

**Female and Male Athletic Coaches' and Female High School Athletes'
Perception of Sexual Harassment and the Incidence among Female High School
Athletes**

By

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Abstract of Dissertation

This study was designed to examine the perception and incidence of sexual harassment and determine the incidence of sexual harassment in relation to girls participating in high school athletics. The similarities and differences of interpretation of various interactions between high school athletes with their male and female athletic coaches were examined. This study also investigated the actual incidence of sexual harassment by male and female high school athletic coaches as reported by female athletes.

The study population included male and female athletic coaches currently coaching a female high school athletic team and female college students who participated in high school athletics.

This researcher, in order to accommodate the study population and research questions, adapted the Sexual Harassment Survey (1995) by Margery J. Holman, Ph.D. Female student athletes and male and female coaches responded to survey questions on demographics and their perceptions and understanding of described behaviors. The student athletes completed an additional section of the survey pertaining to their experience of sexual harassment.

Descriptive statistics (including frequencies and percentages as well as means and standard deviations) and inferential statistics (One-Way Analysis of Variance with a Scheffe test of significance) were used to analyze the data.

A comparison of the responses of all three groups (female athletes, male coaches and female coaches) to questions pertaining to perceptions of sexual harassment indicated agreement among the groups in the identification of inappropriate behaviors. However,

there was a significant difference in the level of agreement for seven described behaviors.

In general, male and female coaches agreed with each other more often than with female athletes when identifying the behaviors associated with sexual harassment. The investigation of incidence indicated that female athletes experienced more behaviors associated with sexual harassment from male coaches than from female coaches.

Understanding that the same behaviors were identified by female athletes, male coaches and female coaches, it can be concluded that inappropriate behavior was consistently identified, but the identification of sexual harassment does not necessarily diminish the incidence of sexual harassment.

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Table of Contents

Abstract of Dissertation	i
Acknowledgements.....	iii
Chapter I	
Introduction	1
Problem Statement.....	2
Purpose of the Study	3
Research Questions	3
Research Hypotheses	4
Need for Study	6
Definition of Terms.....	8
Limitations of the Study.....	10
Summary	12
Chapter II	
Introduction.....	14
Historical Background	14
Emergence of Definitions	14
Publicized Cases	17
Emergence of Parameters	18
The Athletic Arena - Gender Relations and Immunity.....	20
Working Toward a Definition of Sexual Harassment:	
Applying that Definition	21
Popular Response and Uncertainty.....	21

	vi
Legal Definitions of Sexual Harassment	24
Supplemental Categorizations and Definitions.....	29
The Psychological Component	30
Applicability to the School Environment	34
Description of Problems	34
Official Responses	40
Applicability to Sports	43
Examples of Reported Sexual Abuse in Schools.....	47
 Chapter III	
Research Methodology	59
Sample and Population	59
Survey Instrumentation.....	61
Survey Design and Adaptations.....	61
Definition of Sexual Harassment as Applied to Survey Responses	66
Data Collection	68
Procedure for High School Coaches.....	68
Procedure for Athletes	73
Statistical/Data Analysis Methodology.....	78
Summary	79
 Chapter IV	
Analysis of Data.....	82
Overview.....	82
Demographic/Personal Characteristics of response.....	85

Demographic Characteristics Requested for Categorical Items from	
Both Athletes and Coaches	85
Demographic Characteristics Requested for Quantitative Items from	
Both Athletes and Coaches	97
Demographic Characteristics Requested for Athletes Only	98
Demographic Characteristics Requested from Categorical Items from	
Coaches only	98
Demographic Characteristics Requested for Quantitative Items from	
Male and Female Coaches	102
Internal Reliability of the Sexual harassment Survey	103
Analysis of Research Questions and Hypotheses	105
Research Question 1	106
Findings for college females (who had been high school athletes)	107
Findings for male high school athletic coaches	108
Findings for female high school athletic coaches	109
Findings from Qualitative items	114
Hypothesis 1	116
Findings	116
Hypothesis 2	126
Findings	126
Summary	137
Chapter V	
Summary of Research, Conclusions and Recommendations	141
Summary of Research and Conclusions	141

	viii
Findings for Research Question 1	143
Findings for Research Question 2	147
Findings for Research Question 3	150
Findings for Research Hypothesis 1	152
Findings for Research Hypothesis 2	153
Recommendations	156
Limitations and Suggestions for Further Research	159
VI. References	163
VII. Appendix	
Appendix A: Participation and Achievement in School	175
Appendix B: Behavioral Responses	177
Appendix C: Emotional Impact	179
Appendix D: Holman Sexual Harassment Survey	182
Appendix E: Communication for Permission to Adapt Holman Survey	192
Appendix F: Holman/Hayden Sexual Harassment Survey: A Comparison	195
Appendix G: Perception Survey including Demographics and Instructions for High school Coaches	202
Appendix H: Research Participation Agreement – Site Approval Form	210
Appendix I: Distribution Instructions to Athletic Directors	213
Appendix J: Incidence and Perception Survey for Athletes including Demographics for Athletes	215
Appendix K: Perceptions of Athletes and Coaches Regarding Identified Behavior as Special Harassment	225

List of Tables

Table	
1	Survey Distribution for Coaches.....72
2	Survey Distribution for Female Athletes75
3	Demographic Characteristics for Categorical Items Requested for Both Athletes and Coaches92
4	Demographic Characteristics for Quantitative Items Requested for Athletes and Coaches97
5	Demographic Characteristics Requested for Athletes only98
6	Demographic Characteristics Requested for Categorical Items for Coaches Only100
7	Demographic Characteristics for Quantitative Items Requested for Coaches Only103
8	Instrument Reliability by Category.....105
9	Perceptions of Athletes and Coaches Regarding Identified Behaviors as Sexual Harassment in Rank Order111
10	Additional Behaviors Considered to be Sexual Harassment as Listed by Athletes and Coaches.....115
11	Comparison of Perceptions of Female Athletes, Male Coaches and Female Coaches Regarding Identified Behaviors as Sexual Harassment120
12	Category Comparison of Perceptions of Female Athletes, Male Coaches and Female Coaches Regarding Individual Behaviors as Sexual Harassment125
13	Incidence: Behaviors of High School Male and Female Coaches as Described by High School Athletes: Number and Frequency.....127

14	Incidence: Behaviors of High School Male and Female Coaches as Described by High School Athletes: Mean and Standard Deviation.....	130
15	Incidence by Category: Behaviors of High School Male and Female Coaches as Described by High School Athletes: Mean and Standard Deviation.....	133
16	High School Female Athletes' Experiences of Sexual Harassment Including Position and Gender of Harasser	136

Chapter I

Introduction

Participation in high school athletics by female students has increased rapidly during the past thirty years. The 2001 Participation Report by the National Federation of State High School Associations shows an increase of 2,490,139 female high school students taking part in athletics between 1971 and 2001 as compared to an increase of only 254,152 for male high school athletes during the same time period. With this increased enthusiasm for participation have come exceptional opportunities for female students to maximize their athletic potential. Female athletes are able to combine the demands of academic learning with opportunities to meet the challenges of robust exercise. Additionally, the expanded opportunities to cultivate emotional confidence and to experience a positive environment for social interaction are healthy and vital ingredients in the life of these exuberant female adolescents. Unfortunately, this increase in participation has not been without problems. Among the concerns of providing for high quality female athletic programs are the additional demands and strains on facilities, finances, scheduling, transportation, equipment, uniforms, and personnel including qualified coaches, assistant coaches, and athletic trainers. Along with this increase in the participation of females in athletics has come the potential for both harmful and beneficial experiences. Athletic Directors must be aware of this potential for hurtful incidents leading to unpleasant memories (e.g. a swat on the behind when going into the game) as well as the incidents leading to good times and positive memories (e.g. a high five with the coach after scoring the winning goal). Defining appropriate behavior and educating both the athlete and the staff are necessary components of every athletic program.

Problem Statement

In this study, the incidence and perception of sexual harassment in relation to girls participating in high school sports will be examined. The differences of interpretation of various interactions between college females (who had been high school athletes) with their male high school athletic coaches and female high school athletic coaches will be examined. The student athlete responses will be retrospective and reliant on clarity of memory. The data from the athletic coaches will be their current interpretation of the behaviors described in the study survey. In order to better evaluate the accuracy of reported sexual harassment the athletes will also be asked to identify specific behaviors experienced during their participation on high school teams. Specifically, this study will assess:

the perceptions of college females (who had been high school athletes) and the perceptions of high school athletic coaches regarding sexual harassment by male and female high school coaches;

the differences/similarities in the perceptions of three groups (college females who were high school athletes, male high school athletic coaches and female high school athletic coaches) regarding sexual harassment;

the actual incidence of sexual harassment by high school athletic coaches on female team members as reported by these members who are now college students.

All coaches included in this study will have coached (within the past five years) a female high school team representing the high school in interscholastic competition. All athletes included in this study will be female students currently attending college. They will be reporting on experiences with high school coaches while competing on their high

school interscholastic teams. Detailed definitions of terms appear in the section devoted to the research hypotheses.

Purpose of the Study

This is a descriptive and exploratory study designed to determine the incidence of sexual harassment of female high school athletes committed by athletic coaches. In order to do this, perceptions and definitions of sexual harassment will be elicited and evaluated.

The purpose of this study is to examine:

- a) how female athletes define sexual harassment;
- b) how high school athletic coaches define sexual harassment;
- c) the differences between these definitions.

This study attempts to offer descriptive data about the number and types of incidents that occur within a context many female students, specifically athletes in high school, may experience. With better and improved accounting of the incidence of sexual harassment and a clearer understanding of the range of interpretation of behaviors, it is thought that policy makers, administrators and coaching staffs will be in a more informed position to develop a harassment free environment for the female high school athlete. Data developed should also be of assistance in the design of educational awareness programs.

Research Questions

This study will investigate the following research questions.

Research Question 1

What behaviors do college females (who had been high school athletes), male high school coaches and female high school coaches perceive as sexual harassment when committed by athletic coaches?

Research Question 2

What are the similarities and differences between the perceptions of sexual harassment held by college females (who had been high school athletes), male high school athletic coaches and female high school athletic coaches?

Research Question 3

Using the college females' (who had been high school athletes) own definition of sexual harassment, what is the incidence of sexual harassment committed by male and female high school athletic coaches against female high school athletes?

Research Hypotheses

The following hypotheses were formulated to address research questions two and three.

Hypotheses 1

There will be a difference among the perceptions of college females (who had been high school athletes), male high school athletic coaches and female high school athletic coaches when identifying behaviors as sexual harassment.

This hypothesis is derived from the following research on sexual harassment.

"Students who experience those behaviors which fit the definition of sexual harassment will be more likely to label them as such when the perpetrator is a faculty member rather than a fellow student" (Shapely & Levesque, 1998, p. 595). Research in the work place may also support this hypothesis. "The behavior that might be tolerated from a coworker is more likely to be considered harassing when initiated by a supervisor who presumably has the power to impose sanctions for no cooperation" (Fitzgerald & Romero, 1991, p. 282).

Research by Fitzgerald & Ormerod (1991) concludes that women typically identify more behaviors as sexual harassment than do men. "Women participants [in the

study] were significantly more likely than the men to perceive the various . . . situations as harassing” (p. 290). Furthermore, according to Gutek (1985) “men find sexual overtures to be flattering while women find them to be insulting” (cited in Sheets, 1999, p. 1160). This is one of the most consistent findings in the research (Bremer, Moore, & Bildensee, 1991; Fitzgerald et al., 1988; Garlick, 1994; Gervasio & Ruckdeschel, 1992; Gutek et al., 1983; Jaschik-Herman & Fisk, 1995; Malovich & Stake, 1990; Padgitt & Padgitt, 1986; Popovich et al., 1986; Reilly, Lott, & Gallogly, 1986; as cited in Shepela & Levesque, 1998, p. 593; Mazer & Percival, 1989).

One of the most consistent findings has been gender differences in the perceptions of these incidents whereby women perceive certain behaviors as more likely to be called sexual harassment than do men. (Bremer, Moore, & Bildensee, 1991; Fitzgerald, Shullman, et al., 1988; Garlick, 1994; Gervasio & Ruckdeschel, 1992; Gutek et al., 1983; Jaschik-Herman & Fisk, 1995; Malovich & Stake, 1990; Padgitt & Padgitt, 1986; Popovich et al., 1986; Reilly, Lott, & Gallogly, 1986; as cited in Shepela & Levesque, 1998, p. 593; Mazer & Percival, 1989). Additional support is cited in Fitzgerald and Ormerod (1991): "The perceptions of sexual harassment are influenced by gender with women rating situations significantly higher . . . than men" (p. 289).

Hypotheses 2

College females (who had been high school athletes) will experience a higher incidence of sexual harassment from male high school athletic coaches than they will from female high school athletic coaches.

"Research shows that men perpetrate most instances of sexual abuse . . ." (APA, Oct. 1999, p. 2).

Need for Study

Sexual harassment is a recently publicized and explored issue for male and female athletes; a review of the literature uncovers limited research on the entire subject. Vague but evolving definitions of sexual harassment lead to varied interpretations.

Documentation of the incidence of sexual harassment of high school girls is sparse and there is even less research specific to sexual harassment involving athletic coaches and female high school athletes. Furthermore, media reports of sexual harassment are incapable of providing context and reporters cannot delve into relative numbers of incidents and do not report less attention-getting offenses.

During the past 20 years the study of women in sport has become a sub-specialty of research in sport. The majority of the limited scholarly research (see literature review) focuses on women and my research attempts to add to this existing body of research. It is not uncommon for the research community to examine, for example, one gender, or specific culture, etc., for theoretical or methodological efficacy. Although there is a true and urgent need for the study of sexual harassment of high school male athletes, this study will focus on female athletes. Continuing study is needed to confirm, supplement or amend current research findings. In a 1993 American Association of University Women study, "Hostile Hallways," an alarming 81% of the students attending public schools in America reported that they were the target of some form of sexual harassment. Of this population 18% claim to have been harassed by a school employee, including teachers, coaches and administrators. It may not be possible to fully know the magnitude of these attacks because only 7% of the students reported the incident to a teacher and 23% reported the harassment to a parent (AAUW, 1993). Incomplete reporting is a barrier to the amelioration of sexual harassment and may serve to perpetuate its existence. Eight

years later, in 2001 a follow-up study commissioned by the AAUW Educational Foundation reports the state of our school hallways is still unsafe. The “picture looks the same in key aspects. But students today are more likely to say their schools have a policy or distribute literature on sexual harassment” (AAUW, 2001, p. 4).

Vagueness and variation in the definition further complicates the identification of sexual harassment. One can use the popular, generally accepted understandings, the scholarly interpretations, or the legal definitions, each of which continues to evolve.

A unified interpretation of sexual harassment is clouded by the disparity in personal understanding and individual tolerance levels. Depending on the person reporting, sexual harassment can run the gamut from sexist jokes, to off-color remarks, to inappropriate teasing, to abuse of power or position, to unwanted physical contact, to rape. What may be friendly banter or playful interaction to one person may be an uncomfortable situation to another. There is considerable uncertainty as to when behaviors should be labeled illegal as opposed to just inappropriate. Problems of definition have also been addressed in the legal arena. Interpretation of civil rights specific to sexual harassment has progressed from simple recognition of the most egregious sexual coercion to recognition of more subtle, but pervasive intrusions into daily life. The legal distinction between harmful behavior and acceptable interactions has been slow to evolve.

Compounding the dearth of data on sexual harassment, the interpretation and understanding of the behaviors linked to sexual harassment are a source of concern for researchers. Regardless of the guidance set forth by the researcher, the consistency of the data collected will be dependent on the judgment and interpretation of the reporting person.

While it is exciting to see that the number of female athletes participating in sports is high and continues to grow, there is, nonetheless, a very real concern about the increased number of reported incidences of sexual harassment involving athletes. There is a need to examine the relationship of female athletes and their coaches with an eye toward understanding their interpretation of day-to-day interactions in an unequal relationship of guidance and learning.

Definition of Terms

For the purpose of clarity and consistency, the following definitions will be applied to the terms used for this research. These operational definitions may be similar to those used by other experts but will also contain variations.

Assistant Athletic Coach: This term describes an individual affiliated with the athletic team for the purpose of aiding the head coach in teaching and training athletes, and other tasks delegated by the head coach. For the purposes of this study the assistant athletic coach must have been actively associated with a minimum of two female high school interscholastic athletic teams during the past five years.

Athletic Coach: This term describes an individual responsible for assisting athletes in achieving athletic excellence through training and competition. Use of the term coach is a reference to head coach only, unless specified as assistant coach. Coaches participating in this research must have coached a minimum of two female high school teams representing a high school in interscholastic athletic competition during the past five years.

Athlete: For the purposes of this study, this term describes female college students who competed on a high school interscholastic team.

High School: This is the term used in the public domain to denote the academic institution for students in grades 9 or 10 through 12.

Incidence: This term refers to the frequency of occurrence of sexually harassing behaviors as reported in the Sexual Harassment Survey (by Holman and adapted by this researcher) by the research participants.

Interscholastic Athletic Competition: This term is used in the athletic arena and this study to designate athletic contests occurring between representative teams from different high schools.

Intramural: For the purposes of this study this term refers to an activity or sport event involving only students attending the same college or university.

Perception: This term denotes the definition or identification of behaviors as sexual harassment according to the personal understanding of the research participants as measured through responses to the Sexual Harassment Survey (by Holman and adapted by this researcher).

Sexual Harassment: The research survey used in this study is directly linked to Till's (1980) definitions by category of sexual harassment listed below and measured through the responses given to the Sexual Harassment Survey (by Holman and adapted by this researcher) by research participants.

Gender Harassment - Generalized sexist remarks and behavior; not designed to elicit sexual cooperation, but that express hostile, insulting, or degrading attitudes about women.

Seductive Behavior - Inappropriate and offensive, but essentially sanction-free behavior; that is, there is no penalty attached to noncompliance.

Sexual Bribery - Solicitation of sexual activity or other sex-linked behavior by promise of rewards.

Sexual Coercion - Coercion of sexual activity by threat of punishment.

Sexual Imposition or Assault - Gross sexual imposition (i.e. touching, fondling, grabbing or other forms of physical assault).

Limitations of the Study

It is axiomatic that attitudes toward appropriate sexual behavior are not universal. Formulation of these attitudes is influenced by the culture, religious background and personal experiences of individuals.

- This study will not control for differences in culture, religious beliefs and personal/sexual orientation.
- While every attempt will be made to select survey questions that are clear and concise, there is no guarantee that subjects will have an identical understanding of the questions.
- This research will be based on the findings of a self-report instrument. This research will not analyze the effect past pleasant or unpleasant sexual experiences, including sexual abuse during childhood, might have on the subject's perceptions of sexual harassment.
- This research for athletes will be retrospective. College students will be asked to recall incidences of sexual harassment that might have occurred while attending and participating in high school athletics. The accuracy of recall is dependent upon memory and may be hampered by time and personal emotional responses.

- Sexual harassment may be experienced by any person regardless of his/her social or economic status (SES). This research is not expected to have an equal representation of people in all levels of SES.

Research in the field of sexual harassment has been accelerated as a result of the high-profile incidents including the cases of Anita Hill and former President Clinton as well as the more recent problems being discovered within the Roman Catholic Church. These stories have received wide spread coverage by the media and this, in turn, has heightened our awareness of sexual harassment in the workplace as well as more recently, in schools. Thus, while sexual harassment is not a new phenomenon, it is a new concern for many people whose awareness has been heightened by these events.

- This study will not take into account on-going changes in the subjects' attitudes such as before and after these cases.

Whereas many more categories of people in the population at large have been subjected to sexual harassment, this study will research only college females athletes who have been coached as part of their high school experience. The study will include surveys of female athletes as well as male and female coaches within the guidelines outlined below.

Responses will be gathered from females who participated in athletics during high school (as defined in Chapter III under "Sample and Population") and who subsequently remained involved in athletics during college. These athletes will have participated on a college or university athletic team, engaged in intramural sports, or will have been enrolled in a college physical education program. An athlete who discontinued participation in competitive athletics (possibly due to harassment) might still have been reached through the survey of students in a general physical education program. Former

high school athletes who discontinued athletics entirely or did not attend college will not be surveyed or included in this study.

Responses will also be sought from male and female high school coaches and assistant coaches. Other school personnel, (administrators, teachers, staff, bus drivers, cafeteria workers, etc.) will not be surveyed. Research indicates a risk of sexual harassment by all categories of school employees, but this study will focus on the coach and assistant athletic coach.

The results of this research will be generalized to college females (who had been high school athletes) and have continued to participate in some form of athletic activity during college.

Summary

This study will investigate the incidence and perception of sexual harassment in relation to girls participating in high school athletics. The importance of this study is reflected in the increasing number of female participants in high school athletics and the reported awareness of sexual harassment in high schools. This research will be a retrospective and descriptive study designed to investigate the incidence of sexual harassment among former high school athletes currently attending college. Furthermore, the perception of what constitutes sexual harassment held by former high school athletes and male and female athletic coaches will be determined.

The remaining chapters will include an extensive review of the literature describing relevant research and media reports of recent incidence of sexual harassment. Details of the research methodology and an analysis of the data based on the findings of the survey will be presented. Results and conclusions will be accompanied by

recommendations for change and suggestions for further study of sexual harassment of the incidence and perception of female high school athletes.

Chapter II

Introduction

The quick wink, the warm smile, the pat on the back, the reassuring hug -- are these the friendly behaviors of a coach dedicated to assuring self-confidence and promoting hopes in the athletes? Or are these the deceptive behaviors of a coach shattering trust and destroying dreams? What criteria determine the difference? Do the athletes and the coaches share a common interpretation of what has transpired? Would they agree upon a definition of sexual harassment? When do objectionable behaviors become an issue, with what frequency and to what impact? These are haunting questions with complex answers. The research in this paper will first examine differences in interpretation of behaviors linked to sexual harassment. This paper will then examine the incidence of sexual harassment of female high school athletes by coaches, thereby contributing to the pool of data on the larger issue of sexual harassment in high school settings.

Historical Background

Emergence of Definitions

The problem of sexual harassment has a long past, but identifying it has a short history. Thus, identifying and defining, along with studying the extent of sexual harassment is difficult because of the involved and complicated background. While sexuality or gender has surely been a source of mistreatment for centuries, it is only within the last few decades that there has been official nomenclature for this problem. It is not surprising that women did not complain of an experience for which there was no name. MacKinnon (1979) noted: "Until 1976, lacking a term to express it, sexual harassment was literally unspeakable which made a generalized, shared, and social

definition of it inaccessible" (p. 27). She further stated that a label for the problem was late in coming. The Working Women United Institute in 1975 and the Alliance Against Sexual Coercion in 1976 seem to have been the first to use the words (sexual harassment) in anything approaching a term (MacKinnon, 1979, p. 250). The scholarly investigation of sexual harassment as a construct is even more recent (Fitzgerald & Shullman, 1993; O'Donohue, 1997).

Farley's 1978 publication Sexual shakedown: The sexual harassment of women on the job was based on her realization that her Cornell University students were leaving their jobs because of the behavior of men in the workplace. Patai (1998) credits Sexual shakedown as being the first step toward action on the issue of sexual harassment.

According to another source, The National Council for Research on Women, (Siegel, 1995) legal scholars such as Professor MacKinnon, and activists like Susan Brownmiller initiated the study of sexual harassment as an issue of power, not an issue of sex.

Whereas previously behaviors linked to sexual harassment had been interpreted as natural and biological, resulting from the attraction of males and females, MacKinnon (1979) and Brownmiller (1975) argued that sexual behaviors in the workplace or classroom were not natural or normal but were instances of discrimination against women and designed to keep them in their place.

Sexual harassment had become a legal issue. MacKinnon (1979) argued that "sexual harassment, most broadly defined, refers to the unwanted imposition of sexual requirements in the context of a relationship of unequal power" (p. 1). She suggested examples of sexual harassment are reflected in both physical and verbal behaviors.

"Physical forms range from repeated collisions that leave the impression of 'accident' to outright rape. One woman reported unmistakable sexual molestation which falls between

these extremes: 'My boss . . . runs his hand up my leg or blouse. He hugs me to him and then tells me that he is 'just naturally affectionate'" (MacKinnon, 1979, p. 29).

MacKinnon's (1979) definition of verbal behaviors incorporated a 1974 U.S. Department of Labor Employment Standards Administration definition which included pornography, passive to persistent comments about a woman's body or body parts, and detailed conversations of intimate personal relationships. MacKinnon argued that sexual harassment is not only abusive, humiliating, oppressive and exploitive but also illegal. She referred to the Title VII of the Civil Rights Act of 1964, as amended, and the Equal Protection Clause of the Fourteenth Amendment of the United States Constitution (MacKinnon, 1979).

Title VII provides the main framework prohibiting discrimination in the workplace on the basis of race, color, religion, national origin--and important for this project, gender. With this enactment, sexual harassment became discrimination that was illegal. Prior to 1972 the interpretation of what constitutes sexual harassment in an educational setting followed the concepts developed under employment discrimination law. In 1972 Title IX of the Education Amendment Act further addressed the needs of minorities and women by prohibiting sexual discrimination in educational institutions receiving federal assistance. Title IX directed educational institutions to maintain a grievance procedure with prompt and equitable resolution of all discrimination and harassment claims (Fineran & Bennett, 1998; Kopels & Dupper, 1999; MacKinnon, 1979; Siegel, 1995).

To trace the emerging legal definitions of sexual harassment, in 1980 the Equal Employment Opportunity Commission (EEOC), or federal agency charged with enforcing Title VII in the workplace, published "Guidelines on Discrimination" which

explicitly defined sexual harassment. The updated 1990 guidelines state that, to be illegal, sexual harassment must entail unwelcome sexual conduct that 1) is a condition for employment and rejection of such conduct creates a hostile environment and interferes with an individual's job performance, or 2) creates an offensive or hostile work environment even if it does not lead to tangible economic consequences. (EEOC, 3/19/90, N-915-050). The academic component added by Title IX applies to any educational program receiving Federal financial assistance and pointedly declares all athletic programs for such schools to be covered by this law (U.S. Department of Education Office for Civil Rights, 1997b). For further discussion of legal definitions, see the upcoming section entitled "Legal Definitions of Sexual Harassment."

Publicized Cases

Recently, sexual harassment in the workplace has received great public attention. Whereas the United States Supreme Court first recognized sexual harassment in the workplace in *Meritor Savings Bank v. Vinson* in 1986, perhaps it was the 1991 Anita Hill-Clarence Thomas case that triggered widespread national debate within American society. In the confirmation hearings to appoint Thomas to the Supreme Court, Hill testified that she had been subject to harassment by Thomas, who not only was her boss but was in the sensitive position of overseer of the very agency designated to prevent sexual harassment in the workplace, the Federal EEOC (Goldstein & Vobejda, 1998). That same year the Tailhook incident served as a wake-up call for the military. Public attention was captured by media reports of this convention in Las Vegas, Nevada. An in-depth investigation conducted by the Pentagon and House Armed Services Committee forced the resignation of a number of officers. Tailhook violations revealed a need for the military to better monitor and reduce incidents of sexual harassment.

Tailhook brought to national consciousness the realization that assimilation of female personnel into the military has resulted in stressful environments. The prevailing culture of a "macho" approach to gender relationships precludes the acceptance of women as equals. Robert E. Niebuhr (1997) discussed female integration into the U.S. Naval Academy and findings that the climate of not accepting women as equals resulted in a culture in which steady, low-level sexual harassment passed as normal operating procedure. Sanctioned and unofficial activities (i.e., company t-shirts with lewd acronyms, suggestive electronic mail messages, pornographic movies in the wardrooms at night) perpetuate the stereotypic male views of women as sex objects. This promotion of a macho-male culture fosters a relationship with women that is at best inappropriate and at worst morally repugnant (Niebuhr, 1997).

More recently, the alleged sexual indiscretions of President Clinton have continued to focus the attention of the nation on sexual relationships and sexual harassment. Publicity concerning the President has brought attention to the diversity of the interpretations, and has given cause for many Americans to examine their definition and understanding of sexual harassment as well as causes and effects. Public discussion of personal judgments as opposed to legal definitions of sexual harassment has been extensive. "There continues to be widespread disagreement and confusion over what sexual harassment really is" (Lazar, 1998, p. 8). "The problem is, most people are not working with the legal definition of sexual harassment; they are working with the popular understanding of it" (Eckel, 1998, p. B7).

Emergence of Parameters

Sexual harassment has become a man's issue. It is no longer simply an accusation on the part of women, because sexual harassment charges can now determine the careers

of men. Tannen (1998) wrote, "Sexual harassment ceased being a women's issue the moment it began to be taken seriously. If an accusation of sexual harassment can destroy a man's career, then women can be used as pawns in fights between men" (p. E4). It is not uncommon for a man, locked in a power struggle with another man, to question female colleagues about the behavior of his rival, suggesting the possibility of sexual harassment (Tannen, 1998). Thus, in addition to moral considerations, sexual harassment now entails practical considerations for all. Practicality now admonishes that sexual harassment introduces serious financial considerations from law suits as well as from reduced productivity through strain and accelerated job turn-over (O'Hare & O'Donohue, 1998).

The parameters of sexual harassment--what is included as a sexual harassment problem--along with the number and types of cases, have increased during the past decade. "Sexual harassment represents the nation's fastest-growing area of discrimination law" (Downey, 1998, p. 10A). It is difficult to define, as discussed below, occurs in varied or subtle ways, and is capable of many interpretations. "Men complain that women overreact to an innocent wink . . . women say there is a clear dividing line between a friendly gesture and a threatening one and every woman over the age of about 17 knows the difference" (Downey, 1998, p. 10A). The Supreme Court is continuously, through a series of decisions, reconsidering and adjusting these parameters (Downey, 1998).

The impact of the noxious or harassing behavior upon its recipient or victim becomes a consideration in constructing a definition of whether that behavior constitutes sexual harassment and whether it should be declared an illegal act and therefore a crime. The law is still evolving in taking impact upon the victim into account when defining a crime (Fitzgerald, Swan, & Magley, 1997). Thus the psychological response or suffering of the victim must necessarily be explored as it is integral to creating a definition of and

legal defenses against sexually harassing behavior. The attitudes of women, men and organizations toward sexual harassment affect everyone in ways that have not yet been completely realized. (Munson, Hulin, & Drasgow, 2000; O'Hare & O'Donohue, 1998).

The Athletic Arena - Gender Relations and Immunity

Subsequent research, which has become increasingly more complex and sophisticated as well as potentially more illuminating, has grappled with gender relations in sports. Brackenridge's (1994) research has significantly contributed to the understanding of sexual harassment in sports. She noted several phases in the realization of the inequalities suffered by women in sports. She examined the differences between resources accorded to women and to men, and she also brought attention to the under-representation of women in positions of power in sport organizations. During the 1980's advocates for women's rights began to realize that female athletes had been subjected to sexual oppression as well as actual violence (Sabo, 1994). Since then prominent female athletes have begun to report experiences with sexual harassment, (e.g. the autobiographical book by Mariah Burton Nelson, 2000). The extent of this intrusion into the lives of female athletes has not by any means been thoroughly determined, which makes further study of sexual harassment in sport timely and important. Furthermore, although we have begun to realize many of the issues, problems of sexual harassment in sport continue to persist. "Critical theorists and feminists have taken sport to task over its violations of civil and human rights . . . but there is little evidence that this type of critique has altered the practical reality of gender relations in sport . . ." (Brackenridge, 1994, p. 289).

Brackenridge (1994) also suggested that in the past the athletic arena was frequently able to evade the regulatory frameworks and legal scrutiny, which were

monitoring other areas of institutional life. There was certain sanctity to a winning team that inhibited examination of its means to success. Many abuses (e.g. corruption, violence, drug abuse, gambling) have gone undetected or unchallenged. The public is becoming increasingly more aware of these behaviors, and institutions are more frequently looking beyond immediate financial rewards for winning to become morally accountable.

In sum, an historical overview reveals a growing, but still inconclusive, public and professional sensitivity to issues of sexual harassment. Interpretations are still evolving; the waters remain incompletely charted; the study of sexual harassment is still in its formative stages.

Working Toward a Definition of Sexual Harassment; Applying that Definition

Given the variables, that perceptions change, that different groups have their own interests in controlling a definition of sexual harassment and that the situations which provoke charges are ambiguous, not only is a single definition of sexual harassment difficult to outline, but popular, legal, and scholarly definitions have been evolving. Definitions of sexual harassment, therefore, are discussed below within four different categories: popular response and uncertainty, legal definitions, supplemental categorizations and definitions, and the psychological component.

This section, Working Toward a Definition, will then be viewed in the light of two further considerations: applicability to the educational environment and applicability to sports.

Popular Response and Uncertainty

The public has tended to respond to sexual harassment accounts in the media with a wide range of reactions that may be more emotionally charged than legally informed.

There is considerable uncertainty on the part of ordinary individuals as to what is illegal as opposed to simply inappropriate.

There have been problems in the reporting of incidents of sexually confrontational behavior--and thus media exposure of the nature and the extent of problems--due to frequent reluctance on the part of women to report and/or label incidents of sexual harassment (Fitzgerald, Shullman, et al., 1988; Hotelling, 1991b; Kopels & Dupper, 1999; Magley, Hulin, Fitzgerald, & DeNardo, 1999; Martin & Guadagno, 1999; Sheets & Braver, 1999; Shepela & Levesque, 1998). Incomplete reporting then becomes a barrier to the amelioration of sexual harassment and may serve to perpetuate its existence. When women believe their organization is tolerant of sexually harassing behaviors (i.e., complaints are not taken seriously, it is risky to complain, and perpetrators are unlikely to be punished), they are more likely to experience sexual harassment and more likely to have a work environment that is permeated with sexual harassment (Fitzgerald, Drasgow, et al., 1997; Glomb et al., 1997; Howard, 1991; Lee & Heppner, 1991). Frequently victims do not believe formal reporting of an incidence of sexual harassment will be useful or helpful in resolving the situation. Women who report incidence of sexual harassment may be viewed as troublemakers and subsequently may not be selected for career opportunities including promotions. Reporting may even lead to, or be associated with, job termination (Cleveland & Kerst, 1993; Fitzgerald, Hulin, & Drasgow, 1994; Fitzgerald, Weitzman et al., 1988; Hotelling, 1991a).

Women may not apply the sexual harassment label to behavior they have experienced. This has lead researchers to question whether it is necessary to recognize behavior as harassment for harassment to have occurred. Typically, fewer than 20% of the women describing their unwanted experience, label themselves as having been

sexually harassed (Fitzgerald, Shullman, et al., 1988; Magley, et al., 1999). The most common predictor of labeling sexual harassment by the woman is the severity of the experience as measured by the type, sexual coercion being the most readily labeled as sexual harassment. Gender harassment is the least readily labeled, while unwanted sexual attention is labeled as sexual harassment with only moderate frequency (Fitzgerald, Swan, & Magley, 1997). The status of the harasser may also influence the women's decision to label the behavior as sexual harassment. Women are more likely to label offensive behaviors as sexual harassment when these behaviors are exhibited by a supervisor (Fitzgerald, Swan, & Magley, 1997).

