

THE PERCEPTIONS OF WRESTLING COACHES AND COLLEGE
ADMINISTRATORS ABOUT THE IMPACT OF TITLE IX
ON COLLEGE WRESTLING PROGRAMS IN THE
COMMONWEALTH OF PENNSYLVANIA

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ABSTRACT

Title IX establishes in law equal opportunity for women in educational programs that receive financial support from the federal government. In higher education in the Commonwealth of Pennsylvania, the misapplication of Title IX in college athletics is believed to have caused the termination of college wrestling programs that were otherwise successful programs. A review of the literature suggests an absence of research on Title IX and men's varsity wrestling. This novel study included the perceptions of wrestling coaches and athletic administrators on Title IX in the Commonwealth of Pennsylvania, which is nationally known for its participation in the sport of wrestling. A quantitative approach was selected because it afforded the opportunity to include a greater number of subjects than a qualitative study, and the opportunity to generalize the results to other states. The descriptive survey approach allowed subjects to respond to questions administered through an online survey, using the SurveyMonkey® platform and a new instrument called the Title IX Inventory (TIXI). The subjects for this study included college wrestling coaches, institution presidents, and athletic administrators. The data from 49 electronic SurveyMonkey® surveys completed by participants were analyzed. Findings from Pearson correlations revealed that coaches with more years of experience with wrestling are more negative in their perceptions of the impact of Title IX. A one-way ANOVA and post-hoc Tukey tests showed that athletic administrators have a consistently more supportive attitude about the impact of Title IX. Suggestions for future research include studies on institutional presidents' perceptions; college athletes' perceptions; and various forms of Title IX compliance pursued by U.S. colleges and universities, specifically as it is applied to varsity athletics.

DEDICATION

I dedicate this dissertation to my family. To my children, Katie, Daniel, and Patrick, I thank you for your patience and understanding. My job has me away from home quite a bit, and over the past five years, when I was home, I was working on my dissertation. Please know that I could not have done any of this without your support and encouragement. I love you guys. To my wife, Maria, you have been my inspiration, my coach, my adviser, my confidant, my source of encouragement, and my pillar of strength during my doctoral studies as well as throughout our marriage. Your guidance, insights, support, and love have sustained me during the entire journey. I am quite certain that I would never have achieved this milestone without your assistance, support, and love. Thank you, Maria. I love you very much.

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CHAPTER 1

BACKGROUND AND INTRODUCTION

Title IX is a comprehensive Federal statute signed into law in 1972. Title IX prohibits discrimination on the basis of sex in any federally funded education program or activity. The legislative intent of Title IX is to prevent the use of federal monies to support sex discrimination in educational programs and to provide protections to individual citizens against such practices (Ware, 2014). Although Title IX applies to educational activities on every level, its significance in higher education, and specifically in college athletics, may be Title IX's most well-known application. The sport of college wrestling is, perhaps, the most prominent college sport that has been impacted by Title IX (Ware, 2014).

The most relevant and most abundant literature regarding the impact of Title IX on college wrestling, collectively, suggests that the impact has been less than positive. Some of the wrestling programs in question have been downgraded to club sport status from varsity sport status, while many have been terminated entirely. This main grouping of literature implies that in order to be in compliance with Title IX and to avoid costly lawsuits, negative publicity, and damaging sanctions from the federal government, a strict, harsh, and severe interpretation of Title IX is required by colleges and universities in the Commonwealth of Pennsylvania. Much of this literature has cited colleges and universities terminating their varsity wrestling programs, and directly and unequivocally attributing the decision to concerns about Title IX compliance (Blosser, 2005; Irving, 2003).

Other literature has evolved which does not attribute blame for the demise and termination of many varsity college wrestling programs to Title IX. This literature suggests that Title IX has had both positive and negative impacts on men's varsity sports programs (Paige, 2003). Still another genre of literature disputes any connection at all between the demise and termination of any men's athletic programs and Title IX compliance. Collectively, this literature suggests that other factors may have been at-play that resulted in the demise and termination of men's varsity athletic programs other than Title IX (National Women's Law Center, 2012).

The issue of equality for all students evidenced by Title IX is embedded in the broader civil rights movement. All through the 1950s, social and political pressure had been building in the United States for the federal government to pass legislation to address the issue of civil rights. Most of the pressure was for the federal government to defend Americans of color, and to help them achieve their full participatory rights as citizens of our nation. Many people of color who were veterans and had served in combat on the battlefields of Europe, the South Pacific, Korea, and Vietnam, returned home and were rightfully demanding respectful recognition of their military service to our nation. These individuals of color sought opportunities to attend school or receive vocational and/or occupational training for themselves and for their children. They had defended our nation in wartime, and believed that they were now entitled to the full array of civil rights. As we would later see in the Vietnam War, Americans of color were conscripted into the military and served and died in that very unpopular war in very disproportionately high numbers (Ware, 2014).

This pressure to take action on Civil Rights built and intensified into the 1960s. The administration of President John F. Kennedy gave Americans of color cause to hope that legislation on the federal level would soon be passed, and signed into law. The Civil Rights Act of 1964 was originally written with the purpose of ending discrimination based on religion, race, color, or one's national origin. The Kennedy Administration oversaw the introduction of this legislation and the progress of the legislation through Congress, albeit, with some opposition. President Kennedy's assassination in 1963 caused many advocates to worry that the Civil Rights legislation would not advance any further. While Kennedy's assassination greatly changed the political situation at the time as it related to this bill, Kennedy's successor, Lyndon B. Johnson, was adept and skillful at building support for this legislation. Despite being from the Deep South, and being raised in a racially segregated community in Texas, President Johnson was very supportive of the Civil Rights legislation and used both his lobbying skills and the Office of the President to build support for the Civil Rights bill. President Johnson finally signed the Civil Rights Act into law on July 2, 1964. This was clearly a breakthrough piece of legislation in the United States that outlawed major forms of discrimination (Ware, 2014).

In 1967, President Lyndon B. Johnson issued a series of supplemental executive orders in order to make some clarifications regarding the Civil Rights Act of 1964. One such was Executive Order 11375 which required all entities receiving federal contracts to end discrimination on the basis of sex in hiring and employment. The National Organization for Women (NOW) successfully persuaded President Johnson to begin to include women and gender discrimination in his executive orders (Ware, 2014).

One aspect of discrimination that the Civil Rights Act of 1964 did not address directly was gender discrimination in public education and federally-assisted programs. The weakness of the Civil Rights Act of 1964 to include women was a flaw that had to be addressed. The women's rights movement became energized as a result of passage of the Civil Rights Act of 1964, and sought more rights and opportunities for women. Not long after the passage into law of the Civil Rights Act of 1964, President Johnson issued Executive Order 11246 which prohibited federal contractors from discrimination in employment on the basis of race, color, religion, or national origin. This Executive Order was later amended by President Johnson in 1968 to include discrimination based on sex (Ware, 2014).

In 1969, Bernice Sandler, a part-time faculty member at the University of Maryland, used the executive order to help her fight for her job at the University of Maryland (Valentin, 1997). Sandler utilized statistical analysis to show how female employment at the university had fallen as qualified women were replaced by men. Sandler brought her complaints to the Department of Labor's Office for Federal Fair Contracts Compliance where she was encouraged to file a formal complaint. Working in conjunction with the National Organization of Women (NOW) and Women's Equity Action League (WEAL), Sandler filed a total of 269 complaints against colleges and universities (Ware, 2014).

In 1970, Representative Edith Green proposed stand-alone legislation prohibiting sex discrimination in education which eventually became Title IX. In the first few hearings, there was very little mention of athletics. Their focus was more specifically on the hiring and employment practices of federally financed institutions. Originally, the

intention was to simply amend Title VI (prohibition of discrimination on the basis of race, color, or national origin in any program receiving federal financial assistance) or Title VII (prohibition of discrimination in employment on the basis of race, color, religion, or national origin) (Valentin, 1997; Civil Rights Act, 1964; NOW, 2007).

Title IX became law on June 23, 1972 when President Nixon signed the bill. At the bill-signing ceremony, he spoke mostly about desegregation and busing, but did not mention the expansion of educational access for women that he had just enacted (AAUW, 2009).

Title IX was passed without much debate as to several of its key exemption provisions. For example, early on it was unclear whether Congress intended to regulate intercollegiate athletics at all. For this reason, the statute was amended in 1974 to direct the Department of Health, Education and Welfare to publish proposed implementing regulations, with a provision stating that such regulations shall include with respect to intercollegiate athletic activities reasonable provisions considering the nature of the particular sports (U.S. Department of Justice, 1972).

Title IX has brought about needed progress for females in numerous venues relating to education. Although it was not originally intended, one of the most high-profile venues has been college athletics. The disproportionality between men's and women's sporting programs was significant at one time. Before Title IX, men's programs received many more resources than women's programs did. These resources included scholarships, contest expenses, uniforms, travel expenses, coach's salaries, as well as practice and competition facilities. Title IX has brought about a sense of fairness, equity, and respect to college athletics as it relates to affording equal opportunity to both male

and female student-athletes (Dusenbery & Lee, 2012, National Coalition for Women and Girls in Education, 2012, National Women's Law Center, 2011).

One of the adverse results of Title IX is the negative impact it may have had on certain men's sports programs like the sport of wrestling. In order to be in compliance with Title IX, and so as to not be in an unprotected litigious posture, many institutions have applied Title IX at their own institutions in a very strict manner. This application may have resulted in the summary terminations of some sports programs, specifically, men's wrestling on the college level. Statistically, the sport of wrestling at colleges and universities in the Commonwealth of Pennsylvania seems to have suffered acutely as college wrestling was such a strong part of college athletics in the Commonwealth of Pennsylvania (NWCA, 2015). The problem is that while Title IX is well-intended, it may have had a detrimental effect on college wrestling in the Commonwealth of Pennsylvania. Furthermore, there may be other college sports adversely impacted by Title IX in the Commonwealth of Pennsylvania and across the United States. While literature exists that explores the impact of Title IX on the sport of wrestling, little has been written specifically about college wrestling within the Commonwealth of Pennsylvania. Moreover, the literature about the impact of Title IX on college wrestling contains a variety of perspectives and expert opinions, but no research. A research study was warranted in order to lend a scholarly assessment of this topic. The goal of this research was to ascertain whether there is a relationship between the implementation of Title IX and the decrease in college wrestling programs in the Commonwealth of Pennsylvania.

The benefactors of this research effort include college athletics at-large. Athletic administrators may be empowered to make better decisions about terminating sports as a

tool to comply with Title IX. Men's sports coaches and advocates, who are interested in learning more about the impact of Title IX on men's sports and wrestling, in particular, may also benefit.

Problem Statement

The problem is that more information is needed about whether Title IX has had a detrimental impact on college wrestling programs across the Commonwealth of Pennsylvania. Title IX establishes in law equal opportunity for women in educational programs which receive financial support from the federal government (Berishaj & DiBella, 2014). In higher education, the misapplication of Title IX in college athletics is believed to have caused the termination of a significant number of college wrestling programs in the Commonwealth of Pennsylvania that were otherwise successful programs (Thomas, 2011). Many colleges and universities have terminated their wrestling programs and defended their decision to do so as an action to increase the number of women's athletic opportunities relative to men's, and to be in an improved posture relative to compliance with Title IX (Abbott, 2007). It is believed that this misapplication of Title IX, a critically important civil rights law, relative to college wrestling, has had a negative impact on the sport of wrestling on the college-level (Thomas, 2011).

College wrestling coaches and college athletic administrators at institutions of higher learning in the Commonwealth of Pennsylvania were surveyed concerning their opinion about the effect of Title IX on college wrestling. This group provided a reasonable subject pool for this research since they have experienced or witnessed the application of Title IX and the termination of so many college wrestling programs in the

Commonwealth of Pennsylvania. The purpose of this study was to assess the impact of Title IX on college wrestling programs across the Commonwealth of Pennsylvania as perceived by these subjects. A commonly held conviction among members of the wrestling and coaching communities is that Title IX is to blame for so many college wrestling programs having been terminated in the Commonwealth of Pennsylvania. This conviction needed further exploration. Title IX was never intended to terminate men's sports in order to provide more opportunities for women. Its legislative intent was to expand opportunities for women in all educational venues. One of these venues includes varsity sports on the collegiate level. This study also intended to discover if there were other reasons that may have influenced the ending so many college wrestling programs in the Commonwealth of Pennsylvania.

Significance of the Study

The findings of this study, focusing exclusively on the perceptions of college coaches and athletic directors, have significance for higher education. Understanding how these professionals interpret and apply Title IX may raise awareness about which sports programs should remain and which should be terminated. As of this date there is no research literature specific to the impact of Title IX on college wrestling in the Commonwealth of Pennsylvania. Therefore, the findings of this study may begin to fill the gap that currently exists in the research literature. These issues lead to the major research question that this study was designed to answer: the following question: What are the perceptions of wrestling coaches and college administrators regarding the impact of Title IX on college wrestling programs in the Commonwealth of Pennsylvania?

