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The purpose of this study was to investigate the background experiences and current status of women intercollegiate basketball coaches in the state of North Carolina. Subjects were thirty coaches of women's basketball teams from institutions of higher learning as listed by the North Carolina State Department of Public Learning. Five of these thirty coaches were male.

Data were collected using a forced choice questionnaire devised by the investigator. The instrument was constructed in order to provide answers to three framing questions : (a) what was the specific coaching and academic preparation of these women's sports leaders, (b) what were the prior competitive sport experiences of the coaches, and (c) what is the nature of these coaches' current coaching assignments?

The data indicated the respondents had a limited background in coaching preparation. The primary means of obtaining knowledge in coaching was attendance in clinics, both specific basketball clinics and general coaching clinics. A secondary means was attendance in basketball and general coaching courses which was reported by one-half of the subjects. All of the coaches participated in basketball.

One-half of these subjects had done so for five to nine seasons. This

participation took place in high school and college in interscholastic, intercollegiate, and intramural competition.

The data further indicated that respondents carried out their coaching duties over and beyond their work load without any compensation, per se. Also, the majority had requested their coaching assignment. The responsibilities of the coaches were numerous and encompasses all aspects of organizing and carrying out a competitive program including scheduling, chaperoning, and arranging for officials. One-half of the subjects indicated there was no specific degree required to qualify for their current coaching position. Of the remaining fifteen subjects, twelve reported that the master's degree was a needed qualification.

THE BACKGROUND EXPERIENCES AND CURRENT STATUS
OF WOMEN INTERCOLLEGIATE BASKETBALL COACHES
IN THE STATE OF NORTH CAROLINA

by

Gail Patricia Klock

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CHAPTER I

INTRODUCTION

Currently there are more girls and women participating in sports in America than ever before in the history of our nation (Hartman, 1968). This increased participation may be related to several factors, one of which is the changing role of women in our society (Coffey, 1965). In the past, the woman's role was childbearer, housekeeper, cook, and wife. To fulfill this role women were restricted to being "feminine" (Keniston and Keniston, 1964). Characteristics associated with femininity are: modesty, shyness, gentility, fragility, conventionality, and being generally subordinate to the male sex (Coffey, 1965).

Such traits were considered to be in direct opposition to those often thought of as "masculine". Masculine characteristics; that is, tenaciousness, bravery, aggression, and being self-assertive are those which are purportedly needed to achieve success in sport (Ulrich, 1970).

Today it is more acceptable for a woman to possess the attributes needed to be successful in sports. In the present-day society women are gradually gaining equal status with men. This change

has been associated, in part, with the increased responsibilities assumed by women during times in which our country has been under stress. During the depression, women demonstrated their abilities by helping to supplement the family budget. During the two World Wars, females showed fortitude by taking over the jobs and tasks previously handled only by men (Coffey, 1965).

As women gain equal status with men they are no longer seen only in the roles of housewife and mother. A woman is freer to participate in sport and other activities outside the home (Coffey, 1965). This participation offers a "new challenge" to women coaches. As stated by Neal, "The success or failure of our program for women is not determined by the pressures, the pitfalls, or the 'evils' of competition. It is totally determined by the ability of our leadership to lead, direct, and supervise it (Neal, 1969, p. 76)."

Inherent in the "new challenge" to women sports leaders is the responsibility for the development of programs that do, in reality, facilitate the full growth of participants as well as maintain high standards of athletic performance. To develop such programs the coach must be aware of the needs of the players and the role athletics has in their lives.

Statement of the Problem

This study was concerned with the background experience of college women basketball coaches and selected factors pertaining to their current coaching responsibilities. Specifically, the investigation sought to answer the following questions:

1. What was the specific coaching and academic preparation of these women's sports leaders?
2. What were the prior competitive sport experiences of the coaches?
3. What is the nature of these coaches' current coaching assignment?

Definition of Terms

Nine terms specifically relating to this study were defined in the following way for interpretation:

Academic Preparation--a course or courses taught at the college level dealing specifically with techniques of coaching, philosophies of coaching, and organization and administration of athletics.

Extramural Competition--a plan of sports competition in which participants from two or more schools, community centers, clubs, organizations, institutions, industries, or neighborhoods compete (Nichols, 1973, p. 8).

Intercollegiate Team--a team that is trained and coached, play a series of scheduled games and/or tournaments with

like teams from other schools, cities, or organizations (Nichols, 1973, p. 8).

Intramural Competition--sports competition in which all participants are identified with the same school, community center, club, organization, institution, or industry, or are residents of a designated small neighborhood or community (Nichols, 1973, p. 8).

Playday--"coming together of groups of girls from competing colleges but all redivided into new teams, no team representing any one college. . ." (Scott, 1945, p. 104).

Sports Day--a form of extramural competition in which a school or sports group participates as a unit (Nichols, 1973, p. 8).

Formal Athletic Learning Experiences--a course(s), clinic(s), or camp(s) dealing specifically with techniques of coaching, philosophies of coaching, and organization and administration of athletics.

In the Field Coaching Experiences--any previous roles played in the field of athletics, i. e., assistant coach, manager of team, athletic director, etc.

Professional Preference--the desired role to be fulfilled by respondents, e. g. teacher, coach, counselor, etc.

Assumptions Underlying the Research

The acceptance of two basic assumptions underlie the necessary fullness of this investigation. First, the questionnaire devised for use in the research is considered an appropriate instrument for gathering factual data. Furthermore, it is regarded as having face validity.

The second assumption is concerned with the subjects' co-operation in providing data. Coaches' responses are considered as honestly given.

Scope of the Study

This investigation was delimited by two factors: subjects and the nature of the study. The subjects were delimited to basketball coaches of women's collegiate teams in the state of North Carolina.

The nature of the study was delimited by the time and method of data gathering. A mail solicitation of responses was made during the 1973-74 basketball season. Furthermore, the specific information sought set boundaries for the records.

Significance of the Study

The growth of women's intercollegiate sports places the position of the coach in a new focus. It is important that this position be totally understood. It was the writer's belief that an awareness of the past and present roles of women's athletics would better enable women coaches the opportunity to carry on their roles optimally. However,

currently there is little information available on the specific aspects of the role of women coaches. It was hoped that this study would contribute to this body of knowledge. Specifically this investigation sought to gather information on the background experiences and the current status of women basketball coaches. From such a body of knowledge it is hoped that new approaches to the preparation of women coaches will evolve. Indeed it seems likely that the future success of women's competitive sport programs will be closely associated with the quality of leadership given to such programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

An examination of the literature provides some background for understanding the role of the woman coach. As a part of this investigation, the writer first reviewed literature concerning the history of women's competitive sports involvement. Then, the changing role of women was studied. Following this the popular attitudes of society towards women in sports was reviewed. In addition, various documented explanations about the direction and purposes of the major governing bodies of girls' and women's sports were considered. Although there are only limited writings about the professional preparation of coaches, available material containing information related to this study was examined.

Historical Overview of Women's Competitive

Sports Involvement

Competitive sports opportunities for girls and women vacillated with changes in various time periods. Interest in sport depicted only one phase of the female struggle for freedom in the American society. Following is a general review of some of the highlights of women's participation and sports.

Late 1800s--Early Sports Attractions

The first sports to attract American women were tennis and golf (VanDalen and Bennett, 1971). Soon thereafter an interest in crew developed at Wellesley (Klafs and Lyon, 1973). In the mid-1880s, women began to wear divided skirts and bloomers, thus allowing for more freedom of movement (VanDalen and Bennett, 1971).

Women were quick to participate in the new sport of basketball. The teachers at Springfield Elementary School were playing as early as 1892 (VanDalen and Bennett, 1971). In 1894, women students were participating in interclass competition at Smith College (Klafs and Lyon, 1973). In California, in the years 1896 until 1910, basketball was primarily a girls' sport (VanDalen and Bennett, 1971). Track and field were other activities in which women engaged prior to 1900. Such participation was reported at Vassar (VanDalen and Bennett, 1971).

At the turn of the century women participated in more sports and in increasing numbers. The rapid rise in popularity of basketball gave impetus to the development of competitive sports for women. "It was the first team game played by American women, and it therefore added a whole new element to women's sport (Gerber, 1971, p. 60)."

Early 1900s--Growth

Women in women's colleges had more opportunity for sports participation than women in co-educational institutes (Rice, Hutchison, and Lee, 1969). A study in 1909, revealed that in nearly half of the colleges in the Midwest and West there was women's intercollegiate competition. These events generally took place with controls such as women officials, audience by invitation only, financial support by the colleges, and the absence of a professional attitude (Van Dalen and Bennett, 1971). In the early 1900s there was also participation in interclass competition and intramurals. It was through the intramural program that women's athletic associations were inaugurated (Coffey, 1965).

Meanwhile, in other than the professional training schools and also in settings outside the schools, changes began to take place. It was in places absent of women professional leaders that men began to conduct the programs for girls and women. In male-run tournaments the exploitation was demonstrated through pregame activities, ". . . pre-game bathing suit parades of contestants on the streets of the tournament city (Rice, Hutchison, and Lee, 1969, p. 279.)" These were usually American Athletic Union (A. A. U.) tournaments involving women from industrial groups. The skilled girl athlete made good publicity (Rice, Hutchison, and Lee, 1969).

"Of all sports, basketball played by women caused the most controversy between physical educators (men and women), who would keep women's sports purely in the realm of education and recreation, and these sports promoters who would push women into spectator sports with their accompanying gate receipts, win-at-all-costs atmosphere, and championships at stake (Rice, Hutchison, and Lee, 1969, p. 279)." There were national tournaments in basketball for women sponsored by the A. A. U. (Gerber, 1971).

In the Twenties, women also began to participate in the Olympics. Swimming was the first activity opened to women. In the Olympics of 1924, United States women competed in tennis. In 1928, the tennis was dropped although women continued to compete in swimming and also began participation in track and field (VanDalen and Bennett, 1971).

In the schools, meanwhile, women competed in extramurals, intramurals, and intercollegiate competition. Lee reported in 1923 that intercollegiate competition was conducted in 22% of the colleges. As the decade progressed, women physical educators grew more and more concerned about the exploitation of women in sports. They favored competition if it were restricted in the following manner: (a) games were impromptu and informal, (b) all emphasis was on the social aspects, (c) there would be no announcement of the score, (d) there would be no preliminary practice, and (e) basketball must be eliminated (Gerber, 1971).

The major governing bodies of women's sports of the time adopted the slogan, "a sport for every girl and a girl in every sport." (Rice, Hutchison, and Lee, 1969). The type of competition most often conducted sought to complement the slogan. The main forms of competition were play days, sports days, and telegraphic meets. Sports days were the main form of competition; these occasions replaced interclass and intercollegiate competition (VanDalen and Bennett, 1971).

Changes in the type of competition promoted by the women leaders of female sports affected the number of participants in intercollegiate competition. By 1930 participation dropped from the 22% of the early 1920s to 12%. However, the number of women taking part in intramurals increased greatly (Lee, 1930).

In the early 1930s, the leading governing bodies influenced the continuation of this trend. The Women's Division of the National Amateur Athletic Federation*, the National Section on Women's Athletics*, the Athletic Conference of American College Women*, the National Association for Physical Education of College Women*, and the National Board of the Y. W. C. A. publicly announced their opposition to women participating in the Olympics. The reasons they gave for this opposition were: (a) it provided training for only a

*Hereafter referred to as Women's Division of N. A. A. F., N. S. W. A., A. C. A. C. W., and the N. A. P. E. C. W.

select few individuals, thus taking away the opportunity for the majority to participate, (b) it provided an opportunity for girls and women to be exploited, and (c) girls and women would suffer from overstrain physically while training and participating (Rice, Hutchison, and Lee, 1969; VanDalen and Bennett, 1971). However, the U.S. Olympic Committee and A. A. U. ignored these appeals. The A. A. U. continued to promote competition for the highly skilled. They sponsored district and national championships for women in basketball, swimming, and track and field. This competition continued to bring in large gate receipts (Rice, Hutchison, and Lee, 1969). The A. A. U. also continued to sponsor international competition in tennis, golf, swimming, and field hockey (Rice, Hutchison, and Lee, 1969). Olympic competition for women further expanded in 1932 by including speed skating (Rice, Hutchison, and Lee, 1969).

Mid-century Period--Maintaining the Status Quo

In the mid-forties, a comprehensive study conducted by the N. A. P. E. C. W. determined the trend of participation in intercollegiate sports and other forms of competition. The inquiry disclosed that the main form of participation was still play days. There were a few sports days and some demonstration type of games. It was found that 60% of intramural competition was sponsored by the Women's Recreation

Association* and the Women's Athletic Association*. The other 40% was co-sponsored by WRA's/WAA's and physical education departments. Only 16% of the schools competed in intercollegiate competition. The further west the schools were, the fewer were the opportunities for intercollegiate competition (Scott, 1945). The sports most often associated with extramural competition were: archery, basketball, and hockey. The number of games participated in per year ranged from 0-6 games; the median was only 1 game. Respondents to the NAPECW study indicated two to one that they were opposed to state, district, and national tournaments. Those who favored competition did so only if the sport was of an individual type. The reasons given for the opposition to intercollegiate competition were: not enough time of staff or students; the probability of developing the same problems as men; and there was no need for it (Scott, 1945). The NAPECW study also addressed itself to major characteristics of extramural competition. The characteristics identified were: free admission, the inclusion of social events for participants, and cooperation between school and non-school teams in competition. The study concluded that 99% of the 227 institutions had intramurals, 81% had extramurals, and only 16% had varsity (intercollegiate) competition (Scott, 1945).

Attitudes of the women leaders and the governing bodies of girls and women's sports towards female competition were represented in

* Hereafter referred to as WRA and WAA.

this research. Clearly, the idea of participation for all continued to be favored. Therefore, there was emphasis on intramurals and comparatively little focus on varsity/intercollegiate competition. Yet, in spite of this thinking, a national women's intercollegiate golf tournament was initiated in 1940 by Gladys Palmer of Ohio State University (Magnussen, 1972). The National Association of Directors of Physical Education of College Women strongly disapproved of the move (VanDalen and Bennett, 1971). In 1951, a tri-partite group was formed to assume responsibilities for this one annual event (Magnussen, 1972). This tri-partite group was composed of members from Division of Girls' and Women's Sports, NAPECW, and American Recreation Federation of College Women. The national golf tournament was halted temporarily because of World War II, but was continued on an annual basis after 1946 (VanDalen and Bennett, 1971).

During the 1950s, questions gradually began to arise concerning similar competition in other sports. As a result, in 1960, the National Joint Committee on Extramural Sports for College Women was formed by the above tri-partite committee (Magnussen, 1972).

Very few changes in sports governing bodies which had jurisdiction over school/college sponsored competition took place during the decade of the Fifties. There were very few college women competing in sport (Swanson, 1972). What little participation there was took place primarily in individual or dual sports (Coffey, 1965).

1960--Re-emphasis

During the 1960s, the number of women in organized competitive sport increased tremendously. Different points of view were suggested as to why this change came about. Swanson believed the televising of the Olympic games in 1960 when Wilma Rudolph won three gold medals in track and field played a part in the increased acceptance of women in sport. This was one of the first times television had focused on high-level female athletes. It was also a "first" for many Americans to see a "feminine" woman achieving Olympic success, thus breaking down previous stereotypic notions about the woman athlete. In 1961 the American Broadcasting Company continued to occasionally include sportswomen in its weekly program, Wide World of Sports. This popular television series further exposed the American public to competitive athletics for women (Swanson, 1972).

A different explanation of increased acceptance came from Poindexter and Mushier. They cited four major influences for change. The first was the development of the Women's Advisory Board to the Olympic Development Committee. The purpose of this committee was to improve and increase participation of women and put into fuller action the philosophy and standards of the Division of Girls' and Women's Sports.* This marked one of the first times these two organizations were striving for the same goals. The second influence occurred in

*Hereafter referred to as DGWS.

1963; it was the revision of the DGWS policies on girls and women's competition. Poindexter and Mushier (1973) stated that these policies were changed to be realistic and in time with the changing cultural scene. The policies attempted to be concomitant with the needs and interests of more highly skilled females. The year of 1963 introduced the first of five National Institutes on Girls and Women's Sports (Poindexter and Mushier, 1973). The Institutes, all held in the 1960s sought to further the knowledge of teachers and coaches in gymnastics, fencing, diving, kayak paddling, figure skating, skiing, advanced basketball, and track and field (VanDalen and Bennett, 1971).

The third influence, according to Poindexter and Mushier, was the dissolution of the National Joint Committee on Extramural Sports for College Women (Poindexter and Mushier, 1973). This Commission encouraged intercollegiate competition and sponsored national championships in gymnastics, track and field, golf, swimming and diving, badminton and volleyball (Ley, 1970). The fourth influence was the formation of the Association of Intercollegiate Athletics for Women* (Poindexter and Mushier, 1973).

Regardless of reasons, what occurred in the 1960s was an increase in the number of participants in competitive collegiate sports and also an increase in activities available to girls and women. Currently, there are seven national championships sponsored by AIAW.

*Hereafter referred to as AIAW.

These include the original six started in the 1960s plus the addition of basketball. The AIAW also sponsors Junior College/Community College national competition in volleyball, basketball, and golf (Barnes, 1973). Within the state of North Carolina, competition is sponsored in golf, field hockey, tennis, softball, basketball, volleyball, swimming, and gymnastics (DeFrancis, et al., 1973).

A Brief Overview of the Changing Role
of Women in the American Society

Women's roles, in our society, have undergone many political and social changes. Several of these changes are concerned with the idea of women being inferior to men. Despite shifts in focus on this issue, the notion of women's inferiority seems to remain dominant today. Individuals who think men and women are equal remain in the minority among members of the American society.

The Status of Women in Early America

In the beginning of our nation's existence, women were brought to America as indentured servants. They were needed to bear children to keep the population of America growing. Women were bought by the men who would pay for their boatfare to America. This payment entitled a man to be master for five to seven years. As long as the women were servants, they had to follow their master's orders. They were not free to become engaged or married without

their master's consent (Flexner, 1959).

Other women who came to America were already married. For them, conditions were very similar to those of the indentured servants. There was also little distinction between the lives of the poor or rich. All the women had to bear the rigors of survival (Flexner, 1959).

Women's duties centered around the home. They were responsible for tending to one another in sickness and childbearing. They were also responsible for planting and tending the ground their men cleared. In addition to this, they had to provide clothing and meals from the game their husbands brought home. These tasks, including child care, took all their waking hours (Flexner, 1959).

Regardless of the fact that they carried on all of the above strenuous duties, women were considered to be subservient to men in the eyes of the law. For example, married women were not allowed to sign any contracts. Women had no title to their own earnings or possessions (Flexner, 1959).

One of the potent forces that kept women subservient to men was religion. The people, in early America, believed women's place was determined by the natural limitation of the mind and body which evolved from the original sin of Eve. They also believed the Almighty endowed women with virtues necessary to fulfill the role of mother. These virtues were modesty, meekness, compassion, affability, and piety (Flexner, 1959).

As time passed, women were more interested in matters outside their own homes. Involvement of women in the Abolitionist movement before the Civil War enabled them to become more aware of their status. As a result of their involvement in this movement, women ultimately emerged as a political force. In the 1848 Seneca Falls, New York, meeting women first demanded the right to vote, an equal opportunity in jobs and education, and an end to legal discrimination based on sex (Angelo, 1972). Of course, an enormously long time passed before any of these demands were met. The nineteenth amendment was not passed until 1920.

While women's interests continued in industry, business, and the professions, a battle was being fought by women to enable women the right to vote. This long fought battle lasted from the time of the Seneca Falls convention of 1848, until the passage of the nineteenth amendment (Angelo, 1959).

By the beginning of the twentieth century conditions for women varied considerably across the country. In the west, women had the greatest freedom and equality. For example, they were allowed the rights to their own earnings (Flexner, 1959). The South was the area where women were discriminated against most. For example, some states did not permit women the rights to any of their possessions. Other states allowed this but did not allow a woman the right to her own earnings (Flexner, 1959).

Throughout the United States the greatest inequity was related to divorce. In South Carolina, divorce was not permitted. In many of the states if adultery was committed by a woman, she was severely punished. However, if the man committed adultery there was no punishment. Some of the states, in case of divorce, took away all the women's possessions including those she owned prior to the marriage (Flexner, 1959).

During the existence, over the years, of the inequities, changes gradually took place which reflected a growing interest of women in industry, business, and the professions. As the country developed, women got involved in work outside the home that was not merely of a domestic nature. An example was the increased number of women in office work. Women filled such positions as a result of experiences in offices during the Civil War. The invention of the typewriter is also credited with this change (Flexner, 1959).

As women began attending colleges and universities in greater numbers the myth of their intellectual inferiority was challenged. Following the passage of the nineteenth amendment in 1920, the women's rights movement flourished throughout the twenties and thirties. The number of women attending colleges and pursuing careers was at an all time high (Angelo, 1959).

Although the women's rights movement had its effects, women were still not viewed as equal to men. The majority of people, men

and women alike, felt the place for women was in the home throughout the first half of the present century. Magazines and other communications media stated that women could only achieve femininity if they would renounce all goals of their own and seek their identity through their husbands (Friedan, 1963).

Women who had careers and fought for equal rights were considered to be freaks. They were regarded as unfeminine. This very concept of career women being unfeminine ultimately brought about further changes in the woman's role. Whereas primarily young women made up the majority of the women's working force prior to this time, in the late fifties, this was no longer the case. The majority of working women were married, approximately forty years of age, and they were seldom pursuing careers. They were working to supplement their husbands' income to put their sons through college and to buy more clothing for their children (Friedan, 1963). In spite of the shortage of teachers, nurses, and social workers, young girls did not attend college to prepare for these fields because it was unfeminine to pursue a career. The proportion of women attending college dropped from forty-seven percent in 1920 to thirty-five percent in 1958 (Friedan, 1963).

For fifteen years following World War II the feminine fulfillment of mother and wife was cherished. The American wife was the envy of all. She had the love of children and husband, a nice home to live in

and many modern conveniences to make household chores easier (Friedan, 1963). A woman's role was realized only through her marriage. Society felt women should live only for their husbands and children. "The end of the road is togetherness, where the woman has no independent self to hide even in guilt; she exists only for and through her husband and children (Friedan, 1963, p. 41)."

The above described view of woman as supportive and inferior was repeatedly reenforced by women's magazines. The magazines further suggested that women of the fifties were more feminine than the emancipated woman of the 1920's and 1930's (Friedan, 1963).

Women of this era who were not happy in their assigned role of homemakers were often afraid to admit their unhappiness. They viewed themselves as being neurotic or psychotic. For the most part, they persisted in their state of unfulfillment. In times of necessity, e. g., in case of divorce or death of the husband, women had to work to support themselves. Over one third of the work force in 1958 were women (Friedan, 1963).

In spite of the large number of women working few served in a prestigious or influential capacity. In some industries, the number of women far outnumbered the men yet the persons involved in the governing bodies of such businesses were primarily men. An example of this was the International Ladies Garment Union in 1959. Out of 451,000 workers, 338,000 were women; but only two women were

members of the 18 person executive board (Friedan, 1963).

The relegation to an inferior position was also the case in higher education. Women were seldom given the rank of full professor, although they carried equal work loads (Epstein, 1970).

Another area of human endeavor in which women were considered incapable of handling the job was politics. For example, there has never been a woman supreme court justice. Furthermore, out of the 7,000 legislators from the fifty states in 1972, only 340 were women (Angelo, 1972). This disproportionate number existed regardless of the fact that there were more women eligible to vote than men (Luce, 1974).

In addition to the top decision making positions reflecting the supremacy of males, so did salaries. In office work, retail work, and domestic work women's pay lagged far behind the men's (Flexner, 1959). A comparison of the income of men and women made this discrimination clearer. Figures, derived in 1971, show the median income of a white male 14 and over was \$7,237; a black male, \$4,247; a white woman \$2,448; and a black woman \$2,145 (Luce, 1974).

Many forms of discrimination were based on the assumption that males are superior to females. Regrettably some of this discrimination continues to exist. However some breakthroughs are beginning to be discerned. Women are gradually gaining admission

to areas previously male dominated. They are entering professional fields in greater numbers. They are also participating in sports that were once exclusively male dominated (Angelo, 1972). At the same time, antifeminists are continuing to state that woman's place is in the home as mother and wife. Many of these antifeminists still believe that there are physiological and psychological differences between men and women which determine the roles they play. They persist in their contention that women are naturally submissive, passive, dependent, and emotional (Angelo, 1972). Antifeminists, in their conceptualization of women's liberationists, accept the stereotype of sexually frustrated, hysterical, and unfeminine creatures (Luce, 1974). There is, then, a split in women's thinking. One faction is the feminist point of view, the other is the antifeminist. Because of this split in women's thinking it has been difficult to get laws changed. The Equal Rights Amendment Bill was tied up in the House Judiciary Committee for forty-seven years. Women did not exert enough pressure to bring it to the floor of Congress for debate. It was finally passed in 1972 but requires ratification of thirty-eight states. As of September of 1973, thirty states had ratified it (Luce, 1974).

In conclusion it may be stated that women now enjoy more freedom than ever before. They appear to be on their way to sexual equality. In general, though, society has not totally accepted women in this equal role with man. There are still obstacles to be overcome and laws to be changed before the acceptance is universal.

Popular Attitudes of Society Toward Sportswomen

Because knowledge about past attitudes of society toward women in sports assists in the understanding of the present situation, literature that yielded information about these attitudes was surveyed. Specifically, the review was directed at: the femininity myth of women sports participants, the fantasies about harmful effects of participation, and the boundaries of acceptable participation.

The Femininity Myth

It has long been the attitude of the American society that women should not take part in competitive athletics. This attitude still prevails today. "There may be worse (more socially serious) forms of prejudice in the United States, but there is no sharper example of discrimination today than that which operates against girls and women who take part, or might wish to if society did not scorn such endeavors (Gilbert and Williamson, 1973, p. 88)."

This attitude was formed because of the notion that women could not take part in sports and remain feminine. The girl or woman who engaged in athletics, in effect risked her identity as a female. She extended the societal confines of her role as mother and wife. Furthermore, it was thought sport participation would cause ungainly, bulging muscles, thus distracting more from the feminine role (Hart, 1972).

Participation was thought to "masculinize" the female athlete. This masculinization process purportedly took place as the participant

acquired the necessary traits for success in sports. These traits were viewed by Starr (1966) as aggressiveness, independence, and ambition. Dunkle (1972) added the following to this list: achievement, leadership, self-confidence, and strength. Traditionally these traits have been associated with masculinity. Thus, a conflict was created for the woman who chose to pursue sport. In order to be successful, she must deviate from the so called feminine characteristics. According to Dunkle (1972), participation in sports causes role conflict.

Throughout the literature examples of this attitude were prominent. A statement made by deCoubertin, commonly known as the Father of the modern Olympics, is a typical example of the attitude in the early 1900's. He stated that only involvement of women in the Olympics was the placement of the garlands around the necks of the winners (Klafs and Lyon, 1973). This idea is near today's notion that males should participate in sports and females act as cheerleaders-- their natural supportive role.

A statement made in 1929 implied that women's role also included the need to be "feminine" for the purpose of attracting men. Rogers (1929) felt women who participated in sport were risking their health, physical beauty, and social attractiveness. Rogers expanded on this idea by saying competition was profoundly unnatural to women.

As time progressed, the role of the woman athlete remained static; girls and/or women in sport were seen as an oddity. In a paper

presented in 1958, it was stated, "Competition involving physical strength is somewhat alien to the American conception of the female role . . . (Clark and Lantis, 1958, p. 39)." As recent as 1969, the chairperson of a prominent woman's physical education department stated her personal view, "Our culture likes feminine looking and acting girls. Intercollegiate competition often toughens them and makes them social misfits (Lambert, 1969, p. 78)."

Other people in sports-related roles stated similar beliefs. A male athlete commented, "If a woman is really grunting, and groaning, and sweating, how can she be feminine? (Harris, 1971, p. 3)." A male sportswriter blatantly stated in a recent column, "After all what are we after, a race of Amazons? Do you want to bring home a companion or a broad that chews tobacco? What do you want for the darling daughter, a boudoir or a locker room full of cussing and bruises? A mother for your grandchildren or a hysterectomy . . . (Bisher, 1974, p. 14)."

These statements permit me to generalize that the sportswoman risked her feminine self-concept by competing in sports. Griffin's (1972) study supported the existence of this role conflict. The roles investigated were housewife, woman athlete, girlfriend, woman professor, mother, and ideal woman. Griffin used a semantic differential to determine how college men and women perceived these roles. Results indicated that perceptions of the woman athlete and woman professor

were the farthest in semantic space from the ideal woman. Also, the woman athlete and professor were seen as highly active and potent; they were lowly evaluated. The roles of ideal woman, girlfriend, and mother, on the other hand, ranked highest in evaluation (Griffin, 1972).

In regard to the prevailing attitude opposing women's sport participation because of the so-called "masculinization process", there is no evidence to support this theory. A recent book about the woman athlete stated, "Let it be stated here, unequivocally, that there is no reason, either psychological, physiological, or sociological, to preclude normal healthy females from participating in strenuous physical activities; nor does such participation accentuate or develop male characteristics (Klafs and Lyon, 1973, p. 10)."

In addition to society forming negative attitudes toward women in sport because personality traits associated with males were considered necessary for successful participation, other physical characteristics were attributed to such participation. For example, it was thought that women with muscular "masculine" bodies developed such physiques through sports participation. The possibility that these participants "brought" their particular muscular physiques to active sports, e. g. body types were established prior to sport participation, was not considered. One could readily argue the case both ways. Because their body build was conducive to success in sports they possibly became active participants. Hart (1972) points out that

participation in sport cannot make changes in the heredity and structure of an individual.

Fantasies About Harmful Effects

Physical Effects

Another reason for the negative attitude of society toward women in sport was the belief that participation caused physical and mental harm. There was concern for participation during menstruation. It was thought there were harmful effects from athletic activity engaged in at this time. The belief, though, was without supportive medical evidence. This theory has been challenged by recent research. One such study indicated there are no significantly different results in performance during any phase of the menstrual cycle (Wells, 1971).

Research conducted at the Helsinki Olympics obtained similar results. Varying effects were reported in relation to participation. Five athletes attained record scores during menstruation; twenty reported their performance was better than usual; forty-five reported no difference, and thirty-nine indicated they did not perform as well (Wells, 1971). Overall, there is no conclusive evidence that the menstrual cycle affects all women in the same way. Some researchers concluded that the variability of results is not due to menstruation but rather to other factors (Wells, 1971).

In addition to physical harm occurring as a result of participation during the menstrual cycle, it was feared that sport involvement injured

the internal female organs. However, recent research has again indicated this was an unfounded fear. A physician recently stated that the body protects itself from such an injury. He pointed out how the anatomical structure of the uterus is designed to prevent injury from sports (Thomas, 1971).

Some studies found positive effects of sport participation on reproduction. Fewer complications during pregnancy, and a shorter duration of labor was reported for women who have participated in sports (Rarick, 1971).

Mental Stress

Another concern people had for the woman athlete was in regard to the mental stress under which sportswomen could be placed. It was believed that females would not handle this stress. "Girls are not suited for the same athletic programs as boys. Under prolonged and intense physical strain a girl goes to pieces nervously. She is 'through' mentally before she is completely depleted physically (Perrin, 1972)." However, the recent literature does not support this view. It is documented and comprehended that the body needs activity and nutrition to allow it to develop completely. Nowhere is it proven that males need activity more than females. "Both benefit equally from the physical and psychological effects of physical activity (Helling, 1974, p. 20)."

Boundaries of Acceptable Participation

The literature revealed that participation in some sports was more acceptable than in others. Metheny analyzed why this was so. She summarized her theories as follows:

1. . . . some forms of competition appear to be categorically unacceptable. . . . These forms appear to be characterized by one or more of the following principles:
 - An attempt to physically subdue the opponent by bodily contact
 - Direct application of bodily force to some heavy object
 - Attempt to project the body into or through space over long distances
 - Cooperative face-to-face opposition in situations in which some body contact may occur
2. Some forms of competition are generally not acceptable These forms appear to be characterized by one or more of the following principles:
 - Direct application of bodily force to a moderately heavy object
 - Attempt to project the body into or through space over moderate distances
 - Display of strength in controlling bodily movements
3. Some forms of individual competition are generally acceptable These forms appear to be characterized by one or more of the following principles:
 - Attempts to project the body into or through space in aesthetically pleasing patterns
 - Utilization of a manufactured device to facilitate bodily movement
 - Application of force through a light implement
 - Overcoming the resistance of a light object
4. Some forms of face-to-face competition are also generally acceptable These forms appear to be characterized by one or more of the following principles:
 - Overcoming the resistance of an essentially weightless object
 - Maintenance of a spatial barrier that prevents body contact with opponent (Metheny, 1965, pp. 49-51).

Metheny's analysis was substantiated by other statements. Weiss (1969) pointed out that women should be graceful rather than strong and swift. Another substantiation was Clark and Lantis' (1958) comment that the display of strength and stamina is a contradiction to the female role, but the display of agility and poise are acceptable.

Harres (1968) further verified Metheny's points. She conducted a study at the University of California-Santa Barbara in which 284 students took part. She reported that sports thought to be most acceptable for women, in rank order, were swimming, tennis, volleyball, track and field, softball, and basketball (Harres, 1968). Furthermore, individual or dual sports were considered more acceptable than team sports. Debacey, Spaeth, and Busch (1970), found that male physical education majors and non-majors alike favored women in individual sports. Women students and women members of the American Association for Health, Physical Education, and Recreation were reported by Cheska (1970) as favoring individual sports participation. Finally, in research conducted by Malumphy (1968), it was revealed that girls who participated in individual sports believed their femininity to be enhanced by sport. The women in team sports were less sure that participation helped their image of femininity: but they did feel they were beginning to enjoy a greater cultural acceptance.

Another study yielded results that complemented Malumphy's findings. Hart (1972) indicated that freshmen and sophomore college

women preferred individual sports. The sports ranked preferentially for participation were: tennis, swimming, ice skating, diving, bowling, skiing, and golf. All these sports are identified with aesthetic considerations, social implications, and fashions for women.

Major Governing Bodies of Girls and Women's Sports

The Division for Girls and Women's Sports has been the primary governing body for college women's sports throughout the development of the competitive program. An outgrowth of the DGWS, the Association for Intercollegiate Athletics for Women, is currently the body of women's intercollegiate athletics. To better understand the influences these two organizations had on women's sports the following summary is offered.

Division For Girls and Women's Sports

Women's Rules Committee

The Women's Rules Committee, a forerunner of the present DGWS, was organized in 1905 to write a modification of basketball rules. Basketball, started in 1892 by James Naismith, quickly grew in popularity for women. However, it was soon realized that rule modifications were needed to dispense with the roughness of the game. Each group or institution playing the game made its own adaptation of the rules, resulting in considerable confusion. It was at this point that a rules committee was appointed, with Senda Berenson acting as

chairperson. This committee in addition to determining the rules, also published a basketball rules guide (Metheny, 1965).

Committee on Women's Athletics

In 1916, the American Education Association, now the American Alliance of Health, Physical Education, and Recreation*, appointed the Women's Athletic Committee. The change to this Committee from the rules committee, was to establish official rules of women's sports and to provide advisory service to governing bodies of women's sports (VanDalen and Bennett, 1971).

Section on Women's Athletics

The Section on Women's Athletics was begun in 1927. The change from Committee to Section resulted from increased responsibilities and a desire for safer election procedures. Metheny described the situation: "It was a year-round working body which made rules, edited guides, advised on policies and programs, and conducted research studies; and it was felt that this responsibility should be safeguarded by more elaborate election procedures than the casual election from the floor which then prevailed in Association section meetings (Metheny, 1965, p. 138)."

* Hereafter referred to as AAHPER

National Section on Women's Athletics*

The Section on Women's Athletics was changed to the National Section on Women's Athletics in 1932. This National Section's purposes were: the stating of guiding principles and standards for administrators, leaders, officials, and players; the publication and interpretation of rules for girls and women; the dissemination of information through periodicals, publications, and conventions; and research in the field of women's athletics (VanDalen and Bennett, 1971). The NSWA was more intricately structured than its predecessor, the Section on Women's Athletics. Ten additional sports were added to the jurisdiction of the NSWA within a decade of its beginning (Metheny, 1965).

National Section on Girls and Women's Sports

The jurisdiction of NSWA moved down to preadolescence and up to adulthood. Also, new activities were added, thus the name no longer fit the scope and function. Because of this the organization was changed to the National Section on Girls and Women's Sports in 1952 (Metheny, 1965).

*Hereafter referred to as NSWA.

The Division For Girls and Women's Sports

In 1957, the National Section on Girls and Women's Sports was given division status by the AAHPER thus becoming the Division for Girls and Women's Sports*. This change indicated the increased participation in all phases of AAHPER concerns (Metheny, 1965). The functions of the DGWS were: (a) the formation and publication of guiding principles and standards for administrators, leaders, officials, and players, (b) the publication and interpretation of rules for girls and women, (c) the training and rating of officials, (d) the dissemination of information on the conduct of girls' and women's sports, (e) the stimulation, evaluation, and dissemination of research in the field of girls and women's sports, (f) the cooperation with allied groups interested in girls and women's sports, and (g) the development of leaders among the girls and women to conduct their sports programs (Betts, 1969).

With the restructuring of the AAHPER, in 1974, came the decision for DGWS to become an Association on its own. For several years discussion took place deciding if the DGWS should join the Division of Men's Athletics and the Physical Education Division. The final decision was to become an autonomous organization within AAHPER. This group is currently known as the National Association for Girls and Women's Sports (Koenig, 1973b).

*
Hereafter referred to as DGWS.

The National Association for Girls and Women's Sports* plans to continue to carry out the philosophies and standards as set forth by DGWS. NAGWS will also continue to render such services as: publishing of rules guides; developing of materials on coaching; training and rating of officials; sponsoring intercollegiate AIAW events; researching girls and women's sports; working with other sport organizations; and sponsoring coaching conferences (Koenig, 1973a).

Association for Intercollegiate Athletics for Women

National Joint Committee on Extramural Sports for College Women

During the fifties, many girls began to seek competition outside the schools due to the tight regulations within the schools. Many times this non-school participation took place under less than desirable conditions. In 1960, the National Joint Committee on Extramural Sports for College Women was formed to deal with this problem. This joint committee was comprised of representatives from the DGWS, the National Association of Physical Education for College Women,* and the Athletic and Recreation Federation of College Women* (VanDalen and Bennett, 1971). Later in the Sixties, the ARFCW and the NAPECW voted to dissolve the Joint Committee. This left the DGWS with full responsibility of extramural sports for college women. It continued its interest and developed the "Guidelines for Intercollegiate Athletic

* Hereafter referred to as NAGWS, NAPECW, ARFCW.

Programs for Women". Because there was no group within the DGWS with time to guide and control intercollegiate activities, the Commission on Intercollegiate Athletics for Women* was formed. The need for this commission was first conceived in January of 1966. The Board of Directors of AAHPER approved the idea in March and the first commissioners were appointed in April by Francis McGill, then DGWS vice president. The original commissioners were Katherine Ley, Phebe Scott, and Maria Sexton (Ley, 1970).

In December of 1967, Katherine Ley announced that CIAW was in operation and that six DGWS National Championships were scheduled for 1969-70. The sports included were gymnastics, track and field, golf, swimming and diving, badminton, and volleyball. The commission served only college women. Its specific responsibilities included the provision of a framework for the organizational pattern for the conduction of intercollegiate activities for women, the development and publication of standards and guidelines for intercollegiate events, and the sponsorship of national DGWS championships on a closed basis (Ley, 1970).

Association of Intercollegiate Athletics for Women

The Association for Intercollegiate Athletics for Women was organized in 1971-72 to replace the Commission. This organization, currently the governing body for college women's sports, has

* Hereafter referred to as CIAW.

maintained its original purposes. These purposes are: (a) to provide broad programs which are consistent with aims and objectives of DGWS, (b) to assist member schools to expand their programs, (c) to stimulate development of quality leadership, (d) to foster programs which will encourage excellence in performance, (e) to maintain spirit of play--concomitant with educational objectives, (f) to increase public understanding of the importance and value of sport to women participants, (g) to encourage and facilitate research on effects of intercollegiate play and disseminate findings, (h) to hold national championships, and (i) to provide direction and maintain relationships with AIAW regional organizations (Barnes, 1973).

There are nine regions in AIAW. "The purpose of this regional organization is to foster broad programs of women's intercollegiate athletics consistent with the educational aims and objectives of members and in accordance with the philosophy and standards of the DGWS and AIAW (DeFrancis, et al., 1973)." Within each region, the individual states have their own governing bodies. The North Carolina State Association was established because of a need for organization of intercollegiate sports in North Carolina. A study committee, appointed by the state Chairman of DGWS in the Fall of 1970, prepared the Constitution, By-Laws, Policies, and Procedures which were accepted at the DGWS section meeting of the NCAHPER Convention in the Fall of 1971 (DeFrancis, et al., 1973). The membership

is open to any accredited college, university, or junior college. A school must belong to this state association to participate in any state tournament. To advance to regional or national tournaments a school must belong to AIAW (DeFrancis, et al., 1973).

The Professional Preparation of Coaches

The bulk of the literature concerning the professional preparation of coaches is concerned with men. It addresses such issues as techniques and strategies for coaches, selected aspects of sport medicine, etc., and more recently concerns the current trend for the certification of male coaches. Most of this literature seems to have been written about the high school coach. Hopefully, some direction for women coaches might be suggested by study of this literature.

The Training of Male Coaches

The professional preparation of men coaches has undergone many changes. During the early stages of competition for boys and men coaches were not necessarily staff members of the schools whose teams they led. Rather they were often members of the community in various positions as bankers, barbers, car salesmen, etc. Their only credential was their past participation on a competitive team (Bucher, 1969). They received no instruction in how to coach nor did they have teaching certificates (Esslinger, 1968). Esslinger (1968) believed that this contributed to the inadequate programs, "The coaches who lack

professional preparation are handicapped in obtaining the social, moral, ethical, mental, and physical values inherent in interschool sports, and they are also not capable of protecting the health and well-being of the participants (Esslinger, 1968, p. 42). "

To help remedy this situation, the public school systems in many states passed laws requiring coaches to hold a teaching certificate. In 1959 thirty-seven states had such a requirement (Bucher, 1959). For a while most coaching positions were filled by physical education teachers. However, it was necessary for this to change as the number of sports in interscholastic programs increased. In order to assure each team a head coach, leadership was recruited from other departments in the school, e. g., math, science, etc (Esslinger, 1968). In Florida for example, a study by Veller reports that only forty per cent of all coaches were physical educators (Veller, 1967).

The coaches who were non-physical educators did not have specific professional experience directed toward coaching. To remedy the limited preparation for coaching for those sport leaders, a Task Force was founded by the American Association of Health, Physical Education, and Recreation*. The Task Force proposed a curriculum they felt should be required of all men physical educators who anticipated coaching. The courses identified by the Task Force were: health, and/or first aid, administration and organization of athletics,

*Hereafter referred to as AAHPER

physiology, kinesiology, and coaching methods. It was recommended that these courses be taken above and beyond major courses (Maetozo, 1970). An example of a program which developed as a result of this Task Force exists in New York State. All men physical education majors entering coaching are required to enroll in seven class hours of sports philosophy and two class hours of each sport they coach. This program was implemented by the Division of Teacher Education and Health, Physical Education, and Recreation, State Department of New York.

Another means of preparing new coaches was initiated in California. According to Gallon, the University of California-Santa Barbara made provision for a coaching minor as a regular curricular offering. The program is taught by members of the athletic department. For example, the head basketball coach would be involved in teaching the coaching courses concerning basketball and the athletic trainer would teach the courses on training room methods. The program is open to both men and women (Gallon, 1969).

Trends in Preparing Women Coaches

Very little has been done to prepare women coaches. Need for qualified women coaches has been expressed more and more in recent years (Hartman, 1968; Spasoff, 1971). According to Hartman, there are not enough qualified women instructors to teach coaching courses. She further pointed out that skill teaching must be given a higher status

at the college in order to attract qualified women to coaching (Hartman, 1968). Spasoff suggests the training of women by qualified men coaches. Such training would take place during the sport season with the male acting as an assistant to the woman. Spasoff proposed that as the woman coach gains competencies the male assistant would assume less of the responsibility. Eventually the woman would have complete control (Spasoff, 1971). This idea is based on the assumption that the male coach knows how to work with girls, both psychologically and physiologically. Only time will reveal whether it is possible for this situation to exist and function positively.

It would be remiss to conclude a discussion of this topic without pointing out that currently there is no law requiring professional preparation of women coaches. However, much of the literature suggests the need for more qualified women coaches (Bowen, 1967; Neal, 1969a). Given the tremendous growth of women's sports programs within the past years, and the so-called "liberation" of females in society, it is probable that in the not too distant future, curriculums designed to produce highly qualified women's sports leaders will be common in most institutions of higher learning.

CHAPTER III

PROCEDURES

The first step taken in pursuing this investigation was a thorough review of literature. After the formulation of major questions framing the study, data gathering and analytic procedures were planned. Following is a description of the specific steps taken in carrying out the inquiry.

Formulation of the Data Gathering Instrument

Tuckman (1972) states that the questionnaire is a tool for gathering data directly from subjects. In the present study this technique was used because information could most expeditiously be obtained by this technique. In constructing the instrument, information desired was first arranged under broad categories designated as coaching and academic preparation, playing experiences, and current status as a coach. Then, for each category, the following sub-divisions were identified: (a) coaching and academic preparation--general educational experiences, formal athletic learning experiences, coaching experiences and officiating experience, (b) playing experience--general sports participation, basketball participation, number and sex of coaches under which subjects had competed, and (c) current status as coach--responsibilities, time involvement in coaching, conditions, professional

preference, and job characteristics. From these sub-divisions specific questions were constructed so as to yield answers which would permit fulfillment of the broad purposes of the research. These questions appear in the final form of the questionnaire presented in Appendix A.

A pilot study was conducted involving women graduate students with previous coaching experience attending the University of North Carolina-Greensboro. Following the pilot study revisions were made in accord with responses and recommendations by pilot subjects.

Selection of the Subjects

In accord with the researcher's major interest and experience coaches of women's intercollegiate basketball teams of North Carolina were chosen as subjects for the investigation. It was also felt that such a population could be conveniently contacted. Furthermore the information obtained from a specific region was considered to have more potential for meaningful interpretation of the research than would a widely scattered group of respondents. In addition the sport of basketball was selected due to the longevity and popularity of the sport for American women as well as its establishment in North Carolina schools.

To ascertain who, among the universal population of women basketball coaches would be willing to participate in the study, a letter describing the research and an addressed stamped return post card were sent to selected institutions of higher learning as listed by the

State Department of Public Instruction. See letter and postcard in Appendices B and C. Excluded from the State Department listing were private trade schools, business schools, and bible schools. This decision was based on the assumption about the quality of their physical education and competitive programs. Thirty-three schools, of the 110 contacted, reported they had teams and all indicated a willingness to take part. Initial letters were sent directly to the coach if her name was known; if not the first contact letter was sent to the "women's basketball coach", department of physical education.

Preparation of Forms

Fifty copies of the questionnaire were mimeographed. This allowed additional forms to be sent to any subject who may have misplaced the original form. It also allowed for an additional form to be used in the tabulation of the data.

Administration of the Questionnaire

The questionnaire was distributed to the subjects at the end of the 1973-74 basketball season. The ten coaches that attended the North Carolina State NCAIAW Basketball Tournament personally received their copy at the tournament coaches meeting. The remaining coaches were mailed their questionnaires. Accompanying the questionnaire was a cover sheet specifying the directions and a self addressed stamped envelope. See copy of cover letter in Appendix D. A

follow-up post card was sent three weeks later to those subjects who had not yet returned the questionnaire. See copy of post card in Appendix E. Two weeks later a third communication including a letter appealing for cooperation, a second copy of the questionnaire, and an addressed stamped mailing envelope, was sent to those coaches who were still delinquent in returning their forms. This letter appears in Appendix F.

Tabulation of Results in Preparation of Analysis

All responses to questions were tabulated manually by the investigator in preparation of analysis. Thirty of the 33 forms were returned. Frequencies of each item were determined. These were then recorded on a master sheet.

Analysis of the Data

Given the relatively small sample it was planned that only simple descriptive statistics would be used in determining findings of the investigation.

CHAPTER IV

DATA AND ANALYSIS

In order to best understand the background experiences and status, i. e., coaching and academic preparation, playing experience, and current status of women basketball coaches in North Carolina, the frequency of each response to the Questionnaire was first ascertained. Kerlinger (1973) cautions his reader about the need to be circumspect and careful in using indices. Given the desire to present the obtained data with clarity, it was decided that ratios would be utilized. According to Kerlinger: "A ratio is a composite of two numbers that relates one number to the other in fractional or decimal form. . . . the chief purpose and utility of a ratio is relational: it permits the comparison of otherwise noncomparable numbers (Kerlinger, 1973, p. 151)." In presenting the characteristics of the subjects who participated in the study, then, ratios were organized into tabular form in this chapter.

Sex and Affiliation of Subjects

Twenty-five of the 30 coaches were female. The 30 coaches were dispersed among five types of institutions of higher learning. However, for purposes of analysis, male and female responses were combined.

The majority were at senior institutions: 13 non-public and 11 public. The remaining 6 were affiliated as follows: 1 in a community college, 2 in technical colleges, and 3 in junior colleges.

Institutions and Degrees of Subjects

Of the subjects responding to the questionnaire 28 had earned bachelor's degrees. Eleven of these degrees were earned out-of-state. The remaining 17 degrees were earned in institutions of higher learning in North Carolina. Twenty-five of the respondents had earned master's degrees. Seven of these degrees were earned out-of-state; the majority of coaches received their degree from the University of North Carolina-Greensboro. There were only two coaches who had completed the doctorate, both of these coaches studied out-of-state. The data revealed that over one-half of the coaches were below the age of 30. Another one-third were below the age of 40. Only 3 of the subjects were over forty.

General Educational Experience

Table 1 indicates that the degree of a large majority of the respondents was earned in the behavioral sciences. It may also be noted that the majority of the coaches currently teach in combined men's and women's departments of health and physical education.

Table 1 indicates that two-thirds of the coaches have been teaching for seven years or less. Only two of the coaches have been teaching for sixteen years or more.

TABLE 1*

GENERAL EDUCATIONAL EXPERIENCES

General educational experiences	Questionnaire Item	Ratio f/n
Highest degree held	2	
Bachelor's		6:30
Master's		20:30
Doctorate		2:30
Concentration-highest degree	3	
Behavioral science (physical ed. etc.)		26:30
Humanities		1:30
Social sciences		2:30
Teaching experience	4	
0-3 years		10:30
4-7 years		10:30
8-11 years		4:30
12-15 years		4:30
16-19 years		1:30
20 and above		1:30
Department in which currently teaching	5	
Education		1:30
Health and Physical ed. -men and woman		19:30
Health and physical ed. -women		6:30
Sociology		1:30
Other		1:30
Not teaching		3:30

*Frequencies in all tables are summarized directly from Ss responses. Discrepancies between the sample size of 30 and cumulative frequencies is explained by coaches' misinterpretation of the question and subsequent error in responding.

Table 2 presents the formal athletic learning experiences. The most popular learning experience was clinics, both general coaching clinics and specific basketball clinics. Slightly less favorable were courses related to athletics. Both general courses and specific basketball courses were popular. The majority of coaches taking courses in athletics did so in conjunction with their bachelor's degree. Another method of gaining coaching knowledge was attendance at sport camps. However, this method was used by relatively few of the respondents.

In-the-Field Coaching Experience

Data presented in Table 3 indicate a high majority, 24 of 30 coaches, have coached for only seven years or less. The maximum number of years any one person had coached was fifteen. The remaining subjects had coached between 11 to 15 years.

Table 3 also shows the various leadership roles women coaches have assumed in addition to coaching basketball. The most common role fulfilled was assistant coach in a sport other than basketball. However, only one-third of the coaches ever served in the capacity of assistant basketball coach; all others assumed direct responsibility of head coach. Nearly one-third of the coaches had experience as athletic director of women's sports.

TABLE 2
FORMAL ATHLETIC LEARNING EXPERIENCES

Formal athletic learning experiences	Questionnaire Item	Ratio f/n
General Coaching courses	6	15:30
Relationship with education	7	
Partial requirements bachelor's degree		8:30
Partial requirements master's degree		3:30
Voluntary participation		4:30
Specific basketball coaching course	8	15:30
Relationship with education	9	
Partial requirements bachelor's degree		16:30
Credits beyond highest degree		1:30
Voluntary		3:30
Specific coaching course in sport other than basketball	10	12:30
Relationship with education	11	
Partial requirements bachelor's degree		8:30
Voluntary		3:30
Other		1:30
General coaching clinic	12	18:30
Number attended	13	
1		10:30
2		6:30
3		3:30
Basketball coaching clinic	14	16:30
Number attended	15	
1		10:30
2		4:30
3		3:30

TABLE 2 - continued

Formal athletic learning experiences	Questionnaire Item	Ratio f/n
Basketball Sport Camp	16	4:30
Number attended	17	
1		2:30
2		1:30
4		1:30
Sport camp other than basketball	18	5:30
Number attended	19	
1		3:30
2		1:30
4		1:30
Other type formal learning experiences	20	3:30
Teaching coaching course		1:30
Giving coaching clinics		1:30
Attending motor learning and psychology courses		1:30

TABLE 3
COACHING EXPERIENCE-IN THE FIELD

Experience	Questionnaire Item	Ratio f/n
Year experience of coaching basketball	22	
0-5		13:30
4-7		11:30
8-11		5:30
12-15		1:30
Experience in leadership roles in athletics	23	
Assistant coach basketball		10:30
Assistant coach sport other than basketball		24:30
Manager of basketball team		1:30
Manager of sport other than basketball		3:30
Trainer for basketball team		4:30
Trainer for sport other than basketball		3:30
Athletic director-men's		1:30
Athletic director-women's		8:30
Athletic director-men and women		2:30
Intramural director		1:30
Head coach sport other than basketball		1:30

Officiating Experience

The officiating experience of the respondents is presented in Table 4. Currently there are only seven of thirty coaches holding a rating in basketball. At one time in their careers eighteen of the thirty coaches had held a rating in basketball, the majority of which held a national rating. In comparison to basketball, only four of the coaches hold a rating in any other sport and only nine did at any time.

Playing Experience

The playing experience, as represented in Table 5, indicates a wide variety of interest. Basketball was the only sport in which all the coaches competed. Also very popular were softball, volleyball, and tennis. Other sports not quite as popular but participated in by a majority of the subjects were: badminton, golf, and football. These are indicated in order of popularity. Nearly one-third of the coaches stated that basketball was currently their favorite sport for participation. Tennis was the next popular sport for participation. The remaining sports named among favorites were: badminton, baseball, field hockey, football, golf, horseback riding, sailing, and volleyball.

TABLE 4
OFFICIATING EXPERIENCE

Experience	Questionnaire Item	Ratio f/n
Current rating in basketball	24	7:30
Level of rating	25	
National		2:30
State		2:30
Apprentice		3:30
Previously held rating in basketball	26	18:30
Level of rating	27	
National		11:30
State		1:30
Apprentice		1:30
Intramural		2:30
Associate		2:30
Local		1:30
Current rating sport other than basketball	28	4:30
Highest level	29	
National		2:30
Apprentice		1:30
Intramural		1:30
Previous rating in sport other than basketball	30	9:30
Highest level held	31	
National		3:30
State		3:30
Intramural		2:30
Sectional		1:30
Local		1:30

TABLE 5

PLAYING EXPERIENCE-GENERAL SPORTS PARTICIPATION

Experience	Questionnaire Item	Ratio f/n
Sports participation	32	
Archery		9:30
Badminton		19:30
Basketball		30:30
Bowling		11:30
Fencing		2:30
Field Hockey		15:30
Football: flag, touch, tackle		16:30
Golf		17:30
Gymnastics		6:30
Handball		6:30
Horseback riding		9:30
Lacrosse		2:30
Racquetball		8:30
Skating-ice		7:30
Skating-roller		8:30
Skiing--snow		4:30
Skiing--water		4:30
Soccer		7:30
Softball		27:30
Speed-a-way		2:30
Speedball		8:30
Squash		1:30
Swimming		15:30
Tennis		24:30
Track and Field		13:30
Volleyball		26:30
Water ballet		4:30
Wrestling		3:30
Baseball		5:30
Sailing		1:30

TABLE 5 - Continued

Experience	Questionnaire Item	Ratio f/n
Basketball always number one choice	40	9:30
Favorite sport other than basketball	41	
Badminton		1:30
Baseball		1:30
Field Hockey		2:30
Football		1:30
Golf		2:30
Horseback riding		1:30
Sailing		1:30
Softball		3:30
Tennis		7:30
Volleyball		2:30

Playing Experience--Basketball

Table 6 reports the basketball playing experience of the subjects. There were three organizational type of sport programs in which two-thirds or more of the respondents had taken part. These programs were interscholastic competition, intramural competition, and intercollegiate competition. Over one-half of the coaches also had taken part in a city recreation league. Less popular types of competition were church leagues, Y. W. C. A. 's, and A. A. U.

Table 6 also reports that the majority of the subjects previously competed for five to nine seasons. Eight of the subjects competed 10 to 14 seasons and 5 competed up to 4 seasons. At the other extreme 2 competed up to 19 seasons.

The data in Table 6 also indicate that those subjects who competed in two organizational types of structures during the same season were most likely to have competed in intercollegiate and intramural competition. The other areas in which dual participation took place were interscholastics, city leagues, church leagues, and A. A. U. competition.

The most common level of competition for these subjects was the local level. The state level ranked a close second with two less subjects. Only one respondent participated at a regional level and three participated at the national level. It is noteworthy to mention that national level competition did not exist for women in the colleges and universities until 1971. Prior to this the only national competition available to these subjects, keeping their ages in mind, would have been A. A. U. competition.

Number and Sex of Coaches Under Which Subjects Competed

In Table 7, the number and sex of coaches under whose leadership the subjects had played is presented. Twenty of the subjects played 0 to 4 seasons under a female coach. Eight played 5 to 9 seasons and 2 played 10 to 14 seasons. Very similar data were indicated in response to male coaches. Eighteen subjects participated 0 to 4 seasons under the leadership of a male. Nine participated 5 to 9 seasons; 2 participated 10 to 14 seasons and 1 participated 20 or more seasons under a male coach. All respondents, in answering the question about how many seasons they had participated in basketball

TABLE 6
PLAYING EXPERIENCE-BASKETBALL

Basketball experiences	Questionnaire Item	Ratio f/n
Organizations sponsoring competition	33	
Intramural-school		21:30
Interscholastic-school		24:30
Intercollegiate-school		20:30
City recreation		17:30
Church league		5:30
A. A. U.		1:30
Y. W. C. A.		2:30
No. of seasons of competition in basketball	34	
0-4		5:30
5-9		15:30
10-14		8:30
15-19		2:30
Competition in same season in more than one group	35	
Intramural		9:30
Interscholastic		4:30
Intercollegiate		6:30
City recreation		4:30
Church		1:30
A. A. U.		1:30
Highest level of competition	36	
Local		14:30
State		12:30
Regional		1:30
National		3:30

under the leadership of a male and female working together, answered the same--0 to 4 seasons. Table 7 further indicates that 15 of the subjects were coached by fewer than 2 female coaches during their

competitive years, 7 had 6 to 8 female coaches, and two 9 to 11 female coaches. Again, the results were very similar in regard to male coaches. Eighteen of the respondents were coached by less than 2 male coaches, 7 were coached by 3 to 5 male coaches, 2 were coached by 6 to 8, and 1 was coached by 12 or more different male coaches. From these results it is evident that most of the subjects competed on teams coached by males as often as teams coached by females.

Responsibilities of Coaches

In Table 8 the duties of the coaches are shown. This summary indicates the wide variety of responsibilities carried out by these coaches. The only duty which all coaches perform is the organization of practices. Tasks which nearly all of the coaches perform are: (a) scheduling competition, (b) chaperoning players on away trips, (c) arranging officials for home games, (d) getting equipment ready for practices, and (e) sending contracts to the opponents. Duties performed by the majority of the coaches but less frequently than those already mentioned are: (a) setting up the gymnasium for games, (b) securing information on the length of season, etc., (c) securing refreshments for home games, (d) keeping records of all expenses, (e) arranging travel and accommodations for away games, (f) determining the team's budget, (f) providing first aid/taping of athletes, (g) maintaining and ordering equipment, and (h) publicizing the program. Duties less

TABLE 7
 NUMBER AND SEX OF COACHES UNDER
 WHICH SUBJECTS COMPETED

Coaches	Questionnaire Item	Ratio f/n
Number of seasons coached by a woman	37	
0-4		20:30
5-9		8:30
10-14		2:30
Number of seasons coached by a man	38	
0-4		18:30
5-9		9:30
10-14		2:30
20 or more		1:30
Number of seasons coached by a man and woman coaching together	39	
0-4		29:30
Total number of women coaches playing under all sports	42	
0-2		15:30
3-5		7:30
6-8		6:30
9-11		2:30
Total number of men coaches playing under all sports	43	
0-2		18:30
3-5		7:30
6-8		2:30
9-11		1:30
12 or more		1:30

frequently carried out were: communications with parents and obtaining parental release forms; securing team accident insurance; providing academic counseling, and recruiting athletes.

TABLE 8
RESPONSIBILITIES

Nature of position	Questionnaire Item	Ratio f/n
Responsibilities	44	
Organize practices		30:30
Arrange for officials-home games		28:30
Set up gymnasium for games		16:30
Scheduling competition		29:30
Providing equipment for practices		27:30
Securing information on length of season, etc.		21:30
Contracts to competition		26:30
Refreshments for home games		22:30
Records of expenses		22:30
Arrange travel and accomodations for away games		23:30
Determine team budget		16:30
Provide first aid/taping of athletes		22:30
Equipment care, maintenance, and ordering		22:30
Parental release		9:30
Communications with parents		9:30
Team coverage-insurance		10:30
Publicity		19:30
Chaperoning		28:30
Academic counseling		11:30
Recruiting		11:30

Time Involvement In Coaching

Table 9 shows the number of hours respondents spent in carrying out their coaching duties. Eight of the coaches spent from four to seven hours per week on games. Seven coaches indicated they spent from twelve to fifteen hours and an additional seven indicated they spent sixteen or more hours per week. Six coaches indicated they spent from eight to eleven hours and two indicated they only spent up to three hours. The discrepancy in the number of hours spent can probably be accounted for in one of two ways, the distance to be travelled and/or the number of games per season.

The amount of time spent in practice was more consistent. Twenty-one of the coaches indicated they spent from eight to eleven hours per week. The next most frequent response came from five coaches indicating they spent from four to seven hours per week. Only two coaches spent up to three hours. Likewise, only two subjects were at the higher extreme of sixteen or more hours.

The most common response for the number of hours spent on coaching during the season, in some manner other than games and practice, was four to seven hours per week by eleven of the thirty coaches. Eight of the remaining subjects spent up to three hours, seven spent from eight to eleven, one spent from twelve to fifteen, and two reported spending as much as sixteen hours or more per week.

TABLE 9
TIME INVOLVEMENT IN COACHING

Time Involvement	Questionnaire Item	Ratio f/n
Time spent during season on games-hrs/wk	45	
0-3		2:30
4-7		8:30
8-11		6:30
12-15		7:30
16 or more		7:30
Time spent in practice-hrs/wk	46	
0-3		2:30
4-7		5:30
8-11		21:30
12-15		2:30
Time spent on coaching during season excluding practice and games	47	
0-3		8:30
4-7		11:30
8-11		7:30
12-15		1:30
16 or more		2:30
Time involvement out of season-hrs/yr	48	
0-9		9:30
10-19		9:30
20-29		4:30
30-39		2:30
40 and above		6:30

The last item, time spent out of season, is also represented in Table 9. The most common responses for the amount of time spent out of season were up to nine hours per year reported by 9 coaches and from ten to nineteen hours per year by 9. Of the other subjects, six

indicated they spent as many as forty or more hours per year out of season on basketball coaching responsibilities. In addition, 4 subjects indicated they spent from 20 to 29 hours and 2 indicated they spent from 30 to 39 hours per year.

Coaching Conditions

Table 10 reveals that half of the coaches have the gymnasium for practices and games as often as wanted. However, many subjects added a comment qualifying their response. They stated that availability was conditional to scheduling around the men's program, both varsity and intramurals. Six of the coaches responded they had a difficult time getting the gymnasium for either practices or games. Of these six, three taught at institutions that had no facilities of their own. Thus, they had to use other gymnasiums in their communities. Of the remaining subjects, four replied they had the gym for games but had a difficult time securing it for practices and one replied she had the gymnasium for practices as wanted but had a difficult time securing it for games. The primary conflict in use of the facilities was the men's varsity team. With less than one third of the subjects, difficulty arose in securing the gym due to the intramural programs, both men's and women's.

TABLE 10
COACHING CONDITIONS

Conditions	Questionnaire Item	Ratio f/n
Conditions for team use of facilities	49	
Have gym as often as wanted for practice and games		15:30
Have gym as often as wanted for practice but hard to secure for games		1:30
Have gym as often as wanted for games but hard to secure for practice		4:30
Have difficult time securing gym for both practices and games		6:30
Biggest conflict in scheduling gym	50	
Men's varsity		10:30
Women's intramurals		1:30
Men's intramurals		5:30

Professional Preference

The professional preference of the subjects is shown in Table 11. Fourteen of the subjects preferred teaching, eight preferred coaching, five felt they could not designate a preference for teaching or coaching, two preferred advising/counseling of students, and one preferred supervising voluntary student activities.

In spite of above indicated preferences, fifteen reported basketball was their first choice sport to coach and three indicated it was their second choice.

Twenty-six of the coaches indicated they preferred coaching team sports and two stated they preferred coaching individual sports.

TABLE 11
PROFESSIONAL PREFERENCE

Professional Preference	Questionnaire Item	Ratio f/n
Professional preference	51	
Teaching		14:30
Coaching		8:30
Advising/Counseling		2:30
Supervising voluntary student activities		1:30
Teaching/coaching		5:30
If coaching is first preference		
how does basketball rate	52	
First		15:30*
Second		3:30
Prefer to coach team or individual sport	53	
Team		26:30
Individual		2:30

*Interpreted as first coaching preference rather than first professional preference.

Relationship Between Teaching and Coaching

In Table 12 the relationship between the teaching and coaching responsibilities is shown. Sixteen of the respondents coach over and above their teaching load, nine stated coaching was a credited part of their work load, two were coaching as a full time position, and one stated she was hired as a half time coach, half time teacher.

Over two-thirds of the subjects stated they received no compensation, per se, for coaching, 7 received release time, and 1 reported receiving additional pay. In addition to this, 16 stated they were coaching because they requested to do so, 8 stated they were coaching because of circumstances, and the remaining six stated they were coaching as part of their assigned work load.

In Table 12 the formal educational degree purported to be necessary for obtaining the coaching position is reported. One-half of the subjects stated it did not matter what degree they had. In instances in which this was a condition, the master's degree was most often the criterion. Of the remaining subjects, two stated only the bachelor's degree was necessary and one stated the doctorate was required.

Other qualifications that were sought are also included in Table 12. The qualification most often sought was knowledge of basketball. It is interesting to note that nearly half, thirteen of the coaches, did not feel knowledge of the sport they were coaching was a criteria for their job position. Only 12 of the respondents felt it was necessary for the coaching position to be filled by a female. Eleven of the coaches felt the willingness to obtain knowledge about the coaching position was necessary for the position. Other qualifications sought in a basketball coach revealed by the study were: (a) playing experience, (b) completion of coaching courses, (c) officiating experience, (d) coaching experience, and (e) the ability to coach more than one sport.

TABLE 12
RELATIONSHIP BETWEEN COACHING AND TEACHING

Relationship	Questionnaire Item	Ratio f/n
Relationship between coaching and teaching	56	
Coaching full time job		2:30
Coaching credited part of work load		9:30
Coaching over and above regular load		16:30
Coach half position-teach half position		1:30
Type of compensation	57	
Additional pay		1:30
Release time from teaching		7:30
None		21:30
How account for involvement as coach	58	
Request		16:30
Assignment		6:30
Because of circumstances		8:30
Highest degree necessary for coaching		
Bachelor's		2:30
Master's		12:30
Doctorate		1:30
Did not matter		15:30
Other qualifications sought	60	
Coaching courses		3:30
Female		12:30
Knowledge of basketball		17:30
Playing experience		8:30
Officiating experience		3:30
Willingness to obtain knowledge		11:30
Coaching experience		2:30
Ability to coach in more than one sport		1:30

Summary

A hypothetical profile of the North Carolina women's basketball coach from all the above reported responses is as follows. The college/university coach of women's basketball is a woman, between the ages of 25 and 29, who has obtained her bachelor's and master's degrees from an institution of higher learning in the state of North Carolina. She has taught up to seven years and is currently employed in a department of health and physical education that is made up of men and women. She has taken part in general and specific basketball clinics, and engaged in those experiences in partial fulfillment of her bachelor's degree. She coached basketball between one and 3 years and served as an assistant coach in a sport other than basketball. She previously held a rating in basketball but currently holds no rating. The hypothetical women's coach of basketball also competed in basketball during her high school and college years at the local level.

Basketball is her preferred sport for participation and she has played between five and nine seasons. She was coached by male and female coaches independently. Her current responsibilities as a coach include: organizing practices, arranging for officials, setting up the gymnasium, obtaining refreshments, and sending out contracts for home games; scheduling competition; securing information on length of season, number of games allowed, etc., determining the team's budget and keeping a record of all expenditures; providing first aid

and/or taping for athletes, caring for and ordering equipment; publicizing the program; and arranging for accommodations and chaperoning players on away games. She spent between four to seven hours per week on games, eight to eleven hours per week in practice, and four to seven hours per week on other duties during the season. In addition she spends up to nineteen hours per year out of season on basketball. The gymnasium is available as often as she wants for both practices and games as long as its usage is scheduled around the men's program. The women's coach of basketball prefers teaching over coaching although she has requested the coaching assignment. Coaching is carried out over and above her work load and she receives no compensation for this duty. It did not matter what degree she held to acquire the coaching position. The primary qualification needed for the position was a knowledge of basketball.

CHAPTER V

SUMMARY, DISCUSSION, AND CONCLUSIONS

Summary

The purpose of this study was to determine the background experiences and current status of women's intercollegiate basketball coaches in the state of North Carolina.

There were three specific questions posed for investigation:

1. What was the specific coaching and academic preparation of these women's sports leaders?
2. What were the prior competitive sport experiences of the coaches?
3. What is the status of these coaches' current coaching assignments?

Thirty coaches of women's intercollegiate basketball teams in the state of North Carolina comprised the sample. This included coaches from both N. C. A. I. A. W. member schools and non-member schools. The major criterion for inclusion in the study was holding the position of head coach of a women's intercollegiate basketball team at an institution of higher learning in the state of North Carolina.

A forced choice questionnaire was devised by the investigator. The questionnaire, composed of 60 items, sought information about

the coaches' athletic background experiences and factors which permit description of the roles and duties of these coaches.

Following their agreement to participate in the study a copy of the questionnaire was administered to each coach. The ten coaches that attended the state N. C. A. I. A. W. basketball tournament were given their questionnaires at the tournament coaches' meeting. The remaining coaches were contacted via mail.

The data were tabulated indicating frequency of responses. Due to the small sample and the nature of the items in the questionnaire, no further statistical analysis was made.

Discussion

The data indicated that the subjects were, as a group, young and inexperienced. One-half of the subjects were under 30 years old. This may account in part for the fact that only 2 of the 30 coaches had a doctoral degree. Twenty of the remaining coaches had earned master's degrees. However, only 13 of the coaches indicated a degree of master's or above was needed to obtain their coaching position. According to this information it is reasonable to conclude that an advanced degree as such is not a prerequisite for a coaching position. It is also probable that this requirement may vary from one section of the country to another.

Two-thirds of the subjects taught for only 7 years or less. In addition 24 of the 30 respondents only coached for the same length of

time. From these data it appears that coaching is a relatively new and growing field.

Nearly one-half of the subjects did not attend clinics, courses, or camps to further their knowledge of basketball. However, the reason for this limited participation in formal athletic learning experiences was not investigated. One might speculate that these learning experiences were not available in the college and universities at the time many of the respondents earned their degrees. It is also possible that only a limited number of formal athletic learning experiences are offered in institutions of higher learning today.

Many individuals assert that the quality of leadership of women's athletics will be influenced by the degree earned and coaching courses taken, as well as other athletic learning experiences available to future coaches. From the review of literature concerning the professional preparation of men coaches, and the above data, it appears a coaching certification requirement for women should be available. This would be a challenge to the colleges and universities; they would have to provide coaching courses and perhaps even delineate a coaching major.

The data also indicate that the majority of the subjects earned their highest degrees in the behavioral sciences and are now currently teaching in combined men's and women's health and physical education departments. It is relatively recent for men's and women's physical education departments to function as one. This may affect the

administration of women's athletics for, more than likely, men's and women's athletics will also combine under single leadership. This speculation also pertains to the training needed by women coaches of the future.

Other learning experiences of these respondents was also limited. Only one-third of the coaches had experiences as an assistant coach in basketball before assuming the head coaching position. However, over two-thirds of the coaches served or were currently serving as assistant coach in a sport other than basketball, thus presumably extending their knowledge. The officiating experience of these subjects was also quite limited. Again the reason for this lack of experience can only be speculated. Possibly, opportunities to train for officiating were not readily available. Or, the coaches may not have wished to fulfill such a role.

There were a greater number of the subjects holding or having previously held a rating in basketball than any other sport. One explanation may be the high interest in basketball. Specifically, basketball was indicated by respondents as most participated in and most preferred of all sports. Too, one-half of the coaches reported that basketball was their preferred sport to coach.

In regard to playing experiences, the respondents indicated they had participated an equal amount of time under the leadership of men and women coaches. This will be an interesting variable to observe in the future. It appears now with the growing interest in women's athletics

and the governmental laws dealing with equality of the sexes in employment that there will be more women coaches in the future. Probably, then, the future will produce more women coaches who developed their skill and interest under the leadership of women coaches.

All of the respondents participated in basketball. The other sports most frequently participated in were: softball, volleyball, and tennis. Sports identified by subjects in this study were different than the sports listed by Malumphy (1968), Harres (1968), and Hart (1972) as being most socially acceptable. However, when one considers the "feminine" stereotype, it might be pointed out that coaching, as a professional role, is no more acceptable for a woman than is her participation in a team sport.

The responsibilities of the subjects covered a wide range of tasks. Hopefully, these responsibilities will decrease in scope in the future but increase in depth. For example, the duties of arranging for officials, setting up the gymnasium for games, scheduling competition, securing information on length of season, sending contracts to opponents, arranging travel and accommodations for away games, providing first aid/taping to athletes, providing refreshments for home games, and publicizing the program may be taken over by athletic directors, team managers, and publicity personnel. At the same time the duties of recruiting, academic counseling, and organizing practices will likely become more time consuming.

The use of facilities was a further indication of the status of women coaches. Several of the coaches indicated they had the gym as often as they wanted for games and practices only if they planned usage around the men's programs. This is a classic example of women viewing themselves as secondary to men. The writer believes that if the subjects considered themselves as equals to the men they would merely have responded that they had difficulty securing the gym.

The qualifications needed to become a coach also indicate the current status of the woman coach. From the data, the following requisites seem to be necessary to obtain the position of basketball coach of women: (a) knowledge of basketball, (b) female, (c) willingness to obtain knowledge about basketball, (d) playing experience, (e) officiating experience, (f) participation in coaching courses, (g) coaching experience, and (h) ability to coach more than one sport. The writer presumes that the qualifications needed to become a coach of a women's intercollegiate team will become more structured and rigorous as the status of sports for women grows. In fact, it is probable that these qualifications have become more of a necessity already in the state of North Carolina than they were at the time these coaches secured their coaching positions. At least some, if not all, of the coaches who sought coaching duties were responsible for instigating the women's basketball teams at their respective institutions. In such instances, it is also probable that there were no job

qualifications, per se, required for these individuals. This may account, in part, for the few job qualifications turned up by this research.

A final indication of the status of women coaches was revealed by the teaching and coaching relationship. The data indicate that for more than one-half of the respondents, coaching is carried on over and beyond their teaching load. In addition two-thirds of the coaches stated they received no compensation, per se, for coaching. From this information one may deduce that the reason for coaching was one of "circumstances" or that it was an "unfair" additional assignment. Yet, contrary to this, more than one-half of the coaches accounted for their involvement as a coach as a result of their requesting the position. It can only be speculated why this is so. It is probable that many of the coaches wished to accomodate the interests of their students in competition, and the only way to accomplish this, or so it appeared, was to assume the coaching responsibilities in addition to their regular load. It is also probable that some of these coaches assumed coaching responsibilities when basketball was less organized in this state, thus requiring less time. However, once they became coaches there may have been little chance of relinquishing the position without loss of their teaching positions as well. This may account in part for the large number of women who prefer teaching but are also coaching.

Conclusions

This study investigated the background experience and current status of women's intercollegiate basketball coaches in the state of North Carolina. Within the limits of the investigation, the following answers were derived from the data:

1. The specific coaching and academic preparation of these women's sports leaders.
2. The prior competitive sport experiences of the coaches.
3. The status of the coaches' current coaching assignments.

The Specific Coaching and Academic Preparation of These Women Coaches

Concentration of Highest Degree

The majority of the subjects earned the master's degree in the behavioral sciences. Two-thirds of the subjects taught up to seven years, primarily in departments of combined men's and women's health and physical education.

Formal Athletic Learning Experiences

More than one-half of the respondents had gained knowledge specific to coaching through academic coaching courses and clinics. On the other hand, few of the respondents attended a sports camp.

In-the-Field Coaching Experience

Other means of gaining knowledge about coaching was obtained by participation in various athletic roles. The roles most frequently filled were assistant coach in a sport other than basketball, assistant coach in basketball, and athletic director of women's sports. These roles were relatively recently filled inasmuch as 24 of the 30 subjects were involved in coaching for only seven years or less.

Officiating Experience

Officiating was another experience through which knowledge of coaching was gained. Only 7 of the subjects currently hold a rating in basketball and only 4 more hold a rating in a sport other than basketball. Eighteen of the subjects had held a rating in basketball in the past and 9 held ratings in a sport other than basketball.

The Prior Competitive Sport Experiences of the Coaches

The subjects had participated in a variety of activities including team, individual, and dual sports. Basketball was the sport in which coaches had the most playing experience. It was also selected as the most preferred sport for participation. Other sports in which subjects competed were softball, volleyball, and tennis. Tennis and softball were also designated as the sports now most preferred for participation.

Basketball Participation

The majority of the respondents participated in basketball 5 to 9 seasons. This was generally effected through an interscholastic, intramural or intercollegiate program. Twenty-six of the 30 subjects' highest level of competition was either at the local or state level. Only 3 of the respondents competed up to 4 seasons under the leadership of a female and 4 seasons under a male coach.

The Status of the Coaches' Current Coaching Assignment

Coaching Responsibilities

The responsibilities most often required of the coaches were organizing practices, arranging for officials, scheduling competition, providing equipment for practices, sending contracts to opponents, and chaperoning players on away trips. Duties less frequently carried out were securing information about length of season and number of games allowed per season, providing refreshments for home games, keeping a record of expenses, arranging travel and accommodations for away games, providing first aid/taping of athletes, equipment care, maintenance, and ordering, and publicizing the basketball program. Still other duties carried out by nearly one-third of the coaches were obtaining parental release forms, communications with parents, securing team insurance, providing academic counseling, and recruiting athletes.

Time Involvement

The amount of time spent in season was most likely between 12 to 25 hours per week. The major portion of time was spent in practices. Considerable time was also spent on games, per se.

Coaching Conditions

One-half of the coaches indicated they had the gym as often as wanted for games and practices. However, many of the coaches stated they scheduled facilities around the men's program. In actuality then, the majority of the coaches had difficulty securing the gym for either practices and/or games. Less than one-third of the coaches indicated they had the gym as often as wanted.

Professional Preference

Nearly one-half of the subjects indicated they preferred teaching over other professional roles. An additional 5 said they could not designate a preference for either coaching or teaching. Eight of the coaches indicated they preferred coaching above all other roles.

For those subjects who indicated coaching was their preferred activity, the majority also indicated basketball was the sport they preferred to coach. Twenty-six of the 30 respondents reported that they preferred coaching a team sport over an individual sport.

Relationship Between Coaching and Teaching

More than one-half of the subjects fulfilled coaching duties over and above their regular work load. In addition, two-thirds of the subjects indicated they received no compensation, per se, for coaching. However, more than one-half of the respondents requested assignment to their coaching position.

One-half of the subjects stated their jobs were not contingent upon any specific educational degree. Twelve more indicated the master's degree was necessary to obtain knowledge of basketball. Other qualifications believed to be needed by almost one-third of the subjects were playing experience, participation in coaching courses, coaching experience, and the ability to coach more than one sport.

Implications for Further Research

The following recommendations for future research relating to the background experiences and current status of women athletes were suggested by this investigation.

1. Comparable research should be conducted in all of the states and the findings pooled and banked to provide a more meaningful resource than is now available. For example, data should be collected from junior and senior high school coaches.
2. Colleges and universities need to determine the present availability of coaching courses and clinics and relate this to existing needs.

3. Research should be conducted which provides information that will guide the direction of women's athletics. Specifically, consideration should be given to the effects of increased competition, particularly as it relates to specific coaching job demands and competencies.

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APPENDIX A

QUESTIONNAIRE

Name _____

Institution at which you are currently coaching basketball _____

Institution where you earned your bachelor's degree _____

Institution where you earned your master's degree _____

Institution where you earned your doctorate _____

I would like a copy of the results:

- a. Yes _____
- b. No _____

Your responses will be completely confidential. Your answers will be used for statistical purposes only and your name will never be used in the reporting of the results.

Please read the questions carefully. Answer by circling the letter(s) in front of the most appropriate answer(s). If the question calls for a written response use the space provided.

AGE

1. Indicate your age:
 - a. 24 or younger
 - b. 25-29
 - c. 30-34
 - d. 35-39
 - e. 40-44
 - f. 45-49
 - g. 50 or older

EDUCATIONAL EXPERIENCES

2. Highest degree held:
 - a. Bachelor's
 - b. Master's
 - c. Doctorate
3. Area of concentration of highest degree:
 - a. Behavioral science (physical education, psychology, education)
 - b. Biological science (biology, physiology, etc.)
 - c. Engineering
 - d. Humanities (English, history, etc.)
 - e. Physical science (physics, chemistry, etc.)
 - f. Social sciences (sociology, political science, etc.)
 - g. Other (specify) _____
4. Number of years of teaching experience:
 - a. 0-3
 - b. 4-7
 - c. 8-11
 - d. 12-15
 - e. 16-19
 - f. 20 and above
5. Indicate the department in which you are presently teaching:
 - a. Art
 - b. Biology
 - c. Business
 - d. Chemistry
 - e. Drama

- f. Economics
- g. Education
- h. English
- i. Foreign languages
- j. Health and physical education-men and women
- k. Health and physical education-men
- l. Health and physical education-women
- m. History
- n. Home economics
- o. Law
- p. Mathematics
- q. Medicine
- r. Music
- s. Philosophy
- t. Physics
- u. Politics
- v. Psychology
- w. Religion
- x. Sociology
- y. Other (specify) _____
- z. Not teaching

COACHING EXPERIENCES

- A. Coaching courses - Indicate which, if any, of the following coaching courses, either practical or theoretical, you have taken at an institution of higher education.
6. General coaching course (administration, budget, selection of teams, etc.)
- a. Yes
 - b. No-proceed to question 8
7. Indicate the relationship this course had to your education:
- a. Partial fulfillment of requirements for the bachelor's degree
 - b. Partial fulfillment of requirements for the master's degree
 - c. Partial fulfillment of requirements for the doctoral degree
 - d. Credits beyond the highest degree held
 - e. Voluntary participation (non-credit)
 - f. Other (specify) _____
8. Specific basketball coaching course:
- a. Yes
 - b. No-proceed to question 10
9. Indicate the relationship this course had to your education:
- a. Partial fulfillment of requirements for the bachelor's degree
 - b. Partial fulfillment of requirements for the master's degree

- c. Partial fulfillment of requirements for the doctoral degree
 - d. Credits beyond the highest degree held
 - e. Voluntary participation (non-credit)
 - f. Other (specify) _____
10. Specific coaching course in sport other than basketball:
- a. Yes
 - b. No-proceed to question 12
11. Indicate the relationship this course had to your education:
- a. Partial fulfillment of requirements for the bachelor's degree
 - b. Partial fulfillment of requirements for the master's degree
 - c. Partial fulfillment of requirements for the doctoral degree
 - d. Credits beyond the highest degree held
 - e. Voluntary participation (non-credit)
 - f. Other (specify) _____
- B. Camps, clinics, seminars, etc.
12. General coaching clinic during school year:
- a. Yes
 - b. No-proceed to question 14
13. Indicate the number of general coaching clinics attended:
- a. One
 - b. Two
 - c. Three
 - d. Other (specify) _____
14. Basketball coaching clinic during the school year:
- a. Yes
 - b. No-proceed to question 16
15. Indicate the number of basketball coaching clinics attended:
- a. One
 - b. Two
 - c. Three
 - d. Other (specify) _____
16. Basketball sport camp:
- a. Yes
 - b. No-proceed to question 18

17. Indicate number of basketball camp sessions attended:
- One
 - Two
 - Three
 - Other (specify) _____
18. Sport camp other than basketball:
- Yes
 - No-proceed to question 20
19. Indicate the number of other sport camp sessions attended:
- One
 - Two
 - Three
 - Other (specify) _____
20. Is there any other type of formal learning experience you have had to further your knowledge of coaching:
- Yes (specify) _____
 - No-proceed to question 22
21. Indicate the number of sessions you have attended:
- One
 - Two
 - Three
 - Other (specify) _____

C. Number of years of coaching experience

22. Indicate the number of years you have coached basketball:
- 0-3
 - 4-7
 - 8-11
 - 12-15
 - 16-19
 - 20 and above

D. Previous leadership roles in athletics

23. Check all of the following roles you have experienced in athletics which may have contributed to your knowledge of coaching:
- Assistant coach of basketball
 - Assistant coach of sport other than basketball
 - Manager of basketball team
 - Manager of sport other than basketball
 - Trainer for basketball team
 - Trainer for sport other than basketball
 - Athletic director-men's athletics

- h. Athletic director-women's athletics
- i. Athletic director-men's and women's athletics
- j. Other (specify) _____

E. Officiating status

24. Currently hold a rating in basketball:
- a. Yes
 - b. No-proceed to question 26
25. Indicate level of rating:
- a. National
 - b. State
 - c. Apprentice
 - d. Intramural
26. Previously held a rating in basketball:
- a. Yes
 - b. No-proceed to question 28
27. Indicate the level of rating:
- a. National
 - b. State
 - c. Apprentice
 - d. Intramural
 - e. Associate
 - f. Local
 - g. Jr. national
28. Currently hold a rating in a sport other than basketball:
- a. Yes
 - b. No-proceed to question 30
29. Indicate the highest rating held:
- a. National
 - b. State
 - c. Apprentice
 - d. Intramural
30. Previously held a rating in sport(s) other than basketball:
- a. Yes
 - b. No-proceed to question 32

31. Indicate the highest level held:

- a. National
- b. State
- c. Apprentice
- d. Intramural
- e. Sectional
- f. Local
- g. Associate
- h. Jr. national
- i. Write in other rating _____
- j. Write in names of sport _____

PLAYING EXPERIENCE

A. Sports participation - please indicate the sports in which you have competed at any level.

32. a. Archery
- b. Badminton
 - c. Basketball
 - d. Bowling
 - e. Crew
 - f. Fencing
 - g. Field Hockey
 - h. Flag or touch football
 - i. Golf
 - j. Gymnastics
 - k. Handball
 - l. Horseback riding
 - m. Lacrosse
 - n. Racquetball
 - o. Skating-ice
 - p. Skating-roller
 - q. Skiing-snow
 - r. Skiing-water
 - s. Soccer
 - t. Softball
 - u. Speed-a-way
 - v. Speedball
 - w. Squash
 - x. Swimming
 - y. Tennis
 - z. Track and field
 - aa. Volleyball
 - bb. Water ballet
 - cc. Wrestling
 - dd. Other (specify) _____

B. Basketball participation-if basketball is one of the sports in which you have competed answer questions 33-39. If not proceed to question 40.

33. Indicate the type(s) of organizations that sponsored this competitive activity.
- a. School-intramural
 - b. School-interscholastic
 - c. School-intercollegiate
 - d. City recreation department
 - e. Church sponsored
 - f. A. A. U.
 - g. Specific sport organization, i. e., U. S. V. B. A., U. S. F. H. A., etc.
 - h. Y. W. C. A.
 - i. Y. M. C. A.
 - j. Other (specify) _____
34. Indicate the number of seasons you competed in this activity. (Give the total number: for example, competing in A. A. U. basketball and school basketball the same year would count as two seasons.)
- a. 0-4
 - b. 5-9
 - c. 10-14
 - d. 15-19
 - e. 20 or more
35. Did you ever compete within the same season in basketball sponsored by more than one organization. Indicate which:
- a. School-intramural
 - b. School-interscholastic
 - c. School-intercollegiate
 - d. City recreation department
 - e. Church sponsored
 - f. A. A. U.
 - g. Specific sport organization, i. e., U. S. V. B. A., U. S. F. H. A., etc.
 - h. Y. M. C. A.
 - i. Y. W. C. A.
 - j. Other (specify) _____
 - k. For how many seasons _____
36. Indicate the highest level of competition in which you competed:
- a. Local
 - b. State
 - c. Regional
 - d. National

37. Indicate the number of seasons you were coached by a woman coach:
- 0-4
 - 5-9
 - 10-14
 - 15-19
 - 20 or more
38. Indicate the number of seasons you were coached by a man coach:
- 0-4
 - 5-9
 - 10-14
 - 15-19
 - 20 or more
39. Indicate the number of seasons you were coached by a man and woman working together:
- 0-4
 - 5-9
 - 10-14
 - 15-19
 - 20 or more
40. Has basketball consistently been your number one choice of sports in which to compete:
- Yes-proceed to question 42
 - No
41. From the list of sports in question 32 indicate the sport in which you most desire to compete:
- _____
- C. Total number of coaches
42. Indicate the number of different women coaches you have played under, include all sports:
- 0-2
 - 3-5
 - 6-8
 - 9-11
 - 12 or more

43. Indicate the number of different men coaches you have played under, include all sports:
- a. 0-2
 - b. 3-5
 - c. 6-8
 - d. 9-11
 - e. 12 or more.

COACHING-NATURE OF POSITION

A. Responsibilities

44. Indicate from the following list all of those items which are your responsibilities as a women's basketball coach this season:
- a. Organizing practices
 - b. Arranging for officials for home games
 - c. Setting up the gymnasium for games, i. e., bleachers, clean floor
 - d. Scheduling competition
 - e. Having equipment available for practices
 - f. Securing information on length of season, number of games, etc.
 - g. Sending out contracts to schools competing against
 - h. Getting refreshments for home games
 - i. Keeping records of all expenses of the basketball team
 - j. Arranging all travel and accommodations for away games
 - k. Determining the team's budget
 - l. Providing any first aid and/or taping of athletes
 - m. Equipment care, maintenance, and ordering
 - n. Parental release for away games
 - o. Communications with parents
 - p. Securing and arranging for team coverage-insurance
 - q. Publicity
 - r. Chaperoning players on trips
 - s. Providing academic counseling for team members
 - t. Recruiting athletes
 - u. Other (specify) _____

B. Time involvement during the season

45. Indicate the approximate amount of time spent on games per week. Indicate an average for home and away games. Include all time involved, i. e., home game: time setting up for game, game itself, and after game activities, away game: time spent getting players and equipment ready to go, travel time, game time, sleep time (if any), and time putting equipment, cars, etc. away on returning.

- a. 0-3
- b. 4-7
- c. 8-11
- d. 12-15
- e. 16 or more

46. Indicate the approximate amount of time you spend in practice per week:

- a. 0-3 hours
- b. 4-7 hours
- c. 8-11 hours
- d. 12-15 hours
- e. 16 or more

47. Indicate the amount of time spent on preparing for practices, securing officials, and performing other duties associated with your coaching during the season not accounted for in the above two questions:

- a. 0-3 hours per week
- b. 4-7 hours per week
- c. 8-11 hours per week
- d. 12-15 hours per week
- e. 16 or more hours per week

C. Time involvement out of season

48. Indicate the amount of time you spend on preparing for basketball out of the season, i. e. scheduling, contracts, recruiting, etc.:

- a. 0-9 per year
- b. 10-19 per year
- c. 20-29 per year
- d. 30-39 per year
- e. 40 and above

D. Conditions for games and practice

49. Indicate the conditions which best describe the situation under which you coach:
- Have use of gymnasium for practices and games as often as desired and needed
 - Have use of gymnasium for practices as often as desired, but have difficult time securing use of gymnasium for games
 - Have use of gymnasium for games whenever desired, but have difficult time securing for practices
 - Have difficult time arranging for use of gymnasium for both practices and games
 - Other (specify) _____
50. If answer to above question was other than choice "a" please answer the following: the group which causes the biggest conflict in scheduling of the gymnasium is:
- Men's varsity
 - Intramurals-women's
 - Intramurals-men's
 - Special events, i. e., square dance group, music concert, etc.
 - Other (specify) _____

E. Professional preference

51. Indicate your preferred professional assignment:
- Teaching
 - Coaching
 - Advising/Counseling
 - Conducting research
 - Supervising voluntary student activity
 - Other (specify) _____
52. If coaching is your preferred responsibility, how does basketball rate:
- First choice
 - Second choice
 - Third choice
 - Fourth choice
 - Beyond fourth choice
53. Do you prefer to coach a team or individual sport:
- Team
 - Individual

F. Governing organization

54. Our school belongs to N. C. A. I. A. W. :
- Yes-proceed to question 56
 - No
55. Do you consider that you are governed by some other body?
If so, which:
- _____

STATUS OF COACHING POSITION

56. Indicate the relationship between your coaching position and your teaching position:
- Coaching is a full time job
 - Coaching is a credited part of your work load, i. e., lighter teaching load
 - Coaching is over and above your regular load
 - Other (specify) _____
57. Indicate the type of compensation you are given for coaching:
- Additional pay
 - Release time from teaching
 - Combination of a and b
 - None
 - Other (specify) _____
58. Indicate how you account for your involvement as a basketball coach:
- By request
 - By assignment
 - Because of circumstances
 - Other (specify) _____
59. Indicate the highest degree that was necessary to obtain your coaching position:
- Bachelor's
 - Master's
 - Doctorate
 - It did not matter
60. Indicate the other qualifications that were sought - check as many as appropriate:
- Coaching course or courses
 - Female
 - Knowledge of basketball
 - Playing experience
 - Officiating experience
 - Willingness to obtain knowledge
 - Other (Specify) _____

APPENDIX B
LETTER TO SOLICIT SUBJECTS

January 3, 1973

Dear Colleague:

As part of my study for the master's degree in physical education at the University of North Carolina at Greensboro I am investigating the background experiences and current status of women basketball coaches in the colleges of North Carolina. A paper and pencil questionnaire I have devised is providing the data for this research. This test takes approximately thirty minutes to complete.

As a school listed by the State Department of Public Instruction as providing education beyond the high school level your school falls in my sample. The purpose of this letter is to determine if you will assist in carrying out the investigation.

Please complete and return the enclosed post card as soon as possible indicating your willingness to participate.

Your help will be greatly appreciated.

Sincerely,

Gail Klock

APPENDIX C
POSTCARD INDICATING WILLINGNESS
TO PARTICIPATE

Please indicate with check:

Our school does have a women's basketball team:

Yes _____ No _____

We would be willing to participate in the study:

Yes _____ No _____

Name and Address of coach questionnaire should be sent to:

Name _____

Address _____

APPENDIX D

COVER LETTER

Dear Colleague:

Thank you for volunteering to answer this questionnaire. As stated in my first letter the questionnaire will take approximately thirty minutes to complete.

A stamped self-addressed envelope is enclosed for the return of the questionnaire.

Thank you again for your time and interest.

Sincerely,

Gail Klock

APPENDIX E

FOLLOW-UP CORRESPONDENCE

Dear Colleague:

A few weeks ago I sent a questionnaire concerning the coaches of women's basketball teams in North Carolina. If you have completed the questionnaire and returned it to me please disregard this postcard and many thanks.

If you have not, may I again request your cooperation. Your reply will be of great help to me in completing work on my thesis. If you have misplaced your copy please let me know and I will send you another. Please try to return the questionnaire by March 29.

Sincerely,

Gail Klock

APPENDIX F
FINAL APPEAL FOR RETURN
OF QUESTIONNAIRE

Department of Physical Education
Wake Forest University
Winston-Salem, North Carolina
27109
April 1, 1974

Name
Women's Basketball Coach
Department of Physical Education
Location

Dear Ms. _____:

I am writing this letter to again ask your co-operation in completing the enclosed questionnaire. I have received all but a few questionnaires and cannot continue on with my thesis until I receive these remaining few.

If there is any reason that you cannot complete this questionnaire please call me collect 919 924-6025. Perhaps we can complete the questionnaire verbally over the telephone.

I will greatly appreciate your promptness in returning this questionnaire.

Sincerely,

Gail Klock

APPENDIX G

INSTITUTIONS REPRESENTED IN STUDY

Senior Institutions - Public

North Carolina State Univ.

U. N. C. - Asheville

U. N. C. - Chapel Hill

U. N. C. - Charlotte

U. N. C. - Greensboro

U. N. C. - Wilmington

Appalachian State Univ.

Eastern Carolina Univ.

Pembroke State Univ.

Western Carolina Univ.

Winston-Salem State Univ.

Technical Institutions

Central Carolina Tech. Inst.

Wilson Technical Institute

Community Colleges

Sandhill Community College

Senior Institutions - Non-public

Atlantic Christian College

Bennett College

Campbell College

Catawba College

Davidson College

Greensboro College

Guilford College

High Point College

Mars Hill College

Meredith College

St. Andrews Presbyterian
College

St. Augustine College

Salem College

Non-public - Junior Colleges

Brevard College

Peace College

St. Mary's College