Nonetheless, during the 1990's the reporting of sexual harassment has been on the increase. One reason for this is that the 1991 amendment of the Civil Rights Act now allows victims to claim monetary damages (Goldstein & Vobejda, 1998, p. A16). Companies, as well as the public, quickly turned their attention to this matter of sexual harassment in the workplace (Goldstein & Vobejda, 1998). In seven years the number of claims filed in federal courts for sexual harassment rose from 6,883 in 1991 to 15,889 in 1997 (Lazar, 1998, p. 8; U.S. EEOC, 1998). The number of cases dismissed for "no reasonable cause" has also surged from 2,300 to 7,172 (Lazar, 1998; U.S. EEOC, 1998). Statistics today may well be affected by financial rewards for those who successfully press sexual harassment suits.

Industry is responding with policy changes and through hiring of trained human resource personnel. Employees are often required to attend training presentations on the law and company policy. Workshops to evaluate workplace situations are included in an effort to provide a better work environment. Between 1991 and 1996 the percentage of

companies with sexual harassment policies and programs increased from 75% to 89% (Goldstein & Vobejda, 1998).

Legal Definitions of Sexual Harassment

Sexual harassment is defined in Black's Law Dictionary as "a type of employment discrimination consisting in verbal or physical abuse of a sexual nature" (Garner, 1999, p. 1379). The courts have made a distinction between two forms of sexual harassment: Quid Pro Quo and Hostile Environment. "The Latin phrase, quid pro quo, basically translates, 'you do this for me and I'll do this for you'" (Women's Sports Foundation, 1993b, chap. VI, p. 4). Black's Law Dictionary succinctly defines Quid Pro Quo as: "sexual harassment in which the satisfaction of a sexual demand is used as the basis of an employment decision . . . [and hostile environment as] sexual harassment in which a work environment is created where an employee is subject to unwelcome verbal or physical sexual behavior that is either severe or pervasive . . ." (Garner, 1999, p. 1379).

The Women's Sports Foundation (1993a) further explicated how Quid Pro Quo constitutes sexual pressuring:

Quid pro quo exists when benefits are granted or withheld as a result of an athlete's willingness or refusal to submit to the sexual demands of a coach. Because the pressure may be either explicit or subtle, the critical point is not whether the victim submits voluntarily, but whether the conduct she/he submits to is unwanted. (Chap. I, p. 2).

In the instance of Hostile Environment the sexual harassment victim may be exposed to sexual comments, crude jokes, or vulgar gestures. This harassment need not be a direct request for sex (Women's Sports Foundation, 1993b, chap. VI, p. 5). The environment is considered hostile when the perpetrator's "conduct is pervasive or severe

enough to [distract or] disturb an athlete and interfere with [the athlete's] ability to perform. Whether the perpetrator's behavior is deliberate and purposeful or simply has the effect of creating an offensive atmosphere does not matter. Only the outcome counts" (Women's Sports Foundation, 1993a, chap. I, p. 2).

In 1980 the EEOC issued guidelines upon which the courts consistently rely. The EEOC therein provided its definition, that sexual harassment is "unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature," which would constitute a quid pro quo demand or create a hostile environment. (EEOC, 3/19/90, N-915-050, p. 2; see also Women's Sports Foundation, 1993a, chap. I, p. 2). As further stated in the Arizona Law Review (1997), sexual harassment occurs when conduct has "the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment" (p. 15).

The Supreme Court interpreted Title VII to establish a standard definition of hostile environment due to sexual harassment in the Meritor Savings Bank v. Vinson (1986) decision. Sexual harassment exists when "the workplace is permeated with 'discriminatory intimidation, ridicule, and insult, which is sufficiently severe or pervasive to alter the conditions of the victim's employment and create an abusive working environment'" (Arizona Law Review, 1997, p. 15). Harris v. Forklift Systems, Inc. (1993) reaffirmed that creating a hostile environment is illegal and clarified the standard of severity in a hostile environment. This seems to suggest that very occasional use of obscenity, singular hints of sexual activity, or inadvertent unwelcome touching will not necessarily rise to the level of a contaminated environment. The indication is that Hostile Environment claims require a showing of pervasiveness of occurrence and a pattern of

offensive conduct. On the other hand, "The more severe the incident, the less need there is to show a repetitive series of incidents. In particular, intentional touching of a victim's 'intimate body areas' is sufficiently offensive to alter the conditions of her working environment" (Arizona Law Review, 1997, p. 15). Thus, it is possible for a single incident to suffice as illegal sexual harassment.

There are also legal interpretations for sexual harassment that are specific to the school environment and they are outlined by Title IX of the Education Amendments of 1972. Title IX "prohibits sex discrimination, including sexual harassment" (U.S. Department of Education Office for Civil Rights, 1997a, p. 1.) Significant for this study, the Meritor hostile-environment-in-the-workplace ruling was expanded to include educational settings in the Franklin v Gwinnett County (1992) decision (Gelfand, Fitzgerald, & Drasgow, 1995). This parallels Title VII of the Civil Right Act of 1964 which prohibits sex discrimination in the workplace. To be more specific, "the Supreme Court decisions have confirmed that Title VII of the 1964 Civil Rights Act prohibits both coerced sexual exchange (quid pro quo) and the more general hostile environment behaviors (Meriton Savings Bank, FSB v Vinson, 1986) and that such prohibitions hold for educational as well as workplace settings (Franklin v Gwinnett County, 1992). These decisions essentially elevate the definitions and guidelines issued by the EEOC to the status of law . . ." (Gelfand, Fitzgerald, & Drasgow, 1995, p. 165). These landmark rulings put employers and harassers on notice that unwelcome sexual conduct will not be tolerated in the workplace or educational institutions (Conte, 1997).

To enforce sexual harassment policy laws, Congress assigned two federal agencies to oversee compliance of these laws. The EEOC enforces Title VII and investigates complaints of discrimination including sexual harassment in the workplace,

while the Office of Civil Rights (OCR) of the Department of Education is responsible for ensuring compliance with Title IX and investigating complaints of discrimination including sexual harassment for educational associations and higher education institutions. A statement in the Arizona Law Review (1997) concluded, "Unquestionably, Title IX placed on the . . . schools the duty not to discriminate on the basis of sex, and 'when a supervisor sexually harasses a subordinate because of the subordinate's sex, that supervisor 'discriminates' on the basis of sex.' . . . We believe the same rule should apply when a teacher sexually harasses and abuses a student" (p. 19). The OCR adjusted the definition to accommodate the education arena and states:

Quid Pro Quo Harassment -- A school employee explicitly or implicitly conditions a student's participation in an education program or activity or bases an educational decision on the student's submission to unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature Hostile Environment Sexual Harassment -- Sexually harassing conduct (which can include nonverbal or physical conduct of a sexual nature) by an employee, by another student, or by a third party that is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an education program or activity, or to create a hostile or abusive educational environment. (U.S. Department of Education Office for Civil Rights, 1997b, p. 1).

As noted in the Arizona Law Review (1997), critics objected to stating that the definition of harassment can be too broad; "everything from grabbing or pulling off clothing to making sexual jokes The studies that purport to prove that sexual harassment is rampant on schoolyards cast a wide net. The most widely quoted research, [Hostile Hallways] . . . included dirty jokes and gestures, spying in the showers and

'moonng' alongside forced kissing, grabs or pulling at clothes" (Arizona Board of Regents, 1997, p. 12). Critics of sexual harassment school surveys and data commonly tend to be dismissive of dirty jokes and gestures or rude comments aimed at girls. An example which has been dismissed by some was this report by a 15-year-old girl:

I was talking to a guy who sits behind me. I did not insult him when I was talking to him but he said a sentence and ended calling me a 'bonehead.' I then said, 'You're the one who's a boner.' He said, 'You better shut up before I stick my dick up your ass so hard you won't be able to breathe.' When a young woman's warning that some guy may 'stick my . . .' gets translated [merely] as a 'rude comment,' we lose the impact. If we cringe when we hear such horrific words, we are more apt to understand their devastating impact on a fifteen-year-old girl (Arizona Law Review, 1997, p. 12).

The above situation highlights once again the inconsistency in applying a range of definitions for sexual harassment as well as varying vantage points about its impact. While definitions could encompass virtually any exchange between children just discovering their sexual identities, caution must also be taken so as not to trivialize the potential extent of the harm.

Being treated differently because of your sex may constitute sexual harassment. Being treated differently may equate with being denied opportunities. It is illegal for any person in school, on the basis of sex, "to be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (Williams & Brake, 1998, p. 2).

Interpretations of civil rights specific to sexual harassment have progressed from simple recognition of the most egregious sexual coercion to more subtle but pervasive

intrusions into daily life. The legal distinction between harmful behavior and trivial interactions is slowly evolving.

Supplemental Categorizations and Definitions

Academic scholarship complements the legal definition of sexually harassing behavior through supplying further categorizations. (See Anderson, 1988, p. 133; Minnesota State High School League, 1992, pp 14 & 15; National Organization for Women, 1993, p. 1; Petrini, 1992, p. 19; Sabo, 1994, p. 4;). These works resulted in the following categories:

1. Unwanted advances or imposition of sexual requirements, especially in a relationship of unequal power.
2. Unwelcome verbal comments, whether insults, abuse or jokes, of a sexual nature.
3. Visual acts, such as leering and physical gestures, conveying a sexual meaning.
4. Physical acts, intentional and unwanted physical contact, from pinching and fondling to rape.
5. Undesired conduct that would not have occurred but for the individual's sex.

Academics have used these findings to construct less formal definitions than those used in the courts. Fitzgerald and Ormerod (1993) concluded that, "Sexual harassment is the inappropriate sexualization of an otherwise nonsexual relationship, an assertion by men of the privacy of a woman's sexuality over her role as worker or professional colleague or student" (p. 553). The survey *Hostile Hallways* sponsored by the American Association of University Women similarly defines sexual harassment as "unwanted and unwelcome sexual behavior which interferes with your life. Sexual harassment is not

behaviors that you like or want (for example: unwanted kissing, touching or flirting)" (Bryant, 1993, p. 355).

The Psychological Component

While lawmakers have been writing governance to regulate sexual harassment, psychologists have been working on an understanding of the psychological impact of the crime on its victims. The psychological component is pertinent in establishing the extent of damage, pain and injury. Psychological damage has become a legal issue.

Psychological research has investigated the reaction of the victim, the victim's appraisal of the problem, institutional responses to the issue and the dynamic of these elements interacting over time. That is, there is a triangle of elements: how the victim feels, how the victim appraises the situation, and the institutional or societal response to the situation. It is the interaction of these elements that is in flux and is continuously affecting the emotional, physical and psychological outcomes (Fitzgerald, Gelfand, & Drasgow, 1995; Gutek & Koss, 1993). The outcome, if there occurs a final point that ultimately warrants the label outcome, will be affected by whether the victim was suffering from patterned harassment over time or from one or a limited number of singular attacks. Clearly it is possible for a victim to feel that a problem has reached a degree of closure when the victim concludes that the behavior has been halted and appropriate punishment has been meted. On the other hand, the dynamic will continue when this desire for closure has not been satisfied. Dissatisfaction will result and possibly will be on-going when the victim is not taken seriously or believed or, worse yet, suffers retaliation from exposure of the problem (Magley, et al., 1999).

The impact of the harassing behavior upon an individual is a legal consideration in defining what behavior is extreme enough to be declared illegal, even criminal,

behavior. Psychological studies of the victim's distress thereby provide a necessary interface between the victim's distress and his/her legal protection or right to redress. Hence, in order for lawmakers to regulate sexual behavior they must depend upon, to some extent, psychologists to chart and evaluate the impact of sexually confrontational behavior.

But, as observed above, the victim's response is not merely toward the harasser. The victim who reports an incident then becomes engaged in interaction with officials dealing with the complaint. The institutional response entails how the complaint was handled, whether the instigator was punished, and in what way. Officials (from supervisors to police) may exacerbate the woman's feelings of victimization by conducting intrusive and heavy-handed investigations and may even participate in retaliation against the woman (Magley, et al., 1999).

Victims labeling incidents as sexual harassment also become engaged in the social environment, involved with individuals who express opinions on the case, and thereby vulnerable to public scrutiny. The victim's interaction with these other people over the incident(s) thus has personal and psychological ramifications for the victim. There is the fear of not being believed or taken seriously, of the reporting procedure, of public scrutiny, and of negative evaluation from others (Marin & Guadagno, 1999). Being labeled a troublemaker or a whistle blower often results in isolation. The victim may no longer meet social expectations for what constitutes a good employee or a dependable and trustworthy citizen. Being a victim can be equated with being a loser or being weak and helpless. Victims can be stigmatized, and their experiences ignored, denied, or trivialized (Magley, et al., 1999; Marin & Guadagno, 1999; Shepela & Levesque, 1998).

Three researchers have prevailed in sexual harassment research. "Over the years there have been three formal attempts to chart the behavioral domain of sexual harassment: the empirically derived framework proposed by F. J. Till (1980), the rationally derived categories described by Gruber (1992), and Fitzgerald et al.'s rational-empirical system" (Fitzgerald, Swan, & Magley, 1997, p. 9). A brief summary of the theory of these three researchers is presented.

Till presented five categories of sexually confrontational behaviors: Generalized sexist remarks and behavior, seductive behavior, sexual bribery, sexual coercion and sexual imposition or assault, (which includes touching, fondling and grabbing) (Fitzgerald & Hesson-McInnis, 1989; Fitzgerald, Swan, & Magley, 1997; Till, 1980; Siegel, 1995). It is worth noting that these categories, such as seductive behavior, are not designed to deal with legal requirements but with the victim's perceptions. They do not easily transfer to requisite legal phrasing. Moreover, "These categories are not sharply delineated, although they are arranged in a roughly hierarchical continuum. Many of the reported incidents involve several categories, as when a student is promised something in exchange for sexual favors and simultaneously threatened about noncooperation" (Till, 1980, p. 8).

The Gruber (1992) typology derived from court cases, distinguishes only three categories: verbal requests (sexual bribery, sexual advances, relational advances, subtle pressures/advances); verbal comments (personal remarks, subjective objectification, sexual categorical remarks); and nonverbal displays (sexual assault, sexual touching, sexual posturing, sexual materials). Gruber's contribution lies, in part, in the subcategories for each of his three groups, for his subcategories create a hierarchy of extreme to mild behavior for each category (Fitzgerald, Swan, & Magley, 1997, p.10).

Recognizing that sexual harassment encompasses both legal concept and psychological construct, Fitzgerald and her colleagues structured a theoretical model to be consistent with both the legal framework and psychological theory. Their typology is composed of three related but conceptually distinct dimensions. Gender Harassment (verbal behaviors, physical acts and symbolic gestures which convey insulting, hostile and degrading attitudes about women); Unwanted Sexual Attention (verbal and non verbal behavior that is unwelcome, offensive, unreciprocated and directed toward the individual); and Sexual Coercion (extortion of sexual cooperation in return for job related considerations). (Arvey & Cavanaugh, 1995; Fitzgerald, Gelfend, & Drasgow, 1995; Fitzgerald, Swan, & Magley, 1997). "The consistency of these behavioral categories with their legal counterparts [lies in the fusion] of sexual coercion to the legal concept of quid pro quo and . . . hostile work environment" (Fitzgerald, Gelfend, & Drasgow, 1995, p. 431).

Psychological research has operated both independently of and cooperatively with legal developments. What the psychologists have contributed is a humane vantage point that expands and modifies legal delineation of the problems of sexual harassment. Additionally, they have formulated some of the problems, observing that the assault on the victim may be exacerbated by events subsequent to the initial harassment and that the victim has a succession of needs. Psychological tests and surveys continue to reformulate, remeasure, reevaluate and reconceptualize the societal and individual processes that are occurring. They continue to attack the problem, looking for what is going on and how to define it.

Applicability to the School Environment

Description of Problems

Sexual harassment is invading what was once thought to be a safe school environment expected for all children. The U.S. Department of Education Office for Civil Rights states that sexual harassment is a real and serious problem. "It can affect any student, regardless of sex, race, or age, . . . can occur at any school activity and can take place in classrooms, halls, cafeterias, dormitories and other areas" (U.S. Department of Education Office for Civil Rights, 1997a, p. 1).

In 1992, The National Organization for Women Legal Defense and Education Fund (NOWLDEF) and the Wellesley College Center for Research on Women studied the problem of sexual harassment in schools. Findings from this study suggest, "Every day in junior high and high school across the country, harassment interferes with girls' educational opportunities." (NOWLDEF, 1993, p. 1).

The American Association of University Women (AAUW) Survey on Sexual Harassment in American Schools: Hostile Hallways (1993) concluded that "Sexual harassment in school is an experience common to the vast majority of 8th to 11th grade students in America's public schools. Clearly the most alarming finding of this survey is that fully 4 out of 5 students (81%) reported that they have been the target of some form of sexual harassment during their school life" (p. 10). While the impact of sexual harassment in school is significant for both sexes, the survey states that girls (1 in 4) suffer greater effects than boys (1 in 10). "Of the 81% of this population who have been targets of sexual harassment in school, 18% say they have been harassed by a school employee (such as a teacher, coach, bus driver, teacher's aide, security guard, principal or counselor)" (AAUW, 1993, p. 13). The Hostile Hallways Survey also noted a higher

percentage of African American girls (33%) reported sexual harassment by school employees compared with white girls (25%) and Hispanic girls (17%).

The AAUW follow up study, *Hostile Hallways: Bullying, Teasing, and Sexual Harassment in School* (2001) finds little change from the 1993 survey. This new study reports the following:

Eight in 10 students report an experience of some form of sexual harassment during their school years with an increase in the number of boys experiencing sexual harassment while in school (p.3).

Three-quarters of students (76%) experience non physical sexual harassment at some point in their school lives (p.4).

Six in 10 students (58%) experience physical sexual harassment at some point in their school lives (p.4).

Students say that the most upsetting acts span from the non-verbal to the physical. About equal numbers of students – three-quarters of those surveyed – say they would be very upset if someone spread sexual rumors about them, if someone pulled off or down their clothing, or if someone called them gay or lesbian. Thus, the survey shows some forms of speech are as upsetting as actions (p. 3).

On the other hand, “because of the widespread nature of sexual harassment . . . some students report that it is not a big deal and many accept it as part of everyday life.

[Nonetheless,] the results of this current survey reaffirm that despite students’ seemingly offhanded acceptance, experiencing sexual harassment in school life has broad consequences, but subtle and direct, on girls’ and boys’ education” (AAUW, 2001, p. 4). Showing only a slight decline in occurrences, there is still a large number of students

reporting that teachers and other employees sexually harass students with a reported 44% in 1993 and a reported 38% in 2001. Two findings stand out dramatically from 1993: 7 in 10 students are more likely to say their schools have a policy on sexual harassment and more than one-third indicate their schools distribute literature about this issue. “Both findings represent substantial increases over 1993, when the plurality of students answered. . . with either no or I am not sure” (AAUW, 2001, p. 3). The study further indicates “Although students today are more likely than students in 1993 to say their schools have a policy or distribute materials on sexual harassment, there has been little change in students’ report of the frequency of harassment. One in seven students (14%) reports a lot of sexual harassment in school Nine in 10 (90%) say there is none” (p. 12).

The results of the Holman (1995) research of male and female Canadian university students parallels the findings of the AAUW research of American high school students. Of the 912 respondents to Holman's study, 57% indicated they had experienced sexual harassment while attending a Canadian university. The types of sexual harassment included gender harassment, the most frequently reported form of harassment, as well as seductive behavior, coercion and physical assault. The results of the findings of each individual item were reported with an indication of category association. More than half of the students reporting experiences of some form of sexual harassment were female.

Several parameters are used to provide a common description of sexual harassment as it pertains to the school environment. Williams and Brake (1998), representing the National Women's Law Center, and in conjunction with the National School Boards Association define sexual harassment in the school setting as "unwelcome behavior of a sexual nature that interferes unreasonably with a student's ability to learn,

study, work, achieve, or participate in school activities" (p. 5). Williams and Brake (1998) expands this definition to include:

Verbal or physical misconduct based on sex that is so severe or pervasive that it creates an abusive or hostile educational environment for the student. It usually involves a pattern of sexual misconduct, or one very serious incident, such as sexual assault or rape, or the creation of an environment that interferes with the student's ability to learn or participate in the opportunities the school provides (p. 6).

Sexual harassment includes, but is not limited to insults and sexual comments or looks, name-calling, off-color jokes, intimidation by words or actions, offensive touching, grabbing, pinching, pressure for sexual activity, sexual assault and rape (Laredo, Reid, & Deux, 1995; Williams & Brake, 1998).

Based on testimonials from students in middle school and high school, Stein (1995, Summer) notes that "sexual harassment often happens while many people watch" (p. 149). She gives warning that sexual harassment in public may have far more damaging ramifications than harassment that occurs in private. Students often become targets of public humiliation and devastating rumors. With their reputation in the balance, students must face their fears and implement strategies to combat their harasser and avoid the offensive encounters (Stein, 1995, Summer).

As a result of such intrusive experiences, many students report they do not want to go to school. Often the student's daily routine is disrupted to avoid contact with the harasser. Tardiness, absenteeism, skipping classes, dropping classes, a loss of interest in activities such as athletics, drama or band, a change or loss of friendships and a decrease in the quality of schoolwork including a drop in grades, inability to pay attention in class

and non participation during class might serve as warning signs (Anonymous, 1991; Fineran & Bennett, 1999; Gutek & Koss, 1993; Hotelling, 1991b; Laredo, Reid, & Deaux, 1995). (See Appendices A and B).

Interviews with participants in the research conducted by Slotten's (2002) add detail to the current literature. During interviews with 24 adult women who experienced sexual harassment while in high school, eight women described specific incidences with their high school teachers. One participant in Slotten's study experienced sexually inappropriate touching by a teacher. In her initial response the participant denied any educational implications, but eventually she amended her evaluation as follows:

I don't know that it affected my school experience so much. I don't recall that it made me more suspicious of my other teachers or more wary, or less reluctant to participate in class or anything No but I think it made a big difference in how I looked at myself. It made me doubt the messages that I gave to people. It made me very cautious about the way I dressed. I guess it ruined my concentration in his class . . . it affected perhaps my view of men to a certain extent. I grew up in a house with all sisters, so I didn't have a brother. And there was, of course, my Dad. But I did some serious avoiding of my Dad too so I guess maybe I did, to a certain extent, let that transfer a little bit (p. 117).

A second participant in Slotten's (2002) study had a long-term involvement with a Teacher (several years), reported the educational effect in the following manner:

My grades were greatly affected by the abuse. I totally withdrew and concentration was impossible. I quit participating in school activities because of the depression and always feeling lethargic. I lived in constant fear of going to school. . . . And I would have panic attacks when I learned he was subbing for one

of my teachers. I lost a few friends for the mere fact I totally shut out everything and everyone. I never talked in class. I wore all black. I never smiled. People thought I was weird (p. 123).

The U.S. Department of Education (1997a) also reported, "Sexual harassment can threaten a student's physical or emotional well-being, influence how well a student does in school, and make it difficult for a student to achieve his or her career goals" (p. 1). Physiological manifestations may be rooted in any number of childhood concerns, not the least of which may be sexual harassment. Students experiencing sexual harassment may complain of headaches, sleeplessness or nightmares, gastrointestinal upset, loss of appetite and weight gain or loss. These warning signs may be accompanied by psychological symptoms. Students may feel sad, angry, nervous, scared; they may experience episodes of uncontrolled crying, a loss of confidence in self, including doubts about ever having a successful romantic relationship, a sense of helplessness and the torment of unforgivable self-blame and shame. The physical and psychological turmoil surrounding sexual harassment may result in students experiencing emotional numbing and being diagnosed with anxiety, disordered eating, depression and posttraumatic stress disorder. (Anonymous, 1991; Hotelling, 1991b; Paludi, 1997; Siegel, 1995). (See Appendix C).

Land (2000) reports that students who are sexually harassed may find it difficult to develop and maintain close friendships. These students may be less able to trust others with personal thoughts and secrets. Unwelcome sexual comments often leave the student feeling less secure about and less satisfied with personal appearance. Remarks about the students' physical appearance and other forms of sexual harassment are often linked to a poor concept of body image. Too often, those who are less physically attractive are

targets of sexual harassment, compounding the development of self confidence.

“Furthermore . . . sexual harassment experience was related to social functioning in the areas of social acceptance, physical appearance, athletic competence, close friendship and scholastic competence” (Land, 2000, p. iv).

The far reaching effects of sexual harassment on students can be devastating. The academic, social, physical and emotional (psychological) ramifications may necessitate tutoring, legal counsel, medical assistance and/or psychotherapy. This disruption to growing up, "the real work of adolescents," may lead ". . . to ineligibility for specific college or merit scholarships and loss of recommendations for awards, colleges, or jobs. All of these factors lead to fewer career choices and decreased or lost economic opportunities and possible job failure that can affect a student for the rest of her or his life" (Fineran & Bennett, 1998, p. 55).

Official Responses

Studies in the school arena have resulted in mixed findings on students reporting sexual harassment to school personnel. According to the National Organization of Women (NOW)/Wellesley study by Stein, Marshall, & Tropp, 1993 (as cited in Kopels & Dupper, 1999), the majority (66%) of students sexually harassed by peers did take action telling their harassers to stop the harassment and 76% of student reported that they told teachers or administrators about the peer harassment. By contrast, the 1993 (AAUW) study indicates that students do not routinely report sexual harassment incidents to teachers (a scant 7%) or parents (23%). One explanation for low reporting may be that school personnel consistently do not take action against the perpetrator or intervene to stop the harassment (Stein, 1995). Statistics from the NOW/Wellesley study indicate that for cases of sexual harassment that were reported, in 45% of the incidences no action was

taken against the harasser (Corbett, Gentry, & Pearson, 1993; Stein, et al., 1993). A prevailing attitude is reflected in the comment, "It's (harassing behavior) just part of school life. A lot of people do it; it's no big deal." (AAUW, 1993, p. 12). Stein (1995) summarizes, "When sexual harassment occurs in public and is not condemned, it becomes, with time, part of the social norm" (p. 149).

Participants in the research by Slotten (2002) describe numerous examples of sexual harassment between students and faculty. Notable, and perhaps alarming, is the casual manner and the ease with which students report, in very clear statements, the sexual impropriety by teachers with students. Several participants in Slotten's study were reluctant to label the "embarrassing" or "harassing" behaviors they endured or witnessed frequently in the hallways as sexual harassment. These participants called the unwelcome sexual attention "normal" and "laughed" at the behaviors they witnessed; everyday incidents of sexual harassment were so common place that they were considered to be nothing more than natural expressions of masculinity (Slotten, 2002).

In many schools, the discipline for sexual harassment has consisted of a wink and a scolding by the principal. Students subjected to sexual harassment have been stymied by the dismissive way in which their appeals for help have been disregarded and discouraged by the cavalier manner in which the harassers have been treated. The handling of sexual harassment disputes by adults has been arbitrary and inconsistent or rigid and uninspired (Stein, 1996).

It has been observed that incidents of sexual harassment in the schools have received insufficient attention in the scholarly research. "One of the least studied environments, and one often not recognized as a locale for sexual harassment, is the high

school . . . possibly because [schools] are assumed to have limited exposure to such behavior" (Laredo, Reid, & Deux, 1995, p. 30).

There is, nonetheless, evidence of insufficient action on the part of school authorities to reduce sexual harassment. In 1992 over 42,000 girls responded to a survey on sexual harassment sponsored by the NOWLDEF and the Wellesley College Center for Research on Women. Sexual harassment in the schools, the resultant report, is based on the analysis of 2,000 randomly selected surveys. It presented the following conclusions:

1. Sexual harassment is a problem for 89% of the girls (and 76% of the boys according to the AAUW, 1993 study) in elementary and secondary school.
2. This behavior is being tolerated and overlooked by teachers and administrators.
3. Sexual harassment happens in all kinds of schools, to all kinds of girls. There are few differences by type of school attended or by racial or ethnic background.
4. Girls (89%) are most often harassed by fellow students.
5. Four percent of the girls reported being harassed by teachers, administrators and other school staff.
6. Schools are less likely to do something about a harassment incident when the harasser is a teacher.
7. Only 8% of the girls reported that their school had established and enforced a policy on sexual harassment.
8. Sexual harassment, when it occurs, is typically not a one-time-only event; 39% of the girls and young women reported being sexually harassed on a daily basis.

9. Eighty percent of the girls surveyed were aware of sexual harassment in their school.
10. Fifty percent of the girls surveyed were aware of sexual harassment between staff and students (NOWLDEF, 1993).

Applicability to Sports

To date, research has focused on the extent of sexual harassment in the workplace and in educational settings, but there has been little systematic and reliable data on the extent of sexual harassment on the more specific subset of high school girls participating in athletics (Sabo, 1994). There is a dearth of investigation on the topic, and the WSF can only presume that "There is no research evidence that suggests the incidence of sexual harassment is greater in sport than in other social settings" (WSF, 1993b, chap. VI. p. 3). Sabo (1994) recognized the need for "systematic and reliable data on the prevalence of sexual harassment in sports" (p.7). He stated:

Currently, conjectures are based on anecdote, personal, and professional observations. No national or regional surveys exist we are learning more about the prevalence of sexual harassment but there appears to be a need for prevalence studies of larger populations. Indeed, there appears to be a need for more research of any kind--quantitative or qualitative, large or small samples. We simply need more facts and theory (pp. 7 & 9).

Assessing the changing rates of sexual abuse of students in schools is difficult due to this lack of data. The increase in school related civil lawsuits in recent years may be a result of an increase in misconduct, but the more probable explanation is attributed to the change in the legal climate. Court rulings have favored the victims of sexual harassment over the schools (Hendrie, 1998b).

Denial and disbelief compound difficulty in the identification of the extent of sexual harassment in schools and subsequently in athletics. Despite increased media coverage of discovered cases of sexual harassment, members of the education community cling to the belief that no person in the profession of educating children would harm a child. There is a natural reluctance among teachers, administrators, students and parents to believe a teacher/coach is capable of such destructive behaviors (Hendrie, 1998b). Further, the identification of sexual harassers is thought to be easy because the behavior is so repugnant. Too often the abuser is the beloved athletic coach, band conductor or drama teacher with a reputation for dedication to his/her students built up over a long and distinguished career. Abusive behavior may have gone unnoticed by officials, or unchecked and overlooked for the sake of performance results (Wishnietsky & Felder, 1989; Brackenridge, 1994).

Accusations of molestation against a popular basketball coach and former district "teacher of the year" in Chester County, Pennsylvania, is but one example (Hendrie, 1998b). In 1997, in Plymouth County, Massachusetts, a popular coach, often described by his athletes as "well-loved," pled guilty to seven counts of child rape and six other sexual assault charges involving his students. He is serving an eight year sentence. While these charges involved two students from 1994 through 1996, it is suspected that during the past 23 years he has assaulted numerous girls. A third review cites a southwestern Virginia coach who played on the emotions of a 13 year old girl and eventually raped her. The victim kept the four-year relationship a secret for several reasons, most simply stated, she believed he genuinely cared for her. Additionally, this coach has admitted to having sex with two other girls and has been tried on charges of assault in three Virginia counties (Hendrie, 1998a). The WSF (1993b) reports an increase in telephone inquiries

about sexual harassment in athletics. This may be alarming, but there is no evidence suggesting the findings are disproportionate to incidents in other social settings or academic subjects.

The coach-athlete relationship is a special, possibly unique, one, with weighty potential impact on the athlete. Hornak and Hornak (1993) and Anshal (1990) noted the bonding that occurs between the coach and player can be strong. Time spent together in practices, traveling and competition amplifies this relationship. This is frequently time spent working intensively and cooperatively toward a common goal. It is the coach's responsibility to demonstrate proper behaviors and thus the coach can become an influential positive adult role model for his or her athletes. The coach is responsible to react ethically to the inevitable dangers of dual relationships. The imbalance of power already existing between the coach and the player makes this dual relationship potentially exploitative. This imbalance of power puts the athlete in a very vulnerable position.

The athlete is probably not alert to all the potential unpleasant experiences that can accompany participation in an activity selected for enjoyment. Injuries that sideline, losses that disappoint, and skills that fail are accepted as "part of the game." Athletes trust the coach to be honest, fair and professional. Young athletes are easy to manipulate; their desire to please the coach makes them vulnerable. Unsuspecting of a coach's possible ulterior motives, the athlete may ignore inappropriate comments and touches. Daily interaction with the coach creates a trust which may evolve into secrets. Abusive coaches often target athletes with little self-confidence because they are the least likely to report the offenses and the least likely to be believed if they do report. Powerful incentives from the abusive coach including promises of playing time, vows of love and threats of

violence to keep victims silent. Vulnerable victims often silence themselves out of loyalty, affection, fear or shame (Hendrie, 1998b).

Normal development can be stalled by sexual harassment. Without the range of knowledge or experience that comes with maturity, girls are more powerless and more defenseless than adults. When an athlete is harassed in public, observers as well as the victim feel threatened and intimidated. All athletes, those victimized and those who watch, lose faith in grown-ups and in the ability of the school to safeguard and protect them (Arizona Board of Regents Law Review, 1994).

Participation in sports during high school can have a life-long impact on the athlete. Athletic coaches have a wonderful opportunity to enrich the lives of their athletes. Conversely, the abusive coach has the power to destroy the experience and emotionally cripple and indelibly scar the athlete. The involved coach can be with an athlete for several hours each day in an unstructured setting. Team meals, locker rooms, road trips and a lift home after practice, all can provide settings for wholesome conversation or inappropriate to illicit contact. There is a parallel between the characteristics defining a good coach and the characteristics allowing the coach to get close to the athlete (Hendrie, 1998b). "A coach who acts in good faith could find her actions and decisions open to differing interpretations, or to misinterpretation, which may lead to the impression of physical, sexual or emotional abuse, or to false accusations" (Understanding vulnerability, n.d. p. 2). Further remarks in Coaches Report suggested:

As society evolves, what is emerging is a style of coaching far different from the authoritarian model that held sway for so many years. It is a style reflective of the new generation of athletes who are aware of the rights, who question coaches far

more than was acceptable in the past, and who have a greater need to understand and accept what it is they are being asked to do (p. 2).

Examples of Reported Sexual Abuse in Schools

Parents send their children to school each day expecting them to learn and play in a safe environment. School personnel nurture, care for and teach children. At least, this is the popular belief, but more and more newspaper accounts of sexual harassment in our schools are telling us of a different experience for our children. Reports of lurid behavior by the people entrusted to protect our children have shaken our confidence and caused us to question the extent of the misbehavior.

Limited research hinders our ability to decide just how extensive and pervasive this problem has become. Few studies documenting sexual harassment and abuse of students by school personnel exist. Frequently school districts avoid discussing incidents of harassment out of concern for negative publicity, job security or privacy violations. Research is also problematic because most students do not file a formal complaint (Shakeshaft & Cohan, 1995). The AAUW survey (1993) found that 81% of the school student population has been the target of some form of sexual harassment and 18% has been harassed by a school employee. Of these students, only 7% reported the incident of sexual harassment to a teacher and 23% reported the incident to a parent. "Studies consistently find that childhood sexual abuse is under reported. According to most professional estimates, only 2% to 6% of sexual abuse cases are reported to an official. These numbers are consistent with those found in the AAUW report" (Shakeshaft & Cohan, 1995, p. 514).

With the limitations of formal research and under reported incidences (Rochman, 2000), newspaper accounts have provided important descriptions of these repugnant

events. It is understood that these accounts do not always meet the highest standards of investigative reporting or research and follow-up articles are seldom printed.