Definition of Terms:

- 1) Club Sport: Club Sports programs are voluntary registered student organizations established by students who are motivated by a common interest to participate in a specific sport such as wrestling. Club sports offer a program of instruction, competition, and/or recreational outlets. Club sports are open to currently enrolled students and faculty/staff.
- 2) College Wrestling Program: A college wrestling program is a varsity level wrestling program in an accredited, private or public institution of higher learning in the Commonwealth of Pennsylvania.
- 3) Termination: Termination is a decision made by an institution of higher learning to end varsity competition for a specific athletic program or team.
- 4) Title IX: Title IX is a federal law, passed in 1972, that requires equity in funding and opportunity in all educational venues which receive federal financial aid.
- 5) Varsity Sport: A varsity sports programs is an athletic team which represents a college, university, high school, or other secondary school. Such sports teams compete against similar teams at corresponding educational institutions. Varsity sports programs receive financial support, equipment, and facilities from college and university athletic department budgets. On some levels, varsity sports programs offer scholarships solely or partially based on athletic skills.

Assumptions

There are several assumptions that I made before starting this research. For transparency, these assumptions are listed below:

- 1) Wrestling, as an extracurricular activity and varsity or club sport on the college level, is an important endeavor (iSport Wrestling, 2016; Mendelson, 2014).
- 2) Many high school wrestlers are interested in competing in wrestling on the college level (Troyer, 2011; National Wrestling Coaches Association, 2015).
- 3) Wrestling as a varsity sport is underrepresented on the college and university level (Finn, 2013).
- 4) Discrimination against low-profile men's sports undermines the existence of college wrestling programs (Lewin, 2002; McDonald, 2015).
- 5) The sport of wrestling is popular in the Commonwealth of Pennsylvania (Mackey, 2014).

Summary

More information is needed about whether Title IX has had a detrimental impact on college wrestling programs across the Commonwealth of Pennsylvania. Title IX establishes in law equal opportunity for women in educational programs which receive financial support from the federal government (Berishaj & DiBella, 2014). In higher education, the misapplication of Title IX in college athletics is believed to have caused the termination of a significant number of college wrestling programs in the Commonwealth of Pennsylvania that were otherwise successful programs (Thomas, 2011). This study utilized a quantitative descriptive approach to explore the perceptions of wrestling coaches and athletic administrators regarding the impact of Title IX on college wrestling programs. Results of this study, focusing exclusively on the perceptions of college coaches and athletic directors, may provide more insight into how these professionals interpret and apply Title IX. In addition, it may raise awareness about

which sports programs should remain and which should be terminated. As of this date there is no research literature specific to the impact of Title IX on college wrestling in the Commonwealth of Pennsylvania, leaving new areas for exploration and intervention to promote the appropriate application of Title IX in varsity collegiate athletics.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this study was to assess the impact of Title IX on college wrestling programs across the Commonwealth of Pennsylvania as perceived by wrestling coaches and college administrators. This chapter will provide a review of the existing literature relating to this perceived impact. The chapter will also provide a context or background for the existing literature as it relates to the research question about the perceptions of wrestling coaches and athletic administrators regarding the impact of Title IX on college wrestling programs in the Commonwealth of Pennsylvania.

While existing literature explores the issue of Title IX and the impact it may have had on college athletics, the literature has not definitively explored the perceptions of wrestling coaches and athletic administrators on the impact of Title IX on college wrestling and specifically, the impact of Title IX on college wrestling in the state of Pennsylvania. Furthermore, the literature has not definitively explored the perceptions of wrestling coaches and athletic administrators regarding the prospects of high school student-athletes competing on the collegiate level in the Commonwealth of Pennsylvania. A gap in the literature exists in this regard.

Through a review the literature, combinations of following keywords were searched: wrestling, college wrestling, varsity sport, men's varsity sports, Title IX, and Pennsylvania. These keywords were searched using the following databases: Academic Search Premier, Education Resources Information Center (ERIC), Physical Education Index, ProQuest Dissertations & Theses, Academic OneFile, and Education Journals (ProQuest). The initial search yielded a maximum of 1,647 sources. Refined searches

reduced that number to 69 sources, 30 of which were usable. None of these sources were research references.

In order to accurately categorize the resources used in this literature review, they were sorted according to the following categories or groupings:

- 1) Literature selections attributing the reduction in men's athletic programs to Title IX.
- 2) Literature selections not attributing the reduction in men's athletic programs to Title IX.
- 3) Literature suggesting Title IX has both a positive and negative impact on male intercollegiate sports programs.

These groupings were used in order to examine the varying perceptions of wrestling coaches and athletic administrators regarding the impact of Title IX on college wrestling programs in the Commonwealth of Pennsylvania, and on the prospects of high school student-athletes competing on the collegiate level in the Commonwealth of Pennsylvania.

Attributing the Reduction in Men's Athletic Programs to Title IX

The first grouping includes literature that strongly supports the position that Title IX has been the direct cause of so many intercollegiate wrestling programs being terminated. Collectively, this literature reveals that institutional compliance with Title IX has forced many institutions of higher learning into deciding whether to terminate their men's intercollegiate varsity wrestling team.

In an effort to promote equity and fairness, McInerney (2002) questioned whether Title IX went too far. He asked whether Title IX has adversely affected male student-athletes by summarily denying them opportunities to play on sports teams through efforts

to expand athletic opportunities for women. He further asked whether Title IX has confused the number of athletic participants with the number of athletic opportunities and inquired whether men's sports teams have been intentionally reduced in order to "pay empty homage to proportional numbers of women athletes" (2002, para. 14). His article added a few quotes by college administrators that strongly promote athletic participation by all and articulate the benefits from participation in sports. McInerney stated that there are some college administrators who are trying to look beyond the gender aspects of Title IX, and instead promote athletic participation among all students who are so inclined.

Lewin (2002) discussed the administration of George W. Bush and its implementation of Title IX, and whether it had produced reverse discrimination against low-profile men's sports such as wrestling, swimming, gymnastics, and track as manifested through budget cuts and reduced athletic opportunities. Similarly, Irving (2003) stated that the problems with men's sports on the college level and Title IX compliance manifested themselves after a reinterpretation of the Title IX in 1979. In that year the Department of Education's Office for Civil Rights' decided to alter the implementation of Title IX, an action which was never debated or approved by Congress. Irving called for an amendment of the law. During the administration of President George W. Bush, a committee was formed which examined various potential changes to Title IX that might have been appropriate (Irving, 2003). This committee never took formal action. Irving purported that those who have studied Title IX and its impact on education and college sports programs believe that there are *two* versions of Title IX. One version is the landmark law passed in 1972 that puts an end to sex discrimination in educational

entities. The other version is a product of the Department of Education's Office for Civil Rights' reinterpretation which mandates a gender quota law (Irving, 2003).

Blosser (2005) purported that although Title IX has been responsible for providing athletic opportunities for women, it has had the direct opposite effect for men. Blosser was one of the few authors who explained the three avenues that exist to comply with the requirements of Title IX. Schools may choose any of three options for satisfying Title IX's participation component. A school may:

- 1) Provide athletic participation opportunities that are substantially proportionate to the undergraduate enrollment;
- 2) Demonstrate a continual expansion of athletic opportunities for the underrepresented sex, or;
- 3) Fully accommodate the interests and abilities of the underrepresented sex.

Satisfaction of any of the three standards lifts a school into Title IX compliance. This three-prong test has been upheld by the U.S. Supreme Court. Of the three options, the proportionality test is by far the controversial (Blosser, 2005, para. 5).

After explaining the three-prong requirements to assess compliance with Title IX, Blosser stated that dropping successful men's sports teams is not a positive action in any regard, and in his opinion, does nothing to help compliance. He further explained the process of how the Department of Education's Office of Civil Rights assesses Title IX compliance and how it can be changed administratively and not necessarily through the legislative process which would clearly be the long and slow road to any needed and prudent amendments to Title IX.

Men's wrestling is not the most terminated varsity sport in college athletics according to Blosser (2005). Men's indoor track has that distinction. Blosser questioned the wisdom of terminating varsity sports such as men's swimming or track, but not women's swimming or track. These actions have caused problems because the two sports programs complement one another appropriately, and have shared facilities, resources, and coaches. One program is then left without full training assistance. Female college athletes in Blosser's opinion desire fair access to facilities, and equitable funding for contests, scholarship, travel, and recruitment. Although men's sports teams have been hurt by Title IX, wrestling is the most high-profile sport in that category due to amateur wrestling's well-structured and loyal grassroots organization. Blosser (2005) contended that institutions of higher learning have actually added wrestling in the past five years, but that an institution like Marquette, that raised 100% of its own funding for the wrestling program, still had its wrestling program terminated due to the proportionality criteria or prong of Title IX compliance assessment (Blosser, 2005, para. 14).

The sport of wrestling in the opinion of Abbott (2007) has been negatively impacted more than other men's sports by Title IX, although Blosser (2005) stated that men's track has had more college varsity sport terminations than wrestling. Abbott purported that numerous men's varsity wrestling programs on the college level are being terminated, when there are innumerable youth and school wrestling teams and clubs across America that are growing. As a youth activity, participation in the sport of wrestling is expanding across America. Abbott impugned Title IX, but also applauded the Title IX legislation for the great opportunity it has provided to females in educational venues, and most especially in college level sports. He opined that Title IX has impacted

college athletics in a manner never intended and has actually adversely affected college athletics in a collective sense. Abbott contends that the use of one prong of the Title IX compliance test is unfair. The lack of suggestions as to how to address these failings or other possible reasons made the article incomplete.

In a subsequent article, Abbott (2011) expounded on his conviction that the use of one prong of the Title IX compliance test is unfair and cites a legal challenge of the same by the American Sports Council and the Pacific Legal Foundation. The author also cited statistics that show that 1.3 million (Abbott, 2011, para. 3) more boys than girls participate in high school sports, suggesting more interest by boys than girls in competitive athletics. It could be argued, of course, that this is more a problem of opportunity than of interest, and Abbott does not address this potential argument. He does present the argument, however, that Title IX was hijacked by special interest groups with females being the most notable. In addition, Abbott suggested that Title IX needs to be updated and revised to reflect current dynamics. Title IX has been misused in many regards, thus injuring the offering of athletic opportunities for males. A strict interpretation of Title IX may hurt athletic opportunities on the high school level. Abbott accurately depicts the challenges that exist with Title IX compliance in a collective sense. He does not, however, write about specific sports programs such as varsity wrestling.

There are some men's sports programs according to Thomas (2011) that have been terminated, ostensibly, for an institution to comply with one prong of the Title IX requirements that have filed complaints with the Federal Office for Civil Rights which oversees Title IX. The men's track team at the University of Delaware was one of them (Thomas, 2011). The University of Delaware men's track team complaint alleged

discrimination and their actions are not unprecedented. While Title IX has been invoked to protect the rights of women, cases alleging discrimination against men have been filed. Thomas reminds us of the three prongs for institutions to comply with Title IX, and that rather than spend money on enhancing women's sports opportunities, many institutions have decided to simply reduce the number of men's sports programs in order to be in compliance. Some men's sports teams have complained about this unfairness, but have not had much success in reinstating their programs. One of these is by James Madison University whereby fans, athletes, and others sued to reinstate the seven sports that were dropped (Thomas, 2011). Former University of Delaware runner, Tom Rogers, asked "How did we ever get to a place where a program that is supposed to be about creating opportunities for women is now being used in a way to create no opportunities for women and cut men?" (Thomas, 2011, para. 12). Thomas' premise was that the implementation of Title IX has in some cases caused grossly unfair and discriminatory conditions. He expresses a hope for a reevaluation and amending of this Title IX policy.

Donaldson (2012), who is both a female and former competitive athlete, purported that Title IX was never intended to be an overhaul of athletics on any level. What it was designed to achieve, according to Donaldson, were enhanced educational opportunities for females. At the same time, Donaldson contended that despite the great contributions of Title IX, it also summarily reduced the number of athletic prospects available to men, especially at the collegiate level. Since the inception of Title IX, the number of men's college wrestling programs went from 600 to 225 (Donaldson, 2012). In 2012 in Utah, there were 3,500 high school wrestlers and only Utah Valley University still offered a college wrestling program. Donaldson stated that since the passing of Title

IX legislation, there have been many expanded opportunities for women in various sports. In the years after Title IX became law, after female teams were established, many times not enough females even tried out for a team or even wanted to play to make a specific sports team viable. This situation has improved, but Donaldson explained that the proportional interpretation of Title IX needs to be reworked. If more men than women are interested in competitive sports activities, Donaldson opined that they should not be denied opportunities to play and compete because of what is tantamount to a quota system.

