

A COMPARATIVE STUDY OF CURRENT TRENDS IN ADMIN-
ISTERING MEN'S AND WOMEN'S INTERCOLLEGIATE
ATHLETIC PROGRAMS AT NAIA INSTITUTIONS

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CHAPTER I

INTRODUCTION

In the past two decades, the complexion of sport in America has changed for women. There has been a substantial increase in the number of women and girls participating in athletics. The number of female athletes has increased 102% since 1971-72; moreover, the number of female athletes is four times the number ten years ago ("How Has Athletics Changed?" 1982). The major reasons cited for the increased participation have been the expanded opportunities by the implementation of Title IX, the women's movement, the fitness boom, and the visibility of female role models (Coakley, 1982).

Unquestionably, women's athletics are now a solid part of the intercollegiate athletic scene. A financial crisis is also common on the scene. Double-digit inflation of the economy; the enormous increase of travel and recruiting costs; an increase expenditure for salaries, fringe benefits, and wages for coaches; the rising costs of grants-in-aid; and the addition of women's scholarships are the major factors contributing to the serious financial situation (Lopiano, 1979). Many critics of women's athletics feel they will be the destruction of men's athletics, due to the increased financial burden. In contrast, many supporters of the women's athletic movement feel that the increased opportunity provided to women under Title IX has not been at the expense of the men's intercollegiate athletic programs.

Despite the many diversified views, women's intercollegiate athletics are present and growing. However, their financial, managerial, and administrative future remains somewhat unclear, misunderstood, and undefined. Therefore, studies need to be undertaken to help provide direction and to provide the information necessary to determine if administering women's athletic programs is comparable or equivalent to administering men's athletic programs as defined by Title IX.

This study presents a brief history of women's athletics, followed by the analysis of Title IX with respect to the impact upon women's athletics. The focus was then directed to the current trends in administering of women's athletics as compared to administering men's athletics at the NAIA (National Association of Intercollegiate Athletics) level of competition.

Need for the Study

Women's athletics have become an integral part of the colleges and universities. The Title IX mandate requires equal opportunity for women at any institution receiving federal aid. Title IX has caused many concerns over the future of all intercollegiate athletics by those who feel the additional burden of funding women's programs will devastate educational institutions financially. In addition, many administrators have expressed concerns over difficulties involved in the evaluation of their programs to determine if equal opportunities are being provided. To explore these problems, the present study reviewed the literature concerning the current financial status of intercollegiate athletics, explained the requirements of Title IX, and provided data to determine if administering women's intercollegiate programs at NAIA institutions was comparable or equivalent to administering men's programs.

Statement of the Problem

The study was designed to compare the administering of women's intercollegiate athletic programs at the NAIA level institution to that of the men's programs. In order to study this multiple-faceted problem, several associated subproblems were included in this study. The specific subproblems were:

1. To identify and compare the amount of monies spent on each female athlete to that spent on each male athlete.

2. To assess comparability or equivalence of the women's athletic program components to that of the men's athletic program components.

3. To determine the major source of income for the women's and men's athletic programs.

4. To identify and compare the salary received by the coaches of women's sports to that received by coaches of men's sports.

The ultimate purpose of this research was to closely examine the current practices and trends in the administration of women's athletics eight years after institutions were to be in compliance with the Educational Amendment of the 1972 Title IV.

Hypotheses

The study assumed the following hypotheses:

1. There will be no significant differences in the amount of monies spent on each female athlete to that spent on each male athlete.

2. There will be no significant differences between the amount of salary received by the coaches of women's sports to that received by coaches of men's sports.

3. There will be no significant differences in the comparability or equivalence in the program components employed by women's athletic programs to that employed by men's athletic programs.

4. There will be no significant differences between the percentages of funding from institutional sources for males as compared to that of females.

Assumptions

The study was subject to the following assumptions:

1. The surveys were answered honestly, and were based on factual information.

2. The athletic administrators responding to the survey were knowledgeable in the administering of both the men's and women's athletic programs.

3. The information provided in response to the survey was based on the most recent completed fiscal year.

Limitations

The study was limited to the NAIA level institutions, a random sampling of the total NAIA population, and to the responses of the women's athletic administrators (not including the coaches' opinions).

Definitions of Terms

The following definitions were used for the purpose of this study:

1. NAIA. The National Association of Intercollegiate Athletics was founded by smaller colleges and universities in 1952 to serve as the governing agent for their intercollegiate athletic competition (National Association of Intercollegiate Athletics Official Handbook, 1982).

2. Intercollegiate Athletics. Athletic competition involving two or more colleges or universities of amateur status.

3. Title IX. An educational amendment passed in 1972 which stated the following:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance (Blaufarb, 1976, p. 1).

4. Administration. The act or process of management.

5. Outside Funding. Income which comes from the following sources: gate receipts, conferences, bowl games, television income, championship play, special events, and concessions.

6. Institutional Funding. Funds which are dispersed to the athletic program from the institution's general fund.

7. Program Components. Program components are the following items, as outlined by Title IX:

. . . equipment and supplies, scheduling of games and practice times, travel and per diem allowance, opportunities to receive coaching and academic tutoring, assignment and compensation of coaches and tutors, provision of locker rooms, practice and competitive facilities, provision of medical and training facilities and services, provision of housing and dining facilities and services, publicity, recruitment, provision of support services (Broyles, 1979, p. 383).

8. Equivalent or Comparable. The same or equal in terms of condition, value, and convenience.

9. Equal Opportunity. Refers to the concept that all individuals, regardless of sex, be provided equivalent chances to compete in intercollegiate athletics at their respective institutions. The institution will determine whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both

sexes, and will determine if the program components listed above are equivalent or comparable.

CHAPTER II

REVIEW OF LITERATURE

Athletic participation has long been viewed as an integral part of the educational process in American high schools and colleges. It is publicly accepted that sports are good for people in developing better citizens, building vigorous minds and bodies, and promoting a better society (McKeown, 1974). Despite the noted importance of athletics, women and girls were not encouraged to participate until recently. Sexist attitudes and practices have shaped the sport participation patterns of women throughout the history of Western societies. In 1973, an article in Sports Illustrated by Gilbert and Williamson exposed the discriminatory practices against girls and women in competitive sports. They stated: "Sports may be good for people, but they are considered a lot gooder for male people than for female people" (p. 88).

Before the current role of women in intercollegiate athletics can be discussed and understood, the history of women's role and status in history should be reviewed to gain perspective and insight. Even in 776 B.C., the women of Greece were denied entrance to Olympia (Coakley, 1982). The Roman women were barred from participation, but were allowed in the arenas to cheer male athletes (Coakley, 1982). It was a woman's duty to be obedient and submissive. Neither the Reformation in the sixteenth century nor the Enlightenment period of the eighteenth century did much to change things for females. The Victorian era portrayed the ideal woman as a weak, fragile, and passive being. Physical activity was

considered too strenuous for women. However, games such as archery, bowling, croquet, golf, and tennis were accepted on a recreational level for women (U.S. Commission on Civil Rights, 1980).

The 1860's exposed new faces on the college campuses. Women were finally allowed to pursue a higher education. A great stimulus for women's participation in activity came with the inception of the women's colleges, beginning in the early 1800's. Reformers such as Mary Wollstonecraft argued that differences in mental ability between the sexes were solely due to the existing social environment (Brubacher and Rudy, 1976).

In the same context, the founders of women's colleges were encouraging young women to participate in vigorous exercise on the theory that to do college work it must be balanced by physical activity. At Vassar, for example, physical activities included gymnastic exercises, bowling, horseback riding, swimming, flower gardening, and ice skating (U.S. Commission on Civil Rights, 1980). The 1890's recognized team sports as producing the same physical results as the gymnastic exercises. Due to their popularity, team sports began to play a prominent role in college physical education programs.

The early 1900's brought a time when women themselves added to the discrimination against women in sports. Physical educators began a campaign against competitive athletics for women. It was a woman who wrote in 1899 that "Muscular capacity in women is almost evidence of disease" (Kenneally, cited in McKeown, 1974, p. 2). Ethel Rerrin (cited in McKeown, 1974, p. 2) wrote in 1928 that "Girls are not suited for the same athletic program as boys." Many felt that competition was not womanly and were convinced that it was injurious to the health of women. Physical educators also wanted to protect women's programs from the

professionalization of men's intercollegiate athletic programs. Consequently, the underlying philosophy which emerged was based on intramural types of competition such as field days, rally days, and class days. The motto boasted was, "The greatest good to the greatest number" (U.S. Commission on Civil Rights, 1980, p. 2).

To protect women from the feared commercialization and professionalization, many athletic organizations were formed as regulatory bodies. The rigid policies developed by these organizations began to discourage participation. The result was a decrease of competitive opportunities for women and girls. The percentage of colleges sponsoring varsity competition for women throughout the country dropped from 22% in 1923 to 12% in 1931 (U.S. Commission on Civil Rights, 1980). The evolutionary process of women's athletics continued with regulatory organizations emerging and disappearing. The philosophies were so varied that stability was impossible. Despite the adverse factors, women's competitive athletics did survive and began to thrive in the 1960's.

The reasons for the increased popularity in women's athletics are numerous, but one reason which cannot be underestimated is the increased visibility in the media. One author stated that the media is the greatest agent of social change in the history of the United States (Swanson, 1974). Many felt that television was a great crusader for women's athletic participation. Television aired an event in 1960 which helped ruin the rugged stereotyped image of the female athlete by transmitting the debute of an attractive and graceful Wilma Rudolph. Wilma captured the attention of the American public when she won three gold medals in track and field at the Olympic Games in Rome and won a moral victory for women's athletics (Adams and Soladay, 1972).