Nonetheless, the detailed descriptions of the despicable behavior by some school employees may serve to alarm parents and initiate demands from the public for in-depth, creditable research and investigations.

What follows is a smattering of 23 reported cases of sexual harassment and abuse presented in no particular order. Most, but not all, of the cases selected involved high school students and athletic coaches. There is a wide age range of coaches and most of the students are minors. Abuse occurs in all types of schools: public, private, religious, rural, urban, rich and poor. The site of the abuse may be in the classroom building, on the school grounds, in the home of the student or employee, in a motel or a car. It might have occurred during the school day, during after school activities, on the ride home from school, in the evening, while dining, while on team trips. Relationships occurred over months and even years; they may have been spontaneous or evolved over time.

Frequently the employee abused more than one student over a span of ten to twenty or more years before the incident was reported. Some few students report the inappropriate behavior within days or weeks of the episode, while other students do not come forward with accusations until they are well into their adult years. Each case is unique and none is insignificant, despite the amount of information given. In almost all cases, the reporter commented on the popularity of the accused, the student's feeling of betrayal and the community's expression of shock and disbelief.

Norman Watson - (50+ years old) A Little League coach in San Bernardino, California, Watson is in prison serving an 84 year sentence. He was convicted on 39 counts of lewd acts with children (four boys and one girl) between 1990 and 1996. By his own account,

he molested "a couple hundred children" over 30 years. He met the children between the ages of 11 and 14 while working with Little League. Watson was on probation for a 1980 molestation offense for which he spent more than five years in treatment in two state mental hospitals (Nack & Yaeger, 1999).

Michael Hughes - (33 years old) A youth football team coach in Steamwood, a suburb of Chicago, Illinois, Hughes was sentenced to 27 years in prison. He pleaded guilty to molesting eight boys, ages 12 to 14. He sexually abused most of the boys during sleepovers in the basement of his home while his wife and two young daughters were in bed upstairs (Nack & Yaeger, 1999).

John (Jay) Davidson - (41 years old) The coach and founder of New England Mariners youth baseball club, and former president of the local Babe Ruth League, Davidson was charged with sexually assaulting two of his players during overnight stays at his home. Four days after being charged, Davidson committed suicide (Nack & Yaeger, 1999).

Rick Butler - (32 years old) Co-Founder of Sports Performance Volleyball club in West Chicago, Illinois, Butler made promises to his elite 18 and under girls of college scholarships concerning opportunities to compete for selection to the National team and possibly the Olympic team. His teams have won at least 22 National championships and they have awarded his girls more than \$12 million in college scholarships. In 1994, Julie Bremner, a member of his team in the mid 1980s, reported experiences of sexual abuse and harassment to the Illinois Department of Children and Family Services. She described inappropriate comments and hugs, invitations to dinner, demands for private meeting in his room during team travel to Japan, unwanted tongue kissing and forced sexual intercourse. Bremner was 17 years old at that time. Other players have come forward with similar reports of sexual harassment and abuse. Butler was also investigated

by DuPage County State's attorney's office and USA Volleyball, the federation that governs volleyball in this country. USA Volleyball revoked Butler's membership for five years and banned him for life from coaching junior age (under 18) girls. Butler has challenged these sanctions and continued to coach his elite 18 and under team (Howard & Munson, 1997).

Craig Gordon - (42+ years old) A father of four, Gordon was a physical education teacher for 21 years in Virginia Run Elementary School in Fairfax County, Virginia, candidate for teacher of the year and was popular with both students and parents. Nonetheless, in 1994 three former students (now adults) came forward with allegations such as, Gordon picked me up and put me on his lap rocking, put his hand on my bottom while he talked to me and he would slowly rub it around, leaned down and kissed me on the lips and said he loved me. When asked why it took more than ten years to come forward with the accusations, one explained that for most of the time she did not remember; the memory recently began with a flashback. Gordon exercised his right to an open public hearing with the school board serving as judge and jury. With a six to two vote, the Fairfax County School Board dismissed Gordon for his improper conduct with female students but his teaching license was not revoked. Four years later, in 1998, a Columbia Broadcasting System (CBS) follow-up report found that Gordon had filed two lawsuits to be reinstated as a teacher but the courts dismissed both appeals. He also sued the Virginia Department of Social Services which originally investigated the case. The court ruled that investigation was flawed. Therefore his name has been removed from the state's list of child abusers and Gordon was awarded \$135,000. He began working in the computer industry (Lasiewicz, 1994; Lasiewicz, 1998).

Ronald Price - A teacher at Northeast High School in Annapolis, Maryland, Price admitted to having sexual relations with several female students between the ages of 14 and 16. He married two of these students. When Price was convicted, and sent to prison, he claimed that two other teachers at Northeast High School were sexually involved with the students. He did not identify the teachers. After an investigation, **Laurie Cook** and **Chuck Yoakam** of Northeast high School were arrested. Cook was accused of having sex with a 14 year old. The jury acquitted her but she still lost her job. Four years later, in 1998, a CBS follow-up report found that Cook was continuing to appeal the school board decision to fire her. She was working in real estate. Chuck Yoakam was a special education teacher and football coach. He was accused of having sexual relations with a 16 year old girl in his classroom. The jury found Yoakam innocent but he lost his teaching job. Four years later, in 1998, the CBS follow-up found Yoakam working in the administration in the same school system. He does not wish to return to the classroom (Lasiewicz, 1994; Lasiewicz, 1998).

Joanne G. Kahn - (47 years old) An English and drama teacher at Calvert Hall College (high school) in Towson, Maryland, Kahn pleaded guilty to charges of child abuse. Kahn had an affair with a 17 year old high school student that continued until the junior year in college. The student was in his final year of law school before talking with police and filing charges on one count of child abuse and one count of perverted practice. Family, friends and students petitioned the court for leniency. Charges were reduced to one count of child abuse. Kahn was put on probation and must not teach high school or younger (Ex-teacher pleads, 1998).

Anson Dorrance - (47 years old) The women's soccer coach at the University of Carolina, Chapel Hill, since 1979, Dorrance has a near-flawless career, with 15 national

championships in 17 years. He has been recognized as one of the 25 most influential people in the history of American soccer by Soccer America Magazine and he coached the United States to the FIFA women's world championship in 1991. Two former players, Debbie Keller and Melissa Jennings, charged Dorrance with sexual harassment and other inappropriate conduct. Dorrance was accused of subjecting Keller and Jennings to sexual harassment beginning in 1993 claiming he twice made uninvited sexual advances to Keller, inappropriately touched Keller, made lewd and sexually explicit comments about other team members in the players' presence, interrogated UNC team members about their sexual activities, encouraged Jennings to drink alcohol and condoned underage drinking by team members. UNC athletic director, Dick Baddour, resolutely stood with Dorrance, reporting that the school found no evidence of sexual harassment, but that Dorrance's conduct did fall short of a standard of good judgment. Keller and Jennings brought a \$12 million suit for compensatory and punitive damages (Alexander & Elling, 1998; Alexander, 1998).

Christopher Flynn - (31 years old) A cross country and track coach for the boys and girls teams at Walt Whitman High School in Bethesda, Maryland, was accused of a number of inappropriate activities. Four varsity girls alleged that Flynn ignored the girls' team, turned the boys against them and told them sexually suggestive stories detailing his weekend drinking outings and dating escapades. The Montgomery County Police, involved because of sexual harassment implications, found no evidence that Flynn had committed any criminal act. The Montgomery County School Superintendent suspended Flynn from coaching for one year, removed him from Whitman and recommended counseling on gender equity. Flynn was also cautioned about conversations with students

involving his personal life. Flynn was reassigned to a teaching-only position at Mark Twain School in Rockville for at-risk students (Ahrens, 1998).

Phoebe J. Rockwell - (46 years old) A music and drama teacher in Montgomery County, Maryland, Rockwell was charged with two counts of child abuse, two counts of perverted practice and two counts of contributing to the delinquency of a minor for an affair she allegedly carried on for three years with a male Rockville High School student from 1987 to 1990. It is not known why the student, now 26 years old, waited until December 1998 to come forward. The reports show that when the student began to confide in Rockwell in the fall of 1987, he developed "romantic feelings" toward her. Rockwell rebuffed the initial attempt but in November of 1987 he kissed her. This was the beginning of a sexual relationship. They engaged in kissing and fondling in Rockwell's classroom during and after school. During the summer of 1988 this behavior escalated to oral sex and sexual intercourse, which occurred at Rockwell's home and in her car, but never at school. The relationship ended when the student moved on to college (Nakashima, 1999).

Craig Lawson - (46 years old) A sixth grade teacher and principal in elementary schools in Alexandria, Virginia, and New Hampshire, Lawson pleaded guilty to forcible sodomy, aggravated sexual battery and taking indecent liberties with minors. Lawson has a long history of abusing young boys. In 1979 he left his New Hampshire school after being accused of molesting a sixth grade boy. School officials in New Hampshire were confident that Lawson would never teach again but he continued to teach in elementary schools in Virginia. Lawson was sentenced on November 24, 1998 to 30 years in prison for sexually abusing four boys over a period of 14 years (Davis, 1998).

John Titus - One of the most successful coaches in Wisconsin, Titus's guided his team to win the Wisconsin Interscholastic Athletic Association Division IV championship in

1996 for which he was named the Associated Press Wisconsin coach of the year.

Nonetheless, police arrested him on charges of touching female students inappropriately and propositioning a female student for sex. These reports date from the late 1960s (Nickel, 1998).

Roger Pierce - A leader in the community, Pierce was the longtime athletic director and girls' softball coach at Augustia High School in Milwaukee, Wisconsin. He was arrested for paying and encouraging two students to have sex in his home while he videotaped them. The house sitter discovered the tapes; the teens had been told to lie and cover up the incident. Others have since come forward and claimed Pierce manipulated them into having sex with boys at Pierce's home in the 1980's. Roger Pierce was sentenced to 45 months in prison and 20 years of probation. Pierce was given a lighter sentence because the judge received letters on his behalf (Nickel, 1998).

Troy R. Pierce - (no relation to Roger Pierce) The assistant track coach at Menomonie High School in Milwaukee, Wisconsin, was charged by a 15 year old boy. The boy reported to the police that Pierce had sexually assaulted him at gun point. Pierce was sentenced to eight years in prison (Nickel, 1998).

Kermit Nyhus - The girls' basketball coach at Barneveld High School in Milwaukee, Wisconsin, Nyhus was accused by a 14 year old girl on one of his teams of sexual assault. The investigation began after the girl told her parents she had sexual contact with the coach. The parents contacted social workers and Nyhus was arrested. He was sentenced to 2 years in prison and 20 years of probation for sexually assaulting a 14 year old girl. (Nickel, 1998).

Keith A. Williams - (31 years old) The athletic director at Gwynn Lake College Preparatory School, a small Christian preparatory school in Woodlawn, a suburb of

Baltimore County, Maryland, Williams surrendered after a warrant for second degree rape and third degree sexual assault and child abuse charges were issued. Williams was charged in the rape of a female teenage student in the school bathroom (Craig, 2000a; Craig, 2000b).

Bruce Usher - (in his late 30s) A seventh grade social studies teacher at Iber Holmes Gove Middle School for 17 years in Raymond, New Hampshire, Usher was charged with having sex with a minor and felonious sexual assault (coerced or forced). His misconduct with Sarah Page, his 13 year old teacher's aide, began by sharing music tapes and lifts home which led to sex with Sarah on a country road and videotaping the sexual escapades. The jury found Usher guilty of having sex with a minor and not guilty of aggravated felonious sexual assault. While a guilty verdict on both counts would have carried a 60 year prison sentence, Usher was sentenced to 14 to 28 years in prison; Usher will spend at least 14 years in state prison (Lasiewicz, 1999).

Mary Kay LeTourneau - (36 years old) Married, with four children, and well-respected as a teacher at Shorewood Elementary school in Seattle, Washington, in 1997 LeTourneau had an affair with Vili Fualaau, one of her 6th grade students and became pregnant with his child. She pleaded guilty to rape but was granted a rare opportunity-- mandatory therapy and less than six months in jail. She was forbidden from having any further contact with Fualaau. Within 30 days of her release from jail, LeTourneau was found in her car at 2:40 a.m. with the boy as well as clothing, money and her passport. LeTourneau, now a registered sex offender was sentenced to seven and a half years. She had become pregnant for a second time by Fualaau (Lasiewicz, 1999).

Andre Kelley - A track coach at Albert Einstein High School in Wheaton, Maryland, Kelley was arrested for having sexual contact with four female students under his

supervision. Kelley was charged with two counts of custodial child abuse, bringing the number of sex offenses charged against him to 13 (Klingaman, 1997).

Stuart Tarleton - A coach and athletic director at Carver Center for the Arts and Technology in Towson, Maryland, Tarleton pleaded guilty to fondling and kissing a 15 year old female student (Klingaman, 1997).

Kimberly L. Merson - (24 years old, married) A long-term substitute teacher and coach of the girls' cheerleading squad at Francis Scott Key High School in Union Bridge, Maryland, Merson acknowledged providing alcohol to students, inviting them into her home and "acting out her fantasy of stripping and dancing for males," having sexual intercourse, performing oral sex and fondling the 15 to 17 year old boys. These offenses occurred in her home, her car and the cars of her victims. Merson was charged with 15 counts of child sexual abuse, five counts of contributing to the delinquency of a minor, and one count each of third degree sexual offense, perverted practice and distribution of obscene material (McMenamin, May 20 2001; McMenamin, July 27, 2001; Walker, 2001). On May 26, 2001 Mason admitted to, among other charges, having inappropriate sexual contact with nine male students but pleaded guilty to only four counts of felony sexual child abuse based on the age of the boys. The Maryland attorney general, in a 1997 opinion, ruled that a teacher can not be charged with a crime if the student is at least 16 years old--the age of consent in Maryland--and if the sexual contact did not occur on school grounds, during a school day or during a school-sanctioned event (Blackburn, 2001; McMenamin, July 27, 2001). Filing charges on behalf of the older boys would necessitate a lengthy trial, with the probability of appeals. This action did not seem prudent given the possibility punishment for the guilty pleas and the disruption to the future of the boys.

Tracie L. Mokry - (22 years old) A senior at Western Maryland College Mokry had been student teaching in the art department for 13 weeks at Francis Scott Key High School in Union Bridge, Maryland. Mokry was arrested on May 22, 2001 on two counts of child sexual abuse and two misdemeanor charges of contributing to the delinquency of a minor for allegedly providing alcoholic beverages to the underage boys. Conflicting reports from the 16 and 17 year old boys and Mokry bring into question the presence of the boys at the party given by Mokry at her mother's home. Mokry says she regrets not calling the police when the boys "crashed" the party, while the boys describe sexual indiscretions in the bedroom. The arrest came four days before she was scheduled to graduate from Western Maryland with a 3.97 average. If convicted, Mokry faces a sentenced of 15 years in prison on each of the two counts of child abuse; contributing to the delinquency of a minor carries lesser penalties. Five weeks after her arrest, felony child sexual abuse charges against Mokry were dropped but she still faces the two misdemeanor charges (McMenamin, May 24, 2001; McMenamin, June 11, 2001; McMenamin, June 29, 2001).

Andrew C. Bourn - (46 years old) A track coach at a Fairfax High School in Northern Virginia, Bourn was involved in a sexual relationship with a 16 year old female student while working as a coach and security safety assistant at the school. He was arrested and jailed without bond when found engaging in a sexual act with the 16 year old in a parked car behind a store. He was charged with indecent liberties in a custodial relationship and crimes against nature (Williams, 2001).

It is unclear whether inappropriate sexual behavior between school employees and students is on the rise. It is not possible to know if these episodes of sexual harassment have increased over the past 10 years or if the reporting of the episodes has increased.

What is known is that "hundreds of cases involving sexual abuse of students are unfolding publicly at any given time around the nation" (Hendrie, 1998b, p. 1). Between 1994 and 1999 the number of teachers who lost their license because of sex offenses increased nearly 80% (Zemel & Twedt, 1999). Without a national tracking system, data collection and comparisons are difficult.

Chapter III

Research Methodology

This chapter outlines the methods and procedures implemented to complete this research. It characterizes the sample and population, describes the instruments, outlines the data collection procedures, identifies the statistical methodology and includes a summary.

Permission to conduct this research was granted by The George Washington University Medical Center, Office of Human Research. The GWU Institutional Review Board (IRB) reference number is U100117.

Sample and Population

The participants taking part in this research are either (a) male or female coaches and assistant coaches who are currently coaching (qualified participants are expected to have coached two interscholastic teams within the past five years) or (b) current female college students who were athletes in high school (qualified participants are expected to have played on a minimum of one interscholastic team during their four years in high school). Thus the responses of the athletes are retrospective, while the responses of the coaches represent current beliefs. There is no known connection between the athletes and the coaches.

The qualifications for the male and female high school coaches and assistant coaches were:

1. Coach female teams that represent the high school in interscholastic competition.
2. Coach a minimum of two female teams in the past five school years.

There were no limitations on age, maximum number of years coaching or the sports coached.

The pool of respondents for the male and female high school coaches was selected from: (a) high school coaches with membership in the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), (b) all member schools of an Independent High School League (ISL) in the Maryland, Northern Virginia and D.C. area, (c) two Maryland county public schools districts, (d) an independent school in western Pennsylvania and (e) two member schools of an Independent Prep School League in Northern California. These organizations and schools were selected because of this researcher's personal accessibility to the membership, and the researcher's realistic assessment of a willingness to participate on the part of potential participants. A detailed description for the selection of individual participants from each organization is reported in the section titled Data Collection: Procedure for High School Coaches. (See Table 1)

The second pool of participants in this research consists of female high school athletes who were currently attending college and had been out of high school for no more than 5 years. The definitions of a female high school athlete for this study include the following qualifications:

1. Members of a team that represented the high school in interscholastic athletic competition.
2. Members of a minimum of one interscholastic athletic team during her four years in high school.

The qualifications do not included a required amount of playing time, starter or substitute status or a specific number of sports played but data on these components was collected.

Seven colleges and universities were identified to participate in this study because of the researcher's personal accessibility to athletic administrators at these colleges and their willingness to participate in this research. The athletes were selected from two universities, four colleges and one woman's college located in Pennsylvania, Maryland and the District of Columbia. The college or university administrator overseeing the selection of participants identified potential participants from among female college students participating in life time sports activity classes, physical education activity classes, intramural sports, club sports, varsity athletics, physical education teacher training programs, health education programs, exercise science programs and recreation programs. (See Table 2)

The sampling model used for this research was availability sampling, also called convenience sampling. McMillan and Schumacher (1989) reported this form of sampling to be "the most common type used in educational research" (p. 161). Convenience sampling involves participants available to the researcher. As with all models, there are limitations to convenience sampling. Since the sample is not representative of a larger population because participants were not selected randomly from the larger population, generalizing is more restricted and limited to the characteristics of the participants. Nonetheless, the findings are useful if the researcher carefully selects the participants with characteristics representative of much of the population.

Survey Instrumentation

Survey Design and Adaptations

The survey instrument was adapted from the Holman (1995) Sexual Harassment Survey (See Appendix D). Holman's instrument was designed to calculate the incidence of sexual harassment and to investigate the perceptions of behaviors associated with

sexual harassment of athletes. Holman addressed these two concepts and tailored her survey to measure these concerns of sexual harassment among university students.

Holman investigated sexual harassment of both male and female athletes by both coaches and peers. Athletes were given a three-part survey (Incidence, Perception and Demographics).

Holman designed her survey instrument by "drawing on the survey developed from her pilot study . . . and on generic sexual harassment/assault surveys used by Till (1980), MacKenzie and Lussier (1988), Fitzgerald (1992b), and Smith (1992)" (Holman, 1995, p. 99). The Holman survey, hence the survey adapted for this research, is similar to the Fitzgerald, Shullman, et al. (1988) inventory. Holman, in a telephone conversation in September 2000 with this researcher, confirmed there is no reliability or validity data available for her instrument at this time. For the purpose of this study, Holman recommended that the information for the Fitzgerald, Shullman, et al. (1988) survey (cited above) should be reported. "The inventory developed by Fitzgerald, Shullman, et al. (1988), based on Till's survey instrument, yielded an internal consistency coefficient of .92 using Cronbach's alpha coefficient, a test-retest stability coefficient of .86, and a split-half reliability coefficient that averaged .75 for the five scales. Content validity was established by basing the instrument construction on the empirically derived categories developed by Till" (gender harassment, sexual bribery, sexual coercion, and sexual imposition or assault) (Holman, 1995, p. 99). In the research presented by Fitzgerald, Shullman, et al. (1988) this inventory was applied to undergraduate and graduate students attending two large universities. There is similar to the undergraduate population studied by Holman (1995).

By contrast, this research focuses only on sexual harassment of female athletes and only by male and female high school coaches. Therefore, all references to male athletes and university coaches have been removed. This study, additionally, refers only to high school incidents as recalled by college students. This research also includes a section concerning the perceptions of sexual harassment for both the female athletes and the male and female high school coaches. Hence, the Holman (1995) Sexual Harassment Survey (See Appendix D) has been adapted (with the permission of Holman) (See Appendix E) to meet the needs for this research. Former high school athletes were given the three-part adapted Sexual Harassment Survey and the male and female high school coaches were given only two parts (Perception and Demographics) of the adapted Sexual Harassment Survey (See Appendix F for comparisons).

In the Incidence Section of the Holman Sexual Harassment Survey as well as my adaptations, participants respond, based on personal experience, to a series of 10 statements describing behaviors associated with sexual harassment. These experience statements use behavioral terms without the use of the label sexual harassment (e.g., "I have had sexist jokes or comments made to me") The documented experiences require the respondent simply to acknowledge the behavior with no need to identify the behavior as sexual harassment. For the Holman survey the response choice is "yes" or "no." For the adapted survey these "yes" or "no" responses are linked to the titles head coach or assistant coach with the subcategories of male and female. The adaptations (See Appendix F) for the Incidence section of Holman's Sexual Harassment Survey are:

1. Four questions identifying peer harassment have been eliminated (e.g., "I have had sexist jokes or comments made to me by male athletes."

2. The information collected regarding coach behaviors on the Holman survey is essentially the same as for my survey. The response choice for my survey is: first, head coach or assistant coach and then male or female within each question. Thus, my survey compacts the format for asking the question and reduces the number of questions needed. For example: Holman's survey question 17 reads: "17. Have you experienced any of the preceding situations involving your head coach from a male assistant coach? or female assistant coach?"

If yes please circle the statement numbers that apply.

#1 #5 #8 #9 #10 #11 #12 #16"

The adapted questions, by contrast, state:

I have had sexist jokes or comments made to me by a high school coach.

HEAD COACH

ASSISTANT COACH

Female Yes _____ No _____

Female Yes _____ No _____

Male Yes _____ No _____

Male Yes _____ No _____

3. The researcher has added an age component to the response choices for the Holman question asking the respondent "As an athlete, have you ever been sexually harassed?" (Question number 11)

4. An additional question has been added: "Are you aware of other athletes who have been sexually harassed?" This gives the respondent further opportunity to identify behaviors they consider to be sexual harassment. (Question number 12)

The Perception Section of the Sexual Harassment Survey (Holman, 1995) and the adapted survey focus on the participants' (student athletes, male coaches and female coaches) perceptions of sexual harassment. A series of 21 questions of behavior are presented. Participants are asked to indicate their level of agreement with each statement

relative to sexual harassment and the behavior presented. Each item is to be answered on a four-point Likert Scale. The endpoints of the scale are anchored with the phrase "Strongly Agree" indicated by selecting "1" and "Strongly Disagree," indicated by selecting "4." For the purposes of analysis in this study, the Likert Scale was reversed, rendering the higher number to be equal to greater agreement. The four point scale, as opposed to a three- or five-point scale, was chosen to eliminate the 'neutral' or 'I don't know' option in this section. This forces the participants to express opinions of agreement or disagreement to the statement presented.

The adaptations to the Perception section include the addition of two questions.

1. Question number 18. "Female athletes who get unwanted sexual attention from a female coach bring it on themselves" has been added to complement the question number 17. "Female athletes who get unwanted sexual attention from a male coach bring it on themselves."

2. Question number 22, "Are there other behaviors not listed in this survey that you consider to be sexual harassment? Please list. Limit your list to a coach/athlete relationship." has been added to allow for additional ideas and information.

Wording for all other questions and the response design is identical to Holman's (1995) Sexual Harassment Survey.

The Demographic section provides information needed to analyze or supplement the data. Student athletes, male and female coaches and assistant coaches are asked to respond to questions intended to identify the characteristics of the participant (e.g., personal and family background including gender, age, race/ethnicity, marital status, etc.). Answers to additional questions add substance and understanding to the setting or environment in which the participant may or may not have witnessed sexual harassment.

(e.g., types of school, location of school, sports played or coached, etc.). Demographic information will be examined for trends but the size of the sample may not allow for generalizable beyond this study.

Definition of Sexual Harassment as Applied to Survey Responses

The questions and statements used in this research are measures developed to parallel the five categories of sexual harassment as defined by Till (1980). The five categories are:

1. Gender Harassment - Generalized sexist remarks and behavior; not designed to elicit sexual cooperation, but that express hostile, insulting, or degrading attitudes about women.
2. Seductive Behavior - Inappropriate and offensive, but essentially sanction-free behavior; that is, there is no penalty attached to noncompliance.
3. Sexual Bribery - Solicitation of sexual activity or other sex-linked behavior by promise of rewards.
4. Sexual Coercion - Coercion of sexual activity by threat of punishment.
5. Sexual Imposition or Assault - Gross sexual imposition (e.g., touching, fondling, grabbing or assault).

The Incidence section of the study will be answered only by interscholastic high school female athletes currently attending college. Respondents are asked to relate their personal experiences to specific statements and questions about behaviors of female and male coaches and assistant coaches. Each question or statement is linked to one of the Till (1980) categories.

The Perception section will be completed by the interscholastic high school female athletes currently attending college as well as male and female high school

coaches and assistant coaches actively coaching a minimum of one high school team during the past five years. The questions and statements in this section parallel the measures in the incidence section and are also linked to the categories designated by Till (1980). In the incidence section behaviors are described and not labeled as sexual harassment whereas in the perception section the same behaviors are linked to the sexual harassment label. Questions and statements in the survey fall into the categories as follows:

Gender Harassment:

Incidence - questions #1 #2 #3

Perception - questions #1 #2 #3 #4 #6

Seductive Behavior:

Incidence - questions #4 #5 #6

Perception - questions #5 #7

Sexual Bribery

Incidence - question #7

Perception - questions #8 #9

Sexual Coercion

Incidence - question #8

Perception - questions #10 #11

Sexual Imposition or Assault

Incidence - questions #9 #10

Perception - questions #12 #13 #14

The last questions in the Incidence section asked respondents to indicate their experience with sexual harassment, listing their age at the time of the harassment and the

role of the harasser (e.g., coach, athletic trainer). The final question, which is an addition to the Holman Survey, asks for a "yes" or "no" response to the respondent's awareness of harassment to other athletes and a description of the behaviors. The respondent is never asked to identify any person by name.

The final seven questions in the Perception section of the adapted survey reflect the stance of assumed responsibility for sexual harassment and an awareness of possible support systems.

The Sexual Harassment Survey used for this study contains items designed to measure respondents' experience with sexual harassment during their high school participation on athletic teams, questions of perceptions and attitudes toward sexual harassment, and demographic questions. The order of presentation is important. Experience (incidence) statements are presented first so as to avoid distorting the respondents' responses by first alerting them to perceived behaviors of sexual harassment.

Data Collection

Procedure for High School Coaches

The resources for names of male and female coaches and assistant coaches include the following: (a) high school coaches with membership in The National Association for Sport & Physical Education, an Association of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD), (b) all member schools of an Independent School League (ISL) in Maryland, northern Virginia, and the District of Columbia, (c) public high schools in two Maryland counties, (d) an independent school in western Pennsylvania and (e) two member schools in an Independent Prep School League in Northern California . (See Table 1).

The actual names and addresses of individual coaches from each of these groups were secured using several different methods including coaching directories, meetings, personal contacts and membership address labels.

Current public high school coaching directories for two Maryland counties were obtained. These directories listed, by school, the names of coaches and the sport coached. For one county, the coaching staff for the three sport seasons was listed; surveys were sent to all coaches of female teams in the nine high schools. The list of coaches receiving the survey was carefully checked to avoid duplication of the mailing to coaches working during more than one season. The county inter-school mail system was used for distribution to these coaches. One hundred thirty-one surveys were distributed.

For the second county, the coaching directory for the 23 public high schools included the names of male and female coaches for both male and female fall varsity and junior varsity sports. Not all names listed in the directory were chosen. Since this study is specific to female athletes, the names of coaches working with male teams were eliminated from the pool of possible participants. In an effort to increase the number of sports represented in the study, some consideration for the sport coached was given to the 60 names of female and male coaches selected to be part of this research. The survey packet was mailed through the United States Postal Service.

A total of 191 surveys were sent to male and female coaches of female athletic teams in the public high schools in two Maryland counties.

To solicit participants from an independent high school league in Maryland, Northern Virginia, and the District of Columbia, the researcher attended the organizational meeting for coaches and assistant coaches of female teams. A presentation to describe the research and participation requirements was given by the researcher.

Coaches interested in participating in the research completed their own address labels to be used for the distribution of the survey. All 81 coaches present volunteered to receive the survey packet by completing an address label. Approval for the proposal from The Office of Human Research at The George Washington University Medical Center was received just prior to a second coaches meeting thereby allowing distribution to the coaches to be in person.

The researcher also attended a junior varsity field hockey tournament for independent schools in Maryland, Northern Virginia, and the District of Columbia. This tournament included 12 teams with approximately 20 coaches participating. Throughout the day, the researcher approached 14 coaches individually and described the research and participation requirements. Coaches willing to participate in the research were handed a survey packet and asked to read the instructions and complete the survey at a time convenient to them. (No surveys were to be completed during the tournament.) All coaches approached for participation accepted the survey packet.

Personal contacts employed by an independent school in Western Pennsylvania and a member school in the independent prep school league in Northern California provided the researcher with the names of coaches. All coaches in the Western Pennsylvania school were included and two schools in the Northern California league were included. The survey packets were addressed to each coach and all packets were mailed to the contact person through the United States Postal Service who completed the distribution by utilizing the inter-school mail system. The Western Pennsylvania school received 25 surveys and the Northern California schools received 15 surveys.

The American Alliance for Health, Physical Education, Recreation and Dance provided 1693 membership address labels for their National Association for Sports and

Physical Education. This organization is among the major professional organizations representing the interests of athletic coaches and educators involved with sports. Not all members are involved with high school athletes. Due to financial limitations and the wide range of membership responsibilities, it was neither possible nor practical to use all 1693 address labels. Of the labels provided, 1198 included only the name and home address of the member with no indication of coaching responsibilities and were therefore eliminated from the possible pool of participants. The remaining 495 labels were addressed to a member using a workplace address, often including the name of a school. Of these labels, the 231 address labels identifying elementary and middle schools, colleges and universities as well as the 103 labels listing a school with no indication of the grade level were eliminated from the pool of possible participants in this research. The address label of 161 members included the name and address of a high school and seven of these names were recognized as previously solicited participants. Of the remaining 154 labels, 80 address labels were arbitrarily selected for inclusion in the pool of participants and survey packets were mailed through the United States Postal Service. Distribution of the surveys utilized inter county and inter school mail systems and The United States Postal Service.

Table 1 summarizes the survey distribution for male and female coaches.

Table 1:
Survey Distribution for Coaches

Location	Number of Surveys Distributed (n = 406)	Method of Distribution
Maryland County (2) Public Schools	191	Inter-county mail system U.S. Postal Service
Maryland N. Virginia and District of Columbia Independent Schools J.V. Tournament	81 14	Hand delivered during coaches meetings and at the tournament site
Western Pennsylvania Independent School	25	U.S. Postal Service and Inter-school mail system
Northern California (2) Independent Schools	15	U.S. Postal Service and Inter-school mail system
AAHPERD	80	U.S. Postal Service

All surveys were returned through the U.S. Postal Service. Participants were assured of anonymity; therefore, the number of surveys returned by each organization is unknown.

Once the Office of Human Research at George Washington University Medical Center approved the proposal, the Survey packets were assembled and prepared for distribution. Survey packets for the male and female high school coaches and assistant coaches include a letter of introduction, an information sheet (informed consent form), The Perception Survey for High School Coaches including Demographics for Coaches (adapted from The Harassment Survey by Margery Jean Homan, 1995) with directions for participation, (See Appendix G) a self addressed to the researcher, stamped return envelope and an additional plain envelope to insure privacy during the return of the survey. The survey for the coaches was printed on colored paper for easy identification during data analysis.

The instructions include information on how to complete the survey and assurances of their anonymity. Participants were encouraged to complete the survey in a location convenient to them and to allow approximately 30 to 40 minutes to devote to

their response. The informed consent information provides assurance to the respondents that participation in this study is voluntary as well as anonymous and should not affect job status. Respondents were not asked to record their identity on the survey instrument or within the demographic information. There was no way for the researcher to identify the respondent through the survey and demographic responses. Participants were instructed to place the completed (or blank) survey in the plain envelope and place this envelope in the self addressed to the researcher, stamped envelope provided. No return address was to be written on the return envelope.

The survey was distributed to 406 potential research participants (male and female coaches) with the following distribution: (a) public high schools in two Maryland counties - 191 surveys mailed, (b) an independent school league in Maryland, Northern Virginia, and the District of Columbia - 81 surveys distributed, (c) a junior varsity tournament for independent schools in Northern Virginia - 14 surveys distributed, (d) an independent school in Western Pennsylvania - 25 surveys mailed, (e) an independent prep school league in Northern California - 15 surveys mailed and (f) The National Association for Sport & Physical Education, an Association of the American Alliance for Health, Physical Education, Recreation, and Dance - 80 surveys mailed. All surveys were returned through the United States Postal Service to assure anonymity.

Procedure for Athletes

College and University Athletic Directors (and personnel with similar responsibilities) were contacted and invited to participate in this research. Those willing to distribute the survey to student participants were asked to complete the Research Participation Agreement - Site Approval Form, (See Appendix H) or submit a letter of intent to participate. Once the college or university was approved by the Office of Human

Research at George Washington University Medical Center for participation, the Athletic Director was contacted. At this time, the Athletic Director requested the number of surveys packets she was willing to distribute and it was determined who would supply the collection drop box. Survey packets (and the collection drop box if requested) were sent to the Athletic Director with instructions to tally the actual number of surveys distributed. The requested survey packets with instructions for distribution (See Appendix I) were mailed in a United States Postal Service Priority mailing box.

The survey was disbursed to 380 potential participants with the following allotments: (a) small college in Philadelphia, Pennsylvania - 50 surveys distributed, (b) large university in the District of Columbia - 100 surveys distributed, (c) liberal arts college north of Baltimore, Maryland - 56 surveys distributed, (d) liberal arts college in central Maryland - 25 surveys distributed, (e) large university in western Pennsylvania - 105 surveys distributed, (f) small college in suburbs of Philadelphia, Pennsylvania - 24 surveys distributed and (g) small college in central Pennsylvania - 20 surveys distributed. Table 2 describes the distributions of surveys to female athletes.