Littlefield (2012) discussed the experience of Iowa State University and their decision to drop men's baseball and men's swimming and diving, in order to comply with the proportionality prong of Title IX. The misapplication of Title IX in colleges and universities, according to Littlefield, has resulted in many sports programs being terminated on the college level. Littlefield stated that many of these sports programs were for individual sports whose popularity was clearly on the rise, and that despite abundant student interest and participation, the sports program was terminated anyway. Littlefield drew a parallel between college academics and athletics. He suggested that an institution would never hold a certain number open of seats for female accounting majors, so why hold a certain number of seats open for females in athletics? He further stated a need for an improved metric of assessing equity in college athletics (Littlefield, 2012).

The Iowa State Daily Editorial Board (2013) compared Title IX to other civil rights initiatives and stated that the era of Title IX contained more strides forward than any other. The Board agreed that while great progress was afforded to females by offering them simple opportunities that had not experienced previously relative to

education, Title IX also created an enormous amount of controversy (Iowa State Daily Editorial Board, 2013). The Board stated that Title IX hit its mark in assisting females, but also hit some targets it did not intend and caused collateral damage and that it is time to revise Title IX as it applies to sports. Furthermore, the Board contended that Title IX is backfiring and doing a great deal of harm to men's sports programs on the college level (Iowa State Daily Editorial Board, 2013).

At one time, the varsity wrestling program at Auburn University was a vibrant, and successful NCAA program. Lee (2013) described how it was summarily terminated from the intercollegiate program and varsity status in order to comply with Title IX provisions. Lee described the imprudence of interpretations of Title IX which result in certain sports, which are successful programs, being terminated in order for an institution to be in compliance with Title IX. At Auburn, Lee (2013) stated that even after the wrestling program, the wrestling community, and wrestling alumni raised massive amounts of money from donors, alumni, and wrestling enthusiasts, the university would not reinstate the varsity wrestling program.

Due to misguided assessment of compliance with Title IX, Owoc (2009) contended that many college and universities have been forced to drop intercollegiate sports programs to comply with this federal law. Owoc cited specific cases of colleges and universities that have claimed they terminated varsity sports that were successful and flourishing programs, in order to be in compliance with Title IX. Owoc explained the three-prong test of Title IX compliance and the need to reevaluate this metric of assessing compliance with Title IX.

Not Attributing the Reduction in Men's Athletic Programs to Title IX

The next category of literature consists of articles that do not attribute the reduction in men's athletic programs to Title IX and purport that it did not have a negative effect on college sports in general. This category does not support the claims that Title IX has forced many institutions of higher learning into discernment and to make the decision to terminate a men's intercollegiate varsity sports program.

Title IX bars discrimination in educational venues in all schools that receive federal funding, according to the National Women's Law Center (2011), referring exclusively to athletic programs. The Center cited some examples in which women have made great progress in college athletics in areas such as scholarship funding, opportunities to participate, and in benefits and services such as athletic equipment and facilities. However, Title IX has only partially opened doors for women (National Women's Law Center, 2011). Women make up over 50% of the undergraduate population in the nation, according to the Center, yet intercollegiate sports participation is well below this percentage in a collective sense. The Center noted some positive benefits that emerge from participating in college sports, offering a few examples of success in which sports opportunities for women on the college level have increased significantly due to Title IX (National Women's Law Center, 2011).

The National Women's Law Center endorsed Title IX, stating that Title IX has improved women's sports programs on the college and university level. Furthermore, the Center emphasized that despite the progress manifested by Title IX, women's sports programs continue to be shortchanged relative to men's programs. The Center argued that Title IX is not the reason for so many men's teams being terminated. Among the reasons

stated, the Center described how resources are inequitably distributed for men's sports and contended that this is a prime reason for men's sports teams being dropped. The need for so many resources to run a varsity football program on the college level is an example of this conviction. This is true whether the football program is a DIV I program or a DIV III program.

The Center also noted that despite Title IX, many women's sports programs have been terminated since Title IX became the law of the land. The Center posited that many men's sports programs have been expanded and many remain strong in significant numbers since the passage of Title IX. Suggestions about real solutions to the problems faced by men's sports were offered by the Center, including a reduction of bloated athletic budgets, the requirement of an annual report to Congress by the U.S. Olympic Commission that articulates participation data for every Olympic Sport, and by promoting woman's opportunities in traditionally male sports, such as wrestling (National Women's Law Center, 2012).

The National Coalition for Women and Girls in Education (2012) supported Title IX and what Title IX has brought to fruition for female athletes across America. The Coalition listed a few of the quantifiable aspects of Title IX in terms of athletic opportunities for women in college sports, highlighted by an exponential increase in female athletic participation in schools. The Coalition cautioned that despite great gains, male athletic opportunities still outpace female opportunities significantly (National Coalition for Women and Girls in Education, 2012). The Coalition also spotlighted what it calls myths that exist regarding the effects of Title IX. These myths, according to the

Coalition, include the requirement of quotas to comply with Title IX, and the mistaken claim that Title IX forces the reduction of men's sports to comply with the law.

Dusenbery and Lee (2012) offered an anecdote from a person who helped draft Title IX describing how the landmark legislation was never intended to impact college athletics in a significant way. Sports were only mentioned one time in the Title IX hearings and then only in jest, according to Dusenbery and Lee, yet college athletics is where the legislation seems to have made the most impact. Many improvements have been made, but complete equity in athletic opportunities between men and women seems to be elusive. For example, female coaches of women's teams have dropped from 90% in 1972 to 43% in 2012. Conversely, the number of men's teams coached by females remains at 3%. In addition, a larger percentage of white females play sports compared with less than two-thirds of African-American and Hispanic girls (Dusenbery & Lee, 2012).

The National Coalition for Women and Girls in Education (2012) described how beneficial sports participation is to female student-athletes as well as to society as a whole and lists the benefits of reducing the risk of heart disease, obesity, osteoporosis, and breast cancer. The benefits also include females who are confident and less likely to become pregnant or take drugs. The Coalition purported that Title IX does not require the exact same expenditures on both sexes, and it claimed that Title IX has not resulted in fewer opportunities for men to participate or play sports. The Coalition cast doubt on the male complaints that Title IX has hurt them, underscoring how quotas are not required by Title IX, that men's sports are not required to be dropped, and that men's opportunities are not shrinking. According to the Coalition, much has been accomplished in promoting

fairness in opportunity between men and women in athletics, but much still remains to be done. This includes participation in athletics by the immigrant community in the United States (National Coalition for Women and Girls in Education, 2012).

Despite Title IX's intent to assure opportunity for females in education, the most visible gains for women as a result of Title IX have been specifically in athletics (CollegeStats.org, 2014). The nine sports that have grown in popularity since the passage of Title IX with the inclusion of females into mainstream college athletics include basketball, volleyball, soccer, cross country, softball, tennis, track, golf, and swimming (CollegeStats.org, 2014).

A research report by Cheslock (2008) showed that colleges and universities have sought compliance with Title IX by increasing women's participation in intercollegiate athletics, rather than by decreasing men's participation. In 1992-1993 and again in 2000-2001, women's participation increased annually by 4.5% and men's participation increased annually by 0.3% (Cheslock, 2008). These were periods during which Title IX was most strongly enforced, yet there were substantially higher growth rates for women but not substantially lower growth rates for men. In another finding, during the years between 1984-1985 and 1987-1988, the number of men's wrestling teams dropped by 36, marking one of the largest three-year declines in wrestling being offered as a varsity sport. Athletic programs were exempt from Title IX during these years, therefore, this finding suggests that Title IX was not the primary cause of the decline in wrestling programs (Cheslock, 2008). Finally, Cheslock noted that schools that were not in compliance with Title IX in the 1995-1996 academic year were more likely to add female participants over the next nine years but were *not* more likely to drop male participants

when compared to schools closer to, or in compliance with Title IX's proportionality prong.

Title IX Has Both a Positive and Negative Impact

The next category of literature depicts both a positive and negative impact of Title IX on men's intercollegiate sports programs. The U.S. Department of Education (2003) stated that in 2002, U.S. Secretary of Education, Rod Paige, established a Commission on Opportunities in Athletics. This Commission was the first federal advisory council formed to study Title IX. The mission of this body was to gather information, study concerns, and obtain public input. These activities were designed to improve the application of federal standards to measuring equal opportunity for men and women and boys and girls to participate in sports. The Commission supported Title IX, but sought to ensure its fair application and equitable enforcement. Findings from the Commission revealed two concerns as expressed by the educational community relative to Title IX. The first concern is that the U.S. Department of Education has not given clear direction about how to fully act in accordance with Title IX. The second concern is about unclear enforcement of Title IX. The educational community also claimed that the Office for Civil Rights has not effectively enforced Title IX resulting in the wholesale elimination of men's sports. The Commission's report presented a full commitment to Title IX but suggested that revisions, amendments, and updates to Title IX are needed to make the statute more relevant and effective after thirty years of being the law of the land (U.S. Department of Education, 2003).

Title IX may contribute to the dropping of men's sports from varsity competition at colleges and universities across our nation, according to Marburger and Hogshead-

Makar (2003). Citing business theory and profit maximization by university administrators as catalysts, Marburger and Hogshead-Makar explained how Title IX may not be solely responsible for a massive reduction of men's varsity sports programs. Many benefits are derived by student-athletes who participate in varsity sports, which serve as a recruitment tool for the admissions staff and can attract highly qualified students to the institution, whether or not the students actually participate in varsity sports. Colleges and universities, in addition to student-athletes, derive a value-added benefit from varsity sports programs that transcends winning or losing. Ultimately, some other decision-making by university administrators is primarily to blame for reduction in men's varsity sports programs (Marburger & Hogshead-Makar, 2003).

Leland & Peters (2003) discussed unresolved public policy issues relating to Title IX, both inside and outside athletics. They recognize the difficulty in finding solutions to the policy debates involving Title IX and college athletics, but state that:

The real expenses starving minor men's sports of funding are the disproportionate share of university athletic dollars spent on one or two teams - football and men's basketball - and not spent to add new teams for women or to support other men's sports. Title IX should not be the scapegoat for irresponsible nonprofit institutions of higher education that operate their football and men's basketball programs like professional franchises. (p. 7)

Synthesis and Summary

The most common and frequently mentioned theme among three categories in the literature was that Title IX was needed and was drafted with a positive legislative intent. Whether Title IX had a negative impact on men's sports or not, Title IX was essentially a good law (CollegeStats.org, 2014; Donaldson, 2012; Dusenbery & Lee, 2012; Iowa State Editorial Board, 2013; Irving, 2003; Lee, 2013; Marburger & Hogshead-Makar, 2003;

National Coalition for Women and Girls in Education, 2012; National Women's Law Center, 2012; Owoc, 2009; U.S. Department of Education, 2003).

Another theme that emerged was a belief that the time has arrived for Title IX to be amended or updated. Most every law eventually needs updating so that it can continue to address the situations that have evolved since its inception. Situations arise over the years that necessitate this process. Those who support amending or revising Title IX are primarily on the side that believes that men's sports have been negatively impacted by Title IX (Abbott, 2011; Donaldson, 2012; Irving, 2003; Littlefield, 2012; McInerney, 2002; Owoc, 2009; Thomas, 2011). Those who do not attribute the termination of men's sports programs to Title IX support revisions in Title IX or to its application to college sports (Dusenbery & Lee, 2012; U.S. Department of Education, 2003).

A third theme found in the literature is a conviction that it is the inflexibility of Title IX's three-prong test for compliance that is to blame for the problems that have occurred since the inception of Title IX (Blosser, 2005; Donaldson, 2012; Owoc, 2009; U.S. Department of Education, 2003). A better test or metric to assess an institution's compliance with Title IX was suggested, since Title IX stipulates that if an institution complies with only one of the three prongs accepted by the U.S. Supreme Court as proof of fulfillment, the institution is said to be in compliance with Title IX. The three prongs include providing athletic participation opportunities that are substantially proportionate to the undergraduate enrollment; demonstrating a continual expansion of athletic opportunities for the underrepresented sex; and fully accommodating the interests and abilities of the underrepresented sex.

Institutions seek Title IX compliance with the proportionality prong of Title IX, even though the other two prongs may be less challenging to fulfill. Perhaps Leland and Peters (2003) explained it best through the honest words of Morgan Burke, Purdue University Athletic Director: “I’m not sure any of us understand the other two prongs. Listening to my peers, there’s only one prong, and that’s the first one” (p. 4). Leland and Peters, (2003) describe how many institutions see Prong I as “the only safe harbor from legal liability or public (sic) embarrassment” (p. 6). Title IX may provide colleges and universities a quantifiable defense from legal liability when they are compliant with Prong I. Stanford University has a stated goal of 50/50 participation opportunities for men and women. This proportion motivates the university to provide more opportunities for their female athletes (Leland & Peters, 2003). This concrete goal has helped Stanford fulfill compliance with Title IX.

Amending Title IX may be an easier solution than previously thought. Title IX does not need to be amended through a legislative change in the law, but can be changed through an administrative process through the U.S. Department of Education’s Office of Civil Rights which assesses Title IX compliance (Blosser, 2005; Irving 2003; U.S. Department of Education, 2003). If a presidential administration was inclined to attempt an amendment of Title IX, it could task the Office of Civil Rights with an evaluation and an amendment process. Such a process is fraught with political risks, however. Any sitting U.S. President who would embark on this challenge might be perceived as unsupportive of the civil rights for which Title IX had been fought. President George W. Bush started a process to consider amendments in the application of

Title IX, but the process never reached fruition whereby changes were actually made (Irving, 2003).

A fourth theme emerged in the literature suggesting that a business model be utilized when deciding which college sports to offer or terminate. College sports that are offered on the college level should reflect the popularity and demand for athletic participation that certain sports provide on the high school and youth levels (Abbott, 2007; Blosser, 2005; Littlefield, 2012; Marburger, 2003). The business model is a supply and demand example whereby a sport is offered if there is adequate interest in it. Marburger (2003) stated that profit maximization should be a consideration for an institution when discerning what sports to offer, suggesting that some sports will attract students who will pay tuition and fill seats. In the current situation, however, successful, well-subscribed, popular, well-supported, and reputable men's sports programs have been dropped due to institutional concerns over Title IX compliance (Abbott, 2007; Abbott, 2011; Blosser, 2005; Donaldson, 2012; Irving, 2003; Littlefield, 2012; McInerney, 2002; Owoc, 2009).

A final, compelling theme in the literature is that when men's sports teams are terminated, there is no real expansion of athletic opportunities for female athletes (Abbott, 2007; Abbott, 2011; Blosser, 2005; Donaldson, 2012; Iowa State Daily Editorial Board, 2013; Irving, 2003; Lee, 2013; Littlefield, 2012; McInerney, 2002; Owoc, 2009; Thomas, 2011). This phenomenon stands in direct opposition to the most important legislative objectives of Title IX. When men's sports are terminated, the proportion of female athletes to male athletes appears to be improving and in compliance with Title IX, but the status quo has not been altered. That is, there have not actually been more

opportunities presented for females to play varsity sports. What has been changed is that there are fewer opportunities for men to play sports. This may achieve Title IX compliance for an institution using the proportionality prong, but it does not actually produce the athletic opportunities sought through Title IX. A few selected institutions of higher learning in the Commonwealth of Pennsylvania that currently offer more women's sports than men's, ostensibly to be in proportional compliance with Title IX, include: Temple University, Lock Haven University, LaSalle University, Villanova University, Millersville University, and Kutztown University (NWCA, 2015).

A review and synthesis of the literature suggests an absence of research on Title IX and men's varsity wrestling, exposing a gap that is ripe for study. None of the literature on Title IX includes the perceptions of a sample of wrestling coaches and athletic administrators. My novel study included the perceptions of wrestling coaches and athletic administrators on Title IX. Also missing from the literature is Title IX's impact on men's wrestling in the Commonwealth of Pennsylvania. My study viewed this impact from the perspective of wrestling coaches and athletic administrators in the Commonwealth of Pennsylvania, which is nationally known for its participation in the sport of wrestling. The respondents' perspectives may contribute to the understanding of the application of Title IX and, perhaps, spur an interest in further research on the topic, or an amendment to the current legislation.

If an institution opts to seek Title IX compliance through a prong other than proportionality, it faces serious unanswered questions. One such question is, how far back must an institution demonstrate a history of expanding opportunities for the underrepresented gender? Title IX is not clear on this point. In addition, what proof is

required that the university is fully and effectively accommodating the athletic interests of the underrepresented gender? Again, Title IX is not clear. How, exactly, will an institution assess these athletic interests, accommodate them, and then demonstrate this compliance? These questions as well as the possibility of a legal challenge to university policy, would seem to explain why many institutions opt for the defensible and relatively secure position of proportionality as it relates to Title IX. Even with a successful defense of institutional Title IX compliance policies in court, a university may attract unwanted, negative media exposure which is never helpful to the institution.

CHAPTER 3

METHODS

This chapter presents the research methods, techniques, and procedures that were utilized in this study. It is ordered to include the following sections: restatement of the research question, subjects, setting, instrumentation, procedures, design, and data analysis. The purpose of this study was to explore the impact of Title IX on college wrestling programs across the Commonwealth of Pennsylvania as perceived by wrestling coaches and college administrators. To achieve the goal of the study, a quantitative approach was selected as the appropriate research paradigm.

Research Question

The major question for this study is: What are the perceptions of wrestling coaches and college administrators regarding the impact of Title IX on college wrestling programs in the Commonwealth of Pennsylvania. In order to answer the research question, a quantitative approach was utilized. I selected a quantitative approach because it affords the opportunity to include a greater number of subjects than a qualitative study, and the opportunity to generalize the results to other states besides Pennsylvania. This approach was an appropriate one to utilize in that it used an instrument to generate empirical findings that can be analyzed objectively and measured quantitatively.

Subjects

Upon approval from the Institutional Review Board (IRB) (Appendix A), I identified 40 National Collegiate Athletic Association (NCAA) and United States Collegiate Athletic Association (USCAA) schools in the Commonwealth of Pennsylvania

for inclusion in the study. I surveyed potential subjects at these institutions who might be knowledgeable about Title IX compliance procedures and processes: athletic directors, assistant athletic directors, wrestling coaches, and institution Presidents whose schools compete in NCAA and USCAA wrestling in the Commonwealth of Pennsylvania. Larger colleges or universities employ professionals on the athletic staff other than the athletic director whose primary duties include monitoring Title IX compliance. The sampling frame for wrestling coaches in this study was the database for the National Wrestling Coaches Association (NWCA). This organization, based in Manheim, Pennsylvania, was established to promote and expand the sport of wrestling, to support wrestling coaches, to consider rule changes, to promote safety in the sport, and to provide coaching professional development opportunities (NWCA, 2016). I also utilized the NCAA and USCAA Membership Directories for sampling potential subjects. While the NWCA database was ideal to utilize because it contains wrestling data, exclusively, the NCAA and USCAA Membership Directories also served as useful sampling sources.

The Executive Director of the NWCA agreed to provide a list of institutions in the Commonwealth of Pennsylvania that offer wrestling as a varsity sport at the collegiate level. The Executive Director also sent an email to the wrestling coaches at these institutions to introduce my study and to encourage their participation. After the NWCA Executive Director introduced my study to the institutions, I utilized SurveyMonkey® to distribute a recruitment letter for the study (Appendix C) to the wrestling coaches from all 40 of the NCAA and USCAA schools in the Commonwealth of Pennsylvania. This required a manual retrieval of the email addresses for the athletic directors, assistant athletic directors, and institution Presidents from the websites of those 40 schools. The

email addresses were then loaded into SurveyMonkey[®]. I also employed a secondary sampling plan which involved physically attending a college wrestling tournament at Ursinus College in February of 2017. At this event, I introduced myself to each coach and explained that I was the graduate student from Temple University who sent out the electronic survey on Title IX. I respectfully requested that they complete the survey and that their anonymity was assured. Snowball sampling was the result of this secondary plan because these coaches requested that I send the survey to their assistant coaches, as well. This sampling procedure eventually resulted in a list of 112 potential respondents.

Electronic surveys were emailed to the 112 potential respondents through Survey Monkey[®]. Six of the emails “bounced,” and another four of the email recipients “opted out,” leaving 102 potential respondents. The number of usable responses, which included signed consents (Appendix B) and completed surveys, totaled 49, for a response rate of 48%. A description of the final sample is presented in Table 3.1.

Table 3.1: Capacity of Respondents

Capacity	Sample Size
Head Coach	$n = 26$
Assistant Coach	$n = 11$
Athletic Administrator	$n = 11$
Institution President	$n = 0$
Executive Director of National Wrestling Coaches Association	$n = 1$

Setting

The setting for this study was in the subjects’ setting of choice. The physical setting for this study required that subjects had an electronic device with internet access for completing the online survey. The subjects’ setting of choice facilitated the privacy

and comfort of the subject, and afforded environmental conditions suitable for instrument completion.

Instrumentation

This research study utilized an instrument designed to obtain feedback from subjects regarding their perceptions of how Title IX has impacted college wrestling in the Commonwealth of Pennsylvania. This new instrument was referred to as the Title IX Inventory, or TIXI (Appendix D). A panel of experts assisted in the refinement of the survey items on the TIXI. The panel of experts was made up of my dissertation committee members, as well as Michael Moyer, Executive Director of the National Wrestling Coaches Association, and Dr. John Thygesen, retired Vice President of Student Affairs at Thomas Jefferson University.

One of the primary objectives of the study was to maximize the response rate of subjects. For this reason, the TIXI contained 20 carefully-written items utilizing a five-point Likert scale with a possible range of *Strongly Agree* to *Strongly Disagree*. Additionally, there were two *Yes* or *No* items, six demographic items, and a comments section. The items were designed to be concise, well-defined, and simple to understand. In addition, the items with Likert scale responses were in statement format, and the Yes-No items were closed-ended, making them easier to analyze statistically. A drawback of this approach is that it somewhat limits the responses that participants can give (Jackson, 2009, p. 89). In this instrument, respondents were able to provide comments after each question in order to clarify or elaborate on their responses. For the purpose of presenting the qualitative data, respondents who made comments were given a pseudonym, rather than a number, to provide the reader with a more personalized presentation of data.

With respect to validity, the TIXI had face validity in that the items addressed the research question about the impact of Title IX on college wrestling in the Commonwealth of Pennsylvania. The TIXI also had content validity, as determined by a content expert, Michael Moyer, Executive Director of the National Wrestling Coaches Association. The content expert reviewed the TIXI to ensure its accuracy in answering the research questions about the perceptions of the impact of Title IX on college wrestling in the Commonwealth of Pennsylvania. With external validity established, the TIXI may allow the results of the study to be generalized beyond Pennsylvania and into other states, with the simple substitution of one state's name for another.

Procedures

After IRB approval, I sent an e-mail with the recruitment letter to the Executive Director of the National Wrestling Coaches Association (NWCA). The Executive Director e-mailed his contact list of wrestling coaches from all 40 of the NCAA and USCAA schools in the Commonwealth of Pennsylvania, with an introduction to the study and an attachment consisting of the recruitment letter. Additionally, I sent an e-mail to the manually-acquired list of athletic directors, assistant athletic directors, and institution Presidents from websites of the same 40 schools. Potential subjects were provided a clickable link within the recruitment letter to SurveyMonkey[®] with which they were able to complete their consent form and the TIXI, electronically.

After two weeks, reminder e-mails were sent out to non-responding subjects and partially-responded subjects. These reminder e-mails were sent every two weeks. Once 49 completed instruments were returned, with all items answered and consents signed, I

analyzed the data. I sent an e-mail to all respondents who submitted completed TIXIs, thanking them for their interest in the study.

Design

The research design for this study was a descriptive survey or a survey study. A descriptive study provided information about naturally-occurring perceptions of a particular group, in this case, of wrestling coaches and college administrators. Using this approach allowed subjects to respond or react to questions administered through an online survey, which was administered by SurveyMonkey[®] for this study. A descriptive survey is also flexible and can collect data in many forms such as online surveys, email surveys, social media surveys, paper surveys, mobile surveys, telephone surveys, and face-to-face interview surveys.

When used appropriately, a descriptive survey can produce reliable, dependable, and usable data, and improve research. The anonymity of surveys allowed respondents to answer with more candid answers. To obtain the most accurate data, a researcher needs respondents to be as candid as possible with their answers. Surveys conducted anonymously provide an avenue for more honest and unambiguous responses than other types of research methodologies, especially if it is clearly stated that survey answers will remain completely confidential. The descriptive survey approach is also cost-effective. Online surveys and mobile surveys, in particular, have a very small cost per respondent. A descriptive survey can also be useful in describing the characteristics of a large population, based on the generalizable findings from a smaller sample from which to draw conclusions and make important decisions.

Summary

In this chapter, an overview of the methodology was presented. This overview included a discussion of the research methods, techniques, and procedures that were utilized in this study. The chapter also included a restatement of the research question, subject description, setting, instrumentation, procedures, design, and data analysis. The purpose and major question for this study was to explore the impact of Title IX on college wrestling programs across the Commonwealth of Pennsylvania as perceived by wrestling coaches and college administrators. A quantitative approach was selected as the research paradigm primarily because it afforded the opportunity to include a greater number of subjects than a qualitative study, and the opportunity to generalize the results to other states besides Pennsylvania. The research design for this study was a descriptive survey or a survey study. This approach allowed subjects to respond to questions administered through an online survey, via the SurveyMonkey® platform. The subjects for this study included college wrestling coaches, institution presidents, and athletic administrators.

CHAPTER 4

RESULTS

The purpose of this study was to assess the impact of Title IX on college wrestling programs across the Commonwealth of Pennsylvania as perceived by wrestling coaches and college administrators. In this chapter, data are presented from the 49 electronic SurveyMonkey® surveys completed by participants. Likert-style responses to the 20 survey items are discussed and summarized. Comments for each survey item submitted by respondents are also presented. An analysis of the findings is presented in Chapter 5.

Descriptive Data on the Respondents

Descriptive data on the 49 people who responded to the survey are presented in Tables 4.1 and 4.2.

Table 4.1: Years the Respondent has been Associated with the Sport of Wrestling

Number of Years	Number of Respondents
1-5	3
6 – 10	6
11 – 15	2
16 – 20	8
21 – 25	7
26 – 30	8
31 – 35	4
36 – 40	4
41 +	7
Mean	25.1

Table 4.2: Current Position

Position	Number of Respondents
Head Coach	27
Assistant Coach	12
Athletic Administrator	10

The respondents were asked to indicate if they were either at present or had been in the past in a different position. Twenty-four of the head coaches had previously been an assistant coach. In addition, there was one athletic administrator who was currently an institution president and one whose title was Executive Director. As shown in the two tables, the respondents had been involved in wrestling for a considerable length of time, with almost all being involved for at least 10 years.

Responses to the Survey

The five-point Likert scale used for this study was weighted as follows: *Strongly Agree* was weighted five points; *Agree* was weighted four points; *Neutral* was weighted three points; *Disagree* was weighted two points; and *Strongly Disagree* was weighted one point. A *Not Applicable* (N/A) option was available for all items, but was not included in the weighted total. The responses of the participants to all of the question on the survey are presented in Table 4.3.

Table 4.3: Survey Responses

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NA	Mean
1. My institution is supportive of wrestling	25	17	10	2	0	0	4.33
2. In Pennsylvania, I believe that the process used to terminate a sport at a college or university is fair.	0	6	18	9	12	0	2.40
3. The popularity of wrestling as an activity has been affected as a result of college wrestling programs being dropped in Pennsylvania.	6	25	9	6	2	0	3.56
4. Pennsylvania's standing in the wrestling community has been affected due to the impact of college wrestling programs being terminated Pennsylvania.	5	20	11	12	1	0	3.33

Table 4.3, continued

5. The termination of a college wrestling program in Pennsylvania might have a negative impact on the overall health of other sports teams and the athletic department at the institution in question.	4	28	12	3	2	0	3.59
6. The termination of college wrestling programs in Pennsylvania has impacted high school wrestling programs.	12	22	9	5	1	0	3.80
7. The termination of college wrestling programs will cause a decrease in Pennsylvania's reputation relative to the national wrestling community.	7	26	9	6	1	0	3.65
8. In Pennsylvania, interest in the sport of wrestling has not decreased.	3	11	17	15	2	1	2.96
9. The termination of wrestling at some colleges and universities will affect the recruitment of student-athletes to other wrestling teams in Pennsylvania.	4	27	5	10	3	0	3.39
10. Title IX might be a reason that some college wrestling programs have been terminated in Pennsylvania.	22	17	8	1	0	1	4.25
11. Title IX has had a positive effect on college wrestling programs in Pennsylvania.	0	0	10	12	26	1	1.67
12. There are factors other than Title IX that have played a role in the termination of college wrestling programs in Pennsylvania.	9	27	7	3	2	0	3.79
13. When deciding about whether a varsity sport must be terminated to enhance Title IX compliance, wrestling is treated the same as other sports.	1	4	10	15	18	1	2.06

Table 4.3, continued

14. Title IX compliance is a reason that many college wrestling programs have been dropped in Pennsylvania.	13	20	13	2	0	1	3.92
15. Consideration should be given to factors other than Title IX such as team records, student participation, availability of resources, and campus support of wrestling.	21	27	1	0	0	0	4.41
16. The role of Title IX's impact on college wrestling in Pennsylvania might cause potential college wrestlers to look at institutions in other states for opportunities in higher education.	16	22	6	3	2	0	3.96
17. Wrestling is usually the first sport terminated due to Title IX compliance concerns.	9	16	6	3	2	0	3.58
18. Title IX has been effective in providing equality of educational opportunity for women.	10	18	10	6	5	0	3.45
19. There is a better way of providing equality of educational opportunity for women than Title IX.	13	19	14	1	0	0	3.94
20. The impact of Title IX on most men's collegiate sports has been positive.	0	3	10	16	19		1.94

As shown in Table 4.3, the respondents generally feel that Title IX has had a negative impact on college wrestling. Items 1, 2, 8, 11, 12, 13, 15, 18, and 20 are worded with an intentionally positive slant with regard to Title IX. Conversely, items 3, 4, 5, 6, 7, 9, 10, 14, 16, 17, and 19 are worded with a negative slant toward Title IX's effect on wrestling. This was intended to provide a balance for the respondents and to avoid bias. For an example of a negative wording, in item 14 the respondent is asked to rate the following statement: *Title IX compliance is a reason that many college wrestling*

programs have been dropped in Pennsylvania. Respondents rated this item 3.92 out of a possible 5 points. On the other hand, item 13 states: *When deciding about whether a varsity sport must be terminated to enhance Title IX compliance, wrestling is treated the same as other sports.* Respondents rated this item 2.06 out of a possible 5 points. In both of these examples, whether worded positively or negatively, about the impact of Title IX, respondents felt that Title IX had a negative impact on college wrestling.

Additional Analyses

Several additional analyses were conducted on the data to ascertain if demographic variables affected the responses. Each of these is presented below including the question that is being answered by the analysis.

Is the perception of the effect of Title IX related to how many years the respondent has been involved with wrestling?

To answer the first question Pearson correlations were computed with all of the questions on the questionnaire. The significant correlations are presented in Table 4.4.

Table 4.4: Correlations with Years Involved with Wrestling

	Pearson r	Significance
In Pennsylvania, I believe that the process used to terminate a sport at a college or university is fair.	-.335	.024
The termination of a college wrestling program in Pennsylvania might have a negative impact on the overall health of other sports teams and the athletic department at the institution in question.	.309	.031
Title IX might be a reason that some college wrestling programs have been terminated in Pennsylvania	.360	.012
Title IX has had a positive effect on college wrestling programs in Pennsylvania	-.416	.003
The impact of Title IX on most men's collegiate sports has been positive	-.412	.004
TOTAL Negative Effect	.324	.002

The interpretation of these correlations is that a significant negative correlation means that the longer the person has been involved with wrestling, the more the person disagrees with the statement. A significant positive correlation means that the longer the person has been involved, the more the person agrees with the statement. The Total is the sum of all the questions scored so that it reflects a more negative perception. That is, a higher score means that the person believes Title IX has had a negative effect. As shown in Table 4.4, coaches with greater experience with wrestling are more negative in their perceptions of the effect of Title IX.

Is there a difference in perception based on the respondent's position?

To answer the second question, the respondents were placed into one of three groups: Head Coaches, Assistant Coaches, and Athletic Administrators. Any respondent who had been both a head coach and an assistant coach was labeled as a head coach. The three groups were compared using a one-way ANOVA. The significant differences among these three groups are presented in Table 4.5.

Table 4.5: One-Way ANOVA Results for Position

	Mean for Head Coaches	Mean for Assistant Coaches	Mean for Athletic Administrators	F and Significance
In Pennsylvania, I believe that the process used to terminate a sport at a college or university is fair.	1.96	2.50	3.33	F = 7.53 p = .002
The termination of a college wrestling program in Pennsylvania might have a negative impact on the overall health of other sports teams and the athletic department at the institution in question.	3.85	3.75	2.80	F = 6.35 p = .004
The termination of college wrestling programs in Pennsylvania has impacted high school wrestling programs.	4.15	3.58	3.20	F = 4.19 p = .022

Table 4.5, continued

Title IX might be a reason that some college wrestling programs have been terminated in Pennsylvania	4.50	4.42	3.44	F = 7.89 <i>p</i> = .001
Title IX has had a positive effect on college wrestling programs in Pennsylvania	1.27	1.75	2.56	F = 14.09 <i>p</i> = .000
When deciding about whether a varsity sport must be terminated to enhance Title IX compliance, wrestling is treated the same as other sports.	1.85	1.83	2.89	F = 3.99 <i>p</i> = .025
Title IX compliance is a reason that many college wrestling programs have been dropped in Pennsylvania	4.12	4.17	3.11	F = 6.63 <i>p</i> = .003
Title IX has been effective in providing equity of educational opportunity for women	3.27	3.00	4.40	F = 4.49 <i>p</i> = .017
There is a better way of providing equality of educational opportunity for women than Title IX.	4.19	4.00	3.13	F = 6.56 <i>p</i> = .003
The impact of Title IX on most men's collegiate sports has been positive.	1.50	1.92	3.00	F = 15.46 <i>p</i> = .000
TOTAL	72.82	70.33	57.00	F = 9.91 <i>p</i> = .000

Tukey post hoc tests were computed as a follow-up to the significant differences. In all cases, the administrators were significantly different from the head and assistant coaches. As shown in Table 4.5, the administrators have a consistently more supportive attitude about the impact of Title IX. A discussion of why this happens will be presented in Chapter 5.

Qualitative Data

Fourteen respondents took the time to include comments after completing the 20 survey items. These respondents included seven head coaches, four assistant coaches, and three athletic administrators. Comments submitted by respondents are listed by pseudonym. A table of pseudonyms is listed below in Table 4.6.

Table 4.6: List of Pseudonyms for Respondents Who Wrote Comments

Pseudonym	Capacity	Years of Experience
Andrew	Head Coach / Assistant	33 / 1
Bradford	Head Coach / Assistant	3 / 6
Carlos	Athletic Administrator	8
Dan	Head Coach / Assistant	1 / 8
Ed	Athletic Administrator	28
Frank	Head Coach / Assistant	5 / 3
Greg	Athletic Administrator	5
Henry	Assistant Coach	16
Ike	Head Coach / Assistant	8 / 14
James	Head Coach / Assistant	15 / 1
Kurt	Assistant Coach	5
Lawrence	Head Coach / Assistant	48 / 2
Michael	Assistant Coach	4
Ned	Assistant Coach	9

Andrew, a head wrestling coach for 33 years and an assistant wrestling coach for one year, and one of the first subjects to respond to the survey, stated:

Title IX, if applied correctly, would increase female participation in athletics. You do not increase female participation by eliminating men participating. Addition by subtraction only eliminates opportunities for men.

Similarly, Bradford, a head wrestling coach for three years, and an assistant for six years, referred to an issue with the application of Title IX requirements:

Title IX in and of itself is not inherently bad. It's the way that institutions choose to go about satisfying the requirements of Title IX that is the problem. There needs to be additional guidance on what can and cannot be done to fulfill the requirements of Title IX.

Although he has been involved with collegiate wrestling for one year, Carlos has been an athletic administrator for a total of eight years. His perspective spans an array of sports, not only wrestling:

I don't agree with this premise at all saying the Title IX is the reason why wrestling is being cut. Many other factors are contributing to this, not women's sports. Hockey and Basketball have better youth programs than wrestling does, especially basketball where it is also a safer and cheaper sport.

Dan, a head wrestling coach for one year and an assistant for eight years, is adamant about what he perceives as the negative impact of Title IX on wrestling. According to

Dan:

Wrestling has been used as the scapegoat for title ix. The sport of wrestling creates disciplined, hard-working leaders. It is very discouraging that any higher education institution would even consider cutting wrestling, especially without exploring fundraising options first.

With 28 years of experience as an athletic administrator, Ed was not decisive in his responses on the survey, and selected “Neutral” for 14 of the 20 items. Ed stated:

The questions asked presume a level of knowledge about aspects that are important to the answer such as: a school's decision making process, their resource circumstances, their Title IX compliance status, etc. Without knowing more, it is not possible to provide answers to many of the questions about which I can feel confident. Sorry I am not able to be more helpful.

In Frank's opinion, the application of Title IX does not bode well for men's sports.

Having been a head wrestling coach for five years and an assistant for three years, Frank opined:

Title IX has provided opportunities to women but at the expense of men which is not the way the law is intended.

Financial support of higher education, or lack thereof, was primary rationale stated by Greg, an athletic administrator for five years, for the demise of sports programs on the collegiate level:

This survey would have been more relevant 10-20 years ago. Primary factor in elimination of sports programs today is resources and the state of higher education in PA. Look no further than Harrisburg and the funding higher education receives. It is the same as in 1999.

After a 16-year career as an assistant coach, Henry was inclined to lay blame on institutions for defaulting to program cuts, rather than spearheading fundraising campaigns or otherwise redistributing resources:

Most colleges use Title IX to cut programs 'to come into compliance' instead of looking at options. Cutting programs is easier and cheaper alternative than fundraising/redistributing budgetary constraints. I wish institutions would stop hiding behind Title IX and using it to cut programs.

Ike has eight years of experience as a head wrestling coach and 14 years as an assistant wrestling coach. His point of view aligns with others who believe that women deserve equal opportunities in college athletics, but not at the expense of men's sports programs:

I completely agree that women should have as many sports as men in college. However, to make room for women's sports should not cause the dropping on men's sports. I believe Title IX was created to allow women equal involvement in sports, not to drop men's programs to create that equality.

In the case of James, a head wrestling coach for 15 years, and an assistant wrestling coach for one year, there is no other alternative but to eliminate Title IX altogether. His response was short and to the point:

Get rid of title ix.

As an assistant wrestling coach for five years, Kurt was of the opinion that there is more to consider than Title IX when it comes to the elimination of a varsity sport. Kurt stated:

In general, I believe Title IX has been a contributing factor to the overall decrease in college wrestling around the state and country. That being said, I also feel that it is important to recognize the other factors associated with this decline, most notably, the increase in expenditures towards sports that thought to produce more revenues, such as football and basketball. PA wrestling appears to be stable, but given the sport's history and tradition in the state, it should be doing better.

The respondent with the most experience, was Lawrence, who served as a head wrestling coach for 48 years, and as an assistant coach for two years. According to Lawrence:

Title IX is not the culprit in the loss of College wrestling opportunities that it is thought to be. Colleges drop wrestling for financial reasons more often. It is a non-revenue sport and the funding for wrestling is then transferred into accounts for revenue producing sports or beginning women's programs. Title IX has produced better women's programs.

Michael has been an assistant wrestling coach for four years. He suggested that financial support and resources for more prominent sports such as football has resulted in less support for sports like wrestling:

I believe that college wrestling and wrestling as a whole is a disrespected sport. I believe wrestling produces the hardest working individuals the world will see male and female. We need to help this sport grow on all levels the lessons you learn through wrestling you can carry with you throughout your whole life. Institutions need to put 100% effort and support into the sport of wrestling. It needs to support (sic) its coaches and teams with efficient funding just as they do with sports like football. All in all, I believe more and more people are strong attracted to the sport. However, we need the support from the higher ups to expand the support.

According to Ned, an assistant wrestling coach for nine years, the elimination of wrestling programs is not about misapplication of Title IX or funding. Rather, it has more to do with the way wrestling is a very demanding sport for youngsters in which to participate.

The waning interest of wrestling as a sport starts long before athletes are considering what college they are going to. Far more likely is the fact that kids don't want to put in the time out of season to better themselves or make the sacrifices needed to be successful. If anything, the decreasing number of colleges offering wrestling has bolstered other programs. As a DIII institution, we have 30+ quality guys in our mat room. Schools like Penn State and Lehigh continue to recruit well and remain atop the wrestling collegiate landscape. I do not see Title IX being the biggest threat to wrestling. I see kids losing interest as adolescents as a result of inadequate elementary coaching/inappropriate parental involvement and/or the demands of the sport and kids not willing to make the sacrifices necessary to be good.

Summary

In Chapter 4, the data from the 49 electronic SurveyMonkey[®] surveys completed by participants were presented. Likert-style responses to the 20 survey items were presented, discussed, and summarized. In addition, comments submitted by 14 respondents were summarized and presented.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

The purpose of this study was to assess the impact of Title IX on college wrestling programs across the Commonwealth of Pennsylvania as perceived by wrestling coaches and college administrators. In this chapter, quantitative data from the 49 electronic SurveyMonkey® surveys completed by participants are analyzed. Qualitative data from submitted comments are also analyzed. Implications for higher education, for legislators, and for the sport of college wrestling are discussed.

Limitations

This study had the following limitations:

- 1) There is a small and finite population to poll as less than 50 institutions of higher learning having varsity wrestling programs in the Commonwealth of Pennsylvania. (National Collegiate Scouting Association, 2014)
- 2) There must be a higher than normal response rate in order to make the study valid. (Boynton, 2004)
- 3) The instrument in this study has never been used before, and is lengthy.
- 4) A limited amount of literature exists specifically pertaining to college wrestling in the Commonwealth of Pennsylvania.
- 5) There is a convenience sample because college wrestling coaches and athletic administrators were sought out purposefully to participate in this study.
- 6) Bias may exist in the study because I am a former college wrestling coach.
- 7) There may be threats to external validity in this study because of the small potential population from which to glean data. The response rate needs to be substantial. This

may require extra effort in the gathering and harvesting of questionnaires from my respondents. Follow-up calls, e-mails, and meetings may be needed to attain the response rate that is needed to overcome validity concerns.

Discussion

As noted in Chapter 2 of this study, the literature was organized into three categories: literature selections attributing the reduction in men's athletic programs to Title IX; literature selections not attributing the reduction in men's athletic programs to Title IX; and, literature suggesting Title IX has both a positive and negative impact on male intercollegiate sports programs. This discussion of the data will be organized according to the same categories.

Attributing the Reduction in Men's Athletic Programs to Title IX

The 20-item survey included 11 items that specifically addressed Title IX. Responses to items 10, 11, 13, 14, 16, 17, and 20 revealed that the participants attributed the reduction in college wrestling programs and/or specific men's sports programs to Title IX, or the misapplication of such.

In item 10, the survey asked if Title IX might be a reason that college wrestling programs have been dropped in Pennsylvania (negative wording). A mean of 4.25 revealed that most respondents did agree that Title IX was a reason that college wrestling programs have been dropped in Pennsylvania. In my own experience as a Division I head wrestling coach in Pennsylvania, this sentiment was repeated over and over by fellow wrestling coaches. In this respect, anecdotal comments from real life experience support this descriptive data. A similar question was asked in item 11 about whether Title IX had

a positive effect on college wrestling programs in Pennsylvania (positive wording). A mean of 1.67 suggests that most respondents disagree with this statement.

In this study, thirty-nine of the respondents are head coaches or assistant coaches, representing most of the respondents. This is likely the reason that the answers to items 10 and 11 are consistent in asserting that Title IX has had a negative impact on college wrestling. To gain a better understanding of why most of the respondents, primarily coaches, answered these items in this manner, Pearson correlations were computed with all the questions on the survey. The question was whether the perception of the effect of Title IX related to how many years the respondent has been involved in the sport of wrestling. The findings showed that coaches with greater experience in wrestling are more negative in their perceptions of the effect of Title IX. The reason for this may be that these long-term coaches have seen many successful and thriving college wrestling programs summarily terminated due to institutional efforts to comply with provisions of Title IX. As a college coach with seven years' experience, this was not my experience. Our program was terminated after I retired due to subsequent ineffective coaching and program leadership including no recruitment of student-athletes or program promotion.

In item 13, respondents were asked to react to a statement about when an institution is deciding about Title IX compliance, and whether wrestling is treated the same as other sports. The mean score of 2.06 suggests that respondents disagreed with this statement. Likewise, item 14 poses a similar statement about Title IX being a reason that many college wrestling programs have been dropped in Pennsylvania. The mean response of 3.92 suggests that many coaches do agree that Title IX is a reason that many programs have been dropped. As mentioned previously, most of the respondents in this

survey were coaches. In my experience as a head wrestling coach, Title IX was not entirely to blame for the demise of wrestling. Some of college wrestling's misfortune was pinned to Title IX, but other factors were also at play which will be discussed later in this chapter.

In item 16, respondents rated a statement about whether Title IX's impact on college wrestling in Pennsylvania might cause potential college wrestlers to look at other states for opportunities in higher education. A mean of 3.96 reveals the respondents' strong beliefs in how the application of Title IX might result in student-athletes looking at other states to pursue opportunities in higher education. In my experience, some recruits choose institutions outside of Pennsylvania as a location to continue their education and to compete in varsity wrestling on the college level. Other states, such as New Jersey and New York are also facing challenges regarding Title IX compliance and the impact on college wrestling in their state. As to why the respondents answered in such a way, more research is needed to understand why students would leave Pennsylvania for another state.

Respondents reacted to a statement about whether wrestling is usually the first sport to be terminated due to Title IX compliance concerns in item 17. The mean of 3.58 strongly suggests that respondents did indeed agree that when Title IX compliance was an issue, wrestling was usually the first sport to be terminated. My experience leads me to concur. Wrestling is usually overshadowed by higher profile sports such as football, basketball, and baseball which can make money for the college or university. When faced with a decision about dropping a varsity sport, it is likely an easier decision for an athletic administrator to terminate wrestling, than to terminate a revenue-producing sport.

Finally, item 20 asks if the impact of Title IX on men's sports has been positive. The mean of 1.94 suggests that most respondents believe that the impact of Title IX on men's sports has not been positive. As discussed previously, thirty-nine of the respondents were wrestling coaches who believe that Title IX has been a negative influence towards college wrestling. The ten athletic administrators likely have a different view than coaches who responded. To gain a better understanding of these opposing views a one-way ANOVA was conducted. The question was whether there was a difference in perception based on a respondent's position at the college or university. The findings showed that administrators have a consistently more supportive attitude about the impact of Title IX. The reason for this may be that athletic administrators have a more global view of sports within the institution, whereas, wrestling coaches are focused entirely on their own sport. This global view allows athletic administrators to witness both positive and negative impacts of Title IX. These will be discussed later in this chapter.

Not Attributing the Reduction in Men's Athletic Programs to Title IX

The 20-item survey included two items (12 and 15) which revealed that the participants did not directly attribute the reduction in college wrestling programs and/or specific men's sports programs to Title IX, or the misapplication of such. Item 12 stated that there were factors other than Title IX that have played a role in the termination of college wrestling programs in Pennsylvania. The mean score of 3.79 strongly suggests that there are influencers other than Title IX that have contributed to the termination of college wrestling programs in Pennsylvania.

In item 15, respondents were asked if consideration should be given to other factors, other than Title IX, before a sports team is dropped. The factors cited included team records (wins vs. losses), student participation, availability of resources, and campus support of the sport of wrestling. The mean of 4.41 (highest of any response) indicates that respondents believe that factors other than Title IX should be considered before a sports team is dropped. Team records and traditions should be considered when discerning whether to terminate a sports program. Many college wrestling programs in Pennsylvania have been dropped despite a long and proud team history with a successful win vs. loss record. Attracting enough student-athletes to participate and to make the team viable and competitive is another consideration. Robust participation is a result of a coach's recruitment efforts and whether he or she is effective, organized, and respected at the high schools that traditionally feed into the institution.

When considering dropping a team, institutions should consider the availability of resources in the decision-making, such as a safe and ventilated wrestling room, locker room, training room space, showers, money for uniforms and travel, and team promotion. In addition, an institution should consider the alumni following of a varsity sports program: do the alumni support the team, do they attend matches, and do they make ongoing donations to the team or athletic department? If the answer is yes, then this is a reason to keep a varsity sports team.

Even when these resources are in place, and alumni are supportive of wrestling, many institutions of higher learning in the Commonwealth of Pennsylvania have terminated their wrestling programs. A reasonable compromise would be for institutions of higher learning to consider reclassifying their varsity wrestling program to club status

or to a lower NCAA Division, such as Division II or III. This approach would conserve valuable resources, yet maintain the viability and existence of the sport of wrestling at the institution. It would also be a show of respect towards the student athletes, and to the loyal alumni who have worked so hard to represent the college or university through the sport of wrestling.

As noted previously, head coaches or assistant coaches represent most of the respondents in the study. Carlos was the only Athletic Director who completed the survey, and his viewpoint differed from the other respondents. Carlos has worked with many different sports teams, and his perspective extends beyond wrestling. He stated in the qualitative part of the survey that Title IX is not the reason that college wrestling has experienced a decline as a varsity program on the collegiate level. Rather, he stated that emerging youth programs in sports other than wrestling have adversely affected the sport of wrestling. He believes that the inexpensive investment needed to start-up or join a youth basketball or hockey program may attract youngsters to those sports at an earlier age, in contrast to wrestling. Additionally, Carlos stated that basketball and hockey are safer sports, thus making them more popular alternatives among the parents of these youngsters. This finding is supported by Cheslock (2008) who purported that during the years when Title IX was most strongly enforced, wrestling programs on the college level were not dropped at an increasing rate, and during the years when women's sports teams were expanding significantly, men's wrestling teams were being not terminated at any significant rate.

Title IX Has Both a Positive and Negative Impact

As stated in item 18, respondents were asked to rate whether Title IX has been effective in providing equality of educational opportunity for women. The mean of 3.45 reveals that most respondents do agree that Title IX has been at least somewhat successful in providing additional educational opportunities for women, as it was intended. Item 19 asks if there is an even better approach for providing educational opportunity for women than Title IX. The mean of 3.94 demonstrates that most respondents concurred with this statement as well.

Title IX was intended to provide opportunities for females in all aspects of education that accept federal funding; however, the main discussion surrounding Title IX is its association with college athletics. There is less of a focus on Title IX's association with academics: women entering fields of study such as engineering, science, mathematics, and technology. My experience in higher education is that fewer women try-out for varsity sports teams on the college level. Recruitment numbers are simply lower, despite efforts to increase student participation. This causes some administrators to drop the number of varsity programs offered to men, some of which are successful and strong programs, in order level the opportunities for both groups. The intent of Title IX was not to decrease opportunities for men, but to provide equal opportunity for women. In dropping men's varsity sports to comply with Title IX, administrators inflict a negative impact on lower revenue-generating sports like college wrestling.

Some institutions of higher learning have reacted to Title IX considerations, not by terminating men's wrestling programs, but by starting-up women's wrestling teams. The Women's College Wrestling Association (WCWA) has grown to include 30

intercollegiate programs, with additional teams being added each year. Of these teams, nine have NCAA affiliation, and many of them compete in the National Association of Intercollegiate Athletics (NAIA) (NWCA, 2016). This approach to compliance with Title IX is a more equitable one in that it does not adversely affect male student-athletes to the betterment of female student-athletes. Additionally, it invokes prongs two and three of Title IX compliance, which are equally valid approaches.

Additional Findings

The 20-item survey included nine items that surveyed more generic themes about an institution's experience(s) with wrestling and the processes used to terminate a sport. Responses to items 1, 2, 3, 4, 5, 6, 7, 8, and 9 revealed that the participants attributed the reduction in college wrestling programs and/or specific men's sports programs to Title IX, or the misapplication of its tenets. Institutions surveyed in this study included 32 private institutions and 17 public institutions of higher learning in the Commonwealth of Pennsylvania. In the case of Title IX, institutions of higher learning that accept federal aid for their students are bound by law to comply with its tenets. Federal aid includes financial aid to students in the form of grants, loans, and work study awards, as well as selected capital funding for buildings. All the institutions in this study are the recipients of federal aid and are bound to its requirements, equally.

Item one queries whether respondents felt that their institution was supportive of wrestling. A mean of 4.33 suggests that most respondents concur that their institution is supportive of the sport of wrestling. This is important in that it suggests that there is no innate dislike of wrestling, as a sport. This could be attributed to ample alumni support and to the availability of resources for the varsity wrestling program, such as a safe and

ventilated wrestling room, locker room, training room space, showers, money for uniforms and travel, willingness to support wrestling tournaments and special-events, and money and resources for team promotion.

Item two asks whether the process used to terminate a sport is fair. The mean of 2.40 reveals that most respondents, the majority of whom are coaches, do not believe that the process used to terminate a sport is a fair one. This finding, explicated in the previous section, corresponds with the belief that dropping men's varsity sports to comply with Title IX inflicts a negative impact on lower profile sports like college wrestling. It is plausible that university administrators have more of a risk tolerance for cutting a lower revenue-producing athletic program than they do for handling lawsuits that arise from compliance issues with Title IX, and the unfavorable publicity that would ensue.

Item three asks whether the popularity of wrestling has been affected because of college wrestling programs being dropped in Pennsylvania. The mean of 3.56 signifies that the respondents believe that the popularity of wrestling has been affected as a result of so many college programs being terminated. Item four asks if Pennsylvania's standing in the wrestling community has been affected due to the impact of college wrestling programs being terminated within the state. The mean of 3.33 on this item suggests that respondents did agree that Pennsylvania's standing in the wrestling community has been impacted by the termination of so many college wrestling programs. Similarly, a mean of 3.65 in item seven suggests strong agreement with the statement that the termination of college wrestling programs will cause a decrease in Pennsylvania's reputation relative to the national wrestling community. Furthermore, item eight presents the statement that in

Pennsylvania, interest in the sport of wrestling has not decreased. A mean of 2.96 suggests that respondents are undecided on this statement.

Historically, Pennsylvania has held a prominent place in the wrestling community. Wrestling as a sport is quite popular across the Commonwealth, from elementary school through college. Especially in its rural communities, Pennsylvania has produced many wrestlers who have gone on to win national championships on the collegiate level. Some have been Olympic champions. As a result, Pennsylvania is nationally recognized as a fertile place for producing college wrestlers. This rich history and formidable reputation makes the cutting of collegiate wrestling programs problematic, whether Title IX compliance is to blame, or other reasons are cited.

Regarding the cutting of programs, item five asks whether a respondent agrees that the termination of a college wrestling program in Pennsylvania might have a negative impact on the overall health of other sports teams and the athletic department at an institution. The mean of 3.59 suggests that the respondents do agree that dropping sports will adversely impact the overall health of remaining sports teams and the athletic department at a college or university. Typically, the other sports that are vulnerable to being dropped are of a lower profile than baseball, basketball, or football, as well. These include tennis, golf, cross country, crew, swimming, and lacrosse.

A very important consideration about wrestling is that, in addition the requirement to have a large roster of student-athletes, to have various workout partners each day at practice, a variety of weight classes is required. In college, the ten weight classes range from 125 pounds to 285 pounds. If a team cannot place a wrestler in a specific weight class, it forfeits that individual weight class, and loses six team points in the process. It is

not an easy task to recruit student-athletes in college who are able to make the lighter weight classes. It is challenging, therefore, to fill the rosters of wrestling teams on the college or university level.

If the popularity of a youth and high school sport is waning, it might suggest to an institution that this sport should be terminated. An institution looks at the strength of youth and high school programs within an institution's geographic service area. If an institution primarily serves the mid-Atlantic region, for example, between Long Island, NY and Baltimore, MD, it will examine the strength of youth and high school wrestling programs in that region compared to other sports such as basketball, lacrosse, and swimming. Basketball and soccer are inexpensive and relatively easy sports programs to establish and administer to a variety of ages and skill levels. The only equipment needed are basketballs and soccer balls and a court or field. There is no need to recruit student-athletes at differing weight classes. On the contrary, wrestling does not lend itself to such a straightforward process. Mats are expensive and require a high level of maintenance, and student-athletes at differing weight classes are required.

Item six asks respondents to react to the statement that the termination of college wrestling programs in Pennsylvania has had an impact on high school wrestling programs. The mean of 3.8 manifests that the respondents concurred with this statement, and revealed a relationship between college wrestling programs being dropped and the quality of high school wrestling in Pennsylvania. With so many college wrestling programs being terminated in Pennsylvania, it is a natural sequence of events for school districts across Pennsylvania to question whether the sport of wrestling is a viable one. School Boards must ascertain whether continuing to offer the sport as a varsity program

on the high school level is advisable, considering the cost to taxpayers and the future of wrestling on the college level.

Item nine asks respondents to react to a statement about how the termination of wrestling at some colleges and universities will affect the recruitment of student-athletes to other college wrestling teams in Pennsylvania. A mean of 3.39 suggests that respondents see a relationship between the termination of college wrestling teams and the recruitment of potential college wrestlers to other institutions in Pennsylvania. This finding may be indicative of a student-athlete being more inclined to go to college outside of Pennsylvania, or to another institution within Pennsylvania that offers wrestling as a varsity sport. From a college admissions or marketing perspective, wrestling is perceived as an extra-curricular activity that attracts potential students as it is frequently an activity in which they wish to remain active while a college student.

One qualitative response in this study by Greg lamented the lack of funding for higher education in the Commonwealth of Pennsylvania. The respondent remarked that higher education receives the same amount today as it did in 1999. According to the State Higher Education Executive Officers Association (SHEEO, 2014), state educational appropriations per full time equivalent (FTE) were \$8,799, while state appropriations per FTE in 2014 were \$6,552, representing a 26% drop in funding between 1999 and 2014. With this information, it appears that Greg's remark is founded. Faced with steadily decreasing state appropriations, colleges and universities look for cost savings across all programs, including athletics. Since wrestling start-up and maintenance requires more investment than many other sports, it is more likely to be targeted for termination.

Methodological Issues

Of the 49 participants in the study, only one was an institution president. What I discovered was that incoming e-mail messages to the institution presidents were intercepted and screened by secretarial staff. Subsequently, they did not always catch the attention of the intended recipients. The implication for future studies is that a telephone call to the secretaries announcing the e-mail or a handwritten letter to the presidents themselves might have resulted in more responses from this population.

Item 10 of the survey states, "Title IX *might* be a reason that some college wrestling programs have been terminated in Pennsylvania." The wording of this statement may have resulted in a higher than average mean answer of 4.25, due to the use of the word *might*. The rationale is that answering with *Agree* or *Strongly Agree* could mean that a respondent was not sure whether Title IX was the reason. Perhaps the word *is* should have been used instead of *might*. The average mean answer could have been lower than 4.25. Items 5 and 16 also used the word *might* and had average means just below 4.

Suggestions for Further Research

As a result of this study, some recommendations emerged for areas of future research. The perspectives of institution presidents; athletic administrators; college athletes (both male and female); and Title IX compliance specialists are suggested areas of future research.

- 1) Study institution presidents' perceptions of the effects of Title IX on college athletics, and specifically on wrestling
- 2) Examine college athletes' (both male and female) perceptions of the impact of Title IX
- 3) Explore successful wrestling programs in the United States that flourish while the institution complies with Title IX requirements

- 4) Study the various forms of Title IX compliance pursued by U.S. colleges and universities, specifically as it applies to varsity athletics
- 5) Broaden the study by sampling more athletic administrators and institutional presidents, perhaps beyond the boundary of Pennsylvania and into the tri-state area including the entire Delaware Valley region.

Conclusions

This chapter reviewed the findings of the current research study on the impact of Title IX on college wrestling programs across the Commonwealth of Pennsylvania as perceived by wrestling coaches and college administrators. The findings were compared to what is known about this topic in the literature. This novel research study expanded knowledge about the impact of Title IX, and added new information to the current gap in literature on the perceptions of college wrestling coaches and college administrators in the Commonwealth of Pennsylvania about that impact. These findings have added to higher education research.

Summary

Throughout this chapter, the findings from the survey data of 49 coaches, athletic administrators, and an executive director were discussed. The methodological issues with contacting institution presidents, and with the use of the word *might* were presented. The implications for higher education and college athletics and Title IX legislation were posited, with suggestions for potential research opportunities. The topic of Title IX is ripe for future research given the paucity of research literature available. This study is the first of its kind to contribute to the gap in the literature on the impact of Title IX on college wrestling programs.

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APPENDIX A

IRB

1) **Abstract of the study**

This quantitative descriptive research assesses the impact of Title IX on college wrestling programs across the Commonwealth of Pennsylvania as perceived by wrestling coaches and college athletic administrators.

Title IX established in law the equal opportunity for women in educational programs that receive financial support from the federal government (Berishaj & Dibella, 2014). There is a need for more information about whether Title IX has had a detrimental impact on college wrestling programs across the Commonwealth of Pennsylvania. This study also intends to discover what other reasons may have influenced the ending of so many college wrestling programs in the Commonwealth of Pennsylvania.

The researcher will provide a questionnaire to subjects who will be asked to react to various questions pertaining to their experiences with Title IX and the impact of this law upon college wrestling in Pennsylvania. Their opinions will be collected via SurveyMonkey[®] and measured using a five-point Likert scale.

2) **Protocol Title**

The perceptions of wrestling coaches and college administrators about the Impact of Title IX on college wrestling programs in the Commonwealth of Pennsylvania.

3) **Investigator**

Thomas P. Murt

4) **Objectives**

The purpose of this quantitative descriptive study is to assess the impact of Title IX on college wrestling programs across the Commonwealth of Pennsylvania as perceived by wrestling coaches and college administrators. Because the study is descriptive in nature, there are no hypotheses to test.

5) **Rationale and Significance**

The most relevant and abundant literature regarding the impact of Title IX on college wrestling suggests that the impact has been less than positive. Some of the wrestling programs in question have been downgraded to club sport status from varsity sport status, while many have been terminated entirely. The literature indicates that in order to be in compliance with Title IX and to avoid costly lawsuits, negative publicity, and damaging sanctions from the federal government, a strict, harsh, and severe interpretation of Title IX is required by colleges and universities in the Commonwealth of Pennsylvania. Much of this literature cites colleges and universities that have terminated their varsity wrestling programs, directly attributing the decision to concerns about Title IX compliance (Blosser, 2005; Irving, 2003). There is a smaller genre of literature that does not attribute blame for the demise and termination of many varsity college wrestling programs to Title IX. This literature suggests that Title IX has had both

positive and negative impacts on men's varsity sports programs (Paige, 2003). There is another genre of literature that disputes any connection at all between the demise and termination of any men's athletic programs and Title IX compliance. This literature suggests that other factors may have resulted in the demise and termination of men's varsity athletic programs other than Title IX (National Women's Law Center, 2012).

The findings of this study, focusing exclusively on the perceptions of college coaches and college administrators, have significance for higher education. Understanding how these professionals interpret and apply Title IX may raise awareness about which sports programs should remain and which should be terminated. As of this date there is no research literature specific to the impact of Title IX on college wrestling in the Commonwealth of Pennsylvania. Therefore, the findings of this study may begin to fill the gap that currently exists in the research literature.

6) Resources and Setting

There is no required training beyond the completion of CITI training for this research study. Only the researcher will be conducting the research.

The setting for this study will be in the subject's setting of choice. The physical setting for this study is in a place that has an electronic device with internet access for the online survey, facilitates the privacy and comfort of the subject, and affords environmental conditions suitable for instrument completion. This may be a professional or home office setting. The instrument will be available via hard copy, if a participant requests it. A mailing address and self-addressed stamped envelope will be required for such a request.

7) Prior Approvals

No non-IRB approvals are required prior to commencing this research.

8) Study Design

a) Recruitment Methods

The researcher projects needing between 30 and 40 subject responses. After IRB approval, the researcher will send an e-mail with the recruitment letter to the Executive Director of the National Wrestling Coaches Association (NWCA). The Executive Director will e-mail his contact list of wrestling coaches from all 40 of the NCAA and USCAA schools in the Commonwealth of Pennsylvania, with an introduction to the study and an attachment consisting of the recruitment letter. Additionally, the researcher will send an e-mail to the manually-acquired list of athletic directors, assistant athletic directors, and institution Presidents from websites of the same 40 schools. Potential subjects will be provided a clickable link within the recruitment letter to SurveyMonkey® where they will be able to complete their consent form and the electronic questionnaire entitled Title IX Inventory (TIXI).

After two weeks, reminder e-mails will be sent out to non-responding subjects or partially-responded subjects. These reminder e-mails will be sent every two weeks. Once 30 completed instruments have been submitted, with all items answered, data analysis will commence using the Statistical Package for the Social Sciences (SPSS) software. The researcher will send an e-mail to all respondents who submitted completed TIXIs, thanking them for their interest in the study. There will be no remuneration for this study.

b) Inclusion and Exclusion Criteria

Subjects for this study will be college wrestling coaches and administrators at colleges and universities in the Commonwealth of Pennsylvania.

c) Study Timelines

A subject should be able to complete his or her role in the research within approximately 15 minutes. The collection of data should be completed in one month.

d) Study Procedures and Data Analysis

The types of data analysis that will be used are measures of central tendency to include means. Additionally, Pearson correlations will also be incorporated to establish whether there is a relationship between variables. A one-way ANOVA and post hoc Tukey tests will be conducted to examine differences between groups. Data analysis will incorporate the use of the Statistical Package for the Social Sciences (SPSS) software.

e) Withdrawal of Subjects

The researcher does not anticipate any circumstances under which subjects will be withdrawn from the research without their consent. If a subject decides not to participate, or to withdraw, they need only to state their intention.

f) Privacy & Confidentiality

No use of subject's Protected Health Information will be utilized in this study.

9) Risks to Subjects

Other than a short duration of time, there are no reasonably foreseeable risks, discomforts, hazards, or inconveniences to the subjects that are related to a subject's participation in this research. The use of SurveyMonkey[®] will mitigate the duration of time needed to complete the survey being used. There are no risks to anyone who is not a subject. The need for medical or psychological resources that subjects might need as a result of unanticipated consequences of the research is not expected.

10) Potential Benefits to Subjects

The potential benefits that individual subjects may experience from taking part in the research include an enhanced understanding about how these professionals interpret and apply Title IX, and an enhanced awareness about which sports programs should remain and which should be terminated to comply with Title IX.

11) Costs to Subjects

This study requires no costs to subjects.

12) Informed Consent

Informed consent will be submitted by a subject before taking the survey. The consent will be the first question of the survey. All participating subjects will be fluent speakers of English. All participating subjects will be adults and no parent consent forms will be needed. This research will not include any subjects who are cognitively impaired.

13) Vulnerable Populations

This research will not include any members of vulnerable populations.

APPENDIX B

CONSENT FORM

Title of research: The perceptions of wrestling coaches and college administrators about the impact of Title IX on college wrestling programs in the Commonwealth of Pennsylvania

Investigator and Department: Thomas P. Murt, Department of Education

Why am I being invited to take part in this research?

I invite you to take part in a research study because you are a head wrestling coach, an assistant wrestling coach, an athletic administrator, a college or university president or executive director in the Commonwealth of Pennsylvania.

What should I know about this research?

- Someone will explain this research to you.
- Whether or not you take part is up to you.
- You can choose not to take part.
- You can agree to take part and later change your mind.
- Your decision will not be held against you.
- You can ask all the questions you want before you decide.

Who can I talk to about this research?

If you have questions, concerns, or complaints, or think the research has hurt you, contact the researcher, Thomas P. Murt, by mail at 3728 Meyer Lane, Hatboro, PA 19040, or by e-mail at thomas.p.murt@gmail.com, or by phone at 215-208-4220.

This research has been reviewed and approved by an Institutional Review Board. You may talk to them at (215) 707-3390 or e-mail them at: irb@temple.edu for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research subject.
- You want to get information or provide input about this research.

Why is this research being done?

The purpose of this study is to assess the impact of Title IX on college wrestling programs across the Commonwealth of Pennsylvania as perceived by wrestling coaches and college administrators. A commonly held conviction among members of the wrestling and coaching communities is that Title IX is to blame for so many college wrestling programs having been terminated in the Commonwealth of Pennsylvania. This conviction needs to be researched and tested. Title IX was never intended to terminate men's sports so as to provide more opportunities for women. Its legislative intent was to expand opportunities for women in all educational venues. One of these venues includes varsity sports on the college level. A secondary purpose of the study is to assess the perceptions of wrestling coaches and athletic administrators about whether Title IX influenced the termination of wrestling programs in the Commonwealth of Pennsylvania. This

study also intends to discover what other reasons may have influenced the ending so many college wrestling programs in the Commonwealth of Pennsylvania.

How long will I be in this research?

I expect that you will participate in this research for 10-15 minutes for the completion of a short, online survey hosted on the SurveyMonkey® platform.

What happens if I agree to be in this research?

After your survey responses and those of all the other study participants are collected, and the statistical analysis of the data is completed, I will send you a summary of the findings. It will be approximately six (6) months until the study is completed. All data will be dealt with confidentially, and neither you nor your institution will be identified, if you choose to remain anonymous.

Is there any way being in this research could be bad for me?

There is a remote chance for a loss of privacy because the population of wrestling coaches and college administrators involved with wrestling in the Commonwealth of Pennsylvania is finite. Every effort will be made to avoid associating you with your affiliated institution.

Will being in this research help me in any way?

I cannot promise any benefits to you or others from taking part in this research. However, the findings of this study, focusing exclusively on the perceptions of college coaches and athletic administrators, have significance for higher education. Understanding how interpret and apply Title IX may raise awareness about which sports programs should remain and which should be terminated. As of this date there is no research literature specific to the impact of Title IX on college wrestling in the Commonwealth of Pennsylvania. Therefore, the findings of this study may begin to fill the gap that currently exists in the research literature.

What happens to the information collected for this research?

To the extent allowed by law, we limit the viewing of your personal information to people who have to review it. We cannot promise complete secrecy. The IRB, Temple University, Temple University Health System, Inc. and its affiliates, and other representatives of these organizations may inspect and copy your information. Although SurveyMonkey treats your survey as if it was private, responses may be subpoenaed in a limited set of circumstances. SurveyMonkey acts as a custodian of your data, which is stored on servers located in the United States. Despite state-of-the-art encryption, no method of transmission over the Internet and no method of electronic storage is perfectly secure. Your electronic data will be stored in password-protected files on flash drives, and stored in a private, locked office in the researcher's encrypted, password-protected computer. Electronic study data will be destroyed by file erasure two (2) years after the conclusion of the study.

Consent

I voluntarily give my consent to participate in this research study.

Signatures:

[Click here to print name.](#)

Participant's Name (Print)

[Click here to print name.](#)

[Click here to enter date.](#)

Participant's Digital Signature

Date

I, the undersigned, certify that to the best of my knowledge, the subject signing this consent form has had the study fully and carefully explained by me and have been given an opportunity to ask any questions regarding the nature, risks, and benefits of participation in this research study.

Thomas P. Murt

Investigator's Name (Print)

Investigator's Signature

Date

Temple University's IRB has approved the solicitation of participants
for the study until Leave blank, a date will be assigned.

APPENDIX C
RECRUITMENT LETTER

Dear Coach:

My name is Tom Murt, and I am currently completing a **quantitative research study** in fulfillment of requirements for an Ed.D. in Educational Leadership at Temple University. The title of the study is *The Perceptions of Wrestling Coaches and College Administrators about the Impact of Title IX on College Wrestling Programs in The Commonwealth of Pennsylvania*. The purpose of the study is to assess the impact of Title IX on college wrestling programs across the Commonwealth of Pennsylvania, as perceived by wrestling coaches and college administrators.

You are being asked to participate in this study because you have been identified as a wrestling coach in the Commonwealth of Pennsylvania. The study requires you to complete a 20-item survey on Survey Monkey® that will be sent to you, electronically, via email link. The information you provide on the survey will be reported anonymously, and ***you will not be associated in any way to a college or university.***

Please be advised that participation in this study is voluntary, and that the Institutional Review Board (IRB) at Temple University has approved the study and the solicitation of subjects. Coaches who agree to participate will be given an informed Consent Form to review and return via the researcher's email address, made exclusively for this study, prior to beginning the survey. There are no known risks or benefits involved with participation in the study.

If you are interested in participating in the study, please complete this [short survey](#) in SurveyMonkey®. Thank you for considering participation in this study, and for sharing your expertise about Title IX.

Sincerely,

Tom Murt

Thomas P. Murt, M.A., Ed.D. (candidate)

APPENDIX D

QUESTIONNAIRE: TITLE IX INVENTORY (TIXI)

Purpose: This questionnaire is designed to elicit your opinions about wrestling in Pennsylvania in general, and about the effect of Title IX on college wrestling, in particular. All responses will be kept anonymous unless you would like to be contacted for a follow-up interview.

Subject Profile Information:

- Number of years you have been affiliated with the sport of wrestling: _____
- In what capacities? Check all that apply and list how many years in each position.
- ✓ Head Coach: _____
- ✓ Asst. Coach: _____
- ✓ Institution President: _____
- ✓ Athletic Administrator: _____
- ✓ Other (explain): _____
- ✓ Executive Director: _____

Directions: The following questions ask about your opinion concerning college wrestling and the possible effect of Title IX on wrestling in Pennsylvania. Please circle the response that best represents your opinion. If there is any information you would like to add about the question, please include this in the section at the end of the questionnaire.

The following questions refer to the current status of college wrestling in Pennsylvania.

1. My institution is supportive of wrestling.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

2. In Pennsylvania, I believe that the process used to terminate a sport at a college or university is fair.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

3. The popularity of wrestling as an activity has been affected as a result of college wrestling programs being terminated in Pennsylvania.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

4. Pennsylvania's standing in the wrestling community has been affected due to the impact of college wrestling programs being terminated in Pennsylvania.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

5. The termination of a college wrestling program in Pennsylvania might have a negative impact on the overall health of other sports teams and the athletic department at the institution in question.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

6. The termination of college wrestling programs in Pennsylvania has impacted high school wrestling programs.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

7. The termination of college wrestling programs will cause a decrease in Pennsylvania's reputation relative to the national wrestling community.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

8. In Pennsylvania, interest in the sport of wrestling has not decreased.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

9. The termination of wrestling at some Pennsylvania colleges and universities will affect the recruitment of student-athletes to other college wrestling teams in Pennsylvania.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

The following questions refer to the possible impact of Title IX on college wrestling.
--

10. Title IX might be a reason that some college wrestling programs have been terminated in Pennsylvania.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

11. Title IX has had a positive effect on college wrestling programs in Pennsylvania.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

12. There are factors other than Title IX that have played a role in the termination of college wrestling programs in Pennsylvania.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

13. When deciding about whether a varsity sport must be terminated to enhance Title IX compliance, wrestling is treated the same as other sports.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

14. Title IX compliance is a reason that many college wrestling programs have been dropped in Pennsylvania.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

15. When discerning whether or not to terminate wrestling, consideration should be given to factors other than Title IX such as team records, student participation, availability of resources, and campus support of wrestling.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

16. The role of Title IX's impact on college wrestling in Pennsylvania might cause potential college wrestlers to look at institutions in other states for opportunities in higher education.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

17. Wrestling is usually the first sport terminated due to Title IX compliance concerns.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

18. Title IX has been effective in providing equality of educational opportunity for women.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

19. There is a better way of providing equality of educational opportunity for women than Title IX.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

20. The impact of Title IX on most men's collegiate sports has been positive.

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

Please include any additional information you wish to submit regarding Title IX and college wrestling:

If you are willing to be contacted for additional information, please complete the information below.

Information

Institution / Approx. Enrollment: _____

Preferred E-Mail: _____

Phone Number: _____

Please return to: thomas.p.murt@gmail.com