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Understanding the Absence of Female Coaches in Sport and the Value of Same-Sex Role Models
for Female Athletes in Their Coaching Pursuits

By
Taylor D. Imeson

A Thesis
Submitted to the Faculty of Graduate Studies
through the Faculty of Human Kinetics in Partial Fulfillment of the
Requirements for the Degree of Master of Human Kinetics at the
University of Windsor

Windsor, Ontario, Canada

2017

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AUTHOR'S DECLARATION OF ORIGINALITY

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication.

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DEDICATION

This thesis is dedicated to my advisor, mentor and friend, Dr. Marge Holman. Without your guidance and support I would not have been able to complete this chapter of my life. Thank you for encouraging me to take on a master's degree, pursuing this complex and often challenging area of research and for inspiring me to always pursue greater things. You gave me the confidence I needed to know that I could do this. I am truly grateful for all of your hard work and support. And sincerely thank you for introducing me to this area of sport and study.

ACKNOWLEDGEMENTS

This challenging journey would not have been possible without the support, encouragement and guidance of HK faculty members, friends and family.

I would first like to thank my advisor Dr. Margery Holman who has been an invaluable mentor, friend and resource throughout my undergraduate and graduate school career. I would not have made it this far without her support. Her wealth of knowledge, encouragement and her advice have been an immeasurable source of support for me during this process. I would also like to thank Dr. Victoria Paraschak and Dr. Martha Reavley for their advice, feedback and support. Vicky and Martha have become valuable mentors and friends during this process. Furthermore, I would like to express my appreciation to the Human Kinetics faculty and staff who have made my undergraduate and graduate experiences rewarding and whose open doors were always an invaluable resource. I specifically want to acknowledge Dr. Jess Dixon who I was fortunate enough to work with each semester of my degrees and who was always willing to assist and guide my colleagues and me to ensure our success.

Thank you to all of my friends, family and colleagues for their ongoing support during this process. I would like to express my gratitude and appreciation to those who have stuck by me and “put up” with me throughout the last six years while continuously encouraging and supporting this endeavour. I would especially like to acknowledge my parents, Rachelle and Brian and brothers, Noa and Tye, who have been my biggest supporters, thank you for all of your love and support. To Tom, my fiancé, thank you for your unconditional love, patience and unending support throughout my University career.

Lastly, I would like to acknowledge Leadership Advancement for Women and Sport for their financial support for which I am truly grateful.

ABSTRACT

Like many leadership positions, women hold very few head coaching positions in sport. This does not mean that women are not involved in sport; in most cases, they take on smaller roles like assistant coach, trainer or executive/board positions. Previous research suggests that same-sex role models can aid in increasing the number of females that take on coaching as a career. Utilizing an online survey and focus group sessions with CIS level female athletes, the current study examined the influence of coaches, both male and female on these athletes and their desires or aspirations to coach as a career and/or as a volunteer. Fifteen of the 20 participants (75%) have never been a head coach but 14 (70%) had coached in a different capacity (i.e., assistant coach). Based on the data collected, participants felt they had the necessary skills and self-efficacy to coach however, due to various reasons, a majority did not identify coaching as a career aspiration but instead stated that they were more likely to volunteer as a coach. Additionally, participants did not identify females as their sole role models. It was often a combination of males and females and, in cases where they had male coaches, they expressed that these males had influenced their career and/or coaching desires.

Keywords: female, coach, leader, leadership, role model, sport

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LIST OF ABBREVIATIONS

AGM	Annual General Meeting
CAAWS	Canadian Association for the Advancement of Women and Sport and Physical Activity
CAC	Coaching Association of Canada
CIS	Canadian Interuniversity Sport*
COC	Canadian Olympic Committee
CPRA	Canadian Parks and Recreation Association
FAIR	Females Active in Recreation
FAS	Fitness and Amateur Sport
FIFA	Federation Internationale de Football Association
NBA	National Basketball Association
NCAA	National Collegiate Athletic Association
NCCP	National Coaching Certification Program
NFL	National Football League
NWHL	National Women's Hockey League
RA	Research Assistant
SCCT	Social Cognitive Career Theory
SIRC	Sports Information Resource Centre
SPSS	Statistical Package for the Social Sciences
STEM	Science, Technology, Engineering and Mathematics
TSN	The Sports Network
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organizations
WNBA	Women's National Basketball Association

*In October of 2016 Canadian Interuniversity Sport (CIS) was rebranded as U Sports.

CHAPTER I: INTRODUCTION

Windsor, Ontario, like many other mid-sized cities, offers many sports programs for females at competitive and recreational levels. In all of the sports programs in Windsor, very few women appear to hold leadership positions. This does not mean that women are not involved in sport. In most cases, they are not involved in leadership roles and when they are, they take on smaller roles like assistant coach and trainer or roles that tend to go on “behind the scenes” like executive board positions (i.e., treasurer, secretary). Throughout the process of conducting this research and through discussions with colleagues who have themselves been coaches, it was common to learn that females predominantly had a male head coach and in a few cases, a female assistant coach during their time as an athlete. This phenomenon along with research conducted by the Women’s Sports Foundation, which found one of the top six reasons for female sport dropout is a lack of positive role models (2012), led me to further examine the absence of female coaches in sport and the impact a coach’s sex has on female athletes and their pursuit of coaching as a career.

Review of Gender Equity Policies in Sport

Gender equity is a constant challenge in sport that, with or without policy is complex and difficult to address at all levels of government. Policies however are one tool that can be used to work towards gender equity in sport (Campbell, 2009, p. 10). “An organization or institution can express their commitment to gender equity through the incorporation of policy that guides decision making. Such a policy contributes to the provision of fair access to programs and associated benefits” (Holman, 2001, p. 144). In this chapter I have examined international, federal, provincial and municipal policies that attempt to increase female participation and coaching in sport along with some league-specific policies and organizational programs that have

attempted to address gender equity in coaching. Generally, these policies have however, failed to have a significant impact on change.

According to VanderZwaag, “policies are broad guidelines for the achievement of objectives; they naturally have to be developed after the objectives are established” (1998, p.11). The development of such policies all over the world demonstrates the value of female sport and the importance of female sport participation and the social value of sport for all. The failure of most of these policies, however, demonstrates the complexity of achieving equity in sport.

In this chapter, I examine global efforts that address gender equity in sport then specifically American efforts, followed by Canadian efforts at the federal, provincial and municipal levels. League specific policies and organizational programs will also be examined in relation to gender equity in coaching and programs implemented to increase females in coaching positions.

Global Policies

In 1978, Canada signed the Charter of Physical Education and Sport for the purpose of guaranteed access to physical education and sport for all. The International policy was developed by the United Nations (UN) under their United Nations Educational, Scientific and Cultural Organizations (UNESCO), which encompassed sport (Oglesby, 2015). Oglesby noted that the policy does not mention gender in particular and states that sport and physical education are a human right. “The policy presented principles and policy recommendations to guide ‘best practices’ in national planning programs around the world” (Oglesby, 2015, para. 3). The Charter has been used to develop and improve sport programs and physical education curricula. The Charter included 11 articles listed below (United Nations Educational, Scientific and Cultural Organizations, 1978):

1. The practice of physical education and sport is a fundamental right for all.
2. Physical education and sport as an essential element of lifelong education in the overall education system.
3. Physical education and sport programmes must meet individual and social needs.
4. Teaching, coaching and administration of physical education and sport should be performed by qualified personnel.
5. Adequate facilities and equipment are essential to physical education and sport.
6. Research and evolution are indispensable components of the development of physical education and sport.
7. Protection of the ethical and moral values of physical education and sport must be a constant concern for all.
8. Information and documentation help to promote physical education and sport.
9. The mass media should exert a positive influence on physical education and sport.
10. National institutions play a major role in physical education and sport.
11. International co-operation is a prerequisite for the universal and well-balanced promotion of physical education and sport.

American Policies

In 1972, the United States kick-started the movement to promote equity for women in sport with a policy that was actually intended to create equal opportunity in education. In 1972, Title IX of the Education Amendments of 1972 was signed by the President of the United States (see Appendix A for an expanded history of Title IX). It was touted as a “comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity” (The United States Department of Justice, 2015). The law states that, “No person in the

United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.” While it was intended to be a policy for education, physical education and sport programs run by educational institutions fell under the policy. Initially, the policy was challenged in sport but was eventually declared to be programmatic as opposed to institutional and is still embraced by sport programs today. Title IX includes 3 prongs to determine compliance achieved by all educational institutions in America (Garber, n.d.). These prongs are often applied to sport. They state:

1. Proportionality: “Demonstrate that the percentage of its female athletes is nearly the same as the percentage of female undergraduate students” (para. 5);
2. Opportunity: “Show that it is steadily increasing opportunities for women” (para. 5);
3. Accommodation: “Prove that it is meeting the athletic interests and abilities of its female students” (para. 5).

Although it proved to be effective in getting girls and women active at the time – female participation has increased by 560% at the college level and 990% in high school aged females (with male participation growing along with female participation) (Women’s Sports Foundation, 2013) – it still has not resulted in equal opportunity for women. Male participation still far outnumbers female participation. According to the Women’s Sports Foundation (2013), “female athletes receive 63,000 fewer opportunities at [National Collegiate Athletic Association (NCAA)] institutions [and] female college athletes receive \$183 million less in NCAA scholarships” (para. 3) than their male counterparts. Further, leadership positions in women’s sport is still dominated by males and males almost exclusively hold the leadership positions in men’s sport.

Canadian Policies: Federal

In 1982, a decade after Title IX, Canada took the initiative by developing provisions to the Canadian Charter of Rights and Freedoms that led the movement for policy related to females in sport. Two of the provisions were of interest to sex equality; they stated:

(a) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

(b) Subsection (a) does not preclude any law, program or activity that has as its object amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability (Canadian Charter of Rights and Freedoms, 1982).

Although not specific to sport, the provisions make clear that sex equality is a right for Canadians. Governments must not discriminate on any grounds related to gender or sex in laws or programming which includes sport programming. Essentially, section 15 of the Canadian Charter of Rights and Freedoms makes sport a “human right” just like UNESCO’s Charter of Physical Education and Sport.

Following the inclusion of sex equality provisions to the Canadian Charter of Rights and Freedoms, the idea for Canada’s first Women in Sport Policy was developed under Sport Canada in 1986. The policy called for equality and proclaimed women’s rights to participate in sport and to be leaders in sport. In the official report released in 1986 by the Government of Canada on the *Sport Canada Policy on Women in Sport*, the intent was stated as “to establish the federal government’s position on women in sport and, further, to state a direction for action that will

improve the current status of women in sport” (Canada Fitness and Amateur Sport, 1986, p. 5). The policy addresses issues involving systemic and structural injustices to women in sport, resource allocation, traditional female roles in sport, the responsibilities of national sport organizations, and the stratification of sport including participants and organizational structures. In regards to leadership development, section 4.4 of the policy stated:

Sport Canada will strive to increase the involvement of women in technical and administrative leadership positions at the national level both as professionals and as volunteers, so as to integrate women into the sport system; and to ensure that women with the requisite skills and commitment are placed in positions to effect change for women in sport (1986, p. 16).

The policy outlined goals for women in sport and plans to achieve these goals along with routine evaluations. However, the policy was soon abandoned and monitoring and evaluations decreased. It was not until 2009 that a new policy was developed called *Actively Engaged: A Policy for Women and Girls*. This policy will be discussed later in this section.

A decade after the *Sport Canada Policy on Women in Sport*, the Canadian Parks and Recreation Association (CPRA) explored a policy on gender equity. At the 1994 Annual General Meeting (AGM) a discussion paper was presented that discussed “access, leadership, commitment level, and consideration of a policy statement on gender equity in parks and recreation” (Campbell, 2009, p. 12). The policy’s rationale was that females should have “the freedom of opportunity to participate, enjoy, lead and actively pursue a leisure lifestyle in an environment that is safe, welcoming and harassment free” (Canadian Parks and Recreation Association, 1995, p. 1). The policy was meant to increase and improve opportunities for females in recreation and, according to Campbell, had four main tenets (2009, p. 13, para. 2):

1. Educate and increase the understanding among staff and volunteers on the importance and necessity of equity;
2. Develop support systems so that females are better able to access programs and participate to their fullest;
3. Give females better access to programs and participate to their fullest and;
4. Stress the importance of female role models.

The policy's concluding declaration stated, "As proactive professionals, it is our mandate to ensure fair and equitable access. Making the commitment to change and making it happen is our challenge" (Canadian Parks and Recreation Association, 1995, p. 2).

In 2002, the Canadian Strategy for Ethical Conduct in Sport was developed by Federal-Provincial/Territorial Ministers who were responsible for Sport, Fitness and Recreation. The group responsible developed two documents, the Expectations for Fairness in Sport Declaration and the Strategy for Ethical Conduct, which both became components of the Canada Sport Policy (Campbell, 2009, p. 15). The rationale emphasized the committee's desire to increase awareness about ethical issues in sport and identified inclusion as an issue that would be addressed (Canadian Heritage, 2002a). According to Campbell, however, the priorities for immediate action focused on doping and performance enhancing drugs rather than the inclusion of females. This potentially important policy lacked a focus for improving female inclusion (2009, p. 16).

Established around the same time, the Canadian Sport Policy strove to make Canadian sport systems more effective and inclusive (Campbell, 2009, p. 16). "The policy seeks to improve the sport experience of all Canadians by helping to ensure the harmonious and effective functioning, and transparency of their sport system" (Canadian Heritage, 2002b, p. 2). The policy

stated that, “sport contributes to social and personal development, health and well-being, culture, education, economic development and prosperity, tourism and entertainment” (Canadian Heritage, 2002b, p. 5).

The policy identified barriers to access needed to be identified and eliminated so that sport was more accessible to all [...] females continued to be under-represented in Canada’s sport system [...] sport should be based on equity and access [...] sport should be inclusive to all, regardless of sex and other grounds for discrimination. (Campbell, 2009, p. 17).

According to Canadian Heritage, *Actively Engaged: A Policy for Women and Girls*, developed in 2009 to replace the *Sport Canada Policy on Women in Sport* “provide[d] renewed direction for the leadership and programs of Canadian Heritage in promoting and developing a strengthened sport system where women and girls are full, active and valued participants and leaders, experiencing quality sport and equitable support” (para. 3). They go on to say that “this policy recognizes that the contributions of actively engaged women and girls are critical to realizing the objectives of the Canadian Sport Policy and for achieving results for Canadians” (para. 4). The policy aims to increase the engagement of women and girls in sport as participants, leaders including coaches and administrators through program improvement, strategic leadership, awareness and knowledge development (see Appendix B for definitions of each strategy) (Canadian Heritage & Gibson Library Connections Inc., 2009). The policy aims to provide women and girls with quality sport experiences and equitable support by sport organizations. The policy’s three tenets as articulated by Canadian Heritage are as follows:

1. Women and girls are actively engaged within Canadian sport as *athlete participants*, from playground to podium;

2. Women are actively engaged within Canadian sport as *coaches, technical leaders and officials* and are also supported to progress within international organizations as *technical leaders and officials*;
3. Women are actively engaged as governance leaders (both as key volunteers and senior administrative staff) of Canadian sport organizations and are also supported to progress within international sport organizations.

Canadian Policies: Province of Ontario

In 1994, the Ontario Ministry of Culture, Tourism and Recreation developed their own policy for women in sport called *Full and Fair Access for Women and Girls in Sport and Physical Activity*. The policy set out to “enhance the opportunities available to women and girls to participate ... and lead in sport and physical activity, in an environment that is welcoming and free of sexual harassment” (Ontario Ministry Of Culture, Tourism Recreation, 1994, p. 1). The Ministry planned to partner with provincial sport and recreation organizations and the education system to increase female participation. To do this, the Ministry would provide educational resources and consultative services to organizations to achieve increased participation. The Ministry also developed funding incentive formulas designed to increase female leadership and participation at the local level along with marketing strategies to entice females to become involved in sport. During the first year that the policy was in place some women’s sport organizations received large financial boosts. Women’s ringette received \$139,000; women’s hockey received \$89,000. Ringette received funding for one more year but eventually lost funding because it was not represented at the Olympic level and has limited international involvement. The growth of women’s hockey also contributed to a steady decline of ringette registration and participation numbers ultimately leading to the loss of funding from the federal

government (Etue & Williams, 1996). Women's hockey continues to be funded via Hockey Canada, a division of Sport Canada providing funding to support and administer Hockey.

In 2010, the Ministry of Health Promotion released another improved sport policy called Active2010. The policy states that "Active2010 seeks to continue development of amateur sport and increase physical activity rates within the province [...] Active2010 is about working together to develop a sport and physical activity system that will improve the health and quality of life of all Ontarians" (Ontario Ministry of Health Promotion, 2010). In regards to women, Active2010 requires the use of 4 strategic approaches to be successful. One of the approaches, barrier removal, states that Active2010 will "create supportive environments for participation and address barriers that negatively impact participation in sport and physical activity, especially among low-income children and youth and underrepresented populations such as ethnic minorities, women, Aboriginal communities and older adults" (Ontario Ministry of Health Promotion, 2010, p. 9). The plan's seven areas of action also target women and will "support the development of initiatives to increase physical activity opportunities" (Ontario Ministry of Health Promotion, p. 10) for women and other minority populations. The policy emphasizes the need to offer women opportunity and encouragement to engage in physical activity.

Across Canada in 2001, provincial and territorial sport ministers signed the Expectations for Fairness in Sport declaration. The document placed emphasis on strengthening the ethical foundations of sport. Gender was mentioned briefly in the rationale for the document and stated that, "Sport is for Fun: Governments are dedicated to providing the opportunity for all Canadians, whatever their location, their sex or gender or their level of ability or interest to experience the joy of sport and to share in its bounty" (Ontario Ministry of Health Promotion,

2001, p. 2). The document focused on ethical and fair treatment as an integral part of sport in Canada but failed to address gender specifically (Campbell, 2009, p. 14).

Canadian Policies: Municipal

At the municipal level, very few communities have made their own efforts to create policies for the inclusion and advancement of women and girls in sport. The *Gender Equity in Recreation Services Policy* for the City of London was created in 1996. It was the first municipal gender equity policy in Canada. Initiatives by Females Active in Recreation (FAIR) and “research that found a three-to-one ratio of male to female participants in local sports, were the triggers for the city’s gender equity policy” (Campbell, 2009, p. 25). The policy states, “that gender equity in recreation be provided within the community.” While the policy “[recognized] the many personal, social, economic, and environmental benefits to health and quality of life that are derived by participating in physical activity and through positive leisure lifestyle development,” it did not include any strategies on women in leadership in sport (City of London, 1996). See Appendix C for further explanation of the policy. In Windsor, Ontario, an equity policy was once proposed but did never come to fruition (M. Holman, personal communication, July, 2016).

Other Policies & Programs

According to The Sports Network (TSN) correspondent, Rick Westhead, the Coaching Association of Canada (CAC) along with the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) requested in early 2015 that the Canadian Interuniversity Sport (CIS) consider implementing a new policy referred to as the “Rooney Rule”. Established in 2003, the “Rooney Rule” was employed by the National Football League (NFL) to ensure racial minorities were considered and interviewed for head coaching positions

after two African-American coaches were fired (Westhead, 2015). In the CIS, the CAC and CAAWS wanted to guarantee females were considered and interviewed for head coaching positions in an attempt to increase the number of female coaches and change the culture of university sport to welcome females as coaches. As of now, the CIS has yet to comment on or implement any such rule. Prior to Super Bowl 50, held in 2016, NFL commissioner Roger Goodell announced that the “Rooney Rule” would now also apply to women. Currently, the rule applies only to league offices. Interestingly, many women already employed by the NFL had mixed reactions to the rule. Most believe that hiring should be based on merit, not minority status and argued that many women were already employed by the league offices prior to any such rule existing (Edholm, 2016).