Table 2:
Survey Distribution for Female Athletes

Sample	Surveys Distributed	Surveys Returned		Return Rate	
		Incomplete	Complete	N	%
Sm. College in Philadelphia, Pennsylvania area	50	0	21	21/50	42.0
Large University in District of Columbia	100	8	21	29/100 21/100	29.0 21.0
Liberal Arts college north of Baltimore, Maryland	56	0	17	17/56	30.4
Liberal Arts college in central Maryland	25	5	7	12/25 7/25	48.0 28.0
Large University in western Pennsylvania	105	3	47	50/105 47/105	47.6 44.8
Small college in suburbs of Philadelphia, Pennsylvania	24	0	5	5/24	20.8
Small college in central Pennsylvania	20	0	20	20/20	100
Totals	380	16	138	154/380 138/380	40.5 36.3

Four days after the mailing, the Athletic Director was called by the researcher to confirm receipt of the survey packets, to review the procedure, and to clarify any questions. Included in each survey packet was a letter of introduction, an information sheet (informed consent form) and the three part survey: The Incidence and Perception Survey for Athletes including Demographics for Athletes (adapted from The Sexual Harassment Survey by Margery Jean Holman, 1995) with directions (See Appendix J). Each survey packet was folded into a plain envelope which was inserted into a second plain envelope to ensure privacy.

The Athletic Director was the overseer for the distribution of the survey packet and identified participants from among female college students involved in lifetime sports activity classes, physical education activity classes, intramural sports, club sports, varsity athletics, physical education teacher training programs, health education programs, exercise science programs and recreation programs. Participants were

instructed to answer the survey questions (in a place convenient to them) in the order presented. To be specific, the Incidence section must be answered before the Perception section is read. These experience (incidence) statements are presented first so as to avoid distorting the respondents' response by first alerting them to perceived behaviors of sexual harassment. Likewise, the Athletic Director was instructed to refrain from using the term sexual harassment when addressing the participants or discussing the survey. Participants were instructed to place the surveys, whether completed or blank, in both envelopes, seal the envelopes and return the survey (envelope) to a collection drop box. Survey packets deposited in the drop box were bundled (in their individually sealed envelope) and mailed to the researcher by the Athletic Director in the self addressed, stamped envelope/box provided by the researcher. The Athletic Director was instructed not to remove the survey from the sealed envelope.

To know the number of surveys actually distributed, the Athletic Director was asked to keep an accounting of the number of surveys distributed. Surveys not distributed were to be returned to the researcher clearly marked "not distributed." Students wishing not to participate were asked to return the unanswered survey by placing it in a drop box or return mail. This should help to alleviate any pressure or fear of consequences for non participation.

The informed consent information provided assurance to the participant that participation in this study is voluntary as well as anonymous. Respondents were not asked to record their identity on the survey instrument or within the demographic information. There was no way for the researcher to identify the respondent through the survey and demographic responses. This is mandated by the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) which protects student privacy and

the dissemination of personal information without the student's "informed consent" (Kors, & Silverglate, 1998).

Each Athletic Director was supplied with a United States Postal Service Priority Box, an address label to the researcher and postage for the return of the surveys. The researcher followed the progress of the data collection through follow up telephone calls and e-mail contacts with each Athletic Director. After the completed surveys were received by the researcher, each Athletic Director received a telephone call acknowledging receipt of the surveys and a written thank you of appreciation.

The survey for this study was distributed to 406 male and female coaches and 380 college females (who had been high school athletes) for a total of 786 surveys distributed.

Dillman's (2000) research on survey implementation suggests that there are five elements for achieving high response rates.

1. Respondent – Friendly – Questionnaire.
2. Four contacts by first class mail, with an additional “special” contact.
3. Return envelopes with real first-class stamps.
4. Personalization of correspondence.
5. Token prepaid financial incentives.

Dillman (2000) cites a response rate of 37% for surveys including prepaid financial incentives to be typical and acceptable. This is a 9% increase over the 28% for studies that do not include the prepaid financial incentives.

This research implemented three of the five suggestions. To insure a respondent-friendly questionnaire, attention was given to a concise presentation including clarity of questions and consistency in format for response to questions. The United States postage stamp depicting the American flag was affixed to each return envelope. The use of

computers has rendered personalization of correspondence to be less effective than in the pre-computer era. Nonetheless, this research was addressed to each coach by name but no attempt was made to personalize correspondence sent to the student athletes. Introduction to the survey was written on personal letterhead. Although, the research did not include the four contacts or the token financial incentives, this did not appear to have a negative effect on the rate of response. See discussion in Chapter IV.

Statistical/Data Analysis Methodology

Data collected from the returned surveys were entered numerically (e.g., “yes” was coded as 1 and “no” was coded as 2) into the computer system. The 2001 version of the Statistical Package for the Social Sciences (SPSS) (Graduate Pack 11.0 for Windows) was employed to analyze and synthesize the data. The Statistical Package for the Social Sciences (SPSS) includes most statistical procedures and is widely used for data analysis in the field of social sciences.

Both descriptive and inferential statistics were used for analysis in this study. Research questions number two and three were utilized to formulate Hypothesis numbers one and two. For the purpose of this study the Likert Scales were reversed as: "1" equaled "Strongly Disagree", "2" equaled "Disagree", "3" equaled "Agree", "4" equaled "Strongly Agree".

Descriptive statistics included frequency of numbers and percentage as well as mean and standard deviation, were used to report demographic characteristics of athletes and coaches and provided answers to research question number one.

Inferential statistics including One-Way ANOVA along with a Scheffe test of significance were used to test hypothesis one formulated for this study. Specifically, one way analysis of variance was used to compare perceptions of the three groups of former

high school female athletes and current male coaches and female coaches concerning sexual harassment or misbehaviors toward female athletes. The Scheffe test provided comparisons of each two groups among the three groups (pair wise comparisons) showing significant difference of specific two groups within the three groups. The .005 level of significance was used as criterion for testing the hypothesis of this study.

Descriptive statistics, frequency of numbers and percentage and paired t-tests were used for hypothesis number two. The analysis was presented by reporting frequency of numbers and percentage. In addition, the responses from female athletes regarding misbehavior by male and female coach (which included the assistant coach) were calculated and paired t-tests were employed for analysis.

The qualitative method of analysis was employed to analyze written responses of participants to the open-ended questions of the survey. The written responses of participants were categorized into groups of responses for the purpose of analysis.

Summary

Male and female high school coaches and female high school athletes currently attending college participated in this research. Coaches who have coached a minimum of two female interscholastic athletic teams during the past five years and college students who participated on a high school interscholastic athletic team qualified for this research. A total 786 surveys were distributed to 406 male and female coaches and 380 college females who had been high school athletes. There is no known connection between the athlete and the coaches. Participation was voluntary and anonymous. No participants were asked to record their identity on the survey instrument or within the demographic information. There was no way for the researcher to identify the respondent through the survey and demographic responses.

The survey instrument was adapted from The Holman Sexual Harassment Survey (1995) with the author's permission. The student athletes responded to a three-part survey (Incidence, Perception and Demographics) and the coaches responded to a two-part survey (Perception and Demographics). Responses to the questions in both the Incidence and Perception section of the survey are linked to categories identified by Till (gender harassment, seductive behavior, sexual bribery, sexual coercion, and sexual imposition or assault). Demographic questions identify the environment and personal characteristics of the participants.

The United States Postal Service, inter-county mail and inter-school systems were used to deliver the survey packets to male and female high school coaches and assistant coaches. These packets included a letter of introduction, an information sheet (informed consent form), the two-part survey with instructions (Perception and Demographics), a self addressed to the researcher, stamped return envelope and an additional plain envelope to insure privacy. All surveys were returned through the United States Postal Service.

The survey packet was mailed to the college and university Athletic Directors for distribution to the athletes. This survey packet included a letter of introduction, an information sheet (informed consent form), and the three-part survey with instructions (Incidence, Perception and Demographics). The survey was folded into a plain envelope which was inserted into a second plain envelope to ensure privacy. Students returned the (sealed) survey to the drop box. The Athletic Director was responsible for removing the surveys from the drop box and mailing the bundle of completed surveys to the researcher.

Data collected from the returned surveys was entered into the computer. SPSS was used to analyze the data. Both descriptive and inferential analyses were used for data

analysis. Descriptive statistics included frequency of numbers and percentage as well as mean and standard deviation and were employed to report demographic/personal characteristics of respondents and provide answer to research questions one. Inferential statistics including One-Way Analysis of Variance (ANOVA) along with a Scheffee test of significance (pair wise comparisons) and was used to test hypothesis one of this study. The .005 Level of Significance (adjusted Alpha for .10 significance level based on twenty-one runs of ANOVA) was selected as criterion for testing hypothesis one. For hypothesis two, the category of coach and assistant coach was combined and labeled coach. Responses from the college students who were high school athletes regarding inappropriate behavior by high school athletic coaches were analyzed. Frequency of numbers and percentage as well as paired t-tests were used to calculate and present the findings.

Chapter IV

Analysis of Data

Overview

This exploratory, descriptive and analytical study investigates the incidence of sexual harassment of female high school athletes by male and female athletic coaches and assistant coaches. For this study, grades nine through twelve were designated as high school. The perceptions of sexual harassment held by college females (who had been high school athletes), male athletic coaches and female athletic coaches were studied. The differences/similarities between these perceptions were evaluated. The respondents to this survey were either (a) current female college students who were athletes in high school (participated on an interscholastic team) or (b) male or female coaches and assistant coaches who are currently coaching (two interscholastic teams within the past five years). Both groups responded to the perception section of the survey, but only the athletes answered the section devoted to incidents. Thus, the athletes gave retrospective responses, while the coaches responded with their current beliefs.

A paper and pencil survey was employed to collect quantitative data. A section dedicated to the demographics needed to document the characteristics of the subjects and aid in the analysis of the data has been included.

Questions from the Sexual Harassment Survey (Holman, 1995) have been adapted (with permission from the author) to match the needs for data collection for this research. (See Appendix F). The Sexual Harassment Survey was designed to meet the needs of the Holman (1995) research which investigated sexual harassment of university athletes by coaches and other athletes. This study is dedicated to the investigation of sexual harassment of high school female athletes by high school coaches. This study recognizes

the same questions Holman asked but the research population was different. Therefore, the Sexual Harassment Survey by Holman was selected but adapted to accommodate the research population surveyed in this study. The format and presentation of questions has been adjusted. Nonetheless, the general content and intent of the questions of the Sexual Harassment Survey have not been significantly altered.

Dillman (2000) recommends 5 criteria to maximize the mail survey return rate. Included in his criteria is a token prepaid financial incentive and multiple contacts by first class mail. Dillman cites a response rate of 37% for surveys including prepaid financial incentives to be typical and acceptable. This is a 9% increase over the 28% rate of return for studies that do not include the prepaid financial incentives.

The survey for this study was distributed among 786 college females who had been high school athletes, male and female coaches and assistant coaches. Distribution included 380 surveys sent to the college females who had been high school athletes and 406 surveys delivered to male and female coaches and assistant coaches.

Of the 380 surveys distributed to athletes, 154 (40.5%) were returned to the researcher. However, 16 (4.2%) were incomplete and dropped from the study. A total of 138 (36.3%) responses from the college females who had been high school athletes qualified for analysis.

The researcher received 164 (40.4%) of the 406 surveys distributed to male and female coaches and assistant coaches. However, 6 (1.4%) coaches indicated they did not currently meet the qualifications and 2 (.5%) presented insufficient information, so a total of 8 (1.9%) surveys were dropped from analysis. The remaining 156 (38.4%) surveys were used for analysis of the data.

For the whole study, the survey was distributed to 786 college females who had been high school athletes, male and female coaches and head coaches. A total of 318 (40.4%) surveys were returned. Of the 318 surveys returned 24 (3.0%) were not completed or were returned by candidates not currently meeting the study qualifications and were dropped from analysis. The remaining 294 (37.4%) surveys qualified for analysis.

This research, without the benefit of prepaid financial incentives and multiple first class mail contacts, as recommended by Dillman (2000) has a response rate of 37.4%. The response rate for this study exceeds the response rate of research implementing all five of Dillman's criteria. Furthermore, it is well beyond the 28% return rate expected when prepaid financial incentives are absent.

The Statistical Package for the Social Sciences (Graduate Pack 11.0 for Windows) was used for analysis of this data. Both descriptive statistics and inferential statistics were used for data analysis. Descriptive statistics included numbers and percentages as well as mean and standard deviation and were used to report demographic/personal characteristics of respondents and provide an answer to research question 1 and hypothesis 2. Descriptive statistics were used for hypothesis 2 as well as paired t-tests. Inferential statistics including One-Way ANOVA along with a Scheffe test of significance were used to test the hypothesis 1 formulated for this study. Specifically, one-way analysis of variance was used to compare perceptions of the three groups of former high school female athletes and current male coaches and female coaches concerning sexual harassment or misbehaviors toward female athletes. The Scheffe test provided comparisons of each two groups among the three groups (pair wise comparisons) showing significant difference of specific two groups within the three

groups. The .005 Level of Significance (adjusted Alpha for .10 significance level based on twenty-one runs of ANOVA) was selected as criterion for testing the hypothesis of this study. The qualitative method of analysis was employed to analyze written responses of participants to the open-ended questions of the survey. The written responses of participants were categorized into groups of responses for the purpose of analysis.

This chapter presents demographic/personal characteristics of respondents, analysis of the data and a summary.

Demographic/Personal Characteristics of Respondents

This section presents the demographic/personal characteristics of the athlete and coach participants in this study. It introduces demographic/personal characteristics requested from both groups, as well as characteristics requested from only each individual group. Table 3 presents the demographic characteristics for categorical items requested from both athletes and coaches, Table 4 presents the demographic characteristics for quantitative items requested from both athletes and coaches, Table 5 presents the demographic characteristics requested from athletes only, Table 6 presents the demographic characteristics for categorical items requested from coaches only and Table 7 presents the demographic characteristics requested from quantitative items for coaches only. All are summarized below:

Demographic Characteristics Requested for Categorical Items from Both Athletes and

Coaches:

Gender:

All 138 of athletes participating in this study are female; the majority of coaches 108 (69.2%) are female and 48 (30.8%) coaches are male.

Race/ethnicity:

The majority of athletes and coaches are White (non-Hispanic) with 89.9% for athletes, 83.3% for male coaches and 93.5% for female coaches. The second and third most represented ethnicities for athletes are Black/African American (non-Hispanic) (3.6%) and Hispanic (2.9%). The second and third most represented ethnicities for male coaches are Hispanic (10.4%) and Black/African American (non-Hispanic) (4.2%). The second most represented ethnicity for female coaches is Black/African American (non-Hispanic) (3.7%). (See Table 3)

Sexuality:

Respondents identified with only three of the six sexuality category choices. The majority of both athletes and coaches are heterosexual: with athletes (97.8%), male coaches (97.9%), and female coaches (79.6%). Many fewer respondents identified themselves as homosexual: athletes (2.2%), male coaches (2.1%) and female coaches (14.8%). Only female athletes (2.8%) identified themselves as bisexual. No athlete or coach in this study was recognized as transsexual, transgendered or other. (See Table 3).

Marital status of parents:

The majority of the parents of athletes (73.2%), male coaches (85.4%) and female coaches (72.2%) is married. Most of the remainder of the respondents indicated that their parents were divorced: 16.7% for athletes, 10.4% for male coaches and 12.0% for female coaches. (See Table 3).

Marital status of respondent:

The majority of athletes were single (67.4%) while .7% were married and there was no response to this item from 26.1% of the athletes. The majority of male coaches is

married (58.3%) and 27.1% are single. Female coaches are married (37.0%) and single (37.0%) in the same percentage. (See Table 3).

Family history of physical or sexual abuse:

The majority of athletes (86.2%) did not report a history of physical or sexual abuse in their family but 11.6% did report physical or sexual abuse as part of the family and 2.2% of athletes were unsure. All male coaches (100%) reported no history of physical or sexual abuse in the family. Responses from female coaches (86.1%) reporting no history of physical or sexual abuse in their family and 11.1% reporting a history of physical or sexual abuse in their family are similar to the responses of the athletes. Respondents were allowed to define “family”, thereby increasing the pool of reported incidences. (See Table 3).

Personal history of physical or sexual abuse:

The majority of athletes and coaches has not been physically or sexually abused, including 91.3% of the athletes, 100% of the male coaches and 87% of the female coaches. In addition, .7% of the athletes and 12.0% of the female coaches have been physically or sexually abused. As in other responses addressing physical or sexual abuse, the athletes (.7%) and female coaches (.9%) were unsure for this item. (See Table 3).

Type of high school:

The majority of athletes attended a public high school (73.2%). Co-educational schools (50.0%) were the second highest in attendance, with enrollment in day school (15.2%) reported as third highest. The majority of male coaches has coached in co-educational (66.7%) and public (58.3%) schools. A little over one third of the male coaches has coached at single-sex schools (39.6%), private schools (39.6%) and day

schools (33.3%). A majority of female coaches has coached in a public school (57%) and co-educational (53.3%) environment. (See Table 3).

School setting:

A suburban setting was most often reported by athletes (47.4%), male coaches (61.7%) and female coaches (64.8%). An urban experience was reported by the fewest number: 18.2% athletes, 14.9% male coaches and 8.3% female coaches. (See Table 3).

Sport involvement as athlete or coach:

Athletes and coaches often participated in more than one sport and were asked to identify some of their sports. Female athletes in this study participated most in basketball (39.9%), followed by softball (34.1%), track and field (32.6%) and field hockey (28.3%). The sport most frequently coached by male coaches was soccer (35.4%) followed by basketball (27.1%), track and field (25.0%) and softball (18.8%). Female coaches most frequently coached field hockey (39.3%), basketball (21.5%), softball and volleyball both (20.6%) and lacrosse (18.7%). (See Table 3).

Rookie initiations:

A majority of athletes (71.7%), male coaches (83.3%) and female coaches (87.0%) reported no rookie initiations as part of the team experience. (See Table 3).

Type of initiation:

Examples of the types of initiation were written by respondents and combined into similar categories. It should be noted that the number of responses to this question was low. Of the 44 responses reported by 25.4% of the athletes, the leading type of initiation described by athletes included silly dress ups (8%) followed by carrying equipment (5.8%) and covering the rookie with "stuff" (5.8%). Performing skits or songs were noted by 5.1% of the athletes and being doused with water and miscellaneous other

activities was noted by 2.2% of the athletes. Male coaches (12.5%) offered 6 responses; 4.2% reported athletes carrying equipment, 4.2% reported dousing athletes with water and 2.1% reported athletes wearing silly clothing or other miscellaneous activities. Female coaches (10%) offered 13 responses; 3.7% reported athletes wearing silly clothing, 2.8% reported athletes carrying equipment, .9% reported presentations of songs and skits and another .9% described rookies covered with “stuff.” (See Table 3).

Playing/coaching experience:

In addition to their high school experience, the respondents were asked to identify any other playing/coaching experience. They were asked to check all applicable categories. The majority of athletes (76.8%), that is, all male coaches and 97.2% of female coaches has been involved with teams in intermediate level schools. Many athletes (47.1%) played on regional/select teams; 37.7% were high school all stars, and 34.8% participated on community club teams. The coaching experiences for male coaches included community club teams (33.3%), regional and select teams (30.6%) and high school all star teams (12.5%). Female coaches reported coaching community club teams (30.6%), high school all-star teams (18.5%) and regional and select teams (13.0%). (See Table 3).

Equality of athletic program:

Many athletes (60.1%) believed the men's athletic programs had an advantage over the female athletic programs in their high school, while 29.7% of the athletes believed the programs were equal. Male coaches (47.9%) and female coaches (45.4%) reported equality in athletic programs while 25% of the male coaches and 32.4% of the female coaches reported the belief that men's athletic programs had an advantage. This item did not apply to some participants, perhaps because their experience was limited to

single sex schools. Athletes (9.4%) responded “not applicable” and 25% of the male coaches and 21.3% of the female coaches also responded “not applicable”. (See Table 3).

Employer/high school information sessions:

Respondents were asked if high school personnel provided information describing what constitutes sexual harassment. A large number of athletes (60.9%) was unaware of any effort on the part of school personnel to educate the student body on this topic. Conversely, most coaches (83.2%), specifically 89.6% of the male coaches and 80.6% of the female coaches, reported that specific information about sexual harassment had been provided by school personnel. (See Table 3).

Information format:

Respondents provided a description in their own words of the method of presentation they received on information describing sexual harassment. Sixty - seven examples were given by 48.6% of the athletes. Athletes received the information through a lecture (14.5%) most often, followed by documents (13%) and handbooks (8%). A higher percentage of male coaches (79.2%) that is 57 examples reported the presentation of information about sexual harassment. The most frequently mentioned method of presentation reported by male coaches was documents (47.9%), followed by lectures (29.2) and videos (20.8%). The most frequently reported method of presentation reported by female coaches was documents on sexual harassment (38.9%), and the second most frequently reported methods was lectures on sexual harassment (26.9%). Distribution of a handbook was reported by 12% of the female coaches. (See Table 3).

Sexual harassment policy in place:

The majority of athletes (68.8%) and almost all male coaches (93.8%) and female coaches (89.8%) was aware of a sexual harassment policy in their high school. (See

Table 3).

Reported incident:

When asked if the respondent had ever reported an incident of sexual harassment, almost all athletes (92.0%) and a majority of male coaches (85.4%) and female coaches (68.5%) indicated that they have not reported an incident of sexual harassment. (Table 3 presents the results in detail).

Table 3:
Demographic Characteristics for Categorical Items Requested from Both Athletes and Coaches

Demographic	Category	Athlete (n = 138)		Male Coach (n = 48)		Female Coach (n=108)		Total Coach (n=156)	
		N	%	n	%	N	%	n	%
Race/Ethnicity	White (non-Hispanic)	124	89.9	40	83.3	101	93.5	141	90.4
	Black/African Am	5	3.6	2	4.2	4	3.7	6	3.8
	Bi-racial	1	.7	1	2.1	0	0	1	.6
	Hispanic	4	2.9	5	10.4	0	0	5	3.2
	Native American	0	0	0	0	1	.9	1	.6
	Pacific Islander	1	.7	0	0	0	0	0	0
	Asian	1	.7	0	0	2	1.9	2	1.3
	Other	2	1.4	0	0	0	0	0	0
Sexuality	Heterosexual	135	97.8	47	97.9	86	79.6	133	85.3
	Homosexual	3	2.2	1	2.1	16	14.8	17	10.9
	Bisexual	0	0	0	0	3	2.8	3	1.9
	Transsexual	0	0	0	0	0	0	0	0
	Transgendered	0	0	0	0	0	0	0	0
	No Response	0	0	0	0	3	2.8	3	1.9
Marital status of respondent's parents	Single	0	0	0	0	1	.9	1	.6
	Married	101	73.2	41	85.4	78	72.2	119	76.3
	Divorced	23	16.7	5	10.4	13	12.0	18	11.5
	Separated	8	5.8	0	0	1	.9	1	.6
	Other	6	4.3	2	4.2	12	11.1	14	9.0
	No Response	0	0	0	0	3	2.8	3	1.9

* Total % exceeds 100 due to multiple responses from participants

Table 3: (continued)
Demographic Characteristics for Categorical Items Requested from Both Athletes and Coaches

Demographic	Category	Athlete (n=138)		Male Coach (n=48)		Female Coach (n=108)		Total Coach (n=156)	
		N	%	n	%	n	%	n	%
Marital status of respondent	Single	93	67.4	13	27.1	40	37.0	53	34.0
	Married	1	.7	28	58.3	40	37.0	68	43.6
	Divorced	0	0	3	6.3	3	2.8	6	3.8
	Separated	0	0	0	0	2	1.9	2	1.3
	Other	8	5.8	1	2.1	5	4.6	6	3.8
	No Response	36	26.1	3	6.3	18	16.7	21	13.5
Family history of abuse	Yes	16	11.6	0	0	12	11.1	12	7.7
	No	119	86.2	48	100	93	86.1	141	90.4
	Unsure	3	2.2	0	0	3	2.8	3	1.9
Personal history of abuse	Yes	1	.7	0	0	13	12.0	13	8.3
	No	126	91.3	48	100	94	87.0	142	91.0
	Unsure	1	.7	0	0	1	.9	1	.6
	No Response	10	7.2	0	0	0	0	0	0
Type of high school*	Co-educational	69	50.0	32	66.7	57	53.3	89	57.1
	Boarding school	3	2.2	8	16.7	25	23.4	33	21.2
	Day school	21	15.2	16	33.3	34	31.8	50	32.1
	Single sex school	13	9.4	19	39.6	26	24.3	42	27.0
	Public school	101	73.2	28	58.3	61	57.0	89	57.1
	Parochial school	18	13.0	9	18.8	5	4.7	14	9.0
	Private school	15	10.9	19	39.6	39	36.4	58	37.2
	Other	3	2.2	1	2.1	2	1.9	3	1.9
School setting	Urban	25	18.2	7	14.9	9	8.3	16	10.3
	Suburban	65	47.4	29	61.7	70	64.8	99	63.5
	Rural	47	34.3	11	23.4	28	25.9	39	25.0
	No Response	0	0	0	0	1	.9	1	.6

* Total % exceeds 100 due to multiple responses from participants

Table 3: (continued)
Demographic Characteristics for Categorical Items Requested from Both Athletes and Coaches

Demographic	Category	Athlete (n=138)		Male Coach (n=48)		Female Coach (n=108)		Total Coach (n=156)	
		n	%	n	%	n	%	n	%
Sport involvement as athlete or coach*	Badminton	1	.7	0	0	4	3.7	4	2.6
	Basketball	55	39.9	13	27.1	23	21.5	36	23.0
	Cheerleading	12	8.7	0	0	5	4.7	5	3.2
	Field Hockey	39	28.3	2	4.2	42	39.3	44	28.2
	Lacrosse	12	8.7	4	8.3	20	18.7	24	15.4
	Soccer	25	18.1	17	35.4	12	11.2	29	18.6
	Softball	47	34.1	9	18.8	22	20.6	31	20.0
	Swimming	18	13.0	3	6.3	13	12.1	16	10.3
	Tennis	5	3.6	3	6.3	11	10.3	14	9.0
	Track & field	45	32.6	12	25.0	12	11.2	24	15.4
	Volleyball	30	21.7	6	12.5	22	20.6	28	17.9
Other	19	13.8	17	35.4	19	17.8	36	23.1	
Rookie initiation	Yes	38	27.5	5	10.4	7	6.5	12	7.7
	No	99	71.7	40	83.3	94	87.0	134	85.9
	Uncertain	0	0	2	4.2	6	5.6	8	5.1
	No Response	1	.7	1	2.1	1	.9	1	.6
Type of initiation*	Silly clothing	11	8.0	1	2.1	4	3.7	5	3.2
	Carry equipment	8	5.8	2	4.2	3	2.8	5	3.2
	Dumped into water	3	2.2	2	4.2	0	0	2	1.3
	Songs and skits	7	5.1	0	0	1	.9	1	.6
	Covered with food	8	5.8	0	0	1	.9	1	.6
	Other	7	5.1	1	2.1	4	3.7	5	3.2
	No Response	103	74.6	42	87.5	97	90.0	139	89.1

* Total % exceeds 100 due to multiple responses from participants

Table 3: (continued)
Demographic Characteristics for Categorical Items Requested from Both Athletes and Coaches

Demographic	Category	Athlete (n=138)		Male Coach (n=48)		Female Coach (n=108)		Total Coach (n=156)	
		n	%	n	%	n	%	n	%
Playing and coaching experience*	Intermediate school	106	76.8	48	100	105	97.2	153	98.0
	High school all star	52	37.7	6	12.5	20	18.5	26	16.7
	Community club team	48	34.8	16	33.3	33	30.6	49	31.4
	Regional/select team	65	47.1	7	14.6	14	13.0	21	13.5
	Jr. national team	19	13.8	2	4.2	4	3.7	6	3.8
	Other	20	14.5	18	37.5	25	23.1	43	27.6
Belief of equality of athletic program	Men/Women equal	41	29.7	23	47.9	49	45.4	72	46.2
	Men advantaged	83	60.1	12	25.0	35	32.4	47	30.1
	Women advantaged	1	.7	0	0	0	0	0	0
	N/A	13	9.4	12	25.0	23	21.3	35	22.4
	No Response	0	0	1	2.1	1	.9	2	1.3
Employer makes aware	Yes	54	39.1	43	89.6	87	80.6	130	83.3
	No	84	60.9	5	10.4	21	19.4	26	16.7
Information format for sexual harassment awareness *	Handbook	11	8.0	3	6.25	13	12.0	16	10.3
	Document	18	13.0	23	47.9	42	38.9	65	42.0
	Lecture	20	14.5	14	29.2	29	26.9	43	27.6
	Course	8	5.8	6	12.5	9	8.3	15	9.6
	Video	9	6.5	10	20.8	10	9.3	20	12.8
	Miscellaneous	1	.7	1	2.1	4	3.7	5	3.2
	No Response	71	51.4	10	20.8	27	25.0	37	23.7

* Total % exceeds 100 due to multiple responses from participants

Table 3: (continued)
Demographic Characteristics for Categorical Items Requested from Both Athletes and Coaches

Demographic	Category	Athlete (n=138)		Male Coach (n=48)		Female Coach (n=108)		Total Coach (n=156)	
		n	%	n	%	n	%	n	%
Harassment policy in place	Yes	95	68.8	45	93.8	97	89.8	142	91.0
	No	42	30.4	2	4.2	11	10.2	13	8.3
	No Response	1	.7	1	2.1	0	0	1	.64
Harassment incident reported	Yes	10	7.2	6	12.5	23	21.3	28	18.0
	No	127	92.0	41	85.4	74	68.5	115	73.7
	No Response	1	.7	1	2.1	11	10.2	12	7.7

* Total % exceeds 100 due to multiple responses from participants

Demographic Characteristics Requested for Quantitative Items from Both Athletes and Coaches:

Age:

The mean age of athletes is 19.75 (SD = 2.11). The distribution of ages for male and female coaches is greater. The reported age for 46 male coaches ranged from 23 years to 64 years of age with a mean age of 42.5 (SD = 9.14). The reported age range for 105 females is 22 to 64 years of age with a mean of 35.8 (SD = 9.9). Two male and three female coaches did not record their age. (See Table 4).

Enrollment:

Participants were asked to give an approximate enrollment for their high school. The enrollment ranged from 90 to 6000 with only two responses falling beyond the 3000 option. Female athletes on average reported attending large high schools (M = 1245.9, SD = 899.7). Male coaches (M = 980.88, SD = 538.95) and female coaches (M = 971.10, SD = 559.44) worked in similar size settings. The enrollment sites for schools attended by the athletes ranged from 90 to 6000 and the enrollment range for employed coaches ranged from 101 to 2500. (See Table 4).

Table 4: Demographic Characteristics for Quantitative Items Requested from Athletes and Coaches

Demographic	Group	N	M	SD	Range
Ages	Female Athlete	134	19.75	2.11	17 – 37
	Male Coach	46	42.5	9.14	24 – 58
	Female Coach	105	35.8	9.9	22 – 64
	Total Coach	151	37.0	10.1	22 – 64
High School enrollment	Female Athlete	95	1245.9	899.7	90 – 6000
	Male Coach	34	980.8	538.9	200 – 2000
	Female Coach	82	971.1	559.4	180 – 2500
	Total Coach	116	974.0	551.2	101 - 2500

Demographic Characteristics Requested from Athletes Only:

Playing time:

Most athletes (88.2%) reported playing in more than half of most games during high school while 11.8% played is less than half of most games. Two athletes did not respond to this item. (See Table 5).

Table 5:
Demographic Characteristics Requested from Athletes Only

Demographics	Categories	Athletes	
		N	%
Playing time in each game	More than half of each game	120	88.2
	Less than half of each game	16	11.8

Year in college:

The total number of participants (female athletes) reporting their year in college was 137. The mean was 2.29 (sophomores) with a standard deviation of 1.08.

Demographic Characteristics Requested from Categorical Items from Coaches Only:

Playing time based on:

Coaches selected characteristics that influenced individual athlete's playing time in each game. The top four traits selected by the majority of coaches were skill, attendance, attitude and practice performance. Male coaches (89.4%) and female coaches (92.5%) agreed that skill was the single most important element when determining the athlete's playing time in games. Male coaches (87.2%) ranked attendance, followed by practice performance (83%) and attitude (80.9%) as important determinants for playing time. Female coaches (90.7%) indicated practice performance followed by attendance and attitude with (89.7%) each as important elements in determining playing time.

Additional information including game performance, adequate playing time for all team members, other talent available to compete, a need to win, and other concerns are listed in Table 6.

Coaching position:

Of the 155 coaches responding to the question, the majority of male coaches (91.7%) and (86.9%) female coaches indicated head coach status. One participant did not respond to this item.

Witness to sexual harassment:

Coaches may witness sexual harassment. Of the 40 male coaches responding to this item, (82.5%) have not witnessed sexual harassment. Of the 94 female coached (72.3%) reported they have not witnessed sexual harassment. Table 6 presents additional information. (Table 6 presents the results in detail).

Table 6:
Demographic Characteristics for Categorical Items Requested from Coaches Only

Demographics	Categories	Male Coaches		Female Coaches		Totals	
		N = 48	%	N = 108	%	N = 156	%
Amount of playing time is based on*	Skills	42	87.5	99	91.7	141	90.4
	Attendance	41	85.4	96	88.9	137	87.8
	Attitude	38	79.2	96	88.9	134	85.9
	Practice Performance	39	81.3	97	90.7	136	87.2
	Game day performance	27	56.3	70	64.8	97	62.2
	Playing time for all	13	27.1	29	26.9	42	26.9
	Other talent available	11	22.9	17	15.7	28	17.9
	Need to win	13	27.1	39	36.1	52	33.3
	Other	7	14.6	16	14.8	23	14.7
	No Response	1	2.1	1	.9	2	1.3

* Multiple responses per respondent were accepted

Table 6: (continued)
Demographic Characteristics for Categorical Items Requested from Coaches Only

Demographics	Categories	Male Coaches		Female Coaches		Totals	
		n = 48	%	n = 108	%	N = 156	%
Head coach	Yes	44	91.7	93	86.1	137	87.8
	No	4	8.3	14	13	18	11.5
	No Response	0	0.0	1	.9	1	.6
Witness - sexual harassment	Yes	7	14.6	26	24.1	33	21.2
	No	33	68.8	68	63	101	64.7
	No Response	8	16.7	14	13	22	14.1

Demographic Characteristics Requested for Quantitative Items from Male and Female

Coaches Only:

Coaching Experience

The male and female coaches who participated in this study were asked to describe their teaching and coaching experience. Most participants reported experience in several categories, including teaching and/or coaching high school as well as teaching and/or coaching on all levels. The responses from the coaches indicates a longer tenure in coaching at all levels for males ($m = 17.6$; $S.D. = 9.7$) than the tenure reported by the females ($m = 12.2$; $S.D. = 9.8$). Likewise, the years of experience coaching in high school settings is greater for male coaches ($m = 12.7$; $S.D. = 9.4$) than for the female coaches ($m = 10.9$; $S.D. = 9.2$). Information that is more specific is presented Table 7.

Certifications:

Coaching certification can be obtained in some sports. The mean number of certifications for 23 male coaches is 1 ($S.D. = .09$). The mean number of certifications for 43 female coaches is .93 ($S.D. = .16$) and the mean number of certifications for the total 66 male and female coaches reporting is .95 ($S.D. = .14$). (Additional information is provided in Table 7).