In 1960, "The greatest good to the greatest number" slogan was revised to "A sport for every girl and every girl in a sport" (Spears, 1978, p. 9). This philosophy still resulted in denying competition to the highly skilled woman athlete (Spears, 1978). In 1963, the DGWS (Division of Girl's and Women's Sports) publicly acknowledged that there had been discrimination against the highly skilled female athlete (Bucher, 1968). The DGWS is a division of the AAHPER (American Association for Health, Physical Education, and Recreation), which was founded to promote and supervise desirable sports programs for girls and women (Bucher, 1968). The DGWS published a statement of policies and standards for competition in girl's and women's sports in the Journal of Health, Physical Education, and Recreation (Bucher, 1968). Amidst the policies was a very important statement for the future of women's intercollegiate athletics. "In colleges and universities it is desirable that opportunities be provided for the highly skilled female athlete beyond the intramural program" ("Division for Girl's and Women's Sports," 1963, p. 32).

The leadership of the DGWS recognized that a more specialized organization for coordination and direction of intercollegiate athletics was necessary. The CIAW (Commission on Intercollegiate Athletics) was formed in 1967 to serve this need (Adams and Soladay, 1972). There were still many problems in the governance of the new women's programs. To help find solutions to the problems and to provide national as well as regional leadership, the AIAW (Association for Intercollegiate Athletics for Women) was organized in 1971-72 to replace the CIAW (Adams and Soladay, 1972). The AIAW solicited institutional memberships, which placed the responsibility of maintaining a quality program for women's athletics in the school's hands while adhering to the AIAW's established policies (Adams and Soladay, 1972).

In June of 1982, the AIAW disbanded after the NCAA (National Collegiate Athletic Association) began sponsoring women's championship events and providing other services for women. The NCAA was able to offer more financial benefits and publicity to the women's teams, making the organization more appealing to member schools. A drastic reduction in the membership of the AIAW occurred which caused the ultimate demise of the organization (Desruisseaus, 1982).

For years the NCAA has had many critics accusing the organization of being overpowering. As early as 1952, approximately 500 small four-year colleges, feeling that they were being outvoiced by the large universities, formed a separate athletic governing body (Bucher, 1968). The organizing body was the NAIA (National Association of Intercollegiate Athletics), which sponsors both male and female athletic events (Freeman, 1978). Although the present study deals with the NAIA level institutions, the NCAA's takeover of the AIAW must be cited because this event increased female participation in the NAIA. The NAIA began sponsoring women's championships in the fall of 1980.

Although the 1960's brought about many advancements for women in sports, there were still many obstacles. These obstacles were mostly based on myths such as the following: people do not want to watch women play competitively, sports masculinize women, women cannot excel in sports for physiological reasons, and women are not really interested in sports. Society has slowly begun dispelling these myths and has accepted women in many diversified roles. However, not until the passage of Title IX of the Educational Amendments of 1972 did the educational institutions widely begin funding women's programs. The Title IX Amendment was the end result of many attempts to achieve parity for women in the United States.

In 1961, President John F. Kennedy, on a fact-finding mission on the status of women in the nation, established the President's Commission on the Status of Women (Ingram and Nupp, 1982). The results of the study indicated that women did not share equal opportunity and benefits with men in the United States. In the years that followed, legislation was passed for the purpose of correcting the situation and bringing women the privileges and responsibilities of equal partnership with men.

The legislation most frequently used in sex discrimination cases was the "Equal Protection" clause of the Fourteenth Amendment; Title VII of the Civil Rights Act of 1964 as amended, which prohibited discrimination based on sex in hiring, firing, promotion, wages, and classification; Executive Order 11246, which prohibited discrimination in employment, and Title IX (Ingram and Nupp, 1982). Title IX of the Educational Amendments of 1972 prohibits sex discrimination in federally assisted educational programs.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance (Blaufarb, 1976, p. 1).

Although Title IX was passed in 1972, it was not until 1975 that the Department of Health, Education and Welfare (HEW) issued a regulation implementing this legislation. In December of 1979, the HEW again revised the policies with regard to athletics (Broyles, 1979). The following material is a summary of the December, 1979 Policy Interpretations.

The basic concept underlying the policy is that an institution will be presumed to be in compliance with the Title IX Athletic Regulations if it can demonstrate that it has eliminated discrimination in financial support, eliminated discrimination in other athletic benefits and opportunities, and follows an institutional policy that includes procedures

and standards for developing an athletic program that provides equal opportunity for men and women to accommodate their interests and abilities (HEW Proposed Policy Interpretation Concerning Title IX and Athletics, 1979). To determine if an existing program is in compliance with Title IX, the institution's average per capita expenditure for men and women must be substantially equal for those items which are "financially measurable" (scholarships, recruitment, equipment and supplies, travel and per diem, publicity, etc.) (HEW Proposed Policy Interpretation Concerning Title IX and Athletics, 1979). The average per capita expenditures will be calculated by dividing total expenditures on the mentioned items for each sex by the total number of participating athletes of each sex.

For those components which are not as financially measurable, the HEW's policy requires "comparable" benefits and opportunities. The following are examples of these benefits:

1. Opportunities to compete and practice. (Facilities and game schedules must be equally convenient.)
2. Opportunities to receive coaching and academic tutoring.
3. Provision of locker rooms, practice, and competitive facilities. (May either share time in existing facilities or upgrade the women's facilities).
4. Provision of medical and training facilities and services. (Insurance may vary by sport but must offer similar benefits to men and women; medical and training services and facilities must be available to both).
5. Provision of housing and dining facilities and services. (Housing and dining facilities must be equivalent and also such services as laundry, parking space, main services).

6. Provision of support services. (Equivalent amounts of administrative, secretarial, and clerical assistance must be available to both men's and women's programs.)

The final requirement of the Title IX policy states that an institution must accommodate the interests and abilities of the members of both sexes. Institutions are not required to integrate teams nor provide exactly the same sports. With respect to contact sports, if a sport is available to one sex it must also be available to the other sex, if the following criterion apply:

1. There is sufficient interest and ability to sustain a viable team.

2. The opportunities for members of the excluded sex have historically been limited. (In contact sports, separate teams must be provided if the two criterion above apply.)

3. Members of the excluded sex do not possess sufficient skill to be selected for a single integrated team or to compete actively if selected (Burke, 1979).

The Secretary of the HEW, Casper Weinberger, in testimony before the Subcommittee on Post Secondary Education of the United States House of Representatives, pointed out what Title IX and its regulations do not require:

1. It does not require equal aggregate expenditures for members of each sex or for male and female teams.

2. It does not require two separate equal facilities for every (or any) sport.

3. It does not require women to play football with men.

4. It will not result in the dissolution of athletic programs for men.

5. It does not require equal monies for athletic scholarships.

6. It does not require coeducational showers, locker rooms, and toilet facilities.

7. It does not mean that the NCAA will be dissolved and forced to fire all of its highly vocal staff.

In summary, Title IX does not require institutions to duplicate their men's programs for women or to offer exactly the same sports in exactly the same fashion for both men and women. Nor does it equate equal opportunity with equal penny-for-penny expense. It does require equal athletic opportunity, with specific athletic offerings being determined primarily by the interests and abilities of female and male students.

Title IX was designed to be enforced by compliance reviews or investigations of complaints. The penalty for noncompliance was to result in the termination of federal funds to the institution. Between October of 1979 and June of 1981, some 367 complaints alleging discrimination in athletics were filed ("How Has Athletics Changed?" 1982). Most of these complaints are still pending. Federal officials have not enforced the athletic provisions of Title IX at institutions of higher learning, despite a 1977 court order to process complaints according to strict timetables ("Universities Charged With Sex Discrimination in Athletics," 1980). A recent Supreme Court Ruling (Cannon vs. University of Chicago) provided a second avenue in the pursuit of equality in athletic programs when it was ruled that a female who felt that she had not been offered equal athletic opportunity (as required by the 1975 implementing regulation of the new 1979 policy interpretation) may sue the school or college directly (U.S. Commission on Civil Rights, 1980).

Despite poor federal leadership in enforcing Title IX, despite the NCAA's battle in 1976 to exempt athletics from coverage under Title IX, despite the NCAA's latest battle to exempt the revenue-producing sport from compliance with the Title IX regulations, and although it is felt by many women administrators that not one institution is in compliance with Title IX, substantial success has been achieved in enhancing women's athletic programs (Brocklehurst, 1978). Since Title IX was passed in 1972, participation by women in intercollegiate sport has increased by 250% ("Universities Charged With Sex Discrimination in Athletics," 1980). In 1972, women's athletics received only 2% of the average school's total athletic budget, which, in an average athletic budget of a large university (NCAA Division I), is in excess of \$2.8 million per year. In 1980, the average budget for a women's athletic program was 16% of the total athletic budget. However, since 30% of all intercollegiate athletes are now women, the average amount spent on women's athletic programs by colleges and universities is 14% too low ("Universities Charged With Sex Discrimination in Athletics," 1980). In 1975, 60 colleges offered athletic scholarships to women, compared to more than 500 in 1982 ("How Has Athletics Changed?" 1982).

