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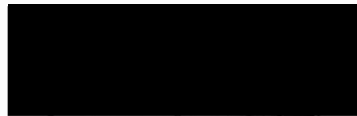
**THE DECREASE IN THE NUMBER OF FEMALE COACHES FOR  
GIRLS AND WOMEN'S ATHLETIC TEAMS AT THE  
HIGH SCHOOL AND COLLEGIATE LEVEL**

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**A RESEARCH PROJECT PRESENTED IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR GRADUATION IN SPORTS ADMINISTRATION,  
LYNN UNIVERSITY**

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**BY DEBRA A. POPE  
AUGUST 15, 2000**



**APPROVED BY  
Dr. Richard A. Young**

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## Abstract

The purpose of this study was to investigate the effects of the decreased numbers of female coaches at the high school and collegiate levels on females participating in athletics. To research this subject matter, a survey was conducted. This survey was administered to 40 female athletes at the high school level that were attending a summer girl's basketball camp in the state of North Carolina. With the range of age between 13 and 17, it was felt that the best possible overall spectrum of information for school-age female athletes would be discovered. While researching past studies, reading past and recent literature, viewing various documentaries, and by calculating the answers given in the survey that was administered, it was found by this study that high school age girls do not seemingly have any negative feelings or changes from the declining number of female coaches in athletics.

## Chapter One

### Introduction

Twenty years ago, women in sports were given little to no attention. Sports, along with the military, were thought of as one of the last great male domains. Then, in 1972 came the creation of Title IX. The opportunity for females to participate in high school and collegiate athletics multiplied soon following the passing of Title IX. Ironically, the increase in sport participation was paralleled by a corresponding decrease in the number of women in the collegiate coaching profession. Throughout this research project, the decline in women coaches at the high school and collegiate levels will be repeatedly addressed and discussed. As found in the survey and study that was conducted, the hypothesis did not show any negative affects from the decline number of female coaches in athletics.

The evidence and literature read and researched for this project have shown an obvious decline in the number of female coaches since the implementation of Title IX. Conversely, statistics show, as stated above, more and more females of all ages and grade levels are participating in athletics. It is hypothesized that female athletic participation on the high school level is not affected by the decrease in the number of female coaches at the high school and collegiate levels. There is no difference in

female athletic participation on the high school level between those athletes that have male coaches and those athletes that have female coaches. It was found however, that high school age girls would like to see more female coaches at both the high school and collegiate levels as role models are becoming increasingly more difficult to find.

The challenge that lies ahead for all athletes, coaches, athletic staff members and fans, is to achieve equity in the sport-related work force for men and women. The main areas in need of equity fall under base salary, timely promotions and more evenly distributed employment numbers for male and female coaches of women's athletics. Although it does seem to appear that growth in the industry as a whole will continue, women will have to be armed and ready to compete for their fair share. Women must work harder to get what they deserve in terms of salary, increased job numbers and prestige. In addition, women must learn the politics of the employment game for a coaching career and then play by them with intense enthusiasm. A few examples of these rules would be that women need to be prepared to stand up for what they feel they deserve, which is equal opportunity. They should also be ready and willing to take advantage of the laws that prohibit discrimination in the hiring process and on the job. Women must also be willing to serve as role models and mentors for the younger women in athletics. Regardless of career choice,

women must be cognizant of how to position themselves for future employment opportunities in order for them to have a chance at success in athletic careers.

Although it is clear that career opportunities for women in sport-related fields have blossomed in the past twenty years, it is also true that women still do not have a balanced equal share of the employment pie. Years ago the only sport-related career alternatives available for women were in the fields of coaching and or teaching physical education.

The tremendous surge in the participation rates of females in sports, combined with the growth of the sports industry, should have led to a corresponding increase in the number of women employed in the coaching industry. Unfortunately, that may not be the case. Currently, women have at best a nominal representation in a wide variety of sport-related careers, but there are still many hurdles to clear before equity is achieved. Examples include a higher overall representation in athletics careers, similar pay for women with jobs equal to that of a male, and benefits, raises and promotions equivalent to men in the same profession.