Table 7:
Demographic Characteristics for Quantitative Items Requested for Coaches Only

Demographics	Male Coaches (48)			Female Coaches (108)			Total Coaches (156)		
	N	M	SD	n	M	SD	n	M	SD
Years teaching high school	41	10.1	10.3	94	11.9	9.9	135	10.9	10.1
Years teaching all levels	40	12.9	10.3	90	12.9	10.2	130	12.8	10.3
Years coaching high school	46	12.7	9.4	103	10.9	9.2	149	11.5	9.3
Years coaching all levels	43	17.6	9.7	97	12.2	9.8	140	13.9	10.0
Years employed full time phys.ed teacher/coach	22	5.1	7.2	62	7.6	10.1	84	7.09	9.4
Years employed part time as a coach	21	4.8	8.7	30	2.7	3.2	51	3.6	6.1
Coaching certifications held	23	1	.09	43	.93	.16	66	.95	.14

*Multiple responses per respondent were accepted

Internal Reliability of the Sexual Harassment Survey

Prior to running the analysis associated with research questions and hypotheses for this study, the reliability for the sexual harassment survey, and each of its five categories was assessed. For this study, the reliability of the perception questions (items) of the instrument was obtained through Cronbach Alpha Correlation Coefficient and Alpha for all twenty one questions was found to be:

Alpha = .68 for Athlete participants,

Alpha = .64 for Coach participants,

Alpha = .67 for Athlete and Coach combined.

There was moderate internal consistency for the entire questionnaire, rendering the instrument suitable for this research. (See Table 8) Moderate internal consistency was expected given the variability between subtle behaviors and blatant behaviors described in the questionnaire. It was hoped to find a higher internal consistency for each category than for the overall questionnaire. This was true for Category 1 (Gender Harassment), Category 3 (Sexual Bribery) and Category 5 (Sexual Imposition/Assault). It is believed that the items categorized as Sexual Bribery and Sexual Imposition/Assault are the most blatant forms of sexual harassment. For these two categories the internal consistency was favorable, ranging from the high .80's to the middle .90's. It should be noted that the internal consistency across each category for the male coach was low. This most likely is associated with the small sample size and the low numbers of items per category. (See Table 8 for details).

Table 8:
Instrument Reliability by Category

Item	Female Athlete	Male Coach	Female Coach	Total Coach	Total Participant
Category 1 Gender Harassment #1, 2, 3, 4, 6	.70	.56	.74	.70	.75
Category 2 Seductive Behavior #5, 7	.33	-.17	.42	.26	.37
Category 3 Sexual Bribery #8, 9	.95	Zero variance Can not compute	.88	.88	.93
Category 4 Sexual Coercion #10, 11	.02	Zero variance Can not compute	.14	.09	.05
Category 5 Sexual Imposition/Assault #12, 13, 14	.91	-.03	.95	.93	.92
All Questions (21)	.68	-.04	.72	.64	.67

Analysis of Research Questions and Hypotheses

For this analysis, former high school female athletes and current male and female coaches responded to a series of questions describing behaviors. Answers are based in the four point Likert Scale. The endpoints of the scale are anchored with the phrase "Strongly Disagree" and "Strongly Agree."

The research questions and statements used in this study are directly linked to Till's (1980) definitions of sexual harassment. Survey questions parallel Till's five

categories. The organization for reporting the results of the survey is rooted in these five categories: gender harassment, seductive behavior, sexual bribery, sexual coercion, and sexual imposition or assault.

Behaviors germane to gender harassment include survey questions describing the following: seductive remarks about a person's appearance; sexist comments, including jokes and stereotypical/derogatory remarks; sexual flattery or suggestive remarks; sexually seductive remarks about a person's body; and statements stating that competitive athletics is inappropriate for women.

Survey statements related to seductive behavior describe sexual harassment as unwanted sexual attention that is overly helpful, too friendly or personal or an invitation by the coach to engage in a romantic relationship

Sexual bribery survey questions covers: rewards or benefits for sexual cooperation and promises of selection to team for engaging in sexual behaviors.

Sexual coercion survey questions describe negative consequences for refusing to be sexually cooperative and reprisals detrimental to the athlete's athletic aspirations for refusing sexual advances made by the coach.

Survey statements describing sexual impositions or assault include unwanted attempts to kiss, hug, touch or fondle; forceful attempts of touching or sexual intercourse; and deliberate inappropriate or discomforting touching.

Research Question 1:

What behaviors do college females (who had been high school athletes), male high school coaches and female high school coaches perceive as sexual harassment when committed by athletic coaches?

Findings for college females (who had been high school athletes):

College females (who had been high school athletes) clearly identified items associated with the Sexual Bribery, Sexual Imposition or Assault and Sexual Coercion categories as sexual harassment. In particular, athletes identified as sexual harassment items describing (a) promise of selection to a team for engaging in sexual behaviors ($M = 3.92$, $SD = .45$), (b) forceful attempts of touching or sexual intercourse ($M = 3.91$, $SD = .46$), (c) rewards or benefits for sexual cooperation ($M = 3.90$, $SD = .49$), (d) negative consequences for refusing to be sexually cooperative ($M = 3.88$, $SD = .48$), and (e) deliberate inappropriate or discomforting touching ($M = 3.88$, $SD = .42$). Two items are associated with each of two categories and one is associated with a third category. Items “a” and “c” are categorized as sexual bribery, items “b” and “e” are designated sexual impositions or assault and item “d” is considered to be sexual coercion.

College females (who had been high school athletes) were least likely to identify the following behaviors as sexual harassment: statements that competitive athletics are inappropriate for women ($M = 1.15$, $SD = .61$), and the belief that refusing the sexual advances made by a coach would be detrimental to an athlete’s athletic aspirations ($M = 2.27$, $SD = 1.30$). These items are associated with Gender Harassment and Sexual Coercion categories. Other items not categorized and seldom recognized as sexual harassment are related to a female’s presentation of herself and include the following statements: (a) female athletes bring unwanted sexual attention from female coaches on themselves ($M = 1.29$, $SD = .63$), (b) female athletes bring unwanted sexual attention from male coaches on themselves ($M = 1.38$, $SD = .69$), (c) women bring unwanted sexual attention on themselves ($M = 1.58$, $SD = .82$) and (d) women are too sensitive about unwanted sexual attention ($M = 1.69$, $SD = .85$). (See Appendix K for additional

responses; See Table 9 for additional data from college females (who had been high school athletes).

Findings for male high school athletic coaches:

Male high school athletic coaches clearly identified items associated with three of the five categories: Sexual Imposition or Assault, Sexual Bribery and Sexual Coercion. In particular, all male coaches selected “strongly agree” for four items, thereby unanimously identifying these behaviors as sexual harassment. The items state the following:

(a) promises of making the team for engaging in sexual behaviors ($M = 4.00$, $SD = .00$), (b) offers of rewards or benefits for sexual cooperation ($M = 4.00$, $SD = .00$), (c) negative consequences for refusing to be sexually cooperative ($M = 4.00$, $SD = .00$), (d) forceful attempts of touching or sexual intercourse ($M = 4.00$, $SD = .00$). Male coaches were also in strong agreement with two additional items: (e) deliberate inappropriate or discomforting touching ($M = 3.98$, $SD = .14$), and (f) unwanted attempts to kiss, hug, touch or fondle ($M = 3.94$, $SD = .32$). These items are clustered closely together and are associated with three categories. Items (a) and (b) are associated with Sexual Bribery, item (c) is linked to Sexual Coercion, and items (d), (e), and (f) are considered Sexual Imposition or Assault.

Male high school athletic coaches were least likely to identify the following behaviors as sexual harassment: (a) statements that competitive athletics is inappropriate for women ($M = 1.19$, $SD = .73$) listed as Gender Harassment, and (b) the belief that refusing the sexual advances made by a coach would be detrimental to an athlete’s athletic aspirations ($M = 1.74$, $SD = 1.21$) considered Sexual Coercion. Other items not categorized and seldom recognized as sexual harassment are related to a female’s presentation of herself: women are too sensitive about unwanted sexual attention

($M = 1.48$, $SD = .68$) and women bring unwanted sexual attention on themselves ($M = 1.45$, $SD = .65$). (See Appendix K for additional responses; See Table 9 for additional data).

Findings for female high school athletic coaches:

With responses very similar to those of the male high school coaches, the female high school athletic coaches clearly identified items associated with three of the five categories: Sexual Imposition or Assault, Sexual Bribery and Sexual Coercion. In particular, female coaches identified as sexual harassment the items (a) stating promises of making the team for engaging in sexual behaviors ($M = 3.97$, $SD = .29$), (b) giving offers of rewards or benefits for sexual cooperation ($M = 3.94$, $SD = .36$), (c) pointing out negative consequences for refusing to be sexually cooperative ($M = 3.92$, $SD = .43$), and (d) making forceful attempts of touching or sexual intercourse ($M = 3.92$, $SD = .50$). Female coaches were also in strong agreement with two additional items: (e) deliberate inappropriate or discomforting touching ($M = 3.88$, $SD = .53$) and (f) unwanted attempts to kiss, hug, touch or fondle ($M = 3.87$, $SD = .57$). These items are clustered closely together and are associated three categories. Items (a) and (b) are associated with Sexual Bribery, item (c) is linked to Sexual Coercion, and items (d), (e), and (f) are considered Sexual Imposition or Assault.

Female high school athletic coaches were least likely to identify the following behaviors as sexual harassment: (a) the statement that competitive athletics is inappropriate for women ($M = 1.19$, $SD = .74$) listed as Gender Harassment and (b) the belief that refusing the sexual advances made by a coach would be detrimental to an athlete's athletic aspirations ($M = 2.10$, $SD = 1.27$) considered Sexual Coercion. Other

items not categorized and seldom recognized as sexual harassment are related to a female's presentation of herself.

The items identified by both the male and female coaches are the same; the difference is in the mean and standard deviation with the male athletes presenting higher agreement. (See Appendix K for additional responses; See Table 9 for additional information).

Table 9:
Perceptions of Athletes and Coaches Regarding Identified Behaviors as Sexual Harassment in Rank Order by Mean of Total Group

Item	Category	Group	N	M	S.D.
9. Promise of selection to team for engaging in sexual behavior	Sexual Bribery	Female Athlete	138	3.92	.45
		Male Coach	48	4.00	.00
		Female Coach	108	3.97	.29
		All Coach	156	3.98	.24
		Total Group	294	3.95	.36
8. Rewards or benefit for sexual cooperation	Sexual Bribery	Female Athlete	138	3.90	.49
		Male Coach	48	4.00	.00
		Female Coach	108	3.94	.36
		All Coach	156	3.96	.30
		Total Group	294	3.93	.40
13. Forceful attempts of touching or sexual intercourse	Sexual Imposition or Assault	Female Athlete	138	3.91	.46
		Male Coach	48	4.00	.00
		Female Coach	107	3.92	.50
		All Coach	155	3.94	.41
		Total Group	293	3.93	.44
10. Negative consequences for refusing to be sexually cooperative	Sexual Coercion	Female Athlete	138	3.88	.48
		Male Coach	48	4.00	.00
		Female Coach	106	3.92	.43
		All Coach	154	3.95	.36
		Total Group	292	3.92	.42
14. Deliberate inappropriate or discomforting touching	Sexual Imposition or Assault	Female Athlete	138	3.88	.42
		Male Coach	48	3.98	.14
		Female Coach	107	3.88	.53
		All Coach	155	3.91	.45
		Total Group	293	3.90	.43
12. Unwanted attempts to kiss, hug, touch or fondle	Sexual Imposition or Assault	Female Athlete	138	3.84	.54
		Male Coach	48	3.94	.32
		Female Coach	107	3.87	.57
		All Coach	155	3.90	.50
		Total Group	293	3.87	.52

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Table 9: (continued)

Perceptions of Athletes and Coaches Regarding Identified Behaviors as Sexual Harassment in Rank Order by Mean of Total Group

Item	Category	Group	N	M	S.D.
7. Invitation by coach to engage in a romantic relationship	Seductive Behavior	Female Athlete	138	3.60	.78
		Male Coach	48	3.83	.60
		Female Coach	108	3.80	.56
		All Coach	156	3.81	.57
		Total Group	294	3.71	.68
4. Sexually seductive remarks about person's body	Gender Harassment	Female Athlete	138	3.20	.79
		Male Coach	48	3.77	.56
		Female Coach	108	3.62	.75
		All Coach	156	3.67	.69
		Total Group	294	3.45	.78
1. Seductive remarks about person's appearance	Gender Harassment	Female Athlete	138	2.96	.77
		Male Coach	47	3.70	.69
		Female Coach	108	3.56	.74
		All Coach	155	3.61	.73
		Total Group	293	3.30	.81
3. Sexual flattery or suggestive remarks	Gender Harassment	Female Athlete	137	2.92	.83
		Male Coach	47	3.60	.58
		Female Coach	106	3.42	.78
		All Coach	153	3.48	.73
		Total Group	290	3.21	.83
5. Unwanted sexual attention; overly helpful, too friendly or personal	Seductive Behavior	Female Athlete	138	2.88	.94
		Male Coach	48	3.52	.80
		Female Coach	108	3.47	.74
		All Coach	156	3.49	.76
		Total Group	294	3.20	.90
2. Sexist comments: jokes, stereotypical/derogatory remarks	Gender Harassment	Female Athlete	137	2.75	.91
		Male Coach	47	3.32	.75
		Female Coach	108	3.27	.91
		All Coach	155	3.28	.87
		Total Group	292	3.03	.92

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Table 9: (continued)
 Perceptions of Athletes and Coaches Regarding Identified Behaviors as Sexual Harassment in Rank Order by Mean of Total Group

Item	Category	Group	N	M	S.D.
11. Reprisal detrimental to athlete's athletic aspirations for refusing sexual advances made by a coach	Sexual Coercion	Female Athlete	134	2.27	1.30
		Male Coach	42	1.74	1.21
		Female Coach	102	2.10	1.27
		All Coach	144	2.00	1.27
		Total Group	278	2.13	1.28
6. Competitive athletics is inappropriate for women	Gender Harassment	Female Athlete	138	1.15	.61
		Male Coach	48	1.19	.73
		Female Coach	108	1.19	.74
		All Coach	156	1.19	.74
		Total Group	294	1.17	.68
Item	No Category				
20. Respondent aware of sexual harassment policy in his/her school		Female Athlete	138	2.59	1.19
		Male Coach	47	3.70	.66
		Female Coach	106	3.41	.99
		All Coach	153	3.50	.91
		Total Group	291	3.07	1.14
21. Respondent aware of person responsible for providing assistance in cases of sexual harassment in school		Female Athlete	136	2.17	1.18
		Male Coach	46	2.43	1.29
		Female Coach	103	2.35	1.25
		All Coach	149	2.38	1.26
		Total Group	285	2.28	1.22
19. Sexual harassment is prevalent in high school athletes		Female Athlete	137	2.20	.85
		Male Coach	47	1.62	.68
		Female Coach	101	2.13	.77
		All Coach	148	1.97	.78
		Total Group	285	2.08	.82
15. Women are too sensitive about unwanted sexual attention		Female Athlete	138	1.69	.85
		Male Coach	48	1.48	.68
		Female Coach	106	1.45	.68
		All Coach	154	1.46	.68
		Total Group	292	1.57	.77

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Table 9: (continued)
 Perceptions of Athletes and Coaches Regarding Identified Behaviors as Sexual Harassment in Rank Order by Mean of Total Group

Item	Category	Group	N	M	S.D.
16. Women bring unwanted sexual attention on themselves		Female Athlete	138	1.58	.82
		Male Coach	47	1.45	.65
		Female Coach	106	1.31	.59
		All Coach	153	1.35	.61
		Total Group	291	1.46	.72
17. Female athletes bring unwanted sexual attention from male coaches on themselves		Female Athlete	137	1.38	.69
		Male Coach	48	1.29	.68
		Female Coach	106	1.15	.36
		All Coach	154	1.19	.49
		Total Group	291	1.28	.60
18. Female athletes bring unwanted sexual attention from female coaches on themselves		Female Athlete	138	1.29	.63
		Male Coach	47	1.30	.66
		Female Coach	105	1.15	.39
		All Coach	152	1.20	.49
		Total Group	290	1.24	.56

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Note: Items are listed in this table in order from those most identified as sexual harassment to those least identified as sexual harassment.

Findings from Qualitative items:

This part of the findings presents the written qualitative responses of participants which were categorized for the purpose of analysis.

In response to the question: Are there other behaviors not listed in this survey that the respondent considers to be sexual harassment? Thirty-three participants reported additional behaviors. Female coaches (4.6%) listed inappropriate and threatening comments or jokes, remarks about body parts, questions about sexual relationships, posters and homophobic comments. In addition, female athletes (1.5%) and female coaches (4.6%) listed inappropriate telephone calls, driving athletes home alone, visits to

the home, spending time together outside sport activities and giving unwanted attention.

The offensive behavior most often noted by the male coaches (6.3%) was watching in the locker room, unwanted touching, exposing body parts and forcing athlete to watch sexual activities. (Table 10 presents the results with data reported by specific participant group).

Table 10:
Additional Behaviors Considered to be Sexual Harassment as Listed by Athletes and Coaches

Behaviors	Group	n (33)	% of n
Inappropriate and threatening comments, jokes, remarks about body parts, questions about sexual relationships, posters, homophobic comments	Female Athlete	1	.72
	Male Coach	2	4.17
	Female Coach	5	4.63
	All Coach	7	4.48
Inappropriate phone calls, driving athlete home alone, visits to home, spending time together outside sport activity, unwanted attention	Female Athlete	2	1.45
	Male Coach	1	2.10
	Female Coach	5	4.63
	All Coach	6	3.85
Watching in the locker room, unwanted touching, exposing body parts, forced to watch sexual activity	Female Athlete	1	.72
	Male Coach	3	6.25
	Female Coach	3	2.78
	All Coach	6	3.85
Coach shows favoritism, gifts, individual practice, personal training	Female Athlete	2	1.45
	Male Coach	0	0
	Female Coach	3	2.78
	All Coach	3	1.92
Selection by coach of inappropriate uniforms	Female Athlete	1	.72
	Male Coach	1	2.10
	Female Coach	1	.93
	All Coach	2	1.28
Inappropriate stretching, sexual gestures	Female Athlete	0	0
	Male Coach	1	2.10
	Female Coach	1	.93
	All Coach	2	1.28

% based on total number of group

Female Athlete = 138 Male Coach = 48 Female Coach = 108 All Coach = 156

Two hypotheses were formulated to address “Research questions 2 and 3”; Hypothesis 1 is linked to Research question 2, while Hypothesis 2 is linked to Research question 3.

Hypothesis 1:

There will be a difference among the perceptions of college females (who had been high school athletics), male high school athletic coaches and female high school athletic coaches when identifying behaviors as sexual harassment.

Findings:

Responses to the 21 questions in the survey formulated to investigate the perceptions of the three groups, (female athletes, male coaches, and female coaches) regarding sexual harassment were analyzed using One-Way ANOVA along with a Scheffee test of significance (pair wise comparisons). The .005 Level of Significance (adjusted Alpha for .10 significance level based on twenty-one runs of ANOVA) was selected as criterion for testing the hypothesis.

For seven behaviors or statements there is divergence of opinion that shows division from one group to another. The statistical results using One-Way ANOVA indicates a significant difference of perception for seven behaviors described below. In the statistical presentation, designation for college females (who had been high school athletes) is fa, designation for current high school male coach is mc, and designation for current high school female coach is fc. The double asterisk (**) denotes significance at the .005 level (adjusted Alpha for .10 significance level based on twenty-one runs of ANOVA).

Seductive remarks about a person's appearance (gender harassment):

There is a significant difference between the coaches and the athletes who were high school athletes. Male coaches and female coaches more often identified seductive remarks about a person's appearance as sexual harassment than the female athletes (M fa = 2.96, M mc = 3.70, M fc = 3.56, F = 28.13, P = .000* < .005;**).

Sexist comments: jokes stereotypical, derogatory remarks (gender harassment):

There is a significant difference between the high school coaches and the athletes. Male coaches and female coaches more often identified sexist comments including stereotypical jokes and derogatory remarks as sexual harassment than the female athletes (M fa = 2.75, M mc = 3.32, M fc = 3.27, F = 13.16, P = .000* < .005;**).

Sexual flattery or suggestive remarks (gender harassment):

There is a significant difference between the coaches and the athletes. Male coaches and female coaches more often identified sexual flattery or suggestive remarks as sexual harassment than the female athletes (M fa = 2.92, M mc = 3.60, M fc = 3.42, F = 19.38, P = .000* < .005;**).

Sexually seductive remarks about a person's body (gender harassment):

There is a significant difference between the coaches and the athletes. Male coaches and female coaches more often identified sexually seductive remarks about a person's body as sexual harassment than the female athletes (M fa = 3.20, M mc = 3.77, M fc = 3.62, F = 14.98, P = .000* < .005**).

Unwanted sexual attention; overly helpful, too friendly or personal (seductive behavior):

There is a significant difference between the coaches and the athletes. Male coaches and female coaches more often identified unwanted sexual attention including

overly helpful, too friendly and too personal interactions as sexual harassment than female athletes ($M_{fa} = 2.88$, $M_{mc} = 3.52$, $M_{fc} = 3.47$, $F = 28.42$, $P = .000^* < .005^{**}$).

Awareness of sexual harassment policy in his or her school:

There is a significant difference between the coaches and the athletes. Male coaches and female coaches more often recognized the presence of a sexual harassment policy in his or her school than the female athletes ($M_{fa} = 2.59$, $M_{mc} = 3.70$, $M_{fc} = 3.41$, $F = 28.18$, $P = .000^* < .005^{**}$).

Prevalence of sexual harassment in high school athletics:

There is a significant difference between the athletes and the male coaches. Female athletes and female coaches more often recognized the prevalence of sexual harassment in high school athletes than male coaches ($M_{fa} = 2.20$, $M_{mc} = 1.62$, $M_{fc} = 2.13$, $F = 9.81$, $P = .000^* < .005^{**}$).

For six of the seven behaviors or statements discussed, the responses from the athletes indicate less agreement with the statement than the responses from the coaches. There is a significant difference specifically found between female athletes as opposed to female coaches, with female coaches having the higher perception (higher mean) and female athletes as opposed to male coaches (pair wise comparison), with male coaches having the higher perception (higher mean).

For the seventh statement discussed (sexual harassment is prevalent in high school athletics) the female athletes and coaches are in agreement with the statement more often than the male coaches. There is a significant difference specifically found between male coaches as opposed to female coaches, with male coaches having the lower perception (lower mean) and male coaches as opposed to female athletes (pairwise

comparison) with the male coaches having the lower perception (lower mean). (Table 11 presents the results).

The responses for 14 of the 21 survey questions are associated with the five categories: gender harassment, seductive behavior, sexual bribery, sexual coercion and sexual imposition or assault. The statistical results using One-Way ANOVA indicate a significant difference for two of these five categories: gender harassment and seductive behavior. When analyzed by category as well as by individual question, the athletes had the lowest perception (lowest mean) while the male coaches are recognized for having the highest perception (highest mean). (See Table 12).

Table 11:
Comparison of Perceptions of Female Athletes, Male Coaches and Female Coaches Regarding Identified Behaviors as Sexual Harassment

Statements	Groups	N	Mean	S.D.	SS	MS	df	F	p	Pairwise Comparison
1. Seductive remarks about person's appearance (gender harassment)	Female athlete	138	2.96	.77	31.46,	15.73,	2, 290	28.1	.000*	Female athlete vs. Female coach Female athlete vs. Male coach
	Male coach	47	3.70	.69	162.12	.56				
	Female coach	108	3.56	.74						
2. Sexist comments: jokes, stereotypical, derogatory (gender harassment)	Female athlete	137	2.75	.91	20.67,	10.34,	2, 289	13.1	.000*	Female athlete vs. Female coach Female athlete vs. Male coach
	Male coach	47	3.32	.75	226.99	.79				
	Female coach	108	3.27	.91						
3. Sexual flattery or suggestive remarks (gender harassment)	Female athlete	137	2.92	.83	23.41,	11.71,	2, 287	19.3	.000*	Female athlete vs. Female coach Female athlete vs. Male coach
	Male coach	47	3.60	.58	173.33	.60				
	Female coach	106	3.42	.78						
4. Sexually seductive remarks about person's body (gender harassment)	Female athlete	138	3.20	.79	16.50,	8.25,	2, 291	14.9	.000*	Female athlete vs. Female coach Female athlete vs. Male coach
	Male coach	48	3.77	.56	160.23	.55				
	Female coach	108	3.62	.75						
5. Unwanted sexual attention; overly helpful, too friendly or personal (seductive behavior)	Female athlete	138	2.88	.94	26.71,	13.36,	2, 291	18.4	.000*	Female athlete vs. Female coach Female athlete vs. Male coach
	Male coach	48	3.52	.80	211.04	.73				
	Female coach	108	3.47	.74						

*Denotes significance at the .005 level (Adjusted Alpha for .10 significance level based on 21 runs of ANOVA)

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Table 11: (continued)

Comparison of Perceptions of Female Athletes, Male Coaches and Female Coaches Regarding Identified Behaviors as Sexual Harassment

Statements	Groups	N	Mean	S.D.	SS	MS	df	F	P	Pairwise Comparison
6. Competitive athletics is inappropriate for women (gender harassment)	Female athlete	138	1.15	.61	.12, 136.03	.06, .47	2, 291	.128	.880	
	Male coach	48	1.19	.73						
	Female coach	108	1.19	.74						
7. Invitation to engage in a romantic relationship (seductive behavior)	Female athlete	138	3.60	.78	3.16, 133.27	1.58, .46	2, 291	3.45	.033	
	Male coach	48	3.83	.60						
	Female coach	108	3.80	.56						
8. Rewards or benefit for sexual cooperation (sexual bribery)	Female athlete	138	3.90	.49	.46, 47.04	.23, .16	2, 291	1.44	.240	
	Male coach	48	4.00	.00						
	Female coach	108	3.94	.36						
9. Promise of selection to team for engaging in sexual behaviors (sexual bribery)	Female athlete	138	3.92	.45	.29, 37.04	.15, .13	2, 291	1.15	.317	
	Male coach	48	4.00	.00						
	Female coach	108	3.97	.29						
10. Negative consequence for refusing to be sexually cooperative (sexual coercion)	Female athlete	138	3.88	.48	.49, 51.54	.24, .18		1.36	.257	
	Male coach	48	4.00	.00						
	Female coach	106	3.92	.43						

*Denotes significance at the .005 level (Adjusted Alpha for .10 significance level based on 21 runs of ANOVA)

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Table 11: (continued)

Comparison of Perceptions of Female Athletes, Male Coaches and Female Coaches Regarding Identified Behaviors as Sexual Harassment

Statements	Groups	N	Mean	S.D.	SS	MS	df	F	p	Pairwise Comparison
11. Reprisals detrimental to athlete's athletic aspirations for refusing sexual advances made by a coach (sexual coercion)	Female athlete	134	2.27	1.30	9.13, 447.47	4.56, 1.63	2, 275	2.80	.062	
	Male coach	42	1.74	1.21						
	Female coach	102	2.10	1.27						
12. Unwanted attempts to kiss, hug, touch, or fondle (imposition/assault)	Female athlete	138	3.84	.54	.34, 79.47	.17, .27	2, 290	.61	.543	
	Male coach	48	3.94	.32						
	Female coach	107	3.87	.57						
13. Forceful attempts of touching or sexual intercourse (imposition/assault)	Female athlete	138	3.91	.46	.30, 55.20	.15, .19	2, 290	.78	.461	
	Male coach	48	4.00	.00						
	Female coach	107	3.92	.50						
14. Deliberate inappropriate or discomfoting touch (imposition/assault)	Female athlete	138	3.88	.42	.38, 54.55	.19, .19	2, 290	1.02	.362	
	Male coach	48	3.98	.14						
	Female coach	107	3.88	.53						

*Denotes significance at the .005 level (Adjusted Alpha for .10 significance level based on 21 runs of ANOVA)

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Table 11: (continued)

Comparison of Perceptions of Female Athletes, Male Coaches and Female Coaches Regarding Identified Behaviors as Sexual Harassment

Statements	Groups	N	Mean	S.D.	SS	MS	df	F	p	Pairwise Comparison
15. Women are too sensitive about unwanted sexual attention	Female athlete	138	1.69	.868	3.79, 169.85	1.89, .59	2, 289	3.22	.041	
	Male coach	48	1.48	.68						
	Female coach	106	1.45	.77						
16. Women bring unwanted sexual attention on themselves	Female athlete	138	1.58	.82	4.33, 147.97	2.16, .51	2, 288	4.21	.016	
	Male coach	47	1.45	.65						
	Female coach	106	1.31	.59						
17. Female athletes bring unwanted sexual attention from male coaches on themselves	Female athlete	137	1.38	.69	3.13, 99.76	1.57, .35	2, 288	4.52	.012	
	Male coach	48	1.29	.68						
	Female coach	106	1.15	.36						
18. Female athletes bring unwanted sexual attention from female coaches on themselves	Female athlete	138	1.29	.63	1.31, 89.80	.65, .31	2, 287	2.09	.126	
	Male coach	47	1.30	.66						
	Female coach	105	1.15	.39						

* Denotes significance at .005 level (Adjusted Alpha for .10 significance level based on 21 runs of ANOVA)

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Table 11: (continued)

Comparison of Perceptions of Female Athletes, Male Coaches and Female Coaches Regarding Identified Behaviors as Sexual Harassment

Statements	Groups	N	Mean	S.D.	SS	MS	df	F	p	Pairwise Comparison
19. Sexual harassment is prevalent in high school athletics	Female athlete	137	2.20	.85	12.43,	6.21,	2, 282	9.81	.000*	Male coach vs. Female coach Male coach vs. Female athlete
	Male coach	47	1.62	.68	178.71	.63				
	Female coach	101	2.13	.77						
20. Respondents are aware of sexual harassment policy in his/her school	Female athlete	138	2.59	1.19	61.96,	30.98,	2, 288	28.18	.000*	Female athlete vs. Female coach Female athlete vs. Male coach
	Male coach	47	3.70	.66	316.66	1.10				
	Female coach	106	3.41	.99						
21. Respondents are aware of person responsible for providing assistance in cases of sexual harassment in his/her school	Female athlete	136	2.17	1.18	3.27,	1.64,	2, 282	1.09	.337	
	Male coach	46	2.43	1.29	421.83	1.50				
	Female coach	103	2.35	1.25						

* Denotes significance at .005 level (Adjusted Alpha for .10 significance level based on 21 runs of ANOVA)

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Items 7, 15, 16, and 17 were tending toward significance before p value was adjusted.

Table 12:
Category Comparison of Perceptions of Female Athletes, Male Coaches and Female Coaches Regarding Identified Behaviors as Sexual Harassment

Category	Groups	N	Mean	S.D.	SS	MS	df	F	p	Pairwise Comparison
Gender Harassment Statement: 1,2,3,4,6	Female athlete	136	2.59	.53	15.71	7.86	2, 286	29.12	.000*	Female athlete vs. Female coach Female athlete vs. Male coach
	Male coach	47	3.12	.40	77.14	.27				
	Female coach	106	3.02	.54						
Seductive Behavior Statement: 5,7	Female athlete	138	3.24	.67	12.05	6.03	2, 291	17.25	.000*	Female athlete vs. Female coach Female athlete vs. Male coach
	Male coach	48	3.68	.48	101.66	.35				
	Female coach	108	3.63	.52						
Sexual Bribery Statement: 8,9	Female athlete	138	3.91	.46	.37	.19	2, 291	1.37	.256	
	Male coach	48	4.00	.00	39.34	.14				
	Female coach	108	3.96	.31						
Sexual Coercion Statement: 10,11	Female athlete	134	3.07	.70	1.36	.68	2, 274	1.45	.237	
	Male coach	42	2.87	.61	128.51	.47				
	Female coach	101	3.01	.70						
Sexual Imposition or Assault Statement: 12,13,14	Female athlete	138	3.88	.44	.32	.16	2, 290	.86	.423	
	Male coach	48	3.97	.12	54.38	.19				
	Female coach	107	3.89	.51						

*Denotes significance at the .001 level (Adjusted Alpha for .10 significance level based on 21 runs of ANOVA)

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Hypothesis 2:

College females (who had been high school athletes) will experience a higher incidence of sexual harassment from male high school athletic coaches than they will from female high school athletic coaches.

Findings:

Incidence of sexual harassment during high school athletic activities by male and female coaches as reported by college females (who had been high school athletes) are as follows:

Responses to the 10 questions in the survey formulated to investigate the incidence of sexual harassment in high school athletics were analyzed. The statistical results (using frequency and percentages) characterize the responses of college females (who had been high school athletes) when asked to identify the behaviors of current male and female high school coaches and assistant coaches (See Table 13). There were 108 incidences of the described behaviors reported. Of these responses, the majority of the incidences (66.6%) was attributed to male coaches. Male head coaches were responsible for (37.0%) of the incidences while male assistant coaches were responsible for (29.6%) of the incidences. The remaining (33.3%) of the incidences were reported to have been committed by female head coaches (19.4%) and female assistant coaches (13.8%).

Table 13:

Incidence: Behaviors of High School Male and Female Coaches as Described by High School Athletes; Numbers and Percentages

<u>Items:</u>	<u>Category</u>	<u>Gender</u>	<u>Head Coach</u>				<u>Assistant Coach</u>			
			<u>Yes</u>		<u>No</u>		<u>Yes</u>		<u>No</u>	
			n	%	n	%	n	%	n	%
1. I have had sexist jokes or comments made to me by a high school coach.	Gender Harassment	Female	9	8.3	99	91.7	7	6.7	98	93.3
		Male	26	22.4	89	76.7	21	19.3	88	80.7
2. Sexual material of a visual or written nature was displayed in or around my training site by or with permission of the coaching staff	Gender Harassment	Female	3	2.7	108	97.3	2	1.8	107	98.2
		Male	2	1.7	116	98.3	1	.9	106	99.1
3. My high school coach has commented that athletics is an inappropriate activity for women.	Gender Harassment	Female	3	2.8	106	97.2	2	1.9	106	98.1
		Male	3	2.5	115	97.5	3	2.8	104	97.2
4. My high school coach has made sexual advances toward me that were outside the role of coaching.	Seductive Behavior	Female	1	.9	107	99.1	1	.9	107	99.1
		Male	2	1.7	117	98.3	2	1.9	106	98.1
5. My high school coach made me uncomfortable by repeatedly asking for date or a relationship, refusing to take no for an answer.	Seductive Behavior	Female	1	.9	107	99.1	1	.9	106	99.1
		Male	0	0	119	100	0	0	108	100
6. I have been invited by my high school coach to engage in a sexual relationship.	Seductive Behavior	Female	0	0	108	100	0	0	107	100
		Male	0	0	119	100	1	.9	107	99.1
7. I have been offered benefits as an incentive to engage in sexual relationships with my high school coach.	Sexual Bribery	Female	1	.9	107	99.1	1	.9	106	99.1
		Male	0	0	119	100	1	.9	107	99.1
8. I have been threatened with negative consequences for refusing to engage in a sexual relationship with my high school coach.	Sexual Coercion	Female	1	.9	107	99.1	0	0	107	100
		Male	0	0	119	100	0	0	108	100
9. I have felt my high school coach invaded my personal space or deliberately touched me in a way that made me uncomfortable.	Sexual Assault	Female	2	1.9	106	98.1	1	.9	106	99.1
		Male	6	5.0	113	95.0	3	2.8	105	97.2
10. I have been in a position where my high school coach made forceful attempts to touch, fondle, kiss or grab me.	Sexual Assault	Female	0	0	108	100	0	0	107	100
		Male	1	.8	118	99.2	0	0	108	100

The reported incidences for head coach and assistant coach have been combined for analysis using paired one-tailed t-tests to determine if there were significantly more reported sexual harassment incidences for male coaches as sexual harassers than from female coaches as sexual harassers. For this analysis a “yes” response to the question indicating sexual harassment has occurred was assigned the number 1 and a “no” response was assigned the number 2. The two responses per question (one for male coaches and one for female coaches) resulted in a three-point scale. A score of 2 indicated a response of “yes” for both the head coach and assistant coach. A score of 3 indicated one “yes” response and one “no” response for the head coach and assistant coach and a score of 4 indicated a “no” response from both the head coach and assistant coach. In other words, if the athlete indicated an incidence of sexual harassment by both a male head coach and male assistant coach (yes = 1 therefore $1 + 1 = 2$) the score of 2 would result. Likewise, a score of 4 would indicate the athlete did not report any incidences of sexual harassment by a male head coach or male assistant coach (no = 2 therefore $2 + 2 = 4$). Responses for female head coaches and assistant coaches were calculated using the same scale. Since 1 = yes, and 2 = no, the mean score of 2 indicates more incidences (lower mean = higher number of reported incidence) of sexual harassment than the mean score of 4 (higher mean = lower number of reported incidence) of sexual harassment.