Despite these policies, the dearth of female coaches suggests that none of the above policies have been effective in increasing the number of female coaches in sport. Some of the policies or lack thereof have led to the development of organizations focused on equality and opportunity for women in sport. Fitness and Amateur Sport (FAS) Women’s Program was developed in 1979 “in recognition of the need for affirmative action” (Macintosh & Bedecki, 1987, p. 47). The program preceded official policies by 7 years and was used to promote the involvement of women in sport and fitness (Macintosh & Bedecki, 1987). CAAWS was formally launched in 1981. Their mission is stated as, “the leading organization that educates, promotes and collaborates to support a sport and physical activity system in which girls and women are actively engaged” (Canadian Association for the Advancement of Women and Sport and Physical Activity, 2013). These organizations and others develop policies and host programs, conferences, and workshops to help prepare females and to increase the female presence in sport

as participants and leaders, specifically coaches. Most importantly, these organizations create awareness about equity issues in sport.

The National Coaching Certification Program (NCCP), is a Canadian initiative to educate coaches and give them “the confidence to succeed” at all levels of sport (coach.ca, 2015a). They offer a number of different courses and resources for participants. Since 1987, the NCCP has offered specific programming for women, the *Women in Coaching Program*, with the intention that more females will gain the confidence to choose coaching as a career path. They acknowledge women as an “untapped resource” in the sport community and recognize that “women have different life and leadership experiences, values, and attitudes which equip them with valuable sport expertise and perspective” (coach.ca, 2015b). The NCCP offers a national program and resources for females that are designed to fit with their different lifestyles, leadership experiences and values rather than general training, and caters to the needs of females. To increase opportunities for females, NCCP has also distributed \$3,000,000 in grants and scholarships to help women succeed as coaches (coach.ca, 2015c). Without these grants however, the programs offered by the NCCP are not always accessible and they can be costly and time consuming. Additionally, a majority of the time these grants are funneled into elite levels. Awareness of NCCP training can also be limited to those already heavily involved in sport. In terms of certification, only 29.7% of coaches certified at the first level are women; even more concerning, at level 5 (the highest level), the number drops to a mere 11% (Coaching Association of Canada, 2007) (see Appendix D for a more extensive breakdown of these statistics). According to a former NCCP facilitator, during the early years of NCCP certification, women outnumbered men at the first level of the program. It was speculated that this was because men were already seen as qualified to coach. Now, since most community sport

programs require NCCP certification, men are required to take part in the program to coach, perhaps explaining part of the gender gap increase in the NCCP program (M. Holman, personal communication, 2015).

In 1991, the CAC commissioned a study about gender equity in coaching and addressed concerns about the NCCP. They reviewed course conductor training and materials related to gender equity, developed new guidelines for presenters to increase gender equity awareness and encouraged women to become course conductors and conference presenters. The study found that “athletes believe unfairness is a norm in the system” (Strachan & Tomlinson, 1994, p. 4). The study found that the education of coaches needed to be a top priority to establish equity in sport. In 1992 the Board of Directors of the CAC made a decision to make women in coaching a continuous priority of the organization (Strachan & Tomlinson, 1994).

In 2006, the CAC furthered their efforts to increase the number of female coaches in sport. The *We are coaches* program was intended to increase the number of females coaching at the community level. Like the *Women in Coaching Program*, NCCP courses were offered to females and delivered to them in “open and friendly forums.” The program had three goals and was the first phase of a three year plan:

1. Launch a campaign to promote and publicize the fact that women can and should coach.
2. Deliver training.
3. Provide new female coaches with support.

The plan utilized hockey, soccer and softball for their pilot projects because of the large number of female participants and low number of female coaches in those sports. During the three year program, the number of participating communities jumped from 5 to 27, and participants increased from 104 to 391. Overall the program reached 884 women however, only 57 (20%)

went on to become coaches while an additional 10 (0.01%) took on other roles in sport (Demers, 2009).

Guyline Demers (2009) from Université Laval reviewed the program and reported the following conclusions. The information collected throughout the program allowed the developers to gain an understanding of what motivates women to become coaches. The data also found that women chose to participate in the program for two main reasons; (1) the training was free and, (2) it was designed specifically for women. Additional observations about female-only coach training were also made;

When training was led by women, the participants appreciated the friendly atmosphere and the opportunity to network with women ... [there] was [a] major impact on confidence, with the instructors quickly becoming models of sport leadership, and the ease of communicating with the instructors ... Women, when together with other women, may express themselves on topics that are not part of the training but are issues with them. (p. 7)

Phase 2 of the program was never launched because communities did not show enough interest.

At the international level, the Federation Internationale de Football Association (FIFA) has developed a scholarship program to assist B-licensed coaches in attaining higher education and higher accreditation in coaching. The scholarships are part of FIFA's development programming aimed at females in coaching (Scholarships on offer to assist female coaches to obtain A licence, 2015). Although the program is a step in the right direction, it is intended for women who are already high-level soccer coaches rather than as an incentive to encourage more women to become involved in coaching.

Female Coaches in Sport and the Effects of Role Models on Female Athletes

The last decade has seen a major increase in literature on female leaders. What makes a good leader (Gachter, Nosenzo, Renner & Sefton, 2009; Goleman, 2004), why do females become leaders and, what are the barriers to females becoming leaders (Oakley, 2000; Eagly, 2007; Eagly & Carli, 2007) are all heavily researched topics. Recently, female sport leaders have also become a trend in leadership research. The statistics show that there is a huge gender gap in coaching at all levels. In 2016, 47% of the CAC's executive board were female (coach.ca, 2016). At the 2012 London Olympics, only 20% of Canadian coaches were female (Kidd, 2013).

A study by Kerr & Banwell (2014) examined CIS level female athletes. They found that almost all of the athletes did not consider coaching as a viable career option because it is not a traditional career and does not pay well. Male dominance in coaching also acted as a deterrent to females choosing coaching as a career because the athletes did not feel women were competent enough to coach. Interestingly, Reade, Rodgers & Norman (2009) found that the number of women who complete first-level courses for coaching certification is almost equal to men but, as they examined higher levels of certification, there were fewer and fewer women (in relation to men). Donnelly, Norman & Kidd (2013) examined CIS coaches and administrative positions. They found that 24% of Athletic Directors in the CIS were females. Coaching positions however were predominantly male with only 17% of head coach positions occupied by females. Female squads were coached by males 68% of the time and 82% of co-ed (mixed gender such as track and field) teams were coached by males. Additionally, over 99% of male teams were coached by males. See Appendix E for a further breakdown of these statistics and Appendix D for a breakdown of NCCP certification by gender.

According to Kilty (2006), females do not become coaches due to several barriers (external and internal). Kilty identified four external barriers (cultural or environmental barriers) to females becoming professional coaches that can be extrapolated to fit grass roots level coaches:

1. Unequal assumption of competence,
2. Hiring from a principle of similarity,
3. Homophobia and,
4. **Lack of female mentors or role models.**

Kilty went on to identify four internal barriers (individual barriers) to females becoming professional coaches that can be extrapolated to fit grass roots level coaches:

1. Perfectionism,
2. Lack of assertiveness,
3. Inhibition in promotion of accomplishments and,
4. High stress of balancing work and life.

Females who are currently coaches tend to emphasize the need for guidance to become a coach.

Mentors and role models are an important part of this guidance and involve helping people overcome the above barriers. Reade, Rodgers & Norman (2009), expanded Kilty's research to include more barriers and to further explain the imbalance of male and female coaches. They examined social-structural conditions of coaching like opportunity and power and found that "when the proportion of women is too low, women can be subordinated and marginalized. One way women are potentially marginalized is by being restricted to low-level, low-paying coaching positions, where there are few opportunities to advance and few role models to demonstrate how to coach" (Reade, Rodgers & Norman, 2009, p. 506). This study went on to add institutional barriers to Kilty's external and internal barriers. They were:

1. “The old boy’s network”,
2. Inadequate pool of women candidates and,
3. Occupational closure or hierarchies that use exclusionary mechanisms (in this case male dominance).

Reade, Rodgers and Norman expanded the research to examine high performance or elite level coaches. They found that, even in the same sport and/or at the same level of sport, there were several differences between male and female coaches. Women tend to be:

- Younger,
- Unmarried,
- Are less likely to have children,
- Only hold part time positions,
- Coach females only,
- Have formal education in an undergraduate degree or higher and,
- Are more likely to have national or international competitive experience, indicating they are “professionals” in their sport.

There were some similarities between males and females in regards to:

- Number of years as a coach,
- Number of years they intended to remain a coach and,
- Level of coaching certification.

The same study found that most female coaches were at the lowest levels of competition and coached “feminine” activities (i.e., synchronized swimming, figure skating). At these lower levels the proportion of female coaches to men was almost equal but, as the level of sport increased, so did the number of male coaches (Reade, Rodgers & Norman, 2009). According to

Kanter (1977), social-structural factors associated with careers contribute to the imbalance of men and women in the workplace as seen here in coaching. She suggested that women were disadvantaged in terms of power at higher levels of sport. While almost all coaches have some experience in the sport they coach, female coaches were more likely than male coaches to have experienced elite sport and competition as an athlete. Kanter's theory suggests that coaches with elite sport and competition experience are qualified to coach their respective sport. This power creates a unique opportunity for women who have this experience to coach at an elite level. It should be noted that being an athlete does not necessarily qualify someone to coach; this is discussed later.

Reade, Rodgers & Norman (2009) also examined *why* there are higher proportions of male coaches than female coaches. They argued that athletic directors hire male coaches more often than females because of (see Appendix F for definitions of each of the following factors):

1. Power and opportunity (i.e. to maintain male power within the organization),
2. Assumption of higher competence of men,
3. Traditional hiring practices and,
4. Homophobia (e.g. to hide the risk of a lesbian image).

Knoppers speculates that male hegemony in sport can be maintained by limiting women to 'traditional feminine' sports and to lower levels of coaching. She also suggests that limiting women to coaching only female athletes in team sports might also be working as a method of marginalization decreasing the power of women in sport and leads women to have a lack of affiliation with power (Knoppers, 1994). This lack of power and marginalization ultimately leads to a decrease in female coaching candidates at all levels of sport.

Social Cognitive Career Theory

Social Cognitive Career Theory (SCCT) was used as the theoretical framework that guided the current study. SCCT was developed in 1994 by Lent, Brown & Hackett and suggests that “career interests are a function of self-efficacy beliefs and outcome expectations, such that individuals are more likely to consider a particular career when they view themselves as competent in that domain and anticipate positive outcomes in the chosen career” (Moran-Miller & Flores, 2011, p. 109). Taken literally, this would mean that elite athletes consider coaching as a viable career choice and in addition, would develop a goal to become a coach because of their abilities and competence in their chosen sport. Lent, Brown & Hackett went on to theorise that role models are an important component of SCCT, particularly in athletes establishing career interests and career goals. In a study of 368 female students it was found that, in most cases, “role model influence added to the prediction of career choice over and above the contribution of self-efficacy” (Quimby & DeSantis, 2006, p. 297). When it comes to coaching as a career however, females often do not choose or consider coaching as a viable career option for a number of reasons, some of which may be due to the male dominance of the sport environment and the perceived coaching incompetency of women in sport based on their gender.

Moran-Miller & Flores go on to say that SCCT explains how career interests are established, how career goals develop and, whether one persists and achieves success in a career or, whether one pursues their goal career and achieves success in that career. They used a path-model analysis (see Figure 1 below, or Appendix G) to examine quantity and quality of coaches along with working hours and perceived discrimination to determine coaching self-efficacy and interest in coaching.

Figure 1: Path Model Analysis

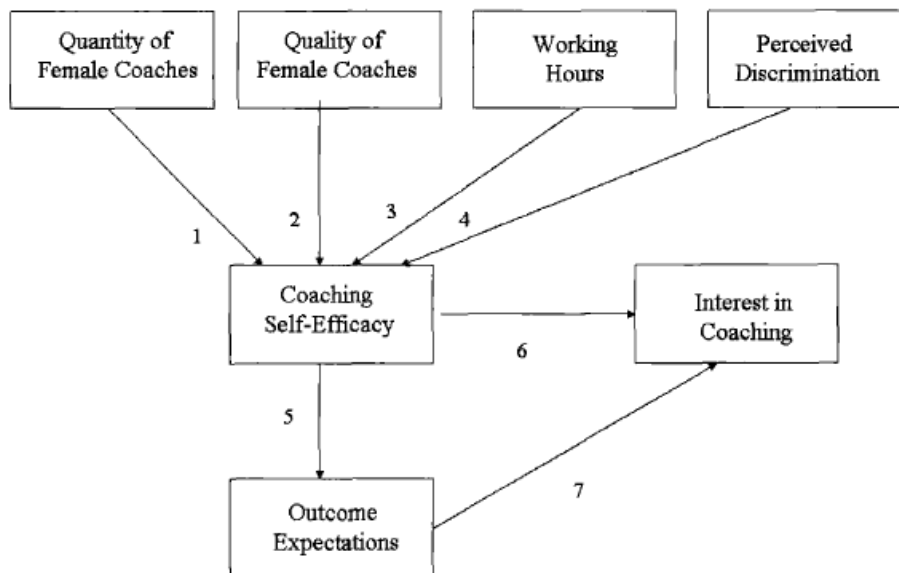


Figure 1. Path model depicting social cognitive career theory's predictors of career interests. Variables are measured using the following scales: (1) Quantity of Female Coaches = Percentage of Female Coaches; (2) Quality of Female Coaches = Influence of Others on Academic and Career Decisions Scale; (3) Working Hours = Working Hours subscale of the Perceived Hindrance Scale; (4) Perceived Discrimination = Perceived Discrimination subscale of the Perceived Hindrance Scale; (5) Coaching Self-Efficacy = Coaching Self-Efficacy Scale; (6) Outcome Expectations = Occupational Valence Scale and Coaching Valence Scale; (7) Interest in Coaching = Desire to Coach Scale.

Moran-Miller & Flores concluded that role models and working hours predicted an athlete's coaching self-efficacy and coaching outcome expectations. Additionally, coaching self-efficacy, coaching outcome expectations and contextual factors such as female coaching role models, working hours, and perceived discrimination predicted an interest in coaching. No other studies in sport have used SCCT to examine an athlete's aspirations to become a coach. Many other research studies used SCCT to examine the career choices and interests of immigrants. Using SCCT and path analysis, Flores & O'Brien (2002) examined Mexican American adolescent women and the influence of contextual and social cognitive variables on career aspiration, career choice, prestige and traditionality. Their findings supported SCCT and they concluded that these adolescents consider themselves to have more self-efficacy in traditional careers with fewer barriers, more parental support and better access to role models. Gibbons & Shoffner (2004) used

SCCT to examine first generation college students and their academic (choice of college degree) and career choices. The case study supported SCCT and determined that SCCT could be used as a tool at the high school level to assist students in choosing their academic and career paths by examining self-efficacy beliefs. Other studies have examined college students and their academic choices in relation to SCCT and self-efficacy (Lent, Lopez, Lopez & Sheu, 2008; Diegelman & Mezydlo Subich, 2001). Both studies found that the more self-efficacy students felt they had in their area of study, the more likely they were to find careers in that area.

The current study used SCCT to determine whether the sex of a coach is an important factor for female athletes when choosing coaching as a career. Other variables affecting the sport environment were subsequently examined like team vs. individual sport and male vs. female dominated sport. SCCT was also used for the examination of incentive strategies for female athletes to become coaches in Canada. The current study also aimed to add to the social value of women in sport by demonstrating the importance of female sport role models. The study also applied the model to volunteer choice rather than just career choice, which has not been done in other studies using SCCT. A volunteer component was important because most coaching opportunities for females and males are volunteer positions especially at the grass roots level of sport. See Appendix H for the SCCT model.

Statement of the Problem and Purpose of the Study

Across Canada and the United States women's sport is growing. Since the 1972 passage of Title IX in the United States (see Appendix A for an expanded history of Title IX), women's sport opportunities have "skyrocketed" in North America (Moran-Miller & Flores, 2011). Females regularly account for one third of new soccer registrations in Canada each year and in 2012 41.9% of soccer players in Canada were female (Canadian Soccer Association, 2012). In

2012, boxing was added as a women's Olympic event to the Summer Games (olympic.org, 2015). Fall of 2015 was the inaugural season of the National Women's Hockey League (NWHL) and was the first professional women's hockey league to pay players a salary and have negotiable contracts (Neale, 2015). Still, even with these advancements, women's sport lacks female coaches as role models and this may be a factor that affects coaching as a career choice for female athletes. Even as female sports grow and flourish, females are not represented well as coaches. According to Moran-Miller & Flores (2011), since the enactment of Title IX, the percentage of women in coaching has declined substantially. Before Title IX, Acosta and Carpenter (2008) estimate that 90% of coaching positions in women's sport in the United States were held by females. It is now only 42%. With a significant lack of female coaches at developmental or grass roots level sport, it is no surprise that there are even fewer female coaches at elite levels of sport. In order to bridge this gap it is important to "explore prospective female coaches' perceptions about coaching as a profession [and] seems important to better understand the factors that might influence their interest in the profession as a crucial step toward bridging the gender gap in coaching" (Moran-Miller & Flores, 2011, p. 109).

The main purpose of this study was to gain a greater understanding for the absence of female sport leaders, in this case coaches, in a quest to identify viable strategies to increase a female presence in coaching. This study examined one barrier in particular, the impact of a coach's sex on female athletes' intentions to become coaches based on their sport experiences. This has been addressed by examining the following research question:

What are the perceptions of female athletes about the value of same-sex role models and/or mentors in sport on the aspirations of female athletes to pursue coaching opportunities?

Additionally, the research also attempted to answer the following sub questions;

(1) What characteristics of coaches contribute to/diminish female athlete aspirations to pursue coaching opportunities? And,

(2) What factors could potentially contribute to an increase in female pursuit of coaching opportunities?

Assumptions

Same-sex role models are more important to female development than the opposite sex

Penelope Lockwood from the University of Toronto has studied the importance of same-sex role models in educational settings, specifically college and university. In females she found that female role models were relevant because women could identify better with a same-sex role model. They felt that their female role models had faced the same negative barriers and experiences that they had faced or would face in the future. It was also found that seeing another female's success motivated women to also be successful, using role models as guides to help them overcome common stereotypes and misconceptions about women (Lockwood, 2006). In sport, these misconceptions can include but are not limited to a lack of competence in sport to be a coach and that sport is a male-only environment. While Lockwood's research focused on educational environments and suggested that girls need female role models outside of sport, in sport it should be imperative that we provide these same-sex role models to young athletes. "Access to female role models in positions of decision making and leadership is particularly important for females. Females have fewer such role models in their lives than do their male counterparts" (Acosta & Carpenter, 2014, p. 18). A number of other research projects in education have shown that same-sex role models play a significant role in adolescent development. More recent research published in 2011 by Drury, Siy & Cheryan suggested that

same-sex role models, specifically for females, improve female performance and increase their sense of belonging. This research focused on using female role models as a recruitment and retention method for women in science, technology, engineering and mathematics (STEM) fields of work. This research should also be applied to sport in order to recruit and retain females as coaches.

Same-sex role models are essential in encouraging participation in sport, especially when it comes to females becoming coaches. The lack of female coaches in sport has created a cycle that may continue to discourage females from becoming coaches. With few female coaches at elite levels of sport, females at the grass roots level may be reluctant to become coaches themselves. By not getting involved at the grass roots level as a coach, any chance of becoming a coach at a higher level diminishes drastically and becomes unlikely. There are very few studies that examine female athletes and their perceptions about coaching however, female athletes currently represent the largest pool of potential coaches (Everhart & Chelladurai, 1998) and are considered the largest untapped coaching resource for community sports (coach.ca, 2015b).

Female role models influence a female athlete's coaching aspirations

In 2015, the Sports Information Resource Centre (SIRC) compiled research from several authors and used information from the CAAWS and the Women's Sport and Fitness Foundation to create a list of the positive effects role models have on girls. They found three major outcomes:

- Positive body image, self-esteem and increased participation,
- **Increased female leaders in sport and,**
- Positive behaviours in sport and outside of sport.

While there is an abundance of female athletes to view as role models such as Hayley Wickenheiser in hockey, Christine Sinclair in soccer, Brooke Henderson in golf and Eugenie Bouchard in tennis, women's sport still lacks female coaches as role models and this may be a factor that affects coaching as a career choice for female athletes. Even as female sports grow and flourish, females are not represented well as coaches. In the Women's National Basketball Association (WNBA), only five of the twelve head coaches are female (wnba.com, 2016a); in comparison, all thirty National Basketball Association (NBA) coaches are male (nba.com, 2016a). During the 2015 season there were 26 assistant coaches; 12 were female and 14 were male (wnba.com, 2016b). In the NBA there are a total of 160 people who hold assistant coach as their title; 158 are male (nba.com, 2016b). In Canada, CIS women's teams are nearly equal in number to men but still, only 19% of head coaches are female. Across Canada, in the CIS there are 56 member universities; of these 56 universities only 13 athletic directors are female, 42 are male and one university does not have an athletic director. In assistant or associate director positions, 11 were men and 7 were women (cis-sic.ca, 2016). At the 2012 Olympic Games "only 19 of 93 Olympic coaches and 2 out of 17 Paralympic coaches were female" (Kidd, 2013, p. 2). In addition, the numbers did not improve when Kidd examined other leadership roles; 6 of 19 executives of the Canadian Olympic Committee (COC) were female, (in 2016 it had increased to seven (olympic.org, 2016)), 5 of the 15 board members of the CAC were female (in 2016 it had increased to 7 (coach.ca, 2016)), 4 of the 13 board members of the 2015 Pan/Parapan American Games were female and only 17% of athletic directors in Canadian universities were female (Kidd, 2013, p. 2). Additionally, as of 2014, Acosta & Carpenter reported that only 43.4% of women's intercollegiate teams are coached by a female. In contrast, 97% to 98% of male intercollegiate teams are coached by a male.

The lack of female coaches exists in most sports but does it have an influence on athletes' choices to become coaches? Boxer and Olympic gold medalist, Nicola Adams noted in a 2015 article that, following the instatement of women's boxing at the 2012 London Summer Games, women's participation in boxing in Britain seemed to increase, in her opinion, by 50%. Growing up, Adams' role models were all men as female boxing was not yet widely accepted. Although it is not something that hindered her success she says, "It doesn't matter who inspires you. But it perhaps would have been nice to have had female trailblazers, someone to follow and show me it was possible to achieve my ambitions" (Adams, 2015). While Adams' statements do not support that same-sex role models are essential for female athletes it does suggest the important of role models in sport.

Elite athletes do not always make the best coaches

The assumption is often made that the best athletes make the best coaches. According to Beilock, "the best players don't make the best coaches in sports" (2010). In an interview conducted by Beilock with gold-medal hockey player, Therese Brisson, she stated that former elite athletes, "know what to do, but they can't communicate how they do it" and "given the choice between a skilled hockey player and an experienced physical education teacher to help at youth hockey camps she will always take the teacher [...] being able to communicate this type of information comes from coaching experience, not from playing experience" (2010). A study conducted by Hoogestraat, Phillips & Rosemond goes on to suggest that "it is likely elite athletes thoroughly know their sport, but [...] many have not benefited from coaching education" (2014, p. 2) In a SIRC report written by Paralympian, Jason Dunkerley in 2016, he suggested that elite athletes often struggle to:

- Understand the keys to motivating athletes less proficient than they were;

- Provide clear explanations and instruction;
- Listen and communicate clearly and;
- Remain patient, fair and consistent.

Becoming a great coach is not dependent on being a great athlete but it is important to note that elite athletes can still be elite coaches if they have the right combination of skills. As Dunkerley writes, there are a number of elite athletes around the world who have successfully transitioned into successful coaching careers, sometimes at elite levels. For these athletes, making this transition requires them to combine their skills as an athlete with valuable coaching skills.

Dunkerley (2016) states that the following skills, make good coaches:

- Being able to get to know and understand athletes as individuals;
- Being flexible and open-minded;
- Being a good communicator;
- Being a student of the sport;
- Caring genuinely about the welfare of athletes, and;
- Being able to balance ambition with patience and careful planning.

While it is possible for elite athletes to become elite coaches, more often than not, elite athletes do not make the best coaches. Because of their competence in their sport, it is often assumed that elite athletes are the best option and they are offered coaching positions or hired over other candidates who do not have the same sport experience as an elite athlete. This gives males an advantage over females because opportunities at elite levels (i.e., professional and semi-professional leagues), are more abundant for males. Dunkerley and other authors suggest that coaches need to have the right combination of coaching skills and that it does not require elite athletic experience to be a good coach.

Approval of Research

The research project received approval from the author's thesis committee, the University of Windsor Research Ethics Board and the University of Windsor Lancers Athletics & Recreation Department.

CHAPTER II: METHODOLOGY

Study Design

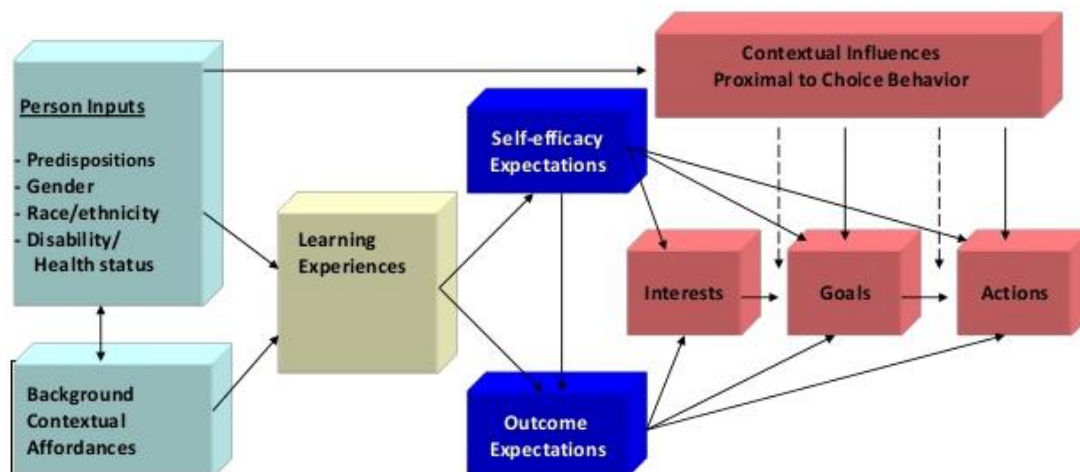
A previously cited study conducted by Moran-Miller & Flores (2011) served as a guide to the current study. Moran-Miller & Flores used the SCCT model to examine a number of variables, including gender that would potentially affect an athlete's decision to pursue coaching as a career. The primary focus of the current study is on gender. In this study, the SCCT model was used to determine the effect of a coach's gender on female athletes and their aspirations to become a coach themselves. Team sport versus individual sport as well as the effect that participating in male dominated sport vs. female dominated sport were also considered as variables. The model has only been tested twice in relation to coaching, both quantitatively (Moran-Miller & Flores, 2011). For the purpose of this study, the research project utilized a qualitative approach of inquiry to explore environmental factors (coach gender, sport type and incentive strategies) in greater depth in the development of coaching aspirations of female athletes. According to Creswell, "qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (2014, p. 4).

The current study examined the perceptions of female CIS athletes about a coach's gender and its impact on their intentions to coach. Sports were grouped into individual and team sports based on their CIS classification and male dominated and female dominated sports based on a study by Hardin & Greer (2009), which classified sports as male or female using media and athlete perceptions. These variables were chosen by the researcher because different types of sport and sport experiences may produce different opinions and perceptions by athletes. For example, athletes involved in male dominated sport may value a male coach more because they

may be viewed as having more knowledge in the sport and masculine qualities such as aggression, strength and speed may come into play. The same can be said for athletes in female dominated sport who may be more concerned with feminine qualities such as grace, passivity and nurturing.

Survey and focus group protocols were used with university level varsity and club athletes to explore the benefits of females and males as coaches of female athletes and whether or not female athletes prefer a specific gender as a coach. A demographic survey developed by Everhart & Chelladurai (1998) was adapted to fit the current study. A survey tool which consists of several parts was modified for the purposes of this study and used to collect data (see Appendix I). Furthermore, the reason for preference was explored and the likelihood of these athletes becoming coaches themselves was examined. Previously developed policies and incentive strategies were discussed to determine their impact. Additionally, the SCCT model was used as the theoretical framework to guide the study (see Figure 2 below or, Appendix H for the SCCT model).

Figure 2: Social Cognitive Career Theory



The proposed study employed multiple methodologies to examine the proposed research questions. First, the researcher recruited current female varsity and university club athletes to complete a survey. The survey consisted of five sections (see Appendix I);

1. Demographics
2. Desire to Coach Scale
3. Coaching Self-Efficacy Scale
4. Perceived Hindrance Scale
5. Role Model Influence Scale

Following the survey, athletes who indicated interest were contacted to participate in a focus group interview. The focus group protocol (see Appendix J) was designed to gain an understanding of participants' opinions and attitudes towards the benefits of male and female coaches and their influence on coaching aspirations of athletes. Lastly, a second online survey (see Appendix K) gave focus group participants the opportunity to share any information they did not share in the focus group. This type of study required the researcher to rely on the participant's perspective to develop meanings about their experiences (Creswell, 2014). In this study participants' opinions on the influence that coaches have on their aspirations to coach were explored.

Site

The research study was conducted at the University of Windsor, a mid-sized university in Windsor, Ontario. The University of Windsor has a number of successful female varsity and club sport programs. With a student population of approximately 15,000 (uwindsor.ca, 2016), there are approximately 195 female athletes between varsity and club teams. In comparison there are approximately 270 male athletes (golancers.ca, 2016; uwindsor.ca, 2016).

The primary reasons female athletes from the University of Windsor were chosen as participants was because as elite athletes, they are no longer at risk of premature dropout (Women's Sports foundation, 2012). Based on experiences and literature review by the researcher, these athletes are most likely to move into coaching positions simply based on their elite athletic ability (Kanter, 1977). This population was also readily available to the researcher given the University of Windsor Lancers Athletics & Recreation Department approval and support to conduct the research.

Participants

The proposed study used a purposive sample since the group has identifiable characteristics to explore the research question and sub-questions. Study participants were female, and currently participating in varsity or club athletics. Participants were also 18 years of age or older. It was imperative that they were willing to freely participate in the study.

Females were chosen for a number of reasons. Many sport participation studies and most role model research focuses on both males and females and is generalized to both male and female populations. In sport, men far outnumber women and this gap only continues to grow as leaders (Government of Canada. Canadian Heritage, 2013). Therefore, the researcher wanted to conduct the study solely on females to explore their athletic path and determine if the gender of a coach influences their aspirations to coach. While incentive strategies and policies have been created to encourage female pursuits in coaching, data demonstrates that they have been ineffective. The study further explored the reasons why these strategies have failed and potential changes to current strategies that might attract female athletes to coaching.

The proposed study focused on athletes from varsity and club sports offered to females at the university level. The purpose of using a broad base of varsity and club athletes is so that

representation of multiple variables could be included in the study. These include team sports, individual sports, traditionally male dominated sport, traditionally female dominated sport and co-ed (mixed gender) sports (see Appendix L for a list of the sports that were examined in this study). Females who participate in any one of these sports could have different attitudes and opinions from others because of the social value given to team sport or the individual approach to sport along with whether or not the sport is a male or female dominated environment. The researcher did not want to lose valuable data by not including one of these four elements of the sporting environment. It is also important to note that some male dominated sports have seen recent increases in female participation numbers, a pool for potential coaches.

The study focused on athletes over the age of 18 years at the university level because these athletes are considered elite. They have surpassed the usual female dropout threshold (13-18 years of age) (Women's Sports Foundation, 2012). These athletes may have also had the opportunity to be a coach and will have a greater understanding of their own intentions about the pursuit of coaching as a career, why they may or may not choose to coach and how male and female coaches have affected their sport careers differently.

Finally, this group of athletes was most accessible to the researcher. Using varsity and club athletes provided some homogeneity with potential for the researcher to extrapolate findings to other females.

Recruitment

Potential study participants were identified from current female varsity and club athletes at the University of Windsor over the age of 18 years of age. The researcher contacted the current Athletic Director who agreed to distribute the survey to potential study participants who met the criteria for participation in the study (i.e., a female varsity or club athlete (see Appendix

M for the email exchange). The above-mentioned recruitment methods clearly identified the researcher as a University of Windsor Kinesiology/Human Kinetics graduate student. Contact information of the researcher was included in all recruitment methods. The required Research Ethics Board protocol was followed throughout the recruitment process.

The goal during the recruitment phase of the study was to recruit a minimum of 75 athletes approximately 195 or 38% of female athletes at the University of Windsor who met the participation requirements as described above. For focus groups a minimum of 8 participants who meet the participation requirements as described above was the recruitment goal.

Surveys

The initial source of primary data for this research project came from an online survey. This method was selected for several reasons. First, online surveys can be used to reach a large number of participants in a short amount of time. Online databases like FluidSurveys make creating surveys quick and easy and also provide basic analysis as data is collected. Online surveys also allow participants to complete surveys with anonymity. The surveys collected demographic information along with answers to qualitative and quantitative questions about sport experiences, sport participation, sport role models and intentions to become a coach (see Appendix I for a copy of the survey). Any questions asked on the survey were close-ended as opposed to open-ended focus group questions. Combined with data from the focus groups, this helped provide insight into the research questions (Belgrave, Zablotsky, & Guadagno, 2002).

At the end of the survey, athletes were given the opportunity to express interest in participating in a focus group; any identifiers entered here were collected in a separate survey. In order to maintain anonymity contact information were not affiliated with their respective survey when collected. The contact information was sent to a third party and had no affiliation with the

participant's survey. If they responded with yes, participants were asked to enter their e-mail address. They were then contacted about participation in the focus group. At this point, participants were given the opportunity to enter into a participation appreciation draw. Incentive gifts can be found in Appendix N. To enter the draw participants must have provided their e-mail address. They were then contacted via e-mail if they were chosen. A copy of the prize draw survey can be found in Appendix I (viii).

Focus Groups

Focus groups provided qualitative data for this research project. This method was selected for several reasons. Focus groups can encourage participants to have more of a conversation around a specified topic by creating a more casual environment (Morgan, 1998). Since participants may be unfamiliar with and uncomfortable in a research setting, this casual environment may help to draw more responses from participants. A group setting can also prove to be less intimidating for participants as opposed to a one on one interview with the researcher. Participants may prompt conversation for more in-depth discussion of issues. Focus groups are also more efficient than one on one interviews in some cases because the researcher can speak to several individuals at once. Focus groups are "a method which can generate complex information at a low cost and with the minimum amount of time" (Liamputtong, 2011, p. 10). The researcher's goal was to ensure all participants felt comfortable and welcomed during the session. Liamputtong goes on to emphasize the importance of the casual atmosphere that should be created during focus groups. Because focus groups can be completed in a shorter period of time than one on one interviews with the same number of participants, the time saved can be spent on the analysis phase of the project to ensure that the researcher completes a high quality, robust and conclusive analysis.

There were 2 focus group sessions for athletes who were interested in participating following the first survey. Using this method of choice ensures that primary data are still collected via surveys if focus groups do not provide any significant data and vice versa. Giving this option also ensured athletes felt comfortable participating and that participation was done freely and willingly since they were not expected to participate in the focus group portion of the data collection. The ultimate goal of the focus groups was to allow participants the opportunity to speak and share ideas and thoughts in a comfortable environment (Belgrave, Zablotzky, & Guadagno, 2002). The goal of the researcher was to recruit 8 athlete focus group participants. Five were recruited. An ideal focus group size is 8-10 participants depending on the overall number of participants being recruited (Krueger & Casey, 2008). To ensure groups were small and manageable two sessions with 2 and 3 athletes were conducted.

To ensure the focus group sessions were as standardized as possible, the researcher created a focus group protocol and script (Appendix J). This created a more replicable study and allowed the researcher to make any adjustments or additions to the prescribed procedure (Appendix J) after a practice run with the researcher's advisor.

Additionally, participants who contributed to the focus groups had the opportunity to answer focus group questions in another online survey after the focus group had taken place. This was kept completely anonymous and was not a requirement of the study. This allowed participants to share additional information they may not have been comfortable sharing in the group or new information that was not shared during the focus group interview. A copy of this survey can be found in Appendix K. None of the participants elected to use this survey.

Data Collection

Data were collected in June, September and October of 2016. Before the consent process, each participant confirmed she met the inclusion criteria, currently participating in varsity or club sports at the University of Windsor, female, and over the age of 18 years. Furthermore, prior to the beginning of the survey and focus group session, all participants were provided with the full confidential consent process and any questions or concerns could be directed to the researcher.

Survey Data Collection The survey took approximately 30 minutes for participants to complete online. There were 20 responses, approximately 10% of the female athlete population at the University of Windsor. Data was exported into excel spreadsheets then stored on a password locked laptop accessible only to the researcher.

Focus Group Data Collection The two focus groups took approximately 40 minutes each to complete. There were 5 participants total, approximately 2.5% of the female athlete population at the University of Windsor. Data was transcribed and stored on a password locked laptop accessible only to the researcher. Audio files were deleted immediately following transcription. A research assistant (RA) assisted the primary researcher with focus group data collection. The RA was a female PhD student at the University of Windsor who has completed the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics. The RA was also experienced in conducting focus groups. Her role in the focus group was to take notes throughout the discussions. She also guided the primary researcher in data analysis following the focus groups.

Data Analysis

Methods of data collection focused on creating a comfortable atmosphere for athletes in order to get the sincerest data possible. The investigator used several methods to analyze data sources; each method is explained below.

Survey Data Analysis Data from the surveys allowed the researcher to further identify and understand the perspective of participants. Surveys were completely private. The researcher utilized Statistical Package for the Social Sciences (SPSS) software to analyze the results. Surveys assisted with the reliability process regarding the results obtained from the focus groups.

Focus Group Data Analysis After each session, the researcher and the RA completed a debriefing session. A debrief session is important in completing a strong analysis of focus group data (Singleton & Straits, 2005). The debrief of each focus group provided an opportunity for the researcher to review notes taken by the research assistant and discuss anything learned during the session (Morgan & Spanish, 1984). The researcher transcribed the audio recording verbatim and created a copy with all researcher comments removed. After transcription was complete, the researcher compared both transcriptions to their respective audio files to ensure accuracy. This ensured that the audio recording did not skip or miss any part of the conversation due to human error or technology malfunction. It is imperative, more ethical, and added validity and reliability to ensure the transcription is as accurate as possible.

Grounded theory, a method frequently used in analysing qualitative data was utilized to analyse the transcript (Charmaz & Belgrave, 2012). The researcher used the grounded theory coding procedures provided by Bohm (2004). Bohm suggested following three steps: (1) initial coding of the data to identify initial data; (2) axial coding to identify more abstract themes from the initial codes; and (3) theoretical coding to identify core concepts arising from the axial

coding process. The researcher used Bohm's method to guide the step-by-step process and to provide explanations of the coding process.

The theoretical codes were used to identify trends in the transcripts. Identifying trends helped the researcher understand the meanings of answers given by the participants in focus group sessions. Furthermore, the investigators used the theoretical codes to identify contradictions and common trends in what participants discussed during the session. This helped the researcher identify the diversity of meanings individuals may develop from experiences and events.

Analysis of Available Data Using statistical databases and publicly available reports, the researcher examined Canada-wide and some American trends in sport participation and coaching among female athletes. These statistics provided a starting point for the research project. This data also assisted with the reliability process regarding results obtained from focus groups and surveys.

Reliability and Validity

The main goal of this research project was to gain an understanding of the absence of female coaches and the impact of a coach's gender on female athletes' intentions to become coaches through a mainly qualitative methodology. Validity in this case differs from that of a quantitative-focused approach. According to Tracy (2010), validity in a qualitative study comes from the sincerity of the participant's responses and thoughts. Tracy also explains that the quality of data collected and the data analysis comes from ensuring data and participants are treated ethically throughout the entire duration of this research study.

The validity of the survey questions and focus group questions comes from whether the questions posed try to answer the research questions and sub-questions (Mora, 2011). The

research question being examined focused on how experiences with male and female coaches in sport influenced the intentions of female athletes to become coaches themselves. The questions were all intended to help answer the research questions and sub questions posed. Internal validity also comes from the survey and focus group questions asked and refers to whether or not the questions posed can explain the outcome that is being researched (i.e., does the gender of a coach influence a female athlete's decision to coach?) (Mora, 2011). Questions were formulated prior to the survey and focus group questions were formulated following the initial survey so data from the survey could be expanded.

External validity refers to the extent to which the results can be generalized to a greater population (Mora, 2011). The study examined a pool of 20 participants. The small sample size and narrow scope (i.e., one institution) means there will be limited generalizability to larger populations. However, there is limited existing literature in this area. This study was exploratory in nature. Additionally, the study was focused on individual experiences of the participants and may not necessarily represent an entire population nor does it represent different age groups who may have different experiences in sport who are not represented by this study as well as different sports that were not represented in this study.

Researcher's Role

The researcher is a Master's candidate in the Sport Management program in the Faculty of Human Kinetics, Department of Kinesiology at the University of Windsor. Her primary research interests are in gender and sport and ethics and sport. The researcher is a previous youth athlete and has a history of working in various levels of sport and recreation.

Prior to the start of focus groups, the researcher did not know any of the participants. This helped to minimize backyard research effect in regards to studying a researcher's own friends

(Glesne & Peshkin, 1992). As moderator of the focus groups, the researcher tried to remove her personal biases from influencing the data provided by the participants. The researcher attempted to use neutral language (e.g. “do you think the gender of your coaches has influenced your coaching aspirations?”). Rather than directional language (e.g. “you were influenced by female coaches more than male coaches, correct?”), This provides an environment in which participants can provide their own ideas, and not an idea or thought she believes the researcher wants to hear. This helps to provide more authentic and genuine data and adds to the validity of the study’s findings.

CHAPTER III: RESULTS

The main purpose of this study was to gain a greater understanding for the absence of female sport leaders, in this case coaches, in a quest to identify viable strategies to increase a female presence in coaching. Data was collected using an online survey followed by focus groups (see Appendices I, J & K). The researcher's recruitment goal for the survey was 75 participants. This number of participants was not met. The researcher revisited the participation inclusion criteria for this study but due to the time of year (summer, when most varsity athletes are in their off season) the researcher was unable to increase participation. Additionally, this type of study can be viewed as feminist research; those who meet the criteria may be reluctant to be involved. The recruitment goal for the focus groups was 8. Five were recruited to participate in focus groups. The researcher made several attempts to meet participation goals but again, due to the time of year, the researcher was unable to increase participation. Twenty five females between the ages of 18 and 26 years old participated in the survey portion of the study. No participants withdrew from the survey. The researcher excluded 5 participants as they only completed one section of the survey (the incentive prize draw) leaving 20 valid participants. Five of the survey respondents participated in the focus group portion of the study. No participants withdrew from the focus groups and no participants were excluded from the focus groups. All participants during both phases of research were members of a University of Windsor varsity or club sports team.

Survey Results

The following demographic statistics were collected during the online survey only. The average participant was 20.5 years old with a median age of 20 and range of 8 years. Athletes competed in 1 to 6 sports after the age of 16 with a majority of athletes participating in up to 4

sports (25% of participants) but specializing in 1 sport (25% of participants). A majority of the participants (60%) participated in track and field (various disciplines). See Appendix L for a complete list of sports in which survey participants competed. Participants were also asked to indicate the highest level of sport where they have competed. All participated at high levels of competition: 5% at the international level, 35% at the national level and 55% at the provincial level.

Often elite athletes will assume a coaching role with younger athletes. Most of the 20 participants, 75% or 15 of 20, have never been a head coach while the remaining 25% or 5 out of 20 of the participants have been a head coach. Only one of the participants who had been a head coach held a paid position. A majority of the participants, 70% or 14 of 20 have been an assistant coach while 30% or 6 out of the 20 participants have never been an assistant coach. Additionally, 30% of these assistant coaches held a paid position or honorarium. Of the 5 participants who had head coaching experience, 3 of the respondents coached a house league team, 1 coached at the elementary school level and 1 coached at the competitive or club level. Six respondents who had assistant coaching experience coached at the high school level, 4 coached competitive sport, 1 coached at the club level, 1 coached elementary school and 2 did not specify the level where they had been an assistant coach.

Participants were asked to indicate how likely they would be to want to be a head coach or an assistant coach at 7 levels of sport (see Appendix O) in full time paid, part time paid and volunteer positions. A 9 point Likert scale was used. The median was used during analysis because it is considered by many researchers (Jamieson, 2004) as an accurate measure of central tendency or average. When participants were asked about their desire to be a full time head coach in a paid position they were most likely to want this role at the national level ($\tilde{X} = 7$) and

least likely in two-year college sport ($\tilde{X} = 3$). When participants were asked about their desire to be a part time head coach in a paid position they were most likely to want this position at the professional level ($\tilde{X} = 6$). When participants were asked about their desire to be a volunteer head coach CIS and high school settings were the most likely ($\tilde{X} = 6$). When asked about their desire to be an assistant coach in a full time, paid position, community sport was most likely ($\tilde{X} = 7.5$) and two year college was least likely ($\tilde{X} = 3.5$). When asked about their desire to be an assistant coach in a part time, paid position, amateur (club or travel sport) and community (recreational or house league) sport settings were most likely ($\tilde{X} = 6$) and NCAA and professional sport settings were least likely ($\tilde{X} = 4.5$). When asked about their desire to be a volunteer assistant coach they were most likely to want to volunteer in community sport ($\tilde{X} = 7$) and least likely to want to volunteer in NCAA sport ($\tilde{X} = 2$). See Appendix P for frequency tables regarding the Desire to Coach Scale. Overall, 5 participants or 25% of the respondents expressed no desire to coach. In contrast 75% expressed a desire to coach at some level.

Participants also completed a self-efficacy scale that asked various questions about confidence related to coaching. Participants again answered a 9 point Likert scale. Overall athletes felt confident in their skills related to coaching. See Table 1 below.

Table 1: Self Efficacy Frequency Table

Confidence that you could...	Median (\tilde{X})	Range
Make intelligent choices	8	3
Determine your coaching strengths	7	5
Resist interference by parents, alumni and other groups	7	6
Accurately assess the abilities of your players	8	4
Select an effective staff	8	5
Change coaching strategies if they do not work	8	4
Select the players best suited for your strategies	7	5

Identify individuals and groups who could help your program/team	8	5
Be self-assured in dealing with problems	8	7
Modify your strategies according to the strengths and weaknesses of your opponent	8	3

On the 9 point perceived hindrance scale (1) time commitment, (2) discrimination against females, (3) lack of training programs for females and (4) the lack of acceptance by male counterparts were rated as the highest hindrance factors for females becoming coaches ($\bar{X} = 6$). Lack of support systems and lack of support from superiors were also chosen as significant hindrance factors for females becoming coaches ($\bar{X} = 5$). Factors that athletes did not think would hinder their desire to be a coach were the perception that female coaches are unattractive and unfeminine ($\bar{X} = 2$) and the perception of homosexuality as prevalent among female coaches ($\bar{X} = 1$). See Appendix Q for a ranking of hindrance factors among female athletes. From the focus groups, hindrance levels appeared to be the highest when limited support for female coaches was considered. These factors included:

- Male coaches do not accept female coaches,
- Biases of old boys' network,
- Female athletes prefer male coaches,
- Lack of training programs for female coaches,
- Lack of support for female coaches from superiors,
- Lack of support systems for female coaches,
- Discrimination against female coaches and,
- Coaching takes too much time.

Participants were asked to select their top 3 sports and indicate how many female head coaches, female assistant coaches, male head coaches and male assistant coaches they estimate

that they have had. The sum of female head coaches was 21 (30%) compared to 50 (70%) male head coaches. The sum of female assistant coaches was 46 (34%) compared to 88 (66%) male assistant coaches. When participants were asked to indicate their gender preference for coaches, 2 of the respondents indicated they preferred a female coach, 2 indicated they preferred male coaches and 8 indicated that they had no preference. The remaining 8 chose not to answer the question.

Table 2: Sum of Coaches by Gender and Gender Preference for Coaches

	Head Coaches	Assistant Coaches	Preference
FEMALE	21 (30%)	46 (34%)	2
MALE	50 (70%)	88 (66%)	2
NO PREFERENCE			8
PREFER NOT TO SAY			8

Those who indicated they preferred male coaches cited that they believed men tended to be more honest and straight forward and that female coaches were too sensitive. Those who indicated that they preferred female coaches cited that they felt better understood by same sex coaches.

Participants who indicated that they did not have a coach gender preference cited that they only wanted someone who is knowledgeable about the sport, the best at coaching their sport, challenged them and overall had the right skills to be a coach.

When asked about their desires to be a head coach in a full time paid position, survey participants were most likely to accept a position at the national level and least likely to accept a position at the college level. In a part time paid position, participants were most likely to accept a position in professional sport and in a volunteer position, participants were most likely to accept

a position in community sport or high school sport. When asked about their desires to be an assistant coach in a full time paid position, survey participants were most likely to accept a position in community sport and least likely to accept a position in college sport. In a part time paid position, participants were most likely to accept a position in amateur or community sport and least likely to coach in NCAA or professional sport. In a volunteer position, participants were most likely to accept a position in community sport and least likely to volunteer in NCAA sport. In both instances (head coach and assistant coach), participants were more likely to accept an unpaid position in lower levels of sport such as community or high school and more likely to consider paid positions in higher, more elite levels of sport like professional, CIS and NCAA.

Lastly, participants were asked to think about a female coach who has impacted their career development. In all instances of questions that asked if no female had an impact on a participant's career, participants generally disagreed ($\bar{X} = 0-2$). Participants agreed that there was a female who they were "trying to be like", admired, viewed as a mentor or had a career that they also wanted to pursue ($\bar{X} = 5.5-6.5$). It was not clear if this was always a coaching career due to survey limitations.

Focus Group Results

Two focus groups were conducted with a total of 5 participants, all of whom were CIS track and field athletes. When asked about sport participation, 100% of focus group participants (5) began sport in some form by the time they started elementary school. Additionally, 100% of the participants competed in or currently compete in, track events (a complete list of sports can be found in Appendix L). When asked to declare their highest level of sport competition, 100% of athletes had competed in the CIS by nature of the recruitment of study participants. In

addition, 1 athlete competed at junior nationals which is considered to be a higher level than CIS competitions.

When asked about coaching experience, 4 of the athletes had coached in some capacity, while 1 of those held a paid position. Participants were then asked if they had considered becoming a coach in the future as a career or as a volunteer. Three said they would not or had not and 2 said they had thought about it. Those who said no stated that they would rather be an athlete or a participant in the sport but if the opportunity arose they would likely volunteer but would not want to coach as a career. Those who said yes stated that they wanted to give back to the sport and remain involved in the sport when their athletic careers were over. One participant stated, "I volunteer and I help out because he [former coach] helped me out a lot so, the least I can do is help [him] out with his team." Another participant said, "I think I'll always like coaching [because] it's always been a part of me and I can't let that go." When asked if free coach education would change their stance on coaching as a career 2 said yes. Both of these participants were from the same focus group and had already held coaching positions. One held a paid position. When participants were asked why they thought people coached the following responses were given;

- They enjoy the sport;
- They enjoy helping others learn a sport;
- They want to influence others and/or share their knowledge of the sport;
- They possess leadership skills;
- They are outgoing;
- It's fun and;
- They enjoy seeing others improve.

One participant said, “I feel like if your coach were to tell you that you would be a great coach and they are one of your favourite coaches, [that would motivate you] to be a coach.” Another stated, “if you have a really bad coach, [...] you [might] want to become a coach to be a better coach than they were or it could make you not want to [coach] at all.”

What makes a good coach was also discussed. Participants answered with the following;

- An understanding of the sport and its psychology;
- Encouragement and motivation;
- Confidence in the sport;
- Good communication skills;
- Commitment to the sport and to coaching and;
- An ability to personalize drills and workouts.

When asked what hinders females from coaching, participants said the following;

- Having or wanting to have a family;
- Not wanting the responsibility of coaching;
- Having negative past experiences with coaches;
- Different interests;
- Intimidation from others;
- Intimidation from expectations and;
- Lack of exposure of female sports leading to a lack of awareness that elite coaching jobs exist in female sport.

One participant stated,

It’s kind of intimidating because there’s so many males who are in it and I’m kind of still young and still developing the understanding of sports. I feel like if I were to go in and

start coaching they would look at me funny and [say] ‘well you’re a female, you don’t know what you’re talking about.’ I’m already the type of person where I like learning but at the same time someone is kind of stomping on me and it’s like okay you can’t do it.

Participants went on to indicate that almost all of their head coaches had been male and that they had more male assistant coaches than females although they did have more female assistant coaches than head coaches. When asked about gender preference for coaches, focus group participants had a hard time answering because they had had so few female head coaches. Ultimately, 3 explicitly stated that they preferred males. Reasons included that they had very few or no female coaches, males were harder on athletes and, males treated athletes the same as their male counterparts. In individual sport, females often preferred a female head coach. In team sports, females usually preferred a male head coach. The literature shows that team sports are often considered masculine (Hardin & Greer, 2009). Two stated that they preferred a balance between males and females and that it depended on the sport. “I like if both coaches are ‘hard core’ but then [with a female coach] you also get the nurturing motherly feel,” and “females understand your limitations better than men”.

Participants went on to discuss their role models and who had influenced their career choices and aspirations. With all but one participant, athletes did not aspire to be a coach but did say that a role model had influenced where they had gone to school and/or what program they had chosen. The following is a list of role models focus group participants stated had influenced them;

- A male coach;
- A female coach;
- A grandmother, mother or sister.

Both focus groups ended with a discussion on decreasing the gender gap in coaching. When asked about current policies and programs all 5 participants had not heard of those mentioned by the researcher making it difficult to extract any results because of the lack of knowledge. They were deemed by all of the athletes as ineffective. One said “I’ve never heard of them before [...] and we’ve been playing sports [a long time].”

Participants were asked to make suggestions regarding improvements or recommendations to decrease the gender gap. Responses included male coaches encouraging more females to coach, female coaches encouraging females to get involved in coaching (“females who are already involved in coaching I feel like they should also be encouraging other females to want to get involved”), more flexible programs, adding other elements to current programs such as nutrition, educating males on the barriers female coaches face and, creating more awareness about the available programs. Programming and education was stressed by all athletes. One participant stated, “I feel like people don’t want to take courses because it costs money, it takes time and, they’re usually not near you.” Another said, “I think once you’re educated in a field I feel like you have more confidence.” These results along with supporting literature generated the following themes; (1) the desire of female athletes to become coaches, (2) the self-efficacy female athletes have in their abilities to coach, (3) hindrance factors that female athletes face when pursuing coaching as a career, (4) the influence of same-sex role models on their intentions to coach and (5) the impact that female role models have on the career aspirations of their athletes.

CHAPTER IV: DISCUSSION

The data collected during the study helped the researcher identify themes related to the purpose of the study. The themes identified were (1) the desire of female athletes to become coaches, (2) the self-efficacy female athletes have in their abilities to coach, (3) hindrance factors that female athletes face when pursuing coaching as a career, (4) the influence of same-sex role models on their intentions to coach and (5) the impact that female role models have on the career aspirations of their athletes. In the following discussion, where survey and focus group data produced the same results, discussion was combined, if data produced different result the researcher noted which group she was referring too.

Varsity Female Athletes and Their Desires to Coach

From the results, most participants had some coaching experience as athletes but had never served as a head coach or held a paid coaching position. Instead, participants were predominantly unpaid, assistant coaches. Additionally, most of the participants indicated that they had no desire to pursue coaching as a career. Even when they were asked about paid positions, athletes were not always willing to consider coaching as a career however, 75% expressed an interest in coaching at some level as a volunteer.

Previous research by Kerr and Banwell (2014) found that most CIS athletes did not consider coaching as a career, mainly because it does not pay well. The results however support research conducted by Reade, Rodgers & Norman (2009) which indicate that when females do take on coaching, it is at a low level (i.e., community), is unpaid and is not a head coaching position but rather an assistant or trainer. When these research participants did coach they tended to volunteer at low levels or community level sport. These results do not support SCCT by Lent, Brown & Hackett (1994) which suggests that “career interests are a function of self-efficacy

beliefs” (Moran-Miller & Flores, 2011, p. 109). The results showed that just because participants are competent in their sport and confident in their coaching skills, it does not mean they would consider coaching that sport as a career or even as a volunteer. This correlates with an article by Beilock (2010) which suggests that based on personal interest the best athletes do not make the best coaches and falls in line more with Gender Theory which suggests that males and females have traditional roles in society. In sport Gender Theory is responsible for the belief that coaching is a male role. When female athletes do not see themselves in sport leadership roles they are unlikely to view these as options to pursue. While some are working to break these barriers, the current research shows that they still exist in sport. Even when women take on coaching roles, it is often in sports that are considered feminine like figure skating, synchronized swimming etc. and, as the level of competition increases, so too does the number of male coaches (Reade, Rodgers & Norman, 2009). The social construct of women as coaches is not based on sex but on how society differs between who individuals are and what their gendered roles are. As mentioned above coaching is not a career choice or appropriate role for women according to the gendered roles that society has developed in sport. We also see factors like family and roles in the home affecting a women’s decision to coach because these are more traditionally accepted roles for females to take on.

Female Athletes and Self-Efficacy as Coaches

Stan Smith, a former professional tennis player, used several definitions of confidence to write one definition of sports confidence. Smith states, “[h]aving sports confidence means having self-confidence which is [your] belief in [your] ability to complete a physical skill or task required in your sport” (2016). He goes on to suggest that confidence and competence can affect each other, suggesting competence leads to confidence (2016). In the case of athletes it can be

suggested that competence in sport as an athlete leads to confidence in your abilities to perform. From this, it could then be expected that this confidence could transfer to coaching roles but statistics do not support this expectation. The definition by Stan Smith was chosen for this study because it aligns closely with the definition of self-efficacy or, “one's belief in one's ability to succeed in specific situations or accomplish a task” (Bandura & Pallak, 1982). Theoretically, this concept could be extended to apply to coaching competence, which ultimately leads to confidence however for many females, it seems that they are required to have confidence before competence. This concept can act as an inhibitor to females becoming coaches because they simply lack the confidence in themselves to be a coach. Males however may be motivated differently or are seen as more competent to coach than their female counterparts. Performance competencies that contribute to self-efficacy as an athlete is very different from leadership competencies that contribute to self-efficacy as a coach.

On average, respondents indicated that they generally felt high self-efficacy in skills related to coaching. Participants felt that they had high self-efficacy in all of the skills that they were asked about, these included the following:

- Make intelligent choices,
- Determine your coaching strengths,
- Resist interference by parents, alumni and other groups,
- Accurately assess the abilities of your players,
- Select an effective staff,
- Change coaching strategies if they do not work,
- Select the players best suited for your strategies,
- Identify individuals and groups who could help your program/team,

- Be self-assured in dealing with problems and,
- Modify your strategies according to the strength and weaknesses of your opponent.

Dunkerley suggested some of these skills were important for elite athletes to learn in order to become coaches. Dunkerley (2016) wrote that the following skills make good coaches. Those that appear in bold were also found to be true in the current study:

- **Being able to get to know and understand athletes as individuals;**
- **Being flexible and open-minded;**
- Being a good communicator;
- **Being a student of the sport;**
- Caring genuinely about the welfare of athletes, and;
- Being able to balance ambition with patience and careful planning.

As mentioned above, the skills that appear above in bold lettering were identified by the participants in this study and correlate with Dunkerley's list of skills that make good coaches. When discussed in a focus group setting, athletes felt that they had confidence in their ability to get to know and understand athletes as individuals because they had been athletes themselves and could relate to what these athletes were going through in sport and outside of sport. This understanding also led to most of the athletes feeling that they would be flexible and open-minded as a coach because they knew firsthand the challenges that athletes in their sport faced regularly, especially female athletes but also males since they had spent most of their careers as athletes on co-ed teams or squads. Being a student of the sport as discussed previously creates competence which leads to confidence. Being a student of the sport means that these athletes have more knowledge of the sport than someone who has never participated and that should create confidence to coach. The findings of this study did not align well with the literature. In

spite of citing a high level of confidence in the skills required to coach there was little desire to assume a coaching role as a career. This suggests that there are more factors influencing their decision than confidence in their abilities.

When asked why people coach, focus group participants suggested the following reasons and felt that these factors also applied to themselves:

- They enjoy being in charge;
- They enjoy helping athletes improve;
- They want to share their knowledge of the sport;
- They are confident in their leadership skills and are outgoing;
- They had been encouraged by their own coaches;
- They had a bad coach in the past and wanted athletes to have a better experience than they did and;
- Coaching is fun.

Participant answers differed however when they were asked what makes a good coach. The following are factors that make what participants considered a good coach:

- An understanding of the sport and athlete mentality;
- Able to encourage and motivate athletes;
- Confidence in the sport;
- Strong communication skills;
- Ability to personalize drills and workouts and;
- Commitment.

Current policies and programming or other strategies used to recruit and retain female coaches should address factors regarding why people coach AND factors that make a good coach rather

than only focusing what makes a good coach. This is currently the focus of most literature. Factors indicating why people coach can help identify means by which to provide incentives that can facilitate females becoming coaches and can help programs eliminate or control for barriers that prevent females from coaching. It may also help males and other leaders in the sport community better understand the absence females face in coaching and leadership in sport.

Factors that Hinder Female Athletes from Becoming Coaches

When common hindrance factors were considered, several that were related to personal characteristics were not noted as barriers by participants at all. These included the perception of homosexuality among female coaches and, the perception that female coaches are unattractive and unfeminine. Interference with social lives and lack of female networks were also noted as having a low hindrance level. The level of hindrance increased when asked about time commitment, for example, travel time, working evenings and weekends, unfavourable hours and, conflicts with family commitments. Lack of role models and unfair treatment of female coaches also posed some barriers. Hindrance levels were highest when limited support for female coaches was considered and include factors such as the biases of the old boys' network, lack of training programs for female coaches, lack of support for female coaches from superiors, lack of support systems for female coaches and, discrimination against female coaches among others (see Appendix Q). The survey results did not suggest lack of female role models as an inhibitor to assuming a coaching role. However, when discussed in greater depth in the focus groups, research participants did speak about the value of female role models, suggesting that their absence could be an inhibitor for some females to pursue a coaching role.

Kilty (2006) as well as Reade, Rodgers & Norman (2009) extensively examined barriers to females becoming coaches. The factors identified above support this previous research in

areas such as lack of support systems, time commitment, biases against women and the dominance of “the old boy’s network”. In the current research, participants reinforced that there was a lack of support from their male coaches or, that male coaches encouraged them to consider coaching as a viable career however did not understand the barriers that women face when pursuing coaching as a career. It was also stated that male coaches did not provide guidance to these athletes and so they felt that male coaches did not consider male dominance of the coaching profession to be a barrier to females because they had never experienced the same discrimination. Participants also indicated that they viewed their roles in the home as traditional roles (with not negative connotations) where they were responsible for child care and homecare, meaning time commitments required of coaching were too much for them to handle. These responses speak to the invisible value of having exposure to females as role models. They are the examples that show it is possible to manage both the sport culture and family responsibilities.

Focus group participants were asked specifically what hindered them from coaching as a career and as a volunteer. They referenced their desire to have children and the time constraints a family can bring, the pressure coaches face, negative experiences with coaches, lack of understanding or support from male counterparts, different career interests, intimidation from others and from the expectations of a coach and, the perception of opportunity due to the lack of exposure for female sports in the media.

Same-Sex Role Model Effect

As discussed throughout the literature, a lack of female coaches exists in most sports but whether or not this absence has an influence on athletes and their choice to become a coach is rarely examined. However, when the lack of female coaches has been examined for its impact on female sport participation and becoming a leader in sport, it is cited as a reason for dropout in

young girls (Women's Sports Foundation, 2012). Yet, when elite athletes are surveyed, they do not support the claim that same-sex role models are essential for female athletes. This finding suggests that for the sport development of an athlete the sex of the coach may not matter. It may however matter for other characteristics within the overall culture of sport such as affiliation, sense of achievement and, fun that ultimately contribute to a passion for the sport and could potentially lead to the aspiration of a long term leadership role. In younger athletes, it is possible that the presence of a female coach may impact a girls' desire to remain in the sport. And the results of this study indicate that same-sex role models may be more important for young athletes at risk of dropping out than older athletes who want to move into coaching careers. With older athletes, it may impact their desire to remain in the sport in a coaching capacity when they graduate from their playing days. This idea of same-sex role models and their influence on females has been studied continually for the last decade in a number of different settings (Drury, Siy & Cheryan, 2011; Lockwood, 2006). Along with same-sex role models female athletes and their aspirations to coach has also been studied (Moran-Miller and Flores, 2011). After extensive literature review and data collection, it was found that same-sex role models and coaches were said to have little effect on female athletes and their intentions to coach but, as indicated by some of the athletes who participated in this study, male role models have had an effect on their intentions to coach although they often do not provide enough guidance to female athletes.

The majority of the female athletes who took part in this study did not refer to their female coaches as mentors or as the reason they had pursued coaching as a career or as a volunteer if they had at all. As supported by some of the literature examined, family members or male coaches, the desire to "give back", or the enjoyment from participating in sport had influenced their decision to coach. Additionally, participants in this study are considered elite

athletes. In the case of the current research, some athletes were not confident in their coaching skills despite being considered an elite athlete and instead felt that their leadership and communication skills were more important than just their knowledge and ability in the sport. This finding supported previous literature by Jason Dunkerley (2016) which stated that elite athletes do not always make the best coaches.

Payne, Reynolds, Brown & Fleming (2003) define a role model as an individual who “inspires individuals or groups of people” (p. 4). Participants indicated that in their top 3 sports, they had significantly fewer female coaches than male coaches, which parallels studies and statistics that indicate even in female sports, males dominate head coaching and assistant coaching positions (Reade, Rodgers & Norman, 2009). As noted above, participants identified a lack of support systems as a barrier to becoming coaches. The outcome of fewer female coaches perpetuates the lack of same-sex role models for female athletes. This may contribute to why female athletes feel that they do not have the proper support to become coaches themselves. In other occupations research has suggested that female role models play a part in encouraging females to take on or to pursue leadership positions because they understand the barriers females face and are able to guide them through these barriers (Lockwood, 2006). As mentioned several times throughout the study, athletes were encouraged by their male coaches to consider coaching as a volunteer and as a career but were given no guidance as to how to become a coach.

When asked about gender preference for coaches, a majority of the participants expressed that they had no preference; those who did have a preference usually had a different preference for different sports. When type of sport was a factor it usually fell in line with an article by Hardin & Greer (2009), which categorized sports as male and female based on different

characteristics. Hardin and Greer expanded on previous studies and used the following definitions of male and female sports;

Sports recognized as masculine involve contact and the use of force or heavy objects [...] sports-related attitudes such as devotion to a team, stamina, and competitive spirit also are perceived as masculine. Thus team sports are considered more masculine than individual sports [...] Sports in which aggressiveness is considered an essential part of the game [...] have been regarded as masculine [...] Sports that have historically been perceived as feminine [...] are those that allow women to exhibit gender-role attributes such as grace and beauty while participating (p. 209).

When probed for the reasons behind their choice, those with no preference expressed that they preferred a coach who is knowledgeable about the sport, has the best coaching skills and that coaching positions should be based on skills and qualifications, not sex. Participants in the current study supported these preconceived notions by expressing their preference for male coaches and indicating that their skill level and ability to discipline athletes and/or “be tough” on athletes in the sport was higher than females and that sometimes female coaches were too nurturing or too understanding. One participant referred to a female coach who allowed female athletes to “slack” off during their menstrual cycle rather than push them to work through it.

Those participants who preferred males expressed their belief that men are tougher on athletes and push them to work harder than females. Some stated that since they had never had a female coach, they felt their preference was male by default because they did not know what it was like to have a female coach. After indicating her preference for a male coach, one athlete stated “maybe it’s just because I’ve always had guy coaches.” This finding aligns with the literature by LeDrew & Zimmerman (1994) that suggests males are accepted as a good coach

until they prove otherwise while females are unlikely to be accepted until they prove that they are a good coach. This ties closely to the male culture of sport and the sense of intimidation females experience, which becomes a deterrent for someone to pursue coaching. Those who preferred females as coaches felt that they better understood the needs of female athletes and were easier to communicate with than male coaches. For example, when athletes were facing personal issues, more participants said they felt more comfortable telling a female coach about it than a male coach because they felt females understood their issues better.

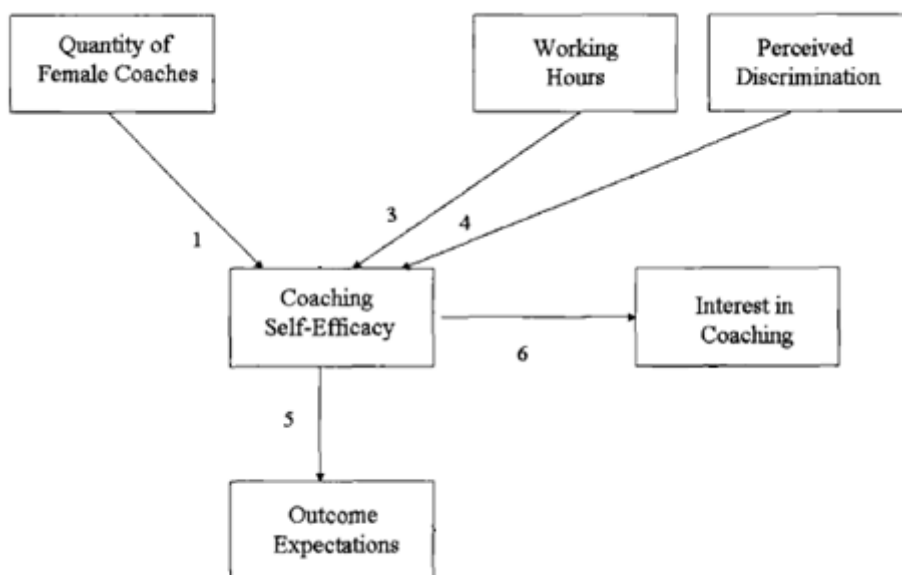
When asked about female role models, 3 of the respondents expressed that they did have a female coach who served as a role model for their career development. In cases where participants had considered coaching as a career these role models were someone they wanted to model as a coach, these role models served as mentors, and these coaches had coaching positions that the participants were interested in obtaining. Focus group participants also expressed that they had chosen their degrees after encouragement from coaches and that a coach had inspired their career aspirations to some degree.

The results and discussion indicate that it may not matter if female athletes have a male or female coach until they aspire to be a coach themselves. One participant stated that her sport participation had influenced her career aspirations more than her individual coaches. She expressed that it was her passion for the sport that had made her consider coaching as a career and not her coaches. The previous study by Lent, Brown and Hackett (1994) discusses that career aspirations are often formed by personal experiences. For athletes who are elite in their sport, much of their time is spent with coaches and practicing or competing thus, sport having a major effect on career aspirations is expected regardless of a coach's gender. In cases where coaches were not considered to have had an effect on career aspirations, a teacher or female

family member was usually considered an athlete's biggest role model. In both cases the same effect as above would be expected because of the amount of time spent with these individuals. This does not, however, explain why more males than females move into coaching after a career as an athlete.

In the study conducted by Moran-Miller & Flores (2011), their Path Model Analysis (See Appendix G) indicated that quantity of female coaches, quality of female coaches, working hours and perceived discrimination affected a female's coaching self-efficacy which in turn affected her interest in coaching and outcome expectations (which also affected interest in coaching). However, the current study produced a slightly different Path Model Analysis (see Figure 3 below or, Appendix R).

Figure 3: New Path Model Analysis



The new model now indicates quantity of female coaches, working hours, and perceived discrimination as factors affecting coaching self-efficacy. In turn, coaching self-efficacy affects these 3 factors along with interest in coaching and outcome expectations. Quality of female coaches as a factor affecting coaching self-efficacy is removed along with the connection

between outcome expectations and interest in coaching as per the results of the current study. It may not be the sex of the coach affecting females' aspirations to coach but, the self-efficacy the coach is creating in athletes and their coaching abilities.

Current Strategies to Increase Female Coaches and Suggestions for the Future

A number of initiatives have been taken by various levels of government and organizations in the past 20 to 30 years to address the absence of female coaches. When focus group participants were asked if they would use free or more accessible coach education programs, they expressed that they would consider coaching more if these opportunities were available. While research participant responses in this study suggested confidence in coaching, this particular finding communicates the importance of building on this with further support strategies. Participants were also given access to some policies and programs currently in place to increase female coaches and participants in sport. Most of the research participants did not know of them. Those who had heard of coaching programs for women felt that they only benefited women who were already coaching or who participated at elite levels of sport rather than grass roots sport or non-participants. Although the gap is closing, fewer females participate in sport at all levels than males (Women's Sports Foundation, 2012). As supported by the findings in this study, many of these females are unlikely to assume a coaching role and current programs serve a very small population. Wider access should tap into a pool of females currently excluded from eligibility criteria; for example, most programs target women who are already elite athletes rather than mothers, teachers etc. Further, research participants felt that female coaches are needed to help encourage and motivate other females to get involved in coaching. They also felt that elite level athlete/coaches needed to share their experiences with grass root

athletes/coaches to encourage more women to become involved in coaching. Participants went on to make the following suggestions for better policies and programs:

- Involve more male coaches to encourage females to coach. For example, data clearly show that more males continue to coach than females in both female and male sport. Combined with this research, participants suggested that male coaches did not fully understand the challenges females face when attempting to enter the coaching environment. This strategy should include incorporating best practices for male coaches to assist in the development of females as coaches. While the programming that is currently available to women focuses solely on females, none address males or educate males on how to guide females who have a desire to pursue coaching as a career.
- More flexible coaching programs and better/more time and location options. Research participants expressed that the sport specific programs they were interested in were often held in larger cities and required travelling as well as accommodations and were often too costly. They also stated that they often had to turn programs down because of the timing of some programs in terms of dates, times and length of the program.
- Adding more elements to programs than strictly coaching (i.e., nutrition). Focus group participants expressed a need for more than just a coach education program. Athletes wanted other elements to be included like nutrition, sport psychology and other topics relevant to coaching.
- Educate males on how to be more welcoming and supportive of females. Data suggested that a more inclusive culture is needed rather than expecting females to adapt to a traditional male culture that is not welcoming to females. One participant had the following to say, “I think females can obviously do everything males can do, it’s just

taking society a while to realize it.” Additionally, no program works to educate males on the barriers that females in coaching face or how to minimize these barriers for their female counterparts. Since most coaches are male, they are needed to help break the barriers that females face.

- Better awareness of the programs and resources available and;
- More funding at the grass roots level. Local organizations have limited resources for coach development. Government funding needs to assist at this level rather than or in addition to elite levels to demonstrate a commitment to change. Current funding shows an emphasis on participation and fails to extend efforts sufficiently to leadership roles.

The females in this study who had considered coaching as a career and/or as a volunteer admitted that their coaches had played a role in their aspirations regardless of whether they were male or female. It is clear that some male coaches serve as good mentors for their female athletes. It would be beneficial to understand these practices and incorporate them into coach education to be shared with all male coaches. Male coaches should be taught how to encourage and motivate their female athletes to consider coaching as a career. They should also be taught how to recognize the potential an athlete has as a coach since, as discussed above, being an elite athlete does not always make you a good coach without guidance or the transition from athlete to coach. The belief that elite skills translate to coaching is often seen in males but not females. Educating males coaches on how to recognize coaching potential could not only increase the number of female coaches but could also help to eliminate bad coaches from the sport system by utilizing qualified females in roles that unqualified males currently hold.

Implications of Findings

As discussed above and consistent with the literature, a majority of females have had significantly more male coaches than female coaches during their sport careers. In addition, most females in the study have expressed that they have little to no desire to become a coach themselves. Some expressed that it was because they did not have enough female role models as coaches. Overall, women in coaching and the barriers they may face should be made a component of general coach education. The findings indicate that the lack of women in coaching positions is one major reason why more women do not get involved in coaching both as volunteers and as careers.

In addition, most of the participants suggested that programs and policies needed to be changed or improved in order to increase the number of women in coaching positions. It was suggested that instead of focusing solely on females, males should also be included in order to educate them on how to support and encourage their female counterparts to become involved in coaching. The current study did not support that having a female coach means female athletes are more likely to consider coaching themselves. Lack of awareness and accessibility was also something that females suggested needed improvement. Most expressed that programs were costly, far away and had poor timing. In a review of literature on women in sport policies the researcher found that many government policies were outdated and in need of review and updates in order to address females as coaches rather than athletes only.

Limitations

Response Rate

The research procedure called for the use of approximately 195 participants with an anticipated response rate of 75 (38%). This expectation was not met. With a relatively small

sample compared to other role model research studies, generalizing the results to the female population as a whole is not possible. The researcher did not select a specific sport and identified different criteria to help with the generalizability of the study. To ensure all athletes were eligible to participate, team sports, individual sports, male dominated sports and female dominated sports were examined. Because of the different nature of the sports, experiences athletes had with coaches may have been different and helped to create a set of data that could be general to all athletes rather than just one sport or female dominated sports. Females were selected as the focus of the study due to the lack of literature specific to female athletes and the lack of female coaches in sport. Additionally, many existing studies generalize results to both genders. This study focused solely on the experience of females.

The feminist nature of the study may have also affected the response rate. People may avoid participating in feminist research because of the negative stigma that surrounds the term feminist.

Timing of the study was not optimal. During the online survey, student athletes were on summer break and therefore may not have received their survey invite or reminder, which were sent to their school e-mail account, on time or were too busy to participate. Focus groups were conducted during a week when most students were in the midst of mid-term exams. Third party distribution was used to recruit participants, which is also considered a limitation. Because of recruitment restrictions in place by the Research Ethics Board, the researcher was not able to contact athletes or team coaches directly. Instead, the researcher was required to distribute the survey via the head of the Athletic Department who then distributed to all female athletes. Although he did reach out to all female athletes and sent out participation reminders, student athletes' schedules can remain full year round which made recruitment difficult.

Instrument

Focus groups can be both a strength and a weakness. If group phenomena such as groupthink is to occur, the strength of the focus group can be greatly diminished (Vicsek, 2010). The study required that some data be contributed in a group-setting (focus group). Some individuals may have been impressionable or were affected by peer pressure. They may have only spoken about topics they believed to be socially acceptable within the specific setting or within the individual's wider social setting. The researcher explained the importance of participants speaking about their own personal experiences, thoughts, opinions and attitudes rather than what the participants believed the researcher or peers wanted them to say and encouraged confidentiality. Many of the focus group participants also come from the same team or organization, meaning experiences with coaches and role models may have been similar. These same athletes are from a program that has experienced great success, which means their overall experience was likely positive. In addition, the study limited recruitment to University of Windsor female athletes. This, as well as a poor response rate provided a very small population for both the survey and focus groups. Findings are not generalizable to this or other populations as a result.

At the end of the study, the researcher reiterated the importance of confidentiality however, the participants may have shared confidential information with other individuals after the focus group. Some of the participants may have had this concern before starting the focus group session, and thus not have shared private experiences and opinions for fear of this information being released publicly. In order to minimize the risk, the participants had the opportunity following the focus group to share information through an online survey that they

may not have shared during the focus group session. None of the participants utilized this follow up survey.

Sport Representation

The study only focused on individuals participating in varsity and club sports at the university level. This eliminated athletes from non-varsity or community club sports and other sport settings from participating in the study as well as athletes from other universities. In this study only one sport seemed to be represented in the focus groups as all participants stated that they participated in track and field. As highly competitive athletes, the research participants may have never had the opportunity to be coached by either a male or a female and may have only had one gender as a coach, as mentioned by several of the participants. In addition, since the participants were elite and over the age of 18 years clearly they have not yet dropped out of sport because of role modelling; it is unlikely that they will. This is significant to this study because it suggests that role modelling is not important to these athletes but may still influence their potential transition to coaching.

Researcher Experience

A major limitation of the research study includes the lack of research experience of the researcher. The study was only the second research project independently conducted by the investigator and only the second time the researcher had been involved in conducting a focus group. Additionally, this was the first time the researcher used FluidSurveys and SPSS software. To minimize this limitation, the researcher utilized various resources to mitigate as many potential mistakes as possible, producing higher quality data. Examples of resources included the researcher's thesis committee, textbooks, and resources available at the Leddy Library Data Centre at the University of Windsor and previous research. Once completed, the researcher

found that the literature and theoretical framework used (SCCT) was less applicable than hoped due to the lack of participants. Although a connection exists, there is not enough data to discuss the roles of same-sex role models, specifically coaches. In addition, the researcher had few studies and little literature to reference in order to build a stronger research project. In addition to the participant sample, the exploratory nature of the study was also a limitation because very little research has been done in regards to same-sex role models in sport.

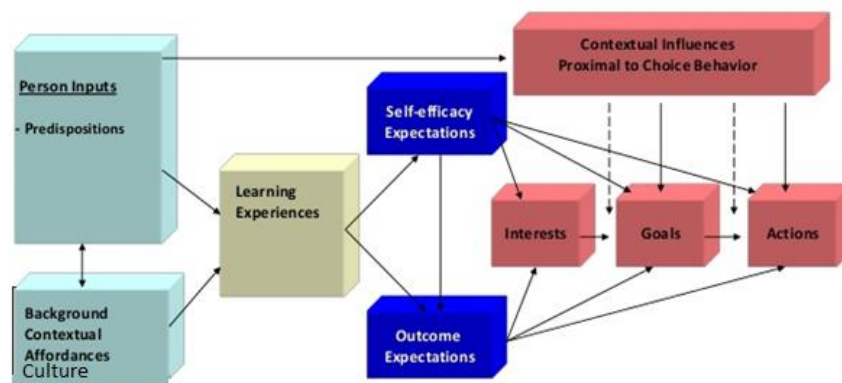
CHAPTER V: CONCLUSION

Studies show that there is a significant absence of female coaches in women's sport. As the gender gap continues to grow, it was of value to examine whether or not the sex of a coach influences the desire of female athletes to coach. The research examined the characteristics of coaches that contribute to and diminish female athlete aspirations to pursue coaching opportunities and attempted to gain a greater understanding about the absence of female coaches, in a quest to identify viable strategies to increase a female presence in coaching.

The study findings did not suggest that there is a positive influence between female coaches and female athletes becoming coaches however a majority of the participants had male head coaches only. Instead, data suggested that the sex of a coach did not matter but rather educating coaches of both genders on how to guide females into coaching as a career is needed. Additionally, more resources are needed to encourage females to coach and to support existing female coaches in order to retain women in sport leadership.

Using the SCCT Model by Lent, Brown & Hackett (1994), the researcher used the current findings to create an adaptation of the model for future research studies (see Figure 4 below or, Appendix S).

Figure 4: Adapted Social Cognitive Career Model



Predispositions include attitudes, beliefs, characteristics etc. Gendered roles of women as coaches is not based on sex but on how society defines who they are and what their roles are. Gender theory suggests that males and females have traditional roles in society. In sport Gender Theory is responsible for the belief that coaching is a male role. In this study, factors like family and roles in the home also affected a women's decision to coach. The results did not suggest that gender affected an athlete's desires to coach but rather their predispositions. Background refers to the environment and in this case, how the environment affects an athlete's career choice. If athletes had a positive sport experience, they were more likely to give back to the sport however not always as a career coach but usually as a volunteer. In the learning experiences portion of the model, results suggest that coaches develop strong leaders if they themselves have strong self-efficacy and are able to guide others into coaching. Coaches can help to develop strong self-efficacy in athletes. Athletes require these support systems in order to build strong self-efficacy in their coaching skills. Self-efficacy in coaching skills was found to be high in the respondents. The breakdown of the model occurs at outcome expectations. Here, we see that athletes have an interest in coaching however, they are not setting goals that will lead to the action of becoming a coach.

Organizational Implications

The findings presented in this research could be used for consideration for improving existing programs and policies and developing new strategies related to increasing the number of females in coaching and leadership positions in sport. While the study was small and response rate was low, the findings did support previous literature about a persistent problem with the recruitment and retention of female coaches. Results also showed that it is not a lack of desire or self-efficacy that discourages females from coaching but other factors. As shown in this study,

female athletes considered coaches to be their role models regardless of gender. Organizations such as the NCCP and the CAC should re-evaluate current programs in place to focus less on females only and more on educating males on the barriers women face in coaching and how to guide them into coaching careers. There is also a need for these organizations to work with grass roots organizations and to consider transferring resources so entry level coaches have much needed support as opposed to elite levels where number and interest are sparse. Previous research shows that a majority of the funding for these programs is often funneled into elite sport rather than grass roots sport (coach.ca, 2015c). Organizations should consider funneling more funding into grass roots levels of sport. Without female coaches in grass root sport it is highly unlikely they will ever be a coach at an elite level. This would also help capture or recruit non-elite but knowledgeable athletes as leaders.

In a number of instances, study participants suggested that intimidation by males or lack of support from their male counterparts discouraged them from becoming a coach or considering coaching as a career. The NCCP and CAC should consider educating men about how to support females in sport, encourage females to pursue coaching as a career and ultimately serve as role models for female athletes in order to increase the number of females in coaching.

Moreover, participants indicated that they were not aware of the programs or policies that do exist. It is clear that athletes need to be educated about available programs to help them become coaches. In most cases these programs are made available to those females who are already interested in coaching. Developing a program that creates awareness for athletes who may not be considering coaching could be a vital tool to increase the number of females in coaching and leadership roles. Furthermore, location and flexibility of the programs often hindered participants from taking part. Travel was often required and athletes indicated that their

time was limited. These organizations should consider more programs in smaller venues rather than fewer programs in larger venues or travelling to coaches rather than having coaches travel to these programs.

Future Research Directions

The research did not indicate that same-sex role models serve as motivation for elite female athletes to consider coaching either as a career or as a volunteer. The number of participants was too small to produce significant findings. Future research should use a larger sample for both surveys and focus groups. More sports should be examined and at multiple levels of sport to include younger age groups. Additionally, more CIS institutions could be used to recruit participants should time constraints and research ethics permit it. In this case, CIS athletes could be asked how and why they chose the institution that they did in order to examine whether or not coaches can affect this decision and to what degree. Furthermore, rather than focusing only on athletes, female coaches should also be evaluated to examine why they became coaches and whether or not their coach experiences as athletes lead to their desire to coach. Along with coaches, assistant coaches should also be examined and asked if or why they do or do not desire to move into head coaching positions. This would also help capture more than just athletes and/or coaches.

In regards to data analysis, future research should quantitatively examine athletes who have had female coaches and athletes who have only had male coaches in two separate groups and then comparing the data to determine if same-sex coaches do have an effect on an athletes desires to coach and their sport development.

Future researchers may also want to consider altering the model to account for volunteer coaches. As previously mentioned, most coaching opportunities are volunteer opportunities, not

paid, a model reflecting this may help researchers better understand why people coach.

Additionally, in order to become a career coach, athletes would first have to volunteer their time before being paid. Future research should also address whether or not coaching is good career choice for either gender. One of the questions that this issue raises is that time and commitment is considered a problem for women, many times because of their traditional role as family caregiver. These values should be reassessed to see if this also affects men, not just women.

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APPENDICES

Appendix A
Expanded History of Title IX
Lamar, 1994

“Title IX of the Education Amendments of 1972 states that ‘[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance’ Title IX’s passage in 1972 granted students the right to be free of sex discrimination in education. It was intended to force a review of programs in order to correct inequities that were the norm in American education.” (p. 237)

“Title IX was specifically enacted to negate norms on inequity.” (p. 237)

Title IX “was thought to ‘g[i]ve legislative support to the idea that sex discrimination had no place in educational institutions or in their gymnasium and on their playing fields.’” (p. 239)

“Physical education and athletic programs were given a three year transition period to meet Title IX requirements with full compliance in all areas required by 1978.” (p. 239-240)

“In 1978, the U.S. Department of Health, Education, and Welfare (HEW) issued a proposed policy interpretation of the intercollegiate athletic requirements of Title IX and its implementing regulations. Most noteworthy was the ‘the scope of HEW’s asserted jurisdiction and the concept of equal per capita spending as a measure of the required equal opportunity’ ... Under this regulation, any institution which provided equal per capita expenditures for its male and female athletics for certain financial benefits would be presumed in compliance with Title IX ... athletic departments underwent many changes. ‘[I]nterscholastic (intercollegiate) and recreational sports were added to the existing programs to achieve equitable offerings for both males and females.’ Many men’s and women’s programs were combined in anticipation of Title IX regulations. In most instances, the men’s director became the head of the combined program, leaving the head female administrator in a secondary position. So, even though more girls and women were involved in sports, fewer women administered these programs. The result was a diminished female voice in intercollegiate athletics.” (p. 240-241)

“The NCAA ... expressed fears held by many male athletics directors when he said that Title IX’s call for equity would mean ‘the possible doom of [men’s] intercollegiate sports.’ Many men believed that if women’s programs were on par with men’s, money from their programs would have to be lost ... The NCAA attempted ... to exclude intercollegiate athletics from Title IX.” (p. 241)

“First, the NCAA ‘lobbied for the exclusion of the athletics from Title IX. When that effort failed, the NCAA launched a strong campaign ... which sought to exclude revenue sports from the jurisdiction of Title IX.’ ... Trying a new tactic, the NCAA ‘interpret[ed] Title IX as a mandate for NCAA’s governing both men’s *and* women’s athletics ... The NCAA began

administering women's programs for the first time. From 1980 on, the only model to follow would be the NCAA male-oriented one." (p. 242-243)

Appendix B

Definitions of Strategies for Actively Engaged: A Policy on Sport for Women and Girls Canadian Heritage, & Gibson Library Connections Inc., 2009

1. *Program Improvement* – alignment and refinement of programs and activities to enable sport organizations and other sport system stakeholders to deliver innovative quality sport experiences for women and girls;
2. *Strategic Leadership* – proactive promotion of complementary measures within other Canadian and international jurisdictions to strengthen quality sport experiences for women and girls through participation in multilateral and bilateral instruments and for a;
3. *Awareness* – promoting the benefits for individuals and organizations of meaningful involvement of women and girls; and
4. *Knowledge Development* – expansion, use and sharing of knowledge, practices and innovations concerning the sport experiences of women and girls through research and development.

Appendix C
Explanation of the Gender Equity in Recreation Services Policy for the City of London
City of London, 1996

Policy Statement:

“That gender equity in recreation be provided within the community. Recognizing the many personal, social, economic and environmental benefits to health and quality of life that are derived by participating in physical activity through positive leisure lifestyle development, the City of London is therefore committed to:

- i. Ensuring that a full range and variety of gender equitable recreation opportunities in all areas of the community are accessible in safe and welcoming environments for all Londoners;
- ii. Working with the community to provide gender equitable recreation opportunities, projects, programs, services, staffing and facilities which are consistent with this policy; and
- iii. Allocating appropriate resources to accomplish this above noted commitment.”

Appendix D
Coaching Certification Statistics by Gender and Level
Coaching Association of Canada, 2007

NCCP Statistics

Certified Level 1 Women = 76,594 Men = 181,028 %Women = 29.7%	Certified Level 2 Women = 22,600 Men = 43,978 %Women = 33.9%	Certified Level 3 Women = 2,830 Men = 6,927 %Women = 29.0%
Certified Level 4 Women = 177 Men = 669 %Women = 20.9%	Certified Level 5 Women = 10 Men = 81 %Women = 11.0%	

(as of October 31, 2007)



National
Coaching
Certification
Program

Programme
national de
certification des
entraîneurs

Coaching
Association
of Canada



Association
canadienne
des entraîneurs

Appendix E
 CIS Coaches & Administrative Positions by Gender
 Donnelly, Norman & Kidd, 2013, pp. 31-33

Table 1 – University Enrollment and Varsity and Club Teams

	2012-13 (Current Report)	2010-11 (Previous Report)	Change
CIS/SIC Universities	54	52	+2*
Male Full-time Students	372,915 (44%)	340,287 (44%)	+32,638
Female Full-time Students	476,178 (56%)	435,782 (56%)	+40,396
Male Varsity Teams	432	431	+1
Female Varsity Teams	428	425	+3
Male Club Teams	51	36	+15
Female Club Teams	54	37	+17

* Mount Royal University and the University of Northern British Columbia have joined the CIS/SIC since the 2010-11 season. Algoma University joined the CIS/SIC as its 55th member in June, 2012, but will not compete in CIS/SIC competition until the 2013-14 season.

Table 2 – LEADERSHIP: Coach and Athletic Director Data

2a) Head Coaches and Assistant Coaches

	2012-13 (Current Report)	2010-11 (Previous Report)	Change	% Change (vs. other gender)
Male Head Coaches	615 (83%)	586 (81%)	+29	+2%
Female Head Coaches	127 (17%)	134 (19%)	-7	-2%
Male Assistant Coaches	1,335 (78%)	NO DATA	n/a	n/a
Female Assistant Coaches	386 (22%)	NO DATA	n/a	n/a

2b) Athletic Directors and Assistant Athletic Directors

	2012-13 (Current Report)	2010-11 (Previous Report)	Change	% Change (vs. other gender)
Male Athletic Directors	41 (76%)	43 (83%)	-2	-7%
Female Athletic Directors	13 (24%)	9 (17%)	+4	+7%
Male Assistant Athletic Directors	16 (50%)	NO DATA	n/a	n/a
Female Assistant Athletic Directors	16 (50%)	NO DATA	n/a	n/a

2c) Head Coaches by Gender of Team Coached

	2012-13 (Current Report)	2010-11 (Previous Report)	Change	% Change (vs. other gender)
Male Coaches ... of Male Teams	252 (>99%)	253 (>99%)	-1	0%
Female Coaches	2 (<1%)	2 (<1%)	0	0%
Male Coaches ... of Female Teams	175 (68%)	166 (66%)	+9	+2%
Female Coaches	84 (32%)	87 (34%)	-3	-2%
Male Coaches ... of Co-ed Teams	188 (82%)	167 (79%)	+21	+3%
Female Coaches	41 (18%)	45 (21%)	-4	-3%

2d) Assistant Coaches by Gender of Team Coached

	2012-13 (Current Report)	2010-11 (Previous Report)
Male Coaches ... of Male Teams	770 (>99%)	NO DATA
Female Coaches	2 (<1%)	
Male Coaches ... of Female Teams	286 (51%)	NO DATA
Female Coaches	278 (49%)	
Male Coaches ... of Co-ed Teams	279 (73%)	NO DATA
Female Coaches	106 (27%)	

Appendix F
 Definitions of Factors (Why More Men Coach)
 Reade, Rodgers & Norman, 2009

1. Power and opportunity

Power: “One’s capacity to mobilize resources, including control over one’s own career as well as the ability to influence others who have control.” (p. 517)

Opportunity: “The shape of one’s career ladder, perceived obstacles and satisfaction, access to training and availability and type of feedback.” (p. 517)

2. Assumption of higher competence of men

“The unequal assumption of competence of women coaches compared to men.” (p. 506)

3. Traditional hiring practices

“Hiring from a principle of similarity, termed ‘homologous reproduction’ – that coaches and administrators perpetuate “accepted standards” of coach characteristics by hiring new coaches who are similar to old ones and similar to themselves.” (p. 506)

4. Homophobia (e.g. to hide the risk of a lesbian image).

Homophobia: “A prejudicial attitude toward women who work in a predominantly male context as being more “male-like” and having a high probability of being lesbian.” (p. 506)

Griffin’s (1992) Six Ways Homophobia is Manifested in Sport:

1. Silence
2. Denial
3. Apology
4. Promotion of heterosexual/”heterosexy” image
5. Attacks on lesbians
6. Preference for male coaches

Appendix G
Path Model Analysis
Moran-Miller & Flores, 2011, p. 111

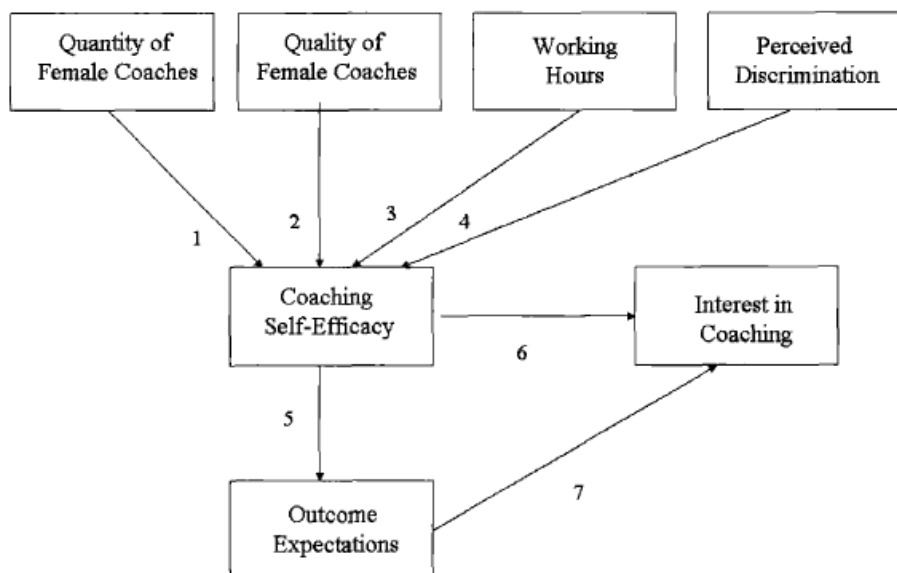
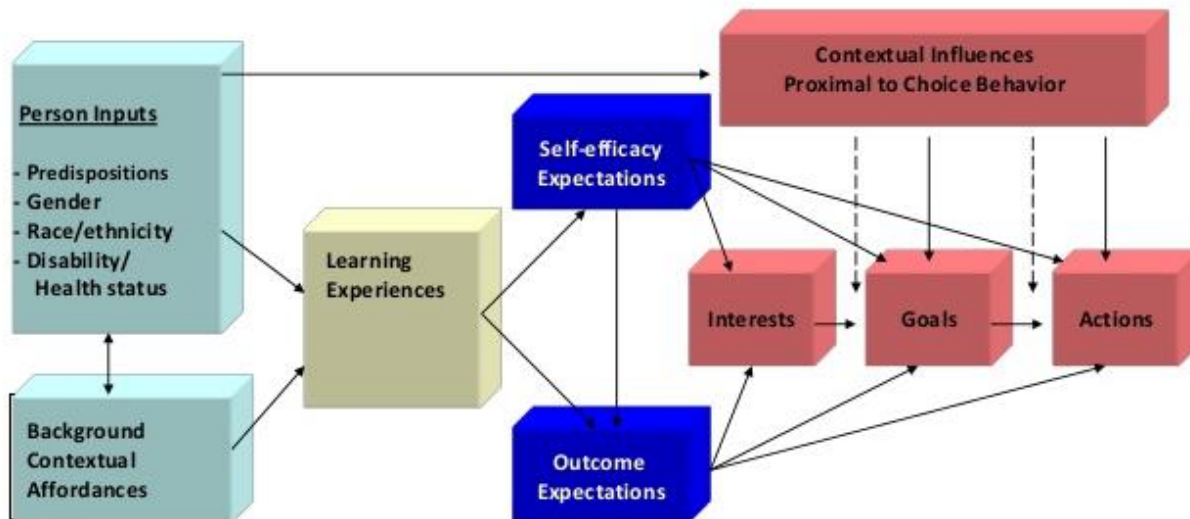


Figure 1. Path model depicting social cognitive career theory's predictors of career interests. Variables are measured using the following scales: (1) Quantity of Female Coaches = Percentage of Female Coaches; (2) Quality of Female Coaches = Influence of Others on Academic and Career Decisions Scale; (3) Working Hours = Working Hours subscale of the Perceived Hindrance Scale; (4) Perceived Discrimination = Perceived Discrimination subscale of the Perceived Hindrance Scale; (5) Coaching Self-Efficacy = Coaching Self-Efficacy Scale; (6) Outcome Expectations = Occupational Valence Scale and Coaching Valence Scale; (7) Interest in Coaching = Desire to Coach Scale.

Appendix H
Social Cognitive Career Theory
Lent, Brown & Hackett, 1994



Appendix I
Primary Research Survey
Adapted from Everhart & Chelladurai, 1998

i. Consent to Participate

Title of Study: Understanding the Absence of Female Coaches in Sport and the Value of Same-Sex Role Models for Female Athletes in Their Coaching Pursuits

You are asked to participate in a research study conducted by Taylor Imeson, from the Department of Kinesiology at the University of Windsor. The results of the study will be contributed to the fulfillment of Taylor Imeson's Master's degree.

If you have any questions or concerns about the research, please feel free to contact Miss Taylor Imeson at imesont@uwindsor.ca; or Dr. Margery Holman (faculty supervisor) at 519-253-3000 (x. 2436) or holman@uwindsor.ca.

PURPOSE OF THE STUDY The purpose of the study is to gain a greater understanding for the absence of female coaches, in a quest to identify viable strategies to increase a female presence in coaching. This study will examine one barrier in particular, the impact of a coach's sex on female athletes' intentions to become coaches based on their sport experiences.

PROCEDURES If you volunteer to participate in this study, you will be asked to participate in an anonymous online survey that will take approximately 30 minutes to complete.

POTENTIAL RISKS AND DISCOMFORTS There are low risks associated with participating in this study. The risks associated with participating in this study are no more than what you may experience in your daily lives. The survey will be completely anonymous. If you choose to enter the draw or volunteer for the focus group, your contact information will not be associated with your survey.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY By participating in this study, you will have the opportunity to experience methods commonly employed in sport participation research. The findings may lead to improved understanding of the barriers and motivators to females becoming coaches and the importance of same-sex role models in developing coaching aspirations and decreasing the gender gap in coaching.

COMPENSATION FOR PARTICIPATION For compensation for your participation in this study you will be given the opportunity to enter into a draw for one of the following prizes FitBit Flex, a \$100 iTunes gift card or, a \$50 Sport Chek gift card.

CONFIDENTIALITY None of the data will have identifying factors attributed to it. If you choose to enter into the draw entries or express interest in the focus group sessions contact information will not be connected to any survey data.

PARTICIPATION AND WITHDRAWAL You can choose whether to participate in this study. If you wish to participate, you may withdraw at any time without any type of consequence. You are not required to respond to every questions. Only surveys that have been "submitted" will be used. This study will only include females over the age of 18 who are current and/or former athletes and/or coaches. If you do not meet these criteria fully, you will not be permitted to participate in the study.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS The findings of this study will be made available. The results should be made available by April 30, 2016 at www.uwindsor.ca/reb/. You may contact the investigators (T. Imeson) if you would like further information about the results.

SUBSEQUENT USE OF DATA These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE I understand the information provided for the study Understanding the Absence of Female Coaches in Sport and the Value of Same-Sex Role Models for Female Athletes in Their Coaching Pursuits as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study.

Please print a copy of this page for your record.

Select "Yes" to agree and continue participation.

Select "No" to disagree and discontinue participation.

Yes No

ii. Demographics Survey

Demographics

In this study, sport experiences are used to examine the aspirations of female athletes regarding a coaching career. You are requested to respond to questions relating to these perspectives and to your own sport experience. Please be assured that your responses will be kept in strict confidence. No individual responses will be identified in reporting results. Please omit any information you feel would be overly identifying or that you do not wish to provide.

1. Age:

2. Sport(s) in which you participated from the age of 16 years and up:

3. Please indicate your highest level of competition (e.g. CIS):

- Club Level (e.g. your local travel league)
- High School
- Provincial (e.g. OUA, OCCA, Ontario Summer Games)
- National (e.g. CIS, Canada Games)
- International (e.g. Olympics, National team competing at an international tournament)
- Professional (e.g. WNBA, WCHL, WNHL)
- Other
- Prefer not to say

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iii. Desire to Coach Scale

Desire to Coach Scale

The following questions are designed to identify your preference to be a paid, full-time coach at various levels OR a part-time coach at various levels OR a volunteer coach at various levels. Some people prefer to be a coach and others may not. There are no right or wrong answers. Please circle the response which indicates your desire to coach a sport on a full-time basis.

4. a) Have you ever been a head coach? (choose one):

 Yes No

b) If yes, indicate the highest level of sport at which you have coached:

c) Was it paid or unpaid? (choose one):

 Paid Unpaid

5. a) Have you ever been an assistant coach? (choose one):

 Yes No

b) If yes, indicate the highest level of sport at which you have been an assistant coach:

11. How much would you like to be an assistant coach for a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much)

	1	2	3	4	5	6	7	8	9	Prefer Not to Say
a) In Amateur Sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) In Community Sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) In two-year college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) In Canadian Inter-University Sport (CIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) In NCAA Sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) In Professional Sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) In National Sport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) In High School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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iv. Coaching Self-Efficacy Scale

Coaching Self-Efficacy Scale

The following section contains a list of 10 tasks associated with coaching a sport team. Please read each item carefully and indicate how much confidence you have that you could accomplish each of these tasks by circling the appropriate number on the right side. There are no right or wrong answers. Please remember to focus on coaching (head or assistant) a sport.

12. Confidence that you could... (1 = no confidence; 9 = complete confidence)

	1	2	3	4	5	6	7	8	9	Prefer Not to Say
a) Make intelligent choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Determine your coaching strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Resist interference by parents, alumni and other groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Accurately assess the abilities of your players	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Select an effective staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Change coaching strategies if they do not work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Select the players best suited for your strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Identify individuals and groups who could help your program/team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Be self-assured in dealing with problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Modify your strategies according to the strength and weaknesses of your opponent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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j) Lack of support for female coaches from superiors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Perception of homosexuality among coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Lack of training programs for female coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Female players prefer male coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Biases of old boys' network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Male coaches do not accept female coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Perceptions of female coaches as unfeminine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) Lack of role models among female coaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r) Female coaches are treated unfairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s) Lack of strength of female networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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vi. Role Model Influence Scale

Role Model Influence Scale

Please list the top 3 sports in which you have competed AND indicate the number and gender of each coach for whom you have played. EXAMPLE:

Sport: Basketball Number & gender of ALL head coaches 0 Female 2 Male
 Number & gender of ALL assistant coaches 2 Female 1 Male

14. Below, indicate the sport, number & gender of ALL head coaches, number & gender of ALL assistant coaches:

a i) Sport 1

Type here

a ii) Number of Female Head Coaches

Type here

a iii) Number of Female Assistant Coaches

Type here

a iv) Number of Male Head Coaches

Type here

a v) Number of Male Assistant Coaches

Type here

b i) Sport 2

Type here

b ii) Number of Female Head Coaches

Type here

b iii) Number of Female Assistant Coaches

Type here

b iv) Number of Male Head Coaches

Type here

b v) Number of Male Assistant Coaches

Type here

c i) Sport 3

Type here

c ii) Number of Female Head Coaches

Type here

c iii) Number of Female Assistant Coaches

Type here

c iv) Number of Male Head Coaches

Type here

c v) Number of Male Assistant Coaches

Type here

15. a) Next, please indicate if you have a preference for a coach's gender. Please choose which gender you prefer as a coach:

- Female
- Male
- No Preference

b) Why?

Type here

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16. Next, please think about one FEMALE coach who has had the greatest impact on your career development and consider her when responding to the following questions:

1 = Strongly Disagree; 9 = Strongly Agree

	1	2	3	4	5	6	7	8	9	Prefer Not to Say
a) She is someone I am trying to be like in my coaching pursuits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) There is no one particularly inspiring to me in the coaching career I am pursuing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) In the coaching career I am pursuing, there is a woman I admire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) There is no one I am trying to be like in my coaching pursuits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I have a mentor in my coaching pursuits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I know of someone who has a coaching position I would like to pursue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) In the coaching career I am pursuing, there is no one who inspires me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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vii. Focus Group Interest

Focus Group Interest

As part of this research project, focus group sessions will be used to supplement the data from this survey. If you are interested in volunteering please follow the link below by copying and pasting into your browser.

<http://uwindSOR.fluidSURVEYS.com/surveys/imesont/the-absence-of-female-coaches-focus-group-sign-up/>

If you do not wish to volunteer for the focus group sessions, select next to proceed to the prize draw.

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viii. Prize Draw

Prize Draw

Follow the link below to enter into a prize draw by copying and pasting the link into your browser. Winners will be selected at random.

<http://uwindsor.fluidsurveys.com/surveys/imesont/the-absence-of-female-coaches-prize-draw/>

Prizes include:

Fit Bit Flex

\$100 iTunes gift card

\$50 Sport Chek gift card

If you do not wish to enter into the prize draw, select submit to end the survey.

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[Submit](#)

Appendix J
Focus Group Protocol
Adapted from Goodwin, Imeson & MBacke, 2014

i. Consent to Participate



CONSENT TO PARTICIPATE IN RESEARCH: Focus Group

Title of Study: Understanding the Absence of Female Coaches in Sport and the Value of Same-Sex Role Models for Female Athletes in Their Coaching Pursuits

You are asked to participate in a research study conducted by Taylor Imeson, from the Department of Kinesiology at the University of Windsor. The results of the study will be contributed to the fulfillment of Taylor Imeson's Master's degree.

If you have any questions or concerns about the research, please feel free to contact Miss Taylor Imeson at imesont@uwindsor.ca; or Dr. Margery Holman (faculty supervisor) at 519-253-3000 (x. 2436) or holman@uwindsor.ca.

PURPOSE OF THE STUDY

The purpose of the study is to gain a greater understanding for the absence of female coaches, in a quest to identify viable strategies to increase a female presence in coaching. This study will examine one barrier in particular, the impact of a coach's sex on female athletes' intentions to become coaches based on their sport experiences.

PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in a focus group session with the researcher (T. Imeson), for a maximum of 1 hour (60 minutes). This focus group will take place at the University of Windsor. During this time, the researcher will ask the participants in the focus group a series of pre-determined questions.

POTENTIAL RISKS AND DISCOMFORTS

There are low risks associated with participating in this study. The risks associated with participating in this study are no more than what you may experience in your daily lives. Because of the group setting, your answers, comments, opinions etc. will not be private, they will be shared with the group. There is also a risk that you may know the focus group facilitator. This privacy risk is estimated to be a medium level risk.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

By participating in this study, you will have the opportunity to experience methods commonly employed in sport participation research.

The findings may lead to improved understanding of the barriers and motivators to females becoming coaches and the importance of same-sex role models in developing coaching aspirations and decreasing the gender gap in coaching.

COMPENSATION FOR PARTICIPATION

As compensation for your participation in this study, you will receive a Human Kinetics Research T-Shirt and piece of “swag” from Leadership Advancement for Women and Sport. Refreshments will also be available.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

During the focus group, only the specific study participants in the focus group, along with the principal researcher and a research assistant, will be allowed access to the room. A sign will be placed on the door asking no one to enter.

Personal information will not be released if the results are presented.

All data will be stored securely, in a locked office at the University of Windsor.

The audiotape used during the focus group will only be accessible to the researcher. The recording will be kept until August 1, 2016, at which time, the recording will be erased.

PARTICIPATION AND WITHDRAWAL

You can choose whether to participate in this study. If you wish to participate, you may withdraw at any time without any kind of consequence. You may also choose to refuse to answer any question and will remain in the study. The researcher may withdraw you from the research if circumstances arise which warrant doing so.

This study will only include females over the age of 18 who are current and/or former athletes and/or coaches. If you do not meet these criteria fully, you will not be permitted to participate in the study.

If you have any adverse reaction to the questions during the study, you will not be permitted to continue in this study.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

The findings of this study will be made available. The results should be made available by April 30, 2016 at www.uwindsor.ca/reb/. You may contact any of the researcher (T. Imeson) if you would like further information about the results.

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study **Understanding the Absence of Female Coaches in Sport and the Value of Same-Sex Role Models for Female Athletes in Their Coaching Pursuits** as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Name of Participant

Signature of Participant

Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

Signature of Investigator

Date

Please print a copy of this letter for your files.



Participant Name:

Title of Study: Understanding the Absence of Female Coaches in Sport and the Value of Same-Sex Role Models for Female Athletes in Their Coaching Pursuits

I consent to the audio-taping of the focus group.

I understand these are voluntary procedures and that I am free to withdraw at any time before the start of the focus group.

I understand that my name will not be revealed to anyone and that taping will be kept confidential. Tapes are filed by number only.

The destruction of the audio tapes will be completed on August 1, 2016.

I understand that confidentiality will be respected and the audio tape will be for research purposes only.

Signature of Participant

Date



LETTER OF INFORMATION FOR CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: Understanding the Absence of Female Coaches in Sport and the Value of Same-Sex Role Models for Female Athletes in Their Coaching Pursuits

You are asked to participate in a research study conducted by Taylor Imeson, from the Department of Kinesiology at the University of Windsor. The results of the study will be contributed to the fulfillment of Taylor Imeson's Master's degree.

If you have any questions or concerns about the research, please feel free to contact Miss Taylor Imeson at imesont@uwindsor.ca; or Dr. Margery Holman (faculty supervisor) at 519-253-3000 (x. 2436) or holman@uwindsor.ca. **PURPOSE OF THE STUDY**

The purpose of the study is to gain a greater understanding for the absence of female coaches, in a quest to identify viable strategies to increase a female presence in coaching. This study will examine one barrier in particular, the impact of a coach's sex on female athletes' intentions to become coaches based on their sport experiences.

PROCEDURES

If you volunteer to participate in this study, you will be asked to participate first in an anonymous online survey and, if you express interest, a focus group session with the researcher (T. Imeson) and a research assistant for a maximum of 1 hour (60 minutes). This focus group session will take place at the University of Windsor. During this time, the investigators will ask the participants in the focus group a series of pre-determined questions about coaching aspirations and role model experiences in sport. Finally, you will have the opportunity to share any additional information in a post focus group online anonymous survey (this is not required of participants).

POTENTIAL RISKS AND DISCOMFORTS

There are low risks associated with participating in this study. The risks associated with participating in this study are no more than what you may experience in your daily lives. This survey will be completely anonymous and will be used as a tool to reduce the risk of privacy loss and discomfort when participating in the focus group.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

By participating in this study, you will have the opportunity to experience methods commonly employed in sport participation research.

The findings may lead to improved understanding of the barriers and motivators to females becoming coaches and the importance of same-sex role models in developing coaching aspirations and decreasing the gender gap in coaching.

COMPENSATION FOR PARTICIPATION

For compensation for your participation in the initial online survey you will be given the opportunity to enter into a draw for one of three of the following prizes, a FitBit Flex, a \$100 iTunes gift card or, a \$50 Sport Chek gift card.

For compensation for your participation in the focus group session you will receive a Human Kinetics Research T-Shirt and piece of “swag” from Leadership Advancement for Women and Sport. Refreshments will also be available.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

A focus group session will be conducted in the future. If you choose to participate in this focus group, only the specific study participants in the focus group, along with the principal researcher and a research assistant, will be allowed access to the room. A sign will be placed on the door asking no one to enter.

Personal information will not be released if the results are presented.

All data will be stored securely, in a locked office at the University of Windsor.

The audiotape used during the focus group will only be accessible to the researcher team. The recording will be kept until August 1, 2016, at which time, the recording will be erased.

PARTICIPATION AND WITHDRAWAL

You can choose whether to participate in this study. If you wish to participate, you may withdraw at any time without any kind of consequence. You may also choose to refuse to answer any question and will remain in the study. The researcher may withdraw you from the research if circumstances arise which warrant doing so.

This study will only include females over the age of 18 who are current and/or former athletes and/or coaches. If you do not meet these criteria fully, you will not be permitted to participate in the study.

If you have any adverse reaction to the questions during the study, you will not be permitted to continue in this study.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

The findings of this study will be made available. The results should be made available by April 30, 2016 at www.uwindsor.ca/reb/. You may contact any of the investigator (T. Imeson) if you would like further information about the results.

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

Signature of Investigator

Date

Please print a copy of this letter for your files.

ii. Focus Group Script

Interview Location: International Centre for Sport and Leisure Studies, Faculty of Human Kinetics, University of Windsor

Interview Date: September 23rd, 2016 & October 3rd, 2016

Interviewer: Taylor Imeson

Research Assistant: Sara Santarossa

Interviewees: 8+ female athletes

Standard Procedures for Focus Group Session(s):

1. Each participant will complete the confidential consent process;
2. The door will be closed to provide an environment for private conversation. The room will provide an environment to maximize comfort;
3. Tape recording will be started once the participants have been informed of its purpose and limited use;
4. Taylor will give a brief introduction of herself;
5. Researcher will provide confidentiality. Research participants are asked to honour confidentiality of the conversations which will be strictly used for research purposes only;
 - a. Participants do not have to respond to all questions. Participants will also have the option to withdraw at any time should they feel the need to.
 - b. The researcher encourages individual thoughts and ideas. Participants should not worry if what they say is not in agreement with another individual in this room. The goal is to get personal ideas, and opinions on the questions posed to the group.

Questions to be asked:

NOTE: Questions and probes below will be used. Different probes may be used based on participant answers.

Ice breaker questions	<ol style="list-style-type: none"> 1. How long have you been participating in sport? <ol style="list-style-type: none"> a) In what sports do you participate or have you participated? b) What is the highest level of your sport participation? 2. What is your favorite sport to watch?
Main Research Question	<ol style="list-style-type: none"> 1. How many male coaches have you had? Female? <ol style="list-style-type: none"> a. What influence have they had in your determination of whether or not you would like to coach? 2. How many male assistant coaches have you had? Female? <ol style="list-style-type: none"> a. What influence have they had in your determination of whether or not you would like to coach? 3. Do you aspire to become a coach yourself? Paid? Unpaid? What level of sport? <ol style="list-style-type: none"> a. Have you ever coached a sport? b. Was it paid? Unpaid?

	<ol style="list-style-type: none"> 4. What skills as a coach or skills related to coaching are you confident that you possess? <ol style="list-style-type: none"> a. If you have high confidence in these skills but do not want to coach, why not? b. If you do not have sufficient confidence in your coaching related skills, would you like to develop these and pursue coaching? c. What do you think is the most important skill to have as a coach? 5. What hinders you most from choosing coaching as a career? <ol style="list-style-type: none"> a. What hinders you most from coaching on a volunteer basis? 6. Do you think the gender of your coaches has influenced your coaching aspirations? <ol style="list-style-type: none"> a. Explain why or why not. b. What is your gender preference for coaches? <ol style="list-style-type: none"> i. Explain your response. c. Does this vary among the sports in which you have participated?
Sub-Questions	<ol style="list-style-type: none"> 1. What characteristics of coaches have contributed to your aspirations to pursue coaching? 2. What characteristics of coaches have diminished your aspirations to pursue coaching? 3. What factors do you think would contribute to an increase in females pursuing coaching opportunities? 4. Do you think government policies like Title IX in the USA or the Sport Canada Policy on Women in Sport are effective for increasing female coaches in sport? (Participants will be provided with short summaries of policies prior to the focus group taking place.) 5. Do you think programs like NCCP's Women in Coaching programs increase female coaches in sport? 6. What suggestions for changes to these policies/programs could increase the number of female coaches in sport? <ol style="list-style-type: none"> a. What other changes or initiatives could be introduced to increase the number of female coaches in sport? 7. Who was a female coach, assistant coach or other coaching staff that has had the most impact on your career aspirations? Why? <ol style="list-style-type: none"> a. If not a coach then who has had the most impact on your career aspirations. Why? b. Who was a female that has had the most impact on your career as an athlete? Have they had an impact on your coaching aspirations?
Concluding statement or questions	<ol style="list-style-type: none"> 1. Does anyone have any questions or comments? 2. Are there any other ideas you have that could be developed to help increase the number of females in coaching?

Thank-You Statement:

I would like to thank you all for taking time out of your schedule to join me here today in this focus group. All of your feedback has been valuable and will contribute greatly to my study. Just a reminder, I ask that after you leave this room that you do not speak with anyone about the conversation in today's focus group. As a token of appreciation, I have swag bags here for everyone. Once the research study has been completed, the study summary will be available on the REB website. The link to this website is included in your swag bag. Also included is a link to another survey. This follow up survey can be used to add any feedback you did not discuss today or that you were not comfortable sharing in the group as well as anything you would like to add to the discussion. If you have any questions or concerns about the focus group you can also contact me via e-mail. You can find my e-mail address in your swag bag

Appendix K
Post Focus Group Survey

Was there anything you did not add to the focus group that you would like to add here?

Submit

Appendix L
List of Sports Examined in the Study
Hardin & Greer, 2009

	Male-Dominated	Female-Dominated	Neutral
Team Sport	Basketball* Hockey Baseball	Softball Volleyball* Soccer*	Cross Country Track & Field*
Individual Sport	Golf* Boxing*	Gymnastics*	Swimming* Skiing* Rowing*

*Sports competed in by focus group participants (n = 5)

Appendix M E-mail Exchange

11/6/2015

University of Windsor Mail - HK Thesis Research



Taylor Imeson <imesont@uwindsor.ca>

HK Thesis Research

3 messages

Taylor Imeson <imesont@uwindsor.ca>
To: havey@uwindsor.ca
Cc: Margery Holman <holman@uwindsor.ca>

Wed, Sep 30, 2015 at 11:15 AM

Good morning Mr. Havey,

I am currently a 2nd year grad student in HK working under Marge Holman. For my thesis research I am hoping to examine how male and female coaches can affect female athletes differently, and their aspirations to become coaches themselves. Although this project is in the very early stages of research Marge and I both want to ensure that we have support from the athletics department. Once I have proposed and obtained REB clearance, I am hoping to be able to send out a survey to all female athletes on our varsity and club teams here at the University of Windsor. It would be great if you could assist us, when the time comes, with reaching these athletes.

I look forward to hearing back and working with you and the varsity athletes to explore this topic.

--

Taylor Imeson, Human Kinetics, Sport Management Master's Candidate
University of Windsor, Ontario
Public Relations, Leadership Advancement for Women and Sport

Mike Havey <havey@uwindsor.ca>
To: Taylor Imeson <imesont@uwindsor.ca>
Cc: Margery Holman <holman@uwindsor.ca>

Wed, Sep 30, 2015 at 11:22 AM

Hi Taylor. You can count on our assistance with the circulation of your survey instrument to our female athlete population.

From: Taylor Imeson [mailto:imesont@uwindsor.ca]
Sent: Wednesday, September 30, 2015 11:15 AM
To: Mike Havey <havey@uwindsor.ca>
Cc: Margery Holman <holman@uwindsor.ca>
Subject: HK Thesis Research

[Quoted text hidden]

Taylor Imeson <imesont@uwindsor.ca>
To: Mike Havey <havey@uwindsor.ca>
Cc: Margery Holman <holman@uwindsor.ca>

Wed, Sep 30, 2015 at 3:59 PM

That is great to hear! Thank you Mr. Havey, have a great end to the week!

Appendix N Incentive Prizes

Survey participants can enter a draw to win one of the following prizes:

1. First Place: FitBit Flex
2. Second Place: \$100 Apple Gift Card
3. Third Place: \$50 Sport Check Gift Card

Focus group participants will receive the following swag:

1. University of Windsor Human Kinetics Research Participant T-Shirt
2. Leadership Advancement for Women and Sport buff
3. Leadership Advancement for Women and Sport magnet
4. Leadership Advancement for Women and Sport pen
5. Leadership Advancement for Women and Sport sticker
6. Nutritional Bar
7. Water Bottle

Appendix O
List of Levels of Sport Used in Survey

1. Amateur Sport – In this study, amateur sport referred to competitive sport at the community level where athletes do not receive compensation.
2. Community Sport – In this study, community sport referred to recreational sport at the community level.
3. Two-Year College – In this study, two-year college sport referred to college level sport in Canada OR community college level sport in the USA.
4. Canadian Inter-University Sport (CIS) (now U Sports) – In this study, CIS sport referred to CIS (U Sports) affiliated University sport programs in Canada.
5. NCAA Sport – In this study, NCAA sport referred to NCAA affiliated University/college sport programs in the USA.
6. Professional Sport – In this study, professional sport referred to competitive sport where athletes receive compensation or a wage/salary.
7. National Sport - In this study, national sport referred to competitive sport where athletes compete against other athletes from across the country and can go on to compete at the International level.

Appendix P
Desire to Coach Scale Frequency Tables

		6. How much would you like to head coach a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) a) In Amateur Sport	6. How much would you like to head coach a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) b) In Community Sport	6. How much would you like to head coach a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) c) In two-year college	6. How much would you like to head coach a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) d) In Canadian Inter-University Sport (CIS)	6. How much would you like to head coach a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) e) In NCAA Sport	6. How much would you like to head coach a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) f) In Professional Sport	6. How much would you like to head coach a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) g) In National Sport
N	Valid	15	15	15	15	15	15	15
	Missing	5	5	5	5	5	5	5
Mean		5.20	5.40	4.53	5.20	4.87	4.73	5.27
Median		5.00	6.00	3.00	5.00	4.00	4.00	7.00
Range		8	8	7	8	8	8	8

		7. How much would you like to head coach a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) a) In Amateur Sport	7. How much would you like to head coach a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) b) In Community Sport	7. How much would you like to head coach a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) c) In two-year college	7. How much would you like to head coach a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) d) In Canadian Inter-University Sport (CIS)	7. How much would you like to head coach a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) e) In NCAA Sport	7. How much would you like to head coach a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) f) In Professional Sport	7. How much would you like to head coach a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) g) In National Sport
N	Valid	15	15	15	15	15	15	15
	Missing	5	5	5	5	5	5	5
Mean		4.87	5.00	4.67	4.80	4.33	4.60	4.47
Median		5.00	5.00	5.00	5.00	5.00	6.00	5.00
Range		8	8	7	7	7	8	8

		8. How much would you like to head coach a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) a) In Amateur Sport	8. How much would you like to head coach a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) b) In Community Sport	8. How much would you like to head coach a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) c) In two-year college	8. How much would you like to head coach a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) d) In Canadian Inter-University Sport (CIS)	8. How much would you like to head coach a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) e) In NCAA Sport	8. How much would you like to head coach a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) f) In Professional Sport	8. How much would you like to head coach a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) g) In National Sport	8. How much would you like to head coach a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) h) In High School
N	Valid	15	15	15	15	15	15	15	
	Missing	5	5	5	5	5	5	5	
Mean		5.00	5.60	3.67	3.33	3.47	3.47	3.47	5.67
Median		5.00	6.00	3.00	3.00	3.00	3.00	3.00	6.00
Range		8	8	8	7	7	8	8	8

		9. How much would you like to be an assistant coach for a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) a) In Amateur Sport	9. How much would you like to be an assistant coach for a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) b) In Community Sport	9. How much would you like to be an assistant coach for a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) c) In two-year college	9. How much would you like to be an assistant coach for a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) d) In Canadian Inter-University Sport (CIS)	9. How much would you like to be an assistant coach for a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) e) In NCAA Sport	9. How much would you like to be an assistant coach for a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) f) In Professional Sport	9. How much would you like to be an assistant coach for a sport team on a full-time paid basis in one of the following... (1 = not at all; 9 = very much) g) In National Sport
N	Valid	14	14	14	14	14	14	14
	Missing	6	6	6	6	6	6	6
Mean		5.71	6.14	4.86	4.79	4.64	4.79	4.71
Median		5.50	7.50	3.50	4.50	4.50	5.00	5.00
Range		8	8	8	8	8	8	8

		10. How much would you like to be an assistant coach for a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) a) In Amateur Sport	10. How much would you like to be an assistant coach for a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) b) In Community Sport	10. How much would you like to be an assistant coach for a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) c) In two-year college	10. How much would you like to be an assistant coach for a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) d) In Canadian Inter-University Sport (CIS)	10. How much would you like to be an assistant coach for a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) e) In NCAA Sport	10. How much would you like to be an assistant coach for a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) f) In Professional Sport	10. How much would you like to be an assistant coach for a sport team on a part-time paid basis in one of the following... (1 = not at all; 9 = very much) g) In National Sport
N	Valid	14	14	14	14	14	14	14
	Missing	6	6	6	6	6	6	6
Mean		5.43	5.57	5.21	5.29	4.79	4.86	4.86
Median		6.00	6.00	5.50	5.50	4.50	4.50	5.00
Range		8	8	8	8	8	8	8

		11. How much would you like to be an assistant coach for a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) a) In Amateur Sport	11. How much would you like to be an assistant coach for a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) b) In Community Sport	11. How much would you like to be an assistant coach for a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) c) In two-year college	11. How much would you like to be an assistant coach for a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) d) In Canadian Inter-University Sport (CIS)	11. How much would you like to be an assistant coach for a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) e) In NCAA Sport	11. How much would you like to be an assistant coach for a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) f) In Professional Sport	11. How much would you like to be an assistant coach for a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) g) In National Sport	11. How much would you like to be an assistant coach for a sport team on a volunteer basis in one of the following... (1 = not at all; 9 = very much) h) In High School
N	Valid	14	14	14	14	14	14	14	14
	Missing	6	6	6	6	6	6	6	6
Mean		5.14	5.79	3.86	3.57	3.21	3.71	3.57	5.64
Median		5.50	7.00	3.00	2.50	2.00	2.50	2.50	6.00
Range		8	8	8	7	7	7	7	8

Appendix Q
Ranking of Hindrance Factors for Female Athletes and Their Desires to Coach

* Hindrance factors are listed from most hindering to least hindering

Coaching takes too much time

Female coaches are discriminated against

Lack of training programs for female coaches

Male coaches do not accept female coaches

Lack of support systems for female coaches

Lack of support for female coaches from superiors

Having to do a lot of traveling

Coaching means working evenings and weekends

Unfavorable working hours

Coaching conflicts with family commitments

Lack of role models among female coaches

Female coaches are treated unfairly

Coaching interferes with social life

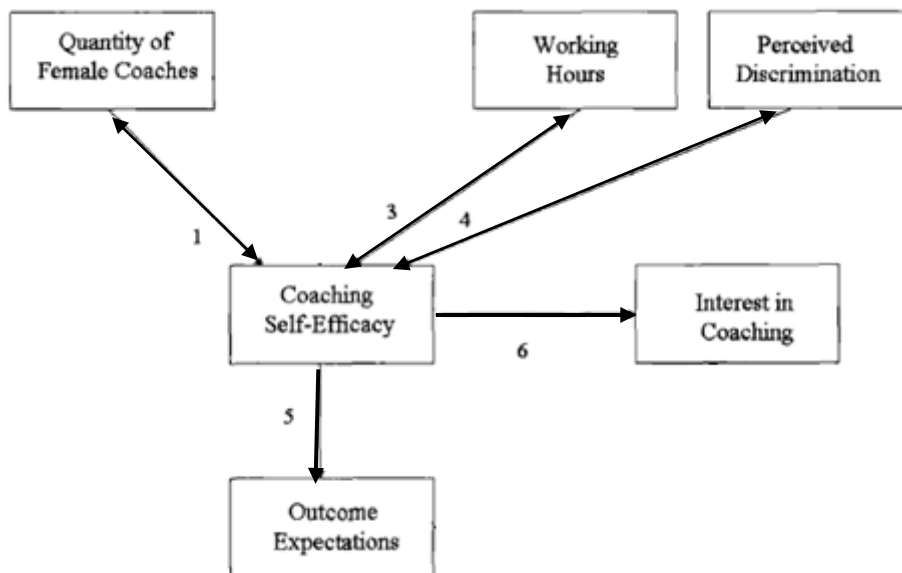
Lack of strength of female networks

Female coaches are perceived to be unattractive

Perceptions of female coaches as unfeminine

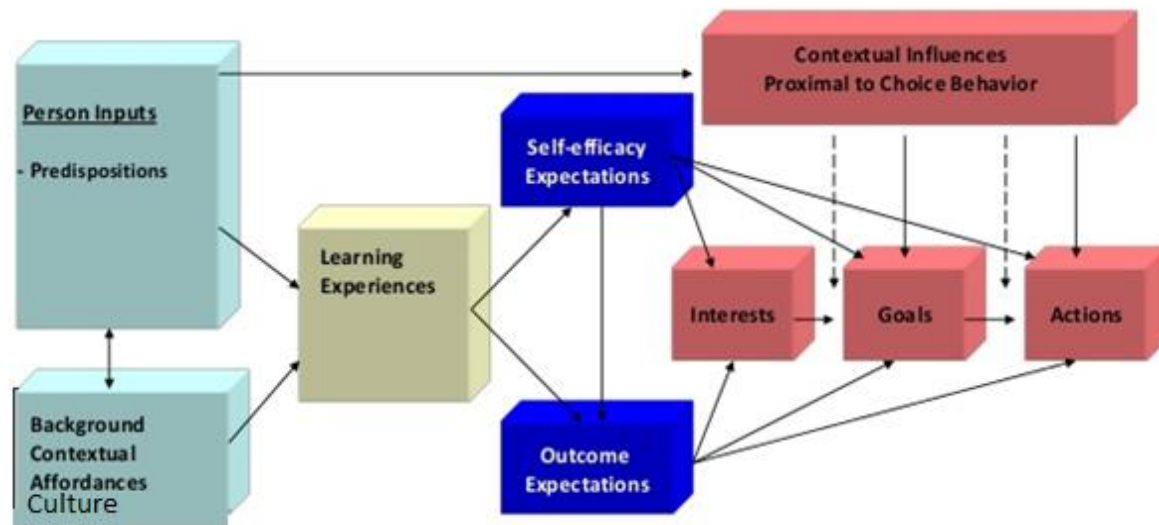
Perception of homosexuality among coaches

Appendix R
New Path Model Analysis



Appendix S
Adaptation of the Social Cognitive Career Theory Model
Lent, Brown & Hackett, 1994

Social Cognitive Career Theory



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