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# A profile of coaches of girls' interscholastic sports in Tennessee 

Maurer, Marcy R., D.A.
Middle Tennessee State University, 1990

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# A Profile of Coaches of Girls' Interscholastic <br> Sports in Tennessee 

by

Marcy R. Maurer

A dissertation presented to the Graduate Faculty of Middle Tennessee State University in partial fulfillment of the requirements for the degree Doctor of Arts in the Department of Physical Education

August 1990

# A Profile of Coaches of Girls' Interscholastic Sports in Tennessee 

## APPROVED:

## Graduate Committee:



Major Professor


Committee Member


Committee Member


ABSTRACT<br>A Profile of Coaches of Girls' Interscholastic Sports in Tennessee<br>Marcy R. Maurer


#### Abstract

The purpose of this study was three-fold: (1) to determine if there has been a percentage decline of female interscholastic coaches in Tennessee from 1975 to 1990, (2) to seek out reasons why interscholastic coaches in Tennessee entered the profession, and (3) to identify perceived causes for the percentage decline of female coaches.

Collection of data began in the spring of 1990 and was completed by the summer of the same year. Tennessee Secondary School Athletic Association (TSSAA) Directories, 1975 to 1990, were used to gather demographic information. The Interscholastic Coaching Questionnaire (Part I adopted from Hart, Hasbrook and Mathes; Part III adopted from Acosta and Carpenter) was used to determine: (1) why coaches entered the profession and (2) perceived causes for the decline of female interscholastic coaches. Questionnaires were sent to all head coaches of girls' interscholastic teams in Tennessee ( $\mathrm{N}=1400$ ). Four hundred and eighty-one coaches participated in the study.

Findings indicated a percentage decline of female interscholastic coaches in Tennessee from 42 percent ( $\mathrm{N}=$ 225 of 541) in 1975 to 33 percent ( $N=524$ of 1565) in 1990.


The number of available coaching positions for girls' interscholastic teams has increased from 541 in 1975 to 1,565 in 1990. Seventy-one percent $(N=725$ of 1024$)$ of the total available positions have been filled by males.

Of the eight TSSAA-sponsored sports, six showed a percentage decline of female coaches. The findings of the percentage change across Classifications by sport revealed only one with a percentage increase, Class A basketball. Geographical analysis indicated all three Grand Divisions had percentage declines.

Significant differences at the .05 level of confidence between male and female coaches occurred on 21 items of the Interscholastic Coaching Questionnaire. Significant differences occurred between Classifications and Grand Divisions on nine and eight items, respectively. The number one reason indicated by male and female coaches for entering the coaching profession was the same, "to work with young people." The number one perceived cause of the percentage decline of female coaches as indicated by males was the "lack of qualified female coaches." The number one perceived cause for the percentage decline of female coaches indicated by females was the "lack of a support system."

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## CHAPTER 1

Introduction

A dramatic percentage decrease of women in the coaching profession has occurred over the past 18 years. Acosta and Carpenter (1990) reported that in 1972, 90 percent of women's intercollegiate teams were coached by women compared to 47.3 percent $(N=5718)$ in 1990. Acosta and carpenter's study prompted several new studies in girls' interscholastic sports.

Studies in several states have examined the percentage of males and females coaching girls' intercollegiate teams. Colorado (Schafer, 1987) showed a decline from 89 percent (N $=434)$ in 1973-74 to 41 percent $(N=1242)$ in 1985-86. Pastore and Whiddon (1983) reported a slight decline of female coaches in Florida from 59.8 percent $(N=1237)$ in 1975-76 to 47.3 percent $(N=1544)$ in 1981-82. Wisconsin showed a decline from 92.7 percent ( $N=1513$ ) in 1975 to 46.2 percent $(N=2042$ ) in 1981 (Hart, Hasbrook, \& Mathes, 1986) .

Though the percentage of women in coaching positions has declined, there has been a tremendous increase in high school female participants. The impact of the passage of Title IX in 1972 resulted in more than 1.8 million girls participating in interscholastic sports by 1986-87 (National Federation Handbook, 1987) compared to 300,000 before Title

IX was passed (Acosta \& Carpenter, 1985). The increase of participants and sport offerings left high school administrators scrambling for qualified coaches to meet the demand. The number of coaching positions increased, and the majority of these new positions were filled by men (Hasbrook, 1988).

Reasons for the males filling these positions have been addressed by Knoppers. Knoppers (1989) cites one reason as "statistical discrimination." She claims that employers reserve certain jobs for women and others for men based on perceived gender desires. Secondly, Knoppers states that hiring discrimination occurs because of three structural determinants: opportunity, power, and proportions. These three factors have kept women out of high managerial positions (Kanter, 1977) and are also applicable to coaching. A visible career ladder plus satisfying experiences are keys to remaining in a particular profession. The "opportunity" is limited for women who see athletic administration as an organization for men or because of the absence of role-models. "Power," which includes decision-making, access to resources, and budget control, is in the hands of the male administrators. The third factor, "proportion," refers to "gender proportion" in which the woman sees herself as a token employee. Lastly, Knoppers states that unconscious discrimination occurs
because the athletic workplace is a heterosexual organization which is homophobic to the single female coach.

Hart et al. (1986) examined the reduction in the number of female interscholastic coaches in Wisconsin. The authors designed a questionnaire based on the work of the sociologist Prus. The questionnaire was sent to current female coaches (post-Title IX) and former coaches (pre-Title IX) to determine reasons for entering the coaching profession and reasons for leaving. The investigators found an important difference in the value orientation between current and former coaches. Current coaches entered the field for the competition and sporting experience and would leave if their performance was no longer adequate. Former coaches entered the profession because they were asked to do so and left because of perceived time and role conflicts.

Trend lines have shown a percentage decline of women in the coaching profession in both interscholastic and intercollegiate sports. Tennessee's interscholastic girls' programs will be examined in this project to determine: trend lines of female coaches coaching girls' teams since 1975, (2) reasons why coaches have entered the profession, and (3) why they believe there has been a percentage decline of females in the coaching profession.

Statement of the Problem
This study will investigate the girls' interscholastic sports programs to determine if there is a percentage decline of females in the coaching profession in Tennessee.

Purpose of the study
The purpose of this study is to determine if trend lines the past 15 years indicate a percentage decline of females in coaching positions in Tennessee's girls' interscholastic programs. Secondly, this investigator will seek reasons why current coaches have chosen to coach and why they believe there has been a percentage decline of females in coaching positions.

Questions to be Answered
The investigator will attempt to answer the following questions in this research project:

1. Has there been a percentage decline of females in coaching positions of interscholastic girls' teams in Tennessee since 1975?
2. How many new coaching jobs have occurred in girls' interscholastic sports in Tennessee since 1975? How many were filled by females?
3. What are the percentage breakdowns of male and female coaches for each TSSAA-sponsored girls' sport since 1975?
4. Are the percentages of females in coaching positions importantly different across the TSSAA Classifications: A, AA, and AAA?
5. Are the percentages of females in coaching positions importantly different across the TSSAA Grand Divisions: East, Middle, and West?
6. Has there been a percentage decline of females in athletic administrative positions in Tennessee since 1975 ?
7. What are some main reasons males give for coaching girls' interscholastic teams in Tennessee?
8. What are some main reasons females give for coaching girls' interscholastic teams in Tennessee?
9. What do current male and female coaches perceive as the most important causes for the decline of females in coaching positions in Tennessee?

## Hypotheses

The hypotheses for this study were:
H:1. Reasons for entering the coaching profession and perceived causes for the percentage decline of female interscholastic coaches will be significantly different between male coaches and female coaches.

H:2. Reasons for entering the coaching profession and perceived causes for the percentage decline of female interscholastic coaches will be significantly different between TSSAA Classifications (A, AA, and AAA).

H:3. Reasons for entering the coaching profession and perceived causes for the percentage decline of female interscholastic coaches will be significantly different between TSSAA Grand Divisions (East, Middle, and West). Definition of Terms

1. Class A (1989-90 TSSAA Handbook)--schools with an enrollment of 412 and under.
2. Class AA (1989-90 TSSAA Handbook)--schools with an enrollment of 413-954.
3. Class AAA (1989-90 TSSAA Handbook)--schools with an enrollment of 955 and above.
4. Tennessee Secondary School Athletic Association (TSSAA)--the administrative authority for athletics in the secondary schools in Tennessee.
5. Classified sports--the sports sponsored by TSSAA in which the schools shall play in the same classification in all classified sports (basketball, softball, and track).
6. Non-classified sports--competition shall occur across Classifications (cross-country, golf, soccer, and tennis).
7. Class S and L sports--the TSSAA classification system used for volleyball and track. Two classifications are denoted as $S$ (small, schools with an enrollment under 954) or L (large, schools with an enrollment of 955 and above) instead of $A, A A$, and $A A A$.
8. Title IX-Title IX of the Education Amendments of 1972 prohibits sex discrimination in education for any program or activity receiving Federal financial assistance.
9. Grand Divisions--For administrative purposes, Tennessee is divided into three Grand Divisions: (1) East Grand Division (Athletic Districts 1, 2, and 3); (2) Middle Grand Division (Āthletic Districts 4, 5, and 6); and (3) West Grand Division (Athletic Districts 7, 8, and 9).
10. Leadership positions--head coaches and primary athletic administrators.
11. Sanctioned sports--sports recognized by TSSAA for tournament play.

Limitations of the Study
This study will be limited to the high schools listed in the Tennessee Secondary School Athletic Association Directory. Schools which have no sports programs for girls will be excluded from the study. Only the eight girls' sports sponsored by TSSAA will be examined: basketball, volleyball, softball, cross-country, track, golf, tennis, and soccer. Gender data will be collected on the athletic directors and head coaches.

## Basic Assumptions

This investigator assumes the following statements to be true for this research project:

1. The information in the 1974-75, 1979-80, 1984-85, 1986-87, and 1989-90 TSSAA Directories is correct.
2. The subjects who participated in the research project are representative of the coaching profession.
3. The subjects answered the Interscholastic Coaching Questionnaire with honest, accurate, and candid responses.

## CHAPTER 2

Review of Related Literature

A decline of the percentage of females in coaching positions in interscholastic and intercollegiate sports has occurred since the passage of Title IX in 1972. Studies in several states have confirmed the decline (see Table 1).

Other studies have shown similar declines. Female coaches in Ohio have declined from 93 percent to 33 percent over the past 15 years ("In Ohio, Girls," 1990). Sisley and Capel's (1986) study in Oregon revealed a total of 37.4 percent $(N=625)$ female coaches in all girls' sports. Hanlon (1990) reported a percentage decline of females who coach collegiate volleyball of 86.6 percent in 1978 to 71 percent in 1990.

On the other hand, one city in Tennessee attempted to keep women in coaching. A 1963 city government policy in Metro Nashville banned men from coaching girls' basketball. The law was revoked in 1976 , and the current ratio of male to female coaches in the 13 Metro public high schools is 9 male to 4 female. One reason for renewed male interest in female basketball programs was the elimination of the three-on-three, half-court game to the adoption of the five-on-five, full-court game (Smith, 1990).

Table 1

Percentage of Female Head Coaches of Girls' Interscholastic Sport Programs in Various States (Heishman et al., 1990)


Several studies have attempted to determine why the percentage decline of women in coaching positions is occurring. Acosta and Carpenter (1985) attempted to define perceived causes of the diminishing role of women in intercollegiate sports. They sent a questionnaire to college athletic administrators and had them rank order perceived cases for the decline of women in intercollegiate coaching and athletic administrative positions. The results, separated by gender, were as follows:

The five most important causes as perceived by females:

1. Success of "old boy's club" network
2. Failure of "old girl's club" network
3. Lack of support systems for females

Tie 4/5. Unconscious discrimination in selection/hiring process.
Tie 4/5. Females "burnout" and leave coaching/administration sooner than males. (Acosta and Carpenter, 1985, p. 35)

The five most important causes as perceived by males:

1. Lack of qualified coaches
2. Failure of females to apply for job openings
3. Lack of qualified female administrators Tie 4/5. Time constraints placed on females due to family duties
Tie 4/5. Females "burnout" and leave coaching/administration sooner than males. (Acosta and Carpenter, 1985, p. 35)

True (1986) believes there has been a percentage decline of women in coaching positions because of increased demands on coaches, increased competitive intensity, and increased time commitment to the sport as a result of the
passage of Title IX. She states that many physical educators left coaching to return to full-time teaching, creating several coaching openings to be filled by qualified personnel outside of the physical education department. The pool of experienced applicants was male-dominated, resulting in more males hired. Secondly, Title IX mandated equal pay for coaches of girls' sports, enticing men to the financial rewards. And lastly, True indicates that many females who participate in sports are not choosing teaching and coaching as a profession, but more financially rewarding and prestigious careers.

As reported in The NCAA News (1990), Stangl and Kane cite the following reasons as possible factors for the decline: (1) "conservative mentality that views the male as the model for sport" (p. 5); (2) new career opportunities for women; and (3) a decrease of traditional physical education programs to exercise and behavioral sciences.

Hasbrook (1988) believes that on-the-job discrimination is a reason why women have left the coaching profession. She states:

Some speculate that with the change in structure and status of girl's and women's sports, athletic administrators assumed that women would not be able to handle these new, more demanding, and competitive positions and this may have consciously or unconsciously discriminated against women in these coaching positions. (p. 61)

Knoppers (1989) cites several reasons why the number of women coaches may continue to decline. She believes that
job status and prestige are on the line and states, "by keeping women out of sport leadership positions, males can reduce the competition for these positions and keep the prestige of such positions higher" (p. 42). Secondly, since the administration of athletics is generally malecontrolled, males write rules and set policies. Knoppers believes an affirmative action policy to balance gender ratio in coaching and administration should be implemented to allow women the opportunity to write rules and set policies. Lastly, Knoppers states that money may be a reason for excluding female coaches from revenue-producing sports, citing that the sport might generate less revenue if coached by a female.

How females perceive and adapt to pressure and stress may also be a factor in the decline. Thorngren (1990) researched pressures and stressors of women in sport. Her investigation focused on five areas: (1) devaluation, (2) isolation, (3) gender bias, (4) marital status and personal support system, and (5) homophobia. Devaluation is the notion that the female sports programs are second-class to male athletics. Lack of respect and support from administrators may result in an early exit from the profession. Isolation is commonplace in women's athletics. Many coaches are the only female on staff, resulting in a feeling of loneliness and lack of peer support. Gender bias is perpetuated by the misconception that the male is more
knowledgeable in athletics than the female. The female coach feels pressured into working harder to prove she is equal to or better than her male counterpart. A strong personal support system is difficult for many coaches to build. Recruiting, team travel, and job changes limit the coach's ability to maintain a support system. Lastly, many females have left the profession to avoid the lesbian label. Thorngren believes that each of the five areas is interrelated and creates pressures and stress on the female coach.

Sex bias in regards to preference by athletes, social stereotyping, and job application was also addressed by other researchers as factors in the decline of females in the male-dominated professions. Parkhouse and Williams (1986) asked female and male varsity high school basketball players to evaluate philosophy statements from a hypothetical male and female coach. The results indicated a general sex bias favoring the male coach and implied lesser competence in female coaches. Weinberg, Reveles, and Jackson (1984) did a similar study in which male and female college, high school, and junior high varsity basketball players compared identical information on two coaches, except one was male and the other female. The results "indicated that males displaced more negative attitudes toward female coaches than did females while males and
females did not differ in their view of male coaches" (p. 448 ).

The traits necessary to be a successful coach are similar to those needed in the corporate world. Social stereotyping as it relaies to sex roles at the occupational level was investigated by Feather (1975). Feather's subjects were asked to react to situations that presented a male and a female as "successful" or as a "failure." The subjects were to decide in each case which of the two would feel "happier" about the success or "unhappier" about the failure. His results showed that:
not only were males and females more likely to be judged as happier (or unhappier) about success (or failure) solely on the basis of sex and the degree to which the occupation was seen as likely to be filled by males or females, but differences in the levels of rated happiness-unhappiness followed the same patterns. (p. 545)

Feather concluded the respondents were influenced by the perceived appropriateness of the job for the male or the female.

Zikmund, Hitt, and Pickens (1978) investigated sex stereotyping of job applicants in accounting, a traditionally male-dominated occupation. Using two variables, gender and grade-point average (G.P.A.), the investigators created four hypothetical applicants: (1) high G.P.A. and initials L. C. as a first name, (2) average G.P.A. and initials L. C. as a first name, (3) high G.P.A. and a female name, and (4) average G.P.A. and a female name.

The response 1 -tters indicated that many personnel directors perceived L. C. as male. The results showed a higher response rate for the group designated as L. C. and a high G.P.A. The investigators concluded that the effect of gender influenced an applicant's chances for employment in a traditionally male-dominated occupation.

Kanter and Stein (1979) have investigated similar problems of sex bias in the corporate setting. They state that women in sales jobs leave the profession because of the following reasons: lack of a support system, lack of rolemodels, lack of feedback, and isolation. The lone woman in a male-dominated profession leads to exclusion from conversation, luncheons, and social gatherings.

Another problem cited by Kanter and Stein (1979) is stereotyping which comes in several forms. First of all, reserving certain jobs for men is not uncommon because some managers believe "women simply cannot do certain jobs" (p. 51). Secondly, contradicting messages concerning marriage are sent from the manager to the female worker. If she is single, the worker cannot be given important jobs because she may get married and quit. If she is married, she cannot be given an important job because of her family responsibilities.

Does the declining of representation of women in leadership positions really matter? Yes, according to Acosta and Carpenter (1985), particularly for the purpose of
positive role-models. Positive role-models help to direct young people into personal and professional decisions, plus enhance one's self-image. Knoppers (1989) believes not only in the importance of role-models, but also cites the following reasons why women should be well-represented in coaching: women should have access to the full range of employment opportunities, as a means of complementing the male-dominating coaching style with the nurturing, relational style of female coaches and as a means of subverting the patriarchal institute of sport.

Molstad (1990) asked male and female high school basketball coaches to rank order six coaching qualities: (1) as perceived important to them and (2) from the player's perspective. The subjects also addressed role-modeling and gender. Molstad's finding showed that the female coaches ranked "is a good role model" as the top quality; whereas, the male coaches ranked "relates well to athletes" as number one. Regarding how coaches perceived the qualities from a player's perspective, female coaches ranked "brings recognition to team" as number one; whereas, the male coaches ranked "is a strong leader" as number one. Female coaches perceived themselves as a better role-model than a coach of the opposite sex. Male coaches perceived themselves equal to a coach from the opposite sex. The issue of gender preference showed that female coaches believe that female athletes would prefer a female coach.

The male coaches' responses suggested that there is no preference of gender in regards to the coach.

Several ideas have been suggested as ways to increase the representation of females in coaching/administration positions. Many states have initiated programs. Wisconsin, "The Wisconsin Idea," provides a network for coaches, acts as an information center to educate the public about women's sports, lobbies for support of women's sports statewide, and provides information to administrators for hiring purposes (Fowlkes, Coons, Bonner, \& Koppein, 1987).

Colorado, "Sports Need You," holds annual conferences, sends out a newsletter, and has established a statewide network system (Schafer, 1987).

Pennsylvania's COACH project (Coaches and Officials Acquire Competencies Here) was designed to increase the number of qualified female coaches and officials in Philadelphia. The COACH project trains coaches, provides field work with mentors, provides materials on officiating, and provides a placement service (Oglesby, Demchenko, Shelton, \& Thumler, 1987).

Oregon, "The Oregon Model," sponsored a week-long Women in Coaching Workshop funded by the Oregon Department of Education. The morning sessions covered sports science issues, and the afternoon sessions covered specific sport techniques (Sisley \& Delaney, 1990).

Louisiana, "Louisiana Network for Girls and Women in Sport," (LNGWS) has set up a grassroots approach to increase the number of qualified women in sports leadership positions. The objectives of LNGWS are to form a networking system, increase the number of qualified women coaches and administrators, and encourage women to seek and maintain leadership positions (Love, 1990).

Also, many organizations have offered ideas for increasing opportunities for women and retaining them within the structure. The National Association for Girls and Women in Sport (NAGWS) developed recommendations to increase the number of women in athletic leadership positions. Listed below are some of the recommendations (Perry, 1986):

1. Practice affirmative action hiring.
2. Encourage women to enroll in coaching courses, administration courses, officiating courses, and in athletic training programs in college.
3. Provide internships for students interested in coaching, athletic training, officiating, and athletic administration.
4. Hire women as assistant coaches and athletic trainers especially if the head coach or trainer is male.
5. Encourage the conducting and publishing of research dealing with women in athletic leadership positions.
6. Be an active advocate of women in athletic leadership positions within your school, at your work, and in your community. (p. 33)

The National Association for Sport and Physical
Education (NASPE) is promoting a plan to meet the present demand for both male and female coaches. NASPE endorses a plan which includes a teaching workload reduction during
one's seasons, plus an increase in coaching salary supplements. NASPE hopes to promote the issues of time and money through an extensive media program aimed at local and state educational policymakers (Kneer, 1990).

Third, researchers have addressed the issues of retention and representation. The following is a partial list compiled by Acosta and Carpenter (1988):

Intern and graduate assistant programs
Encourage females to be active in associations
Networking skills need to be better developed
Recruit women and provide training opportunities

More camps, institutes and workshops
Increase the amount of grassroots employment available to women

Actively encourage athletes to enter the profession

Use of affirmative action and related legislation. (p. 4)

Pastore and Meacci's (1990) investigation of recruitment and retention strategies resulted in the following ideas: (1) the need for administrators to actively recruit females for coaching positions, (2) recruit female athletes into the profession, (3) increase the number of assistant coaching positions, and (4) increase opportunities for practical experience.

Retention rates were also addressed by priest (1990) in regards to what administrators can do for coaches. Her suggestions are as follows: (1) maintain an open line of communication between coach and administrator, (2) be fair and keep policy decision above-board, (3) be direct with
decisions, (4) attend games and practice sessions, and (5) use a democratic style of leadership.

Solving the problem, according to True (1990), begins with the female coach actively participating in the solution process. True believes that steps are necessary to keep current female coaches in the profession and to recruit female athletes into the profession. Becoming involved as a coach, mentor, or official are ways of maintaining status in the profession. Equally important is to maintain a network system.

Parkhouse (1990) targets three areas as issues to rectify the problem: (1) litigation; (2) generating data and using it effectively; and (3) role-modeling, networking, and mentoring. Litigation involves seeking avenues of support through legal means. Advisement from legal counsel or filing a lawsuit under Title IX are two suggestions. Secondly, generating data raises public consciousness and replaces inaccurate claims that the problem does not exist. Lastly, role-modeling, networking, and mentoring encourage young women into the profession.

In conclusion, women are making positive strides to change what has occurred since 1972. "Just how successful our 1990s season will be may well depend on whether we acknowledge that the time to become involved, to network, to reach out, to plant, to reap, and to speak out is now" (Hardy, 1990, p. 47). Continued efforts and cooperation

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among women and men within the sports profession will
hopefully create new opportunities for women as we enter
into the new decade.
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## CHAPTER 3

## Procedure and Method

During the spring of 1990, this investigator collected data to determine if there has been a percentage decline of females in interscholastic coaching positions in Tennessee. The study covers the past 15 years which were divided into five-year intervals. The data were collected from the 1974-75, 1979-80, 1984-85, and 1989-90 TSSAA Directories. The 1986-87 TSSAA Directory was used for soccer since that was the year the sport was sanctioned by the TSSAA.

Secondly, the investigator sought out: (1) reasons why coaches had entered the profession and (2) perceived causes for the percentage decline of female coaches.

## Subjects

Questionnaires were sent to all coaches of girls' teams listed in the 1989-90 TSSAA Directory $(N=1610)$. Coaches of two or more sports $(N=210)$ filled out only one questionnaire, resulting in a possible population of 1,400 subjects. High schools without girls' teams $(N=7)$ were excluded from the mailing.

## Instrument

The Interscholastic Coaching Questionnaire (see
Appendix A) was the instrument used to determine: (1) reasons why the subjects coached and (2) perceived causes
for the percentage decline of females in interscholastic coaching. Part $I$ of the questionnaire was adopted, with approval, from a similar study by Hart et al. (1986). Part III of the questionnaire was adopted, with approval, from findings by Acosta and Carpenter (1988). Statement 30, "Female athletes prefer male coaches," was an addition by this investigator and no part of the Acosta and Carpenter study.

The initial mailing included a cover letter to the principal (see Appendix B) and copies of the questionnaire for each coach. The first deadline resulted in a return of 458 usable questionnaires or 33 percent. A second notification (see Appendix C) was sent to each school in hopes of increasing the number of returns. The second mailing increased the number of usable questionnaires to 481 or 34 percent.

The initial letter sent to the principals included a statement of cooperation from the TSSAA. This investigator received permission from Gene Beck, Assistant Executive Director, to indicate TSSAA's endorsement of this project (see Appendix D).

## Method for Treating Data

The data collected from the TSSAA Directories are presented in raw scores and percentages for each: (1) TSSAA-sanctioned sport, (2) sport classified by TSSAA, (3) grand division, and (4) athletic directors. Gender was
inferred by the first name listed in the TSSAA Directories. If gender could not be determined by the given name, i.e., "Pat," initials, or TBA (TO Be Announced), the data were marked as "unknown" and not included in the raw scores or percentages. To determine percentage change of female coaches since 1975, the percentage amount in 1989-90 was subtracted from the percentage in the first column listed. A plus (+) or minus ( $(-)$ indicates a percentage increase or decrease, respectively.

The data collected from the Interscholastic coaching Questionnaire were tabulated by the Computer Service Department at Middle Tennessee State University. Section 2, Parts I and III of the questionnaire, required subjects to respond to items using a Likert Scale ranging from 5 to 1 . A response of 5 represented strongly agree; 4, agree; 3, undecided; 2, disagree; and 1, strongly disagree. The mean, mode, standard deviation, and $N$ for items 1-30 were analyzed by gender, TSSAA's Classifications, and TSSAA's Grand Divisions. To determine if statistically significant differences occurred between male coaches' and female coaches' opinions, t Tests were calculated, using the . 05 level of confidence. To determine if responses were significantly different between TSSAA's Classifications and Grand Divisions F-ratios were computed, using a simple ANOVA technique. If F-ratios were significant, t Tests were
conducted to determine where the significance occurred. The .05 level of confidence was used to determine significance.

Parts II and IV of Section 2 asked the subjects to rank in order the three most important reasons (1) why they coach and (2) for the percentage decline of females in interscholastic coaching. The top three reasons were interpreted by the frequency in which the statement was recorded. The item receiving the most votes was placed as the top reason, with second and third reasons determined following the same guideline.

Parts II and IV also allowed subjects to write-in responses not included in the questionnaire. These data were summarized for information purposes.

## CHAPTER 4

Data Analyses

Chapter 4 presents data using the following sequence: (1) analysis and description of gender data, number, and percentage of male and female coaches in Tennessee; and (2) analyses of the data collected from the Interscholastic Coaching Questionnaire.

Gender, Number, and Percentage
Table 2 represents each sport sponsored by TSSAA. This investigator used five-year intervals for comparison purposes, inserting each sport into the study at the earliest TSSAA adoption date. Basketball, tennis, and track are compared over a 15-year time span. Cross-country, softball, tennis, and volleyball are compared over a 10-year time span. Soccer, adopted in 1986, is compared over a four-year time span.

Track showed the sharpest percentage change of female coaches declining from 64 percent ( $N=76$ of 118) in 1975 to 25 percent ( $\mathrm{N}=48$ of 190) in 1990. Tennis and volleyball showed a 13 percent decline of 55 percent ( $N=58$ of 105) in 1975 to 42 percent ( $\mathrm{N}=87$ of 208) in 1990 and 78 percent ( $\mathrm{N}=128$ of 163 ) in 1980 to 65 percent ( $N=123$ of 189) in 1990, respectively. The past four years showed an 11 percent decline in soccer of 34 percent ( $N=20$ of 59) in

Table 2
Gender, Number, and Percentage of Coaches of Each TSSAA Sponsored Sport From 1975 to 1990

| Sport ${ }^{\text {a }}$ | $\begin{aligned} & \text { Male } \\ & N(\%) \end{aligned}$ | $\begin{gathered} \text { 1974-75 } \\ \text { Female } \\ N(\%) \end{gathered}$ | $\begin{aligned} & \mathrm{U}^{\mathrm{b}} \\ & \mathrm{~N} \end{aligned}$ | $\begin{aligned} & \text { Male } \\ & N(\%) \end{aligned}$ | $\begin{gathered} 979-80 \\ \text { Female } \\ N(\%) \end{gathered}$ | $\begin{aligned} & \mathbf{U} \\ & \mathbf{N} \end{aligned}$ | $\begin{aligned} & \text { Male } \\ & N(\%) \end{aligned}$ | $\begin{gathered} 1984-85^{c} \\ \text { Female } \\ N(\%) \end{gathered}$ | $\begin{aligned} & \mathrm{U} \\ & \mathrm{~N} \end{aligned}$ | $\begin{aligned} & \text { Male } \\ & \mathrm{N}(\%) \end{aligned}$ | $\begin{aligned} & 89-90 \\ & \text { Female } \\ & N(\%) \end{aligned}$ | $\begin{aligned} & \mathbf{U} \\ & \mathrm{N} \end{aligned}$ | $\%$ Change ${ }^{\text {d }}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BK | 227(71) | 91(29) | 4 | 256(75) | 85(25) | 4 | 252(76) | 78(24) | 3 | 241(74) | 85(26) | 9 | - 3 |
| CC | - | - | - | 100(76) | $32(24)$ | 2 | 110(79) | 29(21) | 0 | 116(74) | 41(26) | 6 | + 2 |
| GF | - | - | - | 83(87) | 13(13) | 1 | 98(82) | 22(18) | 1 | 129 (83) | 27(17) | 2 | $+4$ |
| so | - | - | - | - | - | - | $39(66)$ | 20(34) | 2 | 56(77) | 17(23) | 2 | -11 |
| SB | - | - | - | 84(54) | 73(46) | 1 | 137(61) | 88(39) | 4 | 170(64) | 96(36) | 11 | -10 |
| TN | 47(45) | 58(55) | 0 | 110(60) | 72 (40) | 0 | 104(57) | 79 (43) | 0 | 121(58) | 87(42) | 5 | -13 |
| TR | 42(36) | 76(64) | 1 | 124(68) | 58(32) | 3 | 137(73) | 51(27) | 2 | 142(75) | 48(25) | 6 | -39 |
| vB | - | - | - | 35(22) | 128(78) | 3 | 33(21) | 121(79) | 6 | 66(35) | 123(65) | 4 | -13 |
| Totals | 361 (58) | 225(42) | 5 | 792(63) | 461(37) | 14 | 910(65) | 488(35) | 18 | 1,041 (67) | 524(33) | 45 | - 9 |

${ }^{\mathrm{a}} \mathrm{BK}_{\mathrm{B}}=$ basketball, $\mathrm{CC}=$ cross-country, $\mathrm{GF}=$ golf, $\mathrm{SO}=$ soccer, $\mathrm{SB}=$ softball, $\mathrm{TN}=$ tennis.
$T R=$ track, $V B=$ volleyball.
$\mathrm{b}_{\mathrm{U}}=$ sex of coach unknown.
${ }^{c}$ For soccer only, the 1986-87 academic year is used for comparison.
$d_{\text {fchange }}=$ female percentage in first column listed minus female percentage in 1990.

1986 to 23 percent $(N=17$ of 73 ) in 1990. Softball showed a decline of 46 percent $(N=73$ of 157) in 1980 to 36 percent ( $N=96$ of 266 ) in 1990. Basketball showed the slightest percentage decline of 29 percent ( $N=91$ of 318 ) in 1975 to 26 percent ( $N=85$ of 326 ) in 1990 .

Two sports showed a percentage increase of female coaches. Golf showed a 4 percent increase of 13 percent $(N=13$ of 96$)$ in 1980 to 17 percent $(N=27$ of 156$)$ in 1990. Cross-country increased from 24 percent ( $N=32$ of 132) in 1980 to 26 percent ( $N=41$ of 157) in 1990. The totals showed an overall 9 percent decline of females in coaching positions from 42 percent $(N=225$ of 541) in 1975 to 33 percent ( $N=524$ of 1565) in 1990. The growth of girls' interscholastic sports in Tennessee has resulted in an increase of 1,024 coaching positions (189 percent) from 541 positions in 1975 to 1,565 positions in 1990. The majority of these positions have been filled by males ( $N=725$ or 71 percent).

Table 3 represents the girls' sports classified by TSSAA. Basketball and softball are classified as $A, A A$, or AAA. Track and volleyball are classified as S (small) or L (large).

Basketball Classifications AA and AAA declined 13
percent from 1975 to 1990,34 percent $(N=26$ of 84$)$ to 21 percent $(N=23$ of 109) and 49 percent $(N=50$ of 102$)$ to 36 percent ( $N=40$ of 112), respectively. Class A increased

## Table 3

Gender, Number, and Percentage of Coaches of Each TSSAA
Classified Sport from 1975 to 1990

| Class | 1974-75 |  |  | 1979-80 |  |  | 1984-85 |  |  | 1989-90 |  |  | $\%$ Change ${ }^{b}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { Male } \\ & N(\%) \end{aligned}$ | Female N(\%) | $\begin{aligned} & \mathbf{u}^{\mathbf{a}} \\ & \mathbf{N} \end{aligned}$ | $\begin{aligned} & \text { Male } \\ & N(z) \end{aligned}$ | $\begin{aligned} & \text { Female } \\ & N(\%) \end{aligned}$ | $\begin{aligned} & \mathrm{U} \\ & \mathrm{~N} \end{aligned}$ | $\begin{aligned} & \text { Male } \\ & N(\%) \end{aligned}$ | $\begin{aligned} & \text { Female } \\ & N(\%) \end{aligned}$ | $\begin{aligned} & \mathrm{U} \\ & \mathrm{~N} \end{aligned}$ | $\begin{aligned} & \text { Male } \\ & N(\%) \end{aligned}$ | $\begin{gathered} \text { Female } \\ N(\%) \end{gathered}$ | $\begin{aligned} & \mathbf{U} \\ & \mathbf{N} \end{aligned}$ |  |
| Basketball |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A | 125 (89) | 15(11) | 2 | 108(80) | 27(20) | 2 | 84(77) | 25(23) | 1 | 83(79) | 22 (21) | 3 | +10 |
| AA | 50(66) | 26(34) | 1 | 75(75) | 25(25) | 1 | 85(82) | 19(18) | 1 | 86(79) | 23(21) | 3 | -13 |
| AAA | $52(51)$ | 50(49) | 1 | 73(69) | 33(31) | 1 | 83(71) | 34 (29) | 1 | 72(64) | 40(36) | 3 | -13 |
| Softball |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A |  |  |  | 29(57) | 22 (43) | 0 | 32(57) | 24(43) | 1 | 44(64) | 25 (36) | 3 | - 7 |
| AA |  |  |  | 21(48) | 23(52) | 0 | 47(69) | 21(31) | 2 | 61(66) | $31(34)$ | 4 | -18 |
| AAA |  |  |  | 34(55) | 28(45) | 1 | 58(57) | 43(43) | 1 | 65(62) | 40(38) | 4 | - 7 |
| Volleyball |  |  |  |  |  |  |  |  |  |  |  |  |  |
| S |  |  |  | 18(22) | 65(78) | 0 | 15(20) | 59(80) | 3 | 33(34) | 65(66) | 2 | -12 |
| L |  |  |  | 17(21) | 63(79) | 3 | 18(23) | $62(77)$ | 3 | 33(36) | 58(64) | 2 | -15 |

Table 3 (continued)

| Class | 1974-74 |  |  | 1979-80 |  |  | 1984-85 |  | 1989-90 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{aligned} & \text { Male } \\ & \mathrm{N}(\mathrm{z}) \end{aligned}$ | Female <br> N (\%) | $\mathbf{U}^{\mathbf{a}}$ | $\begin{aligned} & \text { Male } \\ & N(\%) \end{aligned}$ | Female <br> ( ${ }^{(\%)}$ | $\begin{aligned} & \mathbf{U} \\ & \mathbf{N} \end{aligned}$ | $\begin{aligned} & \text { Male } \\ & \mathrm{N}(\%) \end{aligned}$ | Female <br> N(\%) | $\begin{aligned} & \mathrm{U} \\ & \mathrm{~N} \end{aligned}$ | $\begin{aligned} & \text { Male } \\ & N(\%) \end{aligned}$ | Female <br> N(\%) | $\begin{aligned} & \mathbf{U} \\ & \mathbf{N} \end{aligned}$ | Change ${ }^{\text {b }}$ |
| Track |  |  |  |  |  |  |  |  |  |  |  |  |  |
| s |  |  |  |  |  |  | 62(71) | 25(29) | 0 | 63 (72) | 24(28) | 4 | - 1 |
| I |  |  |  |  |  |  | 75(74) | 26(26) | 2 | 79(77) | 24(23) | 2 | - 3 |

${ }^{a_{U}}=$ sex of coach unknown.
$b_{\text {fchange }}=$ female percent in first column listed minus female percent in 1990.

10 percent from 11 percent ( $N=15$ of 140 ) in 1975 to 21 percent $(N=22$ of 105) in 1990. For softball, all three Classifications showed a percentage decline of female coaches. Class A dropped from 43 percent ( $N=22$ of 51) in 1980 to 36 percent $(N=25$ of 69) in 1990. Class AA showed the greatest decline of 18 percent from 52 percent ( $N=23$ of 44 ) in 1980 to 34 percent $(N=31$ of 92$)$ in 1990. Class AAA declined 7 percent from 45 percent ( $N=28$ of 62 ) to 38 percent $(N=40$ of 105) in 1990.

Both Class $S$ and Class $L$ indicated a percentage decline in volleyball. In 1980,78 percent $(N=65$ of 83$)$ of Class $S$ volleyball was coached by females compared to 66 percent $(N=65$ of 98$)$ in 1990. Class $L$ female coaches dropped from 79 percent in $1980(N=63$ of 80$)$ to 64 percent ( $N=58$ of 91) in 1990. Track disclosed a slight decline in class $S$ and Class L. The percentage of female track coaches in Class $S$ dropped from 29 percent ( $N=25$ of 87 ) in 1985 to 28 percent $(N=24$ of 87 ) in 1990. Class $L$ dropped from 26 percent $(N=26$ of 101 ) in 1985 to 23 percent ( $N=24$ of 103) in 1990.

Table 4 represents the geographical analysis of the gender, number, and percentage of coaches in Tennessee. The East Grand Division shows the largest decline (10 percent) from 43 percent $(N=79$ of 182$)$ in 1975 to 33 percent $(N=$ 194 of 581) in 1990. The West Grand Division showed the second largest decline of 44 percent $(N=78$ of 177) to

Table 4

Gender, Number, and Percentage of Coaches of Each TSSAA Grand Division From 1975 to 1990

|  | 1974-75 |  |  | 1979-80 |  |  | 1984-85 ${ }^{\text {b }}$ |  |  | 1989-90 |  |  | Change ${ }^{c}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grand Division | Male N (\%) | $\begin{gathered} \text { Female } \\ N(\%) \end{gathered}$ | $\begin{aligned} & \mathrm{U}^{\mathbf{a}} \\ & \mathbf{N} \end{aligned}$ | Male <br> N(\%) | $\begin{aligned} & \text { Female } \\ & \mathrm{N}(\%) \end{aligned}$ | $\begin{aligned} & \mathbf{U} \\ & \mathbf{N} \end{aligned}$ | Male <br> N(8) | $\begin{gathered} \text { Female } \\ N(\%) \end{gathered}$ | $\begin{aligned} & \mathrm{U} \\ & \mathrm{~N} \end{aligned}$ | Male <br> N(8) | $\begin{aligned} & \text { Female } \\ & N(\%) \end{aligned}$ | $\begin{aligned} & \mathrm{U} \\ & \mathrm{~N} \end{aligned}$ |  |
| East | 103(57) | 79 (43) | 2 | 272(62) | 164(38) | 7 | 351(68) | 166(32) | 8 | 387 (67) | 194(33) | 15 | -10 |
| Middle | 114(63) | 68(37) | 3 | 255(64) | 144(36) | 4 | 311 (67) | 156(33) | 6 | 351(67) | 170(53) | 17 | - 4 |
| West | $99(56)$ | 78(44) | 0 | 265(63) | 153(37) | 3 | 248(60) | 166(40) | 4 | 303(65) | 160(35) | 13 | - 9 |

${ }^{a_{U}}=$ sex of coach unknown.
${ }^{b}$ For soccer only, 1986-87 academic year is used for comparison.
Female percent in first column listed minus female percent in 1990.

35 percent ( $N=160$ of 463 ). The Middle Grand Division indicated the smallest decline (4 percent) from 37 percent ( $N=68$ of 182 ) in 1975 to 33 percent $(N=170$ of 521 ) in 1990.

Table 5 represents the gender, number, and percentage of athletic directors in Tennessee since 1980. Data were unavailable in the directory for the 1975 academic year. The data showed a 2 percent increase of female athletic directors from 3 percent ( $N=8$ of 286 ) in 1980 to 5 percent $(N=15$ of 313$)$ in 1990.

Table 5
Gender, Number, and Percentage of Athletic Directors of Each High School in Tennessee from 1975 to 1990

| Year | Male (\%) | Female (\%) | Unknown |  |
| :--- | :---: | :---: | :---: | :---: |
| 1975 | -0 |  |  | -- |
| 1980 | 278 | $(97)$ | 8 | $(3)$ |
| 1985 | 273 | $(98)$ | 7 | $(2)$ |
| 1990 | 298 | $(95)$ | 15 | $(5)$ |
| $\%$ change from |  |  |  | 0 |
| 1980 to 1990 |  |  |  |  |

Interscholastic Coaching ouestionnaire Results
Questionnaires were sent to the head coaches of girls' interscholastic teams as listed in the 1989-90 TSSAA Directory ( $\mathrm{N}=1610$ ). Coaches of two or more sports were counted once ( $N=210$ ), reducing the total to a possible 1,400 subjects. The number of usable questionnaires returned was 481 , or 34 percent. With such a small return, the investigator cautions the reader to interpret the data carefully and notes that the results may not be representative of the total population.

Demographics
Table 6 represents the demographics of the 481 subjects who completed and returned questionnaires. Of those responding, 251 (52 percent) were males, and 229 (48 percent) were females, plus one subject who did not check his/her sex. More returned questionnaires came from AAA schools $(\mathrm{N}=211)$ than $\mathrm{AA}(\mathrm{N}=167)$ or $\mathrm{A}(\mathrm{N}=103)$. Geographically, the East Grand Division ( $N=173$ ) and the Middle Grand Division ( $\mathrm{N}=171$ ) had more responses than the West Grand Division ( $N=137$ ). Of the 481 participants, 339 (70 percent) were single, 138 ( 29 percent) were married, and 4 (1 percent) did not indicate marital status. Chronological age intervals of 10 years were used, and the age range of $31-40$ had the highest representation ( $N=206$ ).

In Section $I$ of the questionnaire (see Appendix A), the coaches were asked to check each sport they were currently

Table 6

## Questionnaire Results--Section I Demographics of Subjects

## Item

1. Male 251 Female 229

No Response Given 1
2. High school classification:
A 103
AA 167
AAA 211
3. Grand division: East 173

Middle 171
West 137
4. Age: 20-30 122 31-40 206 41-50 107 51-60 36

60+ 6 Missing 4
5. Marital status: Married 138 Single 339 Missing 4
6. Sports currently coaching:
$\underline{229}$ Basketball $\underline{126}$ Softball
39 Cross-country
62 Tennis
24 Golf
69 Track
27 Soccer
102 Volleyball

| Item | Yes | No | No Response <br> Given |
| :--- | :---: | :---: | :---: |
| 7. Varsity team member in high |  |  |  |
| school |  |  |  |
| 8. Varsity team member in | 419 | 57 | 5 |
| 9. CollegeUndergraduate physical <br> education major | 234 | 182 | 65 |
| 10. Undergraduate physical |  |  |  |
| education minor | 260 | 218 | 3 |
| 11. Major teaching area |  |  |  |
| physical education <br> Teach and coach at <br> same school | 40 | 389 | 52 |
| 12. | 143 | 335 | 3 |
| 13. Always coached girls' | 466 | 14 | 1 |

coaching. The results were as follows: basketball, 229;
softball, 126; volleyball, 102; track, 69; tennis, 62;
cross-country, 39; soccer, 27; and golf, 24.
The coaches also responded to questions concerning their playing experience, education, and coaching background. Four hundred and nineteen (87 percent) subjects had varsity high school playing experience, and 234 (47 percent) subjects had college playing experience. In regards to their education, 260 (54 percent) were physical education majors, and 40 ( 8 percent) had physical education minors. Only 143 (36 percent) subjects were currently teaching physical education, but 466 (97 percent) of the subjects were teaching and coaching at the same school. Lastly, 224 (47 percent) subjects had always coached girls' teams.

## Section 2, Parts I and II

## Male and Female Comparisons

Table 7 reports Section 2, Part I responses to items 116 (I entered coaching . . .) of the Interscholastic Coaching Questionnaire by gender. The mean, mode, standard deviation, and $N$ are indicated for each of the first 16 items on the questionnaire. The subjects ranked each item on a five-point scale $(5=$ strongly agree, $4=$ agree, $3=$ undecided, $2=$ disagree, $1=$ strongly disagree). A test was computed for each item and is reported later in this chapter. A total of 481 subjects responded, including 259

Table 7
Mean, Mode, Standard Deviation, and $N$ of Male Coaches, Female Coaches, and Total for Questionnaire Items 1-16


I entered coaching because:

1. I wanted to work with young people.

$$
\begin{array}{clll}
\bar{x} & 4.8 & 4.7 & 4.7 \\
\text { mode }(\%) & 5(79) & 5(71) & 5(76) \\
s & .442 & .662 & .561
\end{array}
$$

2. I was an athlete . . . continue my involvement with sports.

| $\overline{\mathrm{X}}$ | 4.4 | 4.2 | 4.3 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $5(61)$ | $5(57)$ | $5(59)$ |
| $s$ | .978 | 1.178 | 1.080 |

3. People who were important . . .
influenced me to become a coach.

$$
\begin{array}{clll}
\bar{x} & 3.7 & 3.6 & 3.6 \\
\operatorname{mode}(\%) & 4(33) & 4(35) & 4(34) \\
s & 1.278 & 1.324 & 1.300
\end{array}
$$

4. The sports program . . . was successful, and $I$ wanted to become involved. . .

| $\bar{x}$ | 3.0 | 2.9 | 2.9 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $2(28)$ | $2(31)$ | $2(29)$ |
| $s$ | 1.337 | 1.279 | 1.307 |

5. My principal . . . asked me to coach.

$$
\begin{array}{clll}
\overline{\mathbf{x}} & 3.1 & 3.4 & 3.2 \\
\text { mode }(\%) & 2(24) & 4(36) & 4(29) \\
s & 1.463 & 1.451 & 1.469
\end{array}
$$

Table 7 (continued)

|  | Male | Female | Total |
| :--- | :---: | :--- | :---: |
| Item | $\mathrm{N}=259$ | $\mathrm{~N}=221$ | $\mathrm{~N}=481$ |

6. I wanted to coach boys . . . only available positions were coaching girls.

| $\bar{x}$ | 2.0 | 1.4 | 1.7 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $1(48)$ | $1(71)$ | $1(59)$ |
| $s$ | 1.184 | .797 | 1.060 |

7. My students asked me to coach.

| $\bar{X}$ | 2.0 | 2.2 | 2.1 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(8)$ | $1(49)$ | $1(41)$ | $1(46)$ |
| $s$ | 1.211 | 1.294 | 1.255 |

8. . . . I was required to coach.

| $\bar{x}$ | 1.8 | 2.0 | 1.9 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $1(60)$ | $1(56)$ | $1(58)$ |
| $s$ | 1.210 | 1.345 | 1.277 |

9. . . . extracurricular program assignments available, coaching was most desirable.

| $\bar{x}$ | 2.6 | 2.9 | 2.8 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $1(39)$ | $1(30)$ | $1(35)$ |
| $s$ | 1.584 | 1.611 | 1.607 |

10. . . . to gain experience for a college job.

| $\bar{X}$ | 2.2 | 2.0 | 2.1 |
| :---: | :--- | :--- | :--- |
| mode $(\%)$ | $1(45)$ | $1(49)$ | $1(47)$ |
| S | 1.363 | 1.238 | 1.307 |

11. . . . to increase my income.

| $\bar{x}$ | 2.4 | 2.7 | 2.6 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $1(37)$ | $1(29)$ | $1(33)$ |
| $s$ | 1.371 | 1.427 | 1.403 |

12. . . . to work with highly motivated students.

| $\bar{x}$ | 3.2 | 3.4 | 3.3 |
| :---: | :--- | :--- | :--- |
| mode $(\%)$ | $4(33)$ | $4(42)$ | $4(37)$ |
| $s$ | 1.223 | 1.158 | 1.193 |

Table 7 (continued)

|  | Male | Female | Total |
| :--- | :---: | :---: | :---: |
| Item | $N=259$ | $N=221$ | $N=481$ |

13. . . . to work with students who possessed advanced skills.

| $\bar{x}$ | 3.1 | 3.2 | 3.1 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $3(26)$ | $4(34)$ | $4(29)$ |
| $s$ | 1.255 | 1.237 | 1.249 |

14. . . . girls are more coachable than boys.

| $\overline{\mathrm{x}}$ | 2.4 | 2.0 | 2.2 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $1(32)$ | $1(38)$ | $1(35)$ |
| s | 1.262 | 1.112 | 1.206 |

15. . . . I like placing myself in competitive situations.
$\bar{x}$
mode (\%)
4.1
5 (41)
3.8
4(42)
1.121
3.9
1.041
4(41)
1.087
16. . . . the challenge of producing a "winning team."

| $\bar{x}$ | 4.1 | 3.9 | 4.0 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $5(43)$ | $4(46)$ | $4(42)$ |
| $s$ | 1.063 | 1.051 | 1.062 |

males and 221 females, with one subject who did not indicate his/her sex, but is included in the data of the totals column.

The subjects were also asked (Section 2, Part II) to rank the three most important reasons why they entered coaching. They are listed below, separated by gender.

Male subjects:

1. I wanted to work with young people $(\mathrm{N}=156)$.
2. I wanted to coach because of the challenge of producing a "winning team" ( $N=101$ ).
3. I was an athlete and wanted to continue my
involvement with sports ( $N=98$ ).
Female subjects:
4. I wanted to work with young people $(N=154)$.
5. I was an athlete and wanted to continue my
involvement with sports ( $N=125$ ).
6. I wanted to coach because I like placing myself in competitive situations ( $\mathrm{N}=60$ ).

Additional space was provided for responses as to why they coached if not provided on the questionnaire. Some examples of the responses are listed below, separated by gender.

Male Write-in Responses:

1. "Help create good character through athletics."
2. "After coaching boys' sports in the fall, I enjoy coaching girls in the spring."
3. "Because of the influence $I$ have on the kids."
4. "No one else was interested in coaching (sport) at my school."

Female Write-in Responses:

1. "Girls need women as role-models."
2. "I wanted the girls to enjoy (sport) as much as I did."
3. "It's a good learning experience for myself."
4. "Because of the influence I have on the kids."
5. "An opportunity to meet interesting people, i.e., other coaches."

## Classification Comparisons

Table 8 reports the responses in Section 2, Part I of items 1-16 (I entered coaching . . .) of the Interscholastic Coaching Questionnaire across Classifications, combining male and female responses. The mean, mode, standard deviation, and $N$ are indicated for each of the first 16 items on the questionnaire.

The top three reasons for entering coaching were very similar across Classifications. Listed below are the reasons, separated by Classification.

Classification A:

1. I wanted to work with young people $(N=63)$.
2. I was an athlete and wanted to continue my
invoivement with sports $(N=47)$.

Table 8
Mean, Mode, Standard Deviation, and N Across Classifications for Questionnaire Items 1-16

| Item |  |  | A | AA | AAA |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\mathrm{N}=103$ | $N=167$ | N | $=211$ |

I entered coaching because:

1. I wanted to work with young people.

| $\bar{x}$ | 4.7 | 4.7 | 4.7 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $5(73)$ | $5(76)$ | $5(76)$ |
| $s$ | .595 | .462 | .615 |

2. I was an athlete . . . continue my involvement with sports.

| $\bar{x}$ | 4.1 | 4.2 | 4.4 |
| :---: | :--- | :--- | ---: |
| $\operatorname{mode}(\%)$ | $5(50)$ | $5(57)$ | $5(65)$ |
| $s$ | 1.147 | 1.131 | .993 |

3. People who were important . . . influenced me to become a coach.

| $\bar{X}$ | 3.5 | 3.6 | 3.7 |
| :---: | :--- | :--- | :--- |
| mode $(\%)$ | $4(33)$ | $4(37)$ | $5(35)$ |
| $s$ | 1.340 | 1.289 | 1.287 |

4. The sports program . . . was successful, and I wanted to become involved . . .
$\underset{\mathrm{x}}{\mathrm{mode}}(\%)$
2.8 2 (29)
2.9
3.1
$\mathrm{s} \quad 1.212$
2(29)
2 (29)
1.334
1.325
5. My principal . . . asked me to coach.

$\mathbf{s}$
3.1
$4(24)$
1.465
3.1 4(29) 1.501
3.4 4 (30) 1.444

Table 8 (continued)

|  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Item | $\mathrm{N}=103$ | $\mathrm{~N}=\mathrm{AA}$ | AAA |
| $=167$ | $N$ |  |  |

6. I wanted to coach boys . . . only available positions were coaching girls.

| $\bar{x}$ | 1.7 | 1.7 | 1.7 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $1(59)$ | $1(60)$ | $1(58)$ |
| $\mathbf{s}$ | 1.027 | 1.079 | 1.066 |

7. My students asked me to coach.

| $\bar{X}$ | 2.2 | 2.1 | 2.0 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $1(38)$ | $1(45)$ | $1(50)$ |
| s | 1.304 | 1.268 | 1.217 |

8. . . . I was required to coach.

| $\bar{x}$ | 2.0 | 1.8 | 1.9 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(8)$ | $1(52)$ | $1(62)$ | $1(59)$ |
| $s$ | 1.336 | 1.218 | 1.292 |

9. . . . extracurricular program assignments available, coaching was most desirable.

| $\bar{x}$ | 2.3 | 2.8 | 2.9 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $1(43)$ | $1(32)$ | $1(32)$ |
| $s$ | 1.455 | 1.600 | 1.650 |

10. . . . to gain experience for a college job.
$\overline{\mathbf{x}}$
mode (\%)
2.1
$1(51)$
2.1
$1(49)$
2.2
$\begin{array}{llll}\mathbf{s} & 1.338 & 1.287 & 1.313\end{array}$
11. . . . to increase my income.

2.5
2.6

1(37)
1 (34)
$\begin{array}{llll}\mathrm{s} & 1.353 & 1.443 & 1.397\end{array}$
12. . . . to work with highly motivated students.

| $\bar{X}$ | 3.2 | 3.2 | 3.4 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $4(39)$ | $4(35)$ | $4(38)$ |
| $s$ | 1.156 | 1.216 | 1.188 |

Table 8 (continued)

|  | A | AA | AAA |
| :---: | :---: | :---: | :---: |
| Item | $\mathrm{N}=103$ | $\mathrm{N}=167$ | $N=211$ |

13. . . . to work with students who possessed advanced skills.
$\bar{x}$
mode (\%)
s
2.9
4(26)
1.230
3.1
4 (31)
1.283
3.3
4 (30)
1.218
14. . . . girls are more coachable than boys.

| $\bar{x}$ | 2.3 | 2.2 | 2.2 |
| :---: | :--- | :--- | :--- |
| mode(8) | $1(32)$ | $1(34)$ | $1(37)$ |
| s | 1.240 | 1.202 | 1.195 |

15. . . . I like placing myself in competitive situations.
$\bar{x}$
$\operatorname{mode}(\%)$
3.8
$4(44)$
3.9 4(38)
4.0
$4(44)$
1.099
1.110
4(41)
of producing a "winning team."

| $\bar{x}$ | 3.8 | 4.0 | 4.1 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $4(45)$ | $4(42)$ | $5(41)$ |
| $s$ | 1.164 | 1.009 | 1.043 |

Tie 3. I wanted to coach because I like placing myself in competitive situations ( $\mathrm{N}=35$ ).

Tie 3. I wanted to coach because of the challenge of producing a "winning team" ( $\mathrm{N}=35$ ).

Classification AA:

1. I wanted to work with young people ( $\mathrm{N}=113$ ).
2. I was an athlete and wanted to continue my involvement with sports ( $\mathrm{N}=66$ ).
3. I wanted to coach because I like placing myself in competitive situations ( $\mathrm{N}=41$ ).

Classification AAA:

1. I wanted to work with young people ( $\mathrm{N}=134$ ).
2. I was an athlete and wanted to continue my involvement with sports ( $\mathrm{N}=117$ ).
3. I wanted to coach because of the challenge of producing a "winning team" ( $\mathrm{N}=67$ ). Grand Division Comparisons

Table 9 reports the responses of Section 2, Part 1 of items 1-16 (I entered coaching . . .) of the Interscholastic Coaching Questionnaire across Grand Divisions. The mean, mode, standard deviation, and $N$ are indicated for each item.

The top three reasons for entering coaching were identical for subjects in the East and Middle Grand Divisions. The West Grand Division was similar, differing only in reason number three.

Table 9
Mean, Mode, Standard Deviation, and $N$ Across Grand Divisions for Questionnaire Items 1-16

|  | East | Middle | West |
| :--- | :---: | :--- | :---: |
| Item | $\mathrm{N}=173$ | $\mathrm{~N}=171$ | $\mathrm{~N}=137$ |

Strongly Agree Agree $\underset{5}{ } \underset{4}{ } \underset{3}{ } \underset{3}{ } \underset{2}{ }$ Didecided

I entered coaching because:

1. I wanted to work with young people.

| $\bar{x}$ | 4.7 | 4.7 | 4.8 |
| :---: | :--- | :--- | ---: |
| mode (\%) | $5(72)$ | $5(77)$ | $5(79)$ |
| $s$ | .568 | .574 | .536 |

2. I was an athlete . . . continue my involvement with sports.

| $\bar{X}$ | 4.3 | 4.2 | 4.4 |
| :---: | :--- | :--- | :--- |
| mode(\%) | $5(61)$ | $5(55)$ | $5(62)$ |
| $s$ | 1.072 | 1.139 | 1.009 |

3. People who were important influenced me to become a coach.

| $\bar{x}$ | 3.6 | 3.5 | 3.8 |
| :---: | :--- | :--- | :--- |
| mode $(\%)$ | $4(36)$ | $4(29)$ | $4(35)$ |
| $s$ | 1.360 | 1.330 | 1.163 |

4. The sports program . . . was successful, and I wanted to become involved . . .

| $\bar{x}$ | 2.8 | 3.0 | 3.0 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $2(32)$ | $4(32)$ | $2(29)$ |
| $s$ | 1.326 | 1.283 | 1.314 |

5. My principal . . . asked me to coach.

| $\bar{x}$ | 3.3 | 3.2 | 3.2 |
| :---: | :--- | :--- | :--- |
| mode $(\%)$ | $4(32)$ | $4(30)$ | $5(27)$ |
| $s$ | 1.457 | 1.458 | 1.504 |

Table 9 (continued)

|  | East | Middle | West |
| :--- | :---: | :---: | :---: |
| Item | $\mathbf{N}=173$ | $\mathbf{N}=171$ | $\mathbf{N}=137$ |

6. I wanted to coach boys . . . only available positions were coaching girls.

| $\bar{x}$ | 1.6 | 1.8 | 1.7 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $1(63)$ | $1(56)$ | $1(57)$ |
| $s$ | .971 | 1.162 | 1.031 |

7. My students asked me to coach.

| $\bar{x}$ | 2.2 | 2.0 | 2.1 |
| :---: | :--- | :--- | :--- |
| mode(\%) | $1(41)$ | $1(51)$ | $1(45)$ |
| s | 1.264 | 1.219 | 1.284 |

8. . . . I was required to coach.

| $\bar{x}$ | 1.9 | 1.8 | 2.0 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $1(58)$ | $1(62)$ | $1(54)$ |
| $s$ | 1.255 | 1.244 | 1.345 |

9. . . extracurricular program assignments available, coaching was most desirable.

| $\bar{x}$ | 2.7 | 2.7 | 2.9 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $1(37)$ | $1(35)$ | $1(31)$ |
| $s$ | 1.632 | 1.574 | 1.613 |

10. . . . to gain experience for a college job.

| $\bar{x}$ | 2.0 | 1.9 | 2.5 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $1(48)$ | $1(53)$ | $1(37)$ |
| $s$ | 1.240 | 1.195 | 1.446 |

11. . . . to increase my income.

| $\bar{x}$ | 2.6 | 2.5 | 2.5 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $1(31)$ | $1(37)$ | $1(31)$ |
| $s$ | 1.434 | 1.420 | 1.345 |

12. . . . to work with highly motivated students.

| $\bar{x}$ | 3.3 | 3.3 | 3.4 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $4(35)$ | $4(36)$ | $4(42)$ |
| $s$ | 1.230 | 1.207 | 1.129 |

Table 9 (continued)

| Item |  | East | Middle | West |
| :---: | :---: | :---: | :---: | :---: |
|  |  | $N=173$ | $\mathrm{N}=171$ | $N=137$ |
| 13. . . . to work with students who possessed advanced skills. |  |  |  |  |
|  | $\overline{\mathbf{x}}$ | 3.2 | 3.0 | 3.2 |
|  | mode (\%) | 4 (30) | 4 (26) | 4 (33) |
|  | s | 1.290 | 1.281 | 1.153 |

14. . . . girls are more coachable than boys.

| $\bar{x}$ | 2.3 | 2.2 | 2.2 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $1(34)$ | $1(36)$ | $1(34)$ |
| s | 1.264 | 1.235 | 1.095 |

15. . . . I like placing myself in competitive situations.

| $\bar{x}$ | 3.9 | 3.9 | 4.0 |
| :---: | :--- | :--- | ---: |
| $\operatorname{mode}(\%)$ | $4(36)$ | $4(42)$ | $4(44)$ |
| $s$ | 1.161 | 1.094 | .981 |

16. . . . the challenge of producing a "winning team."

| $\bar{x}$ | 3.9 | 4.0 | 4.0 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $4(34)$ | $4(44)$ | $4(39)$ |
| $\mathbf{s}$ | 1.099 | 1.046 | 1.038 |

East Grand Division:

1. I wanted to work with young people $(\mathrm{N}=110)$.
2. I was an athlete and wanted to continue my involvement with sports $(N=86)$.
3. I wanted to coach because I like placing myself in competitive situations ( $N=48$ ).

Middle Grand Division:

1. I wanted to work with young people ( $\mathrm{N}=98$ ).
2. I was an athlete and wanted to continue my involvement with sports $(N=73)$.
3. I wanted to coach because I like placing myself in competitive situations ( $\mathrm{N}=61$ ).

West Grand Division:

1. I wanted to work with young people $(N=83)$.
2. I was an athlete and wanted to continue my involvement with sports $(N=66)$.
3. I wanted to coach because of the challenge of producing a "winning team" ( $\mathrm{N}=39$ ). Section 2, Parts III and IV

## Male and Female Comparisons

Table 10 reports the responses in Section 2, Part III of items 17-30 (I believe there has been a decline of females in interscholastic coaching . . .) of the Interscholastic Coaching Questionnaire by gender. The mean, mode, standard deviation, and $N$ are indicated for each statement. A t Test was also computed for each item, and

Table 10
Mean, Mode, Standard Deviation, and $N$ of Male Coaches Female Coaches, and Total for Questionnaire Items 17-30

18. Lack of support system for females.

| $\bar{x}$ | 3.1 | 3.7 | 3.4 |
| :---: | :--- | :--- | :--- |
| mode $(\%)$ | $4(32)$ | $4(45)$ | $4(38)$ |
| $s$ | 1.251 | 1.155 | 1.244 |

19. Failure of the "old girls club" network.

$$
\begin{array}{clll}
\bar{x} & 2.4 & 2.7 & 2.6 \\
\operatorname{mode}(\%) & 3(42) & 3(40) & 3(41) \\
s & .970 & 1.076 & 1.031
\end{array}
$$

20. Females burnout and leave coaching sooner . . .

| $\bar{x}$ | 2.9 | 3.2 | 3.1 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $3(29)$ | $4(34)$ | $4(29)$ |
| $S$ | 1.214 | 1.230 | 1.225 |

21. Failure of females to apply . . .
$\bar{x}$
mode (\%)
3.3
(36)
3.2
4(38)
3.2
$\mathrm{s} \quad 1.038$
1.138
4 (37)
22. Lack of qualified female coaches.

| $\bar{x}$ | 3.1 | 2.9 | 3.0 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $4(31)$ | $4(26)$ | $4(29)$ |
| $s$ | 1.252 | 1.307 | 1.280 |

## Table 10 (continued)

|  |  |  |  |
| :--- | :---: | :---: | :---: |
| Item | Male | Female | Total |
|  | $N=259$ | $N=221$ | $N=481$ |

23. Unconscious discrimination in the hiring process.

| $\bar{x}$ | 2.6 | 3.1 | 2.8 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $3(33)$ | $4(34)$ | $3(30)$ |
| $s$ | 1.095 | 1.168 | 1.158 |

24. Conscious discrimination in the hiring practice.

| $\bar{x}$ | 2.3 | 2.9 | 2.6 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $2(29)$ | $3(31)$ | $3(30)$ |
| $s$ | 1.061 | 1.169 | 1.158 |

25. Unawareness of females about job openings.

| $\bar{x}$ | 2.6 | 2.9 | 2.7 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $3(36)$ | $3(32)$ | $3(34)$ |
| $s$ | 1.005 | 1.079 | 1.056 |

26. Higher qualification . . . for female applicants.

$$
\begin{array}{ccll}
\bar{x} & 2.0 & 2.7 & 2.3 \\
\text { mode }(\%) & 2(38) & 2(31) & 2(35) \\
s & .973 & 1.196 & 1.135
\end{array}
$$

27. Females . . . fulfill both coaching and teaching duties

| $\bar{X}$ | 2.1 | 2.8 | 2.5 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $2(35)$ | $4(28)$ | $2(30)$ |
| s | 1.056 | 1.278 | 1.224 |

28. . . . fear that females are more likely to be homosexual . . .

| $\bar{x}$ | 1.8 | 2.0 | 1.9 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $1(51)$ | $1(45)$ | $1(48)$ |
| $\mathbf{s}$ | .957 | 1.106 | 1.035 |

29. . . . less willing to hire females . . . generate less revenue.

| $\bar{x}$ | 2.1 | 2.8 | 2.5 |
| :---: | ---: | :--- | :--- |
| mode (\%) | $1(34)$ | $4(28)$ | $3(28)$ |
| $s$ | .990 | 1.176 | 1.141 |

Table 10 (continued)

those which were statistically significant are included later in the chapter.

The subjects were also asked to rank the three most important reasons they perceived for the decline of females in interscholastic coaching. Separated by gender, the top three reasons are reported below.

Male subjects:

1. Lack of qualified female coaches ( $\mathrm{N}=92$ ).
2. Failure of females to apply for job openings $(N=$ 83) •
3. Females burn out and leave coaching sooner than males $(N=82)$.

Female subjects:

1. Lack of support systems for females ( $N=91$ ).
2. Lack of qualified female coaches $(N=67)$.
3. Females burn out and leave coaching sooner than males $(N=61)$.

Additional space was provided for write-in responses not included in the questionnaire as reasons for the percentage decline of women in the coaching profession the past 15 years. The most common written-in responses for both male and female coaches were the time conflicts between career, marriage, and family. This perceived cause was written-in by 50 of the 481 subjects. Other reasons for the decline are listed below, separated by gender.

Male Write-in Responses:

1. "Lack of discipline most female coaches have in their program."
2. "There seems to be a lack of training ground at the junior high level for women coaches."
3. "Because of the highly competitive nature, possibly females have decided not to be involved in it."
4. "Many more males are in the coaching profession;
more males enjoy sports than women."
5. "Highly motivated female college graduates have more opportunities available to them than the low-paying positions of public school teaching and coaching."
6. "Rule changes in basketball from 6 on 6 to 5 on 5 in the late $70 s$ caused a huge turnover."
7. "In general females lack the personality to be a successful coach. Most girls have a cheerleader mentality."

Female Write-in Responses:

1. "A lot of female college athletes are staying in college coaching."
2. "Males are chosen over females, even if they do have the same qualifications--unfair practice."
3. "Women have less experience at team sports; therefore, there is a lack of qualified coaches."
4. "Unequal coaching responsibilities and duties, i.e., more fund-raising and biased feelings about the importance of female programs and coaching."
5. "Aggressiveness in competing for job."
6. "Most principals are male and think that males are more competent."
7. "Burnout, no money, no glory, no appreciation, no respect."

## Classification Comparisons

Table 11 presents the responses for Section 2, Part III for items 17-30 (I believe there has been a decline of females in interscholastic coaching . . .) of the Interscholastic Coaching Questionnaire across Classifications. The mean, mode, standard deviation, and $N$ are indicated for each item.

The top three reasons perceived by the subjects for the decline of women in interscholastic coaching were very similar across Classifications. Listed below are the reasons, separated by Classification.

Class A:

1. Lack of qualified female coaches $(N=36)$.
2. Lack of support systems for females $(N=34)$.
3. Females burn out and leave coaching sooner than
males $(N=31)$.
Class AA:
4. Lack of support systems for females $(N=57)$.
5. Lack of qualified female coaches $(N=53)$.
6. Failure of females to apply for job openings (N = 47) •

Table 11
Mean, Mode, Standard Deviation, and N Across Classifications For Questionnaire Items 17-30

| Item |  |  | $N=103 N=167$ |  | AAA $N=211$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Strongly Agree | Agree <br> 4 | Undecided 3 | Disagree Strongly Disagree$2 \quad 1$ |  |  |
| I believe there has been a decline of females in interscholastic coaching because: |  |  |  |  |  |
| 17. Success of the "old boys clubs" network. |  |  |  |  |  |
|  |  | X | 2.6 | 2.5 | 2.6 |
|  |  | mode (\%) | 3 (28) | 3 (29) | 3 (33) |
|  |  | s | 1.167 | 1.189 | 1.242 |

18. Lack of support system for females.

| $\bar{x}$ | 3.3 | 3.3 | 3.5 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $4(30)$ | $4(38)$ | $4(41)$ |
| $s$ | 1.275 | 1.237 | 1.233 |

19. Failure of the "old girls club" network.

| $\bar{x}$ | 2.6 | 2.6 | 2.5 |
| :---: | :--- | :--- | :--- |
| mode $(\%)$ | $3(38)$ | $3(43)$ | $3(42)$ |
| $s$ | 1.090 | .996 | 1.032 |

20. Females burn out and leave coaching sooner . . .

| $\bar{x}$ | 3.1 | 3.1 | 3.0 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $3(29)$ | $4(33)$ | $4(27)$ |
| $s$ | 1.140 | 1.237 | 1.258 |

21. Failure of females to apply . . .

| $\bar{x}$ | 3.4 | 3.2 | 3.2 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $4(46)$ | $4(37)$ | $4(33)$ |
| $s$ | 1.003 | 1.059 | 1.144 |

22. Lack of qualified female coaches.

| $\bar{x}$ | 3.1 | 3.0 | 2.9 |
| :---: | :--- | :--- | :--- |
| mode(\%) | $4(32)$ | $4(25)$ | $4(30)$ |
| $s$ | 1.151 | 1.293 | 1.327 |

Table 11 (continued)

|  | A | AA | AAA |
| :---: | :---: | :---: | :---: |
| Item | $\mathrm{N}=103$ | $\mathrm{N}=167$ | $N=211$ |

23. Unconscious discrimination in the hiring process.

| $\bar{x}$ | 2.8 | 2.9 | 2.8 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $3(36)$ | $3(31)$ | $3(26)$ |
| $s$ | 1.008 | 1.146 | 1.203 |

24. Conscious discrimination in the hiring process.

| $\vec{x}$ | 2.6 | 2.6 | 2.6 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $3(32)$ | $2(32)$ | $3(29)$ |
| $s$ | 1.097 | 1.137 | 1.208 |

25. Unawareness of females about job openings.

| $\overline{\mathrm{x}}$ | 2.8 | 2.8 | 2.7 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $3(34)$ | $3(30)$ | $3(37)$ |
| s | 1.043 | 1.107 | 1.022 |

26. Higher qualification . . . for female applicants.

| $\bar{x}$ | 2.4 | 2.4 | 2.3 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $2(31)$ | $2(35)$ | $2(37)$ |
| $s$ | 1.154 | 1.150 | 1.118 |

27. Females . . . fulfill both coaching and teaching duties

| $\bar{x}$ | 2.5 | 2.5 | 2.4 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $2(35)$ | $2(28)$ | $1(29)$ |
| $s$ | 1.200 | 1.226 | 1.236 |

28. . . . fear that females are more likely to be homosexual . . .

| $\bar{X}$ | 1.9 | 2.0 | 1.8 |
| :---: | :--- | :--- | :--- |
| $\operatorname{mode}(\%)$ | $1(44)$ | $1(43)$ | $1(55)$ |
| $s$ | .926 | 1.047 | 1.076 |

29. . . . less willing to hire females . . . generate less revenue.

| $\bar{x}$ | 2.3 | 2.7 | 2.4 |
| :---: | :---: | :---: | :---: |
| mode (\%) | $2(34)$ | $3(33)$ | $1(30)$ |
| $s$ | 1.060 | 1.154 | 1.152 |
| ble 11 (continued) |  |  |  |


| Item |  | $\mathrm{N}={ }^{\mathrm{A}} 103$ | $\stackrel{A A}{N}=167$ | AAA $N=211$ |
| :---: | :---: | :---: | :---: | :---: |
| 30. | Female athletes prefer male | coaches. |  |  |
|  | $\overline{\mathrm{x}}$ | 2.3 | 2.5 | 2.1 |
|  | mode (\%) | 2 (32) | 2 (28) | 1 (39) |
|  | $s$ | 1.053 | 1.143 | 1.110 |

## Class AAA:

1. Lack of support systems for females $(N=86)$.
2. Lack of qualified female coaches ( $\mathrm{N}=70$ ).
3. Females burn out and leave coaching sooner than males ( $N=67$ ).

## Grand Division Comparisons

Table 12 reports the responses of Section 2 , Part III for items 17-30 (I believe there has been a decline of females in interscholastic coaching . . .) of the Interscholastic Coaching Questionnaire across Grand Divisions. The mean, mode, standard deviation, and $N$ are indicated for each item.

The top three reasons perceived by the subjects for the decline of women in interscholastic coaching were very similar across Grand Divisions. Listed below are the top three reasons, separated by Grand Divisions.

East Grand Division:

1. Lack of qualified female coaches $(N=60)$.
2. Lack of support systems for females ( $\mathrm{N}=55$ ).
3. Failure of females to apply for job openings $(N=$ 46).

Middle Grand Division:

Tie 1/2. Lack of support systems for females $(\mathrm{N}=57$ ).
Tie 1/2. Females burn out and leave coaching sooner than males $(N=57)$.
3. Lack of qualified female coaches $(N=55)$.

Table 12
Mean, Mode, Standard Deviation, and $N$ Across Grand Divisions for the Questionnaire Items 17-30

| Item |  | $\begin{gathered} \text { East } \\ \mathrm{N}=173 \end{gathered}$ | $\begin{aligned} & \text { Middle } \\ & \mathbf{N}=171 \end{aligned}$ | West $N=137$ |
| :---: | :---: | :---: | :---: | :---: |
| Strongly Agree 5 | Undecided 3 | Disagree 2 | Strongly Disagree 1 |  |
| I believe there has been a decline of females in interscholastic coaching because: |  |  |  |  |
| 17. Success of the "old boys clubs" network. |  |  |  |  |
|  | $\overline{\mathrm{x}}$ | 2.6 | 2.7 | 2.5 |
|  | mode (\%) | 3 (28) | 3(31) | 3 (32) |
|  | S | 1.229 | 1.283 | 1.071 |

18. Lack of support system for females.

| $\bar{x}$ | 3.5 | 3.4 | 3.3 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $4(39)$ | $4(39)$ | $4(36)$ |
| $s$ | 1.267 | 1.211 | 1.257 |

19. Failure of the "old girls club" network.

| $\bar{x}$ | 2.6 | 2.6 | 2.4 |
| :---: | :--- | :--- | ---: |
| $\operatorname{mode}(\%)$ | $3(37)$ | $3(45)$ | $3(42)$ |
| S | 1.127 | .964 | .979 |

20. Females burn out and leave coaching sooner . . .

| $\bar{x}$ | 3.0 | 3.1 | 3.1 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $4(30)$ | $4(28)$ | $4(31)$ |
| $s$ | 1.257 | 1.205 | 1.208 |

21. Failure of females to apply . . .

| $\bar{X}$ | 3.1 | 3.4 | 3.3 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $4(32)$ | $4(42)$ | $4(37)$ |
| $s$ | 1.126 | 1.070 | 1.038 |

22. Lack of qualified female coaches.

| $\bar{x}$ | 3.0 | 2.9 | 3.0 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $4(27)$ | $4(29)$ | $4(31)$ |
| $s$ | 1.332 | 1.257 | 1.243 |

Table 12 (continued)

|  |  |  |  |
| :--- | :---: | :--- | :---: |
| Item | East | Middle | West |
|  | $\mathrm{N}=173$ | $\mathrm{~N}=171$ | $\mathrm{~N}=137$ |

23. Unconscious discrimination in the hiring process.

| $\bar{x}$ | 2.7 | 3.0 | 2.7 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $3(30)$ | $4(32)$ | $3(31)$ |
| $s$ | 1.087 | 1.181 | 1.195 |

24. Conscious discrimination in the hiring process.

| $\bar{X}$ | 2.6 | 2.8 | 2.4 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $2(29)$ | $2(28)$ | $3(36)$ |
| $s$ | 1.177 | 1.154 | 1.123 |

25. Unawareness of females about job openings.

| $\bar{X}$ | 2.6 | 2.9 | 2.8 |
| :---: | :--- | :--- | :--- |
| mode $(\%)$ | $2(31)$ | $3(40)$ | $3(33)$ |
| s | 1.052 | 1.064 | 1.033 |

26. Higher qualification . . . for female applicants.

| $\bar{x}$ | 2.3 | 2.4 | 2.3 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $2(36)$ | $2(34)$ | $2(35)$ |
| $\mathbf{s}$ | 1.130 | 1.175 | 1.098 |

27. Females . . . fulfill both coaching and teaching duties

| $\bar{X}$ | 2.5 | 2.4 | 2.4 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $2(30)$ | $2(30)$ | $2(30)$ |
| $s$ | 1.229 | 1.200 | 1.254 |

28. . . . fear that females are more likely to be homosexual . . .

| $\bar{x}$ | 2.0 | 1.8 | 1.8 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $1(45)$ | $1(50)$ | $1(51)$ |
| $s$ | 1.095 | .995 | 1.007 |

29. . . . less willing to hire females . . . generate less revenue.

| $\bar{x}$ | 2.4 | 2.6 | 2.3 |
| :---: | :--- | :--- | :--- |
| mode (\%) | $3(28)$ | $3(26)$ | $3(31)$ |
| $s$ | 1.128 | 1.207 | 1.064 |

Table 12 (continued)

| Item |  | East | Middle | West |
| :---: | :---: | :---: | :---: | :---: |
|  |  | $\mathrm{N}=173$ | $\mathrm{N}=171$ | $N=137$ |
| 30. | Female athletes prefer male | coaches. |  |  |
|  | $\overline{\mathbf{x}}$ | 2.2 | 2.3 | 2.4 |
|  | mode (\%) | 1 (33) | 1 (32) | 2(32) |
|  | 5 | 1.104 | 1.093 | 1.172 |

West Grand Division:

1. Lack of support systems for females ( $\mathrm{N}=55$ ).
2. Females burn out and leave coaching sooner than males ( $\mathrm{N}=49$ ).
3. Lack of qualified female coaches ( $\mathrm{N}=44$ ).

## Statistical Analyses

## Male and Female Comparisons

A $t$ Test was computed for each item of Section 2, Parts I and III to determine significant differences, at the . 05 level of confidence, between the opinions of male coaches and female coaches. Table 13 presents the results for items that revealed statistical significance at the . 05 level of confidence.

## Classification Comparisons

To determine significant differences at the . 05 level of confidence on Section 2, Parts I and III between Classifications a simple ANOVA was computed. For those items with significant F-ratios, $t$ Tests between $A$ and AA, A and AAA, and AA and AAA were conducted. Table 14 presents $t$ Test results for the items that revealed statistical significances.

Grand Division Comparisons
To determine significant differences at the . 05 level of confidence on Section 2, Parts I and III between Grand Divisions a simple ANOVA was computed. For those items with significant F-ratio, t Tests between the East and Middle

Table 13
Results of $t$ Tests for Items Demonstrating statistical Differences Between Male Coaches and Female Coaches

|  | Pooled Variance Estimate |  |  |
| :--- | :---: | :---: | :---: |
| Item | $\bar{x}$ | $t$ | Prob. |

1. I wanted to work with young people.

| Male | 4.8 | 2.55 | .011 |
| :--- | :--- | :--- | :--- |
| Female | 4.7 |  |  |

5. My principal . . . asked me to coach.

| Male | 3.1 | -2.76 | .006 |
| :--- | :--- | :--- | :--- |
| Female | 3.4 |  |  |

6. I wanted to coach boys . . only available positions were coaching girls.

| Male | 2.0 | 5.65 | .000 |
| :--- | :--- | :--- | :--- |
| Female | 1.4 |  |  |

7. My students asked me to coach.

| Male | 2.0 | -2.04 | .042 |
| :--- | :--- | :--- | :--- |
| Female | 2.2 |  |  |

9. . . . extracurricular program assignments available, coaching was most desirable.

| Male | 2.6 | -2.42 | .016 |
| :--- | :--- | :--- | :--- |
| Female | 3.0 |  |  |

11. . . . to increase my income.

| Male | 2.4 | -2.04 | .042 |
| :--- | :--- | :--- | :--- |
| Female | 2.7 |  |  |

14. . . . girls are more coachable than boys.

| Male | 2.4 | 3.31 | .001 |
| :--- | :--- | :--- | :--- |
| Female | 2.0 |  |  |

Table 13 (continued)

|  | Pooled Variance Estimate |  |  |
| :--- | :---: | :---: | ---: |
| Item | $\overline{\mathbf{x}}$ | $\underline{t}$ | Prob. |

15. . . . I like placing myself in competitive situations.

| Male | 4.1 | 2.81 | .005 |
| :--- | :--- | :--- | :--- |
| Female | 3.8 |  |  |

16. . . . the challenge of producing a "winning team."

| Male | 4.1 | 2.26 | .025 |
| :--- | :--- | :--- | :--- |
| Female | 3.9 |  |  |

17. Success of the "old boys clubs" network.

| Male | 2.4 | -4.47 | .000 |
| :--- | :--- | :--- | :--- |
| Female | 2.9 |  |  |

18. Lack of support system for females.

| Male | 3.1 | -5.58 | .000 |
| :--- | :--- | :--- | :--- |
| Female | 3.7 |  |  |

19. Failure of the "old girls club" network.

| Male | 2.4 | -3.20 | .001 |
| :--- | :--- | :--- | :--- |
| Female | 2.7 |  |  |

20. Females burn out and leave coaching sooner . . .

| Male | 2.9 | -2.05 | .041 |
| :--- | :--- | :--- | :--- |
| Female | 3.2 |  |  |

23. Unconscious discrimination in the hiring process.

| Male | 2.6 | -5.02 | .000 |
| :--- | :--- | :--- | :--- |
| Female | 3.1 |  |  |

24. Conscious discrimination in the hiring process.

| Male | 2.3 | -6.38 | .000 |
| :--- | :--- | :--- | :--- |
| Female | 2.9 |  |  |

Table 13 (continued)


Table 14
Results of $t$ Tests Between Classifications Revealing Significant Differences

| Item |  |  |  | Variance Estimate |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1. | I wanted to work | with | peo |  |  |
|  | I.) | $\begin{aligned} & A \\ & A A \end{aligned}$ | $\begin{aligned} & 4.1 \\ & 4.2 \end{aligned}$ | -. 73 | . 468 |
|  | II.) | A AAA | $\begin{aligned} & 4.1 \\ & 4.4 \end{aligned}$ | -2. 20 | . $029^{\text {a }}$ |
|  | III.) | AA AAA | $\begin{aligned} & 4.2 \\ & 4.4 \end{aligned}$ | -1.58 | . 115 |

9. . . . extracurricular program assignments available, coaching was most desirable

| I.) | A | 2.3 | -2.60 | $.010^{\circ}$ |
| :---: | :--- | :--- | :--- | :--- |
|  | AA | 2.8 |  |  |
|  |  |  |  |  |
|  | II.) | A | 2.3 | -3.17 |
|  | AAA | 2.9 |  | $.002^{a}$ |
|  |  |  |  |  |
|  | AA | 2.8 | -.61 | .542 |
|  |  | 2.9 |  |  |

13. . . . to work with students who possessed advanced skills.

| I.) | A | 2.9 | -1.01 | .315 |
| :---: | :--- | :--- | :--- | :--- |
|  | AA | 3.1 |  |  |
|  |  |  |  |  |
| II.) | A | 2.9 | -2.51 | $.012^{\mathrm{a}}$ |
|  | AAA | 3.3 |  |  |
| III.) | AA | 3.1 | -1.63 | .105 |

Table 14 (continued)

| Item |  |  | Pooled Variance Estimate |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\overline{\mathbf{x}}$ | t | Prob. |
| 15. . . . I like placing myself in competitive situations. |  |  |  |  |  |
|  | I.) | $\begin{aligned} & \mathrm{A} \\ & \mathrm{AA} \end{aligned}$ | 3.8 3.9 | - . 85 | . 396 |
|  | II.) | $\begin{aligned} & \text { A } \\ & \text { AAA } \end{aligned}$ | 3.8 4.1 | -2.03 | . $043^{\circ}$ |
|  | III.) | AA AAA | 3.9 4.0 | -1.28 | . 201 |

16. . . . the challenge of producing a "winning team."

| I.) | $\begin{aligned} & \text { A } \\ & \text { AA } \end{aligned}$ | $\begin{aligned} & 3.8 \\ & 4.0 \end{aligned}$ | $-1.40$ | .162 |
| :---: | :---: | :---: | :---: | :---: |
| II.) | A AAA | $\begin{aligned} & 3.8 \\ & 4.1 \end{aligned}$ | -2.22 | . $027^{\text {a }}$ |
| III.) | AA <br> AAA | $\begin{aligned} & 4.0 \\ & 4.1 \end{aligned}$ | -. 95 | . 341 |

29. . . . less willing to hire females . . . generate less revenue.

| I.) | A | 2.3 | -2.46 | $.014^{\mathrm{a}}$ |
| :---: | :--- | :--- | :---: | :---: |
|  | AA | 2.7 |  |  |
| II.) | A | 2.3 | -.49 | .626 |
|  | AAA | 2.4 |  |  |
| III.) | AA | 2.7 | 2.34 | $.020^{\circ}$ |
|  | AAA | 2.4 |  |  |

Table 14 (continued)

| Item |  |  | $\begin{aligned} & \text { Pooled } \\ & \overline{\mathbf{x}} \end{aligned}$ | Variance t | Estimate Prob. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 30. | Female athletes | prefer male | coaches. |  |  |
|  | I.) | $\begin{aligned} & \text { A } \\ & \text { AA } \end{aligned}$ | $\begin{aligned} & 2.3 \\ & 2.5 \end{aligned}$ | -1.37 | . 173 |
|  | II.) | A AAA | $\begin{aligned} & 2.3 \\ & 2.1 \end{aligned}$ | 1.58 | .115 |
|  | III.) | $\begin{aligned} & \text { AA } \\ & \text { AAA } \end{aligned}$ | $\begin{aligned} & 2.5 \\ & 2.1 \end{aligned}$ | 3.44 | . $001{ }^{\text {a }}$ |

${ }^{3}$ Significant at the . 05 level of confidence.

## Grand Divisions, the East and West Grand Divisions, and the Middle and West Grand Divisions were computed. Table 15 presents $t$ Test results for the items that revealed statistical significances.

Table 15
Results of $t$ Tests Between Grand Divisions Revealing Significant Differences


Table 15 (continued)

| Item | Group |  | P $\times$ | Varianc t | imate <br> Prob. |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 23. | Unconscious discrI.)II.)III.) | iminati | in the hiring process. |  |  |
|  |  | East | $2.7$ | 2.36 | . $019^{\text {a }}$ |
|  |  | Middle |  |  |  |
|  |  | East | $2.7$ | . 03 | . 972 |
|  |  | West | $2.7$ |  |  |
|  |  | Middle | $3.0$ | -2.09 | $.037^{\text {a }}$ |
|  |  | West | $2.7$ |  |  |
| 24. | Conscious discrimination in the hiring process. |  |  |  |  |
|  | I.) | East | $2.6$ | 1.29 | . 197 |
|  |  | Middle | 2.8 |  |  |
|  | II.) | East | 2.6 | -1.27 | . 207 |
|  |  | West | 2.4 |  |  |
|  | III.) | Middle | 2.8 | -2.52 | . $012^{\text {a }}$ |
|  |  | West | 2.4 |  |  |

25. Awareness of females about job openings.

| I.) | East | 2.6 | 2.44 | $.015^{\text {a }}$ |
| ---: | :--- | :--- | :---: | :---: |
|  | Middle | 2.9 |  |  |
| II.) | East | 2.6 | 1.53 | .127 |
|  | West | 2.8 |  |  |
| III.) | Middle | 2.9 | -.80 | .424 |
|  | West | 2.8 |  |  |

${ }^{3}$ Significant at the . 05 level of confidence.

## CHAPTER 5

Summary


#### Abstract

During the spring of 1990 , this investigator collected data on the percentage trend lines of coaches of girls' interscholastic sports in Tennessee from 1975 to 1990. Tennessee Secondary School Athletic Association (TSSAA) Directories were used to collect the data. Also, the Interscholastic Coaching Questionnaire (see Appendix A) was sent to all head coaches of girls' interscholastic teams in Tennessee. The purposes of the questionnaire were two-fold: (1) to seek out reasons why the subjects had entered the coaching profession and (2) to investigate perceived causes for percentage changes of female coaches, if such were the case.


The questions to be answered in this research project were:

## 1. Has there been a percentage decline of female interscholastic coaches in Tennessee since 1975? <br> 2. How many new jobs have become available in girls' interscholastic sports in Tennessee since 1975, and how many were filled by females?

3. What are the percentage breakdowns of male and female coaches for each TSSAA-sponsored sport since 1975?
4. Is the percentage of females in coaching positions significantly different across TSSAA Classifications?

Across Grand Divisions?
5. Has there been a percentage decline of females in athletic administrative positions in Tennessee since 1975?
6. What are some main reasons male coaches and female coaches give for coaching girls' teams in Tennessee?
7. What do current male and female coaches perceive as the most important causes for the decline of females in coaching positions in Tennessee?

## Findings

Gender, Number, and Percent
The findings showed a percentage decline of female interscholastic coaches as it relates to the total number of coaching positions available in Tennessee. In 1975, the 42 percent ( $N=225$ of 541) of the coaching positions held by females declined to 33 percent ( $N=524$ of 1565) in 1990. This trend is similar to studies by Pastore and Whiddon (1983), Chesebro (1985), Hart et al. (1986), Schafer (1987), and Heishman, Bunker, \& Tutwiler (1990). One noted difference is Tennessee's low percentage (42 percent) of female coaches in 1975. Heishman et al.'s (1990) investigation revealed other studies showing percentages of female coaches to be over 50 percent during this same time period (see Table 1).

Overall, the number of coaching positions for girls' teams in Tennessee has increased from 541 in 1975 to 1,565 in 1990. Even though more employment opportunities are available for coaching girls' interscholastic teams in Tennessee, the majority of positions continue to be filled by males ( $\mathrm{N}=725$ or 71 percent).

The findings indicated a percentage decline of female coaches in six of the eight TSSAA-sponsored sports. Track showed the largest decline of 64 percent ( $N=76$ of 118) in 1975 to 25 percent ( $\mathrm{N}=48$ of 190) in 1990. Tennis and Volleyball each showed a 13 percent decline. Tennis declined from 55 percent ( $N=58$ of 105) in 1975 to 42 percent ( $N=87$ of 208) in 1990. Volleyball dropped from 78 percent ( $\mathrm{N}=128$ of 163 ) in 1980 to 75 percent ( $N=123$ of 189) in 1990. Soccer showed a percentage decline of 11 percent from 34 percent ( $N=20$ of 59) in 1986 to 23 percent ( $\mathrm{N}=17$ of 73 ) in 1990. Softball showed a 10 percent decline from 46 percent ( $N=73$ of 157) in 1980 to 36 percent ( $\mathrm{N}=96$ of 266 ) in 1990. Basketball showed the slightest decline of 3 percent from 29 percent ( $N=91$ of 318 ) in 1975 to 26 percent ( $N=85$ of 326 ) in 1990.

Two TSSAA-sponsored sports showed a percentage increase for female coaches from 1980 to 1990. Golf increased 4 percent from 13 percent ( $N=13$ of 96 ) to 17 percent ( $N=27$ of 156). Cross-country increased 2 percent from 24 percent ( $\mathrm{N}=32$ of 132 ) to 26 percent ( $\mathrm{N}=41$ of 157).

The findings of the percentage change of female coaches across TSSAA Classifications, by sport, indicated Classes AA and AAA in basketball had the largest percentage decline (13 percent) from 1975 to 1990. Class AA dropped from 34 percent ( $N=26$ of 84 ) to 21 percent ( $N=23$ of 109). Class AAA declined from 49 percent ( $N=50$ of 102) to 36 percent $(N=40$ of 112). Class A had an increase of 10 percent going from 11 percent ( $N=15$ of 140 ) to 21 percent ( $N=22$ of 105).

All three classifications showed a percentage decline of female coaches in softball from 1980 to 1990. Class AA had the largest decline (18 percent) from 52 percent ( $N=23$ of 44 ) to 34 percent $(N=31$ of 92 ). A 7 percent decline occurred in Classes $A$ and AAA. Class A declined from 43 percent $(N=22$ of 51$)$ to 36 percent $(N=25$ of 69$)$, and Class AAA declined from 45 percent $(N=28$ of 62 ) to 38 percent ( $N=40$ of 105).

Classes $S$ and $L$ indicated a percentage decline in Volleyball and track. Female coaches for class $s$ Volleyball dropped 12 percent from 78 percent ( $N=65$ of 83) in 1980 to 66 percent ( $N=65$ of 98 ) in 1990. Class $S$ female track coaches dropped 1 percent between 1985 to 1990, 29 percent $(N=25$ of 87$)$ to 28 percent $(N=24$ of 87$)$. Class $L$ Volleyball coaches declined the largest percentage (15 percent) from 79 percent ( $N=63$ of 80 ) in 1980 to 64 percent $(N=58$ of 91$)$ in 1990. Class $L$ track coaches
dropped 3 percent from 26 percent ( $N=26$ of 101) in 1985 to 23 percent ( $N=24$ of 103) in 1990.

The findings of the percentage change of female coaches across TSSAA Grand Divisions from 1975 to 1990 indicated a decline in all three divisions. The East Grand Division showed the largest decline ( 10 percent) from 43 percent ( $N=$ 79 of 182) to 33 percent $(N=194$ of 581). The West Grand Division declinea 9 percent from 44 percent ( $N=78$ of 177 ) to 35 percent $(N=160$ of 463$)$. The Middle Grand Division had the smallest decline of 4 percent from 37 percent ( $N=$ 68 of 182 ) to 33 percent $(N=170$ of 521$)$.

The investigation of the percentage change of female athletic administrators in Tennessee high schools showed a 2 percent increase. In 1980, 3 percent ( $N=8$ of 286) of the high schools had female athletic administrators which increased to 5 percent $(N=15$ of 313$)$ in 1990. In other studies, Heishman et al. (1990) indicated a 6.1 percent increase of female athletic administrators in Virginia from . 4 percent in 1971-72 to 6.5 percent in 1986-87. Pastore and Whiddon (1983) indicated a percentage increase (5.8) in Florida from 1.8 percent in $1975-76$ to 7.6 percent in 1981-82.

## Interscholastic coaching Questionnaire

The results of the Interscholastic Coaching Questionnaire indicated that the top reasons males coached females were the following: (1) to work with young people,
(2) to continue their involvement with sports, and (3) because of the challenge of producing a "winning team." These results were very similar to True's (1987) findings.

The top three reasons females coached females were as follows: (1) to work with young people, (2) to continue their involvement with sports, and (3) to place themselves in competitive situations. These reasons were very similar to studies by True (1987) and Hart et al. (1986).

The male coaches perceived the top three reasons for the decline of females in coaching positions as follows: (1) lack of qualified female coaches, (2) failure of females to apply for openings, and (3) females burn out and leave coaching sooner than males. The top two reasons in this study were identical to Acosta and Carpenter's (1988) study.

The female coaches perceived the top three reasons for the decline of females in coaching positions as the following: (1) lack of a support system, (2) lack of qualified female coaches, and (3) females burn out and leave coaching sooner than males. These findings differ from Acosta and Carpenter's (1.988) study in which "lack of qualified female coaches" did not make their top five list. Male and Female Comparisons (Hypothesis 1)

H:1. Reasons for entering the coaching profession and perceived causes for the percentage decline of female interscholastic coaches will be significantly different between male coaches and female coaches.

Statistical comparisons of male and female coaches' responses to the Interscholastic Coaching Questionnaire showed significant differences at the .05 level for the following items:

Item 1. "I wanted to work with young people" (probability, . 001; male mean, 4.8; female mean, 4.7). Male coaches agreed more strongly with this statement than female coaches.

Item 5. "My principal . . . asked me to coach" (probability, . 006; male mean, 3.1; female mean, 3.4). Female coaches, more than male coaches, agreed with the statement.

Item 6. "I wanted to coach boys . . . only available positions were coaching girls" (probability, .000; male mean, 2.0; female mean, 1.4). Female coaches more strongly disagreed with this statement than male coaches.

Item 7. "My students asked me to coach" (probability, .042; male mean, 2.0; female mean, 2.2). Male coaches disagreed with this statement more than female coaches.

Item 9. ". . . extracurricular program assignments available, coaching was most desirable" (probability, .016; male mean, 2.6; female mean, 3.0). Male coaches disagreed with this statement to a greater degree than did female coaches.

Item 11. ". . . to increase my income" (probability, . 042; male mean, 2.4; female mean, 2.7). Male coaches disagreed with this statement more than female coaches.

Item 14. ". . . girls are more coachable than boys" (probability, .001; male mean, 2.4; female mean, 2.0). Female coaches disagreed more strongly with this statement than male coaches.

Item 15. ". . . I like placing myself in competitive situations" (probability, . 005; male mean, 4.1; female mean, 3.8). Male coaches agreed with this statement more than female coaches.

Item 16. ". . . the challenge of producing a "winning team" (probability, . 025; male mean, 4.1; female mean, 3.9). Male coaches agreed more than the female coaches about this statement.

Item 17. "Success of the 'old boys clubs' network" (probability, . 000; male mean, 2.4; female mean, 2.9). Male coaches disagreed with this statement more than female coaches.

Item 18. "Lack of support systems for females" (probability, . 000; male mean, 3.1; female mean, 3.7). Female coaches agreed with this statement more than male coaches.

Item 19. "Failure of the 'old girls club' network" (probability, . 001; male mean, 2.4; female mean, 2.7).

Female coaches agreed with this statement more than male coaches.

Item 20. "Females burn out and leave coaching sooner - . ." (probability, .041; male mean, 2.9; female mean, 3.2). Female coaches agreed with this statement more than male coaches.

Item 23. "Unconscious discrimination in the hiring process" (probability, .000; male mean, 2.6; female mean, 3.1). Female coaches agreed with this statement more than male coaches.

Item 24. "Conscious discrimination in the hiring process" (probability, .000; male mean, 2.3; female mean, 2.9). Male coaches disagreed with this statement more than female coaches.

Item 25. "Unawareness of females about job openings" (probability, .000; male mean, 2.6; female mean, 2.9). Female coaches agreed with this statement more than male coaches.

Item 26. "Higher qualifications . . . for female applicants" (probability, .000; male mean, 2.0; female mean, 2.7). Male coaches disagreed with this statement more than female coaches.

Item 27. "Females . . . fulfill both coaching and teaching duties . . ." (probability, .000; male mean, 2.1; female mean, 2.8). Female coaches agreed with this statement more than male coaches.

Item 28. ". . . fear that females are more likely to be homosexual . . ." (probability, .014; male mean, 1.8 ; female mean, 2.0). Male coaches more strongly disagreed with this statement than female coaches.

Item 29. ". . . less willing to hire females . . . generate less revenue" (probability, .000; male mean, 2.1; female mean, 2.8). Male coaches disagreed with this statement more than female coaches.

Item 30. "Female athletes prefer male coaches" (probability, . 000; male mean, 2.6; female mean, 2.0). Female coaches disagreed with this statement to a greater degree than did male coaches.

Hypothesis 1 was accepted for items 1, 5-7, 9, 11, 1420, and 23-30.

## Classification Comparisons (Hypothesis 2)

H:2. Reasons for entering the coaching profession and perceived causes for the percentage decline of female interscholastic coaches will be significantly different between TSSAA Classifications ( $A, A A$, and AAA).

Statistical comparisons of TSSAA Classifications to the Interscholastic Coaching Questionnaire showed significant differences at the .05 level for the following items:

Item 2. "I wanted to work with young people." Class A and Class AA were equal. Class $A$ and Class AAA were significantly different (t score, -2.20 , probability, .029).

Class AAA agreed with this statement more strongly than Class A. Class AA and Class AAA were equal.

Item 9. ". . . extracurricular program assignments available, coaching was most desirable." Class A and Class AA differed significantly (t score, -2.60; probability, .010). Class AA agreed more than Class $A$ with this statement. Class A and Class AAA also differed significantly (t score, -3.17; probability, .002). Class AAA agreed more than Class $A$ with this statement. Class AA and Class AAA were equal.

Item 13. ". . . to work with students who possessed advanced skills." Class $A$ and Class AA were equal. Class A and Class AAA demonstrated significant difference (t score, -2.15; probability, . 012). Class AAA agreed more than Class A about this statement. Class $A A$ and Class AAA were equal.

Item 15. "I like placing myself in competitive situations." Class A and Class AA were equal. Class A and Class AAA differed significantly (t score, -2.03; probability, .043). Class AAA agreed with this statement more strongly than Class $A$. Class $A A$ and Class AAA were equal.

Item 16. ". . . the challenge of producing a 'winning team."" Class A and Class AA were equal. Class A and Class AAA differed significantly (t score, -2.22 ; probability, . 027). Class AAA agreed with this statement more than Class A. Class $A A$ and Class AAA were equal.

Item 29. ". . . less willing to hire females . . . generate less income." Class A and Class AA differed significantly (t score, -2.46; probability, .014). Class A disagreed with this statement more than Class AA. Class A and Class AAA were equal. Class $A A$ and Class AAA also differed significantly (t score, 2.34; probability, .020). Class A was more undecided than Class AAA which was more in disagreement.

Item 30. "Female athletes prefer male coaches." Class $A$ and Class AA were equal. Class $A$ and Class AAA were equal. Class $A A$ and Class AAA differed significantly (t score, 3.44 ; probability, .001). Class AAA disagreed with this statement more than Class AA.

Hypothesis 2 was accepted for items 2, 9, 13, 15, 16, 29 , and 30. Grand Division Comparisons (Hypothesis 3)

H:3. Reasons for entering the coaching profession and perceived causes for the percentage decline of female interscholastic coaches will be significantly different between TSSAA Grand Divisions (East, Middle, and West).

Statistical comparisons of the East, Middle, and West Grand Divisions to the Interscholastic Coaching Questionnaire showed significant differences at the . 05 level for the following items:

Item 3. "People who were important . . . influenced me to become a coach." East and Middle Grand Divisions were
equal. East and West Grand Divisions were equal. Middle and West Grand Divisions were significantly different (t score, 2.24; probability, .026). The West Grand Division agreed with this statement more than the Middle Grand Division.

Item 10. ". . . to gain experience for a college job." East and Middle Grand Divisions were equal. East and West Grand Divisions differed significantly (t score, 3.01; probability, .003). The East Grand Division disagreed with this statement more than the West Grand Division. Middle and West Grand Divisions also differed significantly (t score, 3.91; probability, .000). The Middle Grand Division disagreed with this statement more than the West Grand Division.

Item 21. "Failure of females to apply . . ." East and Middle Grand Divisions were significantly different (t score, 2.25; probability, .025). The Middle Grand Division agreed more than the Eust Grand Division about this statement. East and West Grand Divisions were equal. Middle and West Grand Divisions were equal.

Item 23. "Unconscious discrimination in the hiring process." East and Middle Grand Divisions demonstrated significant difference (t score, 2.36 ; probability, .019). The Middle Grand Division agreed more than the East Grand Division about this statement. East and West Grand Divisions were equal. Middle and West Grand Divisions also
differed significantly (t score, -2.09; probability, .037). The Middle Grand Division agreed more than the West Grand Division about this statement.

Item 24. "Conscious discrimination in the hiring process." East and Middle Grand Divisions were equal. East and West Grand Divisions were equal. Middle and West Grand Divi-ions were significantly different (t score, -2.52; probability, .012). The Middle Grand Division agreed more with this statement than the West Grand Division.

Item 25. "Unawareness of females about job openings." East and Middle Grand Divisions were significantly different (t score, 2.44; probability, .015). The Middle Grand Division agreed more with this statement than the East Grand Division. East and West Grand Divisions were equal. Middle and West Grand Divisions were equal.

Hypothesis 3 was accepted for items 2, 10, 21, 23, 24, and 25.

## Conclusions

## Gender, Number, and Percentage

The data showed an overall 9 percent decline of female interscholastic coaches from 42 percent in 1975 to 33 percent in 1990. This is similar to the findings of Pastore and Whiddon (1983), Chesebro (1985), Hart et al. (1986), Schafer (1987), and Heishman et al. (1990). This suggests several possible conclusions by this investigator: (1) the percentage decline would have been greater than 9 percent if
this study would have included data prior to 1975 , (2) girls' interscholastic teams in Tennessee have always been dominated by male coaches, or (3) schools with position openings for coaches of girls' athletics had to hire whoever was interested since a new teaching position may not have been available. Studies by Schafer (1987) and Heishman et al. (1990) showed percentages of female coaches to be 89 percent and 80.3 percent during this same time period.

Examining each TSSAA-sponsored sport, this investigator was surprised that track had the largest percentage decline, but notes that the sport also had the largest percentages of female coaches since 1975. Sports with the largest percentage of male coaches in 1975 and in 1990 were basketball (71 percent) and golf (83 percent), respectively. These are traditionally male-dominated sports, and data confirm the male interest.

This investigator expected to find important percentage changes across TSSAA Classifications and Grand Divisions. In basketball, across Classifications, Class A showed the only increase (10 percent). This may be due to: (1) administrators actively seeking females to fill positions or (2) male coaches preferring to coach at larger schools. The geographical analysis showed the Middle Grand Division with the smallest percentage decline of female coaches (4 percent). This may suggest that the East and west Grand

## Divisions are more conservative and utilize the "old boys network" more than the Middle Grand Division. <br> Interscholastic coaching ouestionnaire

The overwhelming number one response for both male and female coaches as to why they coach was "to work with young people." This suggests that both sexes want to be rolemodels and have an impact on young lives. The second response for both male and female coaches was to "continue their involvement in sports." This may suggest that, like males, the female athlete desires a career professional outlet in order to continue her involvement with sports

An important perceived cause for the percentage decline of females in coaching by male and female coaches was the "lack of qualified female coaches." This information suggests that more needs to be done at the grassroots level to increase the pool of qualified female coaches. This investigator recommends the following: (1) encourage female college athletes and physical education majors to seek out coaching internships, (2) encourage females to become involved with community sports programs as coaches and/or officials, (3) encourage females to take coaching courses in college, and (4) encourage qualified graduating female college students to apply for coaching positions.

Male and female coaches ranked "females burn out and leave coaching sooner than males" as another top perceived cause for the percentage decline of females in the coaching
profession. This author believes that many females are appointed head coach without prior experience and may "burn out" sooner due to the stresses that accompany the job.

## Suggestions

This investigator was disappointed in the number of returned questionnaires. The second notification sent out brought only a few more returns. One reason for the low return may have been the timing of the study. The questionnaires were to be returned in early May, a busy time of the academic school year. A second reason may have been a communication breakdown between the principal and coach since the information was sent to the head administrator of each school.

Another factor limiting returns might have been the use of the TSSAA Directories for gathering information. This investigator realizes that coaching changes could have been made after the publication of each directory. Secondly, inferring gender based on the name listed is not an exact identification process.

The following are suggestions for further research on this topic: (1) include athletic directors in the pool of subjects, (2) duplicate this study in other states, (3) expand the trend lines prior to 1975, and (4) identify former coaches and question them as to why they believe there has been a percentage decline of females in coaching positions.

## APPENDICES

## APPENDIX A

## Interscholastic Coaching Questionnaire

## APPENDIX A <br> Interscholastic Coaching Questionnaire

SECTION 1: Please respond to the following questions by placing a check mark by the appropriate answer in the space provided.
A. High School Information

1. Current Classification: __A _AA
_AAA
2. Grand Division: __West __Middle
_East
B. Coach's Information
3. Sex: Male Female
4. Age: __20-30 __31-40 _ 41-50 _60+
5. Marital Status: __Single _ Married
6. Were you a varsity team member in high school or college?

High School: __Yes __No
Sports $\qquad$
College: Yes __No
Sports $\qquad$
5. If you attended college, was your undergraduate major physical education?
_Yes __No
6. If you attended college, was your undergraduate minor physical education?
_Yes __No
7. If you are a teacher and a coach, do you teach and coach at the same school?
__Yes __No
8. If you are employed as a teacher, is your major area of teaching physical education? __Yes __No
9. Have you always coached girls' sports?
__Yes __No
If No, which boy's sports have you
coached?
10. Sports you are currently coaching:
(Check all that apply)
Girls' Basketball
__Girls' Cross-Country
_Girls' Golf
_Girls' Soccer
_Girls' Softball
_Girls' Tennis
_Girls' Track
_Girls' Volleyball

```
SECTION 2: Please respond to each of the statements in
    PART I and PART III using the scale below.
    Circle only one response for each statement.
                            SCALE
```

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
$\begin{array}{lllll}5 & 4 & 3 & 2 & 1\end{array}$

PART I: I ENTERED COACHING BECAUSE:
54321 1. I wanted to work with young people.
5432122 2. 15 was an athlete and wanted to continue my involvement with sports.

54321 3. People who were important to me influenced me to become a coach.

54321 4. The sports program at the high school was successful, and I wanted to become involved with it.

54321 5. My principal, fellow coaches, department members, and/or teachers asked me to coach.
$\begin{array}{llllll}5 & 4 & 3 & 2 & 6 \text {. I wanted to coach boys, but the only }\end{array}$ available positions were coaching girls.

54321 7. My students asked me to coach.
54321 8. As a teacher, I was required to coach.
54321 9. Of the required extracurricular program assignments available, coaching was most desirable.

```
54321 10. I wanted to coach at the high school level
    to gain experience for a college job.
54321 11. I wanted to increase my income.
54321 12. I wanted to coach so that I could work with
    highly motivated students.
54321 13. I wanted to coach so that I could work with students who possessed advanced skills.
54321 14. I wanted to coach a girls' team because girls are more coachable than boys.
54321 15. I wanted to coach because I like placing myself in competitive situations.
54321 16. I wanted to coach because of the challenge of producing a "winning team."
```

PART II: From the statements in PART I, which do you feel would represent the three most important reasons why you wanted to coach girls? Please place the number that corresponds with the statements in the spaces provided. Statements: Other reasons if not stated in this questionnaire: $\qquad$

## PART III: I BELIEVE THERE AS BEEN A DECLINE OF FEMALES IN INTERSCHOLASTIC COACHING BECAUSE:

54321 17. Success of the "old boys clubs" network.
54321 18. Lack of support systems for females.
54321 19. Failure of the "old girls club" network.
54321 20. Females burn out and leave coaching sooner than males.

54321 21. Failure of females to apply for job openings.

54321 22. Lack of qualified female coaches.
5432123 . Unconscious discrimination in the hiring process.

54321 24. Conscious discrimination in the hiring process.

54321 25. Unawareness of females about job openings.
54321 26. Higher qualifications are expected for female applicants.

54321 27. Females are more frequently expected to fulfill both coaching and teaching duties than males, and females are unwilling to do so.

54321 28. Those who hire are less willing to hire females because of fear that females are

$\qquad$
$\qquad$

## APPENDIX B

## Cover Letter to Principals

## APPENDIX B <br> Cover Letter to Principals

Dear Principal,
I am a graduate student at Middle Tennessee State University currently working on my dissertation. In cooperation with the Tennessee Secondary School Athletic Association (TSSAA), I am conducting a research project on the percentage and number of female coaches involved with girls' interscholastic sports in Tennessee. In addition to this data, $I$ am also surveying all the coaches of girls' interscholastic teams to determine: (1) reasons why coaches have entered the profession and (2) why they believe there has been a percentage decline in the number of female coaches since the advent of Title IX.

I would greatly appreciate your help with my research project. I have enclosed one Interscholastic Coaching Questionnaire data sheet for each coach of your girls' teams. Please ask them to fill out the form and return it to me postmarked no later than May 4. A return envelope is in this packet for your convenience.

Once the data are compiled, the results will be available from Gene Beck, Assistant Executive Director of the TSSAA. Thank you for your cooperation with my research

# project. Additional information can be obtained by calling 

 or writing the address on the letterhead.Sincerely,

## Marcy Maurer

APPENDIX C

## Second Notification Letter

## APPENDIX C <br> Second Notification Letter

Dear Principal:
I am writing in regards to an earlier correspondence sent to your office. Questionnaires for my research project at Middle Tennessee State University were sent out earlier this month for distribution to the coaches of your girls' teams. Please check to see if your coaching staff has responded. I believe this study will be beneficial, especially with a representative sampling of opinions. A postmarked date of May 21 is asked for questionnaires not already sent.

Sincerely,

Marcy Maurer
Post Office Box 96
MTSU
Murfreesboro, TN 37132

## APPENDIX D

## Permission Letter From TSSAA

# APPENDIX D <br> Permission Letter From TSSAA 

```
Ms. Marcy Maurer
365B Creekwood Ct
Murfreesboro. TN 37129
Dear Ms. Maurer:
    The letter to school principals, as well as your
questionnaire, looks fine. It will not only be interesting to-
see the results of your survey, but also the percentage of
return.
    Good luck to you and the project.
```



GB: th
Enclosure

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