The statistical analysis using paired one-tailed t-tests showed a significant difference ($p \leq .10/10 = .01$) in the incidences of sexual harassment committed by female and male coaches as reported by college females (who had been high school athletes). The p value was adjusted for multiple runs by dividing .10 by 10 (the number of runs) resulting in a .01 The use of paired t-tests statistics is justifiable based on similar results

found with analysis using the non-parametric Wilcoxon Signed Ranks Test. For one of the ten items, (survey statement number 1) a significant difference was found for the reported incidence committed by the male and female coaches. This item states: I have had sexist jokes or comments made to me by a high school coach. For this item the male coaches had a lower mean (higher number of reported incidence) of sexual harassment as reported by college females (who had been high school athletes). The results for these three statements are as follows:

This statement received the largest total number of “yes” responses from the college females (who had been high school athletes). These athletes reported that male coaches made more comments and jokes than the female coaches. The mean for male coaches was 3.63 and the mean for the female coaches was 3.89. A t-value of - 4.15 of differences between the two groups was significant at the $p \leq .01$ level.

No significant difference was found between the male coaches and the female coaches for five other items (survey statements number 2, 3, 4, 9 and 10). The results for the remaining four items (survey statements number 5, 6, 7 and 8) are not indicated because there was no difference between the reported incidence for male coaches and female coaches. (See Table 14)

Table 14:

Incidence: Behaviors of High School Male and Female Coaches as Described by High School Athletes; Mean and Standard Deviation

Items:	Category	Group	N	mean	S.D.	T	df	p
1. I have had sexist jokes or comments made to me by a high school coach.	Gender Harassment	Male	79	3.63	.64	-4.15	78	.000*
		Female	79	3.89	.39			
2. Sexual material of a visual or written nature was displayed in or around my training site by or with permission of the coaching staff	Gender Harassment	Male	83	3.96	.19	-1.00	82	.320
		Female	83	3.99	.11			
3. My high school coach has commented that athletics is an inappropriate activity for women.	Gender Harassment	Male	81	3.96	.25	-1.00	80	.320
		Female	81	3.98	.22			
4. My high school coach has made sexual advances toward me that were outside the role of coaching.	Seductive Behavior	Male	81	3.95	.22	-2.04	80	.045
		Female	81	4.00	.00			
5. My high school coach made me uncomfortable by repeatedly asking for date or a relationship, refusing to take no for an answer.	Seductive Behavior	Male	81	4.00a	.00			
		Female	81	4.00a	.00			
6. I have been invited by my high school coach to engage in a sexual relationship.	Seductive Behavior	Male	81	4.00a	.00			
		Female	81	4.00a	.00			
7. I have been offered benefits as an incentive to engage in sexual relationships with my high school coach.	Sexual Bribery	Male	81	4.00a	.00			
		Female	81	4.00a	.00			
8. I have been threatened with negative consequences for refusing to engage in a sexual relationship with my high school coach.	Sexual Coercion	Male	81	4.00a	.00			
		Female	81	4.00a	.00			
9. I have felt my high school coach invaded my personal space or deliberately touched me in a way that made me uncomfortable.	Sexual Imposition	Male	81	3.91	.32	-2.40	80	.019
		Female	81	4.00	.00			
10. I have been in a position where my high school coach made forceful attempts to touch, fondle, kiss or grab me.	Sexual Imposition	Male	81	3.99	.11	-1.00	80	.320
		Female	81	4.00	.00			

a. The correlation and t cannot be computed because the standard error of the difference is 0

* Denotes adjusted $p \leq .01$

Note: 1 = yes; 2 = no;

Score of 2 = Incidence of sexual harassment committed by BOTH head coach and assistant coach

Score of 3 = Incidence of sexual harassment committed by head coach OR assistant coaches

Score of 4 = Incidence of sexual harassment committed by NEITHER head coach or assistant coaches

Paired one-tailed t-tests were performed for the five categories of incidence to determine if there were significantly more reported sexual harassment incidences for male coaches as sexual harassers than for female coaches as sexual harassers. The statistical analysis using paired t-tests showed a significant difference ($p \leq .10/5 = .02$) in the incidences of sexual harassment committed by female and male coaches as reported by college females (who had been high school athletes). The p value was adjusted for multiple runs by dividing .10 by 5 (the number of runs) resulting in a .02. The use of paired t-tests statistics is justifiable based on similar results found with analysis using the non-parametric Wilcoxon Signed Ranks Test. Two categories showed differences in the sexual harassment of male and female coaches as reported by female athletes. In each category male coaches had a lower mean (higher reported incidence) of sexual harassment as reported by college females (who had been high school athletes). The results for female athletes' reported incidence of sexual harassment by category are:

Gender Harassment includes sexist jokes and comments made by a coach, sexual material of a visual or written nature, such as centerfolds of women or men or degrading drawings displayed in the athlete's training site and comments made by coaches indicating that athletics are an inappropriate activity for women (survey statements 1, 2 and 3). For this category, the mean for male coaches was 11.56 and the mean for female coaches was 11.85. A t-value of 4.15 of differences between the two groups was significant at the $p \leq .02$ level.

Sexual Imposition or Assault includes invasion of athlete's personal space or deliberate touching by the coach that made the athlete uncomfortable and forceful attempts by a coach to touch, fondle, kiss or grab the athlete (survey statements 9 and 10). For this category, the mean for male coaches was 7.90 and the mean for the female

coaches was 8.00. A t-value of 2.38 of differences between the two groups was significant at the $p \leq .02$ level.

Findings for three categories (Seductive Behavior, Sexual Bribery and Sexual Coercion) are not indicated because there were no differences between the two groups. Sexual bribery includes offers of benefits to athletes as incentives to engage in a sexual relationship with a coach (survey statement 7). Sexual coercion includes threats to an athlete with negative consequences for refusing to engage in a sexual relationship with a coach (survey statement 8). (See Table 15).

Table 15:
Incidence by Categories: Behaviors of High School Male and Female Coaches as Described by High School Athletes; Mean and Standard Deviation

Category	Items	Group	N	mean	S.D.	t	df	p
Gender Harassment – generalized sexist remarks and behaviors that express hostile, insulting or degrading attitudes about women	1,2,3	Male	78	11.56	.71	4.15	77	.000*
		Female	78	11.85	.46			
Seductive Behavior – inappropriate and offensive, but sanction-free behaviors; no penalty attached to noncompliance	4,5,6	Male	81	11.95	.22	2.04	80	.045
		Female	81	12.00	.00			
Sexual Bribery – solicitation of sexual activity or other sex-linked behavior by promise of rewards	7	Male	81	4.00a	.00			
		Female	81	4.00a	.00			
Sexual Coercion – coercion of sexual activity by threat of punishment	8	Male	81	4.00a	.00			
		Female	81	4.00a	.00			
Sexual Imposition or Assault – gross sexual impositions including touching, fondling, grabbing or assault	9,10	Male	81	7.90	.37	2.38	80	.020*
		Female	81	8.00	.00			

a. The correlation and t cannot be computed because the standard error of the difference is 0

* Denotes $p \leq .01/5 = .02$ is significant

Note: 1 = yes; 2 = no;

Score of 2 = Incidence of sexual harassment committed by BOTH head coach and assistant coach

Score of 3 = Incidence of sexual harassment committed by head coach OR assistant coaches

Score of 4 = Incidence of sexual harassment committed by NEITHER head coach or assistant coaches

College females (who had been high school athletes), in response to question # 11 in the demographic section, were asked if they had ever been sexually harassed as part of their athlete experiences. This could include, but was not limited to, experiences while attending any school or participating on travel and recreational teams. The age of the athlete at the time of the harassment and the role of the harasser were requested.

The majority of female athletes (82.5%) participating in this study indicated that they have never been sexually harassed. Of the female athletes participating in the survey 17.5% reported experiences of sexual harassment (according to their definition). This sexual harassment was committed by 36 males and females involved in athletic activities. The calculations for percentages are based on the 36 harassers reported by the 24 survey participants. For these female athletes the majority of offenders (28%) were male athletes. When the offenses committed by the male head coaches (16.6%) and the male assistant coaches (11.1%) were combined, the offenses equaled the number of offenses committed by the male athletes. A total of 77.7% of the 36 reported harassers were male. In contrast, 22.2% of the 36 reported harassers were female of which 11.1% were female athletes. The ages of the female athlete when sexually harassed ranged from 12 to 21 years of age. (Table 16 presents the results in greater detail).

The Incidence Survey provided an opportunity for participants to describe (in their own words) the behaviors of sexual harassment they experienced while involved in athletics activities. The following are quotations from the surveys of college students who participated on their high school athletic team:

“Just comments and sneers about my body and how I look when I play.”

“Touched me in a way that made me uncomfortable. Attempted to touch or kiss.”

“Once this coach said how beautiful I was and if he was younger he would snag me up. My head coach always would get a little close with all the girls. He would grab us in awkward places, like the front of our shirt. Sometimes he would show us how to play defense but get too close.”

“Sexual comments about using a stick and balls for field hockey.”

“Grabbing and touching and asking for favors.”

“Another coach at the school we were playing made sexist comments to us and his own players.”

“Most harassment comes from fans.”

“Inappropriate comments about my body and flexibility (while being taped for activity) – also ‘unintentionally’ bumping certain areas (breasts, thigh, etc.)”

“I have heard many sexual remarks about the way I look from the male basketball coach.”

“Overly friendly behavior towards young girls by male assistant coach – flirtations -- now he has been convicted of sexually abusing his step daughter.”

“Coaches making remarks about my body, what they would or could do to me.”

“He unbuttoned my shirt in school – he was my homeroom teacher and basketball coach.”

“High school coach made me uncomfortable by repeatedly asking me for a date or a relationship, refusing to take no for an answer.”

Table 16:
High School Female Athletes' Experience of Sexual Harassment Including Position and Gender of Harasser.

Yes		No	
Number	%	Number	%
24	17.5	113	82.5

If Yes: Athletes were harassed by:

Position	Male Harasser		Female Harasser	
	N*	%**	N*	%**
Head Coach	6	16.6	2	5.5
Assistant Coach	4	11.1	1	2.8
Athlete	10	28.0	4	11.1
Manager (team)	1	2.8	0	0
Athletic Trainer	2	5.5	1	2.8
Teacher/Instructor	2	5.5	0	0
Other	3	8.3	0	0

* Denotes number of harassers reported by 24 survey participants

** Denotes percentage based on 36 identified harassers

Age of Athlete when Harassed by each type of harasser:

Position of Harasser	Male Harasser			Female Harasser		
	N*	M	S.D.	N	M	S.D.
Head Coach	6	16.2	2.59	2	17.5	.71
Assistant Coach	4	15.0	1.83	1	19.0	0
Athlete	10	15.3	1.04	4	18.5	1.29
Manager (team)	1	17.0	0	0	0	0
Athletic Trainer	2	16.5	3.54	1	17.0	0
Teacher/Instructor	2	14.0	1.41	0	0	0

College females (who had been high school athletes), in response to a question # 12 in the demographic section of the survey, were asked if they were aware of other athletes who had been sexually harassed and to explain the nature of the sexual harassment.

The majority of high school female athletes (71.0%) indicated that they were not aware of other athletes being sexually harassed but 29.0% indicated an awareness of sexual harassment. Based on the 29.0% who answered the question, 29 athletes (21.0%)

described 37 witnessed misbehaviors. These 37 inappropriate behaviors are listed below.

The number in parentheses indicates the number of athletes reporting this behavior.

Inappropriate comments	(13)
Inappropriate touching	(7)
Watching, leering	(3)
Space being invaded/attempt to kiss	(2)
Requests for favors/dates	(2)
Sexual advances	(2)
Sexual relationships	(2)
Attempted rape	(2)
Engaging in sex; coach was convicted	(2)
Fondling	(1)
Invited to engage in sex in exchange for playing time	(1)

Summary

Demographic characteristics were that the majority of female athletes were white, heterosexual, and single, had no history of abuse and had married parents. The majority attended co-educational, public schools in a suburban area. They did not participate on sports teams which engaged in rookie initiation activities. The majority of athletes reported playing in more than half of most games and were in their first or third year in college.

As to the coaches in this study, the majority of both male and female respondents were white, heterosexual, married, with married parents and no history of abuse. The majority of the male and female coaches were employed by co-educational, public schools in a suburban area and were not aware of any rookie initiation activities with the

team they coached. The sport most often coached by the female coaches was field hockey and for the male coaches it was soccer. The majority of both male and female participants were head coaches, with a mean of 12.7 years of coaching high school for male coaches and a mean of 10.9 years of coaching high school for female coaches. The male and female coaches base the playing time for their athletes on skill, attendance, attitude and practice performance. The majority of both male and female coaches has not been witness to sexual harassment.

Internal reliability for this instrument in its entirety is moderate and suitable for research. Furthermore, internal consistency for three of the five categories was found to be higher than that of the complete instrument with sexual bribery and sexual imposition or assault showing higher internal consistency than gender harassment.

Responses to the questions of the perception survey showed a divergence of perceptions for seven of the described behaviors. A significant difference was found between male and female coaches and female athletes with stronger agreement for the statements being held by the male and female coaches. The described behaviors are: seductive remarks about a person's appearance; sexist comments: jokes and stereotypical or derogatory remarks; sexual flattery or suggestive remarks; sexually seductive remarks about a person's body; unwanted sexual attention, overly helpful, too friendly or personal demeanor; and respondents are aware of sexual harassment policy in his/her school. For one item, sexual harassment is prevalent in high school athletics, the pairwise comparison was between the male coach as opposed to female coach, with the female coach having the higher perceptions, and male coach vs. female athlete with female athlete having the higher perception. The strongest agreement was between the female athlete and the female coach.

The findings for perception items when analyzed by category are consistent with the findings when analyzed individually. The analysis indicates a significant difference for two of the five categories, gender harassment and seductive behavior. Female athletes for both categories indicated the lowest perception and the male coach were recognized for having the highest perception for both categories.

Female high school athletes experienced more sexual harassment from male coaches than from female coaches. The most frequently reported behavior was sexist jokes or comments made to the female athlete. A total of 11% of female athletes reported that they felt their high school coach (male and female head and assistant coaches) had invaded their personal space or deliberately touched them in a way that made them uncomfortable. However, male head coaches, followed by male assistant coaches, invaded personal space more often than the female head and assistant coaches.

When asked, the female athletes who indicated that they had experienced sexual harassment identified male athletes and female athletes as the group most often exhibiting inappropriate behaviors. Male head coaches, followed by male assistant coaches were also frequently involved in these behaviors.

The analysis by category of the incidence of sexual harassment showed differences in the sexual harassment of male and female coaches as reported by female athletes for three of the five categories. In each of the three categories, gender harassment, seductive behavior, and sexual imposition or assault, a higher number of incidences was attributed to the male coaches.

The majority of female athletes was not aware of sexual harassment of other athletes, but for those who had been witness to or were aware of sexual harassment, the

most common form was inappropriate comments. Coaches were also involved with inappropriate touching and fondling of their female athletes.

Chapter V

Summary of Research, Conclusions and Recommendations

This chapter presents a summary of research conclusions, along with recommendations and suggestions for further research.

Summary and Conclusions of Research

The purpose of this study was to add to current research findings involving sexual harassment of female high school athletes by male and female athletic coaches. The increase in athletic participation by female high school students is well documented but this growth has not been without concerns. Recent research indicates a high incidence of sexual harassment of high school students (AAUW, 2001), but the research specific to the sexual harassment of female athletes is limited. In support of the need to identify the prevalence of this problem, this research asked female athletes to indicate their awareness of sexual harassment during participation in high school athletics. Unfortunately, the incidence of sexual harassment may be tainted by the interpretation of the definitions of sexual harassment. To identify discrepancies, this research compares the perceptions of sexual harassment behaviors on the part of female athletes, male coaches, and female coaches. This study was also designed to determine the incidence of sexual harassment of female high school athletes committed by athletic coaches. In order to do this, incidences, perceptions and definitions of sexual harassment were elicited and evaluated.

Participants in this research included male and female high school coaches, with a minimum of two years coaching female interscholastic athletic teams during the past five years, and female high school athletes currently attending college. Surveys were sent to 380 female athletes; 154 (40.5%) surveys were returned but 16 (4.2%) did not qualify and were dropped from the study, resulting in 138 (37.4%) surveys accepted for analysis.

Surveys were sent to 406 athletic coaches; 164 (40.4%) surveys were returned but 8 (1.9%) did not qualify and were dropped from the study, resulting in 156 (38.4%) surveys accepted for analysis. The total of 786 surveys were distributed to female athletes and male and female coaches; 318 (40.4%) surveys were returned but 24 (3%) did not qualify and were dropped from the study, resulting in 294 (37.4%) surveys accepted for analysis.

The survey packet was distributed to male and female coaches through the United States Postal Service, inter-county mail and inter-school distribution systems. All surveys from coaches were returned through the United States Postal Service. Student athletes received the survey packets through their Athletic Director or coach. To insure confidentiality, responses were sealed in a plain envelope and returned to a drop box. The Athletic Director was responsible for mailing the bundle of completed surveys to the researcher.

Data was entered into the computer using SPSS for analysis; both descriptive and inferential statistics were applied. Descriptive statistics included frequency of number and percentage and also mean and standard deviation. This was used to report demographic/personal characteristics of respondents and to provide answers to research questions and Hypothesis 2 of this study. Paired one-way t-tests were employed. Inferential statistics included One-Way Analysis of Variance (ANOVA) and was used to test Hypothesis 1. The .005 (adjusted Alpha for .05 two-tailed test of significance based on twenty-one runs of ANOVA) level of significance was selected as criterion for testing the Hypotheses of this study.

The demographic characteristics of respondents indicated that the majority of respondents were white (non-Hispanic), heterosexual, females. Few reported a history of physical or sexual abuse in their family. The majority of coaches and athletes was

associated with co-educational, public schools and was not aware of rookie initiations on athlete teams. The majority of coaches was certified in at least one sport and frequently they were head coaches. Coaches based athletes' playing time on skill, attendance, practice performance and attitude. The majority of athletes reported playing in more than half of most games during high school. The majority of coaches reported they had not witnessed sexual harassment and the majority of both coaches and athletes had not reported an incidence of sexual harassment. The majority of athletes were unaware of efforts on the part of school personnel to educate students on the topic of sexual harassment, while the majority of coaches reported that specific information on the topic had been provided by school personnel.

Findings for Research Question 1:

What behaviors do college females (who had been high school athletes), male high school coaches and female high school coaches perceive as sexual harassment when committed by athletic coaches?

The college females (who had been high school athletes) identified the following behaviors as sexual harassment: (a) promise of selection to a team for engaging in sexual behavior (Sexual Bribery), (b) forceful attempts of touching or sexual intercourse (Sexual Imposition/Assault) (c) rewards or benefits for sexual cooperation (Sexual Bribery), (d) negative consequences for refusing to be sexually cooperative (Sexual Coercion), and (e) deliberate inappropriate or discomforting touching (Sexual Imposition/Assault).

Male high school athletic coaches unanimously identified (by selecting “strongly agree”) the following behaviors as sexual harassment: (a) promises of making the team for engaging in sexual behavior (Sexual Bribery), (b) rewards or benefits for sexual

cooperation (Sexual Bribery), (c) negative consequences for refusing to be sexually cooperative (Sexual Coercion), and (d) forceful attempts of touching or sexual intercourse (Sexual Imposition/Assault). Male coaches consistently identified two additional items as sexual harassment: (e) deliberate inappropriate or discomforting touching (Sexual Imposition/Assault) and (f) unwanted attempts to kiss, hug, touch or fondle (Sexual Imposition/Assault).

Female high school athletic coaches identified the following behaviors as sexual harassment: (a) promise of making the team for engaging in sexual behavior (Sexual Bribery), (b) rewards or benefits for sexual cooperation (Sexual Bribery), (c) negative consequences for refusing to be sexually cooperative (Sexual Coercion) (d) forceful attempts of touching or sexual intercourse (Sexual Imposition/Assault), (e) deliberate inappropriate or discomforting touching (Sexual Imposition/Assault) and (f) unwanted attempts to kiss, hug, touch or fondle (Sexual Imposition/Assault).

Of the five categories of sexual harassment, Gender Harassment, Sexual Bribery and Sexual Imposition/Assault proved to be most reliable (i.e., internally consistent) while Seductive Behavior and Sexual Coercion much lower internal consistency. (See Table 8).

A majority of college females (who had been high school athletes) agreed that the behaviors categorized as Gender Harassment were, in fact, behaviors they considered to be sexual harassment. These behaviors include seductive remarks about a person's appearance, sexist comments such as jokes, sexual flattery or suggestive remarks and sexually seductive remarks about a person's body. Male coaches and female coaches were also in strong agreement, identifying these same gender related behaviors as sexual harassment.

The two items in the Seductive Behavior category, (unwanted sexual attention described as being overly helpful, too friendly or personal, and invitations by a coach to engage in a romantic relationship), showed low reliability. A possible reason for the low internal consistency with this category may be that the two questions are insufficiently related. Athletes and coaches were in strong agreement when identifying an invitation by a coach to engage in a romantic relationship to be sexual harassment. While there should be concern for the exhibition of all of the described behaviors, the athletes and coaches were in more agreement with ten other behaviors before identifying unwanted sexual attention as sexual harassment.

The two items in the Sexual Bribery category were consistently identified as sexual harassment by all three groups. These behaviors include rewards or benefits for sexual cooperation and promises of selection to the team for engaging in sexual behaviors. This category showed very high internal consistency for all participating groups. In fact, almost all athletes and coaches strongly agreed that these behaviors were considered sexual harassment.

Sexual Coercion entailed two items: negative consequences for refusing to be sexually cooperative and reprisals detrimental to the athlete's athletic aspirations for refusing sexual advances made by a coach. As with Seductive Behavior, the internal consistency for this category is problematic. The first item, negative consequences for refusing to be sexually cooperative, was readily identified by athletes and coaches as sexual harassment, but the responses to the second, refusing sexual advances made by a coach because they would be detrimental to an athlete's aspirations, were very inconsistent. Conceivably, the wording for this item was ambiguous or liable to many interpretations.

The Sexual Impositions/Assault category, consisting of three items, has high internal inconsistency. There was strong agreement among the college students and the high school coaches that these behaviors were sexual harassment. Three items were included in this category: unwanted attempts to kiss, touch or fondle, forceful attempts of touching or sexual intercourse and deliberate inappropriate or discomforting touching.

In sum, since the same behaviors were identified as sexual harassment by the female athletes, the female coaches, and the male coaches, it can be concluded that inappropriate behaviors were consistently identified. All items in the Sexual Imposition/Assault Category (N = 3), and the Sexual Bribery Category (N = 2), and one of the two items in the Sexual Coercion Category were identified as sexual harassment by all three groups (female athletes, male coaches and female coaches) with only a slight diversion in the rank order. Worthy of note is the unanimous “strong agreement” response by the male coaches for four items. While the female athletes and coaches were also in strong agreement, it is troubling that the responses were not unanimous. Perhaps male coaches were more alert to this issue because they are more personally concerned about the ramifications. Nonetheless, the four most identified behaviors, promise of selection to a team for engaging in sexual behavior (Sexual Bribery), rewards or benefits for sexual cooperation (Sexual Bribery), forceful attempts of touching or sexual intercourse (Sexual Imposition/Assault) and negative consequences for refusing to be sexually cooperative (Sexual Coercion) were ranked in the top four behaviors of sexual harassment by all female athletes and coaches. Likewise, there was strong agreement among all three groups for the next two items, deliberate inappropriate or discomforting touching (Sexual Imposition/Assault) and unwanted attempts to kiss, hug, touch or fondle (Sexual Imposition/Assault). Recent attention by the media to the noxious implications of

sexual harassment may have resulted in general public awareness of these most harmful behaviors. Understanding the seriousness of these behaviors may not be dependent on educational workshops specific to sexual harassment. Knowledge of what constitutes sexual harassment must be supplemented with plans for prevention and policies for reporting.

Findings for Research Question 2:

What are the similarities and differences between the perceptions of sexual harassment held by college females (who had been high school athletes), male high school athletic coaches and female high school athletic coaches?

There was a significant difference between the groups (female athletes, male coaches and female coaches) as they identified behaviors of sexual harassment for seven inventory items. These items include four of the five items linked to the Gender Harassment category with the male coaches and female coaches showing greater consistency in identifying sexual harassment than the female athletes. The four items are: sexually seductive remarks about a person's body, seductive remarks about a person's appearance, sexual flattery or suggestive remarks and sexist comments including jokes, stereotypical and derogatory remarks. A fifth item, with similar divergence between the athletes and coaches is unwanted sexual attention; overly helpful, too friendly or personal behavior and it is linked to the Seductive Behavior category. (See Table 11).

A possible explanation for the significant difference between the coaches and athletes might be attributed to life experiences. The simple fact that the coaches have lived longer than the high school athletes means they have had more time to witness sexual harassment and possibly experience sexual harassment on a personal level. Coaches may have received information regarding sexual harassment policy and

procedure and been privy to discussions with administrators and colleagues about “what sexual harassment looks like” in the classroom, on the playing field and throughout the community. The items under discussion are the more subtle behaviors leaving more room for individual opinion. Athletes, on the other hand, may be at the beginning of this learning curve. The athletes may not have had the need to identify the behaviors of sexual harassment and may not understand the implications of these less blatant offenses. School information sessions on sexual harassment may not have included students and thereby limited the athletes’ understanding of harmful behaviors. While there is no substitute for life experiences, the education of both coaches and athletes could help to narrow the gap created by time. This explanation does not take into account the possibility of a history of sexual harassment for either the coaches or the athletes.

Perhaps coaches identified these five behaviors listed above more consistently because they are wary of where the behaviors might lead. On the other hand, the social experiences and individual development of high school girls, including athletes is varied. Behavior ranging from the need to be accepted to the confident ability to stand alone with one’s beliefs is all part of personal growth. The high school athlete’s identification of misbehavior may be driven by this need to “fit in,” and contrasted by a playful certainty of immunity that accepts sexual banter as a challenge rather than a threat. Many high school athletes respect and trust the adults in their lives and expect their coaches to promote an environment for healthy competition, free from the abuse of power. The athlete and coach often work toward building a “special relationship.” Therefore, being the target of sexual misbehavior by a coach is unexpected and often results in the denial of this inappropriate behavior. Not identifying the initial attention of sexual harassment,

specifically associated with gender harassment behaviors, to be potentially harmful, the female athlete may appear to be unaware of the sexual harassment.

Two additional items on the survey: whether respondents are aware of a sexual harassment policy in their school, and whether they are aware of sexual harassment in high schools, are not linked to a category. The responses associated with the awareness of harassment policy are consistent with the other findings--male coaches and female coaches showing more agreement than the female athletes. (See Table 11). Therefore, it behooves school administrators to provide information to the students regarding policy and procedure for reporting incidence of sexual harassment. The 2001 AAUW research does note that high school students are more aware of a school sexual harassment policy than was indicated in the 1993 AAUW study.

In response to the statement regarding an awareness of sexual harassment in high schools, the female athletes and female coaches identified significantly more incidences of sexual harassment than the male athletic coaches. While male coaches consistently identified behaviors, they do not see these behaviors occurring in their schools.

With this one exception, the male coaches and female coaches more consistently identify behaviors as sexual harassment than the female athletes. The consistency of this finding suggests that coaches are more attuned to the problem of sexual harassment than female athletes. The fact that there is a significant difference in any category indicates the need for a clearer, more universal understanding of these less recognizable behaviors.

Of the twenty-one items in the Sexual Harassment Survey, twelve items were focused on specific behaviors and 9 items were not as clearly stated. Furthermore, two items asked about respondents' awareness, (survey questions # 20 and # 21), one item asked about prevalence of incidences, (survey question # 19), and five items asked the

participant to make judgments associated with sexual harassment (survey questions # 6, # 15, # 16, # 17 and # 18). It is surprising that one item, refusing sexual advances made by a coach would be detrimental to an athlete's athletic aspirations, (survey question # 11) was not consistently identified as sexual harassment. It should be noted that this item had the largest dispersion for responses of all items on the questionnaire. The standard deviation for the three groups ranged from 1.21 to 1.30. Further assessment of this item should be considered in future research. If it continues to be a non-indicator of sexual harassment this item may need to be removed from the questionnaire or reworded.

Findings for Research Question 3:

For the colleges females (who had been high school athletes) by their own definition of sexual harassment, what is the incidence of sexual harassment committed by male and female high school athletic coaches against female high school athletes?

Although a majority of female athletes responded that they both had never been sexually harassed and were not aware of other athletes having been sexually harassed, the survey revealed 108 incidents of sexual harassment and inappropriate behavior. Three statistics needed to be examined here. When female athletes were asked the question, "Have you ever been sexually harassed?" only 17.5% of the female athletes responded "yes." However, when these athletes responded to questions about personal experiences associated with sexual harassment behaviors exhibited by coaches, 32.6% of the female athletes reported 108 incidents of sexual harassment behaviors. This suggests that 15.1% of the female athletes who reported experiencing incidences which were labeled as sexual harassment did not acknowledge that they had been sexually harassed. As a result, either they did not identify the behaviors as sexual harassment or they did not want to admit to

being the recipient of sexually harassing behaviors. In addition, when the female athletes were asked if they were aware of other athletes who had been sexually harassed, 29% responded “yes”, including 12.3% who did not report any personal experiences of sexual harassment by a coach. A total of 44.9% were either sexually harassed by a male or female coach or knew of another athlete who had been sexually harassed. Unfortunately, data identifying the harasser was not collected. While a higher percentage of sexual harassment of high school students was reported in the 1993 and 2001 AAUW research, it should be noted that the AAUW research included male and female students and all personnel associated with the schools. By contrast, the present research is limited to female athletes and male and female coaches, thus limiting the potential sample for reporting incidents of sexual harassment.

Reports of sexual harassment toward female athletes may be low for several reasons. According to Holman (1995) many people believe that the occurrence of sexual harassment in athletics may be less than in other activities, but Holman’s study contradicts this belief. “In fact, many of the conditions that exist within athletics lend themselves to an environment susceptible to sexual harassment – a traditional male culture, legitimized violence, leadership predominantly held by males, and media and public celebration of male physical conquest” (p. 202). Holman also suggest that “women do not want to say anything about sexual harassment because they are afraid of hurting someone’s feelings – females are compassionate and always seem to give the person the benefit of the doubt” (p. 203). The life experiences and home environment of female athletes may have precluded identification of sexual harassment and impacted the reporting process. It is possible that the athlete experiences these same inappropriate behaviors at home or in her neighborhood and considers this a part of life. She may also

be uninformed or desensitized to the noxious behaviors associated with sexual harassment. The survey showed that, regardless of the availability of procedures for reporting incidences, students were not very aware of the policies and procedures governing these offenses. Nonetheless, according to the 2001 AAUW study, students are becoming more aware of the policies in place in the schools. Combining these observations, it can be concluded that more incidences of sexual harassment and inappropriate behavior will be identified when the availability of policies and procedures is better known and understood by all school constituents including but not limited to the students, coaches, teachers, staff, and parents.

Findings for Research Hypothesis 1:

There will be a difference among the perceptions of college females (who had been high school athletes), male high school athletic coaches and female high school athletic coaches when identifying behaviors as sexual harassment.

The analysis of data for this research found a significant difference in the perception of female athletes, male athletic coaches and female athletic coaches for seven of the described behaviors. The data for four statements categorized as gender harassment and one statement categorized as seductive behavior indicated that a significant difference existed between the female athletes and the female coaches (with the female coaches identifying the behaviors as sexual harassment more consistently having a higher mean) and female athletes as opposed to male coaches (with male coaches identifying behaviors as sexual harassment more consistently having a higher mean).

On the questionnaire: sexual harassment is prevalent in high school, significant difference existed between all the female participants (athletes and coaches) and the male

coaches. Female athletes and female coaches more often recognized the sexual harassment (with a higher mean) in high school athletics than male coaches.

This study also found that both female coaches and male coaches were significantly more aware of sexual harassment policies in their schools than were female athletes. The discovery of inappropriate behaviors in the workplace, including schools and places of worship has caused employers to educate their constituents as well as protect them. Adults, including coaches, have a vested interest in keeping their work environment safe. Awareness of a policy might act as a deterrent as well as offer opportunities to discuss acceptable behavior. Students, including athletes, expect their school experience to be safe and would not be as attentive to the necessity of policy.

Notably consistent throughout this research is the agreement among all three groups when identifying behaviors as sexual harassment. Nonetheless, although three groups agreed they are distinguished one from another by the level of agreement. The mean response from the college females (who participated in high school athletics) was always lower than the mean response from the female athletic coaches, with the highest mean consistently being rendered by the male athletic coaches.

Findings for Research Hypothesis 2:

College females (who had been high school athletes) will experience a higher incidence of sexual harassment from male high school athletic coaches than they will from female high school athletic coaches.

Findings of this research support this hypothesis. In response to the ten research questions designed to determine the incidents of sexual harassment committed by male and female coaches, one third of the college females (who had been high school athletes) reported that they personally had experienced 108 incidences of inappropriate behavior.

The statistical analysis of the incidences of sexual harassment indicates a significant difference between the male and female coaches for one of the ten items. For this item, the male coach was identified as the harasser more often than the female coach. The most frequently reported incidence was an expression of sexist jokes or comments. It is interesting to note that while female athletes report the highest incidence of sexist jokes or comments, they do not identify this type of behavior as sexual harassment. This is an example of gender harassment. Female athletes reported seductive behaviors on the part of male coaches even when the coach was not coaching. In addition, male coaches were accused of invading the athlete's personal space or deliberately touching in a way that made the athlete uncomfortable. This behavior falls in the category of sexual imposition or assault.

