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The Diminishing Role of Women Coaches in Female Athletics: North Dakota as Compared to National Trends

Brett M. Mayer

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This thesis submitted by Brett M. Mayer in partial fulfillment of the requirements for the Degree of Master of Science at St. Cloud State University is

THE DIMINISHING ROLE OF WOMEN COACHES IN FEMALE ATHLETICS:

NORTH DAKOTA AS COMPARED TO NATIONAL TRENDS

by

Brett M. Mayer

B.A., University of Minnesota, Morris, 2005

A Thesis

Submitted to the Graduate Faculty

of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree

Master of Science

St. Cloud, Minnesota

December, 2010


Dean
School of Graduate Studies

THE This thesis submitted by Brett M. Mayer in partial fulfillment of the requirements for the Degree of Master of Science at St. Cloud State University is hereby approved by the final evaluation committee.

Brett M. Mayer

PROBLEM:

The purpose of this study was to determine whether female coaches of female sports in North Dakota are facing the same downturn in employment as on the national scale, and if so to examine the issues leading to this situation. Specific attention is paid to the four external and four internal barriers identified nationally as leading to a decline in women coaches.

Surveys were distributed to all female coaches of female sports who have coached in North Dakota within the last ten years. The goal of the survey was to evaluate their awareness of the problem and to compare the barriers they see themselves facing to those identified at the national level.

FINDINGS:

The number of female coaches in North Dakota has declined since the inception of Title IX. North Dakota female coaches face many of the same barriers as other female coaches across the country. Family commitments and increased time constraints regarding family commitments and increased time constraints regarding family support appears to be an issue specific to North Dakota coaches.

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FINDINGS:

The number of female coaches in North Dakota, in both Class A and Class B, has declined since the inception of Title IX. North Dakota female coaches face many of the same barriers as other female coaches across the country, specifically with regards to family commitments and increased time constraints. Lack of administrative support appears to be an issue specific to North Dakota coaches.

July 2010
Month Year

Approved by Research Committee:

Lori Ulferts
Lori Ulferts Chairperson

ACKNOWLEDGEMENTS

I always joked that I grew up in the locker room, but more aptly I grew up on the track. My mother competed in high school and was the first Title IX class to compete at NDSU. She coached varsity track for over 30 years and allowed me to follow along at will. I met countless female role models through the years, women who persevered, women who had dreams and chased them, women who were fiercely competitive and loving mothers all at the same time. I knew from these experiences that I could be and do whatever I wanted if I simply put forth the effort and never gave up. For these lessons I am extremely grateful. I dedicate this research to my mom and all the female coaches I have known who have given their all for love of the sport and the empowerment it gives women young and old.

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change was perhaps most prevalent in the number of young girls who had the opportunity to pursue athletics and to participate equally in extra-curricular events offered by their schools. In 1970 there was an average of only 2.50 women's teams per school while in 2008 the number has continued its upward growth to 8.65 women's teams per school, with 2,755 new teams having been created in the last 10 years (Acosta & Carpenter, 2008).

With this continual rise in the number of opportunities for female athletes and the slow but growing number of female professional athletic teams, it would have seemed that female involvement in athletics had increased across the board since the 1970s. However, while participation in sports has increased, women's roles in the administration and leadership of athletics have drastically decreased (Acosta & Carpenter, 2008). Most notably the number of female head coaches of female sports

Chapter I

INTRODUCTION

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Title IX, Education Amendments of 1972 (Title 20 U.S.C. Sections 1681-1688)

The passing of Title IX in 1972 opened doors for women across the country. Educational opportunities grew as barriers were knocked down in all directions. The change was perhaps most prevalent in the number of young girls who had the opportunity to pursue athletics and to participate equally in extra-curricular events offered by their schools. In 1970 there was an average of only 2.50 women's teams per school while in 2008 the number has continued its upward growth to 8.65 women's teams per school, with 2,755 new teams having been created in the last 10 years (Acosta & Carpenter, 2008).

With this continual rise in the number of opportunities for female athletes and the slow but growing number of female professional athletic teams, it would have seemed that female involvement in athletics had increased across the board since the 1970s. However, while participation in sports has increased, women's roles in the administration and leadership of athletics have drastically decreased (Acosta & Carpenter, 2008). Most notably the number of female head coaches of female sports

Carpenter, 2008). Most notably the number of female head coaches of female sports has dropped more than 46% in the last 38 years. The purpose of this study is to determine whether female coaches of female sports in North Dakota are facing the same downturn in employment as on the national scale, and if so to examine the issues leading to this situation. Much research has been done and suggestions offered in attempting to amend this downturn; however, if there is no knowledge of a problem's existence there can be no steps taken towards its remedy.

The research in this thesis is two-fold. There will first be an examination of the number of female coaches in North Dakota during the years since Title IX. If it is found that the trend of female coaches in North Dakota has followed the national trend and decreased, a survey of past female coaches will follow. The survey will be used to investigate the barriers that female coaches face in the state of North Dakota. These barriers will be compared and contracted to similar studies at the national level in order to place the case of North Dakota within the broader national context.

Chapter 2

REVIEW OF LITERATURE

Title IX

Title IX was originally enacted in 1972 with educational institutions having until the 1978/1979 school year to meet compliance (Acosta & Carpenter, 2007). Though now iconic with women's athletics, Title IX was not written specifically with regards to athletic opportunity. The battle over sex equity waged for countless decades in this country and reached a peak during the "Civil Rights and feminist movements of the late 1950s, 1960s, and early 1970s" (Valentin, 1997, p. 3). The act

covers admissions, recruitment, educational programs and activities, course offerings and access, counseling, financial aid, employment assistance, facilities and housing, health insurance benefits and services, scholarship, and athletics. It also protects from discrimination against marital and parental status. (Valentin, 1997, p. 1)

In the lives of participants Title IX has been an overwhelming success. During the 2007/2008 school year over three million girls participated in high school athletics. It is roughly equal to the three and a half million boys that participated in 1972 when only 300,000 girls participated in the entire country (NFHS Survey, 2008). Research has long shown high school athletes have been "found to have higher GPAs than non-athletes, lower absentee levels, a significantly smaller percentage of discipline

referrals, lower percentages of dropout, and higher graduation rates” (Childtrends Databank, 1991; Jergovic, 2001; Whitley, 1999). Over the last 4 decades the number of female high school graduates has risen from 43% to 63%, with the number of bachelor, medical, law, and doctoral degrees all increasing at a dramatic rate as well (Valentin, 1997, p. 5). These statistics would lead one to believe that Title IX is a smashing success that has and should continue to be embraced by all educational institutions across the nation. Unfortunately, this success is not so clear.

Complaints regarding Title IX compliance are filed with the Department of Education and are handled by the Office for Civil Rights (OCR). Between 2002 and 2006, the OCR received 416 athletics complaints.

While more than one-quarter of the complaints overall challenged schools’ failures to provide sufficient participation opportunities for girls and women, more than half-54%-challenged inequitable treatment of girls’ or women’s teams once female athletes were allowed to play. Among complaints filed on behalf of k-12 girls, moreover, fully 60% of the allegations concerned inequities in treatment of female teams. And many of the complaints identified blatant and egregious inequities that had persisted for many years. (Title IX Info)

Perhaps even more shocking was the lack of pro-activeness by the OCR in ensuring that these claims were answered and not repeated. Within the same time frame listed above OCR initiated only one compliance review of a school. Those complaints that were received often faced delayed deliberations “in a number of instances, and onerous evidentiary burdens were sometimes put on the female athletes filing the complaints” (Title IX Info). These facts seem in contradiction to the media bias that often blames Title IX for the decline in male sports and male sports funding across the nation, women are also not receiving the funds, at least not equitably. At the

collegiate level male athletes “receive over \$136 million more than female athletes in college athletic scholarships at NCAA member institutions” despite the fact that women in Division I “colleges are over 50% of the student body” (Title IX Info). It becomes clear that Title IX, and Title IX enforcement, are still pertinent issues within the scope of education today.

When determining whether or not a school is in compliance a three-pronged test is administered. Schools must meet only one of the three requirements to pass and therefore be ‘in compliance.’ The three requirements are as follows:

1. Participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments; or
2. The institution can show a history and continuing practice of program expansion demonstrably responsive to the developing interest and abilities of the members of the underrepresented sex; or
3. The institution can show that it is fully and effectively meeting the interests and abilities of the underrepresented sex. (Cotton & Wolohan, 2007, p. 533)

Most schools today are in compliance with regards to these requirements, and many have found that female sports are actually profitable, and when successful they may draw more fan support than their male counterparts. The growing importance of these female sports has helped to encourage the growth of female participation in sports but has led to an unexpected decline in the number of women being hired to coach female sports. NCAA women’s basketball provides a great example. Pat Summitt [Tennessee], C. Vivian Stringer [Rutgers], and Sylvia Hatchell [Chapel Hill] are but a few of the women coaches who have led their teams to National Championships. Pat Summitt “is the winningest basketball coach, men or women ... Her 2007 NCAA title was the eighth in her 36-year career at Tennessee” (Winchester, 2008). With these

credentials it is understandable that Pat Summitt is also “the highest paid women’s coach in the country earning over a million a year” (Winchester, 2008). With the increased pay and prestige associated with women’s sports more and more men have filed into the coaching ranks.

Almost all—more than 90% of coaches for women’s sports in the 70s were women. As more money has flowed into the programs that figure has decreased dramatically. Now, only 44% of the coaches of women’s teams are females. (Winchester, 2008)

Reasons for this decline are discussed in the following sections.

Athletic Directors

As established, the creation of Title IX led to an increase in coaching positions and consequently an increase in administration positions as well.

Women who had occupied coaching positions before and in the early stages of Title IX [eventually] dropped out of their coaching roles...those newly vacated coaching positions (and new positions created by the demands for participation following Title IX) were not filled with other women. (Stangl & Kane, 1991)

One of the major factors in this trend has been the role of athletic directors, as they are responsible for the hiring of replacement coaches. Along with the decline in female head coaches since Title IX, there has been a similar decrease in the number of female Athletic Directors. Why? Just like with female coaching positions an increase in opportunity and prestige led to an increase in jobs.

‘And men got them,’ says Dorothy McKnight, interim executive director of the National Association for Girls and Women in Sport. ‘Many schools didn’t look for women coaches,’ she says. ‘Athletic directors called their buddies in the next district to ask if they knew any coaches or recent college graduates. They didn’t think past men’. (Faber, 1994)

Once in these positions, men had the advantage and continued to fill new and opening positions with other men.

Homologous reproduction, or the “process whereby dominants reproduce themselves based on social and/or physical characteristics,” has become a hot topic of investigation within the scope of gender equity (Stangl & Kane, 1991). Two separate, and intensive, research investigations have been undertaken. The first by Jane Marie Stangl [Bowling Green State University] and Mary Jo Kane [University of Minnesota]: *Structural Variables That Offer Explanatory Power for the Underrepresentation of Women Coaches Since Title IX: The Case of Homologous Reproduction*; and Dorothy J. Lovett [University of Texas at Austin] and Carla D. Lowry [Southwestern University] who looked at “*Good Old Boys*” and “*Good Old Girls*” Clubs: *Myth or Reality?* Both studies identified a

direct relationship between sex of dominant and sex of subordinate in terms of employment practices. It can be argued that, at this level [interscholastic], the most influential person for determining who gets hired as head coach is the athletic director. (Stangl & Kane, 1991)

In their study Lovett and Lowry (1994) looked at all public schools within Texas and investigated the administrative hiring structure in the school.

Classifications were based on size (two-person or three-person) and gender.

Of the 1,106 schools surveyed, 962 (87%) schools had a two-person administrative structure. Within the two-person administrative structure, 90% of schools had a MP [male principal]/MAD [male athletic director] model.” (Lovett & Lowry, 1994)

Findings are listed in Table 1.

Table 1

Observed (O) and Expected (E) Frequencies and Percentages for Gender of Two-Person Administrative Structures

Gender	FP/FAD			FP/MAD			MP/FAD			MP/MAD		
	O	E	%	O	E	%	O	E	%	O	E	%
Female	18	13.23	60	240	198.05	53.45	41	29.55	61.19	1839	1897.16	42.76
Male	12	16.78	40	209	250.95	46.55	26	36.45	38.81	2462	2403.84	57.24

The above data show that when the administrative structure consists of a female principal (FP) and a female athletic director (FAD) women are more likely to be hired than men. Even when the structure is split, with either a female principal or a female athletic director as counterpart, more females are likely to be hired.

Unfortunately, "it is obvious from these data that the opportunity for homologous reproduction on the part of males is much more prevalent than for females," as there are more male dominated power-structures than female-dominated (Lovett & Lowry, 1994). However, also noted in the table is that "female administrators were also effective at homologous reproduction when they were the dominant group" (Lovett & Lowry, 1994). This then suggests that men are not necessarily more biased in their hiring practices than women, but that they have more opportunity to exercise this bias. Similarly, it suggests that the "old boys club" was successful while the "old girls club" could be marked as a failure. Stangl and Kane make almost the same assertion stating that "female athletic directors have consistently stated that the central reasons for the decline are the failure of the old girls' network and the lack of support systems for

women” (1991). Both studies point out that the solution to the decrease in head coaches will not simply be an increase in female administrators, many other factors also add to the situation.

Women athletic directors may hire more female coaches than men, but they also, more than often, come from the coaching ranks themselves. The decline of female coaches is directly related to the decline of female administrators. In an article he wrote for *A.D. ministration* magazine, one of the few magazine written for athletic directors in the United States, Dr. David Hoch, gives his statements as to why he feels fewer women are entering the field of athletic administration:

- female coaches see the enormous time commitment of athletic directors and do not want to sacrifice their family life.
- many coaches earn more than an athletic director does during his particular season.
- parents, athletes and even administrators may not feel that a woman can do the job as well as a man.
- women may have to work a little harder to project competency.

Overall, Dr. Hoch’s arguments are not strongly supported by factual data, in fact most of his commentary comes from his own thoughts on what it would have been like to do his job [athletic director] had he been a woman. As a leading resource for athletic directors this lack of factual research and its reliance instead on opinion should be noted. However, he does add to the general knowledge by providing three strategies for encouraging women to enter the field of administration:

- Encourage mentor coaches and former athletes to consider the possibility of a career in athletic administration.
- Educate principals and superintendents on the fact that women are equally capable and deserve a shot at an athletic directors’ position.
- Locate successful women who are currently athletic administrations to serve as role models.

Both summary sets by Dr. Hoch touch on the issue that women are perceived as needing to “project competency” or in other ways prove themselves to outsiders. This seems to suggest that there is a preference for male coaches.

Preference for Male Coaches

“‘A rebound is a rebound. And the fundamentals of getting that rebound are the same.’ And athletes are athletes, regardless of gender” (Powers, 2007). Quoted is coach Doug Bruno who has been heading the DePaul women’s basketball team for over 20 years and is part of John Power’s article for the *Boston Globe* on men coaching women’s sports. Though only male coaches are interviewed, the article covers many issues and talks with coaches about the possible issues of men coaching women. Many of the coaches agree with Bruno’s statement that the fundamentals of coaching are the same; however, most of those interviewed make mention of a difference in techniques needed and approaches used. “The differences between male and female athletes may be subtle, male coaches say, but they are significant” (Powers, 2007). Tony DiCicco, former US women’s soccer coach, noticed that “when he was critiquing a men’s team, each player assumed the coach was addressing everybody else but him. When DiCicco talked to the women’s squad, he said, each player thought he meant her” (Powers, 2007). If athletes are athletes and coaches, regardless of gender, can learn to coach the opposite sex, then why are the ranks of women coaches dropping so steadily over the country, why are those in hiring positions seemingly choosing men over women?

There are several theories that exist to explain this preference but one such myth is that men, based on their winning records, are better coaches than women. The Women's Sports Foundation (WSF) recognizes this bias and has focused much of its efforts on counteracting these ideas.

Even in sports when there is a 50-50 ratio of male and female coaches, male coaches are more likely to have the highest paying jobs, the status positions at major institutions and therefore the budgetary, facility, recruiting and staffing resources to maintain their successful and advantaged positions. It is not surprising, when you consider this information, to hear that female coaches are less likely to win national championships than male coaches. Statistically, the odds would predict such an outcome.
(www.womenssportsfoundation.org)

With this system in place a self-fulfilling prophecy begins to emerge, with men better supported and better paid they are more likely to breed success. The system is further proliferated by the myth that men are not only better coaches, but that athletes, male and female, prefer male coaches. With this myth in mind June LeDrew and Corinne Zimmerman, writing for *Physical Educator*, decided to test the idea by surveying high school athletes' attitudes toward female coaches. Specifically the "participants in the survey were athletes who attended two high school volleyball tournaments in Saskatchewan in the fall of 1991. In total, 410 athletes responded to the survey (girls n = 227, boys n = 183)" (1994). The response of the athletes in terms of their preference for coach gender is shown in Table 2.

Table 2

Would you prefer to be coached by...?
 % of Respondents for High School
 Female and Male Athletes

	A Female Coach		A Male Coach	
	Females	Males	Females	Males
Never	5.0%	27.9%	5.0%	2.2%
Sometimes	56.9%	47.5%	46.4%	31.6%
Always	37.9%	24.5%	48.8%	66.1%
n= 227 183 p < 0.05				

The results show that both males and females almost always prefer to be coached by a male coach. Where as the preference for female coaches is much diminished for both males and females. Relevant to their study and the results above, is the finding that few of the athletes surveyed have had actual experience with female coaches. With a continuing decrease in the number of coaches, there is little suggestion that this trend and mindset will change.

Diminishing ranks of women coaches are not only occurring in the high school and collegiate ranks but in the realm of professional sports as well. During the 2008 season there were 14 teams within the Women's National Basketball Association (WNBA), nine of them had male coaches at the helm (Winchester, 2008). One might assume that this is another example of homologous reproduction in action, unfortunately this is not the case. When the Seattle Storm, of the WNBA, was recently purchased by a group of women many would have assumed that they would

hire a female coach, this was not the case. In actuality, all three WNBA teams with female ownership have hired male head coaches. "To their credit [Storm], they have hired two women assistant coaches one of which was a former WNBA head coach" (Winchester, 2008).

Lack of Mentors and a Support System

Looking at the Storm example mentioned previously a new issue emerges.

Finding the best coach, regardless of gender, often leads to a male, even for administrators who say they would like to hire a woman. . . 'We are always vigilant about seeking the top female candidates. What you find is there are a lot less of them as the pyramid gets tighter at the top'. (*CC Week*)

Lisa Love is the Arizona State Vice President for Athletics, from 2005-2008, states that she had four female-sport coaching opportunities open up and all went to men. "It comes down to who do we believe can fit the competitive categories we seek...if it's a man, it's a man" (*CC Week*). The majority of these 'competitive categories' include prior, high-level (i.e., collegiate, professional, etc.), experience. Women not only have fewer opportunities to gain these higher-level jobs, as shown throughout this paper, but as a direct result have a lack of role-models and mentors to emulate and learn from to reverse this trend.

There are always skeptics, and the role of mentors brings out many. In November of 2007 *Newsweek* magazine ran an entire feature on "Women and Power: do women really lead differently than men? Lessons from the front." Five articles outlined prominent women of past and present times and the issues and struggles they faced. In the final article "What I Learned," 11 women reflected on the obstacles they've faced in their careers and how they overcame them. Seven of the women

specifically mentioned the importance of mentors in their lives and how they learned from them to overcome all obstacles (Kantrowitz & Peterson, 2007). To further validate this point evidence can be drawn from Everhart and Chelladuari (1998) who found that “female athletes with women coaches were more interested in the coaching field than those with male coaches.” And “that female high school players with a female coach desired to be a head coach” [Lirgg, DiBrezza, & Smith, 1994] (Kitty, 2006). So where are the female coaching mentors? Unfortunately the same place as the majority of female coaches, on the sidelines or retired. Once retired from the coaching scene most women become removed from the coaching scene. With regards to this lack of mentoring in the United States, the proof is literally in the writing *not* on the wall, or on the shelf, or on the magazine stand.

A simple stroll through the sports and/or coaching section at a local library will exemplify the void in female generated curriculum and support. “In the last 10 years a number of books have been written about how to successfully coach girls. . . Most coaching books, however, continue to be written by male coaches” (Waldron, 2007). In 2005 this trend was singularly reversed by Cecile Reynaud who created a compilation of coaching stories and experiences of female coaches across the country in her book: *She Can Coach!* “Specifically, the book was written for current coaches and other women who aspire to be coaches at the high school level and above” (Waldron, 2007). *She Can Coach!* is a valuable resource in the possible recruitment of new female coaches as it highlights 20 successful female coaches and gives information on how to build a successful program. Women are provided with positive examples of what can be done. However, the problem is not the number of first-time

entrants into the coaching profession; instead, it is the number of women dropping out and not advancing to higher positions. For these coaches, the ones who are 5 to 25 years into their coaching careers, the book falls short. There are few ready-to-use coaching tools included in the pages, and most of the figures and tables are reflective of a specific coach's program (e.g., Amy Ruley, basketball coach at North Dakota State University) and cannot be applied universally. Still the greatest weakness of this book lies in its complete overlook of the "issues that specifically face women in coaching" (Waldron, 2007).

Since 2002, "the USOC Department of Coaching and Sport Sciences, partially funded by a grant from the NCAA, have organized an annual conference for women in coaching" (Kitty, 2006). Each year's attendees are encouraged to highlight issues they perceive women coaches are facing. One of the findings was that female coaches were less concerned about the technical skills needed to coach and much more concerned with survival skills, such as wanting a "session on female coaches who have children" (Kitty, 2006). Based on their responses and findings the organizers have identified external and internal barriers that affect female coaches. A description of these barriers is shown in Figure 1.

<u>External Barriers</u>	<u>Internal Barriers</u>
1. Unequal Assumption of Competence	1. Perfectionism
2. Hiring From a Principle of Similarity	2. Lack of Assertiveness
3. Homophobia	3. Inhibition in Promotion of Accomplishment
	4. High Stress Balancing Work and Personal Life

Figure 1

Barriers Faced by Female Coaches

As shown, a wealth of research exists on the problems and issues faced by female coaches. What is not present is the literature on how to fix the issues, at least not in the United States.

In September 2000, the Women in Coaching program of the Coaching Association of Canada introduced the *The Canadian Journal for Women in Coaching*. The premise of the Journal is that timely, accurate, targeted information goes a long way towards creating a healthier and more positive environment for women coaches. (www.coach.ca)

Since its inception the Journal has continually addressed items of concern for women coaches such as “‘We Are Coaches’: Program tackles the underrepresentation,” “Why Female Athletes Decide to Become Coaches—or Not,” and “Developing the Next Generation of Women Coaches” (a full listing of Journal topics can be found in Appendix A). The January 2010 article “Pursuing Medals and Motherhood,” highlights one of the internal barriers shown in Figure 2.1, the stress of balancing work and personal life.

Marriage and Family

“Whether a woman is a high performance coach or an athlete, the prevailing attitude claims that she cannot possibly continue her pursuit of excellence when she becomes a mother” (Carver-Dias). Marriage and parenting is perhaps one of the most divisive elements of male and female coaching. Based on the traditions of American society women are typically the primary caregivers, homemakers, and child-raisers. Coaching throws in an added element and demands more time, planning, and support. As the 2010 NFL Superbowl approached a poll emerged as to who the winning coach would thank first. The options were varied but the top two picks were between the coaching staff or the coach’s family. The pollsters predicted that the coaching staff would win-out as family is “important because it takes a special woman to put up with an NFL head coach, but part of being a coach’s wife, is knowing, that during the season, you come second” (Long, 2010). When married mothers become head coaches this suggests a break from two socio-cultural norms: 1) that a woman’s family will take ‘second’ to her work, and 2) that the husband will be the primary caregiver for the family.

There are of course ways of avoiding this. In “Pursuing Motherhood and Medals” Canadian Olympic hockey skater Becky Kellar and her husband hired a nanny to travel with her to training camps (Carver-Dias). Worcester State College head basketball coach Karen Tessmer “ran practices while her infant daughter was strapped on her back” (Gregory, 2007). Both of these examples however have presuppositions, wealth and an understanding athletic director. Little doubt exists that rigors of coaching life can lead to family and marital problems. Divorces of high-

profile coaches like Pat Summitt and Suzanne Yoculan illustrate this issue. Yoculan, University of Georgia gymnastics coach, has said that “it takes a remarkable man in this day and age to be married to a successful female coach. . . the expectations are so much higher for women now” (Gregory, 2007). Yoculan’s divorce from her husband came about shortly after her championship drive to eight national titles (Gregory, 2007).

In response to the many challenges of married life some female coaches have simply delayed or set-aside their pursuit of a family until later in their career. Stereotypically these women are known to put endless devotion into their work, and become ‘married’ to the game. Current trends have shown that when an un-married female coach is “a good coach, she is labeled a lesbian . . . Women who work in a field that is predominately male are affected by the prevailing heterosexist atmosphere in which they are perceived as ‘not really being women’ or as lesbian” (Kitty, 2006).

Lesbianism and Homophobia

There is no doubt that there are lesbians in sports. There are homosexual, heterosexual, and bisexual men and women throughout this country and the world working in virtually all career fields. What is rare is lesbian coaches, teachers, and athletes who have publicly disclosed themselves. Pat Griffin, author of *Strong Women, Deep Closets*, believes that “for the love of sport, lesbians and bisexual women struck a bargain: silence in return for polite tolerance.” Both homosexual and single, heterosexual coaches have faced bullying and harassment by peers, especially men.

In 2009 Gretchen Kerr writing for the *Canadian Journal for Women in Coaching* conducted a study in which eight Canadian female coaches, from male-dominated sports, between the ages of 42 and 56 were surveyed to determine “what challenges [they] encountered en route to becoming a head coach.” The results found that

seven of the eight participants had experienced harassment or bullying to one degree or another. Almost all participants described repeatedly being socially excluded from activities with their male peers and superiors while they were assistant coaches . . . [and disclosed] feelings of isolation, frustration, and anger. (Kerr, 2009)

Heterosexual coaches stated that as assistants they often felt pressured to have sexual relationships with the male coaches above them, and when they refused they were harassed as being lesbian and subsequently overlooked for promotion or key positions. One of the coaches interviewed, who self-identified as a lesbian, stated: “There was no way I was going to marginalize myself further by letting them know I was a lesbian. . .not a chance” (Kerr, 2009).

Strong Women, Deep Closets explains that this fear of further marginalization is present with many lesbian coaches. In Griffin’s (1998) view lesbians have been

vilified as social and sexual misfits and blamed for the ‘image problems’ of women athletes, they become lightning rods for criticisms of women’s sports: ‘Sports masculinize women.’ ‘Lesbians in sport are the reason we can’t fill the stands.’ ‘Women athletes are not normal women’. (p. 70)

This stigma became quite evident in 2007 when rumors emerged that Louisiana State University head women’s basketball coach Dana ‘Pokey’ Chatman had engaged in a sexual relationship with a player. It was not the first time that a coach had been

accused of having relations with an athlete, but it was one of the few instances where it involved same-sex partners and that was all it took to explode on the headlines.

The sensationalization of this instance has led to the development of a new recruitment technique emerging at colleges across the nation: negative-recruitment. Negative recruitment is the tactic of a coach “implying to a recruit, that a rival college or university’s coach is gay, or that an opposing team is ‘full of lesbians’” (Women’s Sports Foundation, 2008). This tactic targets all women not currently involved in a relationship, and women’s athletics as a whole. The message to Athletic Directors becomes clear “you don’t have to worry about the coach being a lesbian when you hire a male coach” [Myths and Misconceptions] (WSF). With one’s social life and reputation being added to their coaching portfolio it is not surprising that many women feel that the entire process has simply become ‘more than they signed-on for.’

Burnout

Based on the varying topics assessed throughout this review of the literature more and more female coaches have left the field of coaching today citing ‘burnout’ as a reason. There have been several studies conducted looking at the varying levels of burnout between males and females and each study has a unique element to their definition of burnout. In her own evaluation of the literature, Donna Pasture found that one of the popular definitions is that burnout is “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment” (Pasture & Kuga, 1993). Whether male or female, coaching involves daily time demands, coupled with long-weekends, bus trips, physical exertion, and inter-personal team

management; a perfect recipe for burnout. For women family and sexual image are added to this mixture.

Christopher Bradford, in *Female Coaches and Job Stress: A Review of Literature*, looked at 12 studies conducted over the last 20 years and found the data overwhelmingly suggests that women are facing more stress and higher burnout levels than their male counterparts. It is in reading the individual responses of female coaches that one can understand why there are still female coaches at all, it is in their love for the sport.

There were many times I thought of giving it all up. But I loved working with the athletes and I kept thinking that if I could just hang in there long enough to become a head coach, things would improve, things would get better. And I was determined to make things better for other women coming up through the system as coaches. (Kerr, 2009)

I don't miss the time involvement. I don't miss the travel. I don't miss the politics. I really miss working with the athletes. I still miss it. (Inglis, Danylchuk, & Pastore, 2000)

Chapter 3

METHODS AND PROCEDURES

The first research step pursued was to determine whether or not there existed a decline in the number of female head coaches of female sports in North Dakota. In North Dakota there are two divisions of schools, Class A and Class B. Class A schools refers to

all member (NDHSAA) high schools with a total enrollment of 325 or over, and/or an enrollment of 160 or more pupils in an all male school in grades 9-12 ... plus any member high school that elects to choose Class A. (NDHSAA Constitution and ByLaws)

Class B schools are all those smaller than the Class A requirements. All high school sporting events in North Dakota are sanctioned by the North Dakota High School Activities Association (NDHSAA). As part of their record keeping the NDHSAA publishes an annual Bulletin that is distributed to each member school. The Bulletin serves as an information clearing house providing details on each school's coaching staffs, enrollment, mascots, administration, etc.

Class A schools tend to have larger budgets and offer more coaching opportunities. For this reason data was gathered on Class A schools at a rate of every 5 years, starting with results shortly before the passing of Title IX: 1969-70, 1973-74, 1978-79, 1983-84, 1988-89, 1993-94, 1998-99, 2003-04, and 2008-09. Class B

samplings were taken every 10 years starting at the same time: 1969-70, 1978-79, 1988-89, 1998-99, and 2008-09. For each time period the sampling looked at the total number of female sports being offered by all schools and the total number of those teams which were being coached by female athletes. The bulletin included names only, no genders. For names that were questionably androgynous such as Kelly, Chris, Pat, etc., phone calls to past coaches and administrators were utilized in correctly assigning the coaches. Further, for those schools involved in cooperatives, each team and coach was counted only once. Class designation of these schools went to the host schools.

Second in the research was the surveying of past and present female coaches in North Dakota to determine their perceptions. Participants included all female head-coaches of female sports who had coached within the past 10 years. These names had already been gathered as part of the first research previously mentioned. Ninety-seven women were identified. For those women currently coaching, or who were still otherwise employed by a school district, surveys were sent care of their current school district. For retired coaches who were no longer in an educational setting, surveys were sent to home addresses that were gathered from public information.

The surveys addressed both biographical and philosophical identifiers. Biographical information included marriage status, educational level, occupation, and coaching and athletic experience. Attitudinal information looked at factors leading to their becoming a coach, their views about their coaching experiences, and their views on female athletics in general. A copy of the survey can be found in Appendix B.

Data from the survey was summarized to try and find any distinguishable patterns. Results of this analysis are located in Chapter 4 Results and Analysis.

Chapter 4

RESULTS AND ANALYSIS

Results

An examination of the North Dakota High School Activities Association *Annual Bulletin* showed that there has been a significant decrease in female head coaches of female sports in North Dakota. Class A teams saw a 66.13% decrease, starting at 96.67% in 1969-70 and ending at 30.49% in 2008-09. Class B teams also saw a decrease of 14.05% going from 51.69% in 1969-70 to 37.50% in 2008-09. On the following pages, Tables 3 and 4 show the data gathered on the number of female coaches of female sports for Class A and Class B respectively. Figure 2 illustrates the total number of Class A coaches in the state over the last 30 years and Figure 3 illustrates the percentage of Class A female coaches each year of the study. Figures 4 and 5 illustrate the same data for Class B schools.

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Table 3

Class A Coaching Trends

	2008-09	2003-04	1998-99	1993-94	1988-89	1983-84	1978-79	1973-74	1968-70
Number of Teams	164	146	144	122	133	134	113	86	30
Number of Female Head Coaches	50	52	55	50	48	46	40	54	29
Number of Male Head Coaches	114	94	89	72	85	88	73	32	1
Percentage Female Head Coaches	30.49%	35.62%	38.19%	40.98%	36.09%	34.33%	35.40%	62.79%	96.67%
Percentage Male Head Coaches	69.51%	64.38%	61.81%	59.02%	63.91%	65.67%	64.60%	37.21%	3.33%

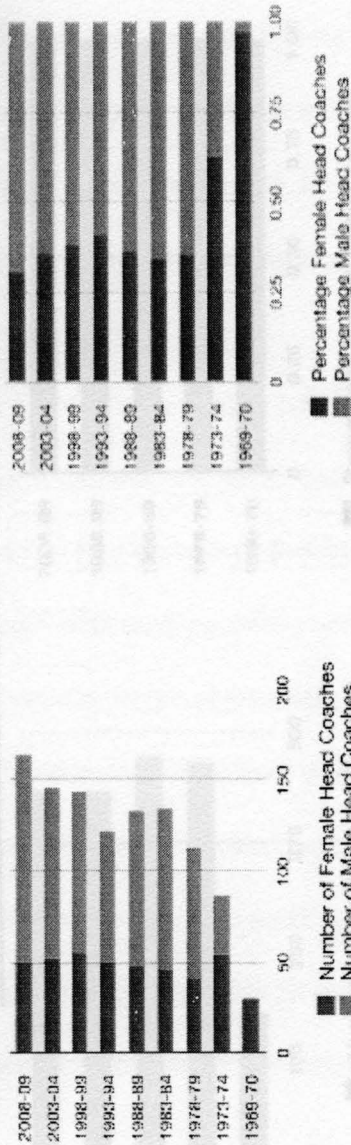


Figure 2

Number of Coaches of Female Sports Class A

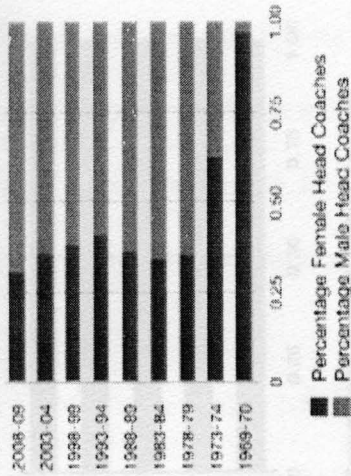


Figure 3

Percent of Female Sports Coached by Females Class A

Table 4
Class B Coaching Trends

	2008-09	1998-99	1988-89	1978-79	1968-70
Number of Teams	433	433	474	466	178
Number of Female Head Coaches	163	131	113	130	92
Number of Male Head Coaches	270	302	361	336	86
Percentage Female Head Coaches	37.64%	30.25%	23.84%	27.90%	51.69%
Percentage Male Head Coaches	62.36%	69.75%	76.16%	72.10%	48.31%

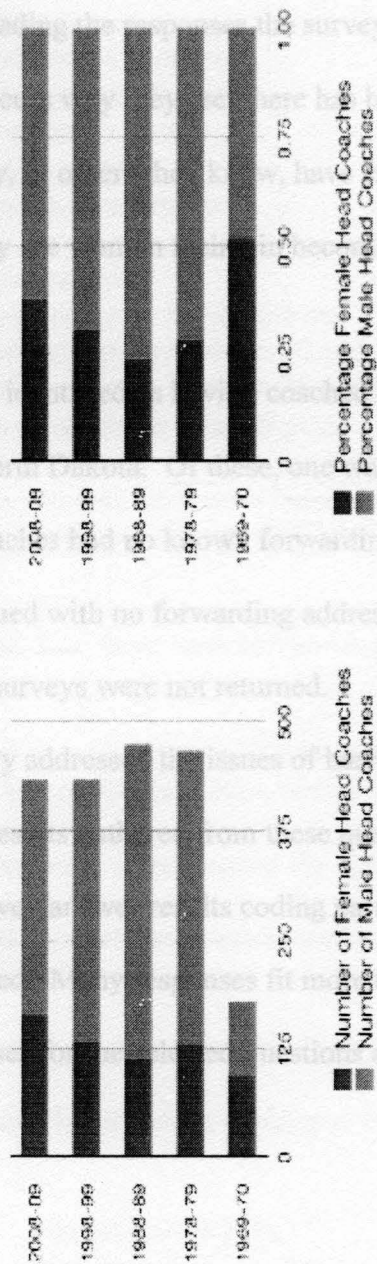


Figure 4
Number of Coaches of Female Sports Class B

Figure 5
Percent of Female Sports Coached by Females Class B

With this significant decrease in mind, a survey was distributed to women who had been the head coach of a North Dakota female team in the last 10 years (1998-2008). The goal was to target their thoughts on the barriers women may be facing in coaching. To avoid biasing or leading the responses the survey questions were left open-ended asking women to discuss why they feel there has been a decline in the number of female coaches, why they, or others they know, have left the profession and finally what challenges they see women facing in becoming and remaining coaches in North Dakota.

Ninety-seven female coaches were identified as having coached a female, high school, sport within the last 10 years in North Dakota. Of these, one was deceased leaving 96 eligible candidates. Fifteen coaches had no known forwarding address. Of the 81 surveys mailed out, four were returned with no forwarding address known, and 43 were returned completed. Thirty-four surveys were not returned.

Five questions in the survey directly addressed the issues of barriers in the coaching world for female coaches. The results gathered from these questions are shown below. When summarizing the survey answer results coding parameters were left open to be defined by what was reported. Many responses fit more than one code and are listed in all that apply. All responses for the selected questions are listed in Appendix C.

- #4. If applicable, What was your reason for retirement as a head coach? Or if nearing retirement as a head coach, what are your deciding factors?

Retirement Summaries:

32 coaches mentioned that they were considering, or had, retired from coaching.

- 28% [9] listed family as a main reason
- 19% [6] listed lack of administrative support
- 19% [6] listed increase of time expectations
- 19% [6] listed that they were simply tired
- 13% [4] listed pursuing another career
- 6% [2] listed negative parental involvement

Of the 43 coaches who submitted surveys:

- 28% [12] have head coached a program between 5 and 9 years
- 26% [11] have head coached a program between 10 and 19 years
- 12% [5] have head coached a program between 20 and 29 years
- 2% [1] coach has headed a program for over 30 years

- #9. As a female head coach, do you feel there were barriers you had to overcome? If so, what were they and how did you or others overcome them?

26 Respondents, or 60% felt that Yes, there were barriers that they faced.

Barrier Summaries:

25 respondents felt that they had faced barriers as female coaches.

- 44% [11] felt that they had to prove themselves, before being taken seriously
- 28% [7] felt they had to overcome, or get around the “good old boys network”
- 16% [4] felt that they lacked support from administration
- 8% [2 each] mentioned lack of family support and player’s parents as barriers

at least 1 respondent felt that she never overcame these barriers

- #10. How important do you feel it is for female athletes to have female, athletic role models?

Very Important—29-67%

Important—9-21%

Not Overly Important—4-9%

Not Important—1-2%

- #11. How important is it for female athletes to have female coaches?
 Very Important—13-30% Important—19-44%
 Not Overly Important—8-19% Not Important—3-7%
- #12. Current research suggests that fewer and fewer women are becoming coaches. What factors, if any, do you associate with this trend?

Factor	Percentage	Number of Responses
<u>Summary:</u>		
3 coaches had no responses to this question [40].		
Family obligations	58%	[23]
Lack of time	33%	[14]
Stress	13%	[5]
Having a job	13%	[5]
Negative perception	8%	[3]
Low salaries	8%	[3]
Lack of support	8%	[3]
Lack of enthusiasm	8%	[3]
Headaches	5%	[2]

Responses from questions 4, 9, and 12 were then merged to look at which barriers were most frequently listed by North Dakota female coaches. Results are shown in Table 5 below, a total of 98 responses were recorded.

Table 5 and the individual responses in Appendix E seven of the eight barriers are mentioned. The only barrier not mentioned by North Dakota coaches is homophobia, although the responses did mention the negative perception of female coaches as a barrier. One barrier that was mentioned by 20% of North Dakota coaches that does not specifically fit into the categories established at the conference was the lack of administrator's support. However, taking into account the research and data listed in the literature review it could be argued that the lack of administrative support received by female coaches is in part due to lack of awareness on their part and/or a

Table 5

Barriers Identified by Female Coaches in North Dakota

Barrier	# of Respondents	Percentage
Family, Home Commitments	34	35%
Increased Time Commitments	20	20%
Lack of Administrative Support	13	13%
Stress, Tiredness	11	11%
Having to Prove Themselves	11	11%
Negative Parental Involvement	9	9%
Old Boys Network	7	7%
Better Paying Careers	7	7%
Negative Perception	2	2%

Referring back to Figure 1 which listed the eight external and internal barriers identified at the National Women in Coaching Conference, and comparing them with Table 5 and the individual responses in Appendix C seven of the eight barriers are mentioned. The only barrier not mentioned by North Dakota coaches is homophobia, although two responses did mention the negative perception of female coaches as a barrier. One barrier that was mentioned by 20% of North Dakota coaches that does not specifically fit into the categories established at the conference was the lack of administrative support. However, taking into account the research and data listed in the literature review it could be argued that the lack of administrative support received by female coaches is in part due to lack of assertiveness on their part and/or a

perceived feeling of inadequacy that forces them to constantly feel the need to prove themselves.

Analysis

The results gathered clearly show that North Dakota is following the national trend in seeing a reduction in the number of female coaches of female sports. The factors identified by the ND coaches clearly correlate with the factors mentioned at the national level, although to varying degrees.

Family and home commitments were most frequently listed at a frequency of 35%. A few women did mention a lack of choice in the decision. A 15-year tennis coach who retired after having a child. "My husband and I both coached. Our daughter arrived and one of us needed to be home after school" (034). Even young coaches who have not yet married and started a family worried about what the future might hold. A 4-year head coach of two sports said:

it is challenging to get jobs...Families and the time commitment of coaching make it challenging for many women...you need a supportive spouse. I am not at that point in my life yet, but I see it as a potential obstacle to continue coaching for years. (028)

In an attempt to circumvent the challenges of family some such as 031, who has now been a head coach for 4 years, went through extensive planning to have children and pursue a career in coaching.

My husband and I planned children—my coaching responsibilities accordingly! Small children—babies and head coaching don't mix! That is why a jr. high—freshmen—sub varsity is usually what female coaches start with and then by the time a head job opens—she will be passed by—with a male coach that has had previous "head" coaching experience.

Overall, the majority of coaches did not mention family as a negative, it was not necessarily that they were unsupported and/or pressured to be home but more that they felt they were missing out on their children's lives. Respondent 023 who had been a head track coach for 20 years and had received state Coach of the Year twice, retired "to be able to watch my own child compete in another sport." The same was true for 010 who is nearing retirement after coaching volleyball for 16 years, "the time commitment is crazy. My own children lost out on too much of my time because I am sticking it towards volleyball." This desire to be home with the children may suggest a larger trend in the Midwest that is seeing an increasing amount of young women wanting to return to the role of housewife. Respondent 016, a first year coach who led her team to a State Basketball Championship, saw "motherhood, trend going back to older days—more stay at home moms, etc." as a reason fewer women are becoming head coaches.

As suggested by the family comments, time commitment is one of the biggest factors for coaches both young and old. Twenty percent mentioned increased time as a detriment and an additional 11% mentioned tiredness and stress. There is no doubt that coaching has become increasingly high tech and with the litigious society of today paperwork is bountiful. The roles and duties of head coaches and administrators have significantly increased leading many to wonder if the title of head coach is worth it. Respondent 041 coached as both an assistant and a head coach of two sports. She retired shortly after becoming head coach of her second sport.

I was only making \$50 less as an assistant than as a head coach. I actually felt I was coaching as an assistant. As a head coach I had to do the bus schedule, attendance, collect activity fees, deal with parents, confirm dates, with other coaches, etc.

Respondent 027, a 30-year track coach at various levels, agrees she felt that there was “too much managerial and paper work—not enough coaching.” She also makes the point that “men coaches have a knack for getting women, secretaries, to do a lot of their work for them. Women coaches are expected to do it all by themselves.” Out of season commitments have also increased tremendously, “seasons are all year round now and to stay on top you have to have programs/workouts for athletes the entire year ... some coaches don’t want to put that kind of time in ... male and female” (023). Unfortunately, coaches are not always compensated for their out of season work, planning camps, clinics, Junior Olympic leagues only adds to the stress, tiredness, and family time constraints. Fifteen percent of respondents who have coached for 10 years or less mentioned low pay as a negative aspect of their profession. One retired, veteran, coach felt that, “our young ladies know that they can do anything and they are looking for jobs with more pay” (024). In North Dakota a starting teaching wage would not be considered a job with more pay.

Ten of the 43 respondents, or 23%, were not employed as school teachers. Seven retired due to the inability to balance their work and coaching responsibilities.

Breaking the coaches into two categories, those who have coached one sport (at both the head and assistant level) for longer than 10 years, and those who have coached less than 10 years, interesting trends begin to develop. Among coaches who had coached for 10 years or less 10, 40%, felt they had no barriers to overcome in

becoming coaches. Of the 60% that did face barriers 58% have retired before hitting the 10-year mark as a high school coach. The barriers that they faced are listed below in Table 6.

Table 6
Barriers Faced by ND Coaches Who Have Coached Ten Years or Less

Barrier	Number	Percentage
Having to Prove Themselves	6	50%
Learning to Coach Female Athletes	3	25%
Family	2	17%

Respondent 033 was an assistant volleyball coach for 7 years and retired after 1 year as the head coach. She did not list the specific barrier(s) that she faced, simply that she never overcame them.

I don't believe I did overcome them. I had no support from administration. Not being at the high school during the day was hard...Coaching is hard. When a woman is tough or seen "barking" orders she is viewed negatively. And it is the same as it was before women take care of the family.

Of those coaching more than 10 years 13 (57%) felt they had faced barriers. The barriers are shown below in Table 7.

Table 7

Barriers Faced by ND Coaches Who Have Coached Ten Years or More

Barrier	Number	Percentage
Having to Prove Themselves	8	62%
Old Boys Network	3	23%
Family	1	8%
Negative Parental Involvement	1	8%

For these veteran coaches the basis of their barriers was mainly from men.

Female coaches often felt the need to prove themselves to fathers, male coaches, male officials, and male athletic directors. “Pressures from male parents—who sometimes think you don’t know how to coach—and then I fool them!” (005). “Earning the respect of some fellow male coaches and male officials. I overcame them through hard work and success. There were still a couple officials who didn’t respect female coaches” (16 year basketball coach) (015). “Patronizing male coaches towards the athletes (even their own) and female coaches. Standing up to dispute comments or generalizations made about females. Demonstrating excellence in whatever we did” (three sport coach) (007). A 20-year track veteran notes that her “first coaching position paid \$60—for the season. The boys’ coach received \$100. There is one barrier. I also think many A.D.s feel that women don’t have the knowledge of the sport, however that seems to be getting better” (023). Despite the number of barriers the veteran coaches listed as having faced, none of them noted that these as having led

to their retirement or quitting. These women were the groundbreakers leading the way, they seemed to have knocked down many of the barriers they faced; however, new ones seem to have emerged for those who followed.

History often repeats itself and it is in learning from others that one can best the cycle and succeed. The question then arises if earlier women overcame the obstacles, why are younger female coaches not doing the same? One of the external barriers presented in the literature review is the lack of female mentors for new coaches. New changes and responsibilities have emerged for head coaches, but the older generation still has much to offer on how to handle and balance many situations. What is lacking is the conduit that brings these two groups together. One of the main avenues for sharing ideas and experiences in the coaching world is coaching clinics. The survey asked coaches specifically about their membership in coaching associations (Table 8) and their perception of the importance of coaching clinics (Table 9) in questions 5, 6, and 7.

Table 8

Number of Coaching/Athletics-Related Associations Belonged To

	0	1	2 or More
10 Years or Less	65%	25%	10%
More Than 10 Years	4%	65%	31%

Table 9

Importance of Coaching Clinics

	Very Important	Important	Not Important	Not Necessary
10 Years or Less	45%	45%	10%	0%
More Than 10 Years	74%	22%	4%	0%

The tables show a marked difference in the younger generation's view and utilization of clinics. Table 8 shows that the majority, 65%, of new, or younger coaches, do not belong to any coaching and/or athletic association. Of the 25% who belonged to only one association, all but one belonged to the North Dakota High School Coaches Association, a great resource but not one that specifically addresses the problems faced by female coaches.

During the 1960s and 1970s, in the days before Title IX, athletic opportunities were limited for women in North Dakota and likewise the rest of the country. The girls who did compete, especially those who went on to become collegiate athletes, formed a unique support group. They were all relatively the same age, were beginning their teaching and work careers together, and all had relatively the same amount of coaching knowledge. Through clinic attendance, casual talks, and competitiveness they were able to learn from and through each other. In today's coaching world there are several differences: fewer women and more men, a more linear spread in ages, and the loss of the familiarity with each other as high school rivals and friends that the

older generation benefitted from. Question 10 on the survey asked the coaches "How important do you feel it is for female athletes to have female, athletic role models?" Eighty-eight percent felt that it was very important and/or important. Why would it be any different for young coaches? One point made in the literature review that seems to ring true with North Dakota is that many women entered the coaching and teaching world as Physical Education teachers and coaches. Of the 23 coaches who have been coaching 10 years or more 11 are teachers and of those 16 are physical education teachers. The majority of these coaches retired from coaching before they retired from teaching. Therefore the coaching position opened up without a physical education job to go with it. The young girls who had wanted to be just like these mentors had no where to go. Seven of the 20 coaches with 10 years or less experience, do not work within the school setting. They hold jobs such as attorneys, pharmacists, medical doctors, or business professionals. Of the 13 teachers only five teach physical education.

More frequent turn-over in the coaching world has led to wider variety of mentors for young women; however, fewer of them are women and even fewer are finding ways to connect and network to make it through the barriers and challenges they all must face.

Chapter 5

CONCLUSIONS

Based on the study the following conclusions can be made.

- The number of female coaches in North Dakota, in both Class A and Class B, is declining.
- Family commitments continue to be one of the most difficult barriers faced by women in entering and remaining in the coaching world.
- Increased out-of-season expectations, commitments, and time have led many coaches to retire, consider retirement, or remain as an assistant coach.
- Lack of administrative support is a developing issue with both new and veteran female coaches.
- Membership in North Dakota and national athletics and coaching related associations has declined with the younger generation.

Reflections and Recommendations

The results of the research show that North Dakota is following the national trend and seeing a decline in the number of female coaches of female sports. The surveys were sent out in a manner to protect anonymity; however, many coaches

chose to self-disclose themselves and sent notes and sometimes even letters back with their surveys. There were words of encouragement.

As a child of a North Dakota female coach this author grew up knowing many of them, but even more so there was a desire for knowledge of the problem and how to remedy it. Many of the older coaches were “saddened to see the decline of female coaches” (015) while others were simply shocked that it may be true after the strides they had made.

Records are not kept at the state level of the names, gender, and tenure of assistant coaches for each sport at each school; however, a survey of these women and why they are still at the assistant level may have shed some light onto even more barriers being faced by women. Likewise a collection could be done of the number of female athletic directors in North Dakota to analyze whether the effect of the “old boys network” has increased or decreased the number of female coaches.

The open-ended survey served its purpose and led to the identification of some barriers I had not considered, i.e., lack of administrative support; however, it would have been beneficial to outline the four external and internal barriers within the survey itself to reduce coding error. Also with regards to the survey a question asking coaches to identify their general age category may have helped to draw conclusions based on generation. Further, though it would have taken more time and the completion of an Institutional Review Board the ability to follow up and interview some coaches would have perhaps added more depth to specific problems.

Finally, homophobia and lesbianism did not make its way into the North Dakota results. This would suggest its absence; however, growing up here and knowing many coaches and athletes who are both in and out of the closet it would instead seem that it is simply a taboo issue. This author purposefully left it off of the survey as to not deter anyone away from answering questions for fear of outing themselves or creating a stigma for their sport. The biographical information asked respondents to identify themselves as Married, Single, Other, or No Answer. All respondents listed Married or Single, except for one who listed herself as Other.

The most obvious recommendation to present itself from these data is that North Dakota needs to create networking opportunities for its new, young, and struggling coaches. The North Dakota High School Coaches Association offers an annual clinic that focuses on best practices and sport specific topics. It would seem that they would benefit by taking a note from the National level and begin offering classes that talk about more general coaching topics such as time management, in-season family survival skills, and how to work with your Athletic Director. Further, more veteran and retired coaches need to be contacted to mentor and work with the young coaches in our state. In the past years a few coaches nearing retirement have become co-head coach with an assistant to help them learn the ropes before taking the helm solo. The trials and tribulations of this experiment would make for a great presentation topic.

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APPENDICES

Past Issues of Canadian Journal for Women in Coaching Online

October 2009 Vol. 9, No. 4

Building an Effective Coach-Client Relationship: Perspectives from Great Britain, Canada and Africa

By Penny Worsfold

July 2009 Vol. 9, No. 3

Coaching as a Catalyst for Transformational Leadership and Wellbeing

By Peter D. Kemp

April 2009 Vol. 9, No. 2

Coaching as a Catalyst for Transformational Leadership and Wellbeing

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APPENDIX A

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Women's Leadership in the 21st Century: A Catalyst for Transformational Leadership and Wellbeing

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July 2006 Vol. 6, No. 1

Coaching as a Catalyst for Transformational Leadership and Wellbeing

By Peter D. Kemp

April 2006 Vol. 6, No. 2

Coaching as a Catalyst for Transformational Leadership and Wellbeing

By Peter D. Kemp

December 2005 Vol. 5, No. 4

Coaching as a Catalyst for Transformational Leadership and Wellbeing

By Peter D. Kemp

October 2009 Vol. 9, No.4

Building an Effective Coach–Athlete Relationship: Perspectives from Great Female Coaches and Athletes
by Penny Werthner

July 2009 Vol. 9, No.3

Female Coaches' Experiences of Harassment and Bullying
by Gretchen Kerr

April 2009 Vol. 9, No.2

"We are coaches": Program tackles the under-representation of female coaches
by Guylaine Demers

January 2009 Vol. 9, No.1

Catherine Priestner Allinger — A Woman of Firsts
by Sheila Robertson

October 2008 Vol. 8, No.4

The Business of Greatness
by Rose Mercier

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Making It Happen – Here's How
by Sylvie Béliveau

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They Never Give Up: Once a Coach, Always a Coach
by Sheila Robertson

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What We Know About the Experiences of Women Beginner Coaches
by Guylaine Demers and Marie-Hélène Audet

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Shifting the Culture: Implications for Female Coaches
by Gretchen Kerr and Dru Marshall

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Developing Female Leadership in the Canadian Sport System: Recommendations for High-Level Sport Organizations
by Josée Martel

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Coaching and Motherhood: Staying in the Profession
by Sheila Robertson

JANUARY 2007 Vol. 7, No. 1

Why Growing Numbers of Canadian Women Coaches Are Going South
by Kelley Anderson

OCTOBER 2006 Vol. 6, No. 4

Women's Leadership in American Sport: Progressing or Backsliding?
by Sheila Robertson

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Reflections of a Winning Coach: Behind the Scenes with Melody Davidson

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Homophobia in Sport — Fact of Life, Taboo Subject
By Guylaine Demers

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Inside China: A Canadian Coach's Perspective
by Cindy Thomson

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Political Advocacy in Coaching — Why Engage?

by Rose Mercier and Dru Marshall

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Making the Case
 Coaching as a Viable Career Path for Women

by Penny Werthner

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My Road to Athens

by Kelly Hand

NOVEMBER 2004 Vol. 5, No. 1
An Olympic Coach's Journal

by Laryssa Biesenthal

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Why Female Athletes Decide to Become Coaches — or Not

by Guylaine Demers

MAY 2004 Vol. 4, No. 4
Justifications for Unethical Behaviour in Sport: The Role of the Coach

by Ann Dodge and Brenda Robertson

APRIL 2004 Vol. 4, No. 3
Meet Marion Lay, Sport Leader Extraordinaire

by Sheila Robertson

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Contracts and Contract Negotiations

by Sheilagh Croxon and Dru Marshall

OCTOBER 2003 Vol. 4, No. 1
Analysing the Impact of the Women in Coaching Apprenticeship Program

by Rose Mercier

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The New National Coaching Certification Program and Its Implications for Women Coaches

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Tales of Transition: From Star Athlete to Career Coach

by Sheila Robertson

FEBRUARY 2003, Vol. 3, No. 3
Decision Training: An Innovative Approach To Coaching

By Dr. Joan N. Vickers

DECEMBER 2002, Vol. 3, No. 2
Laurie Eisler: Lessons Learned from a Champion Coach

OCTOBER 2002, Vol. 3, No. 1
First Annual Women's National Team Coach Retreat A Resounding Success

By Dru Marshall

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Staying The Course: Candid observations of women coaches on the trials and tribulations of their profession

By Sheila Robertson

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Applying Systems Thinking To Understanding Canadian Sport

By Rose Mercier

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Mentoring As A Development Tool For Women Coaches

By Dru Marshall

SEPTEMBER 2001, Vol. 2, No. 1
A Practical Lesson About Developing Women Coaches

By Rose Mercier

JULY 2001, Vol. 1, No. 6
Changing The Androcentric World of Sport
By Rose Mercier and Penny Werthner

MAY 2001, Vol. 1, No. 5
Understanding the Differences Between How Women and Men Communicate
By Penny Werthner

MARCH 2001, Vol. 1, No. 4
Developing the Next Generation of Women Coaches
By Dru Marshall

JANUARY 2001, Vol. 1, No. 3
Communicating With Clarity
By Penny Werthner

NOVEMBER 2000, Vol. 1, No. 2
In Their Own Voices: Women Coaches Raising a Family
By Sheila Robertson

SEPTEMBER 2000, Vol. 1, No. 1
Being Professional About Your Employment
By Rose Mercier

APPENDIX B

Survey

1. What factor influenced your decision to become a coach?
2. Please state your coaching philosophy.
3. If applicable, how has your coaching philosophy changed through the years and what factors do you think led to the change?
4. If applicable, what was your reason for becoming? Or if leaving coaching, what are your deciding factors?
5. Please list any coaching activities related to your job.

APPENDIX B

6. How important do you see coaching children?

Very Important	Important	Not Important	Not Necessary
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7. If you do intend coaching children, how often?

Yearly	Seasonally	Monthly	I've Never Attended
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8. Do you feel that athletes who receive extra attention benefit more or specifically coach female athletes?

Yes	Somewhat	No	I don't know	Athletes are Athletes
-----	----------	----	--------------	-----------------------
9. As a female coach do you feel there were barriers you had to overcome? If so what were they and how did you or others overcome them?
10. How important do you feel it is for female athletes to have female athletic role models? Why?

Very Important	Important	Not Clearly Important	Not Important
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11. How important is it for female athletes to have female coaches? Please explain below.

Very Important	Important	Not Clearly Important	Not Important
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12. Current research suggests that 25% of women are coaching coaches. What factors, if any, do you associate with this trend?

Philosophical Information

1. What factors influenced your decision to become a coach?
2. Please state your coaching philosophy:
3. If applicable, how has your coaching philosophy changed through the years, and what factors do you feel have led to the change?
4. If applicable, What was your reason for retirement? Or if nearing retirement, what are your deciding factors?
5. Please list any coaching/athletics-related associations you belong to?
6. How important to you are coaching clinics?

Very Important	Important	Not Important	Not Necessary
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7. If you do attend coaching clinics, how often do you attend them?

Yearly	Seasonally	Monthly	I've Never Attended
--------	------------	---------	---------------------
8. Do you feel that adequate information exists that details how to specifically coach female athletes?

Yes	Somewhat	No	I don't know	Athletes are Athletes
-----	----------	----	--------------	-----------------------
9. As a female coach do you feel there were barriers you had to overcome? If so what were they and how did you or others overcome them?
10. How important do you feel it is for female athletes to have female, athletic role models? Why?

Very Important	Important	Not Overly Important	Not Important
----------------	-----------	----------------------	---------------
11. How important is it for female athletes to have female coaches? Please explain below.

Very Important	Important	Not Overly Important	Not Important
----------------	-----------	----------------------	---------------
12. Current research suggests fewer & fewer women are becoming coaches. What factors, if any, do you associate with this trend?

4. If applicable, what was your reason for retirement as a head coach? Or if making retirement as a head coach, what are your deciding factors?

- Lack of people wanting to play that shared the same passion. I had that earlier in my career, but not at the end. Lack of help from administration.
 - My volleyball season changed to the fall and I am not in town during the summer. I had to make a choice and felt I couldn't do what it would take if I was gone all summer, and that just wasn't going to change.
 - Tired and felt a need for new ideas and more progression with new blood.
 - Since I'm not in the HS, I no longer coach HS. Plus I have 3 kids of my own and don't want to travel--I need to be there for my own kids sports.
 - The last time I was retired (forced) and didn't have a choice - they said it was because I was not in the school system.
 - My reasons were the amount of off season time required to be successful, lack of administrative interest in volleyball was needed in teaching areas and responsibilities.
- APPENDIX C
- Survey Responses [of Selected Questions]
- Retirement from head coach was because I took a job as media specialist and I couldn't do a good job at both so I retired.
 - Nursing - My time commitment is crazy. My own children tend not to be a part of my time because I am sticking it in with volleyball.
 - Parent involvement.
 - My reasons were many, but basically I think I just wore out after 22 years! Being single all my life I basically dedicated my life to coaching.
 - Moving due to spouse.
 - The first year - coached my oldest daughter up to her senior year. Wanted to sit in the bleachers and cheer.
 - Money, time, my wife's career.
 - After nearly 26 years, it's just almost time to be done. Also, near retirement in the classroom.

4. If applicable, what was your reason for retirement as a head coach? Or if nearing retirement as a head coach, what are your deciding factors?

- Lack of people working with me that shared the same passion. I had that earlier in my career, but not at the end. Lack of help from administration.
- My volleyball season changed to the fall and I am not in town during the summer. I had to make a choice and felt I couldn't do what it would take if I was gone all summer, and that part wasn't going to change.
- Tired and felt a need for new ideas and more progression with new blood.
- Since I'm not in the HS I no longer coach HS. Plus I have 3 kids of my own, and don't want to travel—I need to be there for my own kids sports.
- The last time I was retired [forced] and didn't have a choice - they said it was because I was not in the school system.
- My reasons were the amount of off season time required to be successful, lack of administrative interest and support, my focus was needed in teaching areas and responsibilities.
- Went to medical school.
- Retirement from head coach was because I took a job as media specialist and I couldn't do a good job at both so I retired.
- Nearing - the time commitment is crazy. My own children lose out on too much of my time because I am sticking it towards volleyball.
- Parent involvement.
- My reasons were many, but basically I think I just wore out after 25 years! Being single all my life I basically dedicated my life to coaching.
- Moving due to marriage.
- The first team—coached my oldest daughter up to her senior year. Wanted to sit in the bleachers and cheer.
- Money, time, my own family.
- After nearly 20 years, it's just almost time to be done. Also, near retirement in the classroom.

- Coaching has become more and more demanding—more time spent—stress—necessity to run off-season programs/training—become year round!
- To be able to watch my own child compete in another sport.
- Time for new blood and someone with more energy.
- I am 61—trying to stay on but it is very stressful and tiring.
- Too much managerial and paper work—not enough coaching.
- Resigned to start master's program.
- Children/family.
- 6 years away pending parental support.
- Couldn't find a teaching job.
- I was head coach for 1 year because I did not have any support from administration.
- My husband and I both coached. Our daughter arrived so one of us needed to be home after school.
- I am having a baby.
- Changes in scheduling, travel and other things I felt would effect me and the team adversely. Also slowing down-health wise.
- They found a coach.
- I was only making \$50 less as an assistant than as a head coach. I actually felt I was coaching as an assistant. As a head coach I had to do the bus schedule, attendance, collect activity fees, deal with parents, confirm dates with other coaches, etc.
- It impinges on my times as a full-time teacher. If I retire it is because of this reason.
- I was forced to resign due to breast cancer/chemo treatments. Really missed working with the kids and it was only after I resigned that many of them told me what a positive impact I had on them.

- Retirement Summaries:
 - 32 coaches mentioned that they were considering, or had, retired from coaching.
 - 28% [9] listed family as a main reason
 - 19% [6] listed lack of administrative support
 - 19% [6] listed increase of time expectations
 - 19% [6] listed that they were simply tired
 - of the 43 coaches who submitted surveys:
 - 28% [12] have head coached a program between 5 and 9 years
 - 26% [11] have head coached a program between 10 and 19 years
 - 12% [5] have head coached a program between 20 and 29 years
 - 1 coach has headed a program for over 30 years
 - 13% [4] listed pursuing another career
 - 6% [2] listed negative parental involvement

9. As a female coach do you feel there were barriers you had to overcome? If so, what were they and how did you or others overcome them?

Yes—26-60% No—17-40%

Yes Responses:

- Weren't taken seriously at coaches meeting at the high school sometimes - probably because I didn't fit into the "old boys network," spoke my mind and asked too many questions.
- Mothers of your players who are older than you—talk and advise you like you are their daughter. Mothers of your players who are your age treat you as competition for their daughters respect.
- When I answer yes, I mean just a few barriers. Most of the male coaches were very welcoming. Some I had to prove my knowledge of the game and rules of the game.
- Motivating the girls and having them want to win. So they have drive for the sport.
- Family, personal emotions.
- Prove that I could handle all the aspects of coaching—knowing the sport, dealing with athletes, parents, administration, other coaches.

- I don't believe I did overcome them. I had no support from administration. Not being at the high school during the day was hard.
- Didn't feel I had as much respect as other male coaches. Just stood ground and did what we could.
- Family demands and support from other staff/public employer.
- Male centered coaches and A.D.s don't want "moms" to be coaches.
- Coaching is definitely a "boys club." It is tough to earn the respect of other coaches and you do so by your team performing well.
- Mainly the fact of changing what had always been done in the past to doing it differently.
- My first coaching position paid \$60 for the season [track]. The boys' coach received \$100. There is one barrier I also think many A.D.s feel that women don't have the knowledge of the sport, however that seems to be getting better.
- It's a man dominated occupation. Men's and boys' sports generally get more recognition.
- My philosophy. [Teamwork helps makes the dream work.]
- Earning the respect of some fellow male coaches and male officials. I overcome them through hard work and success. There were still a couple of officials [basketball] who didn't respect female coaches.
- Balancing how to push athletes to work hard without alienating them or criticizing them.
- Just the simple fact that I am a female coach. I felt I had to prove I was qualified enough to be the head coach.
- Equal gym time when volleyball and boys basketball were the same seasons. Lots of arguing!
- Somewhat - initially it takes time for other older male coaches to respect your knowledge, but they come around if you're good at what you do.
- Patronizing male coaches towards the athletes (even their own) and female coaches. Standing up to dispute comments or generalizations made about females. Demonstrating excellence in whatever we did.

- Some feel that male coaches can spot more [gymnastics]. I think they learn more if they learned to do more of the skill on their own.
- Pressures from male parents who sometimes think you don't know how to coach - and then I fool them!
- I felt we did a lot more work for ourselves compared to the male coach who the system did more for them (maybe our fault, because we just did it).
- People in the hiring ranks believing I had the experience necessary to be a head coach.
 - Barrier Summaries:
 - 25 respondents felt that they had faced barriers as female coaches.
 - 44% [11] felt that they had to prove themselves, before being taken seriously
 - 28% [7] felt they had to overcome, or get around, the "good old boys network"
 - 16% [4] felt that they lacked support from administration
 - 8% [2 each] mentioned lack of family support and player's parents as barriers
 - at least 1 respondent felt that she never overcame these barriers

No Responses:

- I really had good experiences in my coaching career—my first years girls athletics were just starting—but I had great support from the administration and other coaches.
 - In my sport [tennis] not an issue, I can see in other sports how it could be.
 - Any barriers were not related to being female—they had to do with starting a program without school funding.
10. How important do you feel it is for female athletes to have female, athletic role models? Why?

Very Important—29-67%

Important—9-21%

Not Overly Important—4-9%

Not Important—1-2%

Very Important Comments:

- Real girls need real role model in their own gym. Seniors are role models for the younger girls. My assistants are role models for my older girls. I am a role model for my athletes' parents because I too, am a parent of an athlete.

- There is a difference in how they act and the responsibilities of life/approach is different.
- They have to know the females can compete and at a high level.
- I feel female sports should be coached by females whenever possible. Positive role models motivate athletes and help with the mental part of athletics.
- It is important because it is so rare. Females need to see other females in charge and working together.
- Do male athletes need male role models!? Good example: male elementary teachers are needed too for boys.
- Understanding one (female) needs to be a female.
- Someone to look up to, confide in, talk to female issues about to overcome.
- Many young females do not have role models in their lives, let alone athletic role models. I try to inspire young females to pursue athletic careers in college, they follow my actions. Young girls are always looking for guidance. I try to be a positive person they can always count on.
- If another female role models, it is possible to attain by a female. If a male role models, might not be physically possible.
- I was fortunate to have an excellent female coach—she was a positive influence in my life.
- If they witness how you act on the court, hopefully they will act the same. I play competitively so they will too.
- Our young ladies need to know that they can do anything if they work hard.
- Because I think coaches are mentors and I believe having a strong (mentally, emotionally, etc.) female mentor is important. We can show it is good to have a career and be successful as a female.
- Someone to look up to is essential in striving for success.
- Role modeling can show the girls that with hard work, you can overcome barriers.
- They can see that hard work does pay off.

- It's nice for players to see that females can do it all: work, family, coach, hobbies, and friendships. You don't have to give it up to have a family.
- It proves that if you have the drive and desire to play or coach, it can be done.
- Because they definitely look up to coaches.
- I believe you have to visualize yourself in situations. Young girls who experience mentoring and coaching from females will have a starting point to build from in their own lives.
- They look up to you more—and see—if you can do it—we can—I have athletes that enjoyed me working out with them or knowing that I was an athlete.
- We all need our heroes to look up to—especially encourage young athletes to watch the professionals.
- Female athletes need female role models to look up to and know that their dreams are possible.
- They have a mentor who has walked in their shoes. Have an understanding of how female athletes are perceived at times and knowing that someone like me has succeeded in doing what I am trying to do.

Important Comments:

- Obviously, being females comes into play a lot and is very much the same issues that females deal with. Females tend to be overall a lot more emotional and have a harder time “letting things go” especially issues with coaches, teammates, and competition. As a female I can explain things, I have experience.
- I think someone on the coaching staff should be female at the HS level. At college level it does not matter.
- Female athletes should have female role models...to set the example that anything is possible...no matter what your gender.
- They need to see an adult (even an older one!) lead a healthy, active, life doing something challenging, worthwhile, and fulfilling.
- They know that they can do it. I think low profile sports need that even more.

- They need to have male/female role models both.
- I think a father can be a great role model for his daughter. We tend to learn what we live.
- Just depends—no specific person—just to promote women in athletic roles; they also have strength & determination—not all about hair and nails.

Not Overly Important Comments:

- I believe young people today do not need proof that women can achieve greatness through athletics. Role models are human and often disappoint—we should be focused on perseverance, hard work, dedication....what it takes to achieve great athletic prowess.
- Just so that they have someone to look up to.
- I think it is very important for females to have good athletic role models—male or female. I don't think it is as important now days for that role model to be female as it was when good female athletes were not as common.

11. How important is it for female athletes to have female coaches? Please explain below.

Very Important—13-30%

Important—19-44%

Not Overly Important—8-19%

Not Important—3-7%

of those who did not choose 'Very Important'—17% [5:30] specifically mentioned that they felt there should be a female on staff

Very Important Comments:

- Best to relate to them/they will learn more. Get points across/skills are different.
- I feel female sports should be coached by females whenever possible. Positive role models motivate athletes and help with the mental part of athletics.
- Women need to see women doing a male dominated profession.
- Someone to look up to, confide in, talk to about female issues to overcome.

- Female coaches coach in very different manners. Some male coaches are excellent, but most do not understand females have a different psyche than males. I want to help build their self esteem not just athletic ability.
- Because I think coaches are mentors and I believe having a strong (mentally, emotionally, etc.) female mentor is important. We can show it is good to have a career and be successful as a female.
- They have someone to look up to, can relate to.
- Women are understood by women and especially in high school when the women are developing. They need a woman coach for the psychological part of the game.
- Girls who experience mentoring and see role-models in athletics arenas have a picture in their mind of what they can do and be for themselves.
- The athletes that I share with other coaches have expressed issues they have with some male coaches.
- I think female coaches have a better understanding for their female athletes, what it takes, emotions, and how to motivate them.
- They can see the sacrifices made by these women from their own children to help them achieve their goals. They can see that with planning, organization, and support you can accomplish anything.
- Only females can see and relate to female emotions.

Important Comments:

- It doesn't necessarily need to be the head coach, but there needs to be a female in a staff.
- Role models—understanding different situations in their lives.
- I think someone on the coaching staff should be female at the high school level.
- Obviously, being females comes into play a lot and is very much the same issues that females deal with. Females tend to be overall a lot more emotional and have a harder time "letting things go" especially issues with coaches, teammates, and competition. As a female I can explain things, I have experience.

- There is more to a game than what happens on the floor, court, field, etc. What happens in the locker room also matters!
- Variety / Role Model.
- We understand them emotionally—hopefully they try to emulate you, as a player on the court.
- Someone outside of their[?] to look up to and talk with when or if needed.
- I think it is somewhat important. Again, it is important for young girls to see women in leadership roles. Girls and boys and whoever should be able to dream big and realize that they can become whatever they want.
- However, men can coach women effectively as well. You don't always need one or the other. Rather a combination is most valuable.
- It is important to show female athletes in life there can be a balance.
- They need to have male/female role models both. They just seem to understand each other better.
- Depends on the sport and the individual. For gymnastics very important because of all the body image and weight issues.

Not Overly Important Comments:

- However, I had an assistant male coach for several years who the girls found hard to relate to. His pep talks were taken as de-motivators by the team (he coached the boys team). Female and male minds and thought processes differ.
- I did better having male coaches actually—not as much drama, favoritism, etc.
- They need a coach who can get them to work to their ability—male or female.
- As long as that male coach respects the female athletes as much as male athletes I don't think it really matters. Along with this it seems to be helpful if there is an assistant who is female on his staff.
- A good coach can be either male or female.
- It is important, but does not reflect their success as a player.
- It's the best of both worlds—I've coached guys and girls.

Not Important Comments:

- Athletes are athletes every team is different. A coach needs to figure out what works best for that group of kids a male coach can do this.
12. Current research suggests that fewer and fewer women are becoming coaches. What factors, if any, do you associate with this trend?
- Fewer women who have family support. Fewer women athletes being coached by women so the link is broken. Lack of passion. Lack of work ethic.
 - Young people are busier and have more going on so they are putting in less time. Wanting to spend more time with families, not worth the hassles that go along with coaching for some of them.
 - #1 Parents are too involved and many women are not thick skinned enough to deal with it!! Family is many times an issue.
 - Pressures on winning. We females don't know enough (according to men). Life's too short—so women are getting out to raise and spend time with family.
 - I think many women get to a point where they want a family and have to choose between coaching and family obligations.
 - More single mothers with less support in childcare, less time to be away from home. Pressure to be involved all year long with camps and out-of-season travel.
 - Not sure—you'd think the trend would be reversed based on the number of females that have entered the professional world.
 - Long hours, stress.
 - In my 16 years of coaching, the time expectations during, but more out of season have tremendously increased. This is hard to do if you have your own children and a career beyond coaching.
 - I believe there is a great deal of pressure for females becoming a coach. They have to always prove something to everyone, it can really put stress on an individual.
 - At the high school level coaches are being asked to do so much out of season training and coaching. Most of the time they are not compensated for it and it

takes away large amounts of time from your family. I think that weighs on female coaches and emotionally its too hard to take that family time away.

- No idea.
- Probably because coaching doesn't typically pay very well and people are evaluating how to best utilize their time in a fast paced world.
- Probably the time involved—most sports now involve almost year round commitment. Also, parents have become too involved, have too much power and are too critical (only a few are this way but it only takes 1 or 2 to make life miserable). The former factor probably effects women more and the latter probably men and women both.
- Motherhood, trend going back to older days—more stay at home moms, etc.
- More hard working woman are looked upon as bitches and men are looked as a hard noser-aggressive. Same norms in society or work place as seen in this case.
- I think it is the demand on a head coach and the struggled to balance this with our personal/family demands. To juggle coaching demands while still meeting the needs of your spouse and/or kids and household becomes tough. I think women that stay in coaching do so because they have a strong support system at home.
- Amount of time it takes away from home, pay, and working with some parents.
- It takes too much time!!
- Time commitment and family conflicts.
- Time constraints, caring for young children, the seasons are all year round now and to stay on top you have to have programs/workouts for athletes the entire year...some coaches don't want to put that kind of time in...male or female.
- I think our young ladies know they can do anything and they are looking for jobs with more pay.
- Have no idea—I do know I am not paid the same as other coaches—male—at our school.

- Time (so many hours). Pay (hard to justify the time). If I had my own children I don't think I would coach anymore. Athletes spoiled expect everything for nothing. No a lot of parental support for coaches (sometimes).
- Men coaches have a knack for getting women, secretaries to do a lot of their work for them. Women coaches are expected to do it all by themselves.
- It is challenging to get jobs. Fewer opportunities. Families and the time commitment of coaching also make it challenging for many women...you need a supportive spouse. I am not at that point in my life yet, but I see it as a potential obstacle to continue coaching for years.
- Less women competing in sports. More demands on time.
- Family caretaker—emotional support.
- (1) Women that are married usually have children! My husband and I planned children and my coaching responsibilities accordingly! Small children—babies and head coaching don't mix. That is why a jr. high-freshmen-sub varsity is usually what female coaches start with and then by the time a head coach open—she will be passed by—with a male coach that has had previous “head” coaching experiences. (2) Misconceptions—men are better coaches!
- You have to be non-emotional, able to stand your ground and not let personal feelings get in the way. As a female, I think it is hard to do. But that may just be me.
- Coaching is hard. When a women is tough or seen “barking” orders she is viewed negatively. And it is the same as it was before women take care of the family.
- (1) Childbearing—I find myself less willing to spend time away from my own 3 children. (2) Parents—student athlete's parents have in some cases become unreasonable. I am unwilling to spend a weekend conversing with a parent for benching their child for a meet because of poor behavior.
- More and more pressure to win at all costs—women are more emotional and maybe more concerned about feeling of athletes rather than winning.
- Family situations, working mothers.
- Having families to take care of.

- Pressures put on them—family issues (they are still expected to take care of kids at home plus coach)—trying to stay up to date—seem to lost interest in continuing to compete.
- Most are already multi-roles. Most are simply too busy.
- For me, it was starting a family. I did however, coach when my children, were very young. It was when they started participating in sport and competing. I wanted to watch them. If I was still coaching today I would miss many baseball games, swim meets, and basketball games of my two boys.
- I didn't think it was decreasing. All I can see is that less women want to multitask through early building years (if married) and employers are less willing to accommodate the flexibility needed when a coach has children. Ex. Taking children on bus trips. Letting children be in gym. Nursing around players.
- Work conflicts (I worked outside the school system full-time—I coached at the mercy of my employer). Family/personal conflict (never home to cook meals; spend time with other children during season). Lack of recognition among coaching peer and contributions I make without and extensive high school or collegiate coaching resume.

Summary:

- 3 coaches had no responses to this question [40].
- 58% [23] noted the desire for a family, and family obligations as playing a role
- 33% [14] noted the increase in time expectations (off-season programs)
- 13% [5] noted the negative role of parents
- 13% [5] noted the amount of stress involved as a deterrent
- 8% [3] noted the low salaries based on the amount of work
- 8% [3] noted the lack of support by administrators in getting new coaching involved
- 8% [3] noted the lack of enthusiasm, work ethic, and/or passion of the new generation
- 5% [2] noted a negative perception of female coaches