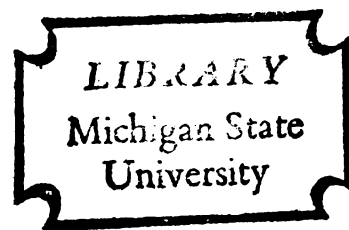




3 1293 10237 6245



ABSTRACT

SPORT PREFERENCES AND PARTICIPATION AMONG KALAMAZOO COLLEGE WOMEN

by Beverley J. Benne

This study is a description of 223 freshmen and senior women at Kalamazoo College. It describes the family background, sport's history, and sports preferences of a homogenius and elite population.

Selected variables were examined in terms of how they affect the sport's preferences and participation of the subjects. A questionnaire was constructed and administered in the spring of 1967. Additional information was obtained from the WRA and varsity sport files on which sports and how often the subject participated. The data was subjected to statistical analysis: frequency and percentage tables, Chi-Square test of independent samples, and Fisher's exact probalility test were employed. The levels of significance less than .05 are listed at the bottom of each table.

Significant relationships were found to exist between WRA, varsity sport participants and certain selected variables. Two important findings exist. First, the WRA and varsity sport participant populations are different from the rest of the population under study. Family income and

thus social class appear to be the major separating factor. Participants are less likely to come from the \$16,000 and over income group. Income in turn influences selection of a major field of study, part-time employment, dating and such intangibles as aspiration level, and reasons for participation in sports.

Second, the size of the family unit is an important factor in sports participation. If the subject has older siblings she is more likely to prefer to play in sports than to watch them.

Differences do exist between the sports selected as favorite activities and favorite activities for exercise.

SPORT PREFERENCES AND PARTICIPATION
AMONG KALAMAZOO COLLEGE WOMEN

By

Beverley J. Benne

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Health, Physical Education and Recreation

1967

ACKNOWLEDGMENTS

The author wishes to acknowledge the advice and cooperation of several people in completing this thesis.

First, to my husband, Max, for his encouragement and help and to my parents, Mr. and Mrs. Harold Zimmer, and Dr. and Mrs. Erwin J. Benne for their understanding and encouraging words.

I am indebted to my advisor, Mr. Harry Webb, for his most helpful assistance and guidance throughout this study. He gave willingly many hours of his time so this study could be completed.

And finally, my sincere appreciation to Mr. James Snook for his helpful advice and to the Kalamazoo College women who took part in this study.

TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM	1
Statement of the Problem	1
Need for the Study	1
Procedures	2
Limitations	2
Methods	3
II. FAMILY BACKGROUND INFORMATION	5
III. SPORTS PARTICIPATION BACKGROUND	14
IV. WRA AND VARSITY SPORT PARTICIPANT PARTICIPATION PATTERNS AND ANALYSIS OF DATA..	20
V. SPORT PREFERENCE PATTERS	38
VI. ANALYSIS OF SELECTED VARIABLES	45
Reasons for Sports Participation	45
Occupational Ranking Scale	48
VII. SUMMARY	52

LIST OF TABLES

Table	Page
1. Number of Older Brothers	6
2. Number of Younger Brothers	6
3. Number of Older Siblings	7
4. Number of Younger Siblings	7
5. Home Location	8
6. Father's Occupation	8
7. Mother's Occupation	8
8. Father's Education	9
9. Mother's Education	9
10. Family Income	10
11. How College Education is Financed	10
12. Political Party Preference	11
13. Church Membership	11
14. Church Attendance	11
15. Grade Point Averages	12
16. Future Plans	12
17. Major Field of Study	13
18. Dating Frequencies of Subjects	13
19. Elementary Physical Education Participation ...	15
20. Sports Participation Rates for Seniors and Freshmen	15
21. High School Sports Participation	17
22. Sport Activities Participated in with the Family	18
23. Sports in which the Father Participates	19
24. WRA Participation by Sport and Number of Participants	21

LIST OF TABLES - Continued

Table	Page
26. WRA Participation and Attitudes Toward WRA	23
27. WRA Participation and Preference to Play or Watch Sports	23
28. WRA Participation and Frequency of Dating	24
29. WRA Participation and Political Party Preference	25
30. WRA Participation and Part-time Employment	26
31. WRA Participation and Family Income	26
32. Varsity Sport Participation and Attitudes toward the WRA Program	27
33. Varsity Sport Participation and Preference to Play or Watch	28
34. Varsity Sport Participation and Father's Occupation.....	29
35. Varsity Sport Participation and Family Income..	29
36. Varsity Sport Participation and the Number of Older Siblings	30
37. Varsity Sport Participation and the Number of Older Brothers	30
38. Number of Older Siblings and the Subjects' Preference to Play or Watch	31
39. Varsity Sport Participation and Major Field of Study	33
40. Varsity Sport Participation and Favorite Sport Activity	34
41. Varsity Sport Participation and Frequency of Dating	35
42. Dating and Family Income	35
43. Varsity Sport Participation and Male Friend Encouragement	36
44. Varsity Sport Participation and Female Friend Encouragement	36

LIST OF TABLES - Continued

Table	Page
45. Varsity Sport Participation and Father's Encouragement	36
46. Favorite Sport Activities	38
47. Favorite Sport Activities for Exercise	39
48. Sports Most Appropriate for Women	42
49. Sports Least Appropriate for Women	43
50. Reasons for Sport Participation	45
51. Father's Occupation and the Reasons for Sport Participation	46
52. Frequency of Dating and the Reasons for Sport Participation	47
53. Subject Rankings of the Occupations on the Occupational Ranking Scores	48
54. Father's Occupation and Occupational Ranking Scores	50
55. Varsity Sport Participation and Occupational Ranking Scores	50
56. Varsity Sport Participation and Ranking of Professional Athletes on the Occupational Ranking Scale	51

LIST OF APPENDICES

Appendix	Page
A. Questionnaire	56
B. Enclosed Cover Letter	66
C. First Follow-up Letter	68
D. Second Follow-up Letter	70
E. Coding Forms	72
F. Sports Participation Sheet	85

CHAPTER I

THE PROBLEM

Statement of the Problem. The purpose of this study is twofold. First, to describe the freshmen and senior women at Kalamazoo College; their family background, sport history, and sport preferences. Second, to examine certain variables that could influence the participation and the choice of sports. For example: does the number of brothers and sisters influence the choice of sports and reasons for participation; do the father's education, employment and family income influence sport choices? Hopefully, by studying the participation patterns and participants, changes to better accommodate the students can be made. The college sports program for women might be made to function more in the interest of a student body that has come under increased academic pressure.

Need for the Study. Research on sociological factors that influence women in sports participation is only in its infancy; perhaps because the number of women participating in sport competition is relatively small and relatively new when compared to the development and organization of sports in which men participate. The change in the status of

women in American society has produced more women taking part in sports. It is no longer an activity for men only; women pursue such interests as well. But this is almost the limit of our knowledge, for we know little about who the female participant is and what factors influence her choices. It is the aim of this paper to expand information in both of these major areas. Although some work has been done in listing female sport preferences, it was felt that this was an important part of understanding the population under study, and so preference rankings were therefore requested of the subjects and included in the study.

Procedures. During the spring term, 1967 a questionnaire was constructed to investigate the sport background and sport participation preferences of Kalamazoo College freshmen and senior women. The questionnaire was mailed to the subjects through campus mail; and 223 subjects took part: 133 freshmen and 90 seniors.

Limitations. The questionnaire was given to freshmen and senior women at Kalamazoo College. Sophomore and junior women were not available during the spring term. Rather than trying to collect data at a later time it was decided to limit this study to freshmen and senior women. At the same time differences between those beginning and those ending their college experiences were considerably enhanced through this sampling method.

The records of the Women's Recreation Association¹

¹Women's Recreation Association will be referred to as the WRA throughout the remainder of this paper.

and varsity sport records were the source of participation records. Therefore, participation other than in the formal college program is not included in this study.

The conclusions of this study apply only to Kalamazoo College.

Methods. Upon completion of the preliminary construction of the questionnaire the dean of academic affairs and director of the office of research were consulted. Several suggestions and revisions were made regarding coding, date for mailing the questionnaire, instructions, contents of the letter to be enclosed, and method of collection. The questionnaire was given to three Western Michigan juniors to check for clarity of questions. Some clarification was necessary before the finalized copy could be printed. The finalized copy² consisted of five and one-half pages with a total of forty-four questions. All questions that did not require a sports recall listing were precoded. The questionnaire was coded with a number in the upper-right hand corner. An explanation of this number was included in the letter³ attached to the questionnaire.

The final questionnaire was mailed during April of 1967 (spring term) to all of the freshmen and senior women at Kalamazoo College. 267 questionnaires were mailed and 225 returned (84.6% return); two were determined to be

²See Appendix A

³See Appendix B

unacceptable which reduced the final sample size to 223. The questionnaire, letter, and addressed return envelope were sealed in an envelope and placed in dormitory mail boxes. Those girls not living in the dormitories received their questionnaire by U. S. mail. A box was placed in each of the two dormitories where the completed questionnaire could be placed. A followup reminder letter¹ was sent one week later. A third letter² and another copy of the questionnaire were sent a week and one-half following the second letter.

A participation sheet³ was also constructed. Each student's record of participation in the W.R.A. and varsity sports for each sport sponsored was recorded on this sheet. A number was placed on this sheet which corresponded to the number on the questionnaire sent to the subjects. The participation sheets and the returned questionnaires were then matched. The responses were coded by hand⁴ and punched on computer cards. Each observation required three cards.

Frequency percentage tables for variables, Chi Square test of independent samples, and Fisher's exact probability test, were employed to determine where relationships existed between certain selected variables through the use of various computer programs.

¹See Appendix C

²See Appendix D

³See Appendix F

⁴See Appendix E

CHAPTER II

FAMILY BACKGROUND INFORMATION

This study is a survey investigation of the family and sports participation background and sports participation preferences. The data was obtained through a survey questionnaire in which 223 Kalamazoo College freshmen and senior women participated.

133 (59.6%) of the students taking part in the survey were freshmen women. The remaining 90 (40.4%) of the total were senior women. 157 freshmen were sent questionnaires and 133 were returned (87.5%). Eight of those questionnaires sent to freshmen were sent via U. S. mail and seven returned (87.5%).

110 seniors received questionnaires and 90 were returned (81.7%). 12 of the 14 questionnaires sent to senior town women were returned (85.7%). Mailed questionnaires represented 8.5% of the total questionnaires returned and 8.25% of the total 26 questionnaires sent out.

The data presented in this chapter describe the subjects and their family background through frequency and percentage tables.

The size of the families is very small (see tables 1-4). The mean number of older brothers is 0.422 and 0.731 for

total older siblings. The mean number of younger brothers is .650 and for younger siblings 1.305. These figures indicate there tend to be more older brothers than older sisters. There appears to be an equal spread of younger brothers and sisters. The number of subjects reporting no older siblings (49.8%) and no younger siblings (35%) is quite high. Equally important to this picture is the small number of large families.

TABLE 1
NUMBER OF OLDER BROTHERS

Number Older Brothers	Frequency	Percentage
0	150	67.2
1	59	26.5
2	10	4.5
3	3	1.4
4	0	0
5	0	0
6	1	.5

TABLE 2
NUMBER OF YOUNGER BROTHERS

No. Younger Brothers	Frequency	Percentage
0	123	55.2
1	66	29.6
2	25	11.2
3	7	3.1
4	2	.9

TABLE 3
NUMBER OF OLDER SIBLINGS

No. older Siblings	Frequency	Percentage
0	111	49.8
1	75	33.6
2	29	13.
3	5	12.2
4	2	.9
5	..	..
6	..	..
7	1	.5

TABLE 4
NUMBER OF YOUNGER SIBLINGS

No. younger Siblings	Frequency	Percentage
0	78	35.0
1	59	26.5
2	47	21.1
3	24	10.8
4	9	4.0
5	6	2.7

Table 5 shows the home location by size. One half of the respondents indicated they lived in a city (population: 10,000-500,000). Only 11.2% have homes located in a rural area.

Table 6 shows fathers' occupations. United States census classifications were used. The large percentage (66.5%) in the professional or technical category indicates first an "elite" group and second a rather homogenous one (only 15% of the United States population falls into this category, as of March 1966) (8). Table 7 on the mother's

occupation included housewife as the last category. Over half of the respondents' mothers were in this category.

TABLE 5
HOME LOCATION

Location	Frequency	Percentage
Rural	25	11.3
Small town/city (less than 10,000)	49	22.1
City (10,000-500,000)	111	50.0
Large city (over 500,000)	37	16.7

TABLE 6
FATHER'S OCCUPATION

Occupation	Frequency	Percentage
Professional/ technical	147	66.5
Proprietor or manager	29	13.1
Clerical or sales	15	6.8
Service	2	.9
Craftsman or foreman	16	7.2
Semiskilled	7	3.2
Farmer or farm mgr.	4	1.8
Laborer	1	.5

TABLE 7
MOTHER'S OCCUPATION

Occupation	Frequency	Percentage
Professional/ technical	67	30.2
Proprietor or manager	2	.9
Clerical or sales	28	12.6
Service	6	2.7
Craftsman or foreman	1	.5
Semiskilled	4	1.8
Housewife	114	51.4

Tables 8 and 9 present parents' education. These tables also support the fact that this is a homogenous and elite group since only 10% of the U.S. population over 25 years of age have completed 4 years of college or more. (9)

TABLE 8
FATHER'S EDUCATION

Education	Frequency	Percentage
Left school		
before 8th grade	2	.9
Finished 8th grade	7	3.1
Some high school	7	3.1
Finished high school	26	11.7
Some college	37	16.6
Finished college	144	64.6

TABLE 9
MOTHER'S EDUCATION

Education	Frequency	Percentage
Left school		
before 8th grade	1	.5
Finished 8th grade	4	1.8
Some high school	11	4.9
Finished high school	48	21.5
Some college	53	23.8
Finished college	106	47.5

Family income is depicted in table 10. 14 people left this question blank. In 1965 the median income for white families was \$6,882. (9) Approximately 13% of the respondents' family income would be within this range. Approximately 75% of the subjects' family incomes are above this figure. 30% of the families have incomes of \$16,000 and over. 8% of the families in the U.S. in 1965 have an

income of \$15,000 and over.(9)

TABLE 10
FAMILY INCOME

Income (in thousands)	Frequency	Percentage
0-4.9	3	1.4
5-7.9	24	11.5
8-9.9	26	12.4
10-11.9	44	21.1
12-15.9	48	23.0
16 and over	64	30.7

The source of educational support is shown in table 11. The respondents were instructed to check as many sources as necessary. Only 7% get no parental support.

TABLE 11
HOW COLLEGE EDUCATION IS FINANCED

Source of support	Frequency	Percentage
Scholarship	98	44.0
Parents	207	93.0
Government funds	55	24.6
Part-time work	97	43.5
Other	26	11.6

The subjects were asked which political party they would join if requested to register. 15 left the question blank. Table 12 depicts the results. Only the 2 choices, democrat and republican, were given on the questionnaire however, seven subjects chose to write-in a response. A somewhat even split exists between democrats and republicans with the tendency toward the republicans (10% more). From looking at family incomes one might expect large majority

to be republican. This does not appear to be the case.

90% of the respondents are protestant (table 13). 13 subjects left the question blank. Because of this very uneven split it was impossible to compare Protestants and Catholics with various sport variables. Only 15% of the respondents attended church on a regular weekly basis. See table 14.

TABLE 12
POLITICAL PARTY PREFERENCE

Party preference	Frequency	Percentage
Democratic	90	43.3
Republican	111	53.4
Nonpartisan	1	.5
Neither	6	2.9

TABLE 13
CHURCH MEMBERSHIP

	Frequency	Percentage
Protestant	188	89.6
Catholic	11	5.2
Jewish	7	3.3
None	4	1.9

TABLE 14
CHURCH ATTENDANCE

	Frequency	Percentage
Every week	33	15.0
1-3 times/month	45	20.5
Less than once/month	118	53.6
Never	24	10.9

Table 15 show the distribution of grade point averages. These were obtained by asking the subject rather than obtaining them through the registrar's office. Table 16 represents the respondents' future plans after graduation. Many checked more than one response. One half indicated they plan to attend graduate school.

TABLE 15
GRADE POINT AVERAGES

Grade point	Frequency	Percentage
1.-1.9	7	3.2
2.-2.3	37	16.9
2.4-2.7	52	23.7
2.8-3.	53	24.2
3.1-3.4	34	15.5
3.5-4	36	16.4

TABLE 16
FUTURE PLANS

Plans	Frequency	Percentage
Work	105	47.0
Graduate School	110	49.4
Peace Corp	34	15.2
Travel	19	8.5
Marriage within 6 months	42	18.8
None	14	6.3

Table 17 gives the distribution of majors. English and foreign languages represent 40% of the respondents.

TABLE 17
MAJOR FIELD OF STUDY

Major	Frequency	Percentage
Art	9	4.0
Biology	21	9.4
Chemistry	3	1.4
Economics	2	.9
English	42	18.8
Foreign Language	47	21.1
History	15	6.7
Mathematics	11	4.9
Music	8	3.6
Philosophy	1	.5
Political Science	10	4.5
Psychology	18	8.1
Religion	1	.5
Sociology/Anthropology	13	5.8
Theater/speech	4	1.8
Premedicine	2	.9
Undecided	15	6.7

Table 18 gives a breakdown of the response to the question "Do you date?". A married category which had been omitted on the questionnaire was included on this chart because of written in responses. The average for the population would fall between once a week and twice a week. (Table 18)

TABLE 18
DATING FREQUENCIES OF SUBJECTS

	Frequency	Percentage
No	22	10.1
Once/month	29	13.3
Every 2 or 3 weeks	34	15.6
Once/week	43	15.6
Twice week	35	16.1
3-4 times/week	22	10.1
More than 3 or 4 times/wk.	28	12.8
Married	5	2.3

CHAPTER III

SPORTS PARTICIPATION BACKGROUND

This chapter describes the sports background of the subjects through frequency and percentage tables.

The number of students who had elementary physical education, in what grade (s), and the number of days per week is depicted in table 19. A low percentage (17.7%) indicated they had no elementary physical education. Two days per week of physical education predominates: this category received twice as many responses as any other frequency. More subjects had physical education five days per week than one day per week in every grade but the third.

Freshmen were asked to compare their present rate of participation with that of high school. Seniors were asked to compare their present participation pattern with their past 3 years in college. As might be expected the mean for the senior women (3.656) was more in the direction of less activity than the freshmen (3.250). Table 20.

155 (70.8%) reported they would rather play than watch a sport activity; 63 (28.8%) would rather watch. If 70% of the population prefers playing, then WRA and varsity sports should be a medium where they can play. However, 123 (55.2%) of the population has participated in WRA which is 15.6% less than prefers playing to watching. Either

individual evaluations of preferences to play or watch is in error or the program does not offer sports some women are interested in.

TABLE 19
ELEMENTARY PHYSICAL EDUCATION PARTICIPATION

Grade	Frequency	number of days per week*					
		0	1	2	3	4	5
1st	121		20.7%	42.2%	13.2%	2.5%	20.7%
2nd	126		20.6	41.3	14.3	2.4	20.6
3rd	138		21.0	41.3	14.5	4.4	18.9
4th	159		18.2	43.4	18.2	1.9	18.2
5th	170		12.9	48.8	20.6	2.4	15.3
6th	172		10.5	51.7	20.4	1.7	15.1
None	40	17.7%					

*Column numbers represent the per cent of the population who had physical education in that grade.

TABLE 20
SPORTS PARTICIPATION RATES OF SENIORS AND FRESHMEN

Rate	Seniors Percentage	Freshmen Percentage
Much Greater	0	8.4
Greater	8.9	12.9
Same	35.3	34.8
Less	36.7	33.3
Much Less	18.9	10.6

Table 23 lists the sports the subjects participated in their high school varsity athletic program, intramural program, and those activities outside the realm of the school in which lessons or some kind of organization existed. These restrictions were placed on the activities outside

school to avoid lists of sports that the subject just dabbled in on her own but no real skill or interest was developed.

Basketball was the most widely played sport (19.7%) as might be expected since it is not so nearly the regional sport that field hockey is (9.9%). Men coach basketball for women in some situations but rarely coach field hockey which would also make basketball more available. 66.4% listed no high school interscholastic sports.

Basketball (32.7%) and volleyball (28.2%) obtained the greatest participation in intramural activities. Team sports are very popular in high school, lend themselves to larger numbers of girls and may have been offered while other sports were not. 50.2% listed no intramural activities.

Subjects participated most frequently in swimming (15.7%) and dance (13.5%) of the nonschool sponsored activities. Both of these activities were among those listed most frequently as favorite activities for exercise (see table 47) and favorite sports (see table 46). They are probably not activities taught in the schools to any large degree but tend to be available through YWCA and Teen clubs and private lessons. 65.0% listed no sport activity participated in outside school.

TABLE 21
HIGH SCHOOL SPORTS PARTICIPATED IN

Sport	Interscholastic	Intra- mural	Outside- school
Archery	3	3	..
Badminton	3	8	..
Basketball	44	73	2
Backyard games	..	1	..
Bowling	..	2	5
Cheerleading	6	2	..
Camping	..	..	4
Canoeing & Sailing	..	..	6
Dance	..	8	30
Fencing	..	..	1
Field Hockey	22	26	..
Golf	1	1	2
Gymnastics	4	13	1
Hiking	..	..	1
Horseback riding	..	..	8
LaCrosse	1	..	..
Ice Skating	..	..	2
Judo	..	..	1
Snow skiing	..	1	2
Soccer	2	5	1
Softball	10	18	6
Speedball	..	1	..
Swimming and Synchronized	7	12	35
Table tennis	..	2	..
Tennis	5	7	5
Track & field	4	5	..
Touch Football	..	5	..
Volleyball	19	63	1

TABLE 22
SPORT ACTIVITIES PARTICIPATED IN WITH THE FAMILY

Activity	1st most Frequent	2nd most Frequent	3rd most Frequent	Total
Archery	..	..	2	2
Badminton	10	12	8	30
Backyard games	1	4	5	10
Basketball	4	2	2	8
Cycling	1	6	1	8
Boating/Sailing/Canoeing	5	10	8	23
Bowling	12	7	8	27
Camping	8	4	3	15
Dance	1	2	..	3
Exercise & Gymnastics	2	..	1	4
Gardening	..	2	1	3
Golf	7	6	5	18
Hiking & walking	17	15	5	37
Hunting & fishing	1	5	4	10
Horseback riding	3	2	5	10
Ice Skating	3	7	4	14
Snow skiing	4	4	4	12
Soccer	1	..	1	2
Softball/baseball	4	7	8	19
Swimming & diving	49	28	18	95
Table tennis	7	6	6	19
Tennis	11	13	9	33
Football/touch football	..	..	2	2
Volleyball	..	2	2	4
Water skiing	6	6	1	13

* Sports listed by more than one respondent are included.

Table 22 depicts sport activities participated in with the family and table 23, sports the father participates in. Those activities listed most frequently were swimming (42%), walking and hiking (16.8%), tennis (14.7%) and badminton (13.4%). 28.7% listed no activities participated in with the family. Sports the father participated in most frequently mentioned were golf (29.6%), swimming (23.2%), bowling (17.9%) and tennis (12.5%). 21.1% listed no activities in which the father participated.

TABLE 23

SPORTS IN WHICH THE FATHER PARTICIPATES

Activity	1st most Frequent	2nd most Frequent	3rd most Frequent	Total
Auto & motorcycle racing	..	3	..	3
Badminton	5	2	2	9
Backyard games	1	1	4	6
Baseball & softball	6	7	7	20
Basketball	3	3	..	6
Bicycling	3	1	3	7
Billiards & pool	1	1	1	3
Boating/canoeing/sailing	6	6	7	19
Bowling	24	13	3	40
Camping	1	2	..	3
Exercise/gymnastics	1	1	2	4
Fishing	14	10	2	26
Football/touch football	1	1	2	4
Gardening	1	4	0	5
Golf	43	19	4	66
Hiking & walking	8	7	6	21
Hunting & shooting	6	9	5	20
Handball/squash/paddleball	2	2	..	4
Horseback riding	2	1	1	4
Ice skating	2	4	..	6
Running	1	..	1	2
Snow skiing	1	1	1	3
Swimming	20	18	14	52
Table tennis	5	5	3	13
Tennis	12	9	7	28
Volleyball	2	2	2	6
Water skiing	2	2	..	4

*Sports listed by more than one respondent are included.

Of the four most frequently listed activities only tennis is mentioned on both lists. Participating in sports with the family apparently means participating much more with siblings than parents, especially the father.

CHAPTER IV
WRA AND VARSITY SPORT PARTICIPANT PARTICIPATION PATTERNS
AND ANALYSIS OF DATA

This chapter presents participation patterns of both WRA and varsity participants and also crosses those categories on several selected variables.

A breakdown of participants in WRA and varsity sports by activity is shown in tables 24 and 25. Because of the college calendar peculiar to Kalamazoo College, the number of years of participation is limited for most students to three years and in some cases two years. It is interesting to note that in all sports the number who participate in a sport more than one year is reduced by more than half. This may indicate a willingness to try a sport in the program, but an unwillingness to return; and as such it may be indirect commentary on the program. Some of the sports listed in the recreation program have been but are not currently offered; notably swimming, bowling, and archery.

TABLE 24

WRA PARTICIPATION BY SPORT AND NUMBER OF PARTICIPANTS

Participants by Number of Years of Participation						
Sport	Years:	1	2	3	4	Total
Hockey		5	1	..	..	6
Tennis		21	..	..	..	21
Volleyball		53	22	8	1	94
Basketball		60	13	4	..	77
Swimming		5	2	..	..	7
Table tennis		22	2	1	..	25
Badminton		27	8	3	..	38
Archery		1	..	..	..	1
Softball		16	1	..	..	17
Bowling		9	4	..	..	13

TABLE 25

VARSITY SPORT PARTICIPANTS BY SPORT

AND NUMBER OF PARTICIPANTS

Participants by Number of Years of Participation						
Sport	Years:	1	2	3	4	Total
Hockey		6	2	1	1	10
Basketball		12	3	1	..	16
Tennis		3	..	2	1	6
Archery		3	1	..	..	4

Table 26 depicts WRA participants by attitude toward the WRA program. Each subject was asked her opinion of the program. As might be expected the more positive attitudes came from those who had participated. No correlations were run to determine whether those who had participated the most were the respondents that "strongly" approved. 55% of those that did not participate either indicated they "don't know" or "don't care". This indicated a thought-out and honest answer since they would have had little or no direct contact upon which to base

an opinion. Because of the diminishing number of participants in the WRA program, more negative responses were expected, although only one person responded negatively. Apparently, the women prefer noninvolvement to negative response. It was not determined if differences could be noted within the different sports.

Table 27 gives WRA participants by their preference to play or watch sports. A 60:40 ratio exists between those WRA participants and nonparticipants who indicated they would rather play. It appears that approximately 30% of the total population prefer playing to watching but have not participated in the WRA program. This segment through recruitment and a different program might become an active part of the WRA program. Interestingly, one half of those that would rather watch than play have taken part in the WRA program. From the data available it is not known how often they have participated. These may be women who came once or twice because of the influence of their social society or friends.

Table 28 shows WRA participants by the amount of dating they do. Because some categories were small, adjacent categories were collapsed (see coding sheet appendix E). In all categories WRA participants have fewer dates than nonparticipants. The greatest differences between participants and nonparticipants are in the dating once a week and every 2 or 3 weeks groups. It appears that women with few or no dates do participate more

frequently, since the split in categories 3 and 4 is quite evenly divided between participants and nonparticipants. It is likely that this 25% of the total population dating infrequently do view WRA as an important social activity. These figures dispell the idea that only those women who don't have dates participate in WRA. (29% of the total population date once a week or more and participate in WRA.)

TABLE 26

WRA PARTICIPATION AND ATTITUDES TOWARD WRA

	Strongly approve	Approve	Don't know	Dis- approve	Don't care
Participant	(18)	(64)	(20)	(1)	(20)
% Across	14.6	52.0	16.3	.8	16.3
Nonparticipant	(97)	(38)	(36)	(0)	(18)
% Across	7.1	38.4	36.4	0	18.2

*The number of cases is given in parentheses above each relevant category.

*Cases with no response excluded.

TABLE 27

WRA PARTICIPATION AND PREFERENCE TO PLAY OR WATCH SPORTS

	Play	Watch
Participant		
% Across	74.6	25.4
Nonparticipants		
% Across	67.0	33.0

*Cases with no response excluded.

*When a probability is greater than .05, it is omitted from the tables.

Table 29 crosses WRA participants with political party preferences. Categories 3 and 4 were dropped because of the small number of observations in each category. Republicans divided quite evenly between participants and nonparticipants. A very wide split occurs in the democratic party with almost twice as many democratic participants as nonparticipants. The participants are evenly divided between the two parties. More nonparticipants are republican than democrat (60% and 36% respectively). It is impossible with the data available to determine the cause of this split.

TABLE 28

WRA PARTICIPATION AND FREQUENCY OF DATING

	1 (Lesser)	2	3	4	5 (Greater)
Participant Per cent	10.7%	35.5%	30.6%	21.5%	1.7%
Nonparticipant Per cent	9.3	20.6	42.3	24.7	3.0
Total number	(22)	(63)	(78)	(50)	(5)

*Collapsed categories:

1= no dating

2= once/month or every 2 or 3 weeks

3= once or twice /week

4= 3 or 4 times a week or more

5= married

*Cases with no response excluded

TABLE 29

WRA PARTICIPATION AND POLITICAL PARTY PREFERENCE

	Democratic	Republican
Participant		
Per cent across	49.1	48.3
Nonparticipant		
Per cent across	35.9	59.8

*Cases with no response excluded.

Table 30 gives WRA participants by part-time employment. The split is even (about 50:50) between participants and nonparticipants who do not work. Important differences do exist between working participants and nonparticipants. 63% of those subjects working take part in WRA and 38% do not. 78% of the working population spend 9 or more hours working per week. For most, working does not prevent participation in WRA because of lack of time. In fact it appears to be the reverse. Managing part time work and studies appears to be conducive to participation in WRA. Perhaps, by this demanding schedule the student has learned to budget her time. Working may also help the individual to identify strongly enough with the college community that she is willing to become involved in more than just the classroom.

Table 31 gives a breakdown of part-time work by family income. A highly significant relationship exists between income and part time work. The lower the family income the more likely the student is to work. This

suggests that WRA participants and income are related--the higher the income the less likely the subject is to participate in WRA.

TABLE 30
WRA PARTICIPATION AND PART-TIME EMPLOYMENT

	Employed	Not Employed
Participant		
Per cent across	56.5	43.6
Per cent down	62.5	48.7
Nonparticipant		
Per cent across	42.4	57.6
Per cent down	37.5	51.4

$X^2=4.333$; $P=.0257$ (Fisher-one-tailed)

TABLE 31
WRA PARTICIPATION AND PART-TIME EMPLOYMENT

	Family Income (in thousands)			
	0-9.0	10-11.9	12-15.9	16.0 & over
Not employed				
Per cent	16.5	18.5	23.3	41.8
Employed				
Per cent	34.0	23.6	22.6	19.8

$X^2=15.152$; $P=.001$

*Collapsed version of family income

*Cases with no response excluded

Table 32 crosses varsity sport participants with attitude toward WRA. As with WRA participants those involved in varsity sports tend to evaluate the program more positively than the rest of the population. Over half of the varsity participants approved of the program and

one-third "strongly approved". Because of the small number of varsity sport participants it is difficult to compare the split in each category between participants and non-participants. It was not determined if attitudes were affected by the number of years of participation and if differences could be noted within the different sports.

Table 33 distinguishes varsity sport participants by their preference to play or watch a sport. As expected varsity sport participants would rather play than watch (91%).

TABLE 32
VARSITY SPORT PARTICIPANTS AND
ATTITUDES TOWARD THE WRA PROGRAM

	Strongly Approve	Approve	Don't Know	Dis- approve	Don't Care
Partic- ipant % Across	34.8	52.2	8.7	0	4.4
Nonpar- ticipant % Across	8.5	45.2	27.1	.5	27.4

*Cases with no response were excluded

TABLE 33
 VARSITY SPORT PARTICIPATION AND
 PREFERENCE TO PLAY OR WATCH

	Play	Watch
Participant Per cent Across	91.3	8.7
Nonparticipants Per cent Across	68.9	31.1

$\chi^2=5.052$; $P=.0163$ (Fisher--One-Tailed)

Varsity sport participation is crossed with father's occupation in table 34. 48% of the varsity sport participants come from the professional/technical category, 35% from the proprietor/manager and clerical/sales categories and blue collar workers represent 17%. However, more than half of the participants are drawn from categories two through four than the professional/technical workers. This indicates that varsity sport participants are more likely to come from lower occupational levels; testimony to the fact that sport participation is often a status producing item for those without it in other areas.

Varsity sport participants by family income (table 35) gives additional support to the previous data that the participants do not come from the upper income and occupational brackets. Only one participant comes from a family with an income over \$16,000. 71% are from

families with incomes between 10 and 15.9 thousand dollars. So it appears possible that sport participation is a prestige producing mechanism to some extent for the varsity sport participants.

TABLE 34

VARSITY SPORT PARTICIPATION AND THE FATHER'S OCCUPATION

	Higher Status	Occupation				Lower Status
		1	2	3	4	
Participants		(11)	(5)	(3)	(4)	
Per cent		47.8	21.7	13.0	17.4	
Nonparticipant		(136)	(24)	(14)	(24)	
Per cent		68.7	12.1	7.1	12.1	

*Collapsed occupation categories:

1= Professional/technical

2= Proprietor/manager

3= Clerical/sales

4= Blue collar workers

TABLE 35

VARSITY SPORT PARTICIPATION AND FAMILY INCOME

	Family Income (in thousands)			
	0-9.0	10-11.9	12-15.9	16.0 & over
Participant				
Per cent	23.8	38.1	33.3	4.8
Nonparticipant				
Per cent	25.5	19.2	21.8	33.5

$\chi^2=9.434$; $P=.02$

*Collapsed version of family income

*Cases with no response excluded

Varsity sport participants by older siblings and older brothers are shown in tables 36 and 37: 63% of the participants have one or more older siblings and 48% have

TABLE 36
 VARSITY SPORT PARTICIPATION AND
 THE NUMBER OF OLDER SIBLINGS

	0	1	2 or more
Participants	(8)	(11)	(3)
Per cent across	36.4	50.0	13.6
Nonparticipants	(103)	(64)	(33)
Per cent Across	51.5	32.0	16.5

*Collapsed version of older siblings

*The number of cases is given in parentheses above each relevant category.

TABLE 37
 VARSITY SPORT PARTICIPATION AND
 THE NUMBER OF OLDER BROTHERS

	0	1	2 or more
Participants	(12)	(9)	(2)
Per cent Across	52.2	39.1	8.7
Nonparticipants	(138)	(50)	(12)
Percent Across	69.0	25.0	6.0

*Collapsed version of older brothers

*The number of cases is given in parentheses above each relevant category.

One or more older brothers. Having older siblings and brothers appears to make it more probable that a woman will compete in varsity sports. The number of nonparticipants having no older siblings or no older brothers is considerably higher than participants (15.1% and 16.8% higher respectively). This tendency for siblings and brothers

to improve the participation possibility may be the result of having the opportunity to compete with someone older and learn from him or her. Then too her feminine role may be more clearly understood by her since she is not threatened by sports competition. For example, a girl will still be treated the same (as a kid sister) even though she competes with her brother in sports. When she later competes in college, she would not feel that this detracts from her femininity.

TABLE 38
NUMBER OF OLDER SIBLINGS AND
THE SUBJECTS PREFERENCE TO PLAY OR WATCH

Number of older Siblings	Play	Watch
0	64.2% (70)	35.8% (39)
1	76.0% (57)	24.0% (13)
2 or more	82.4% (28)	17.7% (6)

$\chi^2=5.483$; $P=.05$

*Collapsed categories of older siblings

*The number of cases is given in parentheses below each relevant category.

Table 38 also shows that if a girl has older siblings she is more likely to play than participate, and vice versa: as the number of older siblings decreases the more the subject will prefer to watch.

Table 39 gives varsity sport participants by their

major field of study. Four major categories were developed: arts and letters, social sciences, natural sciences, and foreign languages. 17 subjects who were undecided as to their major were dropped from this table. Varsity sport participants come primarily from two groups-- (66%) the social sciences and natural sciences. They are least likely to come from the foreign languages group (9.5%). David Riesman offers the following in this area:

".....In school and college the boys tend to cluster in science or mathematics or shop, while the girls concentrate in literature, including Romance languages, and (in certain colleges where they think these fields may be "human") in sociology or psychology or anthropology (where these areas are treated like natural sciences, the girls tend to be driven out, one aim, no doubt, of their instructors)..... One can find bluestocking college girls pursuing biology or in rare cases physics with fierce energy, as if to prove that the going definitions of proper feminine incompetence in these areas are a canard. (6:87)

.....The girls who have taken over so many previously masculine preserves in sports, (notably horseback riding) clothing, and outlook feel diffident about identifying themselves with a specialized occupational achievement that would stamp them as perhaps not "feminine": thus the helping professions are open to them where they can serve familylike constituencies as teachers, social workers, and in rare cases as pediatricians or psychiatrists; the arts are open to some degree; but the old feminist drive to enter engineering and architecture, law and business, economics and archeology is much attenuated. (6:91)"

Our previous evidence has suggested that the varsity sport participants are our "blue stocking" girls and quite set apart from the rest of the population. Certainly table 40 suggests this to be true. No varsity sport participants listed horsebackriding or dance (both

activities tend strongly to female participation) as a favorite activity. But 41% of the participants listed tennis as a favorite activity while only 16.3% of the nonparticipating population did. Again, this may all be tied in with income since we know varsity sport participants do not come from the \$16,000 and over bracket. Tennis is an upper class activity. Varsity participants realizing this association between tennis and class may perceive tennis as an opportunity for upward mobility.

TABLE 39
VARSITY SPORT PARTICIPATION AND
MAJOR FIELD OF STUDY

	1	2	3	4
Participants	(5)	(7)	(7)	(2)
Per cent	23.8	33.3	33.3	9.5
Nonparticipant	(74)	(36)	(31)	(45)
Per cent	32.3	19.4	16.7	24.2

$\chi^2=7.681$; $P=.05$

*Collapsed major categories:

- 1=Arts and letters
- 2=Social science
- 3=Natural science
- 4=Foreign languages

TABLE 40

VARSITY SPORT PARTICIPATION AND FAVORITE SPORT ACTIVITY

Participant	1	2	3	4	5	6	7
Yes	23.5%	0	0	23.5	41.2	5.9	5.9
No	3.0	12.1	9.6	45.2	16.3	7.2	4.2

1= Bowling	5= Tennis
2= Dance	6= Volleyball
3= Horseback riding	7= Waterskiing
4= Swimming	

Varsity sport participants tend to do less dating than their fellow students as shown in table 41. 13% of the participants do not date, compared to 9.7% of the nonparticipants who do not date. If the above is true, one would expect those who date the least to have the lowest family incomes. Table 42 indicates that this is so. Those who do not date tend to have the lowest income backgrounds.

Those who date 3 or 4 times a week or more (those going steady or engaged) have the second lowest family income. Those who date once or twice a week tend to have the highest family incomes.

TABLE 41

VARSITY SPORT PARTICIPATION AND FREQUENCY OF DATING

	Lesser	1	2	3	4	5	Greater
Participant	(3)	(10)	(7)	(3)	(0)		
%	13.0	43.5	30.4	13.0	0		
Non-							
participant	(19)	(53)	(71)	(47)	(5)		
%	9.7	27.2	36.4	24.1	2.6		

*Collapsed categories of dating:

1=no dating

2=once/month or every 2 or 3 weeks

3=once or twice/week

4=3 or 4 times a week or more

5=married

TABLE 42

DATING AND FAMILY INCOME

Frequency of dating	0-9.9	10-11.9 (in thousands)	12-15.9	16 & over
None	22.2%	50.0%	5.6%	22.2%
1-3 times/mo.	27.9	14.8	30.0	27.9
1-2 times/wk.	20.8	25.0	26.4	27.8
3-4 times/wk.	30.6	16.3	18.4	34.7
Married	20.0	0	0	80.0

*Collapsed dating and income categories.

Tables 43, 44, and 45 show that varsity sport participants tend to receive more encouragement from their male friends, female friends, and fathers than non-participants. No significant relationship existed between participation and encouragement or lack of it from the mother. It appears that the father is more likely to encourage women to participate, or at least more girls

TABLE 43

VARSITY SPORT PARTICIPATION AND MALE FRIEND ENCOURAGEMENT

	Encourage participation	Do not encourage participation
Participants	52.4%	47.6%
Nonparticipants	32.3	67.7
$\chi^2=3.392$; $P=.0573$ (exact Fisher)		

TABLE 44

VARSITY SPORT PARTICIPATION AND
FEMALE FRIEND ENCOURAGEMENT

	Encourage participation	Do not encourage participation
Participants	50.0%	50.0%
Nonparticipants	21.9	78.1
$\chi^2=8.35816$; $P=.0038$ (exact Fisher)		

TABLE 45

VARSITY SPORT PARTICIPATION AND FATHER'S ENCOURAGEMENT

	Encourage participation	Do not encourage participation
Participants	59.2%	40.8%
Nonparticipants	39.1	60.9
$\chi^2=3.23499$; $P=.0592$ (exact Fisher)		

feel they receive encouragement from their father, than from their male and female friends. At the college age

the peer group influence is strong, but the relationship between father and daughter is somewhat more important. Approval and encouragement from the father and male and female friends appear to be important factors in a woman's participation in sports. Lower class families and friends may encourage the participant because they also recognize that prestige is available through sport activities.

CHAPTER V

SPORT PREFERENCE PATTERNS

Table 46 is a composite of the favorite sports listed. Swimming (64.5%), tennis (33%), volleyball (19.2%), badminton (17.8%), basketball (17.2%) and horseback riding (17.2%) were listed most frequently. Two subjects listed no favorite sports.

TABLE 46

FAVORITE SPORT ACTIVITIES

Activity	1st Choice	2nd Choice	3rd Choice	Total
Archery	2	3	6	11
Badminton	12	15	12	39
Basketball	12	19	7	38
Bicycling	2	3	5	10
Boating	6	10	7	23
Bowling	9	13	12	34
Camping	1	1	1	3
Cheerleading	..	..	2	2
Dance	8	12	3	23
Field Hockey	4	4	5	13
Fishing & Hunting	..	1	1	2
Golf	3	4	9	16
Gymnastics	3	6	5	14
Hiking & walking	5	1	6	12
Horseback riding	16	10	12	38
Ice skating	5	7	4	16
Snow skiing	6	6	6	18
Soccer	1	..	3	4
Softball	5	14	7	26
Swimming	76	38	30	144
Table tennis	2	2	6	10
Tennis	22	25	27	74
Touch football	..	..	6	6
Volleyball	11	15	16	42
Waterskiing	8	6	5	19

* Sports listed by more than one respondent are included

Table 47 lists favorite sport activities for exercise. 76% listed hiking and walking as their favorite activity for exercise. Others were swimming (53%), tennis (28.2%), and bicycling (27.8%).

TABLE 47
FAVORITE SPORT ACTIVITIES FOR EXERCISE

Activity	1st Choice	2nd Choice	3rd Choice	Total
Badminton	4	4	2	10
Backyard games	..	..	2	2
Basketball	9	3	2	14
Bicycling	11	30	21	62
Boating	1	2	3	6
Bowling	3	3	4	10
Dance	6	10	12	28
Exercises	5	9	15	29
Field hockey	..	2	1	3
Golf	1	3	6	10
Gymnastics	1	1	5	7
Hiking & walking	97	44	28	169
Horseback riding	9	4	12	25
Ice skating	1	2	2	5
Mountain climbing	..	1	2	3
Running	2	16	7	25
Snow skiing	3	5	6	14
Softball	1	..	5	6
Swimming	35	46	37	118
Table tennis	..	3	..	3
Tennis	26	20	17	63
Volleyball	..	3	2	5
Waterskiing	3	..	2	5
Work	1	1	1	3

The college women apparently do discriminate among activities depending upon the purpose of the activity. For example, 34.1% listed swimming as their first choice for favorite sport activity but only 15.6% listed it as their first choice activity for exercise. Swimming as a favorite activity is really sunning on the beach for many rather than actual swimming in the water. Most important of

course is that they recognize the difference.

Hiking and walking are surprisingly at the top of the list. This may be because lots of walking is required around the campus and may be viewed as a primary source of exercise.

Work and exercise are listed by approximately 14.5% of the population rather than sport activities as a favorite source of exercise. Three subjects did not respond to this question.

Sports most appropriate for women are listed in table 48. Swimming (64%) and tennis (53.5%) received the largest vote as appropriate for women. Gymnastics (25%), dance (21.5%) and golf (18%) were also mentioned often but less than half as often as swimming and tennis. All five sports are individual rather than team sports. Individual sports have greater social and recreational appeal. They also tend to carry the "social club woman" image opposed to the masculine team effort idea. Individual sports usually stress highly developed skill rather than endurance (for example: golf). On the contrary, team sports stress endurance and skill. Endurance tends to bear a masculine image (for example: track). Both basketball and volleyball dropped considerably from their rating as a favorite sport activity (table 47). (Volleyball from 19.2% to 6.8% and basketball from 17.2% to 5.8%). Because they are also played by men these team sports may not be considered as appropriate for females as activities in which the

feminine role (or way of performing the skill) is readily distinguishable from the male. Three examples are dance, gymnastics and ice skating which have all more than doubled ratings received as a favorite sport activity.

Even though horseback riding was listed as a favorite sport activity it dropped considerably as an appropriate sport for women. Horseback riding was at one time an activity engaged in almost exclusively by men. However, even though it is now a sport much more popular with girls and women, it still apparently retains some masculine overtones that militate against it as an activity appropriate to women.

Tennis is noticeably high on all of the lists including activities participated in by the father and activities participated in with the family. Tennis is considered the "in" activity at Kalamazoo College both with men and women which considerably improves its image as a female activity. It may be high on the approved feminine list because of the costume worn--a swirly dress as compared to shorts worn for basketball and volleyball. Certainly the students see many women in dresses playing tennis at the College courts. 12.6% of the population did not list any activities appropriate for women.

Table 49 depicts sports least appropriate for women. Track and field (38.4%), wrestling (35.8%), field hockey (27.2%), and softball/baseball (25.1%) were listed most frequently.

TABLE 48
SPORTS MOST APPROPRIATE FOR WOMEN

Sport	1st Choice	2nd Choice	3rd Choice	Total
Archery	1	1	6	8
Badminton	2	6	14	22
Softball	..	2	..	2
Basketball	2	5	6	13
Bicycling	..	1	1	2
Bowling	2	9	10	21
Dance	34	12	2	48
Exercise	2	..	..	2
Field hockey	1	2	5	8
Golf	7	12	21	40
Gymnastics	23	20	13	56
Hiking	1	..	2	3
Horseback riding	5	3	7	15
Ice skating	10	8	18	36
Snow skiing	3	6	11	20
Swimming	59	47	30	136
Tennis	38	50	30	118
Track & field	1	..	5	6
Volleyball	1	7	7	15
Water skiing	2	..	1	3

Two of these sports (wrestling and track and field) are televised. Track and field, field hockey and softball have probably been played by the girls in physical education classes at some time. It is the guess of the author that almost without exception the respondents in this study have not wrestled but have seen women wrestling on television. Opposition probably develops because it requires strength rather than graceful flowing movement that we associate with feminine behavior in our culture. Even though track and field received the largest total votes of opposition, the number of subjects listing wrestling as their first choice compared to the other first choices

and the rapidly diminishing second and third wrestling choices makes it evident the strong negative feelings that this sport arouses.

TABLE 49
SPORTS LEAST APPROPRIATE FOR WOMEN

Sport	1st Choice	2nd Choice	3rd Choice	Total
Archery	1	..	1	2
Badminton	1	..	1	2
Basketball	11	17	15	43
Bowling	..	1	1	2
Boxing	1	4	3	8
Fencing	1	3	2	6
Field hockey	20	17	24	61
Fishing	..	..	2	2
Football	27	10	7	44
Golf	1	4	1	6
Gymnastics	1	2	1	4
Ice hockey	1	2	5	8
Ice skating	..	..	2	2
Judo	..	..	2	2
Roller skating	1	8	3	12
Soccer	6	10	7	23
Softball	11	30	15	56
Squash	1	..	1	2
Swimming	3	2	0	5
Table tennis	..	..	2	2
Tennis	1	2	..	3
Track & field	34	28	24	86
Volleyball	1	4	1	6
Weight lifting	1	5	6	12
Wrestling	66	11	3	80

Track and field were made one category even though many times the respondent listed both running events and field events. Women taking part in track and field events again would certainly not fit our American feminine image in part because the costumes are almost identical to those of the male. Many of the track and field events televised

are strength events. Therefore, the women taking part would not be the image the American girl or woman wants to portray if she intends to snag a boyfriend or husband; that is, with a nonsexy costume and bulging calves, thighs and biceps.

Field hockey and softball may also have this same masculine strength image.

13.5% did not respond to this question.

CHAPTER VI

ANALYSIS OF SELECTED VARIABLES

This chapter considers certain selected variables as they affect sports participation and selection.

The subjects were asked to rank six named reasons for participating in a sport with the reason most important to them first.* (Table 50) The two extremes on a scale computed from replies were categorized as "ideal-play" (first) and "ideal professional" attitudes (last). 67% ranked

TABLE 50
REASONS FOR SPORTS PARTICIPATION

Reason	Ranking: (in per cent)						Mean Rank
	1st	2nd	3rd	4th	5th	6th	
Relaxation & fun	69.0%	21.5%	6.4%	1.8%	.9%	.5%	1.457
Good Health	21.0	34.3	19.6	16.4	7.3	.9	2.562
Companion- ship	4.1	27.5	44.0	17.4	4.6	2.3	2.977
Excitement	4.1	15.1	18.4	46.8	14.2	.9	3.564
Competition	1.4	.9	11.0	14.6	65.3	6.9	4.621
Prestige	0	0	.9	2.3	7.3	89.0	5.826

*A scaling device developed by Professor Webb and employed for the first time here and in G. Welch. A study of the Development and Awareness of the Need for Creative Uses of Leisure time of High School Students in a Working Class Community, unpublished MA thesis, Michigan State University.
(12)

relaxation and fun as the most important reason for participating in a sport. Agreement appears to be greatest at the extremes for both relaxation and fun and prestige. 89% ranked prestige as the least important reason for participation. Reasons for sport participation are most clearly defined at the lower end of the scale.

Table 51 gives the ranking of reasons for participating in a sport by father's occupation. The lowest scores represent "play" attitudes and the highest scores "professional" attitudes. Of those with the lowest scores, the largest percent (69.2) fall into the professional/technical category. The sales/service and blue-collar occupations tend to rank on the scale toward the professional end of the scale. Upper social classes tend to think of sports in terms of play rather than prestige but the lower classes lean more to sport as a source of prestige and thus the tendency toward the professional sport scores.

TABLE 51

FATHER'S OCCUPATION AND REASONS FOR SPORT PARTICIPATION

Occupation	Score:	(play)	61-68	(Professional)	Mean
		53-60		69-100	
Professional/ technical		69.2%	17.5%	13.3%	1.44
Proprietor/ Manager		57.1	35.7	7.1	1.50
Sales/service		52.9	17.7	29.4	1.76
Blue-collar		67.9	14.3	17.9	1.50

TABLE 52

FREQUENCY OF DATING AND REASONS FOR SPORT PARTICIPATION

Amount of Dating	Score:	(play) 53-60	61-68	(Professional) 69-100	Mean
None		54.6%	9.1%	36.4%	1.82
1-3 times/mo.		65.1	25.4	9.5	1.44
1-2 times/wk.		70.3	14.9	14.9	1.45
3-4 times/wk.		70.0	22.0	8.0	1.38
Married		50.0	50.0	0	1.50

*Collapsed categories for dating and sport scores

Amount of dating by reasons for sports participation scores is seen in table 52. Those who do not date tended toward the highest scores (professional sport end of the scale) and those who date the most have the lower scores (ideal play). For those who do not have other sources of prestige (dates, money, etc.) sports appear to serve as an important prestige source. Again, as in so much of the data presented thus far the differences tend to appear along class lines.

Table 53 depicts the response to the question "Which occupation would you most like to have?" The respondent then ranked the remaining occupations in order of preference.*

*A scale also developed by Professor Webb aimed in part at discriminating "deferred" and "immediate" gratification tendencies, and used here for the first time.

TABLE 53
 SUBJECT RANKINGS OF THE OCCUPATIONS ON THE OCCUPATIONAL
 RANKING SCALE

Choice	1	2	3	4	5	6	7	Mean
1st (%)	34.7 (77)	21.2 (47)	9.0 (20)	23.0 (51)	6.3 (14)	.5 (1)	5.4 (12)	3.419
2nd (%)	27.3 (60)	17.2 (38)	10.9 (24)	23.2 (51)	10.5 (23)	4.1 (9)	6.8 (15)	3.655
3rd (%)	14.1 (31)	24.6 (54)	12.7 (28)	12.7 (28)	16.4 (36)	8.6 (19)	11.0 (24)	3.418
4th (%)	10.1 (22)	17.8 (39)	14.2 (31)	16.0 (35)	19.6 (43)	15.1 (16)	7.3 (33)	3.662
5th (%)	8.7 (19)	9.1 (20)	24.2 (53)	14.2 (31)	14.6 (32)	14.6 (32)	14.6 (32)	4.215
6th (%)	3.2 (7)	6.4 (14)	19.2 (42)	5.0 (11)	18.3 (40)	28.3 (62)	19.6 (43)	4.557
7th (%)	1.7 (3)	4.1 (9)	10.1 (22)	5.5 (12)	14.6 (32)	36.5 (80)	27.9 (61)	5.055

*The number of cases in each category is given in parenthesis below each relevant category.

1=College
 2=Artist
 3=Ballerina
 4=High School Instructor
 5=Playground Director
 6=Professional Athlete
 7=Singer

The occupations are listed on the table in order of rank value. The occupation rankings were taken from the North-Hatt Occupational Prestige Scale. (5:153) Two professions not included on that scale were added to the questionnaire list; ballerina and professional athlete. A ballerina was equated with a musician in years of training

and therefore was placed third on the scale. The professional athlete was ranked sixth just above a night club singer.

The concensus of agreement appears at the upper extremity. That is, ranking the college professor as number one. The professional athlete was ranked the lowest by more respondents (36.5%) than the professional singer (27.9%) and has fewer high rankings than the singer. Among the college set at least the professional athlete has less status than a nightclub singer. This may be because the college students would see few professional female athletes and those mostly on television. They may be comparing television singer personalities with the professional athletes they see on television.

The ballerina also received a rather low ranking considering her years of training. Only 12.8% ranked it third, but 19.6% ranked the playground director third, and 24% ranked it 5th. It appears to have the least amount of concensus of any of the professions. With the exception of first choice (even here it received a surprising 9%) it was ranked by at least 10% of the population in each category. Obviously a dancer is viewed with mixed feelings. This is a rather rare occupation in the U.S. Since we tend to evaluate those things most familiar to us it is not surprising the rankings are wide spread.

This scale was designed as class discrimination scale.

The aspirations of the subject would be reflected along class lines. Those fathers in the upper occupational and income occupations should score higher than blue-collar workers for instance. Table 54 shows the results.

TABLE 54

FATHER'S OCCUPATION AND OCCUPATIONAL RANKING SCORES

Occupation	140- 131	130- 121	120- 112	111- 84	Mean
Professional/ Technical	35.0%	41.2%	17.5%	6.3%	1.95
Proprietor/ Manager	17.2	37.9	31.0	13.8	2.41
Sales/Service	29.4	47.1	5.9	17.7	2.12
Blue Collar Workers	21.4	46.4	17.9	14.3	2.25

*Collapsed categories of fathers occupation and ranking scores used.

TABLE 55

VARSITY SPORT PARTICIPATION AND
OCCUPATIONAL RANKING SCORES

Participant	140- 131	130- 121	120- 112	111- 84	Mean
Yes	34.8%	21.7%	34.8%	8.7%	2.17
No	29.6	43.9	16.8	9.7	2.07

Those in the professional/technical group scored lowest (highest aspiration level). The mean for this group was 1.95. The proprietor/manager group did the poorest with a mean score of 2.41. However, 69% of this group did have

scores in the middle of the scale. The sales/service group did second best on the scale with a mean of 2.12, and blue collar workers had a mean of 2.25. The scale appears to discriminate better at the upper end of the scale than the lower end. This may be due to the selection of occupations by the author since there were fewer blue collar occupations to rank than others.

TABLE 56

VARSITY SPORT PARTICIPATTON AND RANKING OF THE
PROFESSIONAL ATHLETE ON THE OCCUPATIONAL RANKING SCALE

Parti- cipant	Ranking:							Mean
	1	2	3	4	5	6	7	
Yes	4.4%	21.7	.0	17.4	30.4	8.7	17.4	4.43
No	4.9	13.8	1.5	9.2	27.6	55.1	38.8	5.13

When varsity sport participants are crossed with professional ranking scores, varsity participants tend to rank it higher (mean=2.17) than nonparticipants (2.07). (Table 55) It is doubtful this means they come from higher occupational groups. Table 56 shows how varsity sport participants ranked the professional athlete. It is ranked higher by participants (mean 4.43) than nonparticipants (5.13). Varsity athletes give more prestige to professional athletes than the rest of the population, therefore raising their mean score on the ranking scale. Nonvarsity athletes tend to rank it below a nightclub singer and thus lowering their mean score.

CHAPTER VII

SUMMARY

This study is a description of 223 freshmen and senior women at Kalamazoo College. It describes the family background, sport's history, and sports preferences of a homogenous and elite population.

Selected variables were examined in terms of how they affect the sport's preferences and participation of the subjects. A questionnaire was constructed and administered in the spring of 1967. Additional information was obtained from the WRA and varsity sport files on which sports and how often the subject participated. The data was subjected to statistical analysis: frequency and percentage tables, Chi Square test of independent samples, and Fisher's exact probability test were employed. The levels of significance less than .05 are listed at the bottom of each table.

Significant relationships were found to exist between WRA, varsity sport participants and certain selected variables. Two important findings exist. First the WRA and varsity sport participant populations are different from the rest of the population under study. Family income and thus social class appear to be the major separating factor. Participants are less likely to come from the \$16,000 and over income group. Income in turn influences

selection of a major field of study, part-time employment, dating and such intangibles as aspiration level, and reasons for participation in sports.

Second, the size of the family unit is an important factor in sports participation. If the subject has older siblings she is more likely to prefer to play in sports than to watch them.

Differences do exist between the sports selected as favorite activities and favorite activities for exercise.

BIBLIOGRAPHY

Books

1. Coleman, James S. The Adolescent Society. Glencoe; Ill., The Free Press, 1961. 368pp.
2. Kahl, Joseph A. The American Class Structure. New York: Rinehart and Company, Inc. 1957. 310pp.
3. Kaplan, Max. Leisure in America: A Social Inquiry. New York: John Wiley and Sons. 1960.
4. Reiss, Albert J. A Socio-psychological Study of Conforming and Deviating Behavior Among Adolescents. US Office of Education; Contract Project 507 (8133) State University of Iowa. 1959
5. Reissman, Leonard. Class in American Society. Glencoe, Ill: The Free Press. 1959. 436pp.
6. Riesman, David. "Two Generations," The Woman in America. ed. Robert J. Lifton. Boston: Houghton Mifflin Co. 1965. 293pp.
7. Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw Hill Book Company Inc., 1956. 312pp.

Articles and Periodicals

8. US Bureau of Statistics. "Population Characteristics", Current Population Reports. Series P-60, No. 51, Feb. 12, 1967.
9. US Bureau of Statistics. "Consumer Income". Current Population Reports. Series P-20, no. 164, April 12, 1967

Unpublished Material

10. Buckley, Joyce. "A Comparative Study of Sports Preferences in Spectating and Participating in Two Grand Rapids Area High Schools." Unpublished Master's thesis, Michigan State University, East Lansing: 1967

11. Phillips, Coralie. "A Survey of the Physical Activity Backgrounds and Present Participation in and Attitudes Toward Sports and Recreational Activities of Resident Graduate Women Students at Michigan State University." Unpublished Master's thesis, Michigan State University, East Lansing: 1966
12. Welch, Gordon R. "A Study of the Development and Awareness of the Need for Creative uses of Leisure Time of High School Students in a Working Class Community." Unpublished Master's thesis, Michigan State University, East Lansing: 1967

APPENDIX A
QUESTIONNAIRE

QUESTIONNAIRE

Please do not go back and change answers as your initial response is desired on this study.

A. Personal Background

1. ☐ Freshman
☐ Senior
2. Number of brothers older (circle): 1 2 3 4 5 6 7 8
Number of brothers younger: 1 2 3 4 5 6 7 8
3. Total number of siblings older (circle): 1 2 3 4 5 6 7 8
Total number of siblings younger: 1 2 3 4 5 6 7 8
4. Height _____
Weight _____
5. Where is your home located?

☐ rural
☐ small town or city (less than 10,000)
☐ city (10,000-500,000)
☐ large city (over 500,000)
6. Grade point average _____
7. Major _____
8. Post college occupational plans:

☐ none
☐ work
☐ graduate school
☐ Peace Corps
☐ travel
9. Post college marriage plans:

☐ Yes, within six months
10. Church membership

☐ Protestant
☐ Catholic
☐ Jewish

11. How often do you attend church?

- ☐ every week
- ☐ 1-3 times a month
- ☐ less than once a month
- ☐ never

12. Do you have a part-time job?

- ☐ No
- ☐ Yes . . . _____ Number of hours you work per week.

13. Father's occupation:

- ☐ Professional or technical
- ☐ Proprietor or manager
- ☐ Clerical or sales
- ☐ Service
- ☐ Craftsman or foreman
- ☐ Semiskilled
- ☐ Farmer or farm manager
- ☐ Laborer

14. Mother's occupation:

- ☐ Professional or technical
- ☐ Proprietor or manager
- ☐ Clerical or sales
- ☐ Service
- ☐ Craftsman or foreman
- ☐ Semiskilled
- ☐ Farmer or farm manager
- ☐ Laborer
- ☐ Housewife

15. Approximately how much is your family income (in thousands)?

- ☐ 0-4.9
- ☐ 5-7.9
- ☐ 8-9.9
- ☐ 10-11.9
- ☐ 12-15.9
- ☐ 16 and over

16. Father's formal education completed at what level?

- ☐ left school before the 8th grade
- ☐ finished the 8th grade
- ☐ some high school but didn't finish
- ☐ finished high school
- ☐ some college but didn't finish
- ☐ finished college

17. Mother's formal education completed at what level?

- ☐ left school before the 8th grade
- ☐ finished the 8th grade
- ☐ some high school but didn't finish
- ☐ finished high school
- ☐ some college but didn't finish
- ☐ finished college

18. If you were requested to register with a political party today, which party would you join?

- ☐ Democratic
- ☐ Republican

19. How is your college education financed? (check as many as necessary)

- ☐ scholarship
- ☐ parents
- ☐ government funds
- ☐ part-time work
- ☐ other

20. How many sweaters do you own?

_____ cashmere

_____ other

21. What campus organizations do you belong to?

1. _____
2. _____
3. _____
4. _____
5. _____

22. Do you date?

- ☐ no
- ☐ yes about once a month
- ☐ yes about once every 2 or 3 weeks
- ☐ yes about once a week
- ☐ yes about twice a week
- ☐ yes about 3 or 4 times a week
- ☐ yes more than 4 times a week

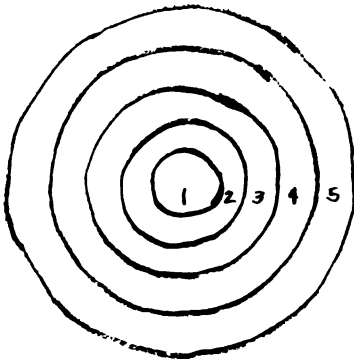
23. If you had your choice, which of the following occupations would you most like to have?

- a. ☐ Artist who paints pictures that are exhibited in galleries.
- b. ☐ Playground director
- c. ☐ College professor
- d. ☐ Ballerina
- e. ☐ Singer in a night club
- f. ☐ Instructor in the public schools
- g. ☐ Professional athlete

24. Now please rank the other professions listed above in order of preference.

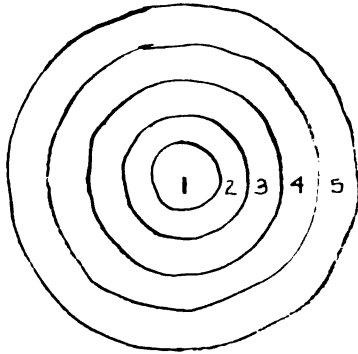
- 1. ____
- 2. ____
- 3. ____
- 4. ____
- 5. ____
- 6. ____

25. Suppose the circle below represented the activities that go on here on campus. How far out from the center of things are you? (The center of the circle represents the center of things on campus.)



(Place a check where you think you are)

26. Now in the circle below, place a check where you would like to be.



Part B. Sports history, preferences and participation.

27. In what grades in elementary school did you have physical education? (Check as many as necessary)

<u>Grade</u>	<u>How many days per week?</u> (circle)
☐ 1st	1 2 3 4 5
☐ 2nd	1 2 3 4 5
☐ 3rd	1 2 3 4 5
☐ 4th	1 2 3 4 5
☐ 5th	1 2 3 4 5
☐ 6th	1 2 3 4 5
☐ none	

28. Do you participate in any sports and/or other physical activities with you family?

☐ Yes
☐ No

29. If your answer to question 28 is yes, please list those activities in order of frequency.

1. _____
 2. _____
 3. _____
 4. _____
 5. _____

30. Please list any sports in which your father or the man of the household participates in order of frequency.

1. _____
2. _____
3. _____
4. _____
5. _____

31. In what activities did you participate in your high school athletic program?

a. Interschool:

1. _____
2. _____
3. _____
4. _____
5. _____

b. Intramural (teams and activities):

1. _____
2. _____
3. _____
4. _____
5. _____

32. In what high school sports and sport activities did you participate other than school sponsored ones? (AAU, YWCA, city league, dance, etc.) Please list in order of amount of participation.

1. _____
2. _____
3. _____
4. _____
5. _____

33. Rank your 3 favorite sport participation activities and where you learned them. (List activity and check appropriate column)

	School	Family	Friends	Other
1. _____	—	—	—	—
2. _____	—	—	—	—
3. _____	—	—	—	—
4. _____	—	—	—	—

34. Of the sport activities participated in by women which do you think are most appropriate for female participation? (Please list 5 in order with least appropriate first.)

1. _____
2. _____
3. _____
4. _____
5. _____

35. Of the sport activities participated in by women which do you think are least appropriate for female participation? (Please list 5 in order with least appropriate first.)

1. _____
2. _____
3. _____
4. _____
5. _____

36. Seniors: Compared to your first three years at college what is your sports participation now?

- ☐ much greater
☐ greater
☐ about the same
☐ less
☐ much less

37. Freshmen: Compared to your high school years what is your sports participation rate now?

- ☐ much greater
☐ greater
☐ about the same
☐ less
☐ much less

38. Please rank the following reasons for playing a sport from the one you feel is most important (1) to the least important (6).

- ☐ excitement
☐ companionship
☐ good health
☐ competition
☐ prestige
☐ relaxation and fun

39. Getting proper exercise is important. What are your favorite activities for obtaining exercise? List in order of preference.

1. _____
 2. _____
 3. _____
 4. _____
 5. _____

40. Do the following people strongly encourage sports participation for women?

- | | | |
|------------------------------|-----------------------------|---------------------|
| ☐ Yes | ☐ No | your male friends |
| ☐ Yes | ☐ No | your female friends |
| ☐ Yes | ☐ No | your father |
| ☐ Yes | ☐ No | your mother |

41. Which sports and other physical activities do you like to watch the most? (List in order of preference.)

1. _____
2. _____
3. _____
4. _____
5. _____

42. If you had a choice, would you rather play or watch your favorite sports?

- ☐ play
☐ watch

43. In general how do you feel about the WRA program?

- ☐ strongly approve
☐ approve
☐ don't know
☐ disapprove
☐ strongly disapprove
☐ don't care

44. Suggestions for change?

APPENDIX B
COVER LETTER

Dear

I would greatly appreciate your help in a research project I am undertaking for my Master's thesis. The study is a sociological survey of the WRA program at Kalamazoo College.

Will you help me by completing the enclosed questionnaire and returning it at your earliest convenience? Please detach this letter before putting it in the enclosed envelope. For your convenience a box is located in the lobby where you may drop your questionnaire.

Your questionnaire will be treated in a strictly confidential manner. You will notice a code number on the questionnaire that will be matched with a number on a WRA participation sheet. Rest assured that your questionnaire once received will be handled by number only.

The pretest indicates the questionnaire should take approximately 20 minutes. I realize you are very busy and pressed for time. Your time and effort will be greatly appreciated. If you have any questions, feel free to ask me. Results will be available at the completion of the study.

Best wishes for success in your studies this term.

Sincerely,

Beverly Benne

BB/s

APPENDIX C
FIRST FOLLOW UP LETTER

April 13, 1967

Dear

As I check through the returned questionnaire code number, I find your's missing! I understand from several students you have been "questionnaired to death." You have my sympathy. I have tried to make this questionnaire simple and quick to answer in hopes this will ease the inconvenience at least a small amount. May I urge you to complete the questionnaire and return it while the thought is still fresh in your mind.

I am advised I should have a minimum 80% return to even continue the study. I now have only 50% return. Your efforts toward this end are greatly appreciated.

Sincerely,

Beverly Benne

APPENDIX D
SECOND FOLLOW UP LETTER

April 27, 1967

Dear

Several students indicated that they had misplaced the questionnaire I sent them a few weeks ago. Therefore I am sending you a second copy of the questionnaire. If you did not fill out the first copy, will you take a few minutes to complete and return this questionnaire?

I still need a greater return to fulfill the requirements of my study. Your cooperation toward this end is greatly appreciated.

Sincerely,

Beverley J. Benne

APPENDIX E
CODING FORMS

CODING FORMS

<u>IBM CARD COLUMN</u>	<u>VARIABLE NO.</u>	<u>QUESTION</u>	<u>CODE</u>
1,2,3		observation no.	Same as questionnaire number
4,5,6		identification	465
7	1	student status	1=freshman 2=sophomore
8	2	# older brothers	0-8
9	3	# younger brothers	0-8
10	4	# siblings older	0-8
11	5	# siblings younger	0-8
12	6	Home location	1=rural 2=small town/city 3=city 4=large city
13,14	7	Grade Point Ave.	record actual score
15 15	8	Grade Point Ave. categories	1=1.0-1.9 2=2.0-2.3 3=2.4-2.7 4=2.8-3.0 5=3.1-3.4 6=3.5-4.0
16,17	9	Major	01=Art 02=Biology 03=Chemistry 04=Econ./Bus. Admin. 05=English 06=Foreign Languages 07=History 08=Mathematics 09=Music 10=Philosophy 11=Physics 12=Political Science

(con't on next page)

<u>IBM CARD COLUMN</u>	<u>VARIABLE NO.</u>	<u>QUESTION</u>	<u>CODE</u>
16,17 (con't) 9		Major	13=Psychology 14=Religion 15=Sociology/ Anthropology 16=Theatre Arts/ Speech 17=Undecided 18=Premedicine
18	10	Occup. plans none	1 if checked blank if blank
19	11	work	"
20	12	graduate school	"
21	13	Peace Corps	"
22	14	Travel	"
23	15	Marriage plans	1=yes blank=no answer
24	16	Church member- ship	1=Protestant 2=Catholic 3=Jewish 4=None
25	17	Church attendance	1=every week 2=1-3times/mo. 3=less than once/mo. 4=never
26	18	part-time work	1=yes 2=no
27	19	hours worked per week	1=1-4 2=5-6 3=7-8 4=9-10 5=11-12 6=over 12
28	20	father's occupation	1=professional/ technical 2=proprietor/ manager 3=clerical/sales 4=service 5=craftsman/ foreman (con't on next page)

<u>IBM CARD COLUMN</u>	<u>VARIABLE NO.</u>	<u>QUESTION</u>	<u>CODE</u>
28 (con't)	20	father's occupation	6=semiskilled 7=farmer/farm manager 8=laborer
29	21	mother's occupation	same as above plus 9=housewife
30	22	family income	1=0-4.9 2=5-7.9 3=8-9.9 4=10-11.9 5=12-15.9 6=16 & over
31	23	father's educ.	1=left school before 8th grade 2=finished 8th grade 3=some high school but didn't finish 4=finished high school 5=some college/ didn't finish 6=finished college
32	24	mother's educ.	use format above
33	25	political party	1=democrat 2=republican 3=nonpartisan 4=neither
34	26	college financed	1=yes
35	27	scholarship	blank if blank
36	28	parents	" " "
37	29	government funds	" " "
38	30	part-time work	" " "
		other	" " "
39		cashmere sweaters owned	number
40	31	sweaters owned	1=1-5 2=6-10 3=11-15 4=16-20 5=21-25 6=over 25

<u>IBM CARD COLUMN</u>	<u>VARIABLE NO.</u>	<u>QUESTION</u>	<u>CODE</u>
		campus organizations	
41	32	social	1=yes
42	33	service	blank if blank
43	34	religious	" " "
44	35	do you date	1=no 2=yes, once/mo. 3=yes, every 2-3 wks. 4=yes, once/week 5=yes, twice/wk. 6=yes, 3-4 times/wk. 7=yes, more than 3-4 times/wk. 8=married
		occupation most like to have and rankings	
45-51	36	artist	1=artist
	37	playground dir.	2=playground director
	38	college professor	3=college professor
	39	ballerina	4=ballerina
	40	singer/night club	5=singer in a night club
	41	inst. public schools	6=inst. public schools
	42	professional athlete	7=professional athlete
52-54	43	sum of products (rank x value= product)	values: 1=professor 2=artist 3=ballerina 4=instructor 5=playground director 6=pro. athlete 7=singer
55	44	score categories	6=84-93 5=94-103 4=104-111 3=112-120 2=121-130 1=131-140 (largest score is best--highest category best)
56	45	campus involvement	1-5

<u>IBM CARD COLUMN</u>	<u>VARIABLE NO.</u>	<u>QUESTION</u>	<u>CODE</u>
57	46	desired involvement	6=outside "
58-64	47	El. Phy. Educ. 1st grade	0-5=no. of days
	48	2nd	
	49	3rd	
	50	4th	
	51	5th	
	52	6th	
	53	none	blank or 1=yes
65	54	participate with family	1=yes 2=no
66-75	55-59	activities par- ticipate with family	see sport list
78-80		sequence #'s on cards begin 001 and continue	
76-77 7-14	60-64	Sports father participates in	see sport list
15-24	65-69	H.S. athletic program	see sport list
25-34	70-74	intramurals	see sport list
35-44	75-79	activities outside school	see sport list
45-53	80-85	favorite sport and where learned	1st 2 col.=sport 3rd col.=where learned 1=school 2=family 3=friends 4=other
54-63	86-90	sports most appro. for women	see sport list
64-73	91-95	sports least appro. for women	see sport list
74	96	seniors compare sports participation	1=much greater 2=greater (con't on next page)

<u>IBM CARD COLUMN</u>	<u>VARIABLE NO.</u>	<u>QUESTION</u>	<u>CODE</u>
74 (con't)	96	seniors compare sports participation	3=about the same 4=less 5=much less
75	97	Freshman participation	1=much greater 2=greater 3=about the same 4=less 5=much less
78-80	Sequence #'s on cards		
1-6	Observation & identification		
		Sport rank most to least	
76	98	excitement	rank 1-7
77	99	companionship	
7	100	good health	
8	101	competition	
9	102	prestige	
10	103	relaxation/fun	
11,12	104	sum of the products (rank x value)	excite/prestige=1 competition/ companionship=3 good health/ relaxation=7
13	105	score category	1=53-60 2=61-68 3=69-85 4=86-93 5=94-99
14-23	106-110	favorite activities for exercise	see sport list
		encourage women's sports	1=yes 2=no
24	111	male friends	
25	112	female friends	
26	113	father	
27	114	mother	

<u>IBM CARD COLUMN</u>	<u>VARIABLE NO.</u>	<u>QUESTION</u>	<u>CODE</u>
28-37	115-119	like to watch most	see sport list
38	120	rather play or watch	1=play 2=watch
39	121	attitude toward WRA	1=strongly approve 2=approve 3=don't know 4=disapprove 5=strongly disapprove 6=don't care
40	122	WRA participant	1=yes 2=no
41	123	WRA sports hockey	0-1-2-3-4
42	124	tennis	# years participated
43	125	volleyball	
44	126	basketball	
45	127	swimming	
46	128	table tennis	
49	131	softball	
50	132	bowling	
51,52,53	133	# sports x # years	raw score
54	134	score category	0=0 1=1-20 2=21-40 3=41-60 4=61-80 5=81-100 6=101-120 7=121-140
55	135	varsity sport participant	1=yes 2=no
56	136	varsity sports hockey	0-1-2-3-4
57	137	basketball	
58	138	tennis	
59	139	archery	
60,61	140	# sports x # years	raw score

<u>IBM CARD COLUMN</u>	<u>VARIABLE NO.</u>	<u>QUESTION</u>	<u>CODE</u>
62	141	score category	0=0 1=1-6 2=7-12 3=13-18 4=19-24 5=25-30
78,79,80		sequence number of card	

- 01 Archery
- 02 Auto racing
- 03 Badminton
- 04 Backyard games---croquet, horseshoes, shuffleboard,
darts, etc.
- 05 Baseball
- 06 Basketball
- 07 Bicycling
- 08 Billiards and pool
- 09 Boating (row and motor)
- 10 Bowling
- 11 Boxing
- 12 Bull fights
- 13 Camping
- 14 Canoeing
- 15 Cheerleading and drill teams
- 16 Dance---ballet, modern, folk, square, social
- 17 Exercises and gym clubs
- 18 Fencing
- 19 Field hockey
- 20 Fishing
- 21 Football
- 22 Gardening
- 23 Golf
- 24 Gynastics, tumbling and trampoline
- 25 Hiking and walking and birdwatching
- 26 Hunting---(bow and arrow and rifle)
- 27 Horse and harness racing
- 28 Handball
- 29 Horseback riding
- 30 Ice hockey
- 31 Ice skating (figure)
- 32 Judo and karate
- 33 Lacrosse
- 34 Motorcycle racing and riding
- 35 Mountain climbing
- 36 Paddle ball and paddle tennis
- 37 Polo
- 38 Roller skating
- 39 Rugby
- 40 Running
- 41 Sailing
- 42 Shooting (skeet, target)
- 43 Skin and scuba diving
- 44 Snow skiing, sleighing, toboggan, jumping
- 45 Soccer
- 46 Softball and playing catch
- 47 Speedball
- 48 Speed skating
- 49 Squash
- 50 Swimming and diving
- 51 Synchronized swimming

52	Table tennis
53	Tennis
54	Touch football
55	Track and field events
56	Volleyball
57	Water skiing and surfing
58	Weight Lifting
59	Work
60	Wrestling

RECORDING OF VARIABLES

<u>IBM CARD COLUMN</u>	<u>VARIABLE NO.</u>	<u>QUESTION</u>	<u>CODE</u>
8	2	No. older brothers	0=0 1=1 2=2 or more
10	4	No. siblings older	0=0 1=1 2=2 or more
12	6	Home location	1=rural/small town/city 2=city 3=large city
16-17	9	Major	1=Arts and letters art English history music philosophy religion theater arts/ speech 2=Social science economics/ bus. admin. Political science psychology sociology/ anthropology 3=Natural science biology chemistry mathematics physics 4=Foreign language
28	20	father's occupation	1=professional/ technical 2=proprietor/ manager 3=clerical/sales/ service 4=blue collar
30	22	family income	1=0-9.9 2=10-11.9 3=12-15.9 4=16 and over

31

23

father's
education1=high school
& less
2=republican
drop 3 & 4

APPENDIX F
SPORTS PARTICIPATION SHEET

No. _____

SPORTS PARTICIPATION SHEET

	Hockey	B Ball	Tennis	Archery
1st				
2nd				
3rd				
4th				

	Hockey	Tennis	VB	BB	Swim- ming	Bad- min.	Arch- ery	Soft- ball
1st								
2nd								
3rd								
4th								

MICHIGAN STATE UNIV. LIBRARIES



31293102376245