The data collected from the college females (who had been high school athletes) indicate that the majority of female athletes have never been sexually harassed. Only 17% indicated sexual harassment and, interesting enough, the majority of that harassment came from male athletes. A combined number of male head and assistant coaches equaled the number of male athletes reported as harassers. In addition, sexual harassment by female coaches and female athletes was (also) identified. This harassment included forceful attempts to touch and fondle, unbuttoning a shirt, repeated requests for a date and refusing to take no for an answer. Sexual harassment by female coaches and female athletes nonetheless was much less frequent than by males.

The majority of college females (who had been high school athletes) indicated they were not aware of other athletes having been sexually harassed. Nonetheless, some misbehaviors were identified, including inappropriate comments, inappropriate

touching/fondling, requests for dates from a coach and an invitation to engage in sex in exchange for playing time.

The two hypotheses presented in this research were supported, but the specific underlying prediction for Hypothesis 1 was not upheld. Whereas all three participant groups in this study were in general accordance with the issue, there was a difference among the groups when identifying behaviors as sexual harassment. A difference in identification of behaviors was predicted, but the actual results were not anticipated. General sexual harassment research indicates that females identify sexual harassment behaviors more readily than males and it was therefore expected that females in athletics would identify the behaviors more readily than males in athletics (Fitzgerald and Ormerod, 1991). In addition, the general research predicts that “Students who experience those behaviors which fit the definition of sexual harassment will be more likely to label them as such when the perpetrator is a faculty member rather than a fellow student” (Shepela & Levesque, 1998, p. 595). Based on these sources, it was expected that female athletes would identify sexual harassment more readily than the coaches, and female coaches would identify sexual harassment more readily than the male coaches.

For this study the data analysis indicated female coaches did not identify more behaviors as sexual harassment than their male counterparts and, furthermore, the male coaches selected the “strongly agree” category with greater frequency. Likewise, for this research, the suggestion that female athletes would be more likely to label behaviors as sexual harassment when perpetrated by members of the faculty than a peer proved incorrect.

To review the two hypotheses, Hypothesis 1, concerning perception, shows differences between the groups, but the differences were not as predicted by the scholarly

literature. Male coaches in fact more strongly and consistently agreed that the described behaviors were sexual harassment, while the female athletes appeared to be less likely to consistently label some of these behaviors as sexual harassment.

For Hypothesis 2, as anticipated, the great preponderance of sexual harassment cases reported in this study were perpetrated by the male coaches. This result is particularly interesting in view of the fact that the male coaches, while largely agreeing with the other two groups on definitions of sexual harassment, included even more behaviors as sexually harassing than did the women.

Recommendations

Research in sexual harassment in athletics should prove applicable to more than athletics. It outlines issues, questions and problems that pertain to many areas in which an adult oversees an environment for groups of children. Children today spend many hours in after-school activities under the supervision of various "coaches"--people with expertise in particular activities--"coaches" who are charged with providing every child with a safe environment. Research in general does indicate that the extent of sexual harassment in our schools is high; but no matter what the incidence might be, school must be a protected haven for children. The number of teachers losing their licenses due to sexual offenses has increased 80%. In part, this figure must be due to increased awareness and reporting.

For over thirty five years this researcher, through her professional experiences as a high school athletic coach, physical education teacher and international competitor, has been a part of the evolving environment of women in sports, which has grown in popularity like wildfire. The increase of females in athletics has paralleled the opportunity for sexual harassment to creep into the world of athletics. Today, listening to

the media, it appears that sexual harassment is also spreading like an out-of-control fire. While sexual harassment is not a part of this researcher's experience as a teacher, coach or athlete, it has tarnished the reputation of the profession. Based on the findings and conclusions of this study and the life experiences of this researcher, the following recommendations are made with the hope of restoring integrity and ensuring a safe environment for children participating in athletics and other school activities:

- Tracking - A national tracking system allowing school administrators to investigate potential employees--not just classroom teachers--should be established.
- Hiring - All hiring of personnel working around children should entail careful interviews and reference checks.
- Monitoring - All personnel working with or around children should be strictly monitored just as classroom teachers are monitored.
- Policy - The school administration should have a well-defined policy for reporting claims of sexual harassment. All employees and students should be aware of this policy and have confidence in an effective, confidential investigation including enforcement procedure. All reported claims must be investigated.
- Information Sessions - The school administration should provide information sessions with mandatory attendance related to sexual harassment for all employees. Minimally people need to recognize and be in accordance when defining sexual harassment and distinguishing appropriate from inappropriate behavior. Specific examples of problematic behavior should be presented through media presentations, discussions and question sessions.
- Certification Programs - School administrators and Athletic Directors should

advocate for the development of sport certification programs. These programs should provide information on sexual harassment. When possible, coaches with sport certifications should be given top consideration for coaching positions.

- Pro-Active Tactics - Athletic Directors should supplement the official school information with sports specific concerns. Coaches may need guidance in building a healthy relationship with their athletes. An awareness of potential problems and guidance for appropriate responses must be developed.
- Self Protection - Athletic Directors can provide preventative tactics (tips) to protect coaches against accusation of sexual harassment or inappropriate behavior. For example, one-on-one meetings with a student should be in a public place, in an office with an open door or unobstructed view. Telephone calls and e-mails to the athlete should be for emergency only; providing transportation home should be with the parent's permission only, with a telephone call to confirm expected timetable, etc.
- Dialogue Opportunities - Athletic Directors might find it helpful to have some social event (pizza dinner) for a discussion and presentation of sexual harassment with coaches, athletes and parents or any combination thereof. Through presentations and discussions, the group should be able to define sexual harassment and recognize appropriate and inappropriate behaviors as they relate to athletics. Coaches and student athletes should be given an opportunity to provide input so as to recognize said behaviors; athletes should have an opportunity to identify behaviors offensive to them. Information describing the school policy and procedures should be reviewed and distributed.
- Programs - School counselors should work with school administrators in the

development of educational programs related to sexual harassment for all employees and students.

- Reporting - School counselors should give guidance during policy making and revision sessions and play an active role in the development of the reporting procedures.
- Faculty and Staff Meetings - School counselor can make presentations during faculty and staff meetings emphasizing the importance of creating a safe and trusting environment for all constituents, not just the students. Examples of sexual harassment at all levels should be presented. An open and frank discussion including questions and concerns should be encouraged. Small group discussions or seminars may be useful.
- Confidentiality - School counselor must insist on strict confidentiality for any reported or suspected cases of sexual harassment.
- Recognition - School counselors must always remember that individuals may not recognize the behaviors related to sexual harassment. The underlying cause of the presenting problem may be linked to sexual harassment – recognized or unrecognized.
- Research - Continuing research in all areas of sexual harassment is recommended.

Limitations and Suggestions for Further Research

Sexual harassment is a serious and ongoing plague. The plight of the victims is discouraging; research is sparse. News sources reporting incidences of sexual harassment are not restricted to any one culture, location, or gender--there are no boundaries.

This research has limitations that warrant further study. Although the sample size

is small it is acceptable. Likewise, the return rate is acceptable for research purposes. Further study with a larger sample and greater ethnic diversity is recommended. This study is not representative of a diverse population. The sample is predominately white (non-Hispanic).

Although this was not intended, the majority of athletes participating in this research were associated with co-educational public schools. While this research did include the private school sector, research targeting students with a broader range of educational experiences including private, single sex, boarding, urban and rural schools would be useful. Likewise, it would be useful to study athletes and coaches that attended the same type of school. As this study was performed only at the high school level, it is important to repeat this study for different academic levels such as middle school, two and four year colleges. It may also be beneficial to repeat this study in informal education settings such as youth and recreation leagues, sports camps and clinics. Research into problems with after-school activities and other environments where an adult supervises a group of children would add useful data.

It is believed that the Sexual Harassment Survey is valid and reliable, However further study in these areas and examination of the survey is needed. The survey does sample an appropriate number of behaviors in the domain of sexual harassment rendering moderate content validity. Additional items in each of the five categories would strengthen the validity of this instrument. The face validity for this survey is adequate. While many of the items are strong, several items required identification of awareness, and prevalence in place of the identification of a described behavior. Reformulation of the survey by rewording these items might improve face validity and is recommended.

Every effort was made to select survey questions that were clear and concise.

There is moderate internal consistency for the entire questionnaire but the internal consistency for two of the five categories is questionable. Additionally, the internal consistency across each category for the male coaches was low. Further testing and refinement of the questions describing Sexual Coercion and Seductive Behavior are recommended. Additional questions for each category should be developed. Further research with a larger male sample should be analyzed.

The designation of “coach” and “assistant coach” can be difficult to assess. Many coaches have been, at one time, assistant coaches or may be head coaches in one sport but assistant coaches in a second sport. For this study, the analysis of responses from coaches and assistant coaches is combined. Future research focusing on differences in the understanding of sexual harassment between the assistant coach and head coaches is recommended. This may require different guidelines for participation in the research.

Some Mid-Atlantic States and a small area on the West Coast were included in this research; a comparison of similar research from other areas of the country would be a welcomed contribution to the research base. Also of interest would be data from physical education classes, middle school experiences and community recreational teams.

For the athlete, this research was retrospective thereby allowing for the possibility of faded recollections or exaggerated responses. For a more accurate accounting, athletes should be asked about current experiences. Obtaining permission to interview or survey these athletes about experiences with their current coach will be difficult; gaining the trust of the athlete will be challenging.

While this research was limited to the study of female athletes, similar research related to male athletes is needed.

In this study, the respondents indicated experiences of sexual harassment from

peers. Research investigating sexual harassment from both male and female peers would give educators information necessary to improve the learning environment.

Awareness of the backgrounds and characteristics of those convicted of sexual harassment might help to alert the general public of potential threatening situations. Such research could assist school administrators in their efforts to educate and inform all school constituencies, including employees, support staff, students and parents about the subtle as well as the blatant implications associated with sexual harassment. It is also possible that the investigation of the effectiveness of policies and programs used in the corporate world could offer valuable information for the development of policies and programs in the educational arena.

The development of clear definitions of sexual harassment allows for a unified interpretation and identification of incidents of sexual harassment. Additional examination of the definition of sexual harassment and the varied interpretations should assist in the development of guidelines for appropriate behavior and should generate a more unified application of these guidelines.

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APPENDIX A

PARTICIPATION AND ACHIEVEMENT IN SCHOOL

APPENDIX A

PARTICIPATION AND ACHIEVEMENT IN SCHOOL

Information from “Hostile Hallways: The AAUW Survey on Sexual Harassment in America’s Schools” published in 1993 (p. 18).

Sexual harassment in schools has serious implications for both girls and boys with girls reporting greater problems as a result of sexual harassment. Their ability to participate and achieve in school was effected in the following ways:

	<u>Girls</u>	<u>Boys</u>
Not wanting to attend school	33%	12%
Not wanting to talk as much in class	32%	12%
Finding it difficult to pay attention in school	28%	13%
Staying home or cutting a class	24%	24%
Making a lower grade on a test	23%	9%
Finding it difficult to study	22%	16%
Making a lower grade in class	20%	6%
Thinking about changing schools	18%	12%
Doubting whether you can graduate from high school	5%	4%

APPENDIX B
BEHAVIORAL RESPONSES

APPENDIX B
BEHAVIORAL RESPONSES

Information from “Hostile Hallways: The AAUW Survey on Sexual Harassment in America’s Schools” published in 1993 (p. 21).

Girls reported sexual harassment served to limit participation in school activities more often than boys reported. Reports of behavioral responses to sexual harassment are as follows:

	<u>Girls</u>	<u>Boys</u>
“Avoiding the person who harassed you”	69%	27%
“Staying away from places in school or on the school grounds”	34%	12%
“Changing your seat in school”	31%	12%
“Stopped attending an activity/sport”	17%	6%
“Changing your group of friends”	14%	6%
“Changing the way you go to school”	14%	6%

APPENDIX C
EMOTIONAL IMPACT

APPENDIX C
EMOTIONAL IMPACT

Information from “Hostile Hallways: The AAUW Survey on Sexual Harassment in America’s Schools” published in 1993 (pp 19 & 20).

The emotional impact of sexual harassment to girls was far greater than the emotional impact reported by boys. The following are the results:

	<u>Girls</u>	<u>Boys</u>
“Felt embarrassed”	64%	36%
	*W - 66% AA - 55% H - 58%	W - 40% AA - 25% H - 30%
“Felt self conscious”	52%	21%
	W - 54% AA - 47% H - 44%	W - 24% AA - 14% H - 22%
“Felt less sure or less confident”	43%	14%
	W - 44% AA - 38% H - 38%	W - 16% AA - 8% H - 9%
“Felt afraid or scared”	39%	8%
	No marked ethnic gaps	
“Doubt whether they can have a happy romantic relationship”	30%	12%
	W - 27% AA - 38% H - 33%	W - 14% AA - 8% H - 16%

	<u>Girls</u>	<u>Boys</u>
“Felt confused about who they are”	25%	10%
	W - 25% AA - 21% H - 31%	W - 9% AA - 7% H - 13%
“Felt less popular”	18%	12%
	(Gender not indicated) W - 21% AA - 9% H - 13%	
“Felt more popular”	8%	16%
	W - 7% AA - 16% H - 6%	W - 15% AA - 21% H - 14%

Students were asked to select a phrase to best described how they felt right after being harassed. Responses indicated that 25% of the students were “very upset” (39% of the girls and 10% of the boys). Nearly half of the students (48%) reported they felt “very upset” or “somewhat upset” with an alarming 70% of the girls compared to only 24% of the boys feeling this way. Also of significance is the finding that twice as many boys (25%) as girls (13%) reported they were not sure how they felt.

*W - White AA - African American H - Hispanic

APPENDIX D

HOLMAN SEXUAL HARASSMENT SURVEY

Survey Instrument

(personal
identification)

Sexual harassment within university athletics has received some recent attention with varied opinions about the behaviours that are identified as sexually harassing, the degree to which it exists, and what action to taken should it occur. Your responses to the following will assist in providing answers to these questions. Your completion and return of this survey will signify consent of voluntary participation in the study. Your responses will be treated with strict confidence.

Section A: Please respond to the following statements based upon your personal experiences with your current (1994-95) university team.

1. I have had sexist jokes or comments made to me by my university head coach.

Yes _____ No _____

2. I have had sexist jokes or comments made to me by male athletes.

Yes _____ No _____

3. I have had sexist jokes or comments made to me by female athletes.

Yes _____ No _____

4. Sexual materials of a visual or written nature, such as centerfolds of women or men or degrading drawings, are displayed in or around my training site.

Yes _____ No _____

5. My university head coach has commented that athletics is an inappropriate activity for women.

Yes _____ No _____

6. Female athletes have commented that athletics is an inappropriate activity for women.

Yes _____ No _____

7. Male athletes have commented that athletics is an inappropriate activity for women.

Yes _____ No _____

8. My university head coach has made sexual advances towards me that are outside the role of coaching.

Yes _____ No _____

9. My university head coach made me uncomfortable by repeatedly asking me for a date or a relationship, refusing to take no for an answer.

Yes _____ No _____

10. I have been invited by my university head coach to engage in a sexual relationship.

Yes _____ No _____

11. I have been offered benefits as an incentive to engage in a sexual relationship with my university head coach.

Yes _____ No _____

12. I have been threatened with negative consequences for refusing to engage in a sexual relationship with my university head coach.

Yes _____ No _____

13. I have felt my university head coach invade my personal space or deliberately touch me in a way that made me uncomfortable.

Yes _____ No _____

14. I have been in a position where a male athlete made forceful attempts to touch, fondle, kiss or grab me?

Yes _____ No _____

15. I have been in a position where a female athlete made forceful attempts to touch, fondle, kiss or grab me?

Yes _____ No _____

16. I have been in a position where my university head coach made forceful attempts to touch, fondle, kiss or grab me?

Yes _____

No _____

17. Have you experienced any of the preceding situations involving your head coach? from a

_____ male assistant coach?

If yes, please circle the statement numbers that apply.

#1 #5 #8 #9 #10 #11 #12 #13 #16

_____ female assistant coach?

If yes, please circle the statement numbers that apply.

#1 #5 #8 #9 #10 #11 #12 #13 #16

18. As an athlete on your present university team, have you ever been sexually harassed?

Yes _____

No _____

If yes, please indicate the role of the harasser (check all that apply).

Head coach _____ male _____ female

Assistant coach _____ male _____ female

Athlete _____ male _____ female

Manager _____ male _____ female

Athletic trainer _____ male _____ female

Professor/instructor _____ male _____ female

Other (please specify) _____ male _____ female

Please explain the nature of the sexual harassment that you have experienced using survey statements as a guide (e.g., #s 1 – 16).

Please proceed to Section B

Section B: Please circle the appropriate number in response to **your feelings** about whether you think the behaviour presented in the statement is sexual harassment.

Scale: Strong agreement or strong disagreement to a given statement are represented by “1” and “4” respectively while “2” and “3” represent a milder emotion. e.g., I like anchovies on my pizza.

Strongly agree 1 2 3 4 Strongly disagree

Selecting “4” indicates that I hate anchovies on my pizza (whereas “2” would mean that I can take them or leave them but would prefer to have the).

1. Making seductive remarks about a person’s appearance is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

2. Sexist comments such as jokes or remarks that are stereotypical or derogatory to members of one sex are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

3. Sexually flattering or suggestive remarks are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

4. Sexually suggestive comments about athlete’s bodies are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

5. Unwanted sexual attention, such as flirtation, being overly helpful, too friendly or personal, is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

6. Competitive athletics is an inappropriate activity for women.

Strongly agree 1 2 3 4 Strongly disagree

7. A coach’s invitation to an athlete to engage in a romantic relationship is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

8. The offer of something as a reward or benefit for sexual cooperation is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

9. The promise of making the team for engaging in sexual behaviours is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

10. Experiencing negative consequences for refusing to be sexually cooperative is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

11. Refusing sexual advances made by a coach would be detrimental to an athlete's athletic aspirations.

Strongly agree 1 2 3 4 Strongly disagree

12. Unwanted attempts to kiss, hug, touch or fondle are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

13. Forceful attempts of sexual touching or sexual intercourse are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

14. Deliberately touching an athlete is a way that is inappropriate or discomforting is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

15. Women who get unwanted sexual attention from men bring it on themselves.

Strongly agree 1 2 3 4 Strongly disagree

16. Women who get unwanted sexual attention from men bring it on themselves.

Strongly agree 1 2 3 4 Strongly disagree

17. Female athletes who get unwanted sexual attention from a male coach bring it on themselves.

Strongly agree 1 2 3 4 Strongly disagree

18. Sexual harassment is prevalent in university athletics.

Strongly agree 1 2 3 4 Strongly disagree

19. I am aware of a university policy concerning sexual harassment on my campus.

Strongly agree 1 2 3 4 Strongly disagree

20. I am aware of a person specifically responsible for providing assistance in the case of a sexual harassment complaint on campus.

Strongly agree 1 2 3 4 Strongly disagree

Please proceed to Section C

Section C. Now, a few final questions about your background and experience.

1. In what CIAU sport do you compete?

2. Did your team have a rookie party this year?

_____ Yes _____ No

If yes, please outline the activities planned for rookies.

3. Current year of eligibility:

1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____

4. Do you consider yourself:

_____ A starter or among the top half of the team

_____ A substitute or among the bottom half of the team

5. Your coaches are (check all that apply):

_____ Male head coach

_____ Female head coach

_____ Male assistant coach

_____ Female assistant coach

6. Race/ethnicity:

- African Canadian
- Asian Canadian
- Hispanic Canadian
- Native Canadian
- White Canadian
- Other (please specify) _____

7. Major _____

8. Sexuality:

- Heterosexual
- Homosexual
- Bisexual

9. Past sport experience (check all that apply):

- High school all star
- Community club team
- Regional team
- Provincial team
- National team
- Other (please specify) _____

10. Do you believe the women's and men's athletic programs in your institution are treated equally?

_____ equally

_____ men's program advantaged

_____ women's program advantaged

Thank you – I appreciate the time that you have taken to do this survey. All the information that you have given me will be used to help in the understanding of sexual harassment. I assure you once again, that everything you have told me will remain strictly confidential.

APPENDIX E

COMMUNICATION FOR PERMISSION TO ADAPT HOLMAN SURVEY

11111 xxxxx xxxxx
 xxxxxx, XX 00000
 U.S.A.
 (xxx) xxx-xxxx

Dr. Margery Holman
 Department of Physical Education
 University of Windsor
 Windsor, Ontario CANADA N9B 3P4

Dear Dr. Holman,

I am writing to request permission to use the Survey Instrument, with some adaptations, written by you for your Dissertation: Female and Male Athletes' Accounts and Meanings of Sexual Harassment in Canadian Interuniversity Athletics. I am a Doctoral student at George Washington University in Washington, D.C.. Currently I am preparing my Dissertation Proposal. The focus of my study is to:

- a) determine the prevalence of sexual harassment among female high school athletes by coaches;
- b) study the perceptions of sexual harassment held by these athletes;
- c) study the perceptions of sexual harassment held by male and female athletic coaches;
- d) compare the perceptions of female high school athletes to the perceptions of male and female coaches.

On several occasions, I have consulted with Dr. Donald Sabo of D'Youville College. Most recently I asked for assistance in finding a survey instrument. Don directed me toward your recent research, suggesting that it is pertinent to my topic and research.

I have purchased a copy of your Dissertation from Michigan State University. Your work is very thoughtful, thorough and well done. You are to be commended on such an important and comprehensive study. It has been very helpful to me.

As you well know, research in the area of sexual harassment of athletes is limited and there are few survey instruments. Your survey is of particular interest to me. I would like your permission to adopt parts of your instrument and adapt it to my sample. I am planning to survey female university students about their experiences with sexual harassment while participating on high school athletic teams.

Please realize that I am a novice researcher and unfamiliar with protocol and procedures for securing permission such as this. I hope you will allow me to use your survey or work with me if you have concerns about granting permission. I am excited about the possibility of working with your survey and eagerly await your reply.

I am enclosing a self-addressed, stamped envelope for your convenience. Should you have any questions and would prefer to contact me by telephone, please provide me with your number. My telephone number is (703) xxx-xxxx (daytime and evenings until September 1). Your prompt attention will be greatly appreciated. Thank you for your consideration and I look forward to hearing from you.

August 15, 1998

Sincerely,

Dorothy L. Hayden



September 3, 1998

Dorothy L. Hayden

Dear Dorothy:

It was a pleasure to speak with you on the telephone recently. I have just received your letter to which you referred in our conversation, requesting permission to use the survey instrument from my dissertation with adaptations for your particular needs. I am happy to grant you permission but would attach two requests with it. When you complete your work, would you send me a copy of your data disk and a copy of any publications that are generated using this instrument. My plans are to work with this instrument to establish its reliability and validity for use in future research.

I wish you well in your research. As you noted, this continues to be an important topic and one that often gets brushed aside until a critical event draws attention to the issue. Persistence is essential and your work will contribute to the process of providing a comfortable environment for our athletes and others in vulnerable roles. Let me know if I can be of further assistance along the way. Meanwhile, good luck with your work.

Sincerely,

Marge Holman, Ph.D.
Department of Kinesiology



MARGERY J. HOLMAN, Ph.D.

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APPENDIX F

HOLMAN/HAYDEN SEXUAL HARASSMENT SURVEY

A COMPARISON

APPENDIX F

HOLMAN/HAYDEN SEXUAL HARASSMENT SURVEY

Comparison of THE HOLMAN (1995) SEXUAL HARASSMENT SURVEY and
THE ADAPTATIONS made by HAYDEN (2002)

Holman (1995) Survey in Italic

Hayden (2002) Adapted Survey in Bold

Holman (1995) Sexual Harassment Survey Instrument

INCIDENCE AND PERCEPTION SURVEY FOR ATHLETES

Adapted from The Survey by Margery Jean Holman (1995)

*(personal identification
i.e. favourite code word,
parent's birthdate etc.*

Sexual harassment within university athletics has received some recent attention with varied opinions about the behaviours that are identified as sexually harassing, the degree to which it exists, and what action to take should it occur. Your responses to the following will assist in providing answers to these questions. Your completion and return of this survey will signify consent of voluntary participation in the study. Your responses will be treated with strict confidence.

The above statement was reworded and relocated on the cover sheet for the INCIDENCE AND PERCEPTION SURVEY FOR ATHLETES adapted from The Holman Survey

Recent reports by the media indicate that female athletes are experiencing behaviors from their coaches ranging from innocuous to dangerous. Experiences in athletics can be positive or negative. Regardless of your experience as an athlete your input is important. Your response to this survey will be part of the on going research to determine the incidence and perceptions of these behaviors. Your completion and return of this survey will signify consent to voluntary participation in the study. Your responses will be treated with strict confidence. To insure anonymity, names and other specific identifying information should not be included (e.g. name of coach, name of school, your name).

Section A: Please respond to the following statements based on your personal experience with your current (1994-95) university team.

Please respond to the following statements based upon our personal experience during your high school athletic team participation. (Do not give any other identifying information.

NOTE: The following response choices have not been repeated after each survey item.

Response choice for all Holman (1995) survey items:

Yes _____ No _____

Response choice for all Hayden (2002) Adapted Survey items:

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

1. *I have had sexist jokes or comments made to me by my university head coach.*

Yes _____ No _____

2. *I have had sexist jokes or comments made to me by male athletes.*

3. *I have had sexist jokes or comments made to me by female athletes.*

1. I have had sexist jokes or comments made to me by a high school coach.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

4. *Sexual materials of a visual or written nature, such as centrefolds of women or men or degrading drawings are displayed in or around my training site.*

2. Sexual materials of a visual or written nature, such as centerfolds of women or men or degrading drawings, were displayed in or around my training site either by or with the permission of the coaches or the coaching staff.

5. *My university head coach has commented that athletics is an inappropriate activity for women.*

6. *Female athletes have commented that athletics is an inappropriate activity for women.*

7. *Male athletes have commented that athletics is an inappropriate activity for women.*

3. **My high school coach has commented that athletics is an inappropriate activity for women.**
8. *My university head coach has made sexual advances towards me that are outside the role of coaching.*
4. **My high school coach has made sexual advances toward me that are outside the role of coaching.**
9. *My university head coach made me uncomfortable by repeatedly asking me for a date or a relationship, refusing to take no for an answer.*
5. **My high school coach made me uncomfortable by repeatedly asking me for a date or a relationship, refusing to take no for an answer.**
10. *I have been invited by my university head coach to engage in a sexual relationship.*
6. **I have been invited by my high school coach to engage in a sexual relationship.**
11. *I have been offered benefits as an incentive to engage in a sexual relationship with my university head coach.*
7. **I have been offered benefits as an incentive to engage in a sexual relationship with my high school coach.**
12. *I have been threatened with negative consequences for refusing to engage in a sexual relationship with my university head coach.*
8. **I have been threatened with negative consequences for refusing to engage in a sexual relationship with my high school coach.**
13. *I have felt my university head coach invade my personal space or deliberately touch me in a way that made me uncomfortable.*
9. **I have felt my high school coach invade my personal space or deliberately touch me in a way that made me uncomfortable.**
14. *I have been in a position where a male athlete made forceful attempts to touch, fondle, kiss or grab me?*
15. *I have been in a position where a female athlete made forceful attempts to touch, fondle, kiss or grab me?*
16. *I have been in a position where my university head coach made forceful attempts to touch, fondle, kiss or grab me?*
10. **I have been in a position where my high school coach made forceful attempts to touch, fondle, kiss or grab me.**

17. Have you experienced any of the preceding situations involving your coach from a
_____ male assistant coach?

If yes, please circle the statement numbers that apply.

#1 #5 #8 #9 #10 #11 #12 #13 #16

_____ female assistance coach?

If yes, please circle the statement numbers that apply.

#1 #5 #8 #9 #10 #11 #12 #13 #16

NOTE: The adapted survey response choices accommodates question 17.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

17. As an athlete on your present university team have you ever been sexually harassed?

Yes _____ No _____

If yes, please indicate the role of the harasser (check all that apply).

Head coach	_____ male	_____ female
Assistant coach	_____ male	_____ female
Athlete	_____ male	_____ female
Manager	_____ male	_____ female
Athletic trainer	_____ male	_____ female
Professor/instructor	_____ male	_____ female
Other (please specify)		

Please explain the nature of the sexual harassment that you have experienced using survey statements as a guide (e.g. #s 1 - 16)

11. As an athlete, have you ever been sexually harassed? Experience as an athlete should include but not be limited to middle school, high school, college, travel, recreation teams, etc. (Do not give any identifying information)

Yes _____ No _____

If yes, please indicate the role of the harasser (check all that apply and your age at the time of the incident. Do not give any other identifying information.

Head coach	male _____	Your age _____	female _____	Your age _____
Assistant coach	male _____	Your age _____	female _____	Your age _____
Athlete	male _____	Your age _____	female _____	Your age _____
Manager (team)	male _____	Your age _____	female _____	Your age _____

20. I am aware of a person specifically responsible for providing assistance in the case of a sexual harassment complaint on campus.

21. I am aware of a person specifically responsible for providing assistance in the case of a sexual harassment complaint in my school. (Do not give any identifying information.)

NOTE: QUESTION #22 IS AN ADDITIONAL ITEM.

22. Are there other behaviors not listed in this survey that you consider to be sexual harassment? Please list. Limit your list to a coach/athlete relationship.

APPENDIX G

**PERCEPTION SURVEY INCLUDING DEMOGRAPHICS AND INSTRUCTIONS
FOR HIGH SCHOOL COACHES**

Dorothy L. Hayden
 11111 xxxxx xxxxx xxxxx xx x
 xxxxx, XX 00000
 (xxx) xxx.xxxx

November 1, 2001

Dear Coach:

The enclosed survey is part of my doctoral studies at The George Washington University. Recent media coverage of accusations of sexual harassment of female athletes by their coaches has brought nationwide attention to this topic. The purpose of my research is to add to the limited data on sexual harassment of female high school athletes by coaches. This research is designed to discover the incidence of sexual harassment (as defined by the athlete) of high school female athletes by coaches. Since the incidence of sexual harassment may be influenced by the definition applied by athletes and coaches, this study will examine the meanings and perceptions athletes, and male and female coaches apply to specific behaviors and experiences.

To determine the congruence between athletes and coaches as they apply meanings to specific behaviors and experiences, you, a high school coach, are being asked to participate in this research by completing the enclosed survey. **Male and female high school coaches who have coached a minimum of two female athletic teams representing their high school in interscholastic competition during the past five school years are encouraged to take part in this study.** Female athletes are also being asked to complete an expanded survey. This information will assist education administrators and policy makers as they evaluate the safety of the environment of athletics in high schools. Your participation is crucial and greatly appreciated.

The Perception section of the survey is designed to help the researcher understand the meanings and perceptions coaches and athletes apply to these behaviors and experiences. Your response to the Demographic section will contribute general information about the population participating in this study.

Participation in this study is voluntary. Your consent to participate in this research will be indicated by completing and returning this survey. The data collected through this research will be beneficial to coaches and female athletes involved in high school athletic programs. Your response is extremely valuable to the outcome of the study.

The researcher has no means of determining the identity of the participant (e.g., name, social security number). Responses will be completely anonymous and individual results will be confidential. The completed surveys will only be available to the researcher, members of my dissertation committee and, if necessary, personnel specified in the attached information consent letter. All results will be summarized. Disclosure of personal practices will not be necessary.

Allow approximately 30 minutes to complete the survey and demographic information. When you have completed the survey and demographic information, please place it in the addressed, stamped envelope provided for return to me.

If you have any questions about the procedures for this research study, or would like to receive a summary of the findings, please contact Dorothy L. Hayden. If you have questions about the informed consent process or any other rights as a research subject, please contact Kim Filbert, Director, in The George Washington University Office of Human Research at (202) 994-2715. Ms. Filbert is your representative.

Again, I appreciate your assistance. Thank you very much for taking part in this study.

Sincerely,

Dottie Hayden



COUNSELING/HUMAN AND ORGANIZATIONAL STUDIES

Information Sheet
New IRB# U 100117
October 2001

Dorothy L. Hayden

Dr. Donald Linkowski

You are invited to take part in a research study. Before you decide to be a part of this study, you need to understand the risks and benefits. This consent form provides information about the research study. A staff member of the research study will be available to answer your questions and provide further explanation. Your decision to take part in the study is voluntary. You are free to choose whether or not you will take part in the study.

As a student in the Department of Counseling of The George Washington University, I am carrying out research to study female and male athletic coaches' and female high school athletes' perception of sexual harassment and the incidence of sexual harassment among female high school athletes. The investigator (person in charge of this research study) is Dorothy L. Hayden. As a participant in this research you are asked to complete a survey one time during the study. The survey, to be completed at a place convenient to you, will take approximately 30 to 40 minutes to complete. The total amount of time you will be asked to volunteer for the study is approximately 30 to 40 minutes.

To the best of our knowledge, completing the survey will have no more risk of harm than you would experience in everyday life. Although we have made every effort to minimize this, you may find some questions we ask you to be upsetting or stressful. If so, please seek assistance from your university or college counseling center or a professional counselor. In addition, you will not get any personal benefits from taking part in this study. There are no costs associated with taking part in this study. You will not receive compensation for participating in this study.

Your participation in this research study is voluntary and should not affect your job status. You may decide not to begin or to stop this study at any time. You will be told of any new information about the research study that may cause you to change your mind about participation. Your records will be anonymous. No identifying information (e.g., name, social security number) will be asked or recorded.

If you have questions about the procedures of this research study, please contact Dorothy L. Hayden by telephoning _____ during the workday or _____ in the evening. If you have questions about the informed consent process or any other rights as a research subject, please contact Kim Filbert, Director, in George Washington University Office of Human Research at (202) 994-2715. Ms. Filbert is your representative.



Dottie Hayden
11111 xxxxx xxxxx xxxxx xx x
xxxxxx, VA 00000
(xxx).xxx.xxxx

PERCEPTION SURVEY FOR HIGH SCHOOL COACHES

adapted from The Sexual Harassment Survey by Margery Jean Holman (1995)

If you have coached two or more female High School Interscholastic Teams during the past five years, please complete this survey.

Sexual harassment within high school athletics has recently received attention from the media. There are varied opinions about the behaviors that are identified as sexually harassing. Do coaches and athletes have similar definitions of appropriate behavior and sexual harassment? Your response to this survey will be part of the on going research to answer this question. Your completion and return of this survey will signify consent to voluntary participation in the study. Your responses will be treated with strict confidence. To insure anonymity, names and other specific identifying information should not be included. e.g. name of student, name of school, your name.

Please return the survey and demographic information in the enclosed addressed and stamped envelope.

If you are not willing to participate in this study, please return the survey in the enclosed addressed and stamped envelope. It would be helpful to know your reason for not participating; please list below.

**** For ease in identification, this survey was printed and distributed on green paper.**

ATTENTION: ALL HIGH SCHOOL COACHES WHO HAVE COACHED TWO OR MORE FEMALE HIGH SCHOOL INTERSCHOLASTIC TEAMS DURING THE PAST FIVE YEARS.

Perception Survey

Please circle the appropriate number in response to your feelings about whether you think the behavior presented in the statement is sexual harassment.

Scale: Strong agreement or strong disagreement to a given statement are represented by '1' and '4' respectively while '2' and '3' represent a milder emotion. e.g. I like anchovies on my pizza.

Strongly agree 1 2 3 4 Strongly disagree

Selecting '4' indicates that I hate anchovies on my pizza (whereas '2' would mean that I can take them or leave them but would prefer to have them).

