

# A Comparison of 9th Grade Male and Female Physical Education Activities Preferences and Support for Coeducational Groupings

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## **Abstract**

*The purposes of this study were to determine the physical education activity preferences of 9th grade students in a southern California school district, to identify which activities students felt should be offered in coeducation or gender separate formats, and to determine whether physical education is one of their favorite classes. Results indicated that basketball, football, bowling, softball/baseball, swimming, and volleyball were the most preferred activities. Girls were more likely to select individual and noncontact activities while boys were more likely to select contact activities. A majority of boys and girls preferred that all activities be offered on a coeducational basis, however a significantly higher percentage of boys preferred coeducational classes for 9 out of the 10 activities in which there were significant differences based on gender. Finally, a significantly higher percentage of boys indicated that physical education is one of their favorite classes.*

Physical education has the potential to provide students with meaningful learning and social experiences as well as the means to achieve healthier lifestyles. Unfortunately, there is evidence of reduced opportunity in physical education demonstrated by declining percentages of students who are participating in physical education on a daily basis (Scruggs, Beveridge, & Watson, 2003; Frauhiger, 2002; Lowry, Wechsler, Kann & Collins, 2001). This is occurring, at least partially, because many physical education pro-

grams are being marginalized or even eliminated from the K-12 school curriculum (Tannehill, 1998).

In order to solidify the presence of physical education in schools, it is important to, not only argue for space in the overall school curriculum, but to also consider the interests and needs of the students when planning curriculum (Ennis, Mueller, & Hooper, 1990; Greenwood & Stillwell, 2001; Hopper, 1980; Strand & Scantling, 1994; Tannehill, 1998). That is, physical education stands a better chance of survival if it includes activities that students find attractive since curriculum has been found to be the primary consideration for both males and females in determining their attitude toward physical education (Luke & Sinclair, 1991).

Since the advent of Title IX, physical education classes have generally become coeducational in nature. This has allowed both boys and girls to participate in similar activities. A number of researchers, however, have found there are differences in the curricular choices of males and females and, even within specific units, there are differences regarding the way males and females would like those units to be structured (Derry & Allen, 2004).

Greenwood and Stillwell (2001) utilizing an Activity Interest Inventory found that a majority of middle school boys selected archery, basketball, bicycling, bowling, flag football, roller skating, soccer, swimming and wrestling, while a majority of middle school girls selected basket-

ball, bicycling, gymnastics, roller skating, soccer, softball, swimming, tennis and volleyball. The authors speculated that differences may exist because boys conceptualize specific activities as competitive, and thus select those that provide more opportunity for competitive experiences. Girls' preferences of activities may focus more on the socializing nature of those activities. Consequently, when boys and girls select the same activity, they may be doing so for very different reasons.

Kovar (1996) surveyed physical education teachers and found they felt a low percentage of high school aged boys want to participate in dance and individual activities because they perceive those activities as effeminate. In addition they perceived that low percentages of high school aged girls select team sports, swimming and gymnastics. The authors speculated that girls might discount swimming because of self-awareness associated with their bodies and gymnastics because of a perceived lack of competence. In addition, girls may not want to participate in team sports because many of those sports are perceived to be either male-dominated or aggressive in nature. Ernst and Pangrazi (1999) compared the level of attraction to a fitness intervention program (P.L.A.Y.) of 4th, 5th and 6th graders and found that girls preferred to participate in activities that were not extremely vigorous or competitive. In addition, the primary reason girls may have enjoyed the P.L.A.Y. intervention program was because it promoted social interactions among students.

Class climate appears to be affected when boys and girls are grouped together in physical education (Derry & Phillips, 2004). For example, Lirgg (1994) found that same-sex and coeducation physical education middle school classes had markedly different climates. Specifically, a majority of the girls in same-sex classes perceived female only classes to be better behaved, to have more teacher support, and more group affiliation and helping behaviors than coeducation classes. Most of the boys and girls in same-sex classes

perceived that those classes had more intense competition than coeducation classes. Boys, while perceiving same-sex classes as more competitive, perceived themselves to be more involved in coeducation classes. These findings indicate that, while boys may receive some valuable benefits by participating in coeducational classes (increased confidence, group affiliation and helping behaviors), girls may be more engaged, happier, and receive more teacher attention in a gender separate format. Other researchers (Garcia, 1994; Griffin, 1983, 1984; Lee, Carter, & Xiang, 1995) have indicated that for some students, the coeducational physical education class may not be the most appropriate learning environment. Specially, girls may be intimidated by aggressive boys, and they may be more at risk than boys in regards to stereotyping, sexism, harassment, and teacher bias (Garcia, 1994; Sadker & Sadker, 1994).

There is evidence that physical education teachers may not consider gender differences when selecting physical education curriculum. Napper-Owen, Kovar, & Ermler (1999) reported that only 50% of secondary physical education teachers surveyed asked for student input regarding which activities should be included in the yearly physical education curriculum, and 70% did not consider gender differences in curricular decisions. Approximately 70% appeared to be in compliance with Title IX, in that those schools taught physical education units on a coeducational basis except when bodily contact was involved. It is notable that 44% of the teachers reported having difficulty teaching coeducational classes. The primary reasons given were: (a) differences in male and female attitudes towards activities, (b) lack of effective motivational strategies to encourage participation, and (c) domination of group activities by a segment of the students. The researchers concluded that it is essential physical educators become more aware of the needs and interests of both boys and girls when planning curriculum and formulating instructional strategies.

### *Purpose of Study*

A purpose of this study was to determine physical education activities preferences of male and female ninth grade physical education students in selected high schools at a southern California public school district. By examining the physical education activity preferences of students, it was hoped that a clear picture would develop regarding a comprehensive curriculum that best addresses the needs of both males and females. This study also solicited students' perceptions regarding which physical education activities should be offered on either a coeducational or gender separate format. By determining whether students believe that physical education activities should be offered in gender mixed or gender separate environments, evidence should be provided regarding the level of student support for the coeducational intent of Title IX. Finally, students were asked whether physical education is one of their favorite classes. By comparing the percentages of males or females who consider physical education to be one of their favorite classes, it may be possible to speculate whether current physical education environments are gender biased.

## **METHODS**

### *Participants*

Twenty-two ninth grade physical education classes in six high schools in a public school district in southern California were selected to participate in this study. The responses from one class had to be eliminated due to improper survey forms. While both ninth and tenth grade physical education classes were required by the school district, only ninth grade was selected because those students were new to their respective high schools, and had not yet had the opportunity to develop biases towards their school's physical education program (the survey was administered during the month of October). In each of the participating high schools, students participating in

interscholastic athletics were not required to take physical education classes.

One high school physical education class was randomly selected to be a pilot test class in order to check the survey for clarity, comprehensiveness, and test-retest reliability. Discrepancies or unclear questions in the survey were then identified and corrected. A total of 801 surveys were completed properly and returned within a two-week period.

### *Instrumentation*

The format of the survey was adapted from surveys by Fleming et al., (1999) & Kovar, Ermler, Mehrof, & Napper-Owen (2001). Three high school physical education teachers and three university physical education professors initially checked the survey for construct validity. Internal validity of the survey was controlled by using the layout and design suggested by Dillman (2000).

### *Survey*

The survey included the following sections: (a) students' biographical information including age, gender, ethnicity, level of involvement in physical activities, and preference of physical education in relation to other school subjects, (b) students' preferences of units they would like to have included in the yearly physical education curriculum, (c) students' perceptions of whether specific activities should be offered on a co-educational or a single gender basis, and (d) whether physical education is one their favorite classes.

A list of activities ( $N=37$ ) pertinent to southern California was included in this section and two additional lines were provided so students would have the option of writing in other activities. The activities were listed alphabetically in order to help the respondents find specific activities more easily.

### **Procedures**

A cover letter instructed teachers how to correctly administer the surveys to the students

(Dillman, 2000). Teachers were asked to first insure that it was permissible to solicit this information directly from the students. Teachers were directed to explain to the students why they were completing the survey and to emphasize the importance of providing honest, candid responses. Students were told not to write their names on the surveys and were assured their identities would be kept confidential. Students were also informed their responses would be considered in future curricular decisions. The teachers were directed to read each question in the first part of the survey to the class, giving students ample time to complete each question. When teachers reached the second part of the survey they were to proceed slowly through the first five items. Thereafter, the students worked at their own speed until they finished the questionnaire. Students were asked to raise their hands if they had questions so that the teacher could assist them. Teachers then collected the completed survey forms and returned them to the researcher.

### Data Analysis

Frequencies, percentages, and measures of central tendency were used to describe these data both by group and gender. In addition, Chi-square analysis was used to determine if significant relationships existed between the curricular choices of respondents and gender. The alpha level was set at  $p < .01$  to determine significant differences based on gender. Data was analyzed using a computer statistics program called SPSS 11.01.

### Results

#### *Demographics*

A total of  $N = 801$  ninth grade high school students (413 boys and 385 girls, mean age = 13.9 years) completed the surveys. Three students (0.4%) did not indicate their gender. The sample population (51.8% boys & 48.2% girls) is representative of the student body of this particular school (51.9% male & 49.1% female) and the school district.

Demographic data collected also revealed that Hispanics represented 50.1% (371) of the sample, African Americans 22.4% (166), Asians 11.8% (87), White (Caucasians) 7.6% (56), Filipinos 4.5% (33), and Pacific Islander/American Indian 3.6% (23). Multiple responses to the category of ethnicity accounted for 7.0% (56) of the total completed surveys. Ethnic demographics represented the entire student body of the School District.

#### *Activity Preferences*

The percentages of respondents who indicated that specific activities should be included in the 9th grade physical education are listed in Table 1. Activities selected by at least half of the respondents are (in rank order): basketball (70.7%), football (60.2%), bowling (56.5%), softball/baseball (55.3%), swimming (53.8%), volleyball (52.1%).

#### *Activity Preference by Gender*

Of the 37 possible activity choices, boys selected Basketball, Football, Bowling, Softball/Baseball and Weight Training as their top five activities, while girls selected Basketball, Volleyball, Swimming, Contemporary Dance and Softball/Baseball as their top five activity choices. Sixteen activities revealed a significant chi-square value when responses were compared by gender (see Table 1).

#### *Students' Preferences for Coeducational or Gender Separate Groupings*

A majority of the students indicated that each of the 37 activities should be taught on a coeducational basis with a range from 89.2% for bowling to 59.0% for football (59.0%). Ten activities revealed significant chi-square values when responses were compared by gender (see Table 2).

#### *Level of Enjoyment*

Three hundred eighty nine students (50.1%) indicated physical education is one of their

favorite classes, 124 (15.7%) indicated physical education is one of their least favorite classes, and 272 (34.3%) indicated they had no opinion. A comparison of the responses for the variable of gender yielded a significant chi-squared value of 37.48. In particular, a majority of the boys (60.5%) indicated physical education is one of their favorite classes while 38.8% of the girls gave it similar status (see Table 3).

### Discussion

The results of this research indicate the most popular activities were Basketball, Football, Bowling, Softball/Baseball, Swimming and Volleyball. These findings are similar to the rankings reported by Greenwood and Stillwell (2001). One reason for these selections may be the popularity of these sports in American culture (Coakley, 2004). Specifically, society appears to exert a significant influence in directing youth to mainstream activities until they are exposed to other activities. In addition, these sports are commonly taught in southern California and students may have selected them because they were most familiar with them. Other factors that may have contributed to students selecting these activities are availability of equipment, facilities, expertise of physical education teachers, previous involvement on school or recreational athletic teams, and ethnicity. The high ranking of bowling might partially reflect the efforts of its professional associations in promoting bowling in the schools.

The least popular activities were Orienteering, Juggling, Team Building/Trust Activities and Line Dancing. Possible reasons for those selections are students' previous negative experiences with them. In addition, since there are very few elementary physical education specialists in the state of California, students may have received three years or less of structured physical education instruction (i.e., 6th, 7th and 8th grade only) with a limited curriculum that did not include these activities.

There appears to be specific activities preferred by a majority of the boys, but less than a majority

of the girls. These activities include weight training and floor/street hockey. Possible reasons for these differences are societal standards and cultural norms. Specifically, it may not appear to be "feminine" for many girls to lift weights or play hockey. Furthermore, adding to this cultural norm is the lack of available female role models for girls in these activities. In regards to weight lifting, girls may be discouraged from participating because of a perception that if they start lifting weights they will look less feminine by becoming muscular in appearance. Finally, activities such as floor/street hockey may not be as attractive to females because of the emphasis on body contact and aggressiveness rather than socialization (Lirgg, 1994).

Some of the activities were preferred by a significantly higher percentage of girls than boys. These activities include swimming, volleyball, contemporary dance, aerobics, gymnastics, social dance and rope jumping. These findings reinforce the contention that girls are more likely than boys to prefer non-contact and recreational activities (Ennis, 1999; Kovar, Ermler, Mehrof, & Napper-Owen, 2001; Napper-Owen, Kovar, & Ermler, 1999; Prusak & Darst, 2002). Girls may also prefer these activities because of biomechanical advantages they generally have in activities that require balance, such as dance and gymnastics (Finkenberg & DiNiucci, 1995). In addition, there appears to be evidence that girls are more frequent participants in individual activities such as jump rope, dance and gymnastics during the K-6 years (Faucette, Sallis, McKenzie, Alcaraz, Kolody & Nugent, 1995; Strand & Scantling, 1994). Finally, the greater interest of girls in aerobics and social dance findings appears to be consistent with gender participation patterns for those activities in commercial fitness clubs.

It is interesting a majority of the students felt all of the activities should be offered in coeducational environments, which is congruent with the findings of Tannehill, Romar, O'Sullivan, England, & Rosenberg (1994). These findings also appear to support the application of Title IX

to physical education classes, since most students apparently believe the benefits of participating in a gender mixed environment outweigh those derived from a gender separate format. However Derry & Allen (2004) and Garcia (1994) have documented that, while girls may prefer coeducational physical education, they receive more teacher feedback and have more engaged skill learning time in gender separate physical education classes.

It is notable that a higher percentage of boys preferred coeducational groupings than females for all but one of the 10 activities in which there were significant differences based on gender. The stronger male support for mixed gender groupings indicates that boys may derive more perceived benefits than girls in a coeducational physical education setting. This is consistent with Lirgg (1994) who found that boys perceive themselves to be more involved in coeducational classes than girls. Lirgg (1994) has also suggested that boys view coeducational classes as more cooperative than competitive in nature. The exception is football, which, while majorities of males and females preferred to be coeducational, a significantly higher percentage of females than males preferred it to be offered in a coeducational format. Possible reasons for this difference are safety concerns or the perception by boys that football, which has only male teams in interscholastic programs, is an inherently male activity.

It is interesting that a significantly lower percentage of girls than boys indicated that aquatics activities (i.e. swimming, water polo, and water aerobics) should be taught in a coeducational format. This finding may support the contention of Lirgg (1994) and Williams and Bedward (2001) who stated that girls are sensitive to revealing their bodies and are generally less comfortable with their body images than boys.

Finally, it was interesting to note the differences between the level of enjoyment between boys and girls in physical education. Specifically, over half (60.5%) of the boys considered physical education to be one of their favorite classes while

just over a third (38.8%) of the girls considered it so. Even more surprising and intriguing is the large percentage of girls (41.7%) who had no opinion about physical education. These percentages may indicate the current physical education curriculum does not include enough of female preferred activities. In addition, other factors such as teacher bias, gender role stereotyping, sexism, and harassment may contribute to make the 9th grade physical education environment less appealing to females than males (Derry & Phillips, 2004; Sadker & Sadker, 1994).

### Recommendations

1. Since there are documented differences in the activity preferences of students based on gender, physical educators should survey their students on a yearly basis. If this does not occur, then it is unlikely that the curriculum will include units that both males and females enjoy. This survey should occur in the spring so that sufficient planning time is allowed prior to the next school year.
2. In order to provide students some variety in activities, teachers in secondary schools, whenever possible, should consider allowing students from various classes to select units taught by other teachers during that class period. Concurrent units should include those traditionally attractive to males and those that are traditionally attractive to females.
3. When dividing students within activities skill level, rather than gender, should be used as the criteria for non-contact activities. This format will allow both males and females to participate in an environment that provides an appropriate level of challenge.
4. It is important that physical education students enjoy their classes. Physical educators should strive to discover and develop new and innovative ways to engage their students and create a more enjoyable atmosphere (Hill, 2000). In addition, physical educators should ensure the environment

is emotionally safe and there is equity in opportunity for all students regardless of gender or skill level (Garcia, 1994).

#### *Future Research*

Future research should compare these results with the responses of students in other regions of the country to determine whether geographical differences exist. The results should also be compared with actual curricula utilized in 9th grade physical education programs to determine whether those curriculums consist of activities more consistent with either boys' or girls' choices of activities. A survey of student interest both at the beginning and the end of the 9th grade year might reveal differences in activity preferences based on exposure to new activities. It would also be interesting to conduct interviews with students to determine specific reasons why students select particular activities, including the possible carry-over effects from elementary and junior high school physical education programs. Finally, further inquiry is needed to identify reasons for the large discrepancy between male and female level of enjoyment in physical education.

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Table 1

## Percent of 9th Grade Boys and Girls Selecting to Participate in Various Physical Education Activities

Activity (Rank)	Total Sample				Boys				Girls			
	Yes		No		Yes		No		Yes		No	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Basketball (1)	70.7	(564)	29.3	(234)	72.9	(301)	27.1	(112)	68.3	(263)	31.7	(122)
Football (2)*	60.2	(480)	39.8	(318)	68.5	(283)	31.5	(130)	51.2	(197)	48.4	(188)
Bowling (3)	56.5	(451)	43.5	(347)	59.3	(245)	40.7	(168)	53.5	(206)	46.5	(179)
Softball/Baseball (4)	55.3	(443)	44.7	(357)	56.4	(233)	43.6	(180)	54.0	(208)	46.0	(177)
Swimming (5)*	53.8	(429)	46.2	(369)	49.2	(203)	50.8	(210)	58.7	(226)	41.3	(159)
Volleyball (6)*	52.1	(416)	47.9	(382)	40.7	(168)	59.3	(245)	64.4	(248)	35.6	(137)
Self Defense (7)*	47.0	(357)	53.0	(423)	41.2	(170)	58.8	(243)	53.2	(205)	46.8	(180)
Weight Training (8)*	43.7	(349)	56.3	(449)	50.8	(210)	49.2	(203)	36.1	(139)	63.9	(246)
Soccer (9)	43.3	(346)	56.6	(452)	44.3	(183)	55.7	(230)	42.3	(163)	57.7	(222)
Hockey (10)*	42.2	(337)	57.8	(461)	50.8	(210)	49.2	(203)	33.0	(127)	67.0	(258)
Water Polo (11)	38.0	(303)	62.0	(492)	37.0	(153)	63.0	(260)	39.0	(150)	61.0	(235)
Tennis/Paddle Tennis (12)	38.0	(300)	62.0	(495)	33.9	(140)	66.1	(273)	42.3	(163)	57.7	(222)
Contemp. Dance (13)*	33.6	(268)	66.4	(530)	13.8	(57)	86.2	(356)	54.8	(211)	45.2	(174)
Frisbee (14)	32.8	(262)	67.2	(536)	33.2	(137)	66.8	(276)	32.5	(125)	67.5	(260)
Table Tennis (15)	32.6	(260)	67.4	(538)	29.1	(120)	70.9	(293)	36.4	(140)	63.6	(245)
Canoeing/Kayaking (16)	32.3	(258)	67.7	(540)	35.4	(146)	64.6	(267)	29.1	(112)	70.9	(273)
Inline Skating (17)	32.0	(279)	65.0	(519)	31.0	(128)	69.0	(285)	39.2	(151)	60.8	(243)
Golf (18)	31.8	(254)	68.2	(544)	35.8	(148)	64.2	(265)	27.5	(106)	72.5	(279)
Fitness (19)	31.1	(248)	68.9	(550)	27.6	(114)	72.4	(299)	34.8	(134)	65.2	(251)
Archery (20)*	30.8	(246)	69.2	(522)	39.7	(164)	60.3	(249)	21.3	(82)	78.7	(303)
Aerobics (21)*	28.7	(229)	71.3	(569)	16.5	(68)	83.5	(345)	41.8	(161)	58.2	(224)
Gymnastics (22)*	28.1	(224)	71.9	(574)	14.8	(61)	85.2	(352)	42.3	(163)	57.7	(222)
Team Handball (23)*	27.1	(216)	72.9	(582)	20.3	(84)	79.7	(329)	34.3	(132)	65.7	(253)
Social Dance (24)	26.1	(208)	73.9	(590)	9.7	(40)	90.3	(373)	43.6	(168)	56.4	(217)
Rope Jump (25)*	25.7	(205)	74.3	(593)	11.9	(49)	88.1	(364)	40.5	(156)	59.5	(229)
Fencing (26)*	24.4	(195)	75.6	(603)	28.3	(117)	71.7	(296)	20.3	(78)	79.7	(307)
Racquetball (27)	24.2	(193)	75.8	(605)	24.7	(102)	75.3	(311)	23.6	(91)	76.4	(294)
Distance Running (28)*	23.9	(191)	76.1	(607)	28.1	(116)	71.9	(297)	19.5	(75)	80.5	(310)
Parachute (29)	23.2	(185)	76.8	(613)	25.7	(106)	74.3	(307)	20.5	(79)	79.5	(306)
Yoga (30)*	22.7	(181)	77.3	(617)	13.3	(55)	86.7	(358)	32.7	(126)	67.3	(259)
Badminton (31)	22.7	(181)	77.3	(617)	24.5	(101)	75.5	(312)	20.8	(80)	79.2	(305)
Track & Field (32)	22.6	(180)	77.4	(618)	22.0	(91)	78.0	(322)	23.1	(89)	76.9	(296)
Water Aerobics (33)*	21.8	(174)	78.2	(624)	15.0	(62)	85.0	(351)	29.1	(112)	70.9	(273)
Line Dance (34)*	18.0	(144)	82.0	(654)	5.1	(21)	94.9	(392)	31.9	(123)	68.1	(262)
Teambuild/Trust (35)	17.4	(139)	82.6	(659)	15.3	(63)	84.7	(350)	19.7	(76)	80.3	(309)
Juggling (36)	15.8	(126)	84.2	(672)	14.8	(61)	85.2	(352)	16.9	(65)	83.1	(320)
Orienteering (37)	5.9	(47)	94.1	(751)	5.8	(24)	94.2	(389)	6.0	(23)	94.0	(362)

Note. \* Indicates chi-squared significance at  $p < .01$  for the variable of gender.

Table 2

Percent of Boys and Girls Indicating Whether Co-Educational Groupings Should Be Utilized in Various Activities

Activity	Total Sample				Boys				Girls			
	Yes		No		Yes		No		Yes		No	
	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)
Bowling	<b>89.2</b>	(544)	<b>10.8</b>	(66)	<b>87.8</b>	(281)	<b>12.2</b>	(39)	<b>90.7</b>	(263)	<b>9.3</b>	(27)
Table Tennis	<b>86.2</b>	(406)	<b>13.8</b>	(65)	<b>85.6</b>	(208)	<b>14.4</b>	(35)	<b>86.8</b>	(198)	<b>13.2</b>	(30)
Frisbee	<b>84.9</b>	(404)	<b>15.1</b>	(72)	<b>82.9</b>	(209)	<b>17.1</b>	(43)	<b>87.1</b>	(195)	<b>12.9</b>	(29)
Volleyball*	<b>83.8</b>	(491)	<b>16.2</b>	(95)	<b>88.1</b>	(245)	<b>11.9</b>	(33)	<b>79.9</b>	(246)	<b>20.1</b>	(62)
Team Handball	<b>83.8</b>	(372)	<b>16.2</b>	(72)	<b>83.5</b>	(187)	<b>16.5</b>	(37)	<b>84.1</b>	(185)	<b>15.9</b>	(35)
Tennis/Paddle Tennis	<b>83.7</b>	(420)	<b>16.3</b>	(82)	<b>83.7</b>	(216)	<b>16.3</b>	(42)	<b>83.6</b>	(204)	<b>16.4</b>	(40)
Inline Skating	<b>82.1</b>	(408)	<b>17.9</b>	(89)	<b>78.5</b>	(204)	<b>21.5</b>	(56)	<b>86.1</b>	(204)	<b>13.9</b>	(33)
Fitness*	<b>81.8</b>	(396)	<b>18.2</b>	(88)	<b>86.9</b>	(218)	<b>13.1</b>	(33)	<b>76.4</b>	(178)	<b>23.6</b>	(55)
Social Dance	<b>81.4</b>	(372)	<b>18.6</b>	(85)	<b>77.8</b>	(161)	<b>22.2</b>	(46)	<b>84.4</b>	(211)	<b>15.6</b>	(39)
Racquetball	<b>81.4</b>	(349)	<b>18.6</b>	(80)	<b>82.9</b>	(189)	<b>17.1</b>	(39)	<b>79.6</b>	(160)	<b>20.4</b>	(41)
Team build/Trust act.	<b>80.3</b>	(318)	<b>19.7</b>	(78)	<b>80.0</b>	(172)	<b>20.0</b>	(43)	<b>80.7</b>	(146)	<b>19.3</b>	(35)
Softball/Baseball	<b>78.3</b>	(465)	<b>21.7</b>	(129)	<b>76.5</b>	(241)	<b>23.5</b>	(74)	<b>80.3</b>	(224)	<b>19.7</b>	(55)
Golf	<b>78.1</b>	(371)	<b>21.9</b>	(104)	<b>77.2</b>	(203)	<b>22.8</b>	(60)	<b>79.2</b>	(168)	<b>20.8</b>	(44)
Basketball	<b>78.0</b>	(532)	<b>22.0</b>	(150)	<b>75.2</b>	(267)	<b>24.8</b>	(88)	<b>81.0</b>	(265)	<b>19.0</b>	(62)
Contemporary Dance	<b>77.8</b>	(399)	<b>22.2</b>	(114)	<b>78.0</b>	(170)	<b>22.0</b>	(48)	<b>77.6</b>	(229)	<b>22.4</b>	(66)
Rope Jump	<b>77.6</b>	(342)	<b>22.4</b>	(99)	<b>77.3</b>	(160)	<b>22.7</b>	(47)	<b>77.8</b>	(182)	<b>22.2</b>	(52)
Parachute	<b>77.2</b>	(335)	<b>22.8</b>	(99)	<b>77.0</b>	(191)	<b>23.0</b>	(57)	<b>77.4</b>	(144)	<b>22.6</b>	(42)
Canoeing/Kayaking*	<b>77.1</b>	(373)	<b>22.9</b>	(111)	<b>82.9</b>	(218)	<b>17.1</b>	(45)	<b>70.1</b>	(155)	<b>29.9</b>	(66)
Track & Field	<b>77.0</b>	(335)	<b>23.0</b>	(100)	<b>81.1</b>	(189)	<b>18.9</b>	(44)	<b>72.3</b>	(146)	<b>27.7</b>	(56)
Line Dance	<b>76.5</b>	(319)	<b>23.5</b>	(98)	<b>74.6</b>	(147)	<b>25.4</b>	(50)	<b>78.2</b>	(172)	<b>21.8</b>	(48)
Juggling	<b>76.2</b>	(308)	<b>23.8</b>	(96)	<b>79.2</b>	(175)	<b>20.8</b>	(46)	<b>72.7</b>	(133)	<b>27.3</b>	(50)
Self Dense	<b>75.6</b>	(214)	<b>24.4</b>	(138)	<b>75.6</b>	(214)	<b>24.4</b>	(69)	<b>75.6</b>	(214)	<b>24.4</b>	(69)
Badminton	<b>74.7</b>	(322)	<b>25.3</b>	(109)	<b>75.1</b>	(172)	<b>24.9</b>	(57)	<b>74.3</b>	(150)	<b>25.7</b>	(52)
Swimming*	<b>74.5</b>	(448)	<b>25.5</b>	(153)	<b>85.6</b>	(256)	<b>14.4</b>	(43)	<b>63.6</b>	(192)	<b>36.4</b>	(110)
Distance Running*	<b>74.4</b>	(343)	<b>25.6</b>	(118)	<b>80.0</b>	(204)	<b>20.0</b>	(51)	<b>67.5</b>	(139)	<b>32.5</b>	(67)
Archery	<b>74.3</b>	(349)	<b>25.7</b>	(121)	<b>73.8</b>	(203)	<b>26.2</b>	(72)	<b>74.9</b>	(146)	<b>25.1</b>	(49)
Soccer	<b>73.6</b>	(402)	<b>26.4</b>	(144)	<b>71.5</b>	(211)	<b>28.5</b>	(84)	<b>76.1</b>	(191)	<b>23.9</b>	(6)
Water Polo*	<b>73.4</b>	(380)	<b>26.6</b>	(138)	<b>81.2</b>	(224)	<b>18.8</b>	(52)	<b>64.5</b>	(156)	<b>35.5</b>	(86)
Yoga	<b>69.3</b>	(309)	<b>30.7</b>	(137)	<b>71.2</b>	(156)	<b>28.8</b>	(63)	<b>67.4</b>	(153)	<b>32.6</b>	(74)
Floor/Street Hockey	<b>68.0</b>	(361)	<b>32.0</b>	(170)	<b>67.2</b>	(205)	<b>32.8</b>	(100)	<b>69.0</b>	(156)	<b>31.0</b>	(70)
Water Aerobics*	<b>67.8</b>	(291)	<b>32.2</b>	(138)	<b>77.3</b>	(167)	<b>22.7</b>	(49)	<b>58.2</b>	(124)	<b>41.8</b>	(89)
Fencing	<b>66.7</b>	(294)	<b>33.3</b>	(147)	<b>67.6</b>	(167)	<b>32.4</b>	(80)	<b>65.5</b>	(127)	<b>34.5</b>	(67)
Gymnastics*	<b>65.5</b>	(307)	<b>34.5</b>	(162)	<b>73.4</b>	(160)	<b>26.6</b>	(58)	<b>58.6</b>	(147)	<b>41.4</b>	(104)
Aerobics*	<b>65.1</b>	(321)	<b>34.9</b>	(172)	<b>73.7</b>	(168)	<b>26.3</b>	(60)	<b>57.7</b>	(153)	<b>42.3</b>	(112)
Orienteering	<b>64.9</b>	(220)	<b>35.1</b>	(119)	<b>65.3</b>	(128)	<b>34.7</b>	(68)	<b>64.3</b>	(92)	<b>35.7</b>	(51)
Weight Training	<b>62.6</b>	(341)	<b>37.4</b>	(204)	<b>61.6</b>	(191)	<b>38.4</b>	(119)	<b>63.8</b>	(150)	<b>36.2</b>	(51)
Football*	<b>59.0</b>	(366)	<b>41.0</b>	(254)	<b>52.7</b>	(183)	<b>47.3</b>	(164)	<b>67.0</b>	(183)	<b>33.0</b>	(90)

Note. All bolded "Yes" and "No" answers are reported in percentages. Numbers in parentheses shows the total number of students selecting that choice. \* Indicates chi-squared significance at  $p < .01$  for gender.

Table 3

Percent of 9th Grade Boys and Girls Selecting Physical Educator as One of Their Favorite Classes, Least Favorite Classes, or No Opinion

Gender	<u>Favorite</u>		<u>Least Favorite</u>		<u>No Opinion</u>	
	%	n	%	n	%	n
Boys	60.5	247	12.0	49	27.5	112
Girls	38.8	149	19.5	75	41.7	160

*Note:*  $X^2 = 37.48$   $p < .01$