

8-2014

## The effects of perceived gender coaching styles of female coaches on extrinsic motivation of female athletes on team sports

Cameron Sitler  
*University of Texas-Pan American*

Follow this and additional works at: [https://scholarworks.utrgv.edu/leg\\_etd](https://scholarworks.utrgv.edu/leg_etd)



Part of the [Communication Commons](#)

---

### Recommended Citation

Sitler, Cameron, "The effects of perceived gender coaching styles of female coaches on extrinsic motivation of female athletes on team sports" (2014). *Theses and Dissertations - UTB/UTPA*. 933.  
[https://scholarworks.utrgv.edu/leg\\_etd/933](https://scholarworks.utrgv.edu/leg_etd/933)

This Thesis is brought to you for free and open access by ScholarWorks @ UTRGV. It has been accepted for inclusion in Theses and Dissertations - UTB/UTPA by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact [justin.white@utrgv.edu](mailto:justin.white@utrgv.edu), [william.flores01@utrgv.edu](mailto:william.flores01@utrgv.edu).

THE EFFECTS OF PERCEIVED GENDER COACHING  
STYLES OF FEMALE COACHES ON EXTRINSIC  
MOTIVATION OF FEMALE ATHLETES ON TEAM SPORTS

A Thesis

by

CAMERON SITLER

Submitted to the Graduate School of  
The University of Texas-Pan American  
In partial fulfillment of the requirements for the degree of

MASTER OF ARTS

August 2014

Major Subject: Communication Studies



THE EFFECTS OF PERCEIVED GENDER COACHING STYLES OF  
FEMALE COACHES AND EXTRINSIC MOTIVATION OF  
FEMALE ATHLETES ON TEAM SPORTS

A Thesis  
by  
CAMERON B. SITLER

COMMITTEE MEMBERS

Dr. Jennifer Lemanski  
Chair of Committee

Dr. Gregory Selbor  
Committee Member

Dr. Cory Cunningham  
Committee Member

August 2014



Copyright 2014 Cameron Sitler  
All Rights Reserved



## ABSTRACT

Sitler, Cameron B., The Effects of Perceived Gender Coaching Styles of Female Coaches and Extrinsic Motivation of Females Athletes on Team Sports. Master of Arts (MA), May, 2014, 25 pp., references, 32 titles.

This study investigated the effect of perceived gender coaching style and gender stereotypes on the extrinsic motivation of female athletes. A t-test was utilized, with Masculine and feminine coaching styles as independent variables. The research question asked whether female athlete's extrinsic motivation could be affected based on the type of gender coaching style used by female head coaches. H<sub>1</sub> predicted that a masculine coaching style, respectively, would negatively influence the extrinsic motivation of female athletes. Fifty-four college female athletes filled out an online survey consisting of The Sport Motivation Scale (SMS) (Pelletier, Fortier, Vallerand, Tuson, Biere, and Blaise, 1995) and Bem's Short Sex Role Inventory (BSSI) (Aicher & Sagas, 2010). Results suggested both types of coaches were able to have similar impacts on the extrinsic motivation of their athletes. The hypothesis was not supported.





## DEDICATION

To start with, I would like to express my gratitude to my family. The completion of my Master's degree would not have been possible without their support. Thank you to my father, Garry Sitler, my mother, Debbie Sitler, and my sister, Collin Sitler, for always believing in me even when I did not quite believe in myself. Also, a huge thank you to the college volleyball coaches for teaching me that we must grow the game in order to better impact female student athletes. Thank you all for challenging me to be the best I can be.



## ACKNOWLEDGEMENTS

I wish to thank all those who have impacted and helped me throughout this process, especially my family, advisors, friends and students. I could not have completed this project without them. First, I would like to thank my parents, Garry and Debbie Sitler, and the athletic departments for giving me the means to financial afford the journey in higher education.

Second, I would like to thank my committee team for their dedication. I will be eternally grateful to my committee advisor Dr. Jennifer Lemanski for her patience and guidance as my thesis advisor. I thank you for your commitment and guidance as a mentor. I would also like to acknowledge my thesis committee members, Dr. Gregory Selbor and Dr. Cory Cunningham. You lead by example with energy, solid work ethic, and a sincere commitment to the communication field. Thank you for your continuous willingness to help.

Third, I would like to acknowledge my graduate classmates, who made the development of myself as a student possible. Thank you for support, insight, and friendship throughout this journey. I leave graduate school with a Master's degree in Communication as well as a collection of lifelong memories.

Finally, I must thank my athletes, who continuously teach me that my job as a coach is not complete until their lives have been changed. They have also inspired me to contribute to the growth of coaches in order to positive impact our sport. They have made me a better coach, and as a result, a better person. I remain forever grateful to all of you.



## TABLE OF CONTENTS

	Page
ABSTRACT.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	viii
CHAPTER I. INTRODUCTION.....	1
CHAPTER II. LITERATURE REVIEW.....	9
Coaching Styles.....	9
Gender stereotypes.....	9
Gender Stereotyping application to coaching styles.....	11
Expectancy Violation Theory.....	14
Extrinsic Motivation.....	15
CHAPTER III. METHODS.....	18
Sample.....	18
Procedure.....	18
Extrinsic Motivation Instrument.....	19
Gender Stereotypes Instrument.....	19
Instrument Procedure.....	20

CHAPTER IV. RESULTS.....	21
CHAPTER V. DISCUSSION.....	22
REFERENCES.....	25
APPENDICES.....	29
Appendix A: Consent Form.....	29
Appendix B: Descriptive data.....	31
Appendix C: Bem's Short Sex Role Inventory .....	33
Appendix D: Sports Motive Scale.....	47
BIBLIOGRAPHICAL SKETCH.....	54





## LIST OF TABLES

	Page
Table 1: Tests of Between-Subjects Effects – Analysis of Variance for Teacher Nonverbal Immediacy and Teacher Confirmation on Student Affective Learning.....	21



## CHAPTER I

### INTRODUCTION

Approximately 26 million children in the United States play on an organized sports team (Turman, 2003). Now, more than ever with the growth in sports, individuals are exposed to elements involved in sports. Women, specifically, have begun actively competing in athletic competitions and team sports since the creation of Title IX . Since the 1970s, an explosion of female athletics participation mirrored the movement of women into the professions (Messner, 2011). The impact that gender stereotyping in society can have on women in the business world has been heavily studied. The sporting world's importance is increasing, but only a handful of studies have been conducted on women in sports until recently. The number of women participating in college sports has increased by more than 450% (Carpenter & Acosta, 2006). Thus, the demand for committed and qualified coaches has increased exponentially, especially in the area of women's athletics. This transformation did not take place over night, but the results are becoming more evident. These changes are being charted by growth in academic fields such as Kinesiology, Psychology, and Sports Management. The knowledge gained from these fields of study have allowed coaches to enter the workplace more qualified and more competitive than ever before. The coaches are interested in increasing their knowledge and understanding of cultures and perspectives that exist in modern athletics. Kinesiology has recently started focusing on gender stereotyping impact on how coaches view players but has neglected how players view coaches. The current study will focus on coaching styles, gender stereotypes, and

extrinsic motivation through the lens of Expectancy Violation Theory (Burgoon & Jones, 1976).

A coach can inspire individuals to achieve personal and collective goals in their particular sports. Unfortunately, the impacts are not always positive. Some coaches ruin their players by removing enjoyment from participating in the sport or by lowering an athlete's self-confidence (Pelletier et. all, 2001). An athlete's perception of his/her coach's ability could affect a player's desire to compete for their coach.

Most literature has focused on the coach's perception of the athletes, leaving a gap in research regarding how athletes perceive their coaches based on gender. Hollembeak and Amorose (2005) examined how males and females assess and interact within ideal coach-athlete relationships. They assert that individuals must first understand that every athlete has a desired type of coach. Due to circumstances that include location, finances, and selection process, most players do not get the chance to pick their coach. However, players are able to vocalize the particular type of coach they want. A player gathers the image of the ideal coach from the things they liked about previous coaches they played for or saw on television. For example, many people consider Vince Lombardi to be a legendary coach, even though they have neither played for him nor seen him in action. People may have heard a quote that resonated with them, or listened to an epic story about a team he coached. Thus, the name Vince Lombardi inspires notions of athletic prowess and coaching success.

Additionally, if somebody turned on the television to sports today, they would most likely find a type of male athletic contest. However, viewers would be hard-pressed to find

female athletics on television. Duncan, Messner, Williams, and Jensen (1990) found females only received 8% of air time compared to 92% received by men. This balance led to more exposure of male coaches and sports, creating a male-centric view of athletics and competition. Intercollegiate athletics coaching and administrative support is another place of male dominance (Aicher & Sagas, 2010). These reasons may contribute to the athletes having a gender stereotype expectation of his/her coach.

Carron, Colman, Wheeler, and Stevens (2002) found that cohesion is a more powerful indicator of performance for females than males.

In short, from a performance perspective, it would seem especially important for coaches and applied sport psychologists to strive to maintain high cohesiveness and prevent team conflict in female teams (Carron, Colman, Wheeler, and Stevens 2002,p.183).

Narverre (2011) found that coaches must also recognize that men and women require typically succeed under different training methods. When asked, coaches agreed that male athletes believe they must perform in order to gain acceptance, while females seek and perceive acceptance through their teammates and coaches (DeBoer, 2004). The research reveals a difference in focus between male and females (DeBoer, 2004; Peterson & Zurbriggen, 2010; Naverre, 2011). Males and females tend to react differently depending on social expectations (Hyde, 2005). When compared to females in sports, males report higher ego orientation, lower task orientation, lower levels of moral functioning, greater approval of unsportsmanlike behaviors, and are more likely to judge injurious acts as legitimate (Kavussanu & Roberts,

2001). The variations between male and female athletes are clearly different on a focal point level as defined above. For this reason, the present research will focus on the female athlete in team sports.

Very little research has been conducted in the effects of gender stereotyping in athletics. In the business world, gender research has found that women in positions of power are perceived more negatively, and most women prefer to work for a male boss rather than a female boss (Goldberg, 1968; Messner, 2011; Williams & Best, 1990; Meltzer & McNulty, 2011; Eagly & Steffen, 1984). Reasons for the individuals' preferences are not based on job performance, but are a bias based on society gender stereotyping. Males and females perform at the same level, excluding incidences that necessitate physical exertion (Hyde, 2005). However, Spencer, Steele, and Quinn (1999) found that males and females tested equally until being informed prior to taking the test that the test had greater success for one gender or the other. The research showed that information on who should succeed swayed the males or females to believe that one gender was more likely to succeed at the task than the other. Findings from Spencer, Steele, and Quinn (1999) and Hyde (2005) further reinforce the notion that gender differences do not exist on the surface, but do exist on a social/psychological level based on gender stereotypes.

These underlying thought processes have already shown they can have an impact in the business world or on individual's ability to take a test. The same might be true for the world of athletics. A boss and a coach are very similar in task and responsibility. In some sports the coach is considered a manager, which is the exact role carried by many in the work place. Therefore, gender expectations exist in the social fabric surrounding athletics (Aicher & Sagas, 2010).

Expectancy Violation theory (EVT) is the theoretical foundation for this study (Burgoon & Jones, 1976). Violations of expectations are behaviors that deviate from the acceptable

threshold level recognized with that behavior (Burgoon & Jones, 1976). If an individual's violation is within a range of tolerability, it will simply be "perceptually assimilated as part of the expected behavior pattern" (Burgoon & Hale, 1988). Typically with no preexisting notions, a positive violation is met with a positive response and pleasing recognition, while a negative violation is usually met with opposition. Therefore, a coach must recognize the impact his/her styles and gender expectations have on athletes in order to control how he/she violates a player's expectations. The current study will test the expectations female athletes have on female coaches based on gender stereotyping (Burgoon & Jones, 1976).

Coaches hold the most influence over the factors that affect motivational outcomes in the sports world (Amorose & Andersonbutcher, 2007). They are expected to adapt their delivery methods, which include using a combination of the three different learning styles: auditory (hearing), visual (seeing), and kinesthetic (experiencing), to reach their players most effectively (Baribeau, 2006). By effectively reaching the team, a coach can create an atmosphere that will motivate the players. Coaches must be aware of their particular athletes' learning styles. In order to keep athletes engaged and motivated, a coach must act as a primary source of extrinsic motivation.

Extrinsic motivation, performing an activity because of the possibility of reward or personal gain, provides one source of motivation (Gillets et al., 2010). Athletes experience an obligation, a pressure to behave in a specific way, and feel controlled by an external source or external motivating factors, such as: winning and losing, the demands of the team, the demands of a school, coaches, etc (Deci & Ryan, 1985). Demands are naturally placed on individuals that participate in team sports because they must work together in order to accomplish the goals, the wins/losses, or other things created as tasks. Individuals that receive a boost from extrinsic

motivation will experience the same perks as intrinsic motivation, which involve performing an activity for the pleasure and satisfaction derived from participation. Extrinsic motivation may change from day to day or week to week. While a host of personal and situational determinants of motivation exist, the role of the coach seems particularly important (Hollembek & Anthony, 2005).

The current study has three primary focuses. First, it seeks to explore a coach's role and influence in an athlete's life as a competitor and as a person. Coaches perform various duties such as guiding the practice of skills, providing instruction and feedback, and monitoring learning and performance; all of which are designed to help athletes realize their potential (Carter & Bloom, 2009). A coach can impact players by the words he/she says, the actions they take and the situations presented. The coach will influence young athletes' self-perceptions, motives, beliefs, and, ultimately, their behaviors (Cumming et al., 2005). This growth and maturation will affect these athletes long after they leave the playing field. A coach must value how players perceive him/her in order to have the greatest positive impact on the athlete through extrinsic motivation in all aspects of life. Coaches must understand how their athletes perceive them in order to possibly positively impact their team and players. They must also be aware of their athletes' expectations in order to properly affect their athletes in the desired direction.

Second, Aicher and Sagas (2010) and Skelly and Johnson (2011) provide evidence that expectations of leaders, which are based on gender, are different. Male leaders are expected to be more authoritative while females expected to be more nurturing. The style of leadership a coach uses is important in creating the proper player-coach relationship that will have the greatest impact on the player. According to Skelly and Johnson (2011) gender stereotyping is a natural cognitive thought process for most individuals. These cognitive thought processes are based



strongly upon personal views of social norms and expectations. Messner (2011) found that by the mid-twentieth century in the U.S., a dominant ideology of natural categorical differences between women and men was an organic part of the unequal distribution of women and men into domestic and public realms, especially in middle class families. The changes have been dramatic on the job front, but little research has focused on what new gender barriers have been placed on coaches by their athletes. Understanding the constraints placed on coaches by social expectations will allow coaches a chance to reduce friction caused by negatively violating expectations.

Third, female coaches have been over looked in most literature even though society has seen a massive growth in female participants since the 1970's. A coach's ability to succeed in impacting their team in a positive manner will increase their success as a coach. According to Irick (2010) only 39.5 percent of women's teams currently had female head coaches, the lowest percentage in history, and the percentage of racial and ethnic minority women's head coaches was 13.9 percent. Less than 20 percent of all head coaches for both men's and women's teams are female. In 1972, 90 percent of women's college teams were coached by women. In order to increase the effectiveness of female coaches, research must focus on decoding the female coach-female athlete relationship and expectations (Irick, 2010). A big push for more female coaches along with minority coaches has begun in athletics.

Most coaches are not viewed on the coaching style they wish to use, but which style the individuals viewing their coaching see, which falls under the area of instructional communication (Turman, 2003). The success of a coach is judged by their results on the court, along with the ability to positively affect their players' extrinsically. However, this can only be accomplished by understanding the constraints placed on a coach by his/her team, parents, community, society, self, and numerous other factors. While researchers have yet to investigate

violations of expectations of gender stereotypes, masculine and feminine coaching styles, and motivations levels and their results, this study is intended to test all three aspects of coaching on a perceptual basis from the female athlete's perspective. With greater insight into how to influence motivation, coaches will be able to maximize their positive impact on extrinsic motivation. This will ultimately give coaches the ability to get the most out of their athletes

## CHAPTER II

### LITERATURE REVIEW

#### **Coaching styles**

Coaching styles impact the athlete's development and acquisition of not just athletic skills, but life skills, as well, because coaches fulfill multiple roles such as teacher, motivator, strategist, and character builder (Carter et al., 2009). The term coaching styles can be associated with a broad range of terminologies due to the different roles a coach plays for athletes. The current study will focus on coaching methods in regards to masculine and feminine leadership styles of teams.

Masculine coaches are thought to be more leader-like, intellectual, analytical, capable of abstract thinking, and able to solve problems as opposed to feminine coaches who are considered kinder, warmer, more expressive, more supportive, selfless, nurturing, and gentler (Williams & Best, 1990; Eagly, 1987). Hoffman (1995) also found masculinity to be identified with technical authority and control. Coaches are associated with tough, competitive, masculine discourse, as they are responsible for ensuring that athletes win (Saw and Hoerber, 2003). For purposes of this study, we will focus on the qualities expected of women and men in leadership positions in order to lay the foundation for coaching style expectations.

## **Gender Stereotypes**

### **The Foundation.**

According to Goldberg (1968), women experience prejudice in society. Gender stereotyping is a naturally occurring cognitive process for most individuals, based strongly upon personal views of social norms and expectations (Skelly & Johnson, 2010). The prejudice is not biological, but created by expectations forced by society or culture, which is referred to as social role theory (Skelly & Johnson, 2011). According to Heilman, Block, and Martell (1995), stereotypes have been reported in work place settings; executives consider male managers to be more competent than female managers, and management ability and competence is considered more characteristic of men than women. Additionally, the U.S. Supreme Court accepted the existence of gender stereotyping in the workplace in 1989 (*Price Waterhouse vs. Hopkins*, 490 U.S. 228). This decision further reinforced the use of the term throughout the legal system, and became a guiding mark for what is acceptable within society as proper terminology versus urban language.

Gender stereotypes continue to impact women in the business world, although the discrepancy between the treatment of males and females has narrowed in recent years. Today, women earn about 74 percent of what men earn, whereas in 1976 they earned only 58 percent of men's income, according to the U.S. Census Bureau (2000). The gender stereotype and practice of gender roles even exists on playgrounds in children as young as two years old (Boyle, Marshall, & Robeson, 2003). A study of fourth and fifth graders playing a cooperative game revealed that other children thought girls were "less competent" at the game than the boys, although objective analysis of the children's performance revealed no differences between the genders (Lockheed, Harris, & Nemceff, 1983). Women can experience a similar double standard in a professional

environment. Carli (1991) found on one hand women's competence is more likely to be questioned than the competence of men. However, behavior that clearly conveys competence may be considered inappropriate in women (Carli, 1991). Competent women are often not liked as much as competent men or less competent women (Carli, 1991).

Results show cases where jobs in athletic fields yield an unfair bias toward men over women. For example, in the United States, ten of the 11 members of the National Collegiate Athletic Association (NCAA) Division 1 Executive Committee were men in 2002 (National Collegiate Athletic Association, 2002).

### **Gender Stereotyping application to coaching style.**

The difference of how male and female athletes are exposed to the games in society is evident in basketball (Duncan et al., 1990). The women's game was verbally, visually and graphically marked by gender (e.g., "Women's National Championship") an average of nearly 60 times per viewing, and was never marked in men's games (which would be referred to, for instance, as "The National Championship Game") (Duncan et al., 1990). This discrepancy reveals the depth of male dominance in athletics. Historically men are viewed as "hyper-active", "rowdy", with "high energy," and driven by "all that testosterone" (Messner, 2011). Thus, they need outlets like organized competitive athletics to channel their energy. On the other hand, women are viewed as flexible choosers in the world (Messner, 2011). They do not "need" to compete as males are driven to compete. As discussed earlier, women thrive in an environment where they feel as though they are working towards a collective goal. A coach must have the ability to create a community climate on the team and instigate opportunities for women to bond to experience success in athletics. These gender stereotypes create a framework for coaches and how they approach and organize their teams. However, little research evaluates how coaching

methods are affected by pre-existing gender stereotypes. Coaches' expectations can be violated when individuals step outside of the expectations of gender stereotypes. This theory, expectation violation theory, speculates that individuals who violate social expectations are evaluated in a more extreme manner (Skelly & Johnson, 2011). To date, few analyses of discourses of masculinity and femininity and their influence on employment roles as a precursor to inequity within sports organizations exist (Shaw & Hoerber, 2003).

Shaw and Hoerber (2003) established a few gender stereotypes about the coaching profession. They found that people tend to attribute the higher numbers of males in coaching to a competitive edge in men. Women are often times assigned duties relating to the "soft" areas of sport including persons with disabilities, equity, and grassroots sports, while men are typically associated with the "hard" areas such as elite sport, finance, and sport science (Messner, 2011). According to Hoffman (1995) not only did men tend to dominate coaching, this role was identified with the discourse of masculinity such as technical authority and control. Teaching, in contrast, was associated with more feminine qualities (Shaw & Hoerber, 2003).

These stereotypes influence individuals' expectations of the competence of each gender. According to Swim, Borgida, Maruyama, and Myers (1989) male performance is favored in areas that are stereotypically masculine. The same stereotype can positively exist for females in roles that require more nurturing and kindness due to the expectation of the job carrying a more feminine role (Meltzer & McNulty, 2011; Eagly & Steffen, 1984). Messner (2011) later argues that other environments with less emphasis on gender stereotypes may allow for feminine traits to be associated with good coaching or even good leadership. This can be seen in the academic area of teaching. Gender stereotypes may be ingrained into the social fabric surrounding athletics due to intercollegiate athletics being a male dominated profession

(Messner, 2011). Messner suggests this by interviewing youth soccer, baseball, and softball coaches about the subject of boys, girls, and gender expectations between male and female athletes. The vast majority of these coaches were men, while most women were volunteers that took on the supportive roles of “team moms” (Messner, 2011). This reinforces the likelihood of people expecting masculine traits from their coaches. Society gender stereotypes claim that men occupying sports positions are just more “natural” (Shaw & Hoerber, 2003).

According to Eagly (1987), females are stereotyped as nicer than men, which by prescription demands that women are warm, nurturing, and selfless, or they are violating gender-role norms. Carli (1999) submits that people perceive men as having a higher status, which brings higher expectations and allows them to be more successful in leading others (Wood & Karten, 1986). According to Meeker and Weitzel-O'Neill (1985), people perceive low status individuals, typically women, because of their presumed lower competence, as lacking in legitimacy as authorities. As a result, people are more likely to resist the influence of low-status women, than of high-status men. When low-status individuals behave in a status-asserting manner, overtly attempting to influence others or taking on leadership roles, they are ignored, penalized, or rejected, which drops their status further (Meeker & Weitzel- O'Neill, 1985). In essence, people do not consider it appropriate for women to overtly seek leadership or status or attempt to influence others too directly or forcefully (Carli, 1999). Unfortunately, individuals with perceived low status do not make effective coaches. As a result, people are more open to the idea of a male coach managing a team than a female coach and are more likely to give greater scrutiny to the style of influence used by a woman and penalize her for behavior that is too status asserting or direct (Messner, 2011).

## **Expectancy Violation Theory**

Expectancy violation theory was created by Burgoon and Jones in 1976. It seeks to provide a logical framework for interpreting negative or positive reactions based on an individual's expectations. According to Burgoon and Hale (1988), idiosyncratic differences based on prior knowledge of the other, relational history, or observation may be factored in to yield person-specific expectations. Through discourse, dominant forms of knowledge that are created through the use of written, spoken, and body language in everyday life, individuals develop certain expectations (Foucault, 1984). According to Foucault (1984), through the process of repetition, some discourses become powerful, particularly when individuals in influential positions adopt them. Thus, patterns of behaviors or discourses are established, prompting people to expect specific discourse in certain situations. These expectations are only violated when the behavior deviates from a threshold level; otherwise the behavior is seen as acceptable (Burgoon & Jones, 1976). A violation will cause an arousal in the individual. This arousal causes alertness or an orienting response that diverts attention away from the ostensive purpose of the interaction, coaching, and focuses it toward the source of the arousal, the coach (Burgoon & Hale, 1988). The violation can occur in a positive or negative fashion to either improve or damage an individual's image with the recipient of the intended message. A positive or negative violation tends to depend on variables such as satisfaction, attraction, and rating of credibility (Burgoon & Hale, 1988). Levine et. al (2000) found that norms (i.e., expectations based on cultural patterns) predicted outcomes more strongly than expectancies for a specific individual's behavior. Factors playing into this are communication characteristics including salient features of an interaction partner such as gender, age, personality, and communication style (White, 2008).



In this case, the parents of young athletes help ingrain ideas into their children's heads. The parents approach the subject from their perspective, which has been molded throughout their lives by gender stereotypes. In time, as discourse develops into truth in organizations, it becomes increasingly hard to challenge since the language that is used to create and express it is rarely questioned (Shaw & Hoerber, 2003). This is where the true issue with gender stereotyping exists. Individuals rarely question the things they have not yet seen challenged.

In coach-player relationships, gender stereotyping affects how athletes perceive their coaches. Additionally, athletes respond to their coaches based on their individual experiences with different types of coaches. Previous coaches with different methods can positively or negatively affect a player's perception of their current coach's methods or style. Some explanations to understanding the methods of coaching style expected by people based on gender expectations can be attributed to EVT. Gender stereotypes place expectation for individuals to conform to actions and tendencies that are consistent with their social roles, which can be based on gender, exists. Expectancy Violation Theory focuses on individuals who violate social expectations and are evaluated in more extreme manners (Skelly & Johnson, 2011). If an individual's violation is within a range of tolerability, it will simply be perceptually assimilated as part of the expected behavior pattern (Burgoon & Hale, 1988). Thus the coaching style, if within the threshold, has shown to have no or little negative impact on athlete's extrinsic motivation.

### **Extrinsic Motivation**

Extrinsic motivation implies that athletes engage in their sport not out of pleasure, but for external outcomes that will result from activity participation (Mageau & Vallerand, 2003). Extrinsic motivation suggests that the coach has coerced the athlete or that an outside force is

endorsing or ridiculing their actions. Extrinsic motivation can be broken down into four levels, including: external regulation, introjected regulation, identified regulation, and integrated regulation.

Of the four, external regulation is considered to be the least self-determined form of extrinsic motivation and refers to behaviors regulated by external sources such as rewards or coercive pressures (Mageau & Vallerand, 2003). An example of an external regulation is when athletes engage in a training session to gain recognition from their coach. Athletes could also be motivated by introjected regulation, or when the person has internalized contingencies from external forces without full endorsement (Mageau & Vallerand, 2003). Athletes who engage in a sports activity to avoid feelings of guilt, shame, or anxiety represent an example of introjected regulation.

In contrast to the first two motivational types of extrinsic motivation, identified regulation hypothetically represents a self-determined form of motivation because behaviors are performed by choice even if the activity is not attractive in itself. For example, athletes choose to engage in muscular training even if they do not find it very interesting because they believe it will lead to significant benefits for their performance (Gilletts et al, 2010). Finally according to Gilletts et al (2010), integrated regulation is the most self-determined form of extrinsic motivation. As seen in introjected regulation, integrated regulation refers to behaviors done by choice. At this stage, however, the athletes have fully internalized the act into their value system (Gilletts et al., 2010).

This study will focus on external regulation by evaluating the role a coach has on the extrinsic motivation of an athlete. A coach may not be able to affect the amount of wins, but coaches have a greater impact of creating a losing environment, or an increase in the drop out

level of athletes. A coach must create a pulse for the team that will motivate the players (Brubaker, 2007).

Previous research has shown the importance of each on their own, but not the effect they have on player's extrinsic motivation when combined. The current study aims to find the difference between when an athlete's expectation of coaching style based on gender stereotypes violates or meets expectation and the influence this has on an athlete's extrinsic motivation level. Based on the above research, the following hypothesis is posited:

H1: Athletes coached by feminine female coaches will report greater extrinsic motivation when compared to athletes coached by masculine female coaches.

## CHAPTER III

### METHODS

#### **Sample**

A nonprobability convenience snowball sample was used for this study. Participants included 54 female athletes within the United States, ranging in age from 18-23. The athletes participated in a team sport for a female coach at the time of the study or no more than one year prior to the study. Female coaches of the sample group included 33 masculine coaching style coaches and 21 feminine coaching style coaches. Team sports were played by the participants comprised largely of basketball, volleyball, soccer, and softball.

#### **Procedures**

Upon receiving approval from the institutional review board, female coaches of college level teams were contacted via email and asked to pass along surveys to their female student athletes. Participants filled out an online survey that contained self-report measures assessing extrinsic motivation and coaching style of coach. Demographic questions were also included. A copy of the survey can be found in Appendix A. Participants were assured confidentiality.

## **Instruments**

### **Extrinsic Motivation.**

The Sport Motivation Scale (SMS) was used to measure extrinsic motivation. SMS is a 12-item Likert-type questionnaire that ranges from (1) does not correspond at all to (7) corresponds exactly, developed by Pelletier, Fortier, Vallerand, Tuson, Biere, and Blaise (1995). This instrument seeks to assess why the athletes participate in their sport. The SMS survey measures the different types of motivations, including intrinsic: internal motivation, extrinsic: external motivation, and amotivation: a lack of intention or reasons for participation. Vallerand and Fortier (1998) provide evidence that the SMS possesses adequate psychometric properties. Past investigations confirmed the factor structure of the SMS and revealed adequate levels of internal consistency, satisfactory test–retest reliability, and construct validity (Gillet et al., 2010). The scores reflect the extent to which athletes' motivation is more or less self-determined, created by summing each extrinsic motivation together. The current study will focus on the measures used to test extrinsic motivation. The individuals with the least negative score will have a lower extrinsic motivation level. Sample items from these factors include “To show others how good I am good at my sport” and “Because it allows me to be well regarded by people that I know”. Vallerand and Fortier (1998) provide evidence that the SMS possesses adequate psychometric properties with internal consistencies for the seven subscales in the present research were all satisfactory Cronbach alpha coefficients ( $\alpha$ ): external regulation ( $\alpha = .80$ ), which is above the required level of  $\alpha = .70$ .

### **Gender Stereotypes.**

Bem's Short Sex Role Inventory (BSSI) measured the gender attributes participants attribute to successful head coaches. The BSSI is a 30 item survey with ten items measuring

masculinity (e.g., aggressive, independent, assertive), ten items measuring femininity (e.g., affectionate, sympathetic, tender), and ten items serving as filler items (e.g., conceited, reliable, conventional) (Aicher & Sagas, 2010). Respondents filled out a Likert-type scale instrument about how they felt in each area (1- never or almost never true to 7- always or almost always true). Previous research utilizing the Bem's Short Sex Role Inventory indicated the reliability of the masculine ( $\alpha=.74$ ) and feminine items ( $\alpha=.86$ ).

### **Instrument Procedures**

The questionnaire included two survey instruments: the SMS and the BSSI scales. Careful attention was given to each measure to preserve the instrument's validity and reliability after modifications, such as removing the amotivation questions of the SMS scale to keep the survey under 15 minutes in length. The extrinsic motivation measures were tested to find a Cronbach alpha coefficients of .80.

The survey was administered online in order to reduce the cost of postage and circumvent the shortage of accessible athletes. Coaches' contact was acquired through three channels: personal contacts, coaching networks, and athletic websites, in order to have them pass along the email/survey to their athletes. First, coach network sites and college athletic pages were used to blanket large numbers of coaches. This yielded an extremely low success rate. Next, personal contacts of college coaches were used to get more college coaches to feel motivated to pass along the information to their students athletes. These coaches passed along the email/survey to their athletes at a higher rate.

## CHAPTER IV

### RESULTS

The results showed an overwhelming low number of feminine style coaches. Therefore, the median of 15 on the masculine side was used as a cutoff point. Scores of 15 and above were considered masculine coaching style and scores of less than 15 were considered a feminine coaching style.

An independent samples t-test was conducted on the data to compare the extrinsic motivation score of athletes coached by feminine females to that of athletes coached by masculine females. Hypothesis 1 predicted that Feminine female coaches will have a greater extrinsic motivation compared to masculine female coaches. The hypothesis was not supported ( $t(54)=-.167, p=.684$ ). In other words, the analysis did not reveal any significant differences between extrinsic motivation and masculine/feminine coaching style. Table 1 lists means and standard deviations of feminine and masculine female coach's impact on extrinsic motivation of athletes coached by feminine female coaches and athletes coached by masculine female coaches.

**Table 1 Mean & SD of female coaches on extrinsic motivation**

	Mean	Std. Deviation
Feminine	52.3333	16.21830
Masculine	49.2121	14.70493

## CHAPTER V

### DISCUSSION

The purpose of this study was to show how gender stereotypes expectation of female coach's impact player extrinsic motivation of female athletes in team sports. Despite all the research supporting the existence of gender stereotypes (Goldberg, 1968; Skelly & Johnson, 2010; Heilman, Block, and Martell, 1995; Heilman, Block, and Martell, 1995), the current research did not uncover any significant differences in the extrinsic motivation reported by athletes coached by feminine females ( $M=52.3$ ,  $SD=16.2$ ) and athletes coached by masculine females ( $M=49.2$ ,  $SD=14.7$ ). The lack of significant findings could be due to multiple contributing factors.

The null hypothesis was supported in the findings. The data shows both types of coaches were able to have similar impacts on the extrinsic motivation of their athletes. The data leaned toward the direction that feminine coaches had more of positive impact on extrinsic motivation. However, the data wasn't properly supported with a significant finding, and the difference was slight. The findings support that coaches should use the gender coaching style they prefer because they will get similar results with their female athletes.

The first contributing factor to the lack of significant results in could be the research method selected for this study. The choice to go with survey based research forces people to think back about their coach before answering the question.



However, players might have changed their opinion of their coach depending on when they took the survey or since they first started playing for their coach. Hollander (1992) posited that women leaders often face an initial credibility gap. This reasoning is consistent with the hypothesis in expectation states theory that women's diffused gender status will negatively affect others' expectations until shown otherwise through task-relevant successes (Milwid's; 1992). In the data collected, the variable of coach tenure in the programs weren't tested for. This doesn't allow for the data to show the impact of coaches that surpassed the first expectancy violation, which would allow for coaches to gain respect. The respect would allow for both masculine and feminine coaches to have around the same effect on extrinsic motivation. Other research methods could have been used in order to control for such differences, and will be discussed in the future research section.

Second, the sample group was limited from the beginning by choosing to use female athletes from teams coached by female coaches in college athletics. Multiple attempts were made to reach out to coaching networks, but the coaching networks declined to take part in research they weren't directly conducting. The coaches that were willing to participate in the research had to rely on the responsibility of their student athletes to fill the surveys out. After four months of exhaustive efforts, the research was able to get 108 participants. However, not all participants properly completed the surveys. This left the research with 54 participant surveys that were able to be used. The research wasn't able to reach out to coaches of younger players due to IRB restriction to keep to adult participants. The limited number of coaching styles for each category, 33 masculine and 21 feminine, was problematic in terms of finding significance.

Third, it was presumed that feminine female coaches would violate expectations less than masculine female coaches, but this was not measured in the current study. In order to properly

test for the expectancy violation, a study must test individuals after their first encounter with their coach. This research could be taken further by creating a pretest done after the first day of practice and a post-test done at the end of the season. This would allow coaches to figure out if their coaching style violates expectations initially. The post-test would allow insight on whether consistent coaching can overcome negative impacts due to a player's preconceived expectations based on the gender of the coach on day one and help to create new expectations from a player.

This study was unable to show that gender stereotypes play any part in female athletes' extrinsic motivation. The previously conducted research in the work place (Goldberg, 1968; Skelly & Johnson, 2010; Heilman, Block, and Martell, 1995; Heilman, Block, and Martell, 1995) was not shown to hold true in the world of coaching in the case of the current research. The findings should be particularly positive as female coaches' push into the world of athletics has mirrored that of their entry into the work place (Messner, 2011).

## REFERENCE

- Achier, J., & Sagas, M. (2010). Are head coaches in intercollegiate athletics perceived as masculine? An evaluation of gender stereotypes and the effect of sexism on intercollegiate coaches. *Gender Issues*, 27, 165-174
- Boyle, D. E., Marshall, N. L., & Robeson, W. W. (2003) Gender at play. *American Behavioral Scientist*, 46, 1326-1345.
- Burgoon, J., & Hale, J. L. (1988). Nonverbal expectancy violations: Model elaboration and application to immediacy behaviors. *Communication Monographs*, 55, 58-79
- Burgoon, J., & Jones, S. B. (1976). Toward a theory of personal space expectations and their violations. *Human Communication Research*, 2, 131-146
- Carli, L. L. (1991). Gender, status, and influence. In E. J. Lawler, B. Marckovsky, C. Ridgeway, & H. A. Walker (Eds), *Advances in group processes: Theory and research* (vol. 8, pp. 89-113). Greenwich, CT: JAI Press.
- Carli, L. L. (1999). Gender, interpersonal power, and social influence. *Journal of Social Issues*, 55, 81-99.
- Carron, A.V., Colman, M.M., Wheeler, J., Stevens, D. (2002). Cohesion and performance in sport: A meta analysis. *Journal of Sport & Exercise Psychology*, 24, 168–188.
- DeBoer's, K. J (2004) Gender and competition: how men and women approach work and play differently. Monterey, CA: Coaches Choice*
- Duncan, M. C., Messner, M. A., Williams, W., and Jensen, K. (1990) Gender stereotyping in televised sports. The Amateur Athletic Foundation of Los Angeles*
- Eagly, A. H. (1987). Sex differences in social behavior: a social-role interpretation. Hillside, NJ: Erlbaum.
- Eagly, A. H., & Steffen, V. J. (1984). Gender stereotypes stem from the distribution of women and men into social roles. *Journal of Personality and Social Psychology*, 46, 735-754.
- Foucault, M. (1984). Truth and power. In P. Rabinow (Ed.), *The Foucault reader: an introduction to Foucault's thought* (pp 51-76). London: Penguin

- Goldberg, P. (1968). Are women prejudiced against women? *Transaction*, 5, 28-30.
- Kavussanu, M., & Roberts, G.C. (2001). Moral functioning in sport: An achievement goal perspective. *Journal of Sport and Exercise Psychology*, 23, 37–54.
- Hollander, E. P. (1992). The essential interdependence of leadership and followership. *Current Directions in Psychological Science*, 1, 71-75.
- Irick, E. (2010) Race and Gender Demographics. Member Institutions Report
- Levine, T.R., Anders, L.N., Banas, J., Baum, K.L., Endo, K., Hu, A. D. S., & Change, N. C. H. (200). Norms, expectations, and deception: a norm violation model of veracity judgments. *Communication Monographs*, 67, 123-137
- Lockheed, M. E., Harris, A. M., & Newceff, W. P (1983). Sex and social influence: Does sex function as a status characteristic in mixed-sex groups of children? *Journal of Educational Psychology*, 77, 877-888.
- Messner, M. (2011). Gender ideologies, youth sports, and the production of soft essentialism. *Sociology of Sport Journal*. 28, 151-170
- Meltzer, A. L., & McNulty, J. K. (2011). Contrast effects of stereotypes: “nurturing” male professors are evaluated more positively than “nurturing” female professors. *The Journal of Men’s Studies*, 19(1), 57-64
- Milwid, B. (1992). *Working with men: Women in the workplace talk about sexuality, success, and their male coworkers*. Berkeley, CA: Berkeley Publishers.
- Naverre, M. J. (2011). *Male College Soccer Coaches Perceptions of Gender Similarities and Differences in Coach–Athlete and Teammate Relationships: Introducing the Construct of Relationship–Performance Orientation*. A dissertation in Minnesota.
- Carpenter, L. J. and Acosta, R. V. (2006), *Women in Intercollegiate Sport: A Longitudinal National Study Twenty-Nine Year Update 1977-2006*
- National Collegiate Athletic Association (2002). *NCAA Division 1 Executive Committee*. Retrieved September 11, 2002, from <http://www.ncaa.org>
- Pelletier, L. G., Fortier, M. S., Vallerand, R. J., & Brière, N. M. (2001). Associations among perceived autonomy support, forms of self-regulation, and persistence: a prospective study. *Motivation & Emotion*, 25(4), 279-306. (Pelletier, Fortier, Vallerand, & Brière)
- Peterson. B.E. & Zurbriggen, E.L. (2010). Gender, sexuality, and authoritarian personality. *Journal of Personality*, 78, 1801-1802
- Shaw, S., & Hoeber, L. (2003). A strong man is direct and a direct woman is a bitch: Gender discourses and their influence on employment roles in sports organizations. *Journal of Sport Management*, 17, 347-375.

- Skelly, J., & Johnson, J. B. (2011). Class ceiling and great expectations: gender stereotype impact on female professionals. *Southern Law Journal*, 60 (21).
- Swim, J., Borgida, E., Maruyama, G., & Myers, D. G. (1989). Joan Mckay versus John Mckay: Do gender stereotypes bias evaluations? *Psychological Bulletin*, 105, 409-429.
- Truman, P. (2003). Athletic coaching from an instructional communication perspective: the influences of coach experience on high school wrestlers' preferences and perceptions of coaching behaviors across a season. *Communication Educaiton*, 52 (2) 73.
- U.S. Bureau of the Census. (2000). Historical income tables: People. Table P36: Full time, year-round workers (all races) by median income and sex: 1970 to 2000.
- Willams, J. E., & Best, D. L. (1990). *Measuring sex stereotypes: A multinational study*. Newbury Park, CA: Sage.
- Wood, W., & Karten, S. J. (1986) Sex differences in interaction styles as a product of perceived sex differences in competence. *Journal of Personality and Social Psychology*, 50, 341-347.

## APPENDIX A

## APPENDIX A

### CONSENT FORM

This survey is being conducted by Cameron Sitler, Graduate Student at The University of Texas-Pan American (email: cbsitler@utpa.edu).

The purpose of this study is to examine the impact of gender stereotyping on coaches

This survey should take about 5-10 minutes to complete.

Participation in this research is completely voluntary. If there are any individual questions that you would prefer to skip, simply leave the answer blank.

You must be at least 18 years old to participate. If you are not 18 or older, please do not complete the survey.

All survey responses that we receive will be treated confidentially and stored on a secure server. However, given that the surveys can be completed from any computer (e.g., personal, work, school), we are unable to guarantee the security of the computer on which you choose to enter your responses. As a participant in our study, we want you to be aware that certain technologies exist that can be used to monitor or record data that you enter and/or websites that you visit.

This research has been reviewed and approved by the Institutional Review Board for Human Subjects Protection (IRB). If you have any questions about your rights as a participant, or if you feel that your rights as a participant were not adequately met by the researcher, please contact the IRB at 956-665-2889 or [irb@utpa.edu](mailto:irb@utpa.edu). You are also invited to provide anonymous feedback to the IRB by visiting [www.utpa.edu/IRBfeedback](http://www.utpa.edu/IRBfeedback)

- I consent to completing this survey
- I do not consent to completing this survey

## APPENDIX B



## APPENDIX B

### DESCRIPTIVE DATA

How long ago did you last participate for a female coach?

- Currently participate
- 1-6 months ago
- 7-12 months ago
- Over 12 months ago

I played the team sport of \_\_\_\_\_ for this female coach.

- Volleyball
- Basketball
- Softball
- Soccer
- Other

This is currently my \_\_\_\_\_ year in this college sport.

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

## APPENDIX C

APPENDIX C

BEM'S SHORT SEX ROLE INVENTORY

Rate your female coach on each item based on the scale represented below.

Rate your female coach on each item based on the scale represented below.							
	Never or almost never true	Usually not true	Sometimes but infrequently true	Occasionally true	Often true	Usually true	Always or almost always true
self-reliant	<input type="radio"/> Rate your female coach on each item based on the scale represented below. self-reliant Never or almost never true	<input type="radio"/> self-reliant Usually not true	<input type="radio"/> self-reliant Sometimes but infrequently true	<input type="radio"/> self-reliant Occasionally true	<input type="radio"/> self-reliant Often true	<input type="radio"/> self-reliant Usually true	<input type="radio"/> self-reliant Always or almost always true

yielding	<input type="radio"/> Rate your female coach on each item based on the scale represented below. yielding Never or almost never true	<input type="radio"/> yielding Usually not true	<input type="radio"/> yielding Sometimes but infrequently true	<input type="radio"/> yielding Occasionally true	<input type="radio"/> yielding Often true	<input type="radio"/> yielding Usually true	<input type="radio"/> yielding Always or almost always true
defends own beliefs	<input type="radio"/> Rate your female coach on each item based on the scale represented below. defends own beliefs Never or almost never true	<input type="radio"/> defends own beliefs Usually not true	<input type="radio"/> defends own beliefs Sometimes but infrequently true	<input type="radio"/> defends own beliefs Occasionally true	<input type="radio"/> defends own beliefs Often true	<input type="radio"/> defends own beliefs Usually true	<input type="radio"/> defends own beliefs Always or almost always true
cheerful	<input type="radio"/> Rate your female coach on each item based on the scale represented below. cheerful Never or almost never true	<input type="radio"/> cheerful Usually not true	<input type="radio"/> cheerful Sometimes but infrequently true	<input type="radio"/> cheerful Occasionally true	<input type="radio"/> cheerful Often true	<input type="radio"/> cheerful Usually true	<input type="radio"/> cheerful Always or almost always true
independent	<input type="radio"/> Rate your female coach on	<input type="radio"/> independent Usually not	<input type="radio"/> independent Sometimes	<input type="radio"/> independent Occasionally	<input type="radio"/> independent	<input type="radio"/> independent	<input type="radio"/> independent Always or

	each item based on the scale represented below. independent Never or almost never true	true	but infrequently true	y true	Often true	Usually true	almost always true
shy	<input type="radio"/> Rate your female coach on each item based on the scale represented below. shy Never or almost never true	<input type="radio"/> shy Usually not true	<input type="radio"/> shy Sometimes but infrequently true	<input type="radio"/> shy Occasionall y true	<input type="radio"/> shy Often true	<input type="radio"/> shy Usually true	<input type="radio"/> shy Always or almost always true
athletic	<input type="radio"/> Rate your female coach on each item based on the scale represented below. athletic Never or almost never true	<input type="radio"/> athletic Usually not true	<input type="radio"/> athletic Sometimes but infrequently true	<input type="radio"/> athletic Occasionall y true	<input type="radio"/> athletic Often true	<input type="radio"/> athletic Usually true	<input type="radio"/> athletic Always or almost always true
affectionate	<input type="radio"/> Rate your female coach on each item based on the scale represented below.	<input type="radio"/> affectionate Usually not true	<input type="radio"/> affectionate Sometimes but infrequently true	<input type="radio"/> affectionate Occasionall y true	<input type="radio"/> affectionate Often true	<input type="radio"/> affectionate Usually true	<input type="radio"/> affectionate Always or almost always true

	<input type="radio"/> affectionate <input type="radio"/> Never or almost never true						
assertive	<input type="radio"/> Rate your female coach on each item based on the scale represented below. <input type="radio"/> assertive <input type="radio"/> Never or almost never true	<input type="radio"/> assertive <input type="radio"/> Usually not true	<input type="radio"/> assertive <input type="radio"/> Sometimes but infrequently true	<input type="radio"/> assertive <input type="radio"/> Occasionally true	<input type="radio"/> assertive <input type="radio"/> Often true	<input type="radio"/> assertive <input type="radio"/> Usually true	<input type="radio"/> assertive <input type="radio"/> Always or almost always true
flatterable	<input type="radio"/> Rate your female coach on each item based on the scale represented below. <input type="radio"/> flatterable <input type="radio"/> Never or almost never true	<input type="radio"/> flatterable <input type="radio"/> Usually not true	<input type="radio"/> flatterable <input type="radio"/> Sometimes but infrequently true	<input type="radio"/> flatterable <input type="radio"/> Occasionally true	<input type="radio"/> flatterable <input type="radio"/> Often true	<input type="radio"/> flatterable <input type="radio"/> Usually true	<input type="radio"/> flatterable <input type="radio"/> Always or almost always true
strong personality	<input type="radio"/> Rate your female coach on each item based on the scale represented below. <input type="radio"/> strong personality <input type="radio"/> Never or almost never true	<input type="radio"/> strong personality <input type="radio"/> Usually not true	<input type="radio"/> strong personality <input type="radio"/> Sometimes but infrequently true	<input type="radio"/> strong personality <input type="radio"/> Occasionally true	<input type="radio"/> strong personality <input type="radio"/> Often true	<input type="radio"/> strong personality <input type="radio"/> Usually true	<input type="radio"/> strong personality <input type="radio"/> Always or almost always true

	<input type="radio"/> true						
loyal	<input type="radio"/> Rate your female coach on each item based on the scale represented below. <input type="radio"/> loyal Never or almost never true	<input type="radio"/> loyal Usually not true	<input type="radio"/> loyal Sometimes but infrequently true	<input type="radio"/> loyal Occasionally true	<input type="radio"/> loyal Often true	<input type="radio"/> loyal Usually true	<input type="radio"/> loyal Always or almost always true
forceful	<input type="radio"/> Rate your female coach on each item based on the scale represented below. <input type="radio"/> forceful Never or almost never true	<input type="radio"/> forceful Usually not true	<input type="radio"/> forceful Sometimes but infrequently true	<input type="radio"/> forceful Occasionally true	<input type="radio"/> forceful Often true	<input type="radio"/> forceful Usually true	<input type="radio"/> forceful Always or almost always true
feminine	<input type="radio"/> Rate your female coach on each item based on the scale represented below. <input type="radio"/> feminine Never or almost never true	<input type="radio"/> feminine Usually not true	<input type="radio"/> feminine Sometimes but infrequently true	<input type="radio"/> feminine Occasionally true	<input type="radio"/> feminine Often true	<input type="radio"/> feminine Usually true	<input type="radio"/> feminine Always or almost always true
analytical	<input type="radio"/> Rate your female coach on	<input type="radio"/> analytical Usually not	<input type="radio"/> analytical Sometimes	<input type="radio"/> analytical Occasionally	<input type="radio"/> analytical	<input type="radio"/> analytical	<input type="radio"/> analytical Always or

	each item based on the scale represented below. analytical Never or almost never true	true	but infrequently true	y true	Often true	Usually true	almost always true
sympathetic	<input type="radio"/> Rate your female coach on each item based on the scale represented below. sympathetic Never or almost never true	<input type="radio"/> sympathetic Usually not true	<input type="radio"/> sympathetic Sometimes but infrequently true	<input type="radio"/> sympathetic Occasionally true	<input type="radio"/> sympathetic Often true	<input type="radio"/> sympathetic Usually true	<input type="radio"/> sympathetic Always or almost always true
leadership ability	<input type="radio"/> Rate your female coach on each item based on the scale represented below. leadership ability Never or almost never true	<input type="radio"/> leadership ability Usually not true	<input type="radio"/> leadership ability Sometimes but infrequently true	<input type="radio"/> leadership ability Occasionally true	<input type="radio"/> leadership ability Often true	<input type="radio"/> leadership ability Usually true	<input type="radio"/> leadership ability Always or almost always true
sensitive to others' needs	<input type="radio"/> Rate your female coach on each item based on the scale	<input type="radio"/> sensitive to others' needs Usually not true	<input type="radio"/> sensitive to others' needs Sometimes but infrequently	<input type="radio"/> sensitive to others' needs Occasionally true	<input type="radio"/> sensitive to others' needs Often true	<input type="radio"/> sensitive to others' needs Usually true	<input type="radio"/> sensitive to others' needs Always or almost always true



	represented below. sensitive to others' needs Never or almost never true		true				
willing to take risks	<input type="radio"/> Rate your female coach on each item based on the scale represented below. willing to take risks Never or almost never true	<input type="radio"/> willing to take risks Usually not true	<input type="radio"/> willing to take risks Sometimes but infrequently true	<input type="radio"/> willing to take risks Occasionally true	<input type="radio"/> willing to take risks Often true	<input type="radio"/> willing to take risks Usually true	<input type="radio"/> willing to take risks Always or almost always true
understanding	<input type="radio"/> Rate your female coach on each item based on the scale represented below. understanding Never or almost never true	<input type="radio"/> understanding Usually not true	<input type="radio"/> understanding Sometimes but infrequently true	<input type="radio"/> understanding Occasionally true	<input type="radio"/> understanding Often true	<input type="radio"/> understanding Usually true	<input type="radio"/> understanding Always or almost always true
makes decisions easily	<input type="radio"/> Rate your female coach on each item based on the scale represented below.	<input type="radio"/> makes decisions easily Usually not true	<input type="radio"/> makes decisions easily Sometimes but infrequently true	<input type="radio"/> makes decisions easily Occasionally true	<input type="radio"/> makes decisions easily Often true	<input type="radio"/> makes decisions easily Usually true	<input type="radio"/> makes decisions easily Always or almost always true

	<input type="radio"/> makes decisions easily <input type="radio"/> Never or almost never true						
compassionate	<input type="radio"/> Rate your female coach on each item based on the scale represented below. <input type="radio"/> compassionate Never or almost never true	<input type="radio"/> compassionate Usually not true	<input type="radio"/> compassionate Sometimes but infrequently true	<input type="radio"/> compassionate Occasionally true	<input type="radio"/> compassionate Often true	<input type="radio"/> compassionate Usually true	<input type="radio"/> compassionate Always or almost always true
self-sufficient	<input type="radio"/> Rate your female coach on each item based on the scale represented below. <input type="radio"/> self-sufficient Never or almost never true	<input type="radio"/> self-sufficient Usually not true	<input type="radio"/> self-sufficient Sometimes but infrequently true	<input type="radio"/> self-sufficient Occasionally true	<input type="radio"/> self-sufficient Often true	<input type="radio"/> self-sufficient Usually true	<input type="radio"/> self-sufficient Always or almost always true
eager to soothe hurt feelings	<input type="radio"/> Rate your female coach on each item based on the scale represented below. <input type="radio"/> eager to soothe hurt feelings Never or	<input type="radio"/> eager to soothe hurt feelings Usually not true	<input type="radio"/> eager to soothe hurt feelings Sometimes but infrequently true	<input type="radio"/> eager to soothe hurt feelings Occasionally true	<input type="radio"/> eager to soothe hurt feelings Often true	<input type="radio"/> eager to soothe hurt feelings Usually true	<input type="radio"/> eager to soothe hurt feelings Always or almost always true

	almost never true						
dominant	<input type="radio"/> Rate your female coach on each item based on the scale represented below. dominant Never or almost never true	<input type="radio"/> dominant Usually not true	<input type="radio"/> dominant Sometimes but infrequently true	<input type="radio"/> dominant Occasionally true	<input type="radio"/> dominant Often true	<input type="radio"/> dominant Usually true	<input type="radio"/> dominant Always or almost always true
soft spoken	<input type="radio"/> Rate your female coach on each item based on the scale represented below. soft spoken Never or almost never true	<input type="radio"/> soft spoken Usually not true	<input type="radio"/> soft spoken Sometimes but infrequently true	<input type="radio"/> soft spoken Occasionally true	<input type="radio"/> soft spoken Often true	<input type="radio"/> soft spoken Usually true	<input type="radio"/> soft spoken Always or almost always true
masculine	<input type="radio"/> Rate your female coach on each item based on the scale represented below. masculine Never or almost never true	<input type="radio"/> masculine Usually not true	<input type="radio"/> masculine Sometimes but infrequently true	<input type="radio"/> masculine Occasionally true	<input type="radio"/> masculine Often true	<input type="radio"/> masculine Usually true	<input type="radio"/> masculine Always or almost always true
warm	<input type="radio"/> Rate	<input type="radio"/> warm	<input type="radio"/> warm	<input type="radio"/> warm	<input type="radio"/> warm	<input type="radio"/> warm	<input type="radio"/> warm

	your female coach on each item based on the scale represented below. warm Never or almost never true	Usually not true	Sometimes but infrequently true	Occasionally true	Often true	Usually true	Always or almost always true
willing to take a stand	<input type="radio"/> Rate your female coach on each item based on the scale represented below. willing to take a stand Never or almost never true	<input type="radio"/> willing to take a stand Usually not true	<input type="radio"/> willing to take a stand Sometimes but infrequently true	<input type="radio"/> willing to take a stand Occasionally true	<input type="radio"/> willing to take a stand Often true	<input type="radio"/> willing to take a stand Usually true	<input type="radio"/> willing to take a stand Always or almost always true
tender	<input type="radio"/> Rate your female coach on each item based on the scale represented below. tender Never or almost never true	<input type="radio"/> tender Usually not true	<input type="radio"/> tender Sometimes but infrequently true	<input type="radio"/> tender Occasionally true	<input type="radio"/> tender Often true	<input type="radio"/> tender Usually true	<input type="radio"/> tender Always or almost always true
aggressive	<input type="radio"/> Rate your female coach on each item based on the	<input type="radio"/> aggressive Usually not true	<input type="radio"/> aggressive Sometimes but infrequently	<input type="radio"/> aggressive Occasionally true	<input type="radio"/> aggressive Often true	<input type="radio"/> aggressive Usually true	<input type="radio"/> aggressive Always or almost always true

	scale represented below. aggressive Never or almost never true		true				
gullible	<input type="radio"/> Rate your female coach on each item based on the scale represented below. gullible Never or almost never true	<input type="radio"/> gullible Usually not true	<input type="radio"/> gullible Sometimes but infrequently true	<input type="radio"/> gullible Occasionally true	<input type="radio"/> gullible Often true	<input type="radio"/> gullible Usually true	<input type="radio"/> gullible Always or almost always true
acts as a leader	<input type="radio"/> Rate your female coach on each item based on the scale represented below. acts as a leader Never or almost never true	<input type="radio"/> acts as a leader Usually not true	<input type="radio"/> acts as a leader Sometimes but infrequently true	<input type="radio"/> acts as a leader Occasionally true	<input type="radio"/> acts as a leader Often true	<input type="radio"/> acts as a leader Usually true	<input type="radio"/> acts as a leader Always or almost always true
childlike	<input type="radio"/> Rate your female coach on each item based on the scale represented below. childlike	<input type="radio"/> childlike Usually not true	<input type="radio"/> childlike Sometimes but infrequently true	<input type="radio"/> childlike Occasionally true	<input type="radio"/> childlike Often true	<input type="radio"/> childlike Usually true	<input type="radio"/> childlike Always or almost always true

	Never or almost never true						
individualistic	<input type="radio"/> Rate your female coach on each item based on the scale represented below. individualistic Never or almost never true	<input type="radio"/> individualistic Usually not true	<input type="radio"/> individualistic Sometimes but infrequently true	<input type="radio"/> individualistic Occasionally true	<input type="radio"/> individualistic Often true	<input type="radio"/> individualistic Usually true	<input type="radio"/> individualistic Always or almost always true
does not use harsh language	<input type="radio"/> Rate your female coach on each item based on the scale represented below. does not use harsh language Never or almost never true	<input type="radio"/> does not use harsh language Usually not true	<input type="radio"/> does not use harsh language Sometimes but infrequently true	<input type="radio"/> does not use harsh language Occasionally true	<input type="radio"/> does not use harsh language Often true	<input type="radio"/> does not use harsh language Usually true	<input type="radio"/> does not use harsh language Always or almost always true
competitive	<input type="radio"/> Rate your female coach on each item based on the scale represented below. competitive Never or almost never	<input type="radio"/> competitive Usually not true	<input type="radio"/> competitive Sometimes but infrequently true	<input type="radio"/> competitive Occasionally true	<input type="radio"/> competitive Often true	<input type="radio"/> competitive Usually true	<input type="radio"/> competitive Always or almost always true

	<input type="radio"/> true						
loves children	<input type="radio"/> Rate your female coach on each item based on the scale represented below. loves children Never or almost never true	<input type="radio"/> loves children Usually not true	<input type="radio"/> loves children Sometimes but infrequently true	<input type="radio"/> loves children Occasionally true	<input type="radio"/> loves children Often true	<input type="radio"/> loves children Usually true	<input type="radio"/> loves children Always or almost always true
ambitious	<input type="radio"/> Rate your female coach on each item based on the scale represented below. ambitious Never or almost never true	<input type="radio"/> ambitious Usually not true	<input type="radio"/> ambitious Sometimes but infrequently true	<input type="radio"/> ambitious Occasionally true	<input type="radio"/> ambitious Often true	<input type="radio"/> ambitious Usually true	<input type="radio"/> ambitious Always or almost always true
gentle	<input type="radio"/> Rate your female coach on each item based on the scale represented below. gentle Never or almost never true	<input type="radio"/> gentle Usually not true	<input type="radio"/> gentle Sometimes but infrequently true	<input type="radio"/> gentle Occasionally true	<input type="radio"/> gentle Often true	<input type="radio"/> gentle Usually true	<input type="radio"/> gentle Always or almost always true

## APPENDIX D



APPENDIX D

SPORTS MOTIVE SCALE

Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach

Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach							
	Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly		
Because it allows me to be well regarded by people that I know.	<input type="radio"/> Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach Because it allows me to be well regarded by people that I know. .	<input type="radio"/> Because it allows me to be well regarded by people that I know. .	<input type="radio"/> Because it allows me to be well regarded by people that I know. .	<input type="radio"/> Because it allows me to be well regarded by people that I know. .	<input type="radio"/> Because it allows me to be well regarded by people that I know. .	<input type="radio"/> Because it allows me to be well regarded by people that I know. .	<input type="radio"/> Because it allows me to be well regarded by people that I know. .
Because it allows me to be well regarded by people that I know.	Because it allows me to be well regarded by people that I know. .	Because it allows me to be well regarded by people that I know. .	Because it allows me to be well regarded by people that I know. .	Because it allows me to be well regarded by people that I know. .	Because it allows me to be well regarded by people that I know. .	Because it allows me to be well regarded by people that I know. .	Because it allows me to be well regarded by people that I know. .

<p>Because, in my opinion, it is one of the best ways to meet people.</p>	<p>Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach</p> <p>Because, in my opinion, it is one of the best ways to meet people.</p>	<p>Because, in my opinion, it is one of the best ways to meet people.</p>	<p>Because, in my opinion, it is one of the best ways to meet people.</p>	<p>Because, in my opinion, it is one of the best ways to meet people.</p>	<p>Because, in my opinion, it is one of the best ways to meet people.</p>	<p>Because, in my opinion, it is one of the best ways to meet people.</p>	<p>Because, in my opinion, it is one of the best ways to meet people.</p>
<p>Because it is absolutely necessary to do sports if one wants to be in shape.</p>	<p>Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach</p> <p>Because it is absolutely necessary to do sports if one wants to be in shape.</p>	<p>Because it is absolutely necessary to do sports if one wants to be in shape.</p>	<p>Because it is absolutely necessary to do sports if one wants to be in shape.</p>	<p>Because it is absolutely necessary to do sports if one wants to be in shape.</p>	<p>Because it is absolutely necessary to do sports if one wants to be in shape.</p>	<p>Because it is absolutely necessary to do sports if one wants to be in shape.</p>	<p>Because it is absolutely necessary to do sports if one wants to be in shape.</p>

	be in shape. .						
For the prestige of being an athlete.	<input type="radio"/> Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach For the prestige of being an athlete. .	<input type="radio"/> For the prestige of being an athlete. .	<input type="radio"/> For the prestige of being an athlete. .	<input type="radio"/> For the prestige of being an athlete. .	<input type="radio"/> For the prestige of being an athlete. .	<input type="radio"/> For the prestige of being an athlete. .	<input type="radio"/> For the prestige of being an athlete. .
Because it is one of the best ways I have chosen to develop other aspects of myself.	<input type="radio"/> Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach Because it is one of the best ways I have chosen to develop other aspects	<input type="radio"/> Because it is one of the best ways I have chosen to develop other aspects of myself. .	<input type="radio"/> Because it is one of the best ways I have chosen to develop other aspects of myself. .	<input type="radio"/> Because it is one of the best ways I have chosen to develop other aspects of myself. .	<input type="radio"/> Because it is one of the best ways I have chosen to develop other aspects of myself. .	<input type="radio"/> Because it is one of the best ways I have chosen to develop other aspects of myself. .	<input type="radio"/> Because it is one of the best ways I have chosen to develop other aspects of myself. .

	of myself. .						
Because I must do sports to feel good myself.	<input type="radio"/> Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach Because I must do sports to feel good myself. .	<input type="radio"/> Because I must do sports to feel good myself. .	<input type="radio"/> Because I must do sports to feel good myself. .	<input type="radio"/> Because I must do sports to feel good myself. .	<input type="radio"/> Because I must do sports to feel good myself. .	<input type="radio"/> Because I must do sports to feel good myself. .	<input type="radio"/> Because I must do sports to feel good myself. .
Because people around me think it is important to be in shape.	<input type="radio"/> Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach Because people around me think it is important to be in shape.	<input type="radio"/> Because people around me think it is important to be in shape.	<input type="radio"/> Because people around me think it is important to be in shape.	<input type="radio"/> Because people around me think it is important to be in shape.	<input type="radio"/> Because people around me think it is important to be in shape.	<input type="radio"/> Because people around me think it is important to be in shape.	<input type="radio"/> Because people around me think it is important to be in shape.

	be in shape.						
Because it is a good way to learn lots of things which could be useful to me in other areas of my life.	<input type="radio"/> Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach Because it is a good way to learn lots of things which could be useful to me in other areas of my life. .	<input type="radio"/> Because it is a good way to learn lots of things which could be useful to me in other areas of my life. .	<input type="radio"/> Because it is a good way to learn lots of things which could be useful to me in other areas of my life. .	<input type="radio"/> Because it is a good way to learn lots of things which could be useful to me in other areas of my life. .	<input type="radio"/> Because it is a good way to learn lots of things which could be useful to me in other areas of my life. .	<input type="radio"/> Because it is a good way to learn lots of things which could be useful to me in other areas of my life. .	<input type="radio"/> Because it is a good way to learn lots of things which could be useful to me in other areas of my life. .
Because I would feel bad if I was not taking time to do it.	<input type="radio"/> Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach	<input type="radio"/> Because I would feel bad if I was not taking time to do it.	<input type="radio"/> Because I would feel bad if I was not taking time to do it.	<input type="radio"/> Because I would feel bad if I was not taking time to do it.	<input type="radio"/> Because I would feel bad if I was not taking time to do it.	<input type="radio"/> Because I would feel bad if I was not taking time to do it.	<input type="radio"/> Because I would feel bad if I was not taking time to do it.

	Because I would feel bad if I was not taking time to do it.						
To show others how good I am good at my sport.	<input type="radio"/> Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach To show others how good I am good at my sport. .	<input type="radio"/> To show others how good I am good at my sport. .	<input type="radio"/> To show others how good I am good at my sport. .	<input type="radio"/> To show others how good I am good at my sport. .	<input type="radio"/> To show others how good I am good at my sport. .	<input type="radio"/> To show others how good I am good at my sport. .	<input type="radio"/> To show others how good I am good at my sport. .
Because it is one of the best ways to maintain good relationships with my friends.	<input type="radio"/> Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach Because it is	<input type="radio"/> Because it is one of the best ways to maintain good relationships with my friends. .	<input type="radio"/> Because it is one of the best ways to maintain good relationships with my friends. .	<input type="radio"/> Because it is one of the best ways to maintain good relationships with my friends. .	<input type="radio"/> Because it is one of the best ways to maintain good relationships with my friends. .	<input type="radio"/> Because it is one of the best ways to maintain good relationships with my friends. .	<input type="radio"/> Because it is one of the best ways to maintain good relationships with my friends. .

	one of the best ways to maintain good relationships with my friends. .						
Because I must do sports regularly.	<input type="radio"/> Using the scale below, please indicate to what extent each of the following items correspond to your desire to play for this female coach Because I must do sports regularly. .	<input type="radio"/> Because I must do sports regularly. .	<input type="radio"/> Because I must do sports regularly. .	<input type="radio"/> Because I must do sports regularly. .	<input type="radio"/> Because I must do sports regularly. .	<input type="radio"/> Because I must do sports regularly. .	<input type="radio"/> Because I must do sports regularly. .

This research has been reviewed and approved by the Institutional Review Board for Human Subjects Protection (IRB). If you have any questions about your rights as a participant, or if you feel that your rights as a participant were not adequately met by the researcher, please contact the IRB at 956-665-2889 or [irb@utpa.edu](mailto:irb@utpa.edu). You are also invited to provide anonymous feedback to the IRB by visiting [www.utpa.edu/IRBfeedback](http://www.utpa.edu/IRBfeedback)

## BIOGRAPHICAL SKETCH

Cameron Sitler earned a Master of Arts in Communication with a concentration in Public Relations Communication from the University of Texas-Pan American in May 2014. He also received a Bachelor's of Arts in Technical Communication Studies from King College in May 2010. During his time as a graduate student, Sitler worked as an assistant volleyball coach at the university, while serving as a club coach during the same time table for RGV Jrs. Sitler resides in Mission, Texas.