1. Making seductive remarks about a person's appearance is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

2. Sexist comments such as jokes or remarks that are stereotypical or derogatory to members of one sex are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

3. Sexually flattering or suggestive remarks are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

4. Sexually suggestive comments about athletes' bodies are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

5. Unwanted sexual attention, such as flirtation, being overly helpful, too friendly or personal, is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

6. Competitive athletics is an inappropriate activity for women.

Strongly agree 1 2 3 4 Strongly disagree

7. A coach's invitation to an athlete to engage in a romantic relationship is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

8. The offer of something as a reward or benefit for sexual cooperation is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

9. The promise of making the team for engaging in sexual behaviors is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

page 2 of 4

10. Experiencing negative consequences for refusing to be sexually cooperative is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

11. Refusing sexual advances made by a coach would be detrimental to an athlete's athletic aspirations.

Strongly agree 1 2 3 4 Strongly disagree

12. Unwanted attempts to kiss, hug, touch or fondle are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

13. Forceful attempts of sexual touching or sexual intercourse are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

14. Deliberately touching an athlete in a way that is inappropriate or discomforting is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

15. In general, women are too sensitive about unwanted sexual attention.

Strongly agree 1 2 3 4 Strongly disagree

16. Women who get unwanted sexual attention from men bring it on themselves.

Strongly agree 1 2 3 4 Strongly disagree

17. Female athletes who get unwanted sexual attention from a male coach bring it on themselves.

Strongly agree 1 2 3 4 Strongly disagree

18. Female athletes who get unwanted sexual attention from a female coach bring it on themselves.

Strongly agree 1 2 3 4 Strongly disagree

19. Sexual harassment is prevalent in high school athletics.

Strongly agree 1 2 3 4 Strongly disagree

20. I was aware of a school policy concerning sexual harassment in my school.

Strongly agree 1 2 3 4 Strongly disagree

21. I was aware of a person specifically responsible for providing assistance in the case of a sexual harassment complaint in my school. (Do not give any identifying information.)

Strongly agree 1 2 3 4 Strongly disagree

22. Are there other behaviors not listed in this survey that you consider to be sexual harassment? Please list. Limit your list to a coach/athlete relationship.

Demographics for Coaches

A few final questions about your background and experience.

High School Background

1. Type of high school at which you coached: (check all that apply).

Co-Educational Single Sex Parochial
 Boarding Public Private
 Day Other (please specify) _____

2. High School setting: Approximate Enrollment

Urban _____
 Suburban _____
 Rural _____

3. What high school sports do you coach?

4. Do your teams have any "rookie initiation traditions"?

Yes No Uncertain

If yes, Please outline the activities planned.

5. Individual playing time for athletes in each game is based on: (check all that apply).

skills practice performance other talent available
 attendance game day performance need to win
 attitude adequate playing time for all team members
 other (please specify) _____

6. Are you the head coach?

Yes No

7. You coach teams with: (check all that apply).

Male head coach Male assistant coach
 Female head coach Female assistant coach

8. Other coaching experience (check all that apply):

High School all star Regional/Select team Jr. National team
 Community club team Other (please specify) _____

9. Do you believe the women's and men's athletic programs in your high school are treated equally?

equally men's program advantaged women's program advantaged N/A

10. To your knowledge, does your employer offer specific information explaining what constitutes sexual harassment?

____ Yes ____ No

If yes, please describe the format: e.g., health/family life course, video, lecture, document.

11. To your knowledge, does your high school have a policy regarding sexual harassment?

____ Yes ____ No

12. Have you ever reported or witnessed an incident of sexual harassment to anyone? (Do not give any other identifying information.)

Reported ____ Yes ____ No Witnessed ____ Yes ____ No

If yes, please explain the nature of the sexual harassment that you reported, the relationship of the people involved, and to whom you reported the incident. (Do not identify by name any individuals involved.)

Personal/Family Background

13. Your gender: ____ Female ____ Male

14. Your race/ethnicity:

____ White (non-Hispanic) ____ Hispanic ____ Native American
____ Black, African Am. (non-Hispanic) ____ Pacific Islander
____ Bi-racial ____ Other: _____ ____ Asian: _____

15. Your age _____

16. Number of years teaching High School ____ Number of years coaching High School ____
Total number of years teaching (all levels) ____ Total number of years coaching (all levels) ____
Earned coaching certifications ____ Employed part time as a coach ____
Employed full time as a physical education teacher/coach ____

17. Your sexuality:

____ Heterosexual ____ Bisexual ____ Transgendered
____ Homosexua ____ Transsexual ____ Other (please specify) _____

18. Your parents are:

____ Married
____ Divorced
____ Separated
____ Other (please specify) _____

7. You are:

____ Single
____ Married
____ Divorced
____ Separated
____ Other (please specify) _____

19. Is there a history of physical or sexual abuse in your family's background: (parents, grandparents, siblings, cousins, etc.)

____ Yes ____ No ____ Unsure

20. Have you been physically or sexually abused?

____ Yes ____ No ____ Unsure

If this study has caused you any emotional distress, please seek assistance from a professional counseling center.

APPENDIX H

RESEARCH PARTICIPATION AGREEMENT - SITE APPROVAL FORM

DOROTHY L. HAYDEN
11111 xxxxx xxxxx xxxxx xx x
xxxxxx, XX xxxxx

Dr. Rose Ann xxxxxxxx Ph.D.
 Coordinator of Fitness Management Program
 11 Recreation/xxxxxx Center
 xxxx xxxxxxxx University
 xxxxxx xxxxxxxx, PA 17745

October 8, 2001

Dear Rose Ann,

Recently I submitted my dissertation proposal to the George Washington University Internal Review Board (IRB). Within the proposal, I included references to our telephone conversations and e-mail communications discussing our arrangements for distributing my survey at Lock Haven University. I have been asked by the IRB to provide a more formal statement reflecting our discussions. It has been recommended that the statement include the following:

1. be written on University letterhead
2. indicate your willingness to assist with the research
3. indicate how subjects will be recruited
4. describe the logistics for distribution and collection of the survey
5. include your signature, position (authority), contact information

As I see it, this can be accomplished in one of three ways.

1. Complete and sign the form I have enclosed.
2. Copy my form onto your University letterhead and complete.
3. Create your own original letter/form on University letterhead with needed information included.

I would think the first option would be the easiest for you but adjust things as you wish - just please, be sure to include the information my IRB has requested. In light of recent research mishaps, I respect the request of the Board for very precise information.

I met with two members of my dissertation committee today. Based on a need for a high yield while maintaining anonymity/confidentiality, my committee is encouraging the use of a "drop box" option for survey collection. If you are willing to implement the "drop box" option (placing a box in a central location for participants to place their sealed envelopes containing their survey) that would be great. Otherwise, I will include a self-addressed stamped envelope with the surveys for your University. Feel free to describe a third option in the space provided on the form.

Thank you again for all your help thus far and for your continued support. I hope this is not too time consuming or inconvenient. A FAX return will be fine (**703-xxx-xxxx**). (Please do not return FAX to number on GW form.) With a little luck, this form will be accepted by IRB and I will be sending surveys to you shortly.

Sincerely,

Dottie Hayden



COUNSELING/HUMAN AND ORGANIZATIONAL STUDIES

RESEARCH PARTICIPATION AGREEMENT - SITE APPROVAL

Female and Male High School Athletic Coaches and Female High School Athletes Perception of Sexual Harassment and the Incidence among Female High School Athletes.

Please complete this form to acknowledge your willingness to participate in this research study by overseeing the distribution and collection of the research survey. College students who participated in their high school interscholastic athletic program are being asked to complete a survey based on their experiences as a high school athlete. No questions will be asked about College/University coaches or experiences while attending college. This research is being conducted by Dorothy L. Hayden, (doctoral candidate) Counseling/Human and Organizational Studies at George Washington University. Kindly provide the following information.

I am willing to oversee the distribution of the survey packet* to female students participating in the following: (check all that apply)

- _____ intercollegiate athletics
_____ life time activity classes/physical education activity classes
_____ intramural or club team sports
_____ health, recreation, exercise science major
_____ other (please describe)

Which of the following methods do you plan to use for the return of the survey?

- _____ A drop box will be placed in a central location. Surveys (completed or blank) should be sealed in the envelope provided and dropped into the drop box. Survey administrator (you, or person assigned by you) will collect the surveys from the drop box and mail to researcher, Dorothy L. Hayden.
_____ Survey packet will include a self addressed, stamped envelope. Participants will be responsible for returning the survey (completed or blank) to Dorothy L. Hayden in the self addressed, stamped envelope.
_____ Other (please describe in detail)

Signature: _____ Name: _____ (please print)
Title/Position: _____
Institution: _____
Address: _____
Telephone #: _____ FAX # _____
E-Mail address: _____ Date: _____

*survey packet will include a letter of introduction, information sheet, instructions, the survey and a plain envelope (self addressed, and stamped when needed). The survey packet will be distributed in a plain envelope. No identifying information will be asked.

APPENDIX I

DISTRIBUTION INSTRUCTIONS TO ATHLETIC DIRECTORS

DOROTHY L. HAYDEN
11111 xxxxx xxxxx xxxxx xx x
xxxxxx, VIRGINIA 00000

Janice xxxxxxxxxxx xxxxxxxx
 Assistant Professor
 Athletic Director; Head of the Physical Education Department
 xxxxxxxx xxxxxx College
 xxxxxxxxxxx and xxxxxx Ave.
 xxxxxxxxxxxxxx, Pennsylvania 00000

November 1, 2001

Dear Janice,

The George Washington University Internal Review Board approved the proposal for my research, so I now have permission to distribute the survey. Enclosed, please find the following:

- 1) 50 survey packets (cover letter, information sheet, survey instructions and survey in an envelope)
- 2) 1 address label for return of surveys to Dorothy L. Hayden
- 3) Postage for return of survey by US Postal Service priority mail
 (survey may be returned in the original shipping box)

Here are some guidelines for distribution and collection of the survey packets.

Please refer to this survey as the "Coaches' Behavior Survey" NOT the "Sexual Harassment Survey." I am trying to limit the use of the term "sexual harassment" before the student completes the first section of the survey on Incidence.

- 1) Survey packets may be distributed to any female student that participated on an interscholastic team in high school. They may or may not be an intercollegiate athlete at Chestnut Hill College.
- 2) Please keep a count of the number of survey packets actually distributed.
- 3) Allow 7 to 10 days for the participant to complete the survey.
- 4) Completed surveys (enclosed in the envelope it came in) should be placed in a drop box.
- 5) Drop box should be located in a secure area that is easily accessible to students.
- 6) Encourage participants to return the survey to the drop box even if they choose not to complete the survey.

When the collection is completed, please return the surveys to Dottie Hayden. It should be possible to use the original shipping box. I have included with this letter a return label and postage. Should you need addition supplies or postage, please let me know.

Completed surveys should not be opened or removed from their envelopes.

If you have surveys that were not distributed, please return them and clearly indicate that they were never distributed. Also, indicate the number of survey packets actually distributed.

Please notify me when you have sent the surveys back to me so I can be on the look out for them. Thank you very much for all your assistance with this research.

Sincerely,

Dorothy L. Hayden

xxx-xxx-xxxx (Home) xxx-xxx-xxxx (Pocket) xxx-xxx-xxxx (School) xxx-xxx-xxxx (FAX)
xxxx@xxxxxxxx.com

APPENDIX J
INCIDENCE AND PERCEPTION SURVEY FOR ATHLETES INCLUDING
DEMOGRAPHICS FOR ATHLETES

Dorothy L. Hayden
11111 xxxxx xxxxx xxxxx xx x
xxxxxx, XX 0000
xxx.xxx.xxxx

November 1, 2001

Dear Participant:

The enclosed survey is part of my doctoral dissertation study at The George Washington University. Your assistance by completing this three-part survey is greatly appreciated. Female college students who participated on their **High School Interscholastic Team** are being asked to participate in this study.

Coaching behaviors can be interpreted differently by female high school athletes and male and female coaches. This research is designed to study the behaviors of male and female athletic coaches and the environment coaches create while teaching athletes. The study will examine the meanings and perceptions female high school athletes and male and female coaches apply to specific behaviors and experiences. The goal of this study is to generate information about the environment surrounding female high school athletes and to identify behaviors that are appropriate for coaches and beneficial to female athletes involved in high school athletic programs.

Participation in this study is **voluntary**. Your consent to participate in this research will be indicated by completing and returning this survey. This study will generate valuable information about the environment of high school athletic programs, and I appreciate your willingness to participate.

The Incidence section of the survey lists specific behaviors and experiences. Participants are asked to identify any of the behaviors or experiences, both positive and negative that were part of their high school athletic experience. The Perception section of the survey is designed to help the researcher understand the meanings and perceptions athletes apply to these behaviors and experiences. Your response to the Demographic section will provide general information about the students participating in this study. High school coaches will also be asked to participate in this part of the study in an attempt to determine the congruence of definitions between the groups.

Please **complete the Incidence section the survey before reading the Perception and Demographic sections**. When you have completed all three sections, place it in the addressed, stamped envelope provided for return to me or your university coordinator. Allow approximately 40 minutes to complete the survey. If you are not willing to participate in this study, please return the survey in the addressed, stamped enveloped provided for return to me. It would be helpful to know your reasons for not participating; please list below.

The survey has no means of determining the identity of the participants (e.g., name, social security number). Therefore, responses will be completely **anonymous**. The completed surveys will not be available to anyone other than the researcher and the members of my dissertation committee (if necessary). All results will be summarized.

If you have any questions about the procedures for this research study, or would like to receive a summary of the findings, please contact Dorothy L. Hayden. If you have questions about the informed consent process or any other rights as a research subject, please contact Kim Filbert, Director, in The George Washington University Office of Human Research at (202) 994-2715. Ms. Filbert is your representative.

Again, I appreciate your assistance. Thank you very much for taking part in this study.

Sincerely,

Dottie Hayden



COUNSELING/HUMAN AND ORGANIZATIONAL STUDIES

Information Sheet
New IRB# U100117
October 2001

Dorothy L. Hayden

Dr. Donald Linkowski

You are invited to take part in a research study. Before you decide to be a part of this study, you need to understand the risks and benefits. This consent form provides information about the research study. A staff member of the research study will be available to answer your questions and provide further explanation. Your decision to take part in the study is voluntary. You are free to choose whether or not you will take part in the study.

As a student in the Department of Counseling of The George Washington University, I am carrying out research to study female and male athletic coaches' and female high school athletes' perception of sexual harassment and the incidence of sexual harassment among female high school athletes. The investigator (person in charge of this research study) is Dorothy L. Hayden. As a participant in this research you are asked to complete a survey one time during the study. The survey, to be completed at a place convenient to you, will take approximately 30 to 40 minutes to complete. The total amount of time you will be asked to volunteer for the study is approximately 30 to 40 minutes.

To the best of our knowledge, completing the survey will have no more risk of harm than you would experience in everyday life. Although we have made every effort to minimize this, you may find some questions we ask you to be upsetting or stressful. If so, please seek assistance from your university or college counseling center or a professional counselor. In addition, you will not get any personal benefits from taking part in this study. There are no costs associated with taking part in this study. You will not receive compensation for participating in this study.

Your participation in this research study is voluntary. You may decide not to begin or to stop this study at any time. You will be told of any new information about the research study that may cause you to change your mind about participation. Your records will be anonymous. No identifying information (e.g., name, social security number) will be asked or recorded.

If you have questions about the procedures of this research study, please contact Dorothy L. Hayden by telephoning _____ during the workday or _____ in the evening. If you have questions about the informed consent process or any other rights as a research subject, please contact Kim Filbert, Director, in George Washington University Office of Human Research at (202) 994-2715. Ms. Filbert is your representative.



Dottie Hayden
11111 xxxxx xxxxx xxxxx xx x
xxxxxx, XX 00000
xxx.xxx.xxxx

INCIDENCE AND PERCEPTION SURVEY FOR ATHLETES

adapted from The Survey by Margery Jean Holman (1995)

Recent reports by the media indicate that female athletes are experiencing behaviors from their coaches ranging from innocuous to dangerous. Experiences in athletics can be positive or negative. Regardless of your experience as an athlete your input is important. Your response to this survey will be part of the on going research to determine the incidence and perceptions of these behaviors. Your completion and return of this survey will signify consent to voluntary participation in the study. Your responses will be treated with strict confidence. To insure anonymity, names and other specific identifying information should not be included (e.g. name of coach, name of school, your name).

Complete the Incidence Survey BEFORE reading the Perception Survey

Responses to Incidence Survey should be based on your HIGH SCHOOL experiences.

Please return the survey and demographic information in the enclosed addressed and stamped envelope.

If you are not willing to participate in this study, please return the survey in the enclosed addressed and stamped envelope. It would be helpful to know your reason for not participating; please list below.

Incidence Survey (Female Athletes)

Please respond to the following statements based upon your personal experience during your **high school** athletic team participation. (Do not give any other identifying information.)

1. I have had sexist jokes or comments made to me by a high school coach.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

2. Sexual materials of a visual or written nature, such as centerfolds of women or men or degrading drawings, were displayed in or around my training site either by or with the permission of the coaches or the coaching staff.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

3. My high school coach has commented that athletics is an inappropriate activity for women.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

4. My high school coach has made sexual advances toward me that are outside the role of coaching.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

5. My high school coach made me uncomfortable by repeatedly asking me for a date or a relationship, refusing to take no for an answer.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

6. I have been invited by my high school coach to engage in a sexual relationship.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

7. I have been offered benefits as an incentive to engage in a sexual relationship with my high school coach.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

(Over, please)

page 2 of 6

8. I have been threatened with negative consequences for refusing to engage in a sexual relationship with my high school coach.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

9. I have felt my high school coach invaded my personal space or deliberately touched me in a way that made me uncomfortable.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

10. I have been in a position where my high school coach made forceful attempts to touch, fondle, kiss or grab me.

HEAD COACH			ASSISTANT COACH		
Female	Yes _____	No _____	Female	Yes _____	No _____
Male	Yes _____	No _____	Male	Yes _____	No _____

11. As an athlete, have you **ever** been sexually harassed? Experience as an athlete should include but not be limited to middle school, high school, college, travel, recreation teams, etc. (Do not give any identifying information.)

Yes _____ No _____

If yes, please indicate the role of the harasser (check all that apply) and **your** age at the time of the incident. Do not give any other identifying information.

Head coach	male _____	Your age _____	female _____	Your age _____
assistant coach	male _____	Your age _____	female _____	Your age _____
athlete	male _____	Your age _____	female _____	Your age _____
manager (team)	male _____	Your age _____	female _____	Your age _____
athletic trainer	male _____	Your age _____	female _____	Your age _____
teacher/instructor	male _____	Your age _____	female _____	Your age _____
other (please specify) _____				Your age _____

Please explain the nature of the sexual harassment that you have experienced using the survey statements as a guide (e.g., #s 1 - 10) or indicate other experiences not presented in the survey. Use back of this sheet if you need more space.

12. Are you aware of other athletes who have been sexually harassed? (Do not give any identifying information.)

Yes _____ No _____

Please explain the nature of the sexual harassment using the survey statements as a guide (e.g., #s 1 - 10) or indicate other experiences not presented in the survey.

Perception Survey

Please circle the appropriate **number** in response to your feelings about whether you think the behavior presented in the statement is sexual harassment.

Scale: Strong agreement or strong disagreement to a given statement are represented by '1' and '4' respectively while '2' and '3' represent a milder emotion. e.g. I like anchovies on my pizza.

Strongly agree 1 2 3 4 Strongly disagree

Selecting '4' indicates that I hate anchovies on my pizza (whereas '2' would mean that I can take them or leave them but would prefer to have them).

1. Making seductive remarks about a person's appearance is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

2. Sexist comments such as jokes or remarks that are stereotypical or derogatory to members of one sex are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

3. Sexually flattering or suggestive remarks are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

4. Sexually suggestive comments about athletes' bodies are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

5. Unwanted sexual attention, such as flirtation, being overly helpful, too friendly or personal, is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

6. Competitive athletics is an inappropriate activity for women.

Strongly agree 1 2 3 4 Strongly disagree

7. A coach's invitation to an athlete to engage in a romantic relationship is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

8. The offer of something as a reward or benefit for sexual cooperation is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

9. The promise of making the team for engaging in sexual behaviors is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

10. Experiencing negative consequences for refusing to be sexually cooperative is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

(Over, please)

11. Refusing sexual advances made by a coach would be detrimental to an athlete's athletic aspirations.

Strongly agree 1 2 3 4 Strongly disagree

12. Unwanted attempts to kiss, hug, touch or fondle are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

13. Forceful attempts of sexual touching or sexual intercourse are sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

14. Deliberately touching an athlete in a way that is inappropriate or discomforting is sexual harassment.

Strongly agree 1 2 3 4 Strongly disagree

15. In general, women are too sensitive about unwanted sexual attention.

Strongly agree 1 2 3 4 Strongly disagree

16. Women who get unwanted sexual attention from men bring it on themselves.

Strongly agree 1 2 3 4 Strongly disagree

17. Female athletes who get unwanted sexual attention from a male coach bring it on themselves.

Strongly agree 1 2 3 4 Strongly disagree

18. Female athletes who get unwanted sexual attention from a female coach bring it on themselves.

Strongly agree 1 2 3 4 Strongly disagree

19. Sexual harassment is prevalent in high school athletics.

Strongly agree 1 2 3 4 Strongly disagree

20. I was aware of a school policy concerning sexual harassment in my high school.

Strongly agree 1 2 3 4 Strongly disagree

21. I was aware of a person specifically responsible for providing assistance in the case of a sexual harassment complaint in my school. (Do not give any identifying information.)

Strongly agree 1 2 3 4 Strongly disagree

22. Are there other behaviors not listed in this survey that you consider to be sexual harassment? Please list. Limit your list to a coach/athlete relationship.

Demographics for Athletes

A few final questions about your background and experience.

High School Background

1. Type of high school you attended: (check all that apply).

<input type="checkbox"/> Co-Educational	<input type="checkbox"/> Single Sex	<input type="checkbox"/> Parochial
<input type="checkbox"/> Boarding	<input type="checkbox"/> Public	<input type="checkbox"/> Private
<input type="checkbox"/> Day	<input type="checkbox"/> Other (please specify) _____	

2. High School setting: Approximate Enrollment

<input type="checkbox"/> Urban	<input type="checkbox"/>
<input type="checkbox"/> Suburban	<input type="checkbox"/>
<input type="checkbox"/> Rural	<input type="checkbox"/>

3. In what high school sports did you compete?

4. Did your team have any “rookie initiation traditions”?

Yes No

If yes, Please outline the activities planned.

5. In thinking about your playing time in each game, would you say you:

Played in **more** than half of most games Played in **less** than half of most games

6. Your coaches were (check all that apply):

<input type="checkbox"/> Male head coach	<input type="checkbox"/> Male assistant coach
<input type="checkbox"/> Female head coach	<input type="checkbox"/> Female assistant coach

7. Past sport experience (check all that apply):

<input type="checkbox"/> High School interscholastic	<input type="checkbox"/> Regional/Select team	<input type="checkbox"/> Jr. National team
<input type="checkbox"/> High School All Star	<input type="checkbox"/> Community club team	<input type="checkbox"/> Other(specify) _____

8. Do you believe the women’s and men’s athletic programs in your high school were treated equally?

equally men’s program advantaged women’s program advantaged N/A

9. To your knowledge, did your high school offer specific information explaining what constitutes sexual harassment?

Yes No

If yes, please describe the format: e.g., health/family life course, video, lecture, document.

(Over, please)

10. To your knowledge did your high school have a policy regarding sexual harassment?

_____ Yes _____ No

11. Have you ever reported an incident of sexual harassment to anyone? (Do not give any other identifying information.)

_____ Yes _____ No

If yes, please explain the nature of the sexual harassment that you reported, the relationship of the people involved, and to whom you reported the incident. Also, indicate your age when this reported incident occurred.

Personal/Family Background

12. Your gender: _____ Female _____ Male

13. Your race/ethnicity:

_____ White (non-Hispanic) _____ Hispanic _____ Native American
_____ Black, African Am. (Non-Hispanic) _____ Pacific Islander
_____ Bi-racial _____ Other: _____ _____ Asian: _____

14. Your age _____

15. Your current year in college 1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____

16. Your sexuality:

_____ Heterosexual _____ Bisexual _____ Transgendered
_____ Homosexual _____ Transsexual _____ Other (please specify) _____

17. Your parents are:

_____ Married
_____ Divorced
_____ Separated
_____ Other (please specify) _____

7. You are:

_____ Single
_____ Married
_____ Divorced
_____ Separated
_____ Other (please specify) _____

18. Is there a history of physical or sexual abuse in your family's background: (parents, grandparents, siblings, cousins, etc.)

_____ Yes _____ No _____ Unsure

19. Have you been physically or sexually abused?

_____ Yes _____ No _____ Unsure

If this study has cause you any emotional distress, please seek assistance from your university counseling center.

APPENDIX K

**PERCEPTIONS OF ATHLETES AND COACHES REGARDING IDENTIFIED
BEHAVIORS AS SEXUAL HARASSMENT**

Appendix K:
Perceptions of Athletes and Coaches Regarding Identified Behaviors as Sexual Harassment

Statement	Category	Group	Strongly disagree		Disagree		Agree		Strongly Agree		Total n	Mean	S.D.
			n	%	n	%	N	%	N	%			
1. Seductive remarks about person's appearance	Gender Harassment	Female Athlete	5	3.6	29	21.0	71	51.4	33	23.9	138	2.96	.77
		Male Coach	2	4.3	0	0	8	17.0	37	78.7	47	3.70	.69
		Female Coach	3	2.8	7	6.7	24	22.2	74	68.5	108	3.56	.74
		All	10	3.4	36	12.3	103	35.2	144	49.1	293	3.30	.81
2. Sexist comments: jokes, stereotypical/derogatory remarks	Gender Harassment	Female Athlete	11	8.0	44	32.1	50	36.5	32	23.4	137	2.75	.91
		Male Coach	1	2.1	5	10.6	19	40.4	22	46.8	47	3.32	.75
		Female Coach	5	4.5	19	17.6	26	24.1	58	53.7	108	3.27	.91
		All	17	5.8	68	23.3	95	32.5	112	38.4	292	3.03	.92
3. Sexual flattery or suggestive remarks	Gender Harassment	Female Athlete	5	3.6	38	27.7	57	41.6	37	27.0	137	2.92	.83
		Male Coach	0	0	2	4.3	15	31.9	30	63.8	47	3.60	.58
		Female Coach	2	1.9	13	12.3	29	27.4	62	58.5	106	3.42	.78
		All	7	2.4	53	18.3	101	34.8	129	44.5	290	3.21	.83
4. Sexually seductive remarks about person's body	Gender Harassment	Female Athlete	3	2.2	23	16.7	55	39.9	57	41.3	138	3.20	.79
		Male Coach	1	2.1	0	0	8	16.7	39	81.3	48	3.77	.56
		Female Coach	3	2.8	8	7.4	16	14.8	81	75.0	108	3.62	.75
		All	7	2.4	31	10.5	79	26.9	177	60.2	294	3.45	.78
5. Unwanted sexual attention; overly helpful, too friendly or personal	Seductive Behavior	Female Athlete	11	8.0	37	26.8	47	34.1	43	31.2	138	2.88	.94
		Male Coach	2	4.2	3	6.3	11	22.9	32	66.7	48	3.52	.80
		Female Coach	3	2.8	7	6.5	34	31.5	64	59.3	108	3.47	.74
		All	16	5.4	47	16.0	92	31.3	139	47.3	294	3.20	.90
6. Competitive athletics is inappropriate for women	Gender Harassment	Female Athlete	129	93.5	2	1.4	2	1.4	5	3.6	138	1.15	.61
		Male Coach	45	93.8	0	0	0	0	3	6.3	48	1.19	.73
		Female Coach	101	93.5	0	0	0	0	7	6.5	108	1.19	.74
		All	275	93.5	2	.7	2	.7	15	5.1	294	1.17	.68

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Appendix K: (continued)

Perceptions of Athletes and Coaches Regarding Identified Behaviors as Sexual Harassment

Statement	Category	Group	Strongly disagree		Disagree		Agree		Strongly Agree		Total n	Mean	S.D.
			n	%	N	%	N	%	n	%			
7. Invitation by coach to engage in a romantic relationship	Seductive Behavior	Female Athlete	5	3.6	10	7.2	20	14.5	103	74.6	138	3.60	.78
		Male Coach	1	2.1	2	4.2	1	2.1	44	91.7	48	3.83	.60
		Female Coach	1	.9	5	4.6	9	8.3	93	86.1	108	3.80	.56
		All	7	2.4	17	5.8	30	10.2	240	81.6	294	3.71	.68
8. Rewards or benefit for sexual cooperation	Sexual Bribery	Female Athlete	3	2.2	1	.7	4	2.9	130	94.2	138	3.90	.49
		Male Coach	0	0	0	0	0	0	48	100	48	4.00	.00
		Female Coach	1	.9	1	.9	1	.9	105	97.2	108	3.94	.36
		All	4	1.4	2	.7	5	1.7	283	96.3	294	3.93	.40
9. Promise of selection to team for engaging in sexual behaviors	Sexual Bribery	Female Athlete	3	2.2	0	0	2	1.4	133	96.4	138	3.92	.45
		Male Coach	0	0	0	0	0	0	48	100	48	4.00	.00
		Female Coach	1	.9	0	0	0	0	107	99.1	108	3.97	.29
		All	4	1.4	0	0	2	.7	288	98.0	294	3.95	.36
10. Negative consequences for refusing to be sexually cooperative	Sexual Coercion	Female Athlete	3	2.2	0	0	7	5.1	128	92.8	138	3.88	.48
		Male Coach	0	0	0	0	0	0	48	100	48	4.00	.00
		Female Coach	2	1.9	0	0	2	1.9	102	96.2	106	3.92	.43
		All	5	1.7	0	0	9	3.1	278	95.2	292	3.92	.42
11. Reprisal detrimental to athlete's athletic aspirations for refusing sexual advances made by a coach	Sexual Coercion	Female Athlete	60	44.8	17	12.7	18	13.4	39	29.1	134	2.27	1.30
		Male Coach	29	69.0	3	7.1	2	4.8	8	19.0	42	1.74	1.21
		Female Coach	54	52.9	7	6.9	18	17.6	23	22.5	102	2.10	1.27
		All	143	51.4	27	9.7	38	13.7	70	25.2	278	2.13	1.28
12. Unwanted attempts to kiss, hug, touch or fondle	Sexual Imposition or Assault	Female Athlete	3	2.2	2	1.4	9	6.5	124	89.9	138	3.84	.54
		Male Coach	0	0	1	2.1	1	2.1	46	95.8	48	3.94	.32
		Female Coach	3	2.8	2	1.9	1	.9	101	94.4	107	3.87	.57
		All	6	2.0	5	1.7	11	3.8	271	92.5	293	3.87	.52

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Appendix K: (continued)

Perceptions of Athletes and Coaches Regarding Identified Behaviors as Sexual Harassment

Statement	Category	Group	Strongly Disagree		Disagree		Agree		Strongly Agree		Total n	Mean	S.D.
			n	%	N	%	N	%	n	%			
13. Forceful attempts of touching or sexual intercourse	Sexual Imposition or Assault	Female Athlete	3	2.2	0	0	3	2.2	132	95.7	138	3.91	.46
		Male Coach	0	0	0	0	0	0	48	100	48	4.00	.00
		Female Coach	3	2.8	0	0	0	0	104	97.2	107	3.92	.50
		All	6	2.0	0	0	3	1.0	284	96.9	293	3.93	.44
14. Deliberate inappropriate or discomforting touching	Sexual Imposition or Assault	Female Athlete	1	.7	2	1.4	9	6.5	126	91.3	138	3.88	.42
		Male Coach	0	0	0	0	1	2.1	47	97.9	48	3.98	.14
		Female Coach	3	2.8	0	0	4	3.7	100	93.5	107	3.88	.53
		All	4	1.4	2	.7	14	4.8	273	93.2	293	3.90	.43
15. Women are too sensitive about unwanted sexual attention		Female Athlete	73	52.9	40	29.0	20	14.5	5	3.6	138	1.69	.85
		Male Coach	30	62.5	13	27.1	5	10.4	0	0	48	1.48	.68
		Female Coach	68	64.2	29	27.4	8	7.5	1	.9	106	1.45	.68
		All	171	58.6	82	28.1	33	11.3	6	2.1	292	1.57	.77
16. Women bring unwanted sexual attention on themselves		Female Athlete	82	59.4	37	26.8	14	10.1	5	3.6	138	1.58	.82
		Male Coach	30	63.8	13	27.7	4	8.5	0	0	47	1.45	.65
		Female Coach	79	74.5	22	20.8	4	3.8	1	.9	106	1.31	.59
		All	191	65.6	72	24.7	22	7.6	6	2.1	291	1.46	.72
17. Female athletes bring unwanted sexual attention from male coaches on themselves		Female Athlete	98	71.5	29	21.2	7	5.1	3	2.2	137	1.38	.69
		Male Coach	39	81.3	5	10.4	3	6.3	1	2.1	48	1.29	.68
		Female Coach	90	84.9	16	15.1	0	0	0	0	106	1.15	.36
		All	227	78.0	50	17.2	10	3.4	4	1.4	291	1.28	.60
18. Female athletes bring unwanted sexual attention from female coaches on themselves		Female Athlete	108	78.3	23	16.7	4	2.9	3	2.2	138	1.29	.63
		Male Coach	38	80.9	4	8.5	5	10.6	0	0	47	1.30	.66
		Female Coach	90	85.7	14	13.3	1	1.0	0	0	105	1.15	.39
		All	236	81.4	41	14.1	10	3.4	3	1.0	290	1.24	.56

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Appendix K: (continued)

Perceptions of Athletes and Coaches Regarding Identified Behaviors as Sexual Harassment

Statement	Category	Group	Strongly Disagree		Disagree		Agree		Strongly Agree		Total n	Mean	S.D.
			N	%	N	%	N	%	n	%			
19. Sexual harassment is prevalent in high school athletics		Female Athlete	26	19.0	69	50.4	30	21.9	12	8.8	137	2.20	.85
		Male Coach	23	48.9	19	40.4	5	10.6	0	0	47	1.62	.68
		Female Coach	21	20.8	49	48.5	28	27.7	3	3.0	101	2.13	.77
		All	70	24.6	137	48.1	63	22.1	15	5.3	285	2.08	.82
20. Respondent aware of sexual harassment policy in his/her school		Female Athlete	36	26.1	28	20.3	30	21.7	44	31.9	138	2.59	1.19
		Male Coach	1	2.1	2	4.3	7	14.9	37	78.7	47	3.70	.66
		Female Coach	9	8.5	12	11.3	12	11.3	73	68.9	106	3.41	.99
		All	46	15.8	42	14.4	49	16.8	154	52.9	291	3.07	1.14
21. Respondent aware of person responsible for providing assistance in cases of sexual harassment in his/her school		Female Athlete	55	40.4	32	23.5	20	14.7	29	21.3	136	2.17	1.18
		Male Coach	18	39.1	4	8.7	10	21.7	14	30.4	46	2.43	1.29
		Female Coach	39	37.9	18	17.5	17	16.5	29	28.2	103	2.35	1.25
		All	112	39.3	54	18.9	47	16.5	72	25.3	285	2.28	1.22

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree