Trends

In 1964 sports competition for girls was recognized by the national organization guiding boys' athletics--the National Federation of State High School Athletic Associations. At this meeting a resolution was adopted which recommended and urged "that all control and supervision of girls' interscholastic athletics be administered through existing state and provincial athletic or activity associations." (School Activities, 1965, p. 2) It did not take a position of whether there should or should not be interscholastic competition. It merely tried to establish the line of responsibility and authority. Thus the decision of what direction girls' sports competition would take was placed with the individual state.

As the desire of girls to participate in sports competition grew stronger, more and more law suits were filed against states, school boards and schools. Emphasis in the late 1960's and early 1970's on womens' rights brought this situation to the attention of many civil liberties groups across the country.

In 1969-70 New York City conducted an experimental project allowing girls to participate on boys' sports teams in 10 different sports. An evaluation of this experiment showed that a vast majority of the persons involved were in favor of allowing girls to continue playing on boys' teams. In 1971 the New York Civil Liberties Union filed a complaint on behalf of a 16-year-old girl who wanted to compete on the boys' tennis team at her school. The experimental project and the suit filed by the New York Civil Liberties Union led to the amendment of the regulations of the Commissioner of Education allowing:

. . . participation of girls on the same team with boys in interscholastic competition in the sports of archery, badminton, bowling, fencing, golf, gymnastics, riflery, rowing (but only coxswain), shuffleboard, skiing, swimming and diving, table tennis, tennis, and track and field, provided the school attended by a girls wishing to participate in any such sport does not maintain a girls' team in the sport. (Update, 1972, p. 6)

Scribner (Update, 1972, p. 6), Superintendent of Schools for New York City, recommended to the Board of Education "that girls be permitted to compete with boys on high school athletic teams in noncontact sports." This decision was openly accepted by some and rejected by others. Some people, disagreeing with this decision, suggested that the answer is to provide more programs for girls rather than encouraging them to participate on a boys' team. Irwin Tobin (Update, 1972, p. 7), Director of the Bureau of Health and Physical Education in New York City, said, "Only in very unusual cases would girls make it--a couple of tennis players and golfers and maybe a rare swimmer or runner."

Similar suits were being filed in Illinois and Iowa in 1971, with each suit taking a different turn. In Illinois a bill was presented to the State House of Representatives that would have opened up boys' non-contact sports such as tennis, golf and swimming to girls. This bill was passed by the House by a vote of 111 to 21 (Update, 1972, p. 6). However, it did not pass the State Senate.

The Iowa suit was approached from a slightly different angle. The Iowa Civil Liberties Union "mentioned that 90 percent of funds for athletic participation now go to boys' activities." They warned that unless more funds were spent on girls athletic programs the school districts would be facing a law suit. The result of this threat of a law suit was an expanded sports program for girls in that state.

The American Academy of Physical Education in 1972 took a position against discrimination in athletics for females:

The Academy recognizes that discrimination against females in athletics exists and that this discrimination should be abolished. Educational institutions in a democratic society must strive to meet the needs and interests of all students and to offer programs designed to encourage students to achieve their potential. The democratic principles relevant to participation in sports should apply equally to males and females. (DCWS News, 1973, p. 5)

Traditionally, similar to many high school activities associations across the nation, the Utah High School Activities Association has not promoted interscholastic sports competition for girls, even though certain districts have participated in competitive programs. At the present time state championships are held in gymnastics, swimming, track and field, and volleyball. The increasing interest in interschool sports competition developing across the country makes it necessary to determine the types of competition best suited to the needs of the participants. Due to the current trend of law suits filed by both participants and physical educators, it is of the utmost importance to the citizenry of the state of Utah to answer some vital questions relating to the area of sports competition before the issues are decided in courts of law. The changing philosophy of physical educators, the interest of potential participants, and the current trend of settling such issues in court serve warning to all that decisions must be made.

CHAPTER III

METHOD OF PROCEDURE

Chapter III discusses the procedures followed in this survey. It has been divided into the following sections: (1) Development of Research Instruments, (2) Selection of Research Sample, (3) Administration of Survey Instruments, and (4) Treatment of Data.

Development of Research Instruments

A questionnaire was devised to determine the opinions of the high school girls in Utah concerning intramural and interschool sports programs. (See Appendix A) A similar questionnaire was devised to be answered by women physical education teachers in the same schools from which the student population was drawn. Whenever possible, the same questions were asked each group for the purpose of comparing responses of the teachers with those of the students.

A review of several opinion and attitude surveys provided a basis for developing the questionnaires. After identifying a series of questions, they were posed to girls from Layton High School physical education classes. These students were asked to list any possible reasons girls might have for not participating or for participating in intramural and interschool activities. They were also requested to list any reasons why they thought a school would offer and would not offer an intramural and/or interschool program. The most commonly cited answers were then listed as choices for the questionnaire. This input from students was utilized in the development of the student questionnaire.

The survey instrument was pilot tested on 150 girls in physical education classes at Logan Junior High School to help determine if questions were clear and to further refine their wording. The students were asked to write comments on the answer sheet if they did not understand the question or its meaning. As a result, some questions were reworded for clarity and some were deleted because of ambiguity. Following the necessary revisions, the student questionnaires were completed. Similar questionnaires were constructed for the physical education teachers.

Selection of Research Sample

The high schools selected for this study were located in nine school districts situated as far south as Provo, Utah and as far north as Ogden, Utah. Two high schools in each of the nine school districts within that geographical area were randomly selected. Seven of the nine districts contained two or more high schools and the remaining two districts each contained only one high school. If a district consisted of only one high school, that high school was included.

All girls in eleventh grade physical education classes who were in attendance the day the student questionnaire was administered were subjects. Every woman physical education teacher within each of the selected schools was asked to respond to the teacher questionnaire.

Administration of Survey Instruments

The questionnaires were included in survey packets which were delivered to each school personally or by mail during the first two weeks of May, 1973. The physical education teachers were asked to

administer the test to all eleventh grade girls enrolled in physical education class at that time. They were asked to read the instructions and answer any questions the girls might have concerning the test. The teachers were asked to return the packet upon completion of the questionnaires. Each of the packets contained a letter of introduction, student survey booklets, answer sheets, teacher survey booklets, an instruction sheet, a self-addressed label and stamps.

Treatment of Data

Responses were received from 21 teachers representing 15 schools in the nine districts. Student responses were received from 956 girls in 15 schools from the nine districts. One school failed to return data for either students or teachers, resulting in a 93.7 percent return for the study.

Each answer sheet completed by the students was reviewed, stray pencil marks were erased, and each mark was made dark enough to be computed by the IBM Scanner. Any answer sheets with more than one answer on a question were omitted as per instructions on the instruction sheet. (See Appendix B) The scanner transferred all information from the answer sheets to IBM cards, which were easily tabulated into readable data with the percentage of responses cross-tabulated by variable and school district. Due to the small number of teacher questionnaires (21), the investigator read and tabulated the results personally.

CHAPTER IV
DATA ANALYSIS

For clarity of analysis, this chapter was divided into three main sections. These sections include: (1) Explanation of Table Format (an overall explanation of the figures used on the tables is given at the beginning of the chapter), (2) Analysis of Student Data, and (3) Analysis of Teacher Data.

Explanation of Table Format

The data were analyzed using the SPSS (Statistical Package for the Social Sciences) computer program which yielded a Chi Square table with the percentage of responses cross tabulated by variable and school district. The first table in this chapter is characteristic of several tables within this study. In this type of table, the rows (horizontal figures) indicate the percentage of responses to each possible choice given. The columns (vertical figures) represent the responses by district, with each district having a code number from one to nine. The total responses by district were given at the bottom of the column for each district. The total responses for each of the four variables were given at the extreme right.

Each cell within the table contains four figures. The first is the Number. For example, the upper left cell in Table 1 shows there were 53 students from district 1 who indicated their school provided an intra-mural program. The second figure in that cell indicated that of all the

students who responded that their school offered an intramural program, 9.3 percent were from district 1. Thus, reading the second figure in each cell and moving across the page gives the percentage in each district who responded to that variable.

The third figure in the upper left cell represents the percentage of those students from district 1 who responded that their school offered an intramural program. This figure is 59.6 percent. The figure in each cell, therefore, indicates the percentage from each district who responded to each of the variables.

The fourth figure in each cell represents the percentage of the total group. It is not as relevant for interpretation of the data as are the other three figures. The Chi Square tables contain information that may be of significance and interest to individual districts, and for that reason have been included in the study. Discussion of the results, however, will be limited essentially to responses of the total group of subjects. This information will be dealt with in two sections: (1) Analysis of Student Data, and (2) Analysis of Teacher Data.

Analysis of Student Data

Intramural program offered

The students were asked if their school offered an intramural sports program for girls. Table 1 reveals that 59.4 percent of the subjects said their school offered an intramural program and 32.5 percent said their school did not offer such a program. Of the total 955 students, 8.2 percent did not know if their school had an intramural program.

Intramural competition

The girls were asked if they participated in the girls' intramural sports program at their respective schools. The alternatives were: (1) frequently, (2) occasionally, (3) never, and (4) no program. Slightly over 50.0 percent of the subjects did not participate in intramural programs, and 25.0 percent of them expressed the belief that intramural programs were not available at their schools. Only 22.0 percent of the 956 subjects had participated in intramural programs during the 1972-73 school year. Only 8.7 percent participated "frequently," while 13.4 of the 22.0 percent participated "occasionally." Table 2 reveals these figures. It should be noted that in Table 1, 32.5 percent of the students said their school did not offer an intramural program and in Table 2, 24.7 percent said there was no intramural program offered in the school. It was obvious that some of the respondents were not certain whether a program was offered or not offered at their school.

Parental encouragement

The subjects were asked if they felt their parents would encourage them to participate in a girls' intramural program. The alternatives were that: (1) parents would encourage participation, (2) parents would not encourage, but would not discourage participation, (3) parents would discourage participation, and (4) they did not know. It was interesting to note, as shown in Table 3, that 40.5 percent of the respondents felt that parents would encourage them to participate; another 41.0 percent indicated that parents would not encourage, but would also not discourage participation; and approximately 15.0 percent stated they did not know what their parents would do. Only 3.0 percent felt their parents would discourage intramural participation. There were no significant differences between the districts.