Perhaps the biggest of all stepping-stones for women in athletics was the creation of the Title IX amendment. Title IX was part of an educational reformation passed in 1972, which prohibited gender discrimination in educational programs that received federal funding (Jarvis & Coleman,



1999). Title IX was proposed by law to give women equal opportunity in sport participation such as the opportunities their male counterparts have received. Equitable programs simply means fair, impartial and unbiased practices within athletic programs i.e. salary, budgets.

The number of female participants in high school athletic programs has risen from 294,015 in 1971-72 to 2,570,333 in 1997-98 (National Federation of High Schools, 1998). With this number continually rising, the need for coaches has also increased. However, in 1972 when women coached 90% of women's teams, today the number of female coaches has declined to 47.7% as of 1996-97 (NFHS, 1998). The research presently done since the implementation of Title IX has given some insight as to why this phenomenon has occurred.

As we enter into this new millennium, the number of female representatives in the field of coaching collegiate athletics is still continuing to decline (see Table 1). With Title IX and the growth of women's athletics in recent years, the question that continually arises is why this is happening? Because of this overwhelming trend, much research has been documented over the past twenty years concerning the decline of women coaches for female collegiate athletic teams, especially the NCAA Gender Equity Study done in 1997.

Two processes have seemingly been contributing factors to the decreasing number of female coaches. One, female coaches have chosen to drop out of coaching and two, they were not replaced by other females (Hart, Hasbrook and Mathes, 1986). Reasons for entering and dropping out of the coaching profession include coaching burnout, building of a family and not enough support from athletics staff members have suggested there are perhaps some similarities in both male and female coaches responses to retiring from coaching. While these studies have found similarities, other research has shown complete differences in attitudes towards coaching and beliefs for entering or not entering the coaching profession (Judd, 1998).

To change the pattern of female coaches leaving the profession, one would have to investigate some of the reasons attributed to leaving. Coaching burnout, attitudes of administrators concerning hiring practices and insufficient role models for female athletes are prime reasons females are leaving the profession. By providing females with different strategies and coaching techniques in order to improve upon their on-court coaching is a possible solution to help increase the number of female coaches in the future.

Quite possibly another key reason for women not continuing in the profession of collegiate coaching is simply the progress that women's

athletics have made as a whole. Women's athletics are becoming such a hot commodity in today's money world that men are now finding reasons to compete for jobs they did not previously desire. Men desire to coach women today as opposed to in the past, due to the fact that now more than ever, fame and self-worth come with the professional job title of a head women's coach at the collegiate level, particularly on the NCAA Division I level. Therefore, women's athletics are attracting new interests from male coaches as their curiosity continues to grow pondering what offers are available for them in the form of employment opportunities. Progression has made the women's coaching profession both rewarding and lucrative.

An extensive amount of research has examined the reasons behind men entering jobs in women's athletics. After Title IX, women's athletics grew in the number of coaching jobs, budgets and salaries. Suddenly, the number of female coaches began to decline and male coaches began to take over the profession. It was found that due to the deep-seated beliefs of administrators, men were being named head coaches of women's athletic teams more often than not as the positions became available (Caccese & Mayerbers, 1994). The reasoning behind this is thought to be that here is a tendency to hire candidates that are known by or of the same gender as the employer. Therefore, since 79% of collegiate athletic

directors are male, they would be more likely to hire a male coach. This tendency can also apply to female administrators when they are the ones in the hiring role (Caccese & Mayerbers, 1994).

Despite the increased amount of males becoming coaches for women's teams, this has not affected the number of women coaching male teams. In truth, only about 1.9% of male teams associated with the NCAA are linked with women as their head coaches (Women's Sport Foundation, 1997). Of that 1.9%, three-fourths of those coaches are for joined teams, in which both men's and women's teams generally practice together and compete simultaneously like cross-country, rifle, track and swimming (Women's Sports Foundation, 1997).

The shortage of females coaching women's teams in over half of the NCAA competitive universities, denies the female athletes the chance to learn from successful women (Women's Sports Foundation, 1997). To improve these odds, we need to see an increased number of female coaches at the collegiate level providing mentoring opportunities for female athletes. Coaches may choose to arrange for programs, camps, or even a day or two spent at their particular job site to introduce more females to the profession. Female athletes should not be denied the value of seeing first hand, women in authoritative, managerial and leadership positions.