Although there are many positive trends being felt nationwide, there seems to be a negative backlash in the perspective of the female coaches and female administrators. At many institutions, mergers of the female and male programs have concurred following Title IX. There are 86.5% of women's athletic programs which are under the supervision of male head athletic directors (Potera and Kort, 1986). The male athletic director has been given the top decision-making position. In over 30% of the institutions, no female is included in the administration of the female program. Ironically, legislation that was supposed to create equal

opportunity for women is being used to justify the restriction of women's opportunities to administer the programs (Grant, 1979). According to a study by Jean (cited in Vance, 1983), despite a substantial increase in the number of teams sponsored for women, "The representation of females among the coaching and administrative staff is declining" (p. 15). Women are losing their leadership roles, decision-making opportunities, and, in many cases, their jobs. Since 1976, the percentage of women's programs headed by women has dropped from 61% to 55% (Burke, 1979). The percentage of women's teams being coached by women has dropped 2% each year (from 69% to 61%) (Burke, 1979). When Schafer (cited in Potera and Kort, 1986) undertook a survey in Colorado, she found that the percentage of women high school coaches had declined from 89% to 38% between 1973 and 1983. Schafer cited Title IX as one of the major reasons for the decline. When schools began to provide equal opportunity to female and male athletes, coaching women became more prestigious and lucrative. As a result, men began applying for the jobs, using their years of experience in coaching and recruiting as qualifications (Potera and Kort, 1986). The overall data of the status of women in college athletics showed that the number of women athletes and the number of sports offered to women have increased markedly since the early 1970's. Even considering this information, the number of female athletes in the United States remains well below the number of male athletes, women are still offered fewer sports than are men at most colleges, and the percentage of females in the administration of the female programs and as coaches of the athletic teams appears to be declining.

If women's athletics are to continue to grow, prosper, and become equivalent with the men's programs, how will they be funded? The severe crisis in financing collegiate athletics has become the repeated excuse

for the remaining inequities in women's athletics. The funding problems have been attributed to double-digit inflation in the economy; the rising costs of travel, recruiting, and equipment; the increased base for salaries; the addition of new sports; the rising costs of grants-in-aid; the declining student or spectator interest; and/or the declining student enrollment (Raiborn, 1978). Many critics of women's athletics feel they will become the destruction of men's athletics, due to the increased financial burden. However, the financial crisis in intercollegiate athletics was not a factor (Lopiano, 1979). The financial crisis in men's athletics is not new. From 1970 to 1977, deficits in all categories of men's athletic programs have increased (Lopiano, 1979).

In contrast, a study by Raiborn (cited in "Most Major Programs Stable," 1982) revealed that more than half of the nation's college athletic departments with major football programs pay their own way. Despite that optimistic finding, 94% of those major programs believed that increased expenses are having a serious impact on athletics and that methods are needed to control those expenses. Expansion of women's programs was cited as the most significant cause of increased operating expenses ("Most Major Programs Stable," 1982). An article presented in Graduate Woman ("How Has Athletics Changed?" 1982) emphatically stated that the increased opportunity provided to women under Title IX has not been at the expense of the men's intercollegiate athletic programs. The number of men's teams has not decreased. Furthermore, two-thirds of all budget increases for athletic programs have been allocated to the men's programs. Burke (1979) also found that increased spending for the male athletic programs was actually greater than increased spending for the female programs. The increased amount of money budgeted for men's foot-

ball and basketball is, to a great extent, attributed to the high cost of three items: grants-in-aid, travel, and recruiting (Raiborn, 1978).

Despite all of the diversified views, a financial crisis is being felt by many institutions. Below are the alternatives suggested by three researchers to help curtail the increasing cost of "keeping up with the Joneses" in intercollegiate athletics.

Uehling (1981) offered the following five suggestions:

First, we need to insure that the institution is in fact in charge of academic standards, that we don't leave it to conferences to enforce, or we don't get caught between competing sets of rules, but that we say, these athletes are here because they are students, and we, the institution, are first and foremost going to set those standards. Second, we need institutional representatives responsible for athletics to make a commitment to the integrity of practice within our own institution. Third, we need to establish a mechanism to insure that in fact we are appropriately monitoring athletics. Fourth, we need chief executive officers to lessen the pressure, and our alumni to lessen their pressure, to have revenue-producing sports at all costs. Fifth, we have got to set up cooperative agreements among institutions to reduce the need to spend. Only with cooperation among institutions, and particularly in conferences, will we be able to stem this ever-burgeoning demand for more resources for athletics (p. 19).

Lopiano (1979) proposed five alternatives:

First, reduce maximum permissible grant-in-aid awards to tuition and require fees except in the case of need. Athletic funds may be used to fulfill the full need of the athlete as indicated by a standard predictor. Second, further reduce the maximum number of scholarships permitted. Third, further restrict or eliminate subsidized visits to campus by prospective student athletes. Fourth, further reduce or eliminate off-campus recruiting activities of coaches and other athletic representatives. Fifth, strictly limit permissible benefits to athletes on campus: segregated housing, single room housing, training table operations, and other 'fringe benefits' (p. 407).

Nyquist (1979) reported that to control the increasing costs of intercollegiate athletics, the campus presidents must become involved. "To coaches and athletic directors, beating the competition is the name of the game; more scholarships, more recruiting, more assistant coaches,

and bigger facilities are needed to win" (Nyquist, 1979, p. 384). Without long-term effective restraints on costs, institutions may have to prune the budget for men's sports, eliminate some of them, or expand the overall budget by increasing student fees and soliciting grants and gifts from alumni and legislatures.

In reviewing the literature related to the development of women's intercollegiate athletics, it is obvious that women have made great strides in gaining acceptance and approval for their participation in competitive athletics. The past two decades have afforded a great increase in the number of women participating in intercollegiate athletics: the number of sports available to the female has increased sharply; the amount of financial aid has increased drastically; and women are being provided with better paying jobs and practicing facilities, better coaching staffs, more publicity, acknowledgment, and a great deal of positive reinforcement through increased acceptance. There are still many obstacles to overcome before equality with the men's program is actually reached. The financial, managerial, and administrative future remains unclear and undefined. This study was undertaken to contribute the information regarding the status of women's intercollegiate athletics at the NAIA level institutions and provide an indicator for the future.

CHAPTER III

METHODS AND PROCEDURES

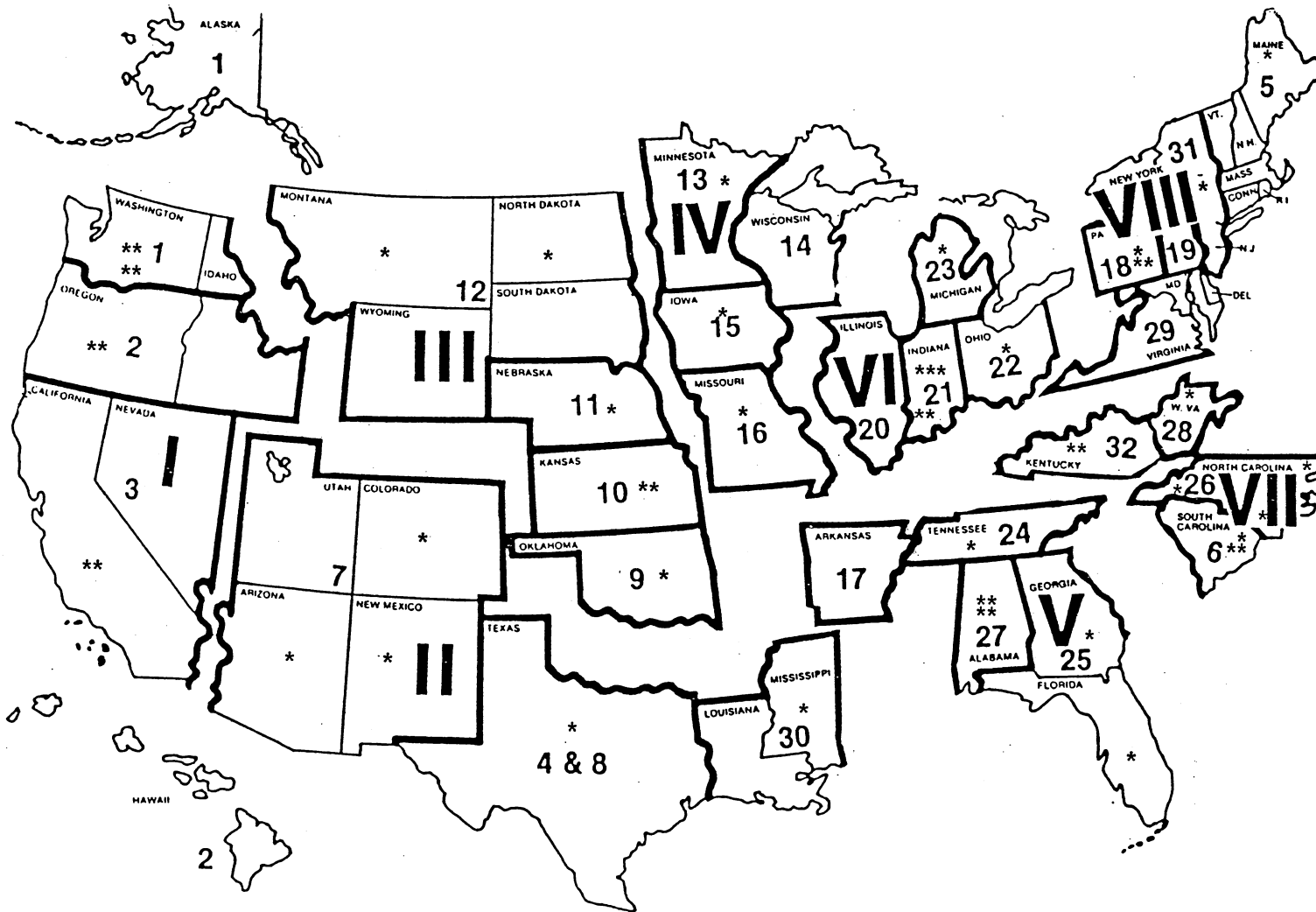
The purpose of this study was to determine if there were significant differences in administering men's and women's intercollegiate athletic programs at the NAIA level institutions. This chapter explains the selection of subjects, the selection of the instrument and collection of data, and the methods and procedures used in the statistical analysis.

Selection of Subjects

The NAIA has 467 colleges or universities which participate in women's intercollegiate athletics throughout the nation. These 467 schools were alphabetized, assigned a numerical value, and then 100 numbers were chosen by a random sampling method. The corresponding schools were selected as the research sample population. The sample included all geographic areas of the nation, including 30 states (Figure 1). The random sample contained institutions of varying student populations, which also varied in the size of their athletic programs. The athletic programs ranged from one sport offered to 14 offered. The institutions were insured anonymity to encourage the collection of accurate data.

Selection of Instrument

Three questionnaires were developed by the researcher to provide data for the comparative study (Appendix B). The validity and reliability of the questionnaires were determined by a panel of five judges.



Note: Asterisk (*) indicated location of responding institutions. Numbers 1-32 refer to districts; Roman numerals I-VIII refer to areas.

Figure 1. Responding Institutions, NAIA Area Map

The panel of judges was composed of five athletic administrators from Bethany Nazarene College, Oklahoma Baptist University, Central State University, Southwestern State University, and Oklahoma State University. The judges and their evaluation forms are cited in Appendix C. The questionnaire evaluation form was included with a request for comments and/or recommendations (Appendix B). Revisions were made from the panel's suggestions. The evaluation results, which were based on a 4-point scale (4 indicating "very acceptable") were as follows:

Item 1: Is Questionnaire I acceptable in terms of readability and clearness? (Rating: 3.2)

Item 2: Is Questionnaire I acceptable in terms of meeting the objectives of the purpose stated? (Rating: 3.6)

Item 3: Is Questionnaire II acceptable in terms of readability and clearness? (Rating: 3.6)

Item 4: Is Questionnaire II acceptable in terms of meeting the objectives of the purpose stated? (Rating: 3.8)

Item 5: Were the items in Questionnaire II acceptable as vital program components? (Rating: 3.6)

Item 6: Is Questionnaire III acceptable in terms of readability and clearness? (Rating: 3.6)

Item 7: Is Questionnaire III acceptable in terms of meeting the objectives of the purpose stated? (Rating: 3.6)

The null hypothesis, which stated that the questionnaire was unacceptable, was rejected at the .01 level of confidence. The chi-square results were as follows: chi-square (37.8), degrees of freedom (18), and probability of chance (0.0049).

Conditions and Procedures for Administering the Measuring Instrument

The three questionnaires were mailed to athletic directors of the randomly chosen institutions, along with a cover letter explaining the purpose and need for the study (Appendix A). The subjects were asked to complete the questionnaires and return them to the researcher by a specific deadline. Assumption three stated that the information provided was from the last completed fiscal year (1984-85). The questionnaires were numbered for identification purposes. The researcher was thus able to determine which institutions had not responded. A follow-up letter was sent to the institutions not responding. Correspondence with the institutions continued until 50 had participated.

Methods and Procedures of Statistical Analysis

The questionnaires provided statistical information necessary to determine if there was or was not a significant difference in the administering of men's and women's intercollegiate athletic programs at the NAIA level institutions. The .05 level of significance for all analytical procedures was established as the level for acceptance or rejection of the hypotheses. The questionnaires were designed for the specific objectives listed below.

Questionnaire I. Purpose: to determine if there was a significant difference in the amount of monies spent on each female athlete to that spent on each male athlete. The sports included in Questionnaire I were those sponsored by the NAIA. Hypothesis 1 was tested by determining the monies spent per athlete. The t-test was then used to determine if there was a significant difference between the means of the amount of monies

expended for each female athlete as compared to that expended for each male athlete, and to determine if the difference between the group means was large enough to assume that the corresponding population means were different.

Hypothesis 2 was analyzed by Questionnaire I by determining if there was a significant difference between the amount of salary received by the coaches of the women's sports to that received by coaches of men's sports. A t-test was used to determine significance.

Questionnaire II. The data collected from Questionnaire II was ordinal. A goodness-of-fit statistical analysis method was used to determine if there was a significant difference (as stated in Hypothesis 3) between the comparability or equivalence in 12 program components employed by the women's athletic programs to that employed by the men's athletic programs. The goodness-of-fit statistical procedure was directly related to the common chi-square methods, but compared the observed frequencies to an expected pattern. The null hypothesis expected there to be 100% of the observed results in the columns labeled "Same" or "Comparable/Equivalent." The critical χ^2 value is found for 11 degrees of freedom. This value was compared to the calculated χ^2 to determine significant differences at the .05 level of significance.

Questionnaire III. Purpose: To determine the major source of income for the women's athletic programs compared to the major source of income for the men's program. Questionnaire III was used to test Hypothesis 4. The questionnaire asked for the amount of income generated, for the male and female programs respectively, to be placed under each categorical source. A percentage of the total budget under the category of institutional funding was calculated. The t-test was used to determine if there was significant difference between the percentage received from

institutional funds for the male programs as compared to the percentage received for the female programs. The statistical computations for all of the above procedures were calculated by the TRS-80 Microcomputer System, using the "Advanced Statistical Analysis" Program.

CHAPTER IV

RESULTS

The primary purpose of this study was to determine if significant differences existed in administering men's and women's intercollegiate athletic programs at the NAIA level institutions, eight years after institutions were to be in compliance with the Educational Amendment of 1972 (Title IX). This chapter is divided into four parts which compare the administration of women's and men's intercollegiate athletic programs. Within each part, the purposes as stated in Chapter I were considered:

1. To identify and compare the amount of monies spent on each female athlete to that spent on each male athlete.
2. To assess comparability or equivalence of women's athletic program components to that of men's athletic program components.
3. To determine the major source of income for women's and men's athletic programs.
4. To identify and compare the salary received by the coaches of women's sports to that received by coaches of men's sports.

Amount of Monies Spent Per Athlete

The first hypothesis stated that there would be no significant difference in the amount of monies spent on each female athlete to that spent on each male athlete. Questionnaire I provided the total budget for the female athletic program and the total budget for the male

athletic program. In addition, the total number of female athletic participants and the total number of male athletic participants was provided. The amount of monies spent per athlete was determined by dividing the total athletic budget, excluding coaching salaries, by the total number of athletic participants of an institution (Table I). The matched pairs were inserted into the "Advanced Statistical Analysis" programmed t-test using the TRS80 model computer (Advanced Statistical Analysis, 1979). This test allowed the user to test for a significant difference between the means of two measures. The test provided the following information: the mean total amount of monies spent on each male athlete was \$1,761.80, with a standard deviation of \$1,742.49; the mean total amount spent on each female athlete was \$1,306.90, with a standard deviation of \$1,258.31. A t-ratio was used to determine if significant differences existed between the amount spent per athlete to the amount spent per female athlete. The .05 level of significance, which has a table t-value of 2.01, was used for acceptance or rejection of the null hypothesis. The t-ratio for the difference of the male to female means was 2.37, with a probability of .02. Since 2.37 is greater than 2.01, the t-value was significant at the .05 level of significance. The null hypothesis, stating that there would be no significant difference in the amount of monies spent on each female athlete to that spent on each male athlete, was therefore rejected. The results indicated that there was a significant difference in the amount spent on each male athlete compared to the amount spent on each female athlete 2 of 100 times (Table II).

Amount of Salary Received by Coaches

The second hypothesis stated that there would be no significant difference between the amount of salary received by the coaches of

TABLE I
MONIES SPENT PER ATHLETE

INSTITUTIONS	TOTAL BUDGET*		TOTAL NUMBER OF PARTICIPANTS		AVE. AMT.* SPENT PER ATHLETE		DIFFERENCE*
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
1	48,090	17,366	57	57	2,598	304	2,294
2	39,000	46,000	33	44	1,181	1,045	146
3	214,000	18,500	203	58	1,049	3,190	-2,141
4	264,100	106,400	151	51	1,749	2,086	-337
5	530,500	77,600	122	40	4,348	1,940	2,408
6	330,040	170,000	81	32	4,074	5,312	-1,238
7	80,790	48,910	104	56	776	873	-97
8	111,400	36,540	12	30	9,283	1,218	8,065
9	59,000	25,000	156	60	378	416	-38
10	49,200	36,900	148	89	332	414	-82
11	356,000	86,000	248	99	1,435	868	567
12	88,770	48,420	82	52	1,082	489	593
13	75,100	27,200	116	58	647	469	178
14	27,000	27,000	55	45	490	600	-110
15	27,600	19,100	99	82	278	232	46
16	232,500	83,00	198	51	1,174	1,627	-453
17	363,135	135,120	177	60	2,051	2,252	-201
18	162,285	63,492	86	76	1,887	835	1,052
19	61,415	19,407	301	88	204	220	-16
20	88,170	33,990	99	48	890	708	182
21	90,600	35,750	217	91	417	392	25
22	135,400	80,640	46	22	2,943	3,665	-722
23	65,490	27,100	151	91	423	297	136
24	542,400	46,700	138	50	3,930	934	2,996
25	13,000	13,000	12	12	1,083	1,083	-0-
26	23,700	14,400	56	43	423	334	89
27	41,200	21,800	65	38	633	573	60
28	25,500	21,000	121	68	210	308	-98
29	89,288	39,644	37	37	2,413	1,071	1,342
30	126,000	96,500	50	32	2,520	3,015	-495
31	81,000	21,500	71	48	1,140	448	692
32	184,596	61,532	40	19	4,615	3,238	1,377
33	11,000	9,000	42	46	261	195	66
34	64,000	23,000	65	32	984	718	266
35	27,500	4,500	64	20	429	225	204
36	44,200	19,900	172	78	257	255	2
37	126,280	40,180	185	118	682	340	342
38	240,100	57,700	189	42	1,212	1,357	-145
39	553,535	138,375	149	45	3,715	3,075	640
40	323,300	77,900	152	76	2,125	1,025	1,100
41	314,000	88,740	200	102	1,570	870	700
42	123,998	29,268	119	53	1,042	542	500
43	413,400	137,160	130	65	3,180	2,549	641
44	806,925	326,550	145	70	5,565	4,665	900
45	863,550	318,325	190	85	4,546	3,745	801
46	243,800	133,010	92	47	2,650	2,830	-180
47	19,760	6,650	76	35	260	190	50
48	61,512	16,461	66	31	932	531	401
49	114,000	70,000	79	59	1,443	1,186	257
50	56,056	28,200	98	47	572	600	-22

*Figures represent amounts in dollars.

TABLE II

RESULTS OF t-TEST USED TO DETERMINE SIGNIFICANT DIFFERENCE
 BETWEEN AVERAGE AMOUNT OF MONIES SPENT PER MALE
 ATHLETE TO AMOUNT PER FEMALE ATHLETE

	Amount Spent Per Athlete		Calculated t
	Mean	S.D.	
The total budget for the male athletic program was divided by the number of athletes to determine the amount spent on each athlete. The same procedure was used for the female athlete program.	Male Athlete	1761.8	1742.49
			2.37
	Female Athlete	1306.9	1258.31

Note: $p > .05$; significant at the .05 level (Table t = 2.01)

women's sports to that received by the coaches of men's sports. Questionnaire I also provided information regarding salaries and number of coaches for men's athletic programs and salaries and number of coaches for women's athletic programs. The salary figure only included the amount of stipend received for coaching and related duties. If released time from normal teaching duties was given, a figure was computed based on the salary received for those hours. To prove hypothesis 2, the average amount of salary received by coaches of men's sports and coaches of women's sports, respectively, was determined by dividing the total salary of the coaches by the total number of coaches to provide matched pairs (Table III). The matched pairs were entered as data into the t-test program mentioned previously. The following results were yielded: the mean salary of coaches of male sports was \$6,777.12 per coach, with a standard deviation of \$7,169.76. The mean salary for the coaches of female sports was \$4,998.44 per coach, with a standard deviation of \$5,774.55. A t-ratio was used to determine if a significant difference existed between the average salary for the coaches of men's athletics to that of the average salary for the coaches of women's athletics.

The .05 level of significance has a tabled t of 2.01, with 49 degrees of freedom. The calculated t-ratio for the difference between the means was 1.821, with a probability of .071. Since 1.82 is less than 2.01, the null hypothesis was accepted at the .05 level of significance. The results indicated that there was a significant difference between the average salary for coaches of men's sports and the average salary for coaches of women's sports (Table IV). It should be noted that there was a difference in the means of \$1,778.68. The coaches of men's programs did receive higher salaries, but for research purposes using the .05 level of significance, the amount was not significant.

TABLE III
AVERAGE SALARIES FOR COACHES

INSTITUTION	MEN'S ATHLETIC PROGRAM			WOMEN'S ATHLETIC PROGRAM		
	Total Salaries of Coaches*	Number of Coaches	Average Salary	Total Salaries of Coaches*	Number of Coaches	Average Salary
1	18,100	4	4,525	-0-	4	-0-
2	4,750	2	2,375	4,200	3	1,400
3	16,000	4	4,000	14,000	4	3,500
4	30,000	5	6,000	29,000	5	5,800
5	57,900	8	7,238	24,400	4	6,100
6	13,000	5	2,600	7,000	2	3,500
7	-0-	6	-0-	-0-	4	-0-
8	29,000	1	29,000	-0-	3	-0-
9	14,000	8	1,750	6,000	3	2,000
10	17,000	8	2,125	10,500	5	2,100
11	120,300	9	13,367	49,600	6	8,267
12	109,000	5	21,800	85,000	4	21,250
13	13,200	7	1,886	4,700	3	1,567
14	16,800	5	3,360	9,500	4	2,375
15	73,000	4	18,250	120,000	5	24,000
16	3,400	3	1,133	2,700	3	900
17	143,000	5	28,600	69,000	3	23,000
18	24,450	6	4,075	2,275	3	758
19	27,000	9	3,000	18,000	6	3,000
20	24,500	7	3,500	14,000	4	3,500
21	10,900	6	1,816	6,900	7	986
22	54,000	3	18,000	30,000	2	15,000
23	29,500	5	5,900	13,000	6	2,167
24	-0-	6	-0-	-0-	5	-0-
25	11,000	1	11,000	9,500	1	9,500
26	24,750	4	6,188	18,750	3	6,250
27	2,500	4	625	2,000	3	667
28	12,500	7	1,786	4,550	3	1,518
29	39,100	2	19,550	18,500	1	18,500
30	39,500	4	9,875	38,500	3	12,833
31	1,400	5	280	7,500	3	2,500
32	7,200	2	3,600	6,000	2	3,000
33	-0-	3	-0-	-0-	3	-0-
34	8,000	4	2,000	6,000	3	2,000
35	7,000	5	1,400	1,200	2	600
36	56,300	5	11,260	17,300	3	5,767
37	119,000	8	14,875	52,000	6	8,667
38	120,000	8	15,000	26,000	3	8,667
39	64,500	9	7,167	29,000	4	7,250
40	31,000	5	6,200	2,450	3	817

Table III (Continued)

INSTITUTION	MEN'S ATHLETIC PROGRAM			WOMEN'S ATHLETIC PROGRAM		
	Total Salaries of Coaches*	Number of Coaches	Average Salary	Total Salaries of Coaches*	Number of Coaches	Average Salary
41	57,900	8	7,238	7,238	4	7,238
42	13,400	7	1,914	4,800	3	1,600
43	12,500	7	1,786	4,500	3	1,517
44	9,600	7	1,371	5,500	5	1,100
45	9,200	3	3,067	8,600	3	2,867
46	29,256	4	7,314	15,961	3	5,320
47	2,371	3	790	1,575	2	788
48	7,381	5	1,476	2,000	2	1,000
49	38,000	7	5,429	29,000	5	5,800
50	120,300	9	13,356	39,000	3	13,000

*Figures include only the amount of monies received for coaching and related duties.

Comparability or Equivalence of Program Components

The third hypothesis stated that there would be no significant difference in the comparability or equivalence in the program components employed by women's athletic programs to that employed by men's athletic programs. Questionnaire II asked the participating institutions to rate the 12 program components (practice facilities, game facilities, practice times, coaches' teaching loads, number of tutors provided, locker rooms, medical and training room services, housing and dining facilities, publicity, travel allowances, uniforms, and equipment and supplies) under the categories of "Same," "Comparable or Equivalent," or "Not Equivalent or Comparable" (Table V). The directions were specifically to compare men's and women's program components in terms of condition, value, convenience, and/or prime times. Comparable or equivalent was defined as equal in quality or effect, not necessarily identical.

TABLE IV
 RESULTS OF t-TEST USED TO DETERMINE SIGNIFICANT DIFFERENCE
 BETWEEN SALARIES FOR MEN'S ATHLETICS
 COMPARED TO WOMEN'S ATHLETICS

	Amount of Average Coaching Salary		
	Mean	S.D.	Calculated t
The coaching salaries for the men's athletic program were totaled and divided by the total number of coaches. The same procedure was used for the women's athletic program.	Men's Athlete Coaches	6777.12	7169.76
	Women's Athlete Coaches	4998.44	5774.55
			1.82

Note: $p > .05$; significant at the .05 level (Table t = 2.01)

TABLE V
NUMBER OF RESPONSES IN EACH CATEGORY
OF PROGRAM COMPONENTS

Program Components	Same	Comparable or Equivalent	Not Comparable or Equivalent
Practice Facilities	40	7	3
Game Facilities	37	10	3
Practice Times	26	24	0
Coaching and Teaching Loads	31	12	7
Number of Tutors Provided	42	4	4
Locker Rooms	22	20	8
Medical and Training Room Services	38	12	0
Housing and Dining Facilities	37	11	2
Publicity	31	11	8
Travel Allowances	33	14	3
Uniforms	0	46	4
Equipment and Supplies	0	45	5
Total	337	216	47

Since ordinal data was obtained, a goodness-to-fit statistical procedure was employed to prove or disprove the null hypothesis. The goodness-to-fit compared the observed results to an expected pattern. In this study, the null hypothesis expected 100% of the observed results to be in the same or comparable/equivalent column. The research method yielded the following results:

The probability point, with 11 degrees of freedom at the .05 level of significance, was 19.68. The χ^2 in the research equaled 5.30, which is less than 19.68. Consequently, the null hypothesis, which stated that there would be no significant difference in the comparability or

equivalence in the program components employed by women's athletic programs to that employed by men's athletic programs, was accepted.

A goodness-of-fit test was used to determine whether the frequency of responses in the comparable/equivalent category for each program component differed significantly from the expected frequency. The χ^2 equals the sum of (observed responses minus expected responses) squared, divided by the expected responses [$\chi^2 = \sum \frac{(O-E)^2}{E}$]. The computed $\chi^2 = 5.30$ (df = 11), was not significant at the .05 level, since the tabled critical value was 19.68; therefore, the null hypothesis was accepted.

The actual number of responses under the same, comparable, or equivalent columns was 553, compared to only 47 responses under the not comparable/equivalent column. The program components demonstrating the greatest discrepancies from the expected results were coaches' teaching loads, locker room facilities, publicity, and equipment/supplies.

Determination of the Major Source of Funding for the Athletic Program

Hypothesis 4 stated that there would be no significant difference between the percentage of funding from institutional sources for males, compared to that of females. Questionnaire III provided data regarding the source of income for the athletic programs. Thirteen categories were provided as possible sources of funding (gate receipts, guarantees, endowments, contributions, booster clubs, conference, bowl games, television income, institutional funding, student fees, championship play, special events, concessions, and others). The subjects were asked to list the amount of money generated in each category with a column for men's programs and a column for women's programs. If funds were combined, the amount was placed in the third column, labeled "Combined

Amount." The amount was then divided equally to both programs by the researcher (Table VI). The percentage of institutional funding was calculated for each institution. Institutional funding was defined as the monies which are supplied by state or federal sources, and/or student fees. The data received was input into the t-test program to prove or disprove Hypothesis 4. The mean percentage of institutional funding for the men's program was 85.7%, with a standard deviation of 11.54%. The mean percentage of institutional funding for the women's program was 89.3%, with a standard deviation of 14.1%. The difference between the mean of men's institutional funding and the women's institutional funding was -3.52. The calculated t was -1.97, using 49 degrees of freedom. The tabled t (critical value) for .05 level of significance is 2.01. Since 1.9 is less than 2.01, the null hypothesis is accepted (Table VII).

Although the women's athletic program was more dependent on institutional funding (4% more), the difference was not great. It should be noted, however, that the significant level of .05 was only missed by a slight amount. The research indicated that there would be a difference 94.8 times out of 100, which was less than the required 95 out of 100 for statistical significance. Thus, there was no significant difference between the percentage of funding from institutional sources for the men's athletic program, compared to that of the women's athletic program.

Discussion

The current practices in the administering of women's intercollegiate athletics, compared to the administering of men's intercollegiate athletics, eight years after Title IX required institutions to be in compliance with the amendment, were studied in this research. Title IX stated that no person in the United States shall, on the basis of sex, be

TABLE VI
 PERCENTAGE RECEIVED FROM INSTITUTIONAL
 FUNDING FOR INTERCOLLEGIATE ATHLETICS

Institution	Percentage of Funding of Men's Program*	Percentage of Funding of Women's Program*
1	82	99
2	89	96
3	79	73
4	100	100
5	52	84
6	88	57
7	94	100
8	75	100
9	68	84
10	69	74
11	100	100
12	89	89
13	63	44
14	81	81
15	100	100
16	100	100
17	87	90
18	95	99
19	91	60
20	96	96
21	70	100
22	99	98
23	80	100
24	97	77
25	100	100

TABLE VI (Continued)

Institution	Percentage of Funding of Men's Program*	Percentage of Funding of Women's Program*
26	75	77
27	60	48
28	90	94
29	92	100
30	78	78
31	98	93
32	100	100
33	75	75
34	90	100
35	98	100
36	98	100
37	84	98
38	78	81
39	90	93
40	84	87
41	83	86
42	79	92
43	96	97
44	92	100
45	82	99
46	79	73
47	75	100
48	95	99
49	80	97
50	92	95

*Figures represent the percentage of institutional funding.

TABLE VII
 RESULTS OF t-TEST USED TO DETERMINE SIGNIFICANT DIFFERENCE
 BETWEEN AVERAGE PERCENTAGE OF INSTITUTIONAL
 FUNDING FOR MEN'S ATHLETICS COMPARED
 TO WOMEN'S ATHLETICS

	Average Percentage of Institutional Funding		
	Mean	S.D.	Calculated t
The possible sources of income for the men's and women's athletic programs were broken down into 13 categories. The percentage of institutional funding for women was compared to the institutional funding for the men by means of a t-test.	Men's Athletics	87.74%	11.54
	Women's Athletics	89.26%	14.09
			1.97

Note: $p < .05$; significant at the .05 level (Table $t = 2.01$)

excluded from participation in, be denied the benefits, or be subjected to discrimination under any educational program or activity receiving federal financial assistance. Equal opportunity in athletics has been and continues to be a most controversial part of Title IX. It is also the most difficult and costly to administer. The results of this study should help to determine if the institutions surveyed were in compliance with the Educational Amendment of 1972 (Title IX). The data do provide statistical information regarding the respective hypotheses. However, the study produced conflicting results. This affirms the problem that most administrators are faced with in obtaining compliance and the difficulty of enforcing the amendment.

Hypothesis 1, as stated, indicated that there would be no significant difference in the amount of monies spent on each female athlete to that spent on each male athlete. The hypothesis was rejected at the .05 level of significance. This hypothesis dealt with interval data. There were more monies spent on the male athletes than on the female athletes (\$454.00 more per athlete). One possible solution for the discrepancy between Hypothesis 1 and Hypothesis 2, which asked for the opinion of the respondent, could be the fact that 86.5% of women's athletic programs in coed colleges are under the supervision of male athletic directors (Potera and Kort, 1986). The researcher feels that this criteria of determining compliance is the most accurate, since it is based on objective figures rather than subjective evaluations made by administrators.

Hypothesis 2 sought to prove that there was no significant differences between the amount of salaries received by coaches of women's sports to that received by the coaches of men's sports. Hypothesis 2 was accepted at the .05 level of significance. For informative purposes, it must be noted that there was a mean difference of \$1,778.00. The

probability that coaches of male sports received higher salaries was .07 (93 out of 100 times). In the opinion of the researcher, there would be a greater discrepancy if fewer men were coaching women's sports (Table VIII).

TABLE VIII
THE COLLEGIATE TREND: PERCENTAGE OF SELECTED
WOMEN'S INTERCOLLEGIATE SPORTS
COACHED BY WOMEN

Sport	1977-78 (%)	1985-86 (%)
Archery	83.4	60.0
Basketball	79.4	61.0
Crew	11.9	22.0
Field Hockey	99.1	97.1
Gymnastics	69.7	55.7
Soccer	29.4	30.7
Swimming/Diving	53.6	30.0
Tennis	72.9	30.0
Track	52.3	23.1
Volleyball	86.6	71.3

Source: C. Potera and M. Kort, "Are Women Coaches an Endangered Species?" Women's Sports and Fitness (1986).

As women's athletics grew in popularity and more jobs became available, male coaches found new avenues of employment. Men, in general, have greater experience in salary negotiations and a longer history of coaching involvement, which places them in good positions to barter and obtain salary increases.

Hypothesis 3 tested significant differences in the comparability or equivalence in the program components of women's athletic programs to that of men's programs. Restated, "Is the women's program comparable or equivalent to the men's program, or do deficiencies exist?" Questionnaire II requested ordinal data from the participants. The responses were overwhelmingly in favor of Hypothesis 3. Only 8% of the responses were located in the "Not Comparable/Equivalent" category. Since the information requested was ordinal data, the participant was asked to give subjective responses. It should be noted that the questionnaires were sent to the women's athletic directors, in which 35 of the 50 were men (equivalent to 70%).

To study the administering of athletic programs, the source of revenue for the programs should be identified. The original thought of the researcher was that the women's program would need greater aid from institutional sources than the men's program, due to less generated income for the women's respective sports. Hypothesis 4 stated that there would be no significant difference between the percentage of funding from institutional sources for the male athletic programs, compared to the female athletic programs. Hypothesis 4 was accepted, with only 4% more of the total funding for the women's program received from institutional sources, compared to the percentage received by the men's program from institutional funding. It is important to keep in mind that the population sample was NAIA level institutions. In the opinion of the researcher, based on the review of literature, there would be a greater discrepancy between funding sources at the NCAA Division I level institutions. Raiborn (1978) concluded that most NCAA Division I athletic programs pay their own way. In Raiborn's report, the average revenue generated by the men's program was \$3,391,000, with an average expense of

\$3,243,000. In contrast, the women's programs generated an average revenue of \$124,000, with an average expense of \$392,000.

The data indicated that, although more money per athlete was spent on male athletes than on female athletes, the administrators of the participating institutions felt that the programs were being administered comparably or with equivalence. The data also indicated that the coaches of the women's programs received less money for their coaching than did the coaches for the men's programs, but the difference was not significant at the .05 level. The study found that the major source of funding for both the men's and women's athletic programs was from institutional dispersements.

As a result of this study, and by a thorough review of the literature regarding women's intercollegiate athletics, the researcher concluded that there have been positive effects as well as negative backlashes from Title IX in the administration of women's athletics. The positive effects included improved athletic equipment, upgraded practice and competitive facilities, improved coaching salaries and stipends, improved women's athletic budgets, and substantial improvements in training and medical services.

On a negative side, in order for women to practice and compete as the men's athletic teams do, the practice and game schedules have been expanded. This has put a strain on the existing facilities. The most drastic negative backlash has been the loss of women coaches and women administrators in the athletic programs. Although the number of women participating in intercollegiate athletics has greatly increased, it should be noted that in this research population the number of female athletic participants was far less than the number of male participants. There were 5,745 male athletes, compared to 2,779 female athletes, a

difference of 2,966. This data was not specifically used in the research, due to the many variables. As an example, if a school has a football squad of 90-100 members, this could inflate the difference since there are currently no women's sports that would contain such a large squad. The institution should, however, consider this criteria when determining their progress in meeting the needs and interests of their students.

As a result of studying the data concerning the current practice in administering the intercollegiate athletic programs at 50 NAIA institutions, it was found that one of the four hypotheses was rejected. There was a significant difference in the amount of monies spent on each male athlete (an average of \$1,761.80), compared to each female athlete (an average of \$1,306.90). There was no significant difference between the average salary of \$6,777.12 for coaches of men's sports, and the average salary of \$4,998.44 for coaches of women's sports. Regarding comparability or equivalence of program components, the data overwhelmingly supported the null hypothesis. Although the probability of significant differences between the percentage of institutional funding for the men's athletic programs and the women's athletic programs was .052, for purposes of statistical research, the null hypothesis was accepted at the .05 level of significance.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose

The primary purpose of this study was to determine if there were significant differences in administering men's and women's intercollegiate athletic programs at NAIA level institutions. In order to study this problem, the following specific purposes were included in the research:

1. To identify and compare the amount of monies spent on each female athlete to that spent on each male athlete.
2. To assess comparability or equivalence of women's athletic program components to that of men's athletic program components.
3. To determine the major source of income for women's and men's athletic programs.
4. To identify and compare the salaries received by coaches of women's sports to salaries received by coaches of men's sports.

Procedure

One hundred NAIA institutions were randomly selected as the subjects in the study. Three questionnaires, which were developed by the researcher and were tested for validity and reliability by a panel of judges, were mailed to the women's athletic directors of the selected institutions. The completed questionnaires were returned to the

researcher and the data was compiled. A t-ratio was used to determine if significant differences existed in the amount of monies spent on each female athlete and on each male athlete, to determine if significant differences existed in the amount of salaries received by the coaches of women's sports and by the coaches of men's sports, and to determine if significant differences existed in the percentage of the total athletic budget received from institutional funds for the male program and the percentage from institutional funds for the female programs.

The goodness-of-fit chi-square method was used to determine if significant differences in the comparability or equivalence in 12 program components of women's athletic programs and the program components of the men's athletic programs. The significant level of .05 was established as the level of significance for acceptance or rejection of the previously stated hypotheses.

Findings

Using the .05 level of significance, the conclusions were as follows:

1. There is no significant difference in the amount of monies spent on each female athlete to that spent on each male athlete. Hypothesis 1 was rejected.
2. There is no significant difference between the amount of salary received by the coaches of women's sports to that received by the coaches of men's sports. Hypothesis 2 was accepted.
3. There is no significant difference in the comparability or equivalence in the program components employed by women's athletic programs to that employed by men's athletic programs. Hypothesis 3 was accepted.

4. There is no significant difference between the percentage of funding from the institutional sources for men's athletics, compared to that of women's athletics. Hypothesis 4 was accepted.

Conclusions

The women's intercollegiate program was compared to the men's intercollegiate program in four administrative areas: amount of monies spent per athlete, amount received for coaching duties, comparison of program components (equipment and supplies, scheduling of games and practice times, travel and per diem allowance, opportunities to receive coaching and academic tutoring, assignment and compensation of coaches and tutors, provision of locker rooms, practice and competitive facilities, provision of medical and training facilities and services, provision of housing and dining facilities and services, publicity, recruitment, and provision of support services), and the percentage of institutional funding in the athletic budgets. More money was spent on each male athlete than on each female athlete at a significant level. The coaches of the men's athletic teams received more money for their coaching than did the coaches of the women's athletic teams, but not at a significant level. The administrators of the athletic programs felt very strongly that the athletic program components were comparable and/or equivalent. Finally, the women's athletic program received a greater percentage of their budgets from institutional sources than did the men's athletic program, but not at a significant level (Table IX).

Recommendations

Based on the findings and conclusions of this study, the following recommendations are submitted:

TABLE IX
RESULTS OF RESEARCH HYPOTHESES

	Ho Accepted	Mean of Men's	Mean of Women's	Difference	Calculated Value	Critical Value
H ₁ - There is no significant difference in the amount of money spend on each female athlete to that spend on each male athlete.	NO	1761.8	1306.9	454.9	2.34*	2.01
H ₂ - There is no significant difference between the amount of salary received by the coaches of the women's sports to that received by the coaches of the men's sports.	YES	6777.12	4998.44	1778.68	1.82	2.01
H ₃ - There is no significant difference in the comparability of equivalence in the program components employed by the women's athletic programs to that employed by the men's athletic programs.	YES	N/A	N/A	N/A	5.30	19.68
H ₄ - There is no significant difference between the percentage of funding from institutional sources for males as compared to that of females.	YES	85.7%	89.3%	-3.6%	-1.97	2.01

*p < .05

1. Institutions for teacher preparation and training should focus attention on the need to prepare females to assume coaching and administrative positions for high levels of athletic competition.

2. Educational institutions should improve the process of determining the interests, needs, and abilities of female athletes to increase the number of female participants at the NAIA level institutions.

3. Administrators should support their subjective opinion that program components for the men and women are equal, with equal funding per athlete.

4. Coaching salaries for the coaches of men's and women's programs should be based on "equal pay for an equal job."

5. The sample group should be expanded to include all levels of athletic competition (e.g., NCAA Divisions I-IV).

6. Additional follow-up studies should be constructed to document the progress of equality in the hiring practices in higher education.

7. Additional studies of the intercollegiate athletic budget and means to reallocate athletic funds are pertinent at this time.

8. An additional study should be conducted to compare the administration of specific sports at each institution. (For example, a comparison of men's tennis to women's tennis.)

Concluding General Recommendations

The 1970's and 1980's have evolved into important years for women's sports. Great strides have been made to provide equal opportunity for women in all facets of life, but most specific for this study was the area of athletics. Educational institutions have been required to provide equal opportunity by the federal government. It is time that educational institutions realize their obligation to their students and

employees and begin to take a more active and voluntary role in providing equal opportunities for all, regardless of race, color, religion, national origin, or sex.

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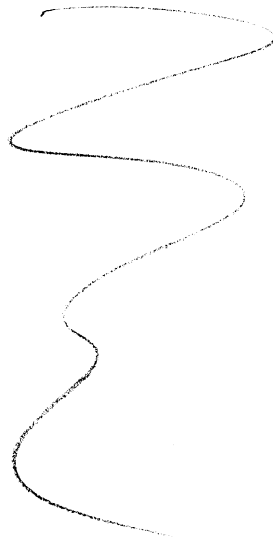
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APPENDIXES



APPENDIX A
CORRESPONDENCE

January 21, 1986

Dear Administrator:

The purpose of this survey is to provide an analysis of the financial status and the current administrative trends in intercollegiate athletics. The information will be used as the statistical information for a study being completed for Oklahoma State University. I would like to assure you that the information will be presented only in the form of totals from all institutions replying, and that the institutions will not be named. In times of such dire financial situations, I hope you share my concern with this issue and that you will aid me in this project.

Please return the completed survey in the enclosed envelope by February 20, 1986. The results will be sent to your institution upon request. Thank you for your cooperation.

Sincerely,

Linda L. Lacy

February 22, 1986

Dear Administrator:

This is a follow-up letter in response to the financial analysis survey mailed to you on January 21, 1986. I would greatly appreciate your aid in supplying the information requested. I am aware that the survey is a bit time consuming, but the results should be valuable. Thank you very much for your cooperation.

Sincerely,

Linda L. Lacy

April 10, 1984

Dear Administrator:

I am currently in the process of writing my dissertation. The enclosed survey is a vital part of my research. To give the instrument validity and reliability, I need a panel of judges to make an evaluation of it. Feel free to add any suggestions you might have. The major purpose of the dissertation is as follows: to determine if there are differences in the administering of men's and women's intercollegiate athletic programs at the NAIA institutions.

I realize that you are busy, but I would greatly appreciate a speedy response. I must wait until all judges have responded to send out my surveys. Your help and time are greatly appreciated.

Sincerely,

Linda L. Lacy
Doctoral Candidate
Oklahoma State University

APPENDIX B
QUESTIONNAIRES

FINANCIAL ANALYSIS OF SPORT EXPENDITURES
QUESTIONNAIRE I

SPORT	NUMBER OF PARTICIPANTS TOTAL TRAVEL AVG.1 SQUAD	TOTAL BUDGET FOR SPORT EXCLUDING SALARIES 2	SCHOLARSHIPS			COACHES SALARIES 4	
			NUMBER OF FULL ³	VALUE OF FULL	NUMBER OF M FM	HEAD	AVERAGE ASSISTANTS
BASEBALL							
BASKETBALL-M							
BASKETBALL-W							
CROSS COUNTRY-M							
CROSS COUNTRY-W							
FOOTBALL							
GOLF-M							
GOLF-F							
GYMNASTICS-M							
GYMNASTICS-W							
ICE HOCKEY							
SOCCER-M							
SOCCER-W							
SOFTBALL							
SWIMMING & DIVING-M							
SWIMMING & DIVING-W							
TENNIS-M							
TENNIS-W							
TRACK & FIELD-M							
TRACK & FIELD-W							
VOLLEYBALL-M							
VOLLEYBALL-W							
WRESTLING							
OTHERS: PLEASE LIST							

¹ The number may vary during season. Please indicate the average number.

² Do not include the cost of items which are funded through a general fund (Telephone, etc)

³ Please total all partial scholarships.

⁴ Only include the amount received for coaching and related duties.

*M=MEN

*W=WOMEN

COMPARISON OF MEN'S AND WOMEN'S PROGRAMS IN TERMS OF:
CONDITION, VALUE, CONVENIENCE, AND/OR PRIME TIMES

QUESTIONNAIRE II

Please note clarification at the bottom	SAME	COMPARABLE or EQUIVALENT *	NOT COMPARABLE or NOT EQUIVALENT *
PRACTICE FACILITIES			
GAME FACILITIES			
PRACTICE TIMES			
COACHES' TEACHING LOADS			
NUMBER OF TUTORS PROVIDED			
LOCKER ROOMS			
MEDICAL AND TRAINING ROOM SERVICES			
HOUSING AND DINING FACILITIES			
PUBLICITY			
TRAVEL ALLOWANCES (Transportation, food, lodging)			
UNIFORMS			
EQUIPMENT AND SUPPLIES			

*Comparable or equivalent refers to equal in quality or effect not necessarily identical.

SOURCE OF INCOME
QUESTIONNAIRE III

SOURCE	AMOUNT GENERATED BY MEN'S PROGRAM	AMOUNT GENERATED BY WOMEN'S PROGRAM	COMBINED AMOUNT*
GATE RECEIPTS			
GUARANTEES			
ENDOWMENTS			
CONTRIBUTIONS			
BOOSTER CLUB			
CONFERENCE			
BOWL GAMES			
TELEVISION INCOME			
INSTITUTION FUNDING			
STUDENT FEES			
CHAMPIONSHIP PLAY			
SPECIAL EVENTS			
CONCESSIONS			
OTHERS: PLEASE LIST			
TOTAL INCOME			

*If a separation cannot be determined, please indicate a combined amount.

Does your institution or the students of your institution receive direct Federal financial support?

YES NO

APPENDIX C
EVALUATION FORMS AND JUDGES

SUMMARY OF RESPONSES BY JUDGES
EVALUATION FORM

Please analyze the questionnaires and make an evaluation of each based on the following criteria.

Questionnaire I. Purpose: To determine if there is a significant difference in the amount of money spent on each female athlete to that spent on each male athlete.

Questionnaire II. Purpose: To determine if there is a significant difference in the comparability or equivalence of program components and the administering of the women's athletic programs to that of of the men's programs.

Questionnaire III. Purpose: To determine the major source of income for the women's athletic programs compared to the major source of income for the men's program.

	VERY ACCEPTABLE	ACCEPTABLE	SOMEWHAT ACCEPTABLE	NOT ACCEPTABLE
1. Is Q-1 acceptable in terms of readability and clearness?	2	2	1	0
2. Is Q-1 acceptable in terms of meeting the objectives of the purpose stated?	3	2	0	0
3. Is Q-2 acceptable in terms of readability and clearness?	3	2	0	0
4. Is Q-2 acceptable in terms of meeting the objectives of the purpose stated?	4	1	0	0
5. Are the items in Q-2 acceptable as vital program components?	3	2	0	0
6. Is Q-3 acceptable in terms of readability and clearness?	3	2	0	0
7. Is Q-3 acceptable in terms of meeting the objectives of the purpose stated?	3	2	0	0

Please add any suggestions or comments on the back of this page or on the questionnaires.

OKLAHOMA BAPTIST UNIV.
DAVID SALIFE

EVALUATION FORM

Please analyze the questionnaires and make an evaluation of each based on the following criteria.

Questionnaire I. Purpose: To determine if there is a significant difference in the amount of money spent on each female athlete to that spent on each male athlete.

Questionnaire II. Purpose: To determine if there is a significant difference in the comparability or equivalence of program components and the administering of the women's athletic programs to that of of the men's programs.

Questionnaire III. Purpose: To determine the major source of income for the women's athletic programs compared to the major source of income for the men's program.

	VERY ACCEPTABLE	ACCEPTABLE	SOMEWHAT ACCEPTABLE	NOT ACCEPTABLE
1. Is Q-1 acceptable in terms of readability and clearness?		X		
2. Is Q-1 acceptable in terms of meeting the objectives of the purpose stated?		X		
3. Is Q-2 acceptable in terms of readability and clearness?	X			
4. Is Q-2 acceptable in terms of meeting the objectives of the purpose stated?	X			
5. Are the items in Q-2 acceptable as vital program components?	X			
6. Is Q-3 acceptable in terms of readability and clearness?	X			
7. Is Q-3 acceptable in terms of meeting the objectives of the purpose stated?	X			

Please add any suggestions or comments on the back of this page or on the questionnaires.

EVALUATION FORM

SOUTHWESTERN OKLAHOMA STATE
UNIVERSITY
CECIL PERKINS

Please analyze the questionnaires and make an evaluation of each based on the following criteria.

Questionnaire I. Purpose: To determine if there is a significant difference in the amount of money spent on each female athlete to that spent on each male athlete.

Questionnaire II. Purpose: To determine if there is a significant difference in the comparability or equivalence of program components and the administering of the women's athletic programs to that of of the men's programs.

Questionnaire III. Purpose: To determine the major source of income for the women's athletic programs compared to the major source of income for the men's program.

	VERY ACCEPTABLE	ACCEPTABLE	SOMEWHAT ACCEPTABLE	NOT ACCEPTABLE
1. Is Q-1 acceptable in terms of readability and clearness?	YES			
2. Is Q-1 acceptable in terms of meeting the objectives of the purpose stated?	YES			
3. Is Q-2 acceptable in terms of readability and clearness?	YES			
4. Is Q-2 acceptable in terms of meeting the objectives of the purpose stated?	YES			
5. Are the items in Q-2 acceptable as vital program components?	YES			
6. Is Q-3 acceptable in terms of readability and clearness?	YES			
7. Is Q-3 acceptable in terms of meeting the objectives of the purpose stated?	YES			

Please add any suggestions or comments on the back of this page or on the questionnaires.

EVALUATION FORM

CENTRAL STATE UNIV.
CHARLES MURDOCK

Please analyze the questionnaires and make an evaluation of each based on the following criteria.

Questionnaire I. Purpose: To determine if there is a significant difference in the amount of money spent on each female athlete to that spent on each male athlete.

Questionnaire II. Purpose: To determine if there is a significant difference in the comparability or equivalence of program components and the administering of the women's athletic programs to that of the men's programs.

Questionnaire III. Purpose: To determine the major source of income for the women's athletic programs compared to the major source of income for the men's program.

	VERY ACCEPTABLE	ACCEPTABLE	SOMEWHAT ACCEPTABLE	NOT ACCEPTABLE
1. Is Q-1 acceptable in terms of readability and clearness?		XX		
2. Is Q-1 acceptable in terms of meeting the objectives of the purpose stated?		XX		
3. Is Q-2 acceptable in terms of readability and clearness?		XX		
4. Is Q-2 acceptable in terms of meeting the objectives of the purpose stated?		XX		
5. Are the items in Q-2 acceptable as vital program components?		XX		
6. Is Q-3 acceptable in terms of readability and clearness?		XX		
7. Is Q-3 acceptable in terms of meeting the objectives of the purpose stated?		XX		

Please add any suggestions or comments on the back of this page or on the questionnaires.

EVALUATION FORM

OKLAHOMA STATE UNIV.
MYRON RODERICK

Please analyze the questionnaires and make an evaluation of each based on the following criteria.

Questionnaire I. Purpose: To determine if there is a significant difference in the amount of money spent on each female athlete to that spent on each male athlete.

Questionnaire II. Purpose: To determine if there is a significant difference in the comparability or equivalence of program components and the administering of the women's athletic programs to that of of the men's programs.

Questionnaire III. Purpose: To determine the major source of income for the women's athletic programs compared to the major source of income for the men's program.

	VERY ACCEPTABLE	ACCEPTABLE	SOMEWHAT ACCEPTABLE	NOT ACCEPTABLE
1. Is Q-1 acceptable in terms of readability and clearness?	✓			
2. Is Q-1 acceptable in terms of meeting the objectives of the purpose stated?	✓			
3. Is Q-2 acceptable in terms of readability and clearness?	✓			
4. Is Q-2 acceptable in terms of meeting the objectives of the purpose stated?	✓			
5. Are the items in Q-2 acceptable as vital program components?	✓			
6. Is Q-3 acceptable in terms of readability and clearness?	✓			
7. Is Q-3 acceptable in terms of meeting the objectives of the purpose stated?	✓			

Please add any suggestions or comments on the back of this page or on the questionnaires.

EVALUATION FORM

BETHANY NAZARENE UNIV.
BOBBY MARTIN

Please analyze the questionnaires and make an evaluation of each based on the following criteria.

Questionnaire I. Purpose: To determine if there is a significant difference in the amount of money spent on each female athlete to that spent on each male athlete.

Questionnaire II. Purpose: To determine if there is a significant difference in the comparability or equivalence of program components and the administering of the women's athletic programs to that of the men's programs.

Questionnaire III. Purpose: To determine the major source of income for the women's athletic programs compared to the major source of income for the men's program.

	VERY ACCEPTABLE	ACCEPTABLE	SOMEWHAT ACCEPTABLE	NOT ACCEPTABLE
1. Is Q-1 acceptable in terms of readability and clearness?			✓	
2. Is Q-1 acceptable in terms of meeting the objectives of the purpose stated?	✓			
3. Is Q-2 acceptable in terms of readability and clearness?		✓		
4. Is Q-2 acceptable in terms of meeting the objectives of the purpose stated?	✓			
5. Are the items in Q-2 acceptable as vital program components?		✓		
6. Is Q-3 acceptable in terms of readability and clearness?		✓		
7. Is Q-3 acceptable in terms of meeting the objectives of the purpose stated?		✓		

Please add any suggestions or comments on the back of this page or on the questionnaires.

VITA

LINDA L. LACY

Candidate for the Degree of
Doctor of Education

Thesis: A COMPARATIVE STUDY OF CURRENT TRENDS IN ADMINISTERING
MEN'S AND WOMEN'S INTERCOLLEGIATE ATHLETIC PROGRAMS AT
NAIA INSTITUTIONS

Major Field: Higher Education

Biographical:

Personal Data: Born in Miami, Oklahoma, November 9, 1952, the daughter of Carl and Alta Lacy.

Education: Graduated from Miami High School, Miami, Oklahoma, in 1970; received Bachelor of Science degree from Oklahoma State University in 1974, with a major in Health, Physical Education, and Recreation; received Master of Education degree in Health, Physical Education, and Recreation from Central State University in 1979; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1987.

Professional Experience: Physical Education and Biology Teacher, Softball, Volleyball, and Track and Field Coach at Mustang High School, Mustang, Oklahoma, 1974-84; Assistant Principal, Mustang High School, 1984-86; Instructor in Physical Education and Volleyball Coach, Riverside Community College, Riverside California, 1987 to present.

Professional Organizations: American Alliance for Health, Physical Education, Recreation and Dance; California Teachers' Association; National Educators' Association; California Coaches' Association.

Professional Achievements: District Five Coach of the Year, 1984; Nominee for Outstanding Woman of the Year, 1984; Coach of Volleyball State Champions, 1978, 1979, 1980, 1982, 1983, 1984; Oklahoma Coach of the Year, 1982, 1983; Nominee, National Coach of the Year, 1982, 1983, 1984; Citation of Achievement from Oklahoma House of Representatives, 1982, 1983; Graduated Summa Cum Laude, Master of Education Degree, 1979; "O" Athletic Award, Oklahoma State University, 1971, 1972, 1973, 1974.