TABLE 1

DOES YOUR SCHOOL OFFER A GIRLS' INTRAMURAL SPORTS PROGRAM?

ROW & COL #	DIST 1	DIST 2	DIST 3	DIST 4	DIST 5	DIST 6	DIST 7	DIST 8	DIST 9	ROW TOTAL
YES	5.5	8.9	11.3	8.0	1.1	10.7	8.2	5.9	6.3	56.7
	9.3	8.6	14.9	10.6	0.2	18.9	10.9	10.4	11.1	59.4
	59.0	90.7	45.8	93.8	9.1	84.3	30.0	34.5	55.3	
	5.5	5.1	11.5	6.3	0.1	11.2	6.5	6.2	6.6	
NO	2.5	1	2	0	9	12	110	105	46	310
	8.1	0.3	0.6	0.0	2.9	3.9	35.5	33.9	14.8	32.5
	20.1	1.9	1.7	0.0	81.0	9.4	53.1	61.4	40.4	
	2.0	0.1	0.2	0.0	0.9	1.3	11.5	11.0	4.8	
DON'T KNOW	11	4	3	4	1	8	35	7	5	78
	14.1	5.1	3.0	5.1	1.3	10.3	44.9	9.0	6.4	8.2
	12.4	7.4	2.5	6.3	9.1	6.3	16.9	4.1	4.4	
	1.2	0.4	0.3	0.4	0.1	0.8	3.7	0.7	0.5	
COLUMN TOTAL	85	54	118	64	11	127	207	171	114	955
TOTAL	9.3	5.7	12.4	6.7	1.2	13.3	21.7	17.9	11.9	100.0

TABLE 2

DO YOU PARTICIPATE IN THE GIRLS' INTRAMURAL SPORTS PROGRAM AT YOUR SCHOOL?

ROW & COL #	DIST 1	DIST 2	DIST 3	DIST 4	DIST 5	DIST 6	DIST 7	DIST 8	DIST 9	ROW TOTAL
FREQUENTLY	10	2	21	6	0	8	8	17	13	83
	12.0	2.4	25.3	7.2	0.0	7.2	9.6	20.5	15.7	8.7
	11.2	3.7	17.6	9.4	0.0	4.7	3.9	9.9	11.4	
	1.0	0.2	7.2	0.6	0.0	0.6	0.6	1.6	1.4	
OCCASIONALLY	20	8	14	16	0	15	19	15	19	128
	17.2	6.3	10.9	14.5	0.0	11.7	14.6	11.7	14.0	13.4
	28.7	14.8	11.9	25.0	0.0	11.7	9.2	8.0	15.7	
	2.3	0.8	1.5	1.7	0.0	1.6	2.0	1.6	2.0	
NEVER	39	43	79	42	1	96	96	61	49	508
	7.7	8.5	15.6	8.3	0.2	14.9	19.3	12.0	9.6	53.2
	43.0	79.6	66.9	65.6	9.1	75.0	47.6	35.7	43.3	
	4.1	4.5	8.3	4.4	0.1	10.1	10.3	8.4	5.1	
NO PROGRAM	10	1	4	1	10	11	81	78	33	236
	7.0	0.4	1.7	0.0	4.2	4.7	34.3	33.1	14.0	24.7
	20.2	1.9	3.4	0.0	90.9	8.6	39.3	45.6	29.9	
	1.9	0.1	0.4	0.0	1.0	1.2	8.5	8.2	3.5	
COLUMN TOTAL	85	54	118	64	11	128	206	171	114	955
TOTAL	9.3	5.7	12.4	6.7	1.2	13.4	21.6	17.9	11.9	100.0

TABLE 3

WOULD YOUR PARENTS ENCOURAGE YOU TO PARTICIPATE IN A
GIRLS' INTRAMURAL SPORTS PROGRAM AT YOUR SCHOOL?

ROW #	DIST 1	DIST 2	DIST 3	DIST 4	DIST 5	DIST 6	DIST 7	DIST 8	DIST 9	ROW TOTAL
COL #	1	2	3	4	5	6	7	8	9	TOTAL
YES	41	26	54	23	6	49	83	64	40	386
	10.6	6.7	14.0	6.0	1.6	12.7	21.5	16.6	10.4	40.5
	46.1	48.1	46.6	35.9	54.5	35.3	40.1	37.4	35.1	
	4.3	2.7	5.7	2.4	0.6	5.1	8.7	6.7	4.2	
NO	36	16	46	25	4	62	87	67	55	398
	9.0	4.0	11.6	6.3	1.0	15.6	21.9	16.8	13.8	41.7
	40.4	29.6	39.7	39.1	36.4	48.4	42.0	39.2	40.2	
	3.6	1.7	4.8	2.6	0.4	6.5	9.1	7.0	5.8	
WOULD DISCOURAGE	3	0	3	4	0	2	6	8	3	29
	10.3	0.0	10.3	13.6	0.0	6.9	20.7	27.6	10.3	3.0
	3.4	0.0	2.6	6.3	0.0	1.6	2.9	4.7	2.6	
	0.3	0.0	0.3	0.4	0.0	0.2	0.6	0.8	0.3	
DON'T KNOW	9	12	13	12	1	15	31	32	16	141
	6.4	8.5	9.2	8.5	0.7	10.6	22.0	22.7	11.3	14.6
	10.1	22.2	11.2	18.8	9.1	11.7	15.0	18.7	14.0	
	0.9	1.3	1.4	1.3	0.1	1.6	3.2	3.4	1.7	
COLUMN TOTAL	89	54	116	64	11	128	207	171	114	954
	9.3	5.7	12.2	6.7	1.2	13.4	21.7	17.9	11.9	100.0

Reasons for not participating

It was felt that two of the most significant questions within the study were those relating to reasons for participating in intramurals and reasons for not participating. Table 4 indicates the reasons the respondents chose not to participate in intramurals. It also gives the frequency of responses to each of 10 reasons for not participating and the percentage of the total number of subjects who checked each reason. The figures indicate that the primary reason for lack of participation was lack of time. This was cited by 50.0 percent of the subjects. The second most frequently checked reason was, "other reasons," which indicated that the choices presented did not adequately sample the reasons the subjects did not want to participate. In addition, 28.3 percent reported, "I am not skilled enough in sports," and 25.4 percent that, "I am involved in too many other activities."

The reasons most infrequently cited were, "I think girls who participate in sports are tomboys," (5.0 percent) and "I do not like the person in charge of the program," (5.3 percent).

Reasons for participating

Table 5 gives the frequency of responses for each of 11 possible reasons for participating and the percentage of the total group of 956 subjects who responded to each. The 11 choices were arrived at through discussion of possible reasons by three physical education teachers and through statements made by a group of approximately 100 high school girls. The possible alternatives were subsequently categorized into 10 choices plus a choice that allowed for an "other reasons" response.

TABLE 4

REASONS FOR NOT PARTICIPATING IN AN INTRAMURAL SPORTS PROGRAM

Reasons for Not Participating	Frequency	Percent
I do not have time	478	50.0
I am not skilled enough in sports	271	28.4
I am involved in too many activities	243	25.4
Games are scheduled at the wrong time	173	18.1
No transportation to and from games	118	12.3
I am too lazy	114	11.9
I do not like sports	92	9.6
Dislike person in charge of program	51	5.3
Other reasons	319	33.4

N = 956

*Number of responses total more than 956 and percentage of responses total more than 100, since multiple responses could be given.

TABLE 5

REASONS FOR PARTICIPATING OR WANTING TO PARTICIPATE
IN AN INTRAMURAL SPORTS PROGRAM

Reasons for Participating	Frequency	Percent
I enjoy participating in sports	584	61.1
Participating helps me stay physically fit	549	57.4
Enjoy association with others my age	442	46.2
I love sports	439	45.9
Builds self control and confidence	362	37.9
Brings school unity and pride	307	32.1
I love to compete	250	26.2
My parents encourage me to participate	177	18.5
All my friends participate	113	11.8
It is the only thing at which I am good	64	6.7
Other reasons	256	26.8

N = 956

*Number of responses total more than 956 and percentage of responses total more than 100 since multiple responses could be given.

The most frequently expressed reason for participating or wanting to participate in an intramural sports program was, "I enjoy participating in sports." This reason was checked by 61.1 percent of the subjects. "To keep physically fit," was cited by 57.4 percent of the subjects. "Enjoy association with others my age," was checked by 46.2 percent. Over 45.0 percent of the subjects listed, "I love sports," as the fourth most cited reason.

Reasons for no intramural program

One of the most interesting questions asked was, "If your school does not have a girls' intramural sports program, what do you think are the reasons?" Table 6 shows that the most frequently cited response was, "There are not enough girls interested." Just under 30.0 percent listed this as a reason. On the other hand, only 5.4 percent felt that it was because the teacher was not interested. "Other reasons," was next with 21.3 percent checking this response, followed by, "The gym is being used by the boys' teams," cited by 17.8 percent. The least frequently cited answer was, "It is not feminine for girls to participate in sports." Only 1.1 percent listed this as a reason.

Intramural sports of interest

The final question relating to intramural sports programs asked which, of a list of 17 sports, the girls would most like to have included in an intramural program. As many choices could be checked as the subjects wished to check. Table 7 lists the sports, the frequency with which the subjects responded to each, and the percentage of the total group responding to each.

TABLE 6

REASONS FOR SCHOOL NOT OFFERING INTRAMURAL SPORTS PROGRAM--
BY FREQUENCY AND PERCENT

Responses	Frequency	Percent
Girls not interested	277	29.1
Other reasons	203	21.3
Gym used by boys	170	17.8
Not enough money available	131	13.7
Principal not interested	62	6.5
Teacher not interested	51	5.4
Girls not feminine	10	1.1

*Total number equals more than 956 and percentages equal more than 100 since multiple responses could be given.

TABLE 7

SPORTS WHICH SUBJECTS WANT INCLUDED IN AN INTRAMURAL PROGRAM
LISTED IN DESCENDING ORDER ACCORDING TO
FREQUENCY AND PERCENTAGE OF RESPONSE

Sports	Frequency	Percent
Tennis	675	70.6
Volleyball	640	67.0
Swimming	640	67.0
Softball	572	59.8
Bowling	564	59.0
Basketball	545	57.0
Snow Skiing	525	54.9
Badminton	514	53.8
Archery	500	52.3
Gymnastics	468	49.0
Ping Pong	453	47.4
Track and Field	408	42.7
Golf	406	42.5
Flag Football	353	36.9
Speedball	246	25.7
Field Hockey	239	25.0
Horseshoes	201	21.0

N = 956

*Total number equals more than 956 and percentages equal more than 100 since multiple responses could be given.

The activity the subjects most frequently indicated should be a part of an intramural program was tennis. This was checked by 71.0 percent of the respondents. The others, in descending order of frequency of response, were: volleyball, swimming, softball, bowling, basketball, snow skiing, badminton, archery, gymnastics, ping pong, track and field, golf, flag football, speedball, field hockey, and horseshoes.

Participation in an interschool sports program

Whereas intramural programs for girls have been available in Utah schools for several years--with wide variation in both the quantity and quality of such programs--the interest in interschool competition for girls has been a more recent phenomenon. It is an issue that poses questions which are currently requiring answers on the part of Utah educators. Those answers are not easily arrived at since serious philosophical, legal, and financial considerations are involved.

Subjects were asked if they were interested in participating in a girls' interschool sports program. The response showed that a significant proportion of the subjects did express such an interest. This is illustrated in Table 8.

Of the total number of subjects, 517 (54.2 percent) answered affirmatively; 238 (25.0 percent) answered negatively; and 198 (20.8 percent) did not know. The highest percentage of subjects indicating an interest in participating came from districts 7 and 8. Of the students from district 1, 65.2 percent responded affirmatively; 72.7 percent from district 5 stated an affirmative response; and 63.0 and 64.0 percent, respectively, from districts 8 and 9 responded in the same manner. Slightly less than 50.0 percent of the students from other districts also indicated an interest in interschool sports participation.

Know other girls interested

Approximately half of the girls answering the questionnaire stated that they knew others who were interested in participating in a girls' interschool sports program. The percentage was 43.5. Slightly more than that, 48.5 percent, said they knew a "few girls" who were interested. Only 8.0 percent said they "didn't know any."

Would try to get on an interschool team

When asked if they would try to get on an interschool team, 51.0 percent of the respondents indicated they would and 27.0 percent indicated they would not. Another 22.0 percent indicated they would like to participate, but felt they would not be able to "make the team." These responses were relatively consistent among the districts and are shown in Table 9.

District 5 was conspicuous in that 81.8 percent of its respondents indicated a desire to participate; however, this figure represented only 11 subjects, and it was felt the figure might reflect an inadequate sample. A larger percentage (61.8) from district 1 indicated an interest in participating than from any other district, and a larger percentage (40.7) from district 2 indicated the desire not to participate than from any other district.

A larger percentage (31.0) from district 8 felt as though they couldn't make the team than from any other district. A smaller percentage from district 1 (12.4) felt as though they couldn't make the team than from other districts, with the exclusion of district 5 which contained the small number of subjects.

TABLE 8

ARE YOU INTERESTED IN PARTICIPATING IN AN
 INTERSCHOOL SPORTS PROGRAM FOR GIRLS?

ROW & COL #	DIST 1	DIST 2	DIST 3	DIST 4	DIST 5	DIST 6	DIST 7	DIST 8	DIST 9	ROW TOTAL
TOT #	1	2	3	4	5	6	7	8	9	
YES	58	18	55	32	4	60	104	100	73	517
	11.2	3.5	10.6	6.4	1.5	11.6	20.1	20.9	14.1	54.2
	65.2	33.3	47.0	51.6	72.7	47.2	50.5	63.2	64.0	
	6.1	1.9	5.8	3.5	0.8	6.3	10.9	11.3	7.7	
NO	21	40	45	19	0	37	54	26	15	238
	6.8	8.4	14.6	6.0	0.0	15.5	24.4	11.8	6.3	25.0
	23.6	37.0	34.2	29.7	0.0	29.1	28.2	16.4	13.2	
	2.2	2.1	4.2	2.0	0.0	3.9	6.1	2.9	1.6	
DON'T KNOW	10	16	22	12	1	30	44	35	26	198
	5.1	8.1	11.1	6.1	1.5	15.2	22.2	17.7	13.1	20.8
	11.2	29.6	18.8	18.8	27.3	23.6	21.4	20.5	22.8	
	1.8	1.7	2.3	1.3	0.3	3.1	4.8	3.7	2.7	
COLDN TOTAL	89	94	117	64	11	127	208	171	114	953
	9.3	5.7	12.3	6.7	1.2	13.3	21.6	17.9	12.0	100.0

TABLE 9

IF YOUR SCHOOL OFFERED A GIRLS' INTERSCHOOL SPORTS PROGRAM,
 WOULD YOU TRY TO GET ON ONE OF THE TEAMS?

ROW & COL #	DIST 1	DIST 2	DIST 3	DIST 4	DIST 5	DIST 6	DIST 7	DIST 8	DIST 9	ROW TOTAL
TOT #	1	2	3	4	5	6	7	8	9	
YES	50	41	36	26	9	59	107	92	62	487
	11.3	4.3	11.5	5.3	1.6	12.1	22.0	18.9	12.7	51.0
	61.0	38.9	47.5	40.6	81.0	46.5	51.7	53.8	54.4	
	5.0	2.2	5.9	2.7	0.9	6.2	11.2	7.6	6.5	
NO	23	27	35	20	1	45	63	26	23	298
	8.9	8.5	13.6	7.6	0.4	17.4	24.4	10.1	8.9	27.0
	25.0	40.7	29.7	31.3	9.1	35.4	30.4	15.2	20.2	
	2.4	2.3	3.7	2.1	0.1	4.7	6.6	2.7	2.4	
CAN'T MAKE TEAM	11	11	27	18	1	43	37	53	29	210
	5.2	5.2	12.9	8.6	0.3	11.0	17.6	25.2	13.6	22.0
	12.4	25.4	22.9	28.1	9.1	18.1	17.9	31.0	25.4	
	1.2	1.2	2.8	1.9	0.1	2.4	3.9	5.5	3.0	
COLDN TOTAL	89	94	118	64	11	127	207	171	114	955
	9.3	5.7	12.4	6.7	1.2	13.3	21.7	17.9	11.9	100.0

Parental encouragement of participation

Table 10 illustrates how subjects responded to the question asking if parents would encourage them to participate in an interschool sports program for girls. The answers indicated that the vast majority of high school girls in this study perceived their parents as either encouraging participation in an interschool sports program or neither encouraging nor discouraging such participation.

Of the 956 responses, 409 (42.8 percent) indicated that parents would encourage participation; 497 (43.6 percent) indicated parents would neither encourage nor discourage participation; and 122 (12.8 percent) did not know. Only 18, representing 1.9 percent of the respondents, felt their parents would discourage such participation. Table 11 shows the difference between parental encouragement to participate on an intramural team and parental encouragement to participate on an interschool team. The responses were relatively constant for the nine districts.

Who should coach girls' teams?

Controversy sometimes occurs over who should coach girls in an interschool sports program, and the controversy often focuses on whether the coach should be a man or a woman. The Division for Girls' and Women's Sports of the American Association for Health, Physical Education and Recreation has traditionally recommended that, when possible, women should coach women's teams, although this philosophical position may be changing somewhat at this time.

One of the purposes of this study was to learn what opinions high school girls had regarding who should coach in a girls' interschool sports program. Subjects were asked to indicate who they would prefer to have

TABLE 10

WOULD YOUR PARENTS ENCOURAGE YOU TO PARTICIPATE
IN A GIRLS' INTERSCHOOL SPORTS PROGRAM?

ROW & COL	DIST 1	DIST 2	DIST 3	DIST 4	DIST 5	DIST 6	DIST 7	DIST 8	DIST 9	ROW TOTAL
TOT	1	2	3	4	5	6	7	8	9	
YES	4.9	25	55	27	5	53	85	74	42	409
	10.5	6.1	13.4	6.6	1.2	13.0	20.0	18.1	10.3	42.8
	46.3	46.3	46.3	42.2	49.5	41.4	41.1	43.3	38.0	
	4.2	2.5	5.0	2.8	0.2	5.5	8.9	7.7	4.4	
NO	3.3	21	44	25	4	64	66	72	58	407
	8.1	5.2	10.8	6.1	1.0	15.7	21.1	17.7	14.3	42.6
	37.1	38.9	37.3	39.1	38.4	50.0	41.5	42.1	50.9	
	3.5	2.7	4.8	2.6	0.4	6.7	9.0	7.5	6.1	
WOULD DISCOURAGE	3	1	1	3	0	1	4	2	3	18
	16.7	5.6	5.6	16.7	0.0	5.6	22.2	11.1	16.7	1.9
	3.4	1.9	0.8	4.7	0.0	0.6	1.9	1.2	2.6	
	0.3	0.1	0.1	0.3	0.0	0.1	0.4	0.2	0.3	
DON'T KNOW	10	7	18	9	2	10	32	23	11	122
	8.2	5.7	14.8	7.4	1.4	8.2	28.2	18.9	9.6	12.8
	11.2	13.0	15.3	14.1	15.2	7.0	15.5	13.5	9.8	
	1.0	0.7	1.9	0.9	0.2	1.0	3.3	2.4	1.2	
COLUMN TOTAL	89	54	118	54	11	128	207	171	114	956
	9.3	5.6	12.3	6.7	1.2	13.4	21.7	17.9	11.9	100.0

TABLE 11

PARENTAL ENCOURAGEMENT FOR PARTICIPATION IN INTRAMURAL
AND INTERSCHOOL SPORTS PROGRAMS BY FREQUENCY
AND PERCENT OF STUDENT RESPONSES

Responses	Intramural		Interscholar	
	Frequency	Percent	Frequency	Percent
Yes, would encourage me	386	40.5	409	42.8
No, but not against it	398	41.7	407	42.6
Would discourage	29	3.0	18	1.9
Don't know	141	14.8	122	12.8
	N=954	100.0	N=956	100.0

coach and were given the alternatives of: (1) the girls' physical education teacher, (2) the boys' physical education teacher, (3) any woman teacher in the school, (4) any man teacher in the school, and (5) it does not matter.

Table 12 shows the response to this question. The majority of girls--51.7 percent--wanted the girls' physical education teacher to coach; 28.0 percent stated that it did not matter; 16.2 percent selected the boys' physical education teacher; 3.5 percent said any woman teacher in the school; and 0.6 percent indicated any man teacher in the school.

The students in districts 1 and 3 appeared to most strongly favor the girls' physical education teacher as the coach, since 79.8 percent and 61.9 percent, respectively, indicated that choice. Among all the districts, the women's physical education teacher was the most popular choice, and the second most frequent choice was that it did not matter. However, only 23.4 percent of the 64 students in district 4 and 36.4 percent of the 11 students in district 5 selected the girls' physical education teacher. Therefore, although slightly more than half of the girls participating in this study stated a preference for the women's physical education teacher as the coach, there was considerable variation among the districts.

Interschool sports vs. intramural sports

It has long been a philosophical tenet of the physical education profession that an intramural program should develop on the foundation of a strong physical education curriculum for all students, and that an interschool program should develop in response to the needs and interests of the more highly skilled, but as an outgrowth of a broad intramural

TABLE 12

IF YOU PARTICIPATED ON A GIRLS' INTERSCHOOL TEAM,
WHO WOULD YOU PREFER TO HAVE COACH THE TEAM?

ROW & COL #	DIST 1	DIST 2	DIST 3	DIST 4	DIST 5	DIST 6	DIST 7	DIST 8	DIST 9	HOW TOTAL
GIRLS PE TEACHER	71	23	73	15	4	61	101	95	51	494
	14.4	4.7	14.6	3.0	0.8	12.3	20.4	19.2	10.3	51.7
	79.6	42.6	61.9	23.4	36.4	47.7	46.6	55.6	44.7	
	7.4	2.4	7.6	1.6	0.4	6.4	10.6	9.9	5.3	
BOYS PE TEACHER	7	15	17	18	2	13	45	21	17	155
	4.5	9.7	11.0	11.6	1.3	8.4	29.9	13.5	11.0	16.2
	7.9	27.8	14.4	28.1	18.2	10.2	21.7	12.3	14.9	
	0.7	1.6	1.6	1.9	0.2	1.4	4.7	2.2	1.8	
ANY WOMAN	0	1	5	7	1	4	9	5	1	33
	0.0	3.0	14.2	21.2	3.0	12.1	27.3	4.2	3.0	3.5
	0.9	1.9	4.2	10.9	9.1	3.1	4.3	2.9	0.9	
	0.9	0.1	0.5	0.7	0.1	0.4	0.9	0.5	0.1	
ANY MAN	0	0	1	0	0	3	0	1	1	6
	0.0	0.0	16.7	0.0	0.0	50.0	0.0	16.7	16.7	0.6
	6.0	0.0	0.8	0.0	0.0	2.3	0.0	0.6	0.9	
	0.0	3.0	0.1	0.0	0.0	0.3	0.0	0.1	0.1	
DOESN'T MATTER	11	5	22	24	4	47	52	49	44	268
	4.1	5.6	8.2	9.0	1.5	17.5	19.4	18.3	16.4	26.0
	12.4	27.8	18.6	37.5	36.4	36.7	25.1	28.7	38.6	
	1.2	1.6	2.3	2.5	0.4	4.9	5.4	5.1	4.6	
COLUMN TOTAL	89	54	116	64	11	128	207	171	114	956
	9.3	9.6	12.3	6.7	1.2	13.4	21.7	17.9	11.9	100.0

program. As more and more emphasis is being placed on interschool competition for girls, many educators are expressing concern that such programs will develop at the expense of intramural programs. Other educators do not share the philosophy that an intramural program must come first if a choice between intramural competition and interschool competition has to be made.

To determine whether the high school girls in this study wanted to emphasize an interschool program at the expense of an intramural program, the question was asked if schools should offer only an interschool program and not an intramural program. The response was a definite "no," as over 600 students, or 64.4 percent, answered negatively; and 239, or 25.1 percent, stated they did not know. Another 100 girls, representing 10.5 percent of the subjects, answered affirmatively. These opinions, as illustrated in Table 13, appeared surprisingly consistent from district to district.

Type of competition preferred

For the most part, Utah high school girls have experienced as part of the school program, either: (1) no sports competition beyond the physical education class, (2) intramural competition, or (3) sports days (teams from two or more schools meet for one day to compete against one another). More recently, many schools have entered into an interschool program in which weekly games have been scheduled among all schools within a district.

The subjects in this study were asked to indicate the type of competition they would like their school to offer, and they were given the following alternatives: (1) intramural programs, (2) sports days,

(3) weekly interschool games, (4) all of the preceding choices, and (5) no sports competition for girls. Responses are given in Table 14.

Forty percent of the respondents felt the school should offer all three programs; 27.4 percent preferred the weekly interschool game; 15.4 percent preferred the sports day; 12.4 percent voted for an intramural program only; and 4.8 percent said schools should have no sports program for girls.

There was a great deal of fluctuation in the responses to this question by district. Thirty-five percent of the subjects from district 6 wanted weekly games, whereas only 18.5 percent from district 2 wanted weekly games; 21.9 percent from district 4 preferred sports day, while 11.1 percent from district 2 wanted only sports days; 18.6 percent from district 3 voted for an intramural program only, and 7.9 percent from districts 1 and 9 wanted only an intramural program; and more students (16.7 percent) from district 2 than from any other district expressed the belief that no competitive sports programs should be provided for girls.

The consistent pattern in this table is that approximately 40.0 percent of the students from every district, other than district 5 (which includes only 11 subjects), stated that schools should provide intramurals, sports days, and interschool competition for girls.

District and regional meets for girls

The subjects were asked if girls should compete in district and regional meets similar to those in which boys' athletic teams participate, and the responses are given in Table 15. The question was answered affirmatively by 81.3 percent of the subjects; 10.7 percent indicated they did not know; and 8.0 percent answered negatively. At least 75.0

TABLE 13

SHOULD A SCHOOL OFFER ONLY AN INTERSCHOOL SPORTS PROGRAM FOR GIRLS, AND NOT AN INTRAMURAL SPORTS PROGRAM?

ROW #	DIST 1	DIST 2	DIST 3	DIST 4	DIST 5	DIST 6	DIST 7	DIST 8	DIST 9	ROW TOTAL
COL #	1	2	3	4	5	6	7	8	9	
TOT #	1	2	3	4	5	6	7	8	9	
YES	12	6	17	9	0	15	20	13	8	100
	12.0	6.0	17.0	9.0	0.0	15.0	20.0	13.0	8.0	105.0
	13.6	11.1	14.4	14.1	0.0	11.7	9.6	7.6	7.0	
	1.3	0.6	1.6	0.9	0.0	1.6	2.1	1.4	0.8	
NO	32	85	38	38	8	48	128	116	30	613
	32.0	85.0	38.0	38.0	8.0	48.0	128.0	116.0	30.0	644.0
	59.3	72.0	59.4	72.7	53.1	62.4	66.2	70.2		
	6.1	3.4	8.9	4.0	0.0	7.1	13.4	12.2	8.4	
DON'T KNOW	16	14	14	17	3	45	57	41	28	239
	16.0	14.0	14.0	17.0	3.0	45.0	57.0	41.0	28.0	251.0
	29.6	13.6	25.6	27.3	27.8	23.8	17.2	10.4	22.6	
	1.4	1.7	1.7	1.8	0.3	4.7	6.0	4.3	2.7	
COLUMN TOTAL	66	54	118	64	11	128	205	170	114	952
	9.2	5.7	12.4	6.7	1.2	13.4	21.5	17.9	12.0	100.0

TABLE 14

WHICH OF THE FOLLOWING TYPES OF COMPETITION WOULD YOU MOST LIKE TO HAVE YOUR SCHOOL OFFER FOR GIRLS?

ROW #	DIST 1	DIST 2	DIST 3	DIST 4	DIST 5	DIST 6	DIST 7	DIST 8	DIST 9	ROW TOTAL
COL #	1	2	3	4	5	6	7	8	9	
TOT #	1	2	3	4	5	6	7	8	9	
INTRAMURAL PROGRAM	7	4	22	6	1	16	28	21	9	119
	5.9	7.6	18.5	5.0	0.8	13.4	23.5	17.6	7.6	124.4
	7.9	16.7	18.6	9.4	9.1	12.5	13.5	12.3	7.9	
	0.7	0.9	2.3	0.6	0.1	1.7	2.9	2.2	0.9	
SPORTS DAYS	16	6	19	14	1	17	33	21	18	147
	12.2	4.1	12.9	9.5	0.7	11.6	22.4	16.3	12.2	154.4
	20.2	11.1	18.1	21.9	9.1	13.3	15.7	12.3	15.6	
	1.4	0.6	2.0	1.5	0.1	1.8	3.5	2.2	1.9	
WEEKLY GAMES	25	10	23	19	0	45	50	54	26	262
	19.5	3.8	8.8	7.3	0.0	17.2	22.1	20.6	10.7	27.4
	28.1	13.5	19.5	29.7	0.0	35.2	28.0	31.6	24.6	
	2.6	1.0	2.8	2.0	0.0	4.7	6.1	5.6	2.9	
ALL ANSWERS	30	20	52	23	1	42	70	71	51	382
	9.4	5.2	13.6	6.0	2.4	11.0	20.4	16.6	13.4	40.0
	40.4	37.0	44.1	35.9	81.8	32.8	37.7	41.5	44.7	
	3.8	2.1	5.4	2.4	0.9	4.3	8.2	7.4	5.3	
NONE	3	9	2	2	0	8	10	4	8	46
	6.5	19.6	4.3	4.3	0.0	17.4	21.7	6.7	17.4	4.8
	3.4	16.7	1.7	3.1	0.0	6.3	4.8	2.3	7.0	
	0.2	0.9	0.2	0.2	0.0	0.6	1.0	0.4	0.8	
COLUMN TOTAL	67	54	118	64	11	128	207	171	114	956
	9.3	5.6	12.3	6.7	1.2	13.4	21.7	17.9	11.9	100.0

percent of the respondents in each individual district answered "yes" to this question.

The highest percent (14.1) of those who answered negatively, came from district 4, and the lowest percent (5.8) indicating girls should not compete in district and regional meets occurred in district 7.

State championships

This question was similar to the preceding question, only it took the concept of competition one step further and asked if girls' teams should participate in state championships in a manner similar to boys' teams. One could reasonably expect the answers to parallel those of the preceding question. The answers did parallel to the extent that the majority answered affirmatively. However, it was observed that fewer approved of state meets than approved of district meets. It appeared that some who were doubtful about regional meets and responded with, "I don't know," made a decision when it came to state meets and responded against the participation of girls.

On the preceding question, 81.3 percent approved of district meets which compares with only 73.9 percent approving of state meets. Whereas 8.0 percent disapproved of district meets for girls, 18.0 percent disapproved of state meets. Eleven percent give an "I don't know" response to the question regarding district meets, but only 8.9 percent were undecided concerning state meets.

The data, therefore, indicate that state meets for girls have the support of the majority of respondents, but have less support than do the district and regional meets.

Table 16 shows a smaller percentage of girls from district 2 favored state championships than from any other district, and a larger percentage

TABLE 15

IF A SCHOOL OFFERS A GIRLS' INTERSCHOOL SPORTS PROGRAM, SHOULD THE GIRLS COMPETE IN DISTRICT AND REGIONAL MEETS SIMILAR TO THE BOYS' ATHLETIC TEAMS?

ROW #	DIST 1	DIST 2	DIST 3	DIST 4	DIST 5	DIST 6	DIST 7	DIST 8	DIST 9	ROW TOTAL	
COL #	1	2	3	4	5	6	7	8	9		
TOT #	1	1	2	1	3	1	5	1	8	1	9
YES	77	40	97	48	10	95	177	135	88	773	
	104.0	5.2	12.5	6.2	1.3	12.7	22.9	17.9	11.6	81.3	
	86.5	75.5	83.6	75.0	90.9	76.6	85.5	81.7	77.2		
	8.1	4.2	10.2	5.0	1.1	10.3	16.0	14.5	9.3		
NO	8	5	8	9	9	13	12	14	9	76	
	7.9	6.6	10.5	11.6	0.0	17.1	15.8	16.4	11.0	6.0	
	6.7	9.4	6.9	14.1	0.0	10.2	5.0	8.3	7.9		
	0.6	0.5	0.8	0.9	0.0	1.4	1.3	1.5	0.9		
DON'T KNOW	8	11	11	17	1	17	16	17	17	162	
	5.9	7.8	10.8	6.9	1.0	16.7	17.0	16.7	15.7	10.7	
	6.7	15.1	9.5	10.9	9.1	13.3	8.7	10.1	14.9		
	0.6	0.8	1.2	0.7	0.1	1.8	1.9	1.8	1.6		
COLUMN TOTAL	89	53	116	64	11	128	207	169	114	951	
	9.4	5.6	12.2	6.7	1.2	13.5	21.8	17.6	12.0	100.0	

TABLE 16

SHOULD GIRLS' TEAMS PARTICIPATE IN STATE CHAMPIONSHIPS SIMILAR TO THE BOYS' ATHLETIC TEAMS?

ROW #	DIST 1	DIST 2	DIST 3	DIST 4	DIST 5	DIST 6	DIST 7	DIST 8	DIST 9	ROW TOTAL
COL #	1	2	3	4	5	6	7	8	9	
TOT #	1	1	2	1	3	1	5	1	8	1
YES	70	34	83	43	19	95	151	131	84	701
	104.0	4.9	11.8	6.1	1.4	13.6	21.5	18.7	12.0	73.9
	78.7	43.0	70.9	65.3	90.9	76.0	72.9	77.5	73.7	
	7.4	3.6	8.7	4.5	1.1	10.0	15.9	13.8	8.6	
NO	12	12	27	15	0	16	42	29	18	171
	7.0	7.0	15.8	5.8	0.0	9.4	24.6	17.0	10.5	16.0
	13.5	22.2	23.1	23.6	0.0	12.8	20.3	7.2	15.8	
	1.3	1.3	2.6	1.6	0.0	1.7	4.4	3.1	1.9	
DON'T KNOW	7	8	7	5	1	14	14	9	12	77
	9.1	10.4	9.1	6.5	1.3	18.2	18.2	11.7	15.6	8.1
	7.9	14.8	8.0	7.9	9.1	11.2	6.0	5.3	10.5	
	0.7	0.8	0.7	0.5	0.1	1.5	1.5	0.8	1.3	
COLUMN TOTAL	89	54	117	63	11	125	207	169	114	949
	9.4	5.7	12.3	6.6	1.2	13.2	21.8	17.6	12.0	100.0

from district 1 favored state championships than from any other district, with the exception of district 5 with the extremely small N. It should be noted that at least 63.0 percent or more of the respondents from each district felt that girls should participate in state championship tournaments.

Reasons for not wanting to participate

Subjects were asked to select, from nine choices, as many reasons for not participating, or not wanting to participate, in an interschool program as applied to them. Table 17 includes the reasons, the frequency with which each was checked, and the percentage that frequency represented.

The most frequently cited reason for not wanting to participate in a girls' interschool sports program was, "I do not have the time," This was cited 312 times and represented 31.6 percent of the total number of subjects. This was followed by: "I am not good enough to participate at that level," which was cited 254 times, representing a percentage of 26.6. "I would rather watch the boys participate," was checked 244 times and equaled 25.5 percent, and "other reasons," was checked 214 times and equaled 22.4 percent.

Reasons for participating or wanting to participate

The subjects were asked to select, from nine choices, those which represented the reasons for them participating or wanting to participate in a girls' interschool sports program. These choices are listed in Table 18 with the number and percentage of subjects who responded to each.

TABLE 17

REASONS FOR NOT PARTICIPATING IN AN INTERSCHOOL SPORTS PROGRAM

Reasons for Not Participating	Frequency	Percent
I do not have the time	312	32.6
I am not good enough to participate on that level	254	26.6
I would rather watch the boys participate	244	25.5
I am too busy with other activities	175	18.3
I do not like sports	67	7.0
I do not like competition	64	6.7
Schools would become bitter against each other	38	4.0
My parents would not want me to participate	25	2.6
Other reasons	214	22.4

N = 956

*Number of responses total more than 956 and percentage of responses total more than 100 since multiple responses could be given.

TABLE 18

REASONS FOR PARTICIPATING OR WANTING TO PARTICIPATE
IN AN INTERSCHOOL SPORTS PROGRAM

Reasons for Participating	Frequency	Percent
Girls should have the same opportunities as boys	554	58.0
To help one stay physically fit	536	56.1
Meeting others from different schools	456	47.7
It gives a feeling of accomplishment	429	44.9
It builds self control and confidence	415	43.4
Like to represent school in sports	320	33.5
A love for competing	318	33.3
Parents like me to participate in sports	248	25.9
Other reasons	290	30.3

N = 956

*Number of responses total more than 955 and percentage of responses total more than 100 since multiple responses could be given.

The two reasons for girls wanting to participate that were checked most frequently were: (1) because boys have the opportunity for such participation, girls should also have that opportunity, and (2) because participation helps one remain physically fit. The next three most frequently cited reasons were: (3) the enjoyment of meeting others from different schools, (4) because participation gives a feeling of accomplishment, and (5) because it builds self-control and confidence. The reason cited least frequently was because parents encourage participation.

In comparing Table 17 (reasons for not wanting to participate) with Table 18 (reasons for wanting to participate), the most conspicuous difference was in the comparative number of responses on each. The frequency of responses for participation was more than two times greater than was the frequency of responses for not participating.

What sports should be offered?

The subjects were given a list of 17 sports that could feasibly be included in a school program. Instructions were given to check any of the sports which the subjects would like to have schools offer girls in an interschool program. Table 19 lists the sport, the frequency with which it was checked by the subjects, and the percentage represented by that frequency.

The sports that were most frequently selected for an interschool program were very similar to those selected for an intramural program. This consistency would be expected.

Tennis was the activity that received the greatest number of responses from the subjects for both interschool and intramural competition. Those sports listed most frequently to be included in an interschool sports

program were: tennis, 71.6 percent; swimming, 68.5 percent; volleyball, 66.2 percent; softball, 64.1 percent; basketball, 61.8 percent; gymnastics, 56.2 percent; bowling, 55.5 percent; snow skiing, 55.0 percent; badminton, 52.9 percent; archery, 49.8 percent. Of the top 10 sports selected, only three were team sports.

Analysis of Teacher Data

All women physical education teachers in the schools which participated in the student survey were asked to complete the teacher questionnaire. Response forms were received from 21 teachers representing 13 schools. Although the percentage of returns was good and the sample should be representative of the women physical education teachers in the Wasatch Front high schools, the Number of respondents was small and was a factor to be considered when interpreting results.

Schools providing intramural and interschool programs

Of the 13 schools represented in the teacher survey, 46.2 percent (six schools) offered intramural programs, and 53.8 percent (seven schools) did not. By contrast, all 13 schools were reported to have interschool sports programs.

Table 20 shows the estimated number of students who participated throughout the 1972-73 school year in the intramural and interschool programs in each of the responding schools. On the basis of the reported estimates, there appeared to be fewer participants in the interschool than in the intramural program.

TABLE 19

SPORTS WHICH SUBJECTS WANT INCLUDED IN AN INTERSCHOOL PROGRAM
LISTED IN DESCENDING ORDER ACCORDING TO
FREQUENCY AND PERCENTAGE OF RESPONSE

Sports	Frequency	Percent
Tennis	684	71.6
Swimming	655	68.5
Volleyball	633	66.2
Softball	613	64.1
Basketball	591	61.8
Gymnastics	537	56.2
Bowling	531	55.5
Snow Skiing	525	55.0
Badminton	506	52.9
Archery	476	49.8
Track and Field	463	48.4
Ping Pong	441	46.1
Golf	437	45.7
Flag Football	363	38.0
Speedball	280	29.3
Field Hockey	272	28.5
Horseshoes	222	23.2

N = 956

*Total number equals more than 956 and percentages equal more than 100 since multiple responses could be given.

TABLE 20

ESTIMATED NUMBER OF PARTICIPANTS IN INTRAMURAL
AND INTERSCHOOL PROGRAMS

Responses	Intramural		Interschool	
	Frequency	Percent	Frequency	Percent
200 or more	0	0.0	0	0.0
125 to 199	4	66.6	1	7.7
75 to 124	1	16.7	6	46.1
74 or less	1	16.7	6	46.1
	6		13	

Activities offered in intramural
and interschool programs

Table 21 shows the activities offered in intramural and interschool programs in the participating Wasatch Front schools. A wide variety of activities was offered in both programs according to the reports.

All of the schools with intramural programs offered volleyball, and five of the six participating schools offered basketball. Archery and badminton were the individual sports offered most frequently. Gymnastics and tennis were offered by half of the reporting schools.

The three traditional team sports of volleyball, basketball, and softball were included in the interschool program in all 13 schools. Gymnastics, swimming, and track and field were offered in all but one school, and tennis was offered in 11 of the 13 schools. Nine schools included bowling and badminton.

Student interest in intramural vs.
interschool competition

From the response to the question that was posed, teachers felt that students enjoyed interschool competition more than intramural competition. Of the 13 reporting schools, 61.5 percent (eight schools) reported that students would rather compete against other schools; 30.7 percent (four schools) reported that students enjoy intramural and interschool competition equally; 7.6 percent (one school) reported being uncertain; and no one stated that students prefer intramural to interschool competition.

Access to facilities

One of the problems frequently cited by women who attempt to develop intramural or interschool programs is that of having access to facilities for practice and game time. This problem was reflected to some extent by the figures in Table 22.

TABLE 21

SPORTS OFFERED IN INTRAMURAL AND INTERSCHOOL PROGRAMS
BY FREQUENCY AND PERCENT OF REPORTING SCHOOLS

Responses	Intramural		Interschool	
	Frequency	Percent	Frequency	Percent
Archery	4	66.6	6	46.2
Badminton	4	66.6	9	69.2
Basketball	5	83.3	13	100.0
Bowling	2	33.3	9	69.2
Field Hockey	1	16.7	3	23.1
Flag Football	2	33.3	0	00.0
Golf	1	16.7	6	46.2
Gymnastics	3	50.0	12	92.3
Obstacle Course	1	16.7	0	00.0
Ping Pong	2	33.3	1	7.7
Speedball	1	16.7	1	7.7
Softball	5	83.3	13	100.0
Swimming	1	16.7	12	92.3
Tennis	3	50.0	11	84.6
Track and Field	2	33.3	12	92.3
Volleyball	6	100.0	13	100.0
	N=6		N=13	

TABLE 22

ACCESSIBILITY OF GYM FACILITIES FOR GIRLS'
INTRAMURAL AND INTERSCHOOL PROGRAMS

Responses	No. of Schools Responding	% of Total Responses
The gym is shared equally with the boys	2	15.4
The girls' gym is available and is scheduled first	4	30.8
The gym is available only when the boys are not using it	5	38.4
We seldom, if ever, have access to gym facilities	2	15.3

Teachers from seven of the 13 schools, or 53.7 percent, indicated that access to a gym is seldom, if ever, granted or is granted only when the boys are not using it. However, teachers from six schools, or 46.2 percent, did have adequate access to the gym. The responses to this question are shown in Table 22.

Encouragement by Principal

The teachers were asked if their principal encouraged them to provide an interschool sports program. The alternatives were: (1) he encourages a program and supports it financially, (2) he encourages a program but gives no financial support, (3) he discourages such a program, and (4) he will not allow such a program. The responses shown in Table 23 revealed that the subjects definitely sensed administrative support for girls' interschool program. Over 50.0 percent said their principal supported such a program financially and encouraged such programs. Of the 13 teachers responding, five said the principal encouraged an interschool sports program for girls but gave no financial support. Only one teacher felt the principal discouraged such a program, and none of the teachers said their principal would not allow an interschool sports program.

District and regional meets

The subjects were asked if girls should compete in district and regional meets in a manner similar to boys' athletic teams. The response was decidedly affirmative. A total of 20 teachers responded; and 14, or 70.0 percent, felt that both district and regional meets should be held; four, or 20.0 percent, felt that girls should compete at the regional but not the district level; and two were uncertain. One of the teachers expressed the opinion that girls should not compete in district or regional meets.

State championships

The subjects expressed similar opinions when asked if girls' teams should participate in state championships as do boys' athletic teams. Of 21 teachers who responded, 18 (85.7 percent) responded affirmatively. Two (9.5 percent) were uncertain, and one (4.7 percent) said girls should not participate in state championships in any sports.

The teachers were asked to select from a list of seven those activities they would like to see offered in state championship competition. They were also asked to list any other activities they felt should be offered that were not included in the list of seven. Table 24 shows, in descending order, the activities, the percentage of responses for each, and the number of responses for each. Gymnastics and swimming were listed most frequently. Seventeen teachers checked both of these activities. Following gymnastics and swimming, the most frequently cited sports were tennis (14 teachers), track and field (12 teachers), basketball (nine teachers or 50.0 percent), and badminton (eight teachers or 44.4 percent). Softball, volleyball, bowling, golf, and archery followed. Volleyball, bowling, golf and archery were four sports added to the list by the respondents. Volleyball was inadvertently omitted from the list of choices. More teachers may have listed volleyball had it been included on the list of choices.

Organization of regions

Over 61.9 percent (13 teachers) felt that it would be logical to keep the regions the same for girls as for boys. Nineteen percent (four teachers) said regions should be composed of schools closest in proximity. Only one teacher, "didn't know," and three felt that, "either way would be fine."

TABLE 23

ENCOURAGEMENT OF PRINCIPAL FOR INTERSCHOOL SPORTS PROGRAM

Responses	No. of Schools Responding	% of Total Responses
He encourages a program and supports it financially	7	53.8
He encourages a program but gives no financial support	5	38.5
He discourages such a program	1	7.7
He will not allow such a program	0	0.0

TABLE 24

ACTIVITIES TEACHERS WANTED INCLUDED
IN STATE CHAMPIONSHIP COMPETITION
LISTED IN DESCENDING ORDER

Sports	Frequency	Percent
Gymnastics	17	94.4
Swimming	17	94.4
Tennis	14	77.7
Track and Field	12	66.6
Basketball	9	50.0
Badminton	8	44.4
Softball	7	38.8
Volleyball	6	33.3
Bowling	3	16.6
Golf	2	11.1
Archery	1	5.5

*Total number equals more than 21 and percentages equal more than 100 since multiple responses could be given.

Who should coach girls' teams?

Teachers were asked the same question regarding coaching that had been asked of the students. The question concerned the choice of a person to coach in a girls' interschool program. Table 25 lists the number and percentage of responses given by the teachers to each alternative; and for purposes of comparison, it also includes the percentage of responses to each alternative made by the students. It can be noted that "the girls' physical education teacher" was the response of 52.4 percent of the teachers and 51.7 percent of the students. Of the students, 16.2 percent felt the boys' physical education teacher should coach, but none of the teachers expressed that feeling. Only 3.5 percent of the students selected the "any woman teacher in the school" response, but a rather surprising 38.1 percent of the teachers did so. None of the teachers felt that "any man teacher in the school" was an appropriate response, and only six, or 0.6 percent, of the students checked this response.

Type of competition preferred

The type of competition preferred was selected from the alternatives of: (1) intramural programs, (2) sports days, (3) weekly interschool games, (4) a combination of all the preceding, and (5) none of the preceding types of competition. Table 26 gives the responses of the teachers and compares them with the responses made to the same question by the students. Forty-seven percent (10 teachers) chose, "a combination of all the preceding," compared with 40.0 percent of the students. One teacher felt that no competition should be offered, representing 4.8 percent of the total, while 4.8 percent of the students expressed that opinion. The same percentage of both populations (4.8) felt that no competition should be offered.

TABLE 25

PREFERENCES OF TEACHERS AND STUDENTS FOR THE COACH
OF A GIRLS' INTERSCHOOL TEAM

Responses	Teachers		Students %
	Number	Percent	
Girls' physical education teacher	11	52.4	51.7
Boys' physical education teacher	0	00.0	16.2
Any woman teacher in the school	8	38.1	3.5
Any man teacher in the school	0	00.0	.6
It would not matter	2	9.5	28.0
	21		

TABLE 26

TYPE OF COMPETITION PREFERRED BY TEACHERS AND STUDENTS

Responses	Teachers		Students %
	Number	Percent	
An intramural program	3	14.3	12.4
Sports days	5	23.8	15.4
An interschool program with weekly games	2	9.5	27.4
All of the above types	10	47.6	40.0
None of the types listed	1	4.8	4.8
	N=21		

Reasons for not offering interschool competition

Teachers were asked to select from a list of eight choices the reasons for not offering an interschool sports program for girls at their schools. The reasons selected most frequently were: "I do not have enough time," and "I do not have the facilities," with each representing 23.8 percent of the responses. The next most frequently cited responses, in descending order, were: "I do not get paid for it" (19.0 percent); "not enough girls interested," and "do not have support of school or community," each with 14.2 percent; "I am not interested in coaching girls' teams" and "I do not have adequate training to coach," each with 4.7 percent.

Type of compensation necessary

Teachers were also asked what type of compensation would be necessary for them to coach a girls' interschool sports team, and the tabulated responses are given in Table 27. The responses revealed that approximately three-fourths (71.4 percent) of the respondents wanted extra pay for coaching. Three teachers felt that "no type of compensation is necessary," while two teachers cited leadership money as appropriate compensation. One teacher said she would be willing to coach if she received an extra preparation period. This represented 4.7 percent of the total responses.

TABLE 27

TYPE OF COMPENSATION NECESSARY FOR COACHING
A GIRLS' INTERSCHOOL TEAM

Responses	No. of Teachers Responding	% of Total Responses
I would be willing to coach only if I received pay for it	15	71.4
I would be willing to coach if I received an extra preparation period	1	4.7
No type of compensation is necessary	3	14.3
Other (leadership money)	2	9.5
	N=21	

CHAPTER V
SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine opinions of selected eleventh grade high school girls concerning: (1) their interests in sports opportunities beyond those now provided within the schools, (2) why girls choose either to participate or not to participate in intramural and interschool sports programs, (3) specific sports in which high school girls are interested, and (4) types of competitive programs in which high school girls are interested. Secondly, it was the purpose of this study to determine opinions of women physical education teachers concerning: (1) specific problems in coaching, and (2) types of competition in which they felt girls should be involved.

The sub-problems for this study were to:

1. Develop a student questionnaire and a teacher questionnaire to solicit the desired information regarding girls' interschool sports programs.
2. Identify a teacher and student sample.
3. Arrange for the uniform administration of the questionnaire to the student and teacher groups.

The student questionnaire consisted of 19 items relating to intramural and interschool sports for high school girls. High schools in the study were randomly selected from the nine school districts located in the Wasatch Front Area. Two high schools were selected in each of seven

districts. In districts where there was only one high school, that high school was included in the study.

The student questionnaire was pilot tested on 150 girls in physical education classes not involved in the study to help determine if questions were clear and to further refine their wording. Students were asked to write comments on the answer sheet if they did not understand the question or its meaning. As a result, some questions were reworded for clarity and some were deleted because of ambiguity.

The survey instrument was administered to eleventh grade girls enrolled in physical education classes in the 16 selected high schools during the month of May, 1973. The test was administered by the physical education teachers using a uniform instruction sheet. Data were analyzed using the SPSS (Statistical Package for the Social Sciences) computer program which yielded a Chi Square table with the percentage of responses cross tabulated by variable and school district.

Findings

Student data--intramurals

1. The main reasons girls listed for participating in or wanting to participate in an intramural program were: (a) they enjoyed sports, (b) it helps maintain physical fitness, and (c) they enjoyed association with others.
2. The main reasons girls did not participate were: (a) lack of time, (b) not skilled enough in sports, and (c) involved in too many activities.

3. The six sports the girls listed most frequently that they wanted to be included in an intramural program were volleyball, swimming, softball, bowling and basketball, in that order.

4. Over 80.0 percent of the girls responding to the questionnaire felt that their parents would either encourage them to participate in an intramural program or at least not discourage them from doing so.

Teacher data--intramurals

1. Six of the 13 teachers responding to the questionnaire said their schools offered an intramural program. The sports most frequently listed as being included in their programs were volleyball, basketball, softball, archery and badminton, gymnastics and tennis, in that order.

2. Seven of the 13 teachers reported that they had access to the gym only when the boys were not using it.

Student data--interschool competition

1. Over half of the girls responding to the questionnaire indicated they were interested in participating in an interschool sports program and said they would try to get on one of the interschool sports teams if their school offered such programs.

2. Approximately 83.0 percent of the girls said their parents would either encourage them to participate or at least not discourage participation in interschool sports programs.

3. Over half the girls preferred the girls' physical education teacher to be the coach of interschool sports teams.

4. Sixty-four percent of the girls did not feel that an interschool sports program for girls should be offered at the expense of an intramural program.

3. Teachers definitely expressed the feeling that their principles encouraged and supported interschool sports programs.

4. Fifteen of the 21 teachers felt they should be paid for coaching. Only three teachers stated that no type of compensation was necessary.

5. There was agreement between students and teachers concerning who should coach the interschool team. Fifty-two percent of the teachers felt that the coach should be the physical education teacher. None of the teachers felt the boys' physical education teacher should coach the teams.

Recommendations

Although many different opinions were expressed throughout the survey, the one concept which was continually evident was that a significant proportion of high school girls in the Wasatch Front Area were interested in sports and wanted opportunities to participate. Therefore, the following recommendations have been made:

1. The selected high schools from the Wasatch Front Area should provide both intramural and interschool sports programs for girls.
2. Additional ways should be investigated of providing for intramural and interschool programs for both boys and girls.
3. Whenever possible, the girls' physical education teacher should coach the interschool sports teams.
4. Intramural programs should be provided wherever such programs are feasible within the school structure.
5. The intramural and interschool programs should be under the direction and guidance of women who have expertise, interest and profes-

sional understanding in this area.

6. Similar studies be conducted in other areas of the state to determine if the same interests and concerns are expressed by students and teachers from those areas.

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APPENDIXES

Appendix A

May 4, 1973

Ms. JoAnn Betts
 Physical Education Teacher
 Cyprus High School
 8623 W. 3000 S.
 Magna, Utah 84041

Dear Ms. Betts:

I am presently working on my thesis for a Masters Degree at Utah State University. The subject of study for this thesis is "Competitive Sports Programs for High School Girls." This study is being conducted in cooperation with the Utah State Department of Public Instruction.

The schools included in this study have been randomly selected from eight school districts in the state. The subjects to be surveyed include all junior (11th grade) girls who are taking physical education at the present time, including pep club, drill team, and cheerleading students. Please refer to the enclosed instruction sheet.

I realize this is an extremely busy time of the year for all teachers, but I would appreciate so much your cooperation in completing this survey. If you need more materials, or if you have any questions please call me collect at home, 394-0334, Ogden, or at Layton High School, 375-9271.

I would appreciate very much if this information could be returned to me before Tuesday, May 22, so that the results can be tabulated and forwarded to the state office before the close of the school year.

Keep smiling, school is almost out!

Most sincerely,

Carole Kimball
 Layton High School
 140 Wasatch Dr.
 Layton, Utah 84041

Enclosures:

50 Student Survey Booklets
 75 Answer Sheets
 2 Teacher Survey Booklets
 1 Instruction Sheet
 1 Self-Addressed Label
 Stamps

Appendix B
INSTRUCTION SHEET

Instructions for students

1. Give survey booklet and answer sheet to all junior girls (11th grade) taking physical education at the present time, including pep club, drill team and cheerleading students. Approximate time for completion: 25 minutes or less.
2. No names should be on the answer sheets.
3. Students should read instructions on the booklet very carefully before proceeding. Remind them that this is asking for their opinion and that no answer is wrong.
4. Please make sure students fill in the marks under the proper letter. The instructions "Check 'A' on the answer sheet", mean to fill in the lines under "A".
5. Before collecting material from students, please have them check their answer sheets carefully to insure that answers are opposite the correct number and that the lines are completely filled in. If the student has not selected a certain answer, she should make sure that number is skipped on the answer sheet. Any number on the answer sheet having more than ONE answer will automatically be void.
6. Students should complete this during class time. (Maybe we'll have one more rainy day!)

Instructions for teachers

1. Please answer questions on the booklet itself. No answer sheets should be used by the teachers.
2. Only one physical education teacher at each school should answer all questions on the booklet. All other physical education teachers should answer questions 10 through 17. This will insure correct statistical information and also give the important opinions of all teachers.
3. Upon completion of questionnaire by students and teachers, please place all materials back in the folder, attach the self-addressed label and stamps and return by mail.

COMPETITIVE SPORTS PROGRAMS FOR HIGH SCHOOL GIRLS

Opinion Survey

Give your personal reaction to the following questions concerning sports competition for high school girls. It is important that you read each question carefully and answer honestly. The questions are multiple-choice. Read each question and each possible answer. When you have decided the answer you wish to make, blacken the corresponding space on the answer sheet with a No. 2 pencil. Make your mark as long as the pair of lines and completely fill the area between the lines. If you change your mind, erase your first mark completely. Make no stray marks. Do not write on the test booklet.

No answer is incorrect. You are being asked for your opinions.

Section I: Intramural Competition

The following questions are about girls' intramural sports programs. Intramural sports refers to sports competition between individuals or teams who are from the same school. Competition takes place outside of the regular physical education class and may take place before school, at noon, after school, in the evening, or on week-ends.

1. Does your school have a girls' intramural sports program?
 - A. Yes
 - B. No
 - C. Don't know

2. Do you participate in the girls' intramural sports program at your school?
 - A. Frequently (six or more times each semester)
 - B. Occasionally (two or more times each semester)
 - C. Never
 - D. The school does not have a girls' intramural sports program

3. Would your parents encourage you to participate in a girls' intramural sports program at your school?
 - A. Yes, they would encourage me
 - B. No, they would not encourage me, but would not be against it
 - C. They would discourage me
 - D. Don't know

If you do not want to participate in a girls' intramural sports program, what are your reasons? (Check "A" on the answer sheet if the reason applies to you.)

4. I do not have time
5. I do not like sports
6. I cannot participate at the time intramural games are scheduled
7. I am not skilled enough in sports
8. I do not like the person in charge of the program
9. I think girls who participate in sports are tomboys
10. I am too lazy
11. I am involved in too many other activities
12. I do not have transportation to and/or from the games
13. Other reasons

4. Does your school have a girls' interschool sports program?

_____ A. Yes

_____ B. No

5. If you have a girls' interschool sports program, approximately how many different girls participate in the program throughout the year?

_____ A. 200 or more

_____ B. Between 125 and 199

_____ C. Between 75 and 124

_____ D. 74 or less

6. If you have a girls' interschool sports program, please check those activities you offer:

_____ Archery

_____ Golf

_____ Swimming

_____ Badminton

_____ Gymnastics

_____ Tennis

_____ Basketball

_____ Ping Pong

_____ Track and Field

_____ Bowling

_____ Speedball

_____ Volleyball

_____ Flag Football

_____ Softball

_____ Other

Please list any other sports you offer in your interschool program:

7. Are your students more interested in interschool competition than in intramural competition?

_____ A. Yes, they would rather compete against other schools

_____ B. No, they would rather compete against students from their own school

_____ C. They enjoy both equally

_____ D. I don't know

8. Do you have access to gym facilities for an intramural program and/or practice time for interschool competition?
- _____ A. Yes, we share the gym equally with the boys
- _____ B. Yes, we have a girls' gym with girls scheduled first
- _____ C. No, we have the gym only when boys are not using it
- _____ D. No, we seldom, if ever, have access to gym facilities
9. Does your principal encourage you to provide an interschool sports program for girls?
- _____ A. Yes, and he supports our program financially
- _____ B. Yes, but no financial support is given
- _____ C. No, he discourages such a program
- _____ D. No, he will not allow such a program
10. If a school offers a girls' interschool sports program, should the girls compete in district and regional meets similar to the boys' athletic teams?
- _____ A. Yes, they should compete in district and regional meets
- _____ B. Yes, they should compete in district but NOT regional meets
- _____ C. Yes, they should compete in regional but NOT district meets
- _____ D. No, they should not compete in district or regional meets
- _____ E. I don't know
11. Should girls' teams participate in state championships similar to the boys' athletic teams?
- _____ A. Yes, in the following sports: (Please check)
- | | | |
|-----------------------|----------------------------|----------------|
| _____ Badminton | _____ Gymnastics | _____ Swimming |
| _____ Basketball | _____ Softball | _____ Tennis |
| _____ Track and Field | _____ Others (Please list) | |
- _____ B. No, not in any sport
- _____ C. I have not decided yet

12. Do you consider it your obligation as a physical education teacher to provide the opportunity for girls to compete in an interschool sports program?
- A. Yes, but I should get extra pay for the time and work
- B. Yes, a program should be offered whether I get paid or not
- C. No, I do not feel obligated to provide such a program
- D. It is the obligation of the school to hire someone for that job
13. Should interschool sports competition be organized using the same regions as the boys?
- A. Yes, it would be logical to keep them the same
- B. No, regions should be composed of schools closest in proximity
- C. Either way would be fine
- D. I don't know
14. Who would you prefer to have coach the girls' interschool sports teams?
- A. The girls' physical education teacher
- B. The boys' physical education teacher
- C. Any woman teacher in the school
- D. Any man teacher in the school
- E. It would not matter
15. Which of the following types of competition would you most like to have your school offer for girls? (check only one)
- A. An intramural program
- B. Sports days in which teams from schools within the district meet for one day of competition against one another
- C. An interschool program in which weekly games are scheduled, similar to the boys' athletic program
- D. All of the above, depending on the sport
- E. None of the above

16. If you do not offer interschool competition for girls, please check any of the following reasons that may apply:

- A. I do not have enough time
- B. I am not interested in coaching girls' teams
- C. I do not get paid for it
- D. Do not have the facilities
- E. Not enough girls interested
- F. Do not have adequate training to coach
- G. Do not have support of school or community
- H. Other reasons (Please list)

17. What type of compensation would be necessary for you to coach a girls' interschool sports team?

- A. I would be willing to coach only if I received pay for it
- B. I would be willing to coach if I received an extra preparation period and no extra money
- C. No type of compensation is necessary
- D. Other (Please list)

TEACHER QUESTIONNAIRE

COMPETITIVE SPORTS PROGRAMS FOR HIGH SCHOOL GIRLS

Opinion Survey

Give your personal reaction to the following questions concerning sports competition for high school girls. It is important that you read each question carefully and answer honestly. The questions are multiple-choice. Read each question and each possible answer. When you have decided the answer you wish to make, place a check on the line opposite that answer.

Intramural and Interschool Competition

The following questions are about girls' intramural sports programs and girls' interschool sports competition. Intramural sports refers to sports competition between individuals or teams who are from the same school. Interschool sports refers to competition in which an individual or a team would represent your school and would play against individuals or teams from other schools within the district.

1. Does your school have a girls' intramural sports program?

_____ A. Yes

_____ B. No

2. If you have a girls' intramural sports program, approximately how many different girls participate in the program throughout the year?

_____ A. 200 or more

_____ B. Between 125 and 199

_____ C. Between 75 and 124

_____ D. 74 or less

3. If you have a girls' intramural program, please check those activities you offer:

_____ Archery

_____ Golf

_____ Swimming

_____ Badminton

_____ Gymnastics

_____ Tennis

_____ Basketball

_____ Ping Pong

_____ Track and Field

_____ Bowling

_____ Speedball

_____ Volleyball

_____ Flag Football

_____ Softball

_____ Other

Please list any other sports you offer in your intramural program:

If your school does not have a girls' intramural sports program, what do you think are the reasons? (Check an "A" on the answer sheet for all those reasons you believe to be true.)

14. There are not enough girls interested
15. The women physical education teachers are not interested
16. It is not feminine for girls to participate in sports
17. The gym is being used by the boys' teams
18. There is not enough money for the girls to have a sports program
19. The principal is not interested
20. Other reasons

If you participate in the girls' intramural program at your school, or would like to participate in such a program, why? (Check an "A" on the answer sheet for all those reasons that apply to you.)

21. I enjoy participating in sports activities
22. Participating in sports helps me to stay physically fit
23. I enjoy the association with others my age
24. My parents encourage me to participate
25. All my friends participate
26. I love sports
27. It is the only thing at which I am good
28. I love to compete
29. It builds self control and confidence
30. It brings school unity and school pride
31. Other reasons

Read the following list of activities. Which sports would you like to see your school offer in a girls' intramural program? Fill in the "A" on the answer sheet if you would like your school to offer that sport.

32. Archery
33. Badminton
34. Basketball
35. Bowling
36. Field Hockey
37. Flag Football
38. Golf
39. Gymnastics
40. Horseshoes
41. Ping Pong
42. Snow Skiing
43. Speedball
44. Softball
45. Swimming
46. Tennis
47. Track and Field
48. Volleyball

Section II: Interschool Competition

The questions on Part II are about girls' interschool sports programs. Interschool sports refers to competition in which an individual or a team would represent your school and would play against individuals or teams from other schools within the district.

49. Are you interested in participating in an interschool sports program for girls?
- A. Yes, I would like to participate
 - B. No, I am not interested in participating
 - C. Don't know
50. Do you know other girls in your school who are interested in participating in a girls' interschool sports program?
- A. I know many girls who are interested
 - B. I know a few girls who are interested
 - C. I don't know any girls who are interested
51. If your school offered a girls' interschool sports program, would you try to get on one of the teams?
- A. Yes, I would try
 - B. No, I would not
 - C. I would like to participate, but I don't believe I could make the team
52. Would your parents encourage you to participate in a girls' interschool sports program?
- A. Yes, they would encourage me
 - B. No, they would not encourage me, but they would not be against it
 - C. They would discourage me
 - D. Don't know
53. If you participated on a girls' interschool team, who would you prefer to have coach the team? (choose only one)
- A. The girls' physical education teacher
 - B. The boys' physical education teacher
 - C. Any woman teacher in the school
 - D. Any man teacher in the school
 - E. It would not matter
54. Should a school offer only an interschool sports program for girls, and not an intramural sports program?
- A. Yes
 - B. No
 - C. Don't know

55. Which of the following types of competition would you most like to have your school offer for girls? (check only one)
- An intramural program
 - Sports days in which teams from schools within the district meet for one day of competition against one another
 - An interschool program in which weekly games are scheduled, similar to the boys' athletic program
 - All of the above
 - None of the above
56. If a school offers a girls' interschool sports program, should the girls compete in district and regional meets similar to the boys' athletic teams?
- Yes
 - No
 - Don't know
57. Should girls' teams participate in state championships similar to the boys' athletic teams?
- Yes
 - No
 - Don't know

If you do not want to participate in a girls' interschool sports program, what are your reasons? (Check as many reasons as apply to you by marking the "A" on the answer sheet.)

- I do not like sports
- I am not good enough to participate on that level
- I am too busy with other school activities
- I would rather watch the boys participate in sports
- I do not have the time
- My parents would not want me to participate
- Schools would become bitter against each other
- I don't like competition
- Other reasons

If you participate in a girls' interschool sports program, or would like to, why? (Check an "A" on the answer sheet for all those reasons that apply to you.)

- Girls should have the opportunity to participate in sports just like the boys
- I like to represent my school in sports
- I love to compete
- I enjoy meeting others from different schools
- It helps me to stay physically fit
- My parents like me to participate in sports
- It gives me a feeling of accomplishment
- It builds self control and confidence
- Other reasons

Read the following list of activities. Which sports would you like to see your school offer in a girls' interschool sports program? Fill in the "A" on the answer sheet if you would like your school to offer that sport.

76. Archery
77. Badminton
78. Basketball
79. Bowling
80. Field Hockey
81. Flag Football
82. Golf
83. Gymnastics
84. Horseshoes
85. Ping Pong
86. Snow Skiing
87. Speedball
88. Softball
89. Swimming
90. Tennis
91. Track and Field
92. Volleyball

VITA

Carole Celeste Kimball

Candidate for the Degree of

Master of Science

Thesis: Opinions of Selected Utah High School Students and Teachers
Toward Sports Competition

Major Field: Physical Education

Biographical Information:

Personal Data: Born in Logan, Utah in 1943 to Heber C. and
Celeste H. Kimball, the sixth of six children.

Education: Attended Logan City public grade schools.
Graduated from Logan Junior High in 1958.
Attended Logan Senior High School from 1958 to 1961,
graduating in 1961. Completed three month business
course at Stevens Henager Business College in summer
of 1961. Received Bachelor of Science Degree from
Weber State College in 1966, with a major in Physical
Education and a minor in Political Science; completed
requirements for the Master of Science degree,
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University in 1974.

Professional Experience: Teacher of Physical Education at
Layton Senior High School from 1966 to present, 1974.