“Identifying what motivates women to remain in coaching could be instrumental in developing programs to encourage female athletes to become coaches.” (Pastore, 1991). Female athletes are the largest group of recruitment for the future of women in coaching positions at the collegiate level. Encouraging athletes participation in coaching workshops and clinics, will help promote the profession of coaching as being imperative to the future of the number of female coaches and role models (Caccese & Mayerbers, 1994). Coaching as a whole is a professional field which is continuing to expand for women as countless young girls are influenced positively by athletics. The job market will consistently move upwards on its rapid path of growth in women’s athletics, due to the overall growth in the number of female athletics and the increased amount of fan support and revenue. As a result of this interest, provide females with a viable professional option (Women’s Sports Foundation, 1997).

## Chapter Two

### Literature Review

Just as previously discussed, the reasons for entering or leaving one's profession are consistent with many professions, including coaching. Caccese and Mayerbers (1994), feel that long hours, less time spent with family, and job frustration are all sound reasons for one to seek employment elsewhere. Generally, females are more frustrated with their jobs, get "burned-out", and are more emotional than men. In coaching, one needs to be a person of many roles, i.e. counselor, teacher and parent. Female coaches do more nurturing than male coaches and therefore experience more emotional stress. Traditionally, in our society, the female is the principle caretaker of the family and the home. Long hours and time demands of the job are believed to have a negative impact on her role within the family.

Pastore (1991), says that although the reasons for females leaving the profession are multiple, both male and female coaches stated that the main reason for leaving the profession of coaching was the decrease in time spent with their families. Road trips and recruiting for days at a time tend to keep the families from the much needed quality time. Today more than ever, children and young adults need their parent or parents to be

close by mentoring them and making sure they understand right from wrong. Values are needed today more than ever and parents need to do the best job possible of making sure their children develop good, honorable and strong values early in life.

Kosa (1997), states that teaching and coaching are not very compatible and are both extremely stressful. People in this dual role are easily stressed to their limits as their personal lives and family relationships are affected negatively by the necessity of spending time away from family because of their coaching roles dominating their time.

According to Fishwick (1991), the availability of female coaching positions grew in great numbers after 1972. Budgets and salaries for women's coaches also grew which made this profession a more attractive place for men to put their names down for employment. Administrators felt that men were more suited for these new coaching positions due to their history of male dominance in sport. Therefore, these administrators began to hire men over women for what were previously female occupied positions.

As the number of males coaching female teams increased, the number of female coaches decreased. Blinde (1990), feels this is due to the fact that the competitive nature of female athletic competition took on a new attitude. In the early 1970's, it was common to see female athletes

participating in two or more sports. Today, due to competition and scholarships, along with the many unique pressures, female athletes must specialize and concentrate more on just one sport, which has limited their participation in other areas. This phenomenon is in direct conflict with early female involvement in sport, which emphasized participation in all sports.

Female role models for female athletes to emulate have been limited due to the decreasing number of female coaches and the public's perception of male sports being superior caused by the media and eye-catching salaries. Pastore (1991), believes that female coaches within the world today deem that having a female role model is important for their female athletes. Whitaker and Molsted (1998), found that fifty two percent of high school female athletes who had perceived a difference preferred a female coach to a male coach, and chose female coaches as better role models over men coaches. In the same study however, collegiate female athletes felt that male coaches better represented their ideals of what they wanted to be and preferred male coaches for their coaching choice over female coaches. This is somewhat understandable due to the lack of female role models at the collegiate level for incoming collegiate athletes.

Another reason that was discovered during this study for the decrease in the number of female coaches was female athlete's preferences.



Williams and Parkhouse (1997), state that due to the unfair percentages of female coaches in comparison to male coaches, female athletes prefer the male coach simply as a result of the stereotypical beliefs that males are better in sports and in coaching. This sex-bias is one of many unrelated to actual performance. Other than Pat Summit, most Americans could not name another successful NCAA Division I female basketball coach. However, there are numerous male coaches than can be easily identified with, even some that coach for women's teams; Dean Smith, Van Chancellor, Bobby Knight and many more.

Much research over the large decline in the number of female coaches at both the high school and collegiate levels raises many concerns for the female athlete and sport of today and the future. True (1990), states that these high school and collegiate female athletes need to be encouraged to consider coaching and teaching as an important profession to help find a solution to the decrease in female coaches in today's athletic society. Two such programs to increase awareness and educate females in sport, Colorado's "Sports Need You" and Oregon's Women in Coaching Workshop are assisting in preparing females for coaching roles and promoting females coaching female athletic teams. National Girls and Women in Sport Day promotes girls and women's participation in sport

and can help in reversing the trend of male dominance in sport and highlight female sport achievement.

Measures can be taken to prevent the decrease in the number of female coaches coaching women's athletic teams and gradually work to change societies attitudes towards female participation and administration in sport. Developing a network of support and providing positive female role models for female athletes are possibly means to stop the decline of women being hired to coach female athletic teams and help the numbers begin to equal out once again.

Another way to change the falling number of female coaches would be to do more to equal out the salary bases for men and women coaches. The NCAA Gender Equity Study (1997), found that women generally shy away from careers in coaching due to the low salaries in comparison to male coaches salaries. Fourteen National Collegiate Athletic Association Division I sports that both men and women coach, male head and assistant coaches base salaries were commonly higher than the female coaches base salary. Ten years ago, men's head coaches made an average of \$71,511, while women's head coaches average salary was only \$39,177. Today, men's coaches account for 76% (\$1.4 million) of the total compensation by program, compared to 24% (\$453,518) for women.

The average men's head coach received \$95,711, compared to \$41,149 for a women's head coach.

The NCAA Gender Equity Study also showed that the average salary for football coaches in 1998 was \$268,000; and directors of athletics received an average of \$158,200. In 1996-97, men's athletic teams personnel expenditure average was more than \$1.9 million. The median personnel expenditure for women's athletic teams was \$431,282; less than half of what was spent on the sport of football alone. Within the NCAA Big 12 Conference, in 1997, the average salary difference among male and female coaches at the collegiate level was between \$18,000 and \$25,000. At Kansas State, a powerhouse in the Big 12, the difference was \$55,000. Finally, the Chronicle of Higher Education pointed out along the lines of salary, that 32% of women's coaches receive more than \$60,000 but 88% of the coaches of men's teams made more than \$60,000.

The Women's Sports Foundation (1997), discovered that there are 1003 more collegiate coaching jobs today for women's teams than there were over a decade ago in 1986. Women hold only 333 more jobs than they held in 1986, while men hold 670 more. Secondly, it was noted that a little over half of the coaches of NCAA Division I women's basketball teams are female. Across the board however, men hold slightly over three-fourths of the nation's full time head and assistant coaching

positions. Continuing on, the WBCA stated that 47.7% of the coaches for women's teams are female, down from 49.4% in 1994, 48.3% in 1992, 58.2% in 1978 and 90.0+% in 1972. This survey ended simply by stating the obvious; we need to hire more women as coaches of female athletic teams in order to balance out the equation and be equitable.

Many prestigious people in athletics today feel something about this topic whether it be positive or negative. The Women's Sports Foundation revealed some interesting quotes about men coaching women's athletic teams. Jane Albright-Dieterle, Head Women's Basketball Coach at the University of Wisconsin-Madison says, "I think our game is so much younger than the men's game. If you ask people who the top men's (basketball) coach is, they might say John Wooden or maybe even Adolph Rupp. They taught people who taught people who taught people. The evolution of our game is much younger. If you said, 'Who is the top coach in our game?', most people would tell you (Tennessee's) Pat Summit. She has taught people who have taught people. But that's the end."

Head Women's Basketball Coach at Providence College, Jim Jabir counters what Coach Albright-Dieterle said by stating, "I don't see myself as a male coaching women. I see myself as a person coaching another person, and...until we start looking at people as people and not as black people or white people or females or males, we're going to have problems

on this planet. I think we should stop looking at this stuff and start looking at what's inside a person. Outside doesn't matter."

Mariah Burton Nelson, author of numerous articles on women as coaches and athletes replied, "When all the jobs were volunteer, it was only women who volunteered. With the passage of Title IX, women's coaching positions began to be paid and men got interested in them. Also, a lot of athletics departments merged. The former men's athletic director became the overall athletics director and he turned around and hired men to coach women."

R. Vivian Acosta, professor and author of countless studies of women in intercollegiate athletics reacted with, "If a man had played any varsity basketball at all in college, then he was deemed qualified to coach women's teams. If a woman had played college basketball, even all four years at the varsity level, and didn't have a degree in, let's say physical education, and neither did the guy, she was deemed not qualified because she did not have the educational background."

In a one on one interview with Susan Yow, Assistant Basketball Coach of the WNBA Charlotte Sting, Susan spoke out about her career at the collegiate level and now with the WNBA, her goals, and male and female coaches in women's basketball.

**POPE:** While growing up in North Carolina, when and how did you become interested in basketball?

**YOW:** I've always loved sports. Even as a child, whatever season it was, that was the sport I played.

**POPE:** How have things changed for young girls today?

**YOW:** Oh, man! There's no longer any stigma about women playing sports. There are so many opportunities. It's now the thing to do. People know how many more positives there are for women in athletics.

**POPE:** Why did you decide to go into coaching?

**YOW:** When I was in college, my whole life was about athletics. I was majoring in physical education and playing volleyball, basketball, softball and just about whatever was there. When I was at North Carolina State University, one of the local schools needed someone to coach the seventh and eighth graders girls' team. I told them I would do it if the practices didn't interfere with my practices on the college team. After that, I was hooked.

**POPE:** Who were your major influences in your career?

**YOW:** There weren't many female coaches when I was coming up. But a lot of people saw my passion for athletics and gave me a great deal of encouragement. For the most part, it would have to be my older sister Kay, Head Coach at North Carolina State University. Kay helped my coaching career begin by starting me out on the bench with her at NC State and then again in the Olympics. From then on, coaching has been my life passion.

**POPE:** The Head Coach for the Charlotte Sting is former NBA player T.R. Dunn. What do you feel are the differences in men and women coaches of women's basketball?

**YOW:** Today it seems that more than ever there are a lot of men coaching women. T.R. has coached both in the NBA and now in the WNBA. I know he sees a difference. In my opinion, a lot of men seem to prefer coaching women. I think they believe that the women listen more and are more coachable. The women's game is more fundamentals.

**POPE:** Do you think the number of female coaches will ever equal out to the total number of male coaches?

**YOW:** Unfortunately, no. Men have the advantage over us because they can choose between a career in coaching men and a career in coaching

women. We do not have the luxury. It would be nice to see more women in the field of coaching, but men seem to have the advantage of getting their foot in the door.

**POPE:** Does a woman have an advantage in coaching women?

**YOW:** Advantages and disadvantages. As far as being aggressive, yelling at players and even at referees, I think the men can get away with more because it's just more acceptable for a man to do that. I think there's a double standard there, but I believe that women coaches probably relate to and understand the players better.

**POPE:** What do you hope to see in the next ten years as far as women in the coaching profession?

**YOW:** I would love to see more women in head coaching roles. Young girls need to see women coaches and need to be role modeled by these women. Today and tomorrow, young girls need to idolize and admire women athletes and coaches such as Pat Summit, Carolyn Peck, Mia Hamm, Tamika Catchings and many other great female athletes and coaches.



## Chapter Three

### Methodology

#### SUBJECTS:

The sample for this study was selected from the total number of female basketball players from Mecklenburg County in North Carolina who were registered at a week-long summer basketball camp at the University of North Carolina-Charlotte. The population of these subjects consisted of many cultures, backgrounds and races; however, the majority of the female athletes were African American and Caucasian. The subjects for this test ranged from 13 to 17 years of age. Forty females present at the camp were selected by stratified sampling to guarantee desired representation of those coached by females and those coached by males, and were randomly assigned to four groups of ten.

## INSTRUMENT:

The Attitudes of Athletes Toward Male Versus Female Coaches (AAMFC) (Weinberg and Reveles, 1994) was the primary measurement used for this study. The purpose of using this instrument was to observe whether the attitudes the female athlete has toward having a male or female coach influences her desire and/or level of participation. Secondly, to find out if the athletes at camp felt challenged by men coaching at a girl's basketball camp and continually entering into coaching for female athletic teams. The subjects were asked for their response on an 11-item, 11-point Likert scale concerning their attitudes towards a hypothetical male and female coach they were to have for the upcoming year and their feelings towards more female coaches for women's sports. The construct validity (Ostrow, 1995) of this instrument was supported by the 85 junior high, senior high and college basketball players that male athletes possessed more negative attitudes toward female coaches than the female athletes, however, male and female athletes did not show any difference in their view of male coaches. The reliability coefficients ranged from .77 to .80 on a test-retest procedure for male and female questionnaires given across a 2-week interval (Ostrow, 1990).

### EXPERIMENTAL DESIGN:

The design utilized for this study was post-test only control group design (see Figure 1). This design was chosen because it controls most sources of invalidity, except morality. Since the post-test was given at the end of one-week camp, morality was not a threat to validity. Administering a pre-test could result in pre-test treatment interaction due to the measuring of attitudes concerning the experience of being coached by a male or female coach and personal feelings about their regular season coach or coaches. Random assignment of subjects to the four groups was possible and implemented.

Figure 1. Experimental Design

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<u>Group</u>	<u>Assignment</u>	<u>N</u>	<u>Treatment</u>	<u>Posttest</u>
1	Random	10	Male Coach	AAMFC*
2	Random	10	Female Coach	AAMFC
3	Random	10	Male Coach	AAMFC
4	Random	10	Female Coach	AAMFC

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\* Weinberg, R. and Reveles M. (1994):

Attitudes of Athletes Toward Male Versus Female Coaches

## PROCEDURE:

Prior to the beginning of basketball camp, 40 female athletes were randomly selected (using a table or random numbers) from the 200 female athletes that pre-registered. They were randomly assigned to four basketball teams; 20 (10 per team) were selected to be coached by two male coaches, and the other 20 (10 per team) were given two female coaches. All of the four coaches had three or more years experience in coaching at the collegiate level and all four had experienced some type of career success. With a flip of the coin, the first set of 10 subjects was assigned to a male coach and the second set of 10 was assigned to a female coach. This procedure was repeated for the other two groups.

A letter and a "Permission for Participation" form accompanied the pre-registration forms and were sent out prior to the beginning day of basketball camp to the parents of the female basketball players. A stamped, address return envelope was included with the forms so that they could be returned promptly with no cost to the families. All of the 200 permission forms to participate in the experiment were returned by the week before the first day of camp.

The daily camp schedule was divided into 3-hour sessions. The morning session was for skill development as the players rotated with their

coaches from station to station to learn and practice a variety of offensive drills. The afternoon session included defensive skill drills as the rotation from station to station continued. Both sessions also included at least one fun activity, game or relay competition. The evening session was for game competition as the coaches were able to coach their team members in realistic, game situations. The teams were placed in a round-robin format so that each team played all the other teams by the end of the camp. At the end of the round-robin schedule, there would be a tournament and a team crowned champion for the camp.

On the last day of camp, the 40 subjects were administered the AAMFC test concerning their attitudes towards male and female coaches. Such testing was not administered prior to the camp because it was felt that there could possibly be a case for pre-test treatment interaction and was, therefore, avoided.

## RESULTS:

The attitudes concerning male versus female coaches on female athletic participation were obtained and scored for all 40 subjects. The means and  $t$ -tests for independent samples ( $\alpha = .05$ ) were used for the test significance since random assignment of the female athletes to the groups took place. During the final day of basketball camp, the AAMFC test was administered to all of the 40 subjects in the study. The results of the  $t$ -test for independent samples on the male-coached female athletes and the female-coached female athletes were compared and tabulated. The results showed no significant difference between the two groups (see Table I, p. 34). Both the girls being coached by the male coaches and the girls being coached by the female coaches received a great amount of knowledge throughout the week and had overall positive feedback about the camp. Therefore, the stated hypothesis of "female athletic participation on the high school level is not affected by the decrease in the number of female coaches" was supported.

## Chapter Four

### Conclusion

The research hypothesis of female athletic participation on the high school level was not affected by the decrease in the number of female coaches was supported by the result of this study. Female athletes coached by male coaches showed no significant difference than those coached by female coaches concerning participation levels. There is a possibility that the experimental female athletes have had previous participation backgrounds, which could have attributed to the study's results.

The results of the study are consistent with the findings of Hart, Hasbrook, and Mathes (1996), concerning the increase in the number of female athletic participants, and Weinberg, Reveles, and Jackson (1994), on the attitudes of female athletes on male versus female coaches. The evidence in the study clearly demonstrates that the gender of the coach has no bearing on the number of female athletic participants on the high school level. Further study is needed to determine whether the gender of the coach has an effect on junior high female athletic participation levels. Also, the future ramifications of the decline in the number of female role models concerning female athletic involvement needs to be studied further



so as to determine the amount of importance female coaches have in the function of role models for tomorrow's female athlete.

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Table 1

Means, Standard deviations, and t Tests for the Male-Coached Group and the Female-Coached Group on Attitudes Toward Male Versus Female Coaches

Test	Group		t
	Experimental	Control	
<u>M</u>	95.55	96.15	.26 #
<u>SD</u>	7.61	6.30	

Note: Maximum score = 121

# df = 38,  $p > .05$

Table 2

## Percent of NCAA Schools Offering Each Sport

SPORT	1996	1994	1992	1990	1988	1986	1984	1982	1980	1978
Archery	0.5	0.5	0.5	0.8	1.1	0.8	1.2	1.8	2.8	3
Badminton	0.3	0.7	0.9	1	1.1	2	1.9	3.6	5.4	5.9
Basketball	98.3	97.8	97.2	96.2	97	97.1	95.7	97.3	97.5	90.3
Bowling	0.5	0.3	0.5	0.8	1.6	2	1.9	2.9	3.6	3.4
Crew	11.7	10.4	5.6	10.5	11.1	8.4	6.9	7.4	7.2	6.9
X-Country	85.2	82.6	80.1	82.1	82.4	78.5	64	59.5	46.6	29.4
Fencing	4.6	4.6	7	7.4	9.2	8.8	8	10.4	9.6	9.8
Field Hockey	27.1	28.2	28.1	29.4	32.6	34.8	30.2	34.6	37.1	36.3
Golf	30.4	26.1	24	25.8	24.3	24.5	20.5	19.7	24.1	19.9
Gymnastics	11.2	10.8	11.5	15.5	16.8	20.6	18.6	22.1	25.6	25.9
Ice Hockey	2.8	2.4	2.4	2.6	3	2.5	2.8	2.9	1.8	1.3
Lacrosse	20.9	17.1	16	16.9	18.3	16.9	13.5	13.5	13.9	13
Riding	2.8	3.4	2.4	3.5	2.6	2.7	2.6	2.4	3.1	2
Riflery	4.2	2.6	2.2	2.6	2.6	4.2	2.8	1.8	3.4	3.8
Sailing	3.5	3.9	3.8	4	3.4	2.9	2.7	2.7	1.9	2.3
Skiing	4.6	4.9	5.7	5.3	5.8	6.7	4.9	5.7	5.2	3.6
Soccer	68.9	55.5	45.8	41.3	38.3	29.7	18.7	16.4	8.2	2.8
Softball	77	75.9	72.4	70.9	72.5	69.6	65.6	67.1	62.3	48.4
Squash	3.4	3.6	3.9	3.6	3.2	3.4	2	2.9	2.8	2.3
Swimming	48.1	48.6	51.1	53.6	55	54.2	44.8	49.1	46.9	41
Tennis	87.8	85.3	85.8	88.8	88.9	88.5	82.5	85.5	88.6	80
Track	65.8	65	66.4	68.6	66.8	67.2	58.7	62	58.6	46.1
Volleyball	92.4	91.5	91.1	90.6	91.2	87.7	84	85.7	85.9	80.1

Table 3

## Most Frequent Sports with Female Head Coaches of Men's Teams

SPORT	DIV. I	DIV. II	DIV. III
Crew			5
X-Country	3	1	3
Fencing			6
Golf	5		5
Riding			6
Skiing			5
Squash	6		5
Soccer		4	
Swimming	2	3	2
Tennis	1	2	1
Track	4	4	4
Volleyball			5

Women's Sports Foundation

Table 4

## Sport Offerings for Female Intercollegiate Athletes

ALL DIVISIONS OF THE NCAA				BY DIVISION			
YEAR	SPORTS PER SCHOOL			YEAR	DIV. I	DIV. II	DIV. III
1996	7.53			1996	8.33	6.07	7.75
1995	7.27			1995	7.99	5.83	7.67
1994	7.22			1994	7.89	5.81	7.65
1993	7.02			1993	7.66	5.68	7.43
1992	7.09			1992	7.68	5.74	7.42
1991	7			1991	7.56	5.76	7.3
1990	7.24						
1989	7.19						
1988	7.31						
1987	7.24						
1986	7.15						
1985	6.99						
1984	6.9						
1983	6.25						
1982	6.59						
1981	6.46						
1980	6.48						
1979	6.25						
1978	5.61						

Pastore, D.L.

Table 5

Percent of Women Coaching Women's Teams  
-all sports-

YEAR	ALL DIVISIONS %		DIV. I	DIV. II	DIV. III
1996	47.7		47.5	41.9	51.3
1994	49.4		46.9	45.4	53.6
1992	48.3		46.6	42.3	52.6
1990	47.3		44.2	44	51.8
1988	48.3		43.8	45.7	53.3
1986	50.6		45.5	46.8	57.2
1984	53.8		49.9	52.2	58.8
1980	54.2				
1978	58.2				
1972	90				

NCAA Gender Equity Report



Table 6

Numbers of Women Coaching Women's Teams  
-all sports-

YEAR	# OF JOBS	GAIN/	# HELD BY	GAIN/ LOSS	# HELD BY	GAIN/LOSS
		LOSS	WOMEN	WOMEN	MEN	MEN
1996	6580	-229	3138	-73	3442	-156
1995	6351	-20	3065	-82	3286	-62
1993	6195	-243	2979	-105	3216	-138
1991	5871	-153	2800	-94	3071	-59
1989	5776	-19	2734	-46	3042	-65
1988	5757	-52	2780	-7	2977	-59
1987	5705	-128	2787	-18	2918	-146
1985	5452	-132	2764	-98	2688	-230
1982	5140	-276	2693	-38	2447	-238
1980	4863	-176	2636	-7	2227	-169
1979	4687	-479	2629	-180	2058	-299
1978	4208		2449		1759	

NCAA Gender Equity Report

Table 7

## Percent of Female Coaches in the NCAA

SPORT	1996	1994	1992	1990	1988	1986	1984	1982	1980	1978
Archery	66.6	33.3	33.3	80	66.7	60	77.7	58.3	76.5	83.4
Badminton	50	75	80	50	66.7	66.6	57.1	70.8	72.7	75
Basketball	64.3	64.6	63.5	59.9	58.5	61	64.9	71.2	76.5	79.4
Bowling	33.3	0	0	0	11.1	16.7	58.6	47.4	40.9	42.9
Crew	38.1	52.5	44	39.1	27	29.1	23.5	26.6	18.2	11.9
X-Country	21.5	21.3	20.1	20.6	19.5	21.1	19.7	21.6	25	35.2
Fencing	33.3	25.9	31.7	28.9	30.8	35.7	37.2	34.7	37.3	51.7
Field Hockey	97.2	97	7	97.8	96.2	97.1	98.2	99.6	98.3	99.1
Golf	50.2	47.1	45.7	41.1	41.3	44.1	39.7	48.9	46.3	54.6
Gymnastics	41.1	41.3	52.2	57.5	53.7	55.7	59.1	67.3	66.6	69.7
Ice Hockey	44.4	35.7	21.4	12.5	0	46.7	9.5	21.1	18.2	37.5
Lacrosse	92.6	93	95.7	95.1	95.2	89	95	96.9	100	90.7
Riding	83.3	85	100	85.7	100	81.2	89.5	93.8	73.7	75
Riflery	14.8	6.6	7.7	12.5	13.3	16	4.8	0	19	17.4
Sailing	4.6	0	8.3	12.5	5.3	5.9	15	22.2	8.3	7.1
Skiing	13.3	13.7	21.2	21.9	18.2	48.6	13.8	15.8	25	22.7
Soccer	34	32.9	25.8	23.1	23	30.7	26.8	33	28	29.4
Softball	65	66.7	63.7	63.8	67.2	68	68.6	74.6	82.9	83.5
Squash	40.9	61.9	52.2	68.2	66.7	60	40	63.2	53	71.4
Swimming	28.1	28.2	26.4	26.3	30	33.2	36.5	44.8	53.6	n/a
Tennis	42.5	48.2	48	49.8	52.2	54.8	59.7	65.3	68.9	72.9
Track	18.5	21	20.4	19.6	21.6	23.1	26.8	33.7	43.1	52.3
Volleyball	66.3	70	68.7	68.4	71	71.3	75.5	74.8	83.7	86.6

Whitaker, G. and Molstad, S.