Female College Basketball Players Perception Regarding Gender of their Coach

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Abstract

Female athletics have been on the rise since the passing of Title IX in 1972 (Kalin and Waldron, 2015). Since the increase of female athletics there has been more job opportunities for men and women in coaching female athletes. In this study, there were twenty participants. All the participants were female athletes on a Division III college basketball team and participated in a survey regarding female athlete’s perceptions of different gender coaches. The purpose of this study was to assess the preference and experiences that female basketball players at the Division III level have at each grade level from freshman through senior year in college with either a male or female coach. Surveying the female basketball players at the Division III level will help assess their attitudes, motivation, satisfaction level, experiences, and preferences with the gender of a coach as well as determine if there is a difference in the athlete-coach relationship. An anonymous survey was used to determine if there is a significant preference for male or female coaches as well as if gender matters with their attitudes in the sport based on academic status-freshman to senior. The responses to this survey were analyzed by a t-test and a Chi- Square. The results found, that the only difference the tests showed was in the difference in female athlete’s relationship with female coaches compared to male coaches. The other tests done presented no significant difference in the female athlete’s attitudes, satisfaction level, performance, and motivation between male and female coaches. Also, there was no difference in gender importance, attitudes, and gender preference among the freshman and upperclassmen female athletes. This research suggests that gender does not matter to female athletes when it comes to their coaches.
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Chapter 1
Introduction

Overview

Coaching basketball is a rewarding position; teaching and inspiring athletes to be leaders on and off the court is something coaches look forward to achieving. According to Misasi, Morin, and Kwasnowski (2016), “Athletes of all ages are directed by coaches, giving them a significant impact on the athlete” (pg. 2). Coaching at the collegiate level requires a lot of time and sacrifice, from recruiting, traveling, planning practices, and preparing for games (Fasting & Pfister, 2000). Coaches not only have an impact on the athlete’s fundamental skills but also has an impact on the relationship and experience they create with their athletes (Misasi, Morin, & Kwasnowski, 2016).

There are many elements that impact an athletes’ experience, one being the gender of their coach. Both male and females can coach in many female sports; however, research shows that there are many more male than female coaches in higher level competitive sports (Fasting & Pfister, 2000). There has been a recent increase in the number of male coaches for female sports. The increase of male coaches for female sports is due in part to the passing of Title IX, which increased the number of female athletics. Kalin and Waldron (2015) state, “Since Title IX in 1972 there has been a large increase in the number of women’s athletic teams in intercollegiate sport, which has resulted in a subsequent increase in the number of female athletes” (pg. 303). The increase of female sports has also lead to more coaching opportunities (Kalin & Waldron, 2015).” Forty- three years ago, 90 percent of all women’s teams were coached by women according to Acosta and Carpenter’s Women in Intercollegiate Sport study” (Benbow,
Female College Basketball Players Perception Regarding Gender of their Coach 2015, pg. 2). Today that number is 40 percent, according to NCAA research (Benbow, 2015).

There are fewer female coaches compared to male coaches when it comes to different sports. In the world of sports, many of the sports are labeled as masculine sports, feminine sports, and gender neutral sports (Kalin & Waldron, 2015). Basketball is considered a masculine sport therefore often leading to the notion that it should be coached by male coaches (Kalin & Waldron, 2015). Male coaches seem to hold more coaching positions for sports over female coaches. Overall there are fewer female coaches who hold a head coaching position compared to male head coaches in athletics (Acosta & Carpenter, 1977-2014). Thus, female athletes can have both male and female coaches in their athletic career.

Statement of the Problem

Female sports have been on the rise; thus, creating more coaching opportunities for both males and females. These coaching opportunities present two questions. First, do female athletes prefer being coached by a male or a female? Second, does being coached by a male or female coach affect the mental state of the female athletes? The athlete’s motivation, satisfaction level, performance, and attitudes may be dependent on the gender of their coach. The strategies of coaches vary with each person, as well as the relationship that each coach and athlete have, and this too may be dependent on the gender of the coach.
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Purpose Statement

The purpose of this study was to assess the preference and experiences that female basketball players at the Division III level have at each grade level from freshman through senior year in college with either a male or female coach. Surveying the female basketball players at the Division III level will help assess their attitudes, motivation, satisfaction level, gender importance, and preferences with the gender of a coach as well as determine if there is a difference in the athlete-coach relationship. An anonymous survey was used to determine if there is a significant preference for male or female coaches as well as if gender matters with their attitudes in the sport based on academic status- freshman to senior. The participants in this study were all over the age of 18 and on a Division III level college basketball team in the Midwest. The participant’s responses will remain anonymous.

Guiding Questions

The following questions guided this research:

1. Do female athletes have a preference for the gender of their coach? Male or female?
2. Do athlete-coach relationships differ based on the gender of a coach?
3. Does the gender of coaches affect the attitudes, satisfaction level, motivation, and performance of female athletes?
4. Are there different attitudes and coach preference between freshman, sophomore, juniors and seniors in college?

Hypotheses

Seven sets of hypotheses were studied in this investigation.

Null hypothesis [1]: There is no difference in the importance for the gender preference of coaches with freshman, sophomore, junior, and senior female athletes.
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Research Hypothesis [1]: There is a difference in the importance for the gender preference of coaches with freshman, sophomore, junior, and senior female athletes.

Null Hypothesis [2]: There is no difference in athlete-coach relationship between female and male coaches.

Research Hypothesis [2]: A female athlete’s relationship is different with female coaches than male coaches.

Null Hypothesis [3]: Female athlete’s attitude are not affected by the gender of their coach.

Research Hypothesis [3]: Female athlete’s attitudes are effected by the gender of their coach.

Null Hypothesis [4]: Female athlete’s satisfaction level with their coach are not affected by the gender of their coach.

Research Hypothesis [4]: Female athlete’s satisfaction level with their coach are effected by the gender of their coach.

Null Hypothesis [5]: Female athlete’s motivation and performance level are not affected by the gender of their coach.

Research Hypothesis [5]: Female athlete’s motivation and performance level is effected by the gender of their coach.

Null Hypothesis [6]: There is no difference in attitudes between freshman, sophomore, junior and seniors toward the gender of their coaches.

Research Hypothesis [6]: There is a difference in attitudes between freshman, sophomore, junior and seniors toward the gender of their coaches.
Null Hypothesis [7]: There is no gender preference for coaches between freshman, sophomore, junior, and seniors.

Research Hypothesis [7]: There is gender preference for coaches between freshman, sophomore, junior and seniors.

**Definition of Terms**

**Title IX** - The United States Congress passed the law in 1972 that required gender equity for boys and girls in every educational program that receives federal funding, including competitive athletics.

**Feminine and Neutral Sports** - Sports labeled as feminine seem to be those sports that are considered as appropriate for women to participate in, that is, sports that allow women participants to remain true to the stereotyped expectations of femininity (such as being graceful and nonaggressive) and that provide for beauty and aesthetic pleasure. For example, these sports are tennis, swimming, volleyball, and gymnastics.

**Masculine Sports** - A sport may be labeled as masculine if it functions in society to reinforce a sense of identity and solidarity with men as separate from women. For example, these sports are basketball and football most commonly.

**NCAA** - The National Collegiate Athletic Association is a college member-led organization dedicated to the well-being and lifelong success of college athletes.

**Chapter Summary**

The information and data analysis results from the survey used in this study will help the current and future researchers investigate the impact that different gender of coaches have on female athletes. The results can be helpful in determining if gender is important when dealing with female athletes and if there is a way to improve the
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experience and performance female athletes have with coaches of a specific gender. Coaches can benefit from the results of this study since they can use the results to improve the way coaches approach coaching the same or opposite gender athletes. If it is found that female athletes prefer male coaches that knowledge could, in some way, explain the reason for the small number of female coaches compared to the number of male coaches.
Chapter 2
Review of Related Literature

Overview

The purpose of this study was to assess the preference and experiences that female basketball players at a Division III Midwest College have at each grade level from freshman through senior year, with either a male or female coach. Surveying the female basketball players at this Division III College will assess their attitudes, motivation, satisfaction level, and preferences of the gender of their coach as well as determine if there is a difference in the athlete-coach relationship based on gender.

The number of female athletics have increased greatly throughout the years since the passage of Title IX in 1972. Thus, with the great increase of female athletics there has been an increase in coaching opportunities (Kalin & Waldron, 2015); however, there has been a decrease in the percentage of female coaches coaching all female athletes. Since 2000, there were 2080 new head coaching jobs created in women’s athletics, about one third were filled by females and two thirds by males (Acosta & Carpenter, 1977-2014).

Impact of Society on Gender and Coaching

According to, LeDrew and Zimmerman (1994), “In our culture the status of males are generally regarded as being higher than that of females”. More males are regarded as holding those leadership positions because of our culture. Men have been considered “natural” leaders of groups (Gail, 1985). Fasting and Pfister (2000), researched female and male coaches coaching elite soccer players. These authors found that there is a type of culture that is perceived in sports today, “The explanation for the male dominance in coaching seems, then in one way or another to be embedded in the culture of sport, and
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related to the gender power structures in both society and in sport” (pg. 103). The stereotypes of men and women in society shows when it comes to coaching a sport. There is often a difference of how society views women and men as leaders. O’Sullivan (2015) wrote, “These stereotypical roles portray the woman as being more submissive and understanding and men as been more assertive and powerful” (pg. 1). There are different characteristics that are usually attributed with male and female coaches. Fisher, Platts, and Sotpforth (2013) said, that female coaches often have characteristics of “compassion, helpfulness, kindness, sympathy, interpersonally sensitive, nurturing, and generous” whereas men were considered to have “aggression, forcefulness, self confidence, and self-sufficiency” (pg. 264). Societies view of men and women are different when it comes to leadership, this could create a skewed view for athletes when they think of what gender coach they prefer.

Not only does society view men and women sports differently, but an individual sport as masculine or feminine. “In the world of sports in general it has been a very male dominated…sport is a stage where masculinity is produced and demonstrated”, according to Fisting and Pfister (2000, p. 92). This could explain why there are a small number of female coaches compared to male coaches in sports that are considered masculine such as, basketball. The thoughts of athletes again could be slanted to think that because basketball is a masculine sport it is only well coached by males. Discussing women in coaching, Kalin and Waldron (2015) stated “Because people perceive women as lacking the masculine characteristics associated with these leadership positions (referring to coaches) women are not perceived as having the required abilities to be flourishing
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leaders and thus often face obstacles” (p. 306). This could result in a disadvantage for women when a sport is generalized as masculine (Kalin & Waldron, 2015).

The small number of female coaches in the world of sports could influence the perception young female athletes have toward coaches, since they are seeing only males in these coaching positions. Given the different research findings as to why there are less female coaches then male coaches in sports, the question what gender of a coach female athletes prefer remains an ongoing question.

**Male vs Female Coach Preference**

Many research studies have been done dealing with preference of gender in coaches that female athletes prefer. In one study done by Fasting and Pfister (2000), the authors investigated the experiences and preferences of elite female soccer players regarding gender preference. Fasting and Pfister (2000), found that female coaches were better psychologists, and characterized the male coaches as having a masculine style interaction. The study showed the female athletes were more satisfied with female coaches than male coaches because of their “female style of communication which is described as understanding and caring” (Fasting & Pfister, 2000, pg.103). This study discussed experiences that these female soccer players went through, resulting in their opinion of which gender of coach they preferred. Most of the athletes had both female and male coaches in their lives. Another finding of this study was that female athletes just want a coach who is capable of coaching and knowledgeable in the sport (Fasting & Pfister, 2000). There seemed to be a difference in the way the coaches were perceived by the athletes. Fasting and Pfister (2000) stated “These results can be interpreted as
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mirroring the old-fashioned gender stereotypes where women are nurturing emotional while the men are aggressive and rough” (pg. 104).

Contrary to this study’s finding was the research done by Kalin and Waldron (2015) with female basketball players in response to preferences toward gender of coach and perceived roles of basketball coaches. Kalin and Waldron (2015) found, “57% of participants preferred a male coach while 17% of participants preferred a female coach and 26% did not have a preference” (pg. 309). It should be noted that in that study 90% of participants had a male high school head coach and 39% of participants had a female coach in high school (Kalin & Waldron, 2015). The study revealed that there were less participants who had female coaches in the past. This fact could be important.

According to the results of a study conducted by Frey etc., (2006), “Nine of the female athletes in the present study expressed a preference for male coaches, citing factors such as a greater level of knowledge, knowing what it takes to be successful, and having more respect for him”. The study showed the different areas in which the athletes preferred a different gender of coaches, in the end the female’s athletes ultimately preferred male coaches. LeDrew and Zimmerman (1994), also found in their study of preference in coaches that females had a strong preference for a male coach resulting in 48% preferring males while 37.9% preferred females. A reason as to why female athletes prefer a male coach is recognition and longtime success. Gail (1985) stated, “… the long tradition of competitive success associated with male coaches, female athletes may expect greater recognition if coached by a male. Finally, female athletes are likely to be more comfortable with male authority figures as leaders” (p.22). It seemed, according to
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Gail (1985), that females were more comfortable knowing that the male coach had a long-time history of success.

The study of preference of coaches from Magnusen and Rhea (2009), found preferences in a different area in coaching; that being the area of a strength coach. Contrary to the many studies dealing with preference for male coaches, the female athletes had no bias toward the gender of their strength coach. The female athletes were just happy to have someone knowledgeable, whether it be male or female. It could be that the female athlete’s preference was skewed from their past experiences as stated by Magnusen and Rhea (2009), “It is also possible that they have had effective male and female coaches in the past or that they are just glad to have someone regardless of gender, sharing his or her expertise to maximize their athletic performance and prevent injury” (p. 1088). This study relates to the Fasting and Pfister (2000) findings, that female athletes want a coach who is knowledgeable in the area in which they are coaching. According to Fisher, Platts & Stopforth’s (2013) study dealing with personal trainers, there was also no preference in gender when it came to personal trainers and female athletes. This would be explained by the fact that personal trainers are not in a competitive environment. There are different areas of coaching female athletes that might affect the preference of male or female coaches. Female athlete’s relationship with their coach is one of the areas.

**Female Athletes Coach Relationships**

As an athlete, it is important to have a coach-athlete relationship, “The coach and athlete interaction is unique with the goal to bring about successful performance outcomes and satisfaction (Misasi, Morin & Kwasnowski, 2016). The core foundation
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when it comes to coaching, is the coach athlete relationship (Jowett, 2015). When athletes are busy with school and athletics, it is important they have someone in authority who is there for them. According to Fasting and Pfister (2000), “The players themselves insisted on coaches who were not only good at coaching but also socially supportive” (p.105). Athletes have very high expectations of what they want out of their coaches; coaches should be “knowledgeