

YOUNG ATHLETE'S ATTITUDES TOWARD
FEMALE SPORT PARTICIPATION

by

Sandra L. Hull
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ABSTRACT

The purpose of this investigation was to determine whether there was a significant difference between attitudes of boy's and girls' who have participated in organized sport programs toward female's participation in sport and whether these attitudes differed between fifth, eighth and eleventh grade students.

The Children's Attitudes Toward Female's Involvement in Sport questionnaire, developed by Rosemary Selby, University of Illinois in 1975, was administered to 161 male and female students in the fifth, eighth, and eleventh grades in the Shawnee Mission Kansas School District, who were involved in organized sport programs. Responses were converted to a 5 point scale and statistically analyzed by a two-way analysis of variance concerning sex, grade and the interaction of sex and grade.

Results revealed that there was a significant difference between boys' and girls' attitudes toward female's participation in sport. When attitudes were compared across grade level, no significant difference was evident. Examination of the main effect of sex and grade yielded a significant difference. The Student Newman-Keuls post hoc test indicated a significant difference between means at each grade level, and that no specific mean contributed greater to the overall effect than did another.

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CHAPTER 1

Statement of the Problem

Introduction

Within the 1970's decade, the role of women in sport has changed dramatically. Opportunities for participation has experienced an enormous boost. In the educational setting alone, the number of girls in interscholastic sports programs increased by 600% between 1970 and 1979. (32) By 1980, 33% of all high school athletes and 30% of all intercollegiate athletes were female. (70) Paralelling this increase was a substantial rise in federal funding which was a partial result of Title IX, mass media attention, and the awarding of greater purses for professional women athletes. These gains have illumated the tremendous strides women have obtained through the fight for an egalitarian society.

Sport in American has historically been influenced and dominated by men. It is through this dominance that sport has been defined as a masculine endeavor. The qualities of aggressiveness, dominance, achievement and ambition typically associated with masculinity are also emphasized in sports. It is this traditional perspective on sport that creates a possible social delimma for the female athlete. Any level of achievement and success at sports require what are characterized as masculine traits. Therefore, the woman who participates risks exceeding social boundaries. (7,15,49,61)

Current attitudes concerning the role of the female sport Participant are not as restrictive and appear to be more positive than they once were. However, specific limitations and subtle expectations

still exist. The athlete who exceeds these presupposed boundaries may someday find herself experiencing role conflict, a dissonance between her competitive self and her social self. (3,33,61,7,18,71)

It remains in question what the young female athlete perceives as her role in sport. A hint of the changes to come in the future for women competitors may be discovered by learning if young girls are finding these social constraints limiting to their perceived roles and goals in sport or whether they are content to stay within the framework of the prescribed role of the female as defined by society.

Statement of Purpose

The purpose of this investigation was to determine whether there was a significant difference between attitudes of boys' and girls' who have participated in organized sport programs toward female's participation in sport and whether these attitudes differed between fifth, eighth and eleventh grade students.

Scope

The subjects used for this study were fifth, eighth and eleventh grade boys and girls obtained from randomly selected elementary, junior high and senior high schools. These schools were from the Shawnee Mission School District of Johnson County Kansas. This school district is comprised of predominately white students from middle class socioeconomic backgrounds. A sample of 94 girls and 67 boys were taken for a total of 161 subjects. The students were administered the Children's Attitude Toward Female's Involvement In Sport questionnaire by Selby and Lewko, (57,58) in May of the 1982-1983 school year.

All subjects were engaged in organized competitive sports programs during the time the questionnaire was administered.

Assumptions

This investigation was conducted under the assumption that respondents fully understood the questions and answered the survey honestly and that all subjects were involved in organized sport programs. It was assumed that the teachers administering the questionnaire did so as directed. The assumption was made that the sample size made no difference in the results of this study. Lastly, it was assumed that the subjects in the study were representative of all middle class athletes in grades five, eight and eleven and that their answers were indicative of all middle class athletes in grades five, eight and eleven in the United States.

Limitations

The difference in degree of competitive situations experienced by the subjects may have been a possible limitation to the study. Some sport programs are inherently more competitive, i.e. extramural activities versus intramural activities. The extent of comprehension of sport competition was not controlled in the study. Also not controlled was the personal histories of sport competition and participation of the subjects.

Significance of the Study

Reports of research findings have supported the concept that role expectations are culturally determined. (23) Expectations

have been applied by society to an individual occupying a role in specific terms of accepted, appropriate behavior. Girls and women who participate in sport, historically, have exceeded the role expectations placed upon them by society. Through the impetus of the women's movement in America, the Equal Rights Amendment, and Title IX, women have begun to assume roles in sport that were previously traditionally reserved for males. (32) As women continue to participate in sport in greater numbers, the traditional concept of the woman's role may be affected.

This study will be significant in the determination of whether perceptions of role expectations of males and females in three different stages of youth have changed, commensurate with the positive attitudinal changes toward women in American society. A positive change in role expectations for boys and girls will suggest a new trend towards the acceptance and accreditability of girls' and women's participation in sport. This will be beneficial to both sexes and all ages as the delineation of sex-roles becomes more dispersed, allowing for a more human and harmonious approach to sport. A person may, therefore, without conflict, be able to achieve the maximal benefits which sport offers, deriving pleasure and satisfaction both physically and emotionally.

Definitions

Androgyny: describes those persons who exhibit sexual oriented behavior flexibility by demonstrating ability to be both instrumental and expressive.

Expressive behavior: behavior descriptive of femininity as defined in American culture; i.e. passive, sympathetic, compassionate, understanding, tender, dependent.

Instrumental behavior: behavior of masculinity as defined in American culture: i.e. assertive, aggressive independent, ambitious.

Interscholastic athletics: sport programs sponsored by the public school system for competition between schools and among school districts. This includes highly competitive programs involving team practices and conditioning to prepare for a season of scheduled contests.

Organized competitive sport programs: sport competition in which teams condition and practice strategically to participate in a season of scheduled events against opponents from programs sponsored by another school or from separate sponsors within the community youth sports recreation program.

Role expectations: two types of expectations are definable. The first are perceptions of what an individual sees oneself as being or doing based on individual desires and needs, irregardless of others. The second are perceptions of expected behaviors or evaluative standards prescribed by significant others, that may not be congruous with that individual's perceptions of role expectations.

Youth sports programs: sport programs organized and sponsored by the school or community for the purpose of offering organized sport participation for youth between the ages of 6-18.

CHAPTER II

Review of Literature

Introduction

Sport is a microcosim of American Society. As such it mirrors its complexities, structures and processes. Betts (5) recognized the existing similarities between sport and society in the type of games people play, the rules, degree of competitiveness, the social constraints of those who participate, the imposing reward systems and the groups that benefit from the particular society. This review of literature will discuss these influences as they pertain to the socialization of males and females into sport, with particular attention on the traditional dominant role of the male in sport and its effect on the female sport participant.

In American society there is a traditional polarization of sex roles that place males and females at opposite ends of a behavioral continuum. Men and women are expected to assume separate roles and attitudes and to express different feelings. A woman is to assume the submissive role of wife, mother and homemaker. She is to be dependent, passive, expressive, and thus, feminine. Conversely, men are expected to be independent and to assume assertive roles in the public sphere. They are to be instrumental, aggressive and competitive and thus, masculine. (7,15,61) Since it has been men who have shaped our societal institutions in the American culture, they have done so with a masculine perception in mind and in accordance with masculine values. This attribution of masculine traits to the American

institution of sport has served to strengthen the societal role of the male, while weakening the female role. (7,69,3,13)

Sport and games have been used as a measurement of national progress and are a reflection of the cultures in which they occur.(10) The national transformation of women has been reflected through her changing role as sportswoman. However, there has been an inherent sexism that has pervaded sport, inherent in the cultural tradition of Western civilization, the foundation of American society. According to Vertinsky, (69) the sexism that has been found in sport has been merely a reflection of the sexism of Western culture.

The topics to be reviewed are the theory of socialization, socializing agents of sport, and the social influences of sport, which includes the effect of role models and the impact of the school and media. Consequences of females in sport roles and the future of the female in sport will also be considered.

Socialization Theory

Socialization theory is concerned with discovering how a person effectively participates in social interaction. (28) The social process is a means by which the particular society communicates to an individual the kind of behavior that is expected. In effect, it determines the type of person that individual will be. Since the socialization process involves expected behaviors, it follows that there are behaviors that are accepted, and those that are not. Individuals acquire the appropriate sex-role through the process of discrimination, generalization and observation. (15,38)

Socialization into sport occurs for the child in much the same manner as a child is socialized into any other mode of behavior. (38)

Kenyon (38) stated,

"The learning of a sport role occurs through the exposure of the role aspirant - who is already characterized by a set of physical and psychological traits - to a variety of stimuli and reinforcements provided by significant others (some of whom are role modes), all of whom are acting within one or more norm-encumbered social systems."

Socializing Agents of Sports

There are numerous external factors affecting the way in which a person is socialized into sports. A person's behavior is a product of these factors and social forces. (55)

Orlick (52) cites three major factors which appear to account for a child's attraction to sports. They are the significant sport role models or reference groups which are available to the child, the expectancies the child has regarding participation in sports, and the reinforcement given to the child from significant others for sport related activities. All of these must be positively reinforced through environmental contingencies in order to socialize a child into a sport role. According to Greendorfer, (28) the two important socializing agents are significant others and references groups. These agents are mechanisms for confirming values and for instilling normative behavior and sanctions through these contributor's ability to distribute love, rewards and punishment to the child.

Childhood Socialization into Sport

There is a differential treatment given to males than females, beginning at infancy. Boys are physically handled rougher than are

girls. Girls are nurtured and cared for as if fragile. Research involving older children show that boys are given more independence than are girls of the same age. (35,12) Although both parents promote sex-typed behavior, fathers reinforce sex-typed play more than do mothers. Fathers react more favorably to physical activity from their sons and show more positive reactions when the son chooses masculine activities than when daughters choose feminine activities. (19,40) Toys and play activities are important socializing factors. Boys and girls discover early what are appropriate games and toys commensurate with their sex. In nursery school, boys play in larger groups and engage in roughhousing. By grade two, athletics are recognized as a masculine activity by both sexes. (65)

The presence or absence of a toy shapes play behavior and influences preferences of later childhood, resulting in differences in play styles. Boys play with trucks, guns and blocks demonstrating instrumental play, whereas girls display expressive behavior in their play with dolls, with housekeeping toys, and mimicing feminine activities. (16,43,56)

Katz (37) reported that boys' toys were more expensive and adults spent more time choosing a toy for a boy. Boys show greater recognition of sex-typing by age four than do girls. Frish (20) concluded that parents serve as primary determinants in sex-role activity since they encourage gross motor activity and the manipulation of objects for boys, but not for girls. Active discouragement is given for inappropriate play with sex-typed toys for both sexes. (17)

Elementary age school children have determined through their own perceptions that participation in active sports is considered masculine and that masculine behaviors are preferred in the culture; and therefore, sport has a higher prestige value. (64) Play patterns of the two sexes are different at elementary school age. Girls play indoors more and do not seek participation in team or competitive games. Girls' games require less strategy and are not as complex. Boys play in larger groups and play games that require basic physical skill development and learning progression. The games that boys play are more complicated, using strategies to work towards a common goal. (41,42)

By puberty, sport participation has become a male dominated activity. (59) Females begin to learn that to be physically active is not acceptable nor rewarded. Sherif and Rattray (59) stated that girls have learned that the worth of competitive accomplishments and demonstration of confidence is socially defined for both sexes. Girls have learned that sport is socially not a worthy activity for which they should strive. Furthermore, it is through this early socialization process that boys learn teamwork, goal setting and cooperation, all characteristics necessary for athletic competition. Girls' games do not offer a similar structural organization, therefore, learning outcomes differ from that of boys'.

Significant Others and Socialization into Sports

The family plays an important part in the youth's socialization into sport roles. The family provides emotional and economic support as well as providing knowledge, values and behavior patterns to emulate.

Sage (54) revealed that 90% of both male and female athletes indicated that their parents were either somewhat, or very important, in influencing their involvement in sport. Marten (44) stated that,

"because children tend to be like their parents, we can expect that parents who reward the acquisition of motor skills, who value physical fitness, and who themselves engage in physical activities, will have children who are more competent and interested in physical activity."

Snyder and Spreitzer (62) reported a positive linear relationship between parental encouragement and sports involvement for both boys and girls. Actual participation by one or both parents seemed to be an indicator of involvement in sport for males and females. Orlick (51) in his study on boys participation in sport, observed that parents who were sport participants themselves served as role models. Greendorfer (24) reported that 81% of the fathers and 70% of the mothers of female intercollegiate athletes questioned, participated in sport during their childhood.

There are conflicting reports pertaining to which parent has the most influence on their sons' and daughters' involvement in sport. Greendorfer & Lewko (26) cited the father as being the significant influence, whereas Stennet, Farris & Walters (66) reported the mother as being the main influence on the lives of their athletic children. Snyder & Spreitzer (62) determined same-sex parents to be most influential. Sage (54) studied parental influence on male and female intercollegiate athletes. His results indicated that father's athletic expectations for their sons were significantly higher than those for their daughters. There was no significant difference in mother's expectations of sons or daughters. Fathers offered more

encouragement for their sons, but mothers showed no difference in encouragement.

Other primary agents of socialization into sport are peers, coaches and siblings. Greendorfer (26) discovered peers to be the major influence throughout each stage of life. Snyder and Spreitzer (62) concluded that male athletes received considerable encouragement from peers and coaches. Male coaches were the most encouraging to these athletes, with encouragement from female friends being second. Male friends of female athletes did not see sports as desirable for girls and were not as encouraging. Mothers and siblings were not significant influences as compared to fathers. (26) In a conflicting theory, Lander (39) supported the notion that siblings influenced sport involvement. This belief was based on the supposition that siblings naturally influence behavior because they are the primary play group for all children.

Gender Differences & Sport Socialization

Greendorfer and Lewko (25,26) observed significant gender difference in the processing of boys and girls into sports. The socializing of boys in sport was determined to be more consistent than for girls. There was a regularity in the sport socializing process for boys, regardless of background, race, or geographic location.

When females were analyzed, no consistent pattern of sport socialization was discovered. Unlike the boys, social class and race were influential to girl's sport socialization. The investigators, contradicting their previous study, (26) indicated that it

was for this reason that they could not identify a specific socializing agent in their findings. (25) What did emerge was the fact that the father was a strong influence on girls who came from a college community and whose parents received an advanced education and maintained a high occupational status. The investigators speculated that fathers in higher social classes may not have sex-typed activities as rigidly as did lower class fathers. Thus, they may have played a more positive role in socializing the sporting interests in their daughters. (29)

Sage (54) found fathers social support of their athletic sons and daughters differed. Fathers held higher expectations for their son's athletic achievement than for their daughters'. Fathers encouragement into organized sports was significantly different for sons than for daughters. No significant difference was found in mother's expectations and encouragement for athletic sons and daughters. Sage also revealed that fathers placed greater demands on their sons than on their daughters for outstanding performances in sport.

Social Influences

Several factors outside of the family structure were reported to function as socializing influences on the female athlete. Role models, the school setting, and the media are forces which have served to limit the social role of the sportswoman. However, according to the Miller Lite Report on American Attitudes Towards Sports, (46) attitudes towards the female sporting role have become

more progressive. The respondents in the Millter Lite Report clearly recognized the importance and viability of women's sport participation in America. Eighty-six percent of the Americans surveyed believed that it was important for girls to participate in sports at some point during adolescence and young adulthood.

Effect of Role Modeling for Females in Sport

Clausen (9) viewed role models, both actual and symbolic, as an important socializing agent to the acquisition of roles. Mischell (48) suggested that appropriate sex-typed behaviors are acquired through watching and emulating the model. He ascertained that the more powerful the model is, the more influential that model will be, regardless of sex.

Little is actually known about the influence of the sex of the role model on the socialization of females into sport. Greendorfer (24) hypothesized that based on the belief that males occupied a greater number of sport roles, that the most influential role models for females in sport would be male. Her research showed that, during childhood, males were the dominant sport role models for girls. During adolescence, both sexes were significant. While the significance of the female role model increased with the age of the respondents, it was noted that in her study, males never ceased to be a significant role model.

The School as a Socializing Agent

The school environment serves to reinforce sex-role stereotyping, and therefore, plays a minor role in socializing young girls. (25,26)

Indirectly, the structure of the school faculty reinforces traditional sex-roles by differentiating the status of certain job positions. In 1980, on the elementary level, 83% of all school teachers were women and 79% of the principals were men. In secondary schools, 47% of the teachers were women and about 95% of the school principals were men.

(23) The role models observed by children in school are thus influenced via the gender of the persons appointed to school responsibilities.

Male track athletes indentified three variables that strongly influenced their involvement in athletics. In priority order they were, childhood participation, the school, and family members. Female track athletes also indicated that childhood involvement in sport was the primary influence toward their participation in sport and then indicated several other important contributing influences of equal importance. (27) The implication was that females who did not receive encouragement to participate in sports at home probably did not receive as much support at school as did their male counterparts.

School funding for athletic programs and facilities perpetuate the differences in the degree of significance placed on male and female sports programs. Until the mid-seventies, boys' sports virtually received all of the athletic facilities. Through the legislation of Title IX of the Education Amendment Act of 1972, girls' and women's programs now receive more proportionate money and recognition. (7)

Regardless of the subsequent increase in opportunity for female athletes, the substantiation of adequate funding for girls' athletics has effected a movement towards the infiltration of men into coaching and administrative positions which were previously held by women. The Association for Intercollegiate Athletics for Women (AIAW) reported that in 1973, 79% of the athletic directors of women's programs were female and 21% were male. By 1976, men held 44.3% of the administrative jobs in women's athletic program, whereas the number of women in administration declined to 55.7%.

It becomes obvious that only when men began to foresee that there were career and financial opportunities in women's athletics, did they enter the field. The legal battle between the AIAW and the NCAA over which organization should control women's intercollegiate athletics demonstrates this fact. (34)

The Impact of the Media on Sport Socialization

The media, through the dissemination of sport news, functions as implementors of social integration and change. Eitzen and Sage (15) wrote that "The mere reporting of ideas and events serves as a stimulant for reinterpreting the world, triggering changes in many spheres of life". The media serves as a major vehicle for passing on the social heritage of our society. Tuchman (68) recognized the dominance of news concerning the male gender in the media and limited information about women. He noted that American ideas and beliefs were incorporated through the media "as symbolic representations of American society". This "symbolic annihilation" Gerbner (21)

conjectured, is consistent with the media's coverage or lack of coverage of women, and reflects the oppression of women in our society. (21) Nowhere is this more apparent than in the sports news. Because of the dominant role of the mass media, it is important to examine the media's treatment of women in sport.

The acceptability of female sports is shaped by the media's evaluation and treatment of events. Sports women are often depicted in highly stereotypical ways. (68) Research on the importance of the media to the socialization process indicates that the impact of the media is greater on children because they do not yet have the capacity to judge the validity of media content. (8) Kaplan (36) ascertained that sport reporters often treated sportswomen according to their gender-role rather than their sport role.

Particular attention in the media has been given to the appearance of the female athlete and her social life. Pictorial illustrations of female athletes are usually reserved for the socially acceptable, feminine-looking athlete. Felshin (18) in her examination of written coverage of women in Sports Illustrated, perceived the magazine as being guilty of this feministic sexist bias. This phenomenon has seemed to occur in all aspects of media coverage. Cramer (11) conducted an investigation of sports editors' perceptions of the coverage and portrayal of women athletes and women's sports participation. She concluded that sports editors reflect the public's stereotype of sex roles in their reporting, therefore reinforcing those traditional stereotypes. The findings indicated that sports editors' perceptions may be different than what is actually reported and

covered. Boutilier and San Giovanni (7) suggested that this societally attributed type of coverage could effect the self image of the sportswoman, "giving credence to some of their own, deeply held feelings regarding female inadequacy and inferiority".

Consequences of Females in Sport Roles

The qualities necessary for achievement in sport are those which society defines as masculine traits. Women who participate in sport sometimes find themselves in a double bind. (2) They risk their femininity because of the contradiction between the sporting role and the feminine role.

The Tomboy Syndrome

The young girl who enjoys sports is sometimes labeled a "tomboy". Girls going through the preadolescent, tomboy period are not necessarily imitating boys. This is a life period where girls legitimately experience a wide range of physical assertive activities and are allowed to display qualities usually thought to belong to males. Preadolescence is a brief time of immunity from social restrictions and social pressures from requiring young girls to conform to the rules of femininity. This permissive freedom ends when a girl becomes serious about her physical talents or when she has reached puberty. (1)

Sutton-Smith, Rosenberg & Morgan (67) reported that from puberty on, sports become a predominately male activity. Competitive sports are positively related to adolescent boys, but negatively associated with girls of the same age. It was also demonstrated that peak

anxiety among fourth grade girls was significantly related to the girls perceiving themselves as tomboys. After the fourth grade, girls who conformed to the traditional role, experienced less anxiety about their sex-role.

Attitude Toward Female's Participation in Sports

The traditional mores of American society concerning females in sport are ubiquitous. As such, these perceptions and attitudes are pervasive to all ages and in and among sexes. For females, these mores, through society, define her role in sport.

Selby and Lewko (58) measured children's attitudes in grades three through nine toward females in sport. The investigators reported that girls have a more favorable attitude than boys toward female sport participation. The authors hypothesized that the boys viewed female sports in a more traditional masculine manner. The girls indicated that they felt competitive sports were an acceptable activity for females.

Griffen (30) studied college women's and men's perceptions of women's role and female involvement in selected sports. It was concluded that certain "types and scripts" of appropriate feminine behavior did exist as a reflection of traditional norms. The roles of "professor" and "women athletes" were perceived as being the least desirable roles for women. Griffen suggested that the more physically active the women's role, the less highly evaluated it tended to be by both college men and women. Nixon (49) found that differences in attitudes between men and women college students might indicate that

women are better able to accept females in nontraditional roles more than men, both in and outside of sports. Although the general public's attitude has edged toward the acceptance of athletic competition for girls and women, the actual participant tends to have a more favorable attitude than does the nonparticipant. (58)

Metheny (45) explored the criteria which serves to determine social acceptability in sports for females. Sports which were acceptable within the social female image were described as those activities in which a woman presented herself in aesthetically pleasing patterns. Appropriate activities were those in which a light object such as a racquet or other manufactured device was used to enhance bodily movement, or sports that enabled the woman to maintain adequate spatial distance from her opponent. Sports such as golf, tennis, figure skating and gymnastics would match this criteria. Adversely, sports in which the participant engaged in bodily contact, projected the body or large heavy objects through space over long distances were considered masculine and therefore were not acceptable for women's participation.

Data support the notion that female sport competition has a limited social acceptability. In response to a questionnaire administered by Snyder and Kivlin (60) to women nonathletes, 65% believed there was a social stigma attached to women's sport participants. A group of female athletes were also questioned and responded affirmatively regarding the social stigma, although their responses varied according to the sport in which the women athlete

competed. The percentage of responses indicating that women's participation was socially stigmatic included: basketball 56%, track & field 50%, swimming & diving 40% and gymnastics 30%. (60) Eitzen and Sage (15) noted the myth that women who persisted in athletics were stigmatized as physically masculine, referring to body structure and behavioral patterns.

Role Conflict of the Female Athlete

Women who participate in sport, from a sociological perspective, violate the traditional sex role of a woman. Snyder & Kivlin (61) studied the extent to which the nontraditional role infiltrated into other aspects of the female athletes' sex role. The authors concluded that female athletes demonstrated a more traditional view towards the woman's role. With such diverse roles, the competitive self, in the role of the athlete, and the social self, in the role of the traditional female, it could be assumed that some athletes may experience or perceive role conflict. Many female competitors are faced with the conflict of wanting to participate in athletics and in trying to live up to the expectations of society. (3) The characteristics necessary for success in athletic competition include qualities of competitiveness, aggressiveness and willingness to take risks, all traits which correspond to masculinity and admirable characteristics in men. (34) Sage and Loudermilk (55) questioned intercollegiate female athletes on degrees of self-perceived role conflict. Forty-three percent responded that they had experienced role conflict of a moderate, a great, or a very great degree. Women

who participated in socially non-approved sports experienced significantly greater role conflict than did the women who participated in socially approved sports.

Felshin (28) believed that this conflict has forced the female athlete into an apologetic attitude in order to maintain her femininity. This apologetic attitude refers to the tendency of female athletes to feel social shame towards their involvement in sports. In order to reduce the unacceptability of the female competitor and to remain socially feminine, some female athletes dress in sex-appropriate ways, do not appear to take sports seriously, or may pursue the socially accepted "feminine" sports. As recently as 1983, Boutilier and San Giovanni (7) noted that this may be changing due to the fact that female athletes are now maturing in a more positive atmosphere.

Masculine/Feminine/Androgynous Roles

Classifying someone as having masculine or feminine behavior presupposes that these concepts are bipolar, that is, if males are extreme in a particular masculine trait, then females are the opposite extreme in that same trait. (63) Spence (63) and Bem (4) discovered that a more accurate assessment of measuring sex-typed behaviors involved using two behavioral scales for testing behaviors. One scale measured masculinity the other femininity. They concluded that masculinity and femininity were independent patterns and not polar opposites.

Oglesby (50) implied that a person's pattern of behavior was a result of stylization, a replacing of personal style in favor of patterns imposed by others with an understanding of certain attainable outcomes. Within this framework, she proposed that masculine and feminine definitions are examples of social stylization, not personal style; and that traditional sport is a socialization process for the stylization of normative sexuality in our society.

A new theory of androgyny is emerging in sociological discussions of sex-typed behavior. An androgynous person is one who assumes behaviors characteristic of both sexes. Researchers Duquin (14) and Oglesby (50) have argued for a reconceptualization of sport as an androgynous activity, relating to a combination of masculine and feminine behaviors. Within this concept, a person who is androgynous exhibits cross-sexed behaviors, as opposed to sex-typed behaviors. Bem (4) supported this perspective in presenting evidence that highly sex-typed characteristics were not conducive to psychological well being.

The Future for Females in Sport

With the increasing number of girls and women participating in sport, the traditional concept of male domination in sport may be affected. (3) Birrell (6) presented the idea that many female athletes act as agents of socialization into sport for other girls and women. Childhood experience in sport is a primary prediction of adult sport involvement. (27) Thus, females who have positive experiences in sport are more likely to continue and to recommend involvement to other females. The more female role models are valued and respected

in their sport roles, the more likely it is that young girls will choose to emulate these roles and become participants in sports.

Summary

The traditional Western culture has defined men as being dominant or masculine, and women as passive, submissive or feminine. There are various behavioral expectations accompanying these perceptions. A person is socialized into a role through learning the expected behaviors consistent with the particular society in which the individual communicates. (15) The role an individual assumes is dependent on significant others and reference groups. (25,26,28)

Factors which appear to account for socialization into sports include significant role models, child expectations regarding participation in sport and reinforcement from significant others. All of these factors must be positively reinforced to socialize a child into a sporting role. (52)

Boys and girls are socialized differently throughout childhood preparing them for different roles. Boys are given more independence and are handled more physically than are girls. (35,12) There exists differential treatment in the types of toys given to boys and girls which sex-type children into appropriate roles. The types of games enjoyed by boys and girls also differ. Girls' games tend not to involve large group games of competition and strategy. (59)

The nuclear family was reported to be instrumental to the development of sports socialization. Parents were the primary socializing factors, especially parents who were, or had been, active

participants themselves. (51,24) Reports conflicted regarding which parent was the most influential to their child's involvement in sport. (25,26,65,62,54) Research also varied on the influence of siblings on the sports' participant. (25,26,39)

Socioeconomic background was observed to influence the sport an individual participated in. Athletes of higher social status were more likely to participate in individual sports. For females these sports are socially defined as acceptable for a female to compete in. Athletes of a lower socioeconomic background were found more often participating in team sports. (25,26)

The educational system serves to reinforce sex-role stereotyping both directly and indirectly. The hierarchial structure of the school reinforces sex-roles. Funding of athletic programs has favored boys' programs over girls', indicating the importance placed on each program.

The media has a marked impact on the perpetuation of the stereotypical roles in American society. Traditionally, there has been limited information about women in the media and often the information presented has depicted women in stereotypic ways. (68) Sports women are sometimes treated according to their gender-role rather than their sport role. (34)

Attitudes concerning girls in sport indicated that girls have a more favorable attitude than boys. (58) College men and women's perceptions of female involvement in sport indicated that certain "types and scripts" of appropriate feminine behavior does exist. (30) Snyder and Kivlin (60) reported that both athletes and nonathletes

believed there was a social stigma attached to women's sport participants.

Many female athletes perceive and experience role conflict due to the dissonance between the competitive self and the social self. (3) The traits necessary for success in athletics have been associated with masculine characteristics. (33) Women who participated in socially nonapproved sports, experienced greater conflict in comparison to those women who competed in socially approved sports.

The idea of sports as being androgynous is presented by several researchers. (63,4,50,14) This implies that sport should be related as a combination of masculine and feminine behaviors for both men and women.

The increase in participation of women in sports potentially will provide positive role models for girls to imitate, thereby initiating further changes in attitudes associated with the female athlete.

CHAPTER III

Prodedure

Research Design

The purpose of this investigation was to determine whether there was a significant difference between attitudes of boys and girls who have participated in organized sport programs toward female's participation in sport and whether these attitudes differed between fifth, eighth and eleventh grade students.

The subjects of this study were public school students in grades five, eight and eleven of the Shawnee Mission School District. Surveys were administered by the Physical Education instructor to ten boys and ten girls who were presently involved in organized competitive sports either at school or within the community. Tests were distributed to the first physical education class period that the appropriate grade level was in attendance.

Respondents were queried concerning their attitudes toward female sport participation. The data was grouped according to grade and sex to compare boys' and girls' attitudes at three grade levels. A two-way analysis of variance was used in this study to determine significant differences at the .05 level.

Selection of the Sample

The 161 subjects (94 girls, 67 boys) surveyed were volunteers from the Shawnee Mission Kansas Public Schools. The subjects were students in the fifth, eighth and eleventh grades who were enrolled in the spring semester of 1983.

Initial contact with the schools was made by the investigator through the fifteen school principals. The principals, upon receiving the questionnaires contacted the test administrator who was to be the Physical Education teacher. No direct contact was made by the investigator to the test administrators and no follow-up contact was made with the schools. Respondents were involved at the time this survey was given, in organized competitive sports either at school or within the community. A stratified, random sample was the procedure used for selection of the schools to be used in the study.

All five high schools in the Shawnee Mission District were given surveys. Stratification of the sample was accomplished through determining what junior high school funneled students, according to districts into the high schools. One junior high per corresponding high school was then chosen at random and became participants in the survey. This same procedure was also used to determine the five elementary schools which were chosen at random and which corresponded to previously identified junior high schools. The method for random sampling was to place all the school names according to grade together and withdraw one name, recording the drawn school and replacing it among those to be drawn. Of the 15 schools which agreed to participate in the study, three elementary, two junior high and four senior high schools actually responded for a 60% return.

Development of the Instrument

The Children's Attitudes Toward Female's Involvement in Sport questionnaire developed by Selby and Lewko (57, 58) was the instrument used to gather data concerning attitudes of role expectations of young athletes. The attitude questionnaire consisted of twenty items with possible answers on a 5 point Likert scale ranging from "completely agree" to "completely disagree". Ratings were summed with a "completely agree" or a positive response to females involvement in sport equaling 5 points and an "completely disagree" or negative response receiving one point.

Reliability

The Children's Attitudes Toward Female's Involvement in Sport survey was determined to be reliable by Selby. (57) In her investigation, a set of 41 statements believed to be measuring attitudes of female sport involvement were administered to a pilot sample. Correlations were calculated between the 41 items and the mean of the battery. The 20 items with the highest correlations with the battery mean were chosen for the attitude scale ($r=.56$ to $r=.79$). Additionally, a test-retest was conducted resulting in a reliability coefficient of $r=.81$.

To determine reliability of the instrument to grades eight and eleven, for the purpose of this study, a Pearson Product-Moment Correlation was applied to a random sample of fifth, eighth and eleventh grade scores. A correlation coefficient of $r=.81$ between the fifth and eighth grade scores and a $r=.73$ between the fifth and

eleventh grade scores determined that the survey was reliable for grades eight and eleven.

Validity

The Children's Attitudes Toward Female's Involvement in Sport instrument was designed by Selby (57) to be used for boys and girls from grades three through nine. A pilot set of 60 statements believed to measure attitudes toward female involvement in sport were obtained through reviewing pertinent literature relating to the subject. The original statements were narrowed down to 20 after eliminating ambiguous questions and through a pilot study. Content validity was accepted by the investigator because the items were relevant to the stated purpose. Therefore content validity was accepted for this study, as well.

Collection and Scoring of the Data

Three-hundred copies of the questionnaire were delivered by the investigator on May 25, 1983, to the 15 Shawnee Mission Schools which were selected for this investigation. The test administrator at each school was to be the Physical Education teacher. Each teacher observed written instructions to distribute the survey to students within their classes who were presently involved in organized competitive athletics either at school or within the community. Each teacher was instructed to read the directions to the students prior to the students answering the survey. The survey was collected within the same hour distributed and returned to the investigator by mail that day.

Responses of the questionnaire involved an item answer on a 5 point scale ranging from "completely agree" to "completely disagree". The most favorable position towards female involvement in sport represented a 5 on the scale, whereas the least favorable attitude represented a 1. Data were reported as a composite mean score for the 20 individual responses and were grouped according to sex and according to grade. Each subject's response to the 20 item instrument was coded and scored 1,2,3,4, or 5 and averaged together to indicate the respondents personal attitude. Standard deviations were calculated to determine variance in group scores.

Analysis of the Data

A two-way analysis of variance (ANOVA) was the statistical procedure used to determine whether there was a significant difference between the boys and girls and among the three grades. The accepted level for significant differences was .05.

The SPSS Batch System - University of Kansas Honeywell conversion; SPSS for Honeywell DPS and Level 66 GCOS systems was the ANOVA computer program applied to the gathered data.

CHAPTER IV

Results

Introduction

The purpose of this investigation was to determine whether there was a significant difference between attitudes of boys' and girls' who have participated in organized sport programs toward female's participation in sport and whether these attitudes differed between fifth, eighth, and eleventh grade students.

Data for the study were collected from three elementary, two junior high and four senior high schools in the Shawnee Mission School District in Johnson County Kansas for a total of 161 subjects (94 girls, 67 boys). The instrument used to obtain information was the Children's Attitudes Toward Female's Involvement in Sport questionnaire. (57) The subjects' response to a 20 item attitude scale ranged from a score of 1 through a score of 5. A score of 1 indicated the least favorable attitude and a score of 5 the most positive attitude. A two-way ANOVA was used to determine differences between sexes and among grades. Significance was accepted at the .05 level.

The findings of this investigation are reported below, stating the statistical results of the data that was analyzed, followed by a discussion of those results. Lastly, the results were discussed with specific concern to the implications they hold in regard to the problem presented in this study.

Findings

Table 1 shows the statistical data on the two-way analysis of variance between sexes and among grade levels. Mean scores for fifth grade students were 3.48 for girls and 3.06 for boys. The grouped mean for fifth grade subjects was 3.29. Junior high subjects had an overall mean score of 3.36. Eighth grade girls' mean was 3.56. The eighth grade boys' mean was 3.17. Senior high subjects scored a group mean of 3.36. The girls' mean was 3.56 and the boys' mean was 2.96.

A combined mean score for girls in all grade levels yielded a score of 3.53. The combined boys' mean for all grades was 3.06.

Standard deviations were calculated analyzing the degree to which the scores varied from the mean score of the group. Standard deviations for the fifth grade students were: girls = 0.33, boys = 0.52; for eighth grade student; girls = 0.24, boys = 0.39; for eleventh grade students; girls = 0.26, boys = 0.54. (Table 1)

TABLE 1

Two-way ANOVA of Attitudes of Boys and Girls Toward Female's
Participation in Sport by Sex and Grade Level

Sex	Grade 5			Grade 8			Grade 11			Totals	
	N	X	SD	N	X	SD	N	X	SD	N	X
F	31	3.48	0.33	19	3.56	0.24	44	3.56	0.26	94	3.53
M	27	3.06	0.52	19	3.17	0.39	21	2.96	0.54	67	3.06
Total	58	3.29		38	3.36		65	3.36		161	

Difference between fifth grade boys' and girls' mean scores was 0.42, surpassing the critical values of 0.14 - 0.16. Eighth grade boys' and girls' mean difference was 0.39, exceeding the critical values of 0.17 - 0.20. The mean difference between eleventh grade boys and girls was 0.60 which was higher than the 0.13 - 0.16 critical values. The fact that all mean differences were significantly different indicates that no specific mean contributed greater to the overall effect than did another.

TABLE 3

Student Newman-Keuls Post Hoc Test for Attitudes of Boys and Girls Toward Female's Participation in Sport

Grade	Girls \bar{X}	Boys \bar{X}	Mean Differences	Critical Values
Fifth	3.48	3.06	0.42*	0.14-0.16
Eighth	3.56	3.17	0.39*	0.17-0.20
Eleventh	3.56	2.96	0.60*	0.13-0.16

*significant at .05 level

F ratios for sex, grade and the interaction effect of sex and grade for boys' and girls' attitudes toward female's participation in sport were illustrated in Table 2. A significant difference was found when sex was analyzed. The F ratio of 58.08 was higher than the level of 3.91 necessary to indicate significance at the .05 level. The F ratio of 0.79 did not reach the 3.06 level when the grades were analyzed; therefore, there was no significance at the .05 level. The sex and grade interaction was significant with a F ratio of 19.88 which exceeded the critical value of 2.67 needed to indicate significance at the .05 level. (Table 2)

TABLE 2

F-Ratio of Attitudes of Boys and Girls Toward Female's Participation in Sport by Sex and Grade

	SS	MS	F RATIO	CRITICAL VALUE	df	p
sex	8.55	8.55	58.08*	3.91	2	0.00
grade	0.23	0.12	0.79	3.06	1	0.46
main effect	8.78	2.93	19.88*	2.67	3	0.00

*significant at .05 level

The post hoc comparison of mean scores at the fifth, eighth, and eleventh grade levels indicated a significant difference between means at each grade level (Table 3). The difference between mean scores for the three grade levels exceeded the critical values necessary to demonstrate significance at the .05 level.

Discussion

The findings demonstrate that female sport participants had a significantly more favorable attitude than the male sport participants towards the female sport role. A comparison of mean scores and standard deviations for sex and a comparison of mean scores and standard deviations for sex and grade demonstrates this fact ($F = 58.08$ $p < .05$) This supports earlier investigations of male's and female's sport-role versus sex-role expectations. (30,49,57,58) These findings were consistent with Selby's (57) investigation of children's attitudes toward the involvement of girls in sports. Selby incorporated non-sport participants in her study. This investigator's study utilized only subjects who were involved in sport programs at the time the survey was administered. Selby's study was the foundation for this investigation and served as an indicator of the changes in attitudes that may or may not have occurred within the last decade.

There were no significant differences in attitudes for the three grade levels. The main effect of sex and grade was, however, significant ($f = 19.88$ $p < .05$). Girls at all grade levels expressed a more positive attitude than boys across all grade levels. Standard deviations did indicate that girls' scores clustered closer to the mean than did the boys' scores, thereby indicating greater homogeneity in attitudes of the girls.

Mean scores for the girls' attitudes toward female sports participation rose with age between elementary school subjects and junior high school subjects, however, there was no difference statis-

tically. Mean scoring for the boys' attitudes toward females in sport increased until grade eight and declined dramatically at grade eleven. Again, this was not a significant difference.

(Figure 1)

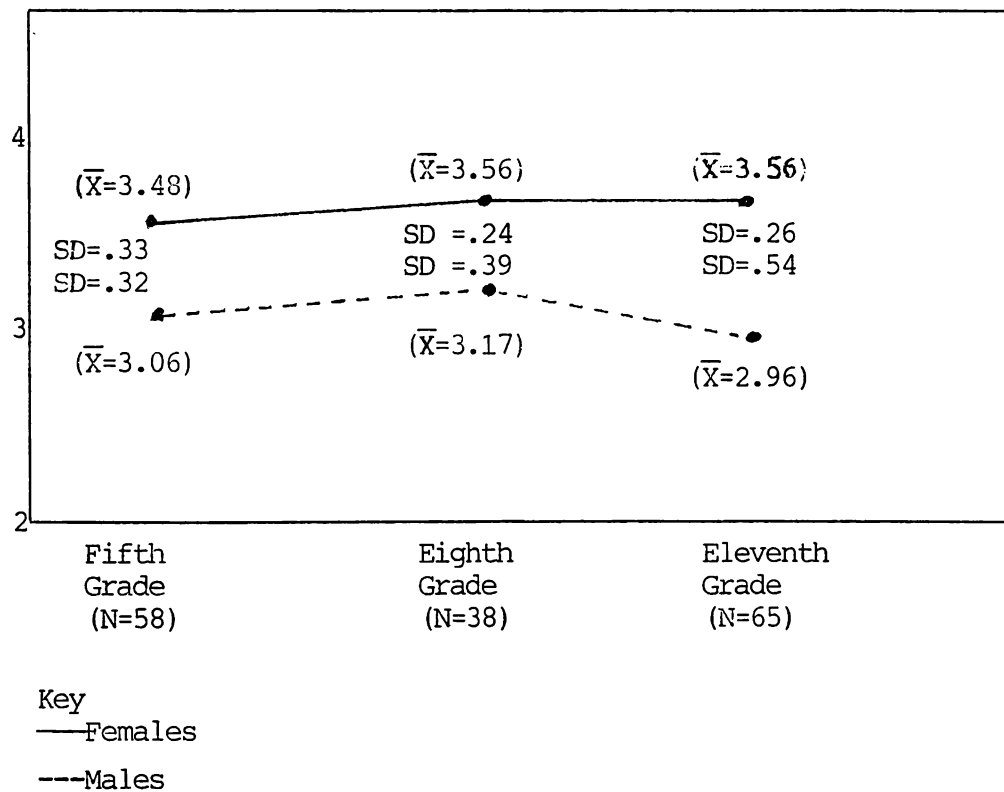


Figure 1

Mean Scores and Standard Deviations for Boys and Girls in Grades five, eight, and eleven

Standard deviations give closer insight into the variance of scores at each grade level. As a group, the junior high students indicated the least variance in attitude scores. The boys' standard deviation was 0.39, the girls' was 0.24 with a difference of 15 hundredths of a point. Elementary students' mean score indicated a standard deviation difference of 0.19 points, with boys' standard deviation being 0.52 and girls' standard deviation being 0.33. The largest variance of scores about the mean was found in the senior high group. The senior high boys' standard deviation was 0.54, the girls' 0.26 for a difference of 0.28. (Figure 1)

As stated earlier, there was greater homogeneity among the girls' scores for all grades and especially in the older grades. This effect may have been an indication of maturation, of ideas and opinions better formulated and less fluctuant than the younger subjects. Selby (57) conjectured that this effect might be due to a "sex-defense mechanism" used by the female participants which would increase their favorability scores.

Standard deviations from the mean indicated a larger variance in scores for both the elementary and senior high boys, but more grouped scores among the three age groups of boys were found about the mean for the junior high boys. The same thing was true, comparatively, for junior high girls. Perhaps at the eighth grade level, boys do not perceive or experience as great a degree of peer pressure to conform to traditional male roles as they might at the younger age when boys are first discovering themselves in terms of their male role or at the eleventh grade when boys begin to apply their perceptions of the

traditional male roles more fully and completely in their lives.

Females at all three grade levels had higher mean scores, thus a more favorable attitude toward female's participation in sport, than did the male subjects. This indicated that girls view sports involvement as a positive experience and that it is an acceptable activity in which females can participate. As the literature suggested, the increasing number of female sport participants should affect the traditionally prescribed role of women, creating a trend toward the acceptance and accreditability of girls' and women's participation in sport.

Similar to Selby's findings (57) the results of this study suggest that males are not as progressive in their attitudes toward sportswomen as are females. Selby (57) proposed that males continued reluctance to accept the female sporting role may be a product of them perceiving girls' and women's sports as less important than boys' and men's sports.

However, upon comparison of mean scores, allowing for the generalization of results of Selby's study to this research, indicates that perhaps males are becoming more favorable in their attitudes toward females in sport than they once were. Selby's (57) mean scores summed over grades three through six for girls was 4.22 and for boys, 2.73. Again, overall mean scores for females and males in this study were 3.53 and 3.06 respectively. The difference between mean scores is much less in the later study suggesting a slightly more favorable attitude of males.

A comparison of fifth grade subjects, the only grade common to the 1975 and 1983 studies, clearly indicates that males in 1983 scored more closely to the female's scores than they did in the 1975 study.

Implications

The results of this investigator's study indicate that the traditional values of male dominated sports still exist. However, it is encouraging to realize that attitudes are changing, and that males are apparently approaching females in their acceptance of the female's role within the sports world. Males, and certainly many females, must continue to change their concept of masculinity and femininity before females will have the opportunity to become free to pursue, without fear of conflict or rejection, a sporting role in society.

It becomes the duty of the supporters of girls' and women's sports to continue the process towards equitable funding, facilities and opportunities. Equality will become a reality when personal bias and misconceptions give way to rationality. This can only be accomplished through educating society to the rationale that sport is truly a human experience with benefits and enjoyment to be derived by both men and women.

DuBord (13) summarized the positive implications of sports as an androgynous activity when she wrote,

"The values of women having opportunity to participate in competitive sport has a social significance far beyond the world

of athletics. When people have the freedom to truly choose what form of human movement best suits them -- when women on campus can, for example, feel as free to go into a weight room as they now can go into a ballet studio, and when a man might decide to leave the football team and take up modern dance and can feel comfortable doing that -- then both society as well as the physical education and athletic profession will be much saner. This will happen only when people abandon their obsession with being "masculine" or "feminine" and concern themselves with being human".

CHAPTER V

Summary, Conclusions and Recommendations

Summary

The purpose of this investigation was to determine whether there was a significant difference between attitudes of boys' and girls' who have participated in organized sport programs toward female's participation in sport and whether these attitudes differed between fifth, eighth, and eleventh grade students.

The review of literature began by discussing a theory of socialization and sport socialization. It was determined that a child is socialized into sport similarly to the way in which the child is socialized into other roles. There are also various socializing agents of sport which serve to define what sport role a child assumes. Many influences such as family and peers are thrust upon a child at an early age which assist in determining development. Girls who assume a sporting role may find there are societal and personal consequences involved in participating in athletics.

The Children's Attitudes Toward Female's Involvement in Sport questionnaire was used to determine fifth, eighth, and eleventh grade boys' and girls' expectations of sex-roles. A sample of 94 girls and 76 boys were taken from Shawnee Mission Schools in Johnson County, Kansas.

The students responded to a 20 item survey designed to assess attitudes toward female's participation in sport. Responses were converted to a 5 point Likert scale and a composite mean score was

calculated for each subject. The subject's scores were grouped by sex and by grade. A University of Kansas computer was used to analyze the data, a two-way ANOVA was used to determine the results. The Student Newman-Keuls was the post hoc test selected to determine significant variables indicated as a result of the F ratio.

The results of this study revealed that girls had a significantly more favorable attitude toward female's involvement in sport than boys. Grade level did not produce any significant effect on the respondent's attitudes. When sex and grade were analyzed, the significant main effect revealed that there were differences in the interaction of the means; however, regardless of grade level interaction with sex, the significance was only found between the sexes, and grade level had no effect.

Conclusion

The following conclusions were based upon statistical analysis of the data collected and computed in this study:

There was a significant difference in attitudes of boys and girls who participated in organized sports programs toward female's sport involvement.

There were no significant differences found when comparing attitudes toward female's participation in sport between the three grade levels.

Recommendations

The following recommendations for expansion of these research findings are suggested by the investigator.

1. Non-athletic participants should be included as a control group in subsequent studies.

2. Subjects from various socioeconomic backgrounds should be included in future investigations.
3. A third similar investigation should be undertaken in the early 1990's to determine changes over a 20 year span of time.
4. The sport orientation of the subjects should be determined and related to attitudes toward female's sport involvement.

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APPENDIX A

CHILDREN'S ATTITUDES TOWARD FEMALE'S INVOLVEMENT
IN SPORT QUESTIONNAIRE

Grade _____ Sex _____ School _____

1. Girls should find other things to do than play sports.

 : : : :
completely Disagree mostly disagree not sure mostly agree completely agree

2. Boys should be glad to have girls play on their teams.

 : : : :
completely disagree mostly disagree not sure mostly agree completely agree

3. If there could be only one sports program for either boys or girls, the boys should be the ones to get it.

 : : : :
completely disagree mostly disagree not sure mostly agree completely agree

4. All girls should play sport.

 : : : :
completely disagree mostly disagree not sure mostly agree completely agree

5. It is more of an honor for a girl to be a cheerleader than the captain of her sports team.

 : : : :
completely disagree mostly disagree not sure mostly agree completely agree

6. Girls can be just as good in sports as boys if they have as much practice.

 : : : :
completely disagree mostly disagree not sure mostly agree completely agree

7. Only boys, not girls, should try to become famous sports players.

 : : : :
completely disagree mostly disagree not sure mostly agree completely agree

8. Girls should be able to play on any sports team that are good enough for.

 : : : :
completely disagree mostly disagree not sure mostly agree completely agree

9. Girls who play sports are not very ladylike.

completely : mostly : not sure : mostly : completely
disagree disagree agree agree

10. Girls should play team sports.

completely : mostly : not sure : mostly : completely
disagree disagree agree agree

11. Girls are too weak to play in most sports.

completely : mostly : not sure : mostly : completely
disagree disagree agree agree

12. Girls and boys should play on the same sports teams.

completely : mostly : not sure : mostly : completely
disagree disagree agree agree

13. When girls get into high school, they should not play sports as much.

completely : mostly : not sure : mostly : completely
disagree disagree agree agree

14. Playing sports is more fun for boys than for girls.

completely : mostly : not sure : mostly : completely
disagree disagree agree agree

15. All girls should play sports.

completely : mostly : not sure : mostly : completely
disagree disagree agree agree

16. Girls should not play sports with boys.

completely : mostly : not sure : mostly : completely
disagree disagree agree agree

17. My school should let girls play more sports like the boys.

completely : mostly : not sure : mostly : completely
disagree disagree agree agree

APPENDIX B
COVER LETTER TO TEST
ADMINISTRATORS

Dear Test Administrator,

I am conducting a research project for completion of a Master's of Science Degree in the department of Health, Physical Education and Recreation at the University of Kansas. The purpose of this investigation will be to determine whether there is a difference between attitudes toward female participation in sports of boys and girls in grades 5, 8, and 11. I would appreciate your cooperation in this project.

Instructions

Enclosed are enough questionnaires for twenty students in complete. Please advise the students that participation is strictly voluntary and that in no way will their names be associated with their responses. Also, answers will be confidential and anonymous.

Participants in this survey will be ten (10) boys and ten (10) girls who are presently involved in organized competitive sports either at school or within the community. You are asked to administer the test to the first class period that the appropriate grade level for your school attends physical education class.

Please explain to the students that it is important to answer the questions honestly and to complete the form on both sides. When the questionnaires are completed, collect them and return them to the investigator in the envelope provided. Thank you for your assistance.

Sincerely,

Sandra L. Hull
Principle Investigator

APPENDIX C
STATISTICAL FINDINGS FOR THE TWO-WAY ANALYSIS
OF VARIANCE OF BOYS' AND GIRLS' ATTITUDES
TOWARD FEMALE'S PARTICIPATION IN SPORT
BY SEX AND GRADE LEVEL

FILE WNAME (CREATION DATE = 10-07-83)

SCORE
BY SEX
I1

TOTAL POPULATION

3.34
(161)

SEX 1 2

(3.53 (3.06
94) (67)

I1 1 2 3

(3.29 (3.36 (3.36
58) (38) (65)

SEX 1 2 3

(3.48 (3.56 (3.56
31) (19) (44)

2 (3.06 (3.17 (2.96
(27) (19) (21)

FILE NONAME (CREATION DATE = 10-07-83)

 SCORE
 BY SEX
 I 1

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	8.778	3	2.926	19.876	0.
SEX	8.550	1	8.550	58.079	0.
I 1	0.231	2	0.116	0.785	0.458
2-WAY INTERACTIONS	0.320	2	0.160	1.086	0.340
SEX	0.320	2	0.160	1.086	0.340
I 1	0.320	2	0.160	1.086	0.340
EXPLAINED	9.097	5	1.819	12.360	0.
RESIDUAL	22.818	155	0.147		
TOTAL	31.915	160	0.199		

436 CASES WERE PROCESSED.
 275 CASES (63.1 PCT) WERE MISSING.

APPENDIX D

STATISTICAL FINDINGS FOR STANDARD DEVIATIONS
FROM THE MEAN FOR BOYS' AND GIRLS' ATTITUDES
TOWARD FEMALE'S PARTICIPATION IN SPORT
BY SEX AND GRADE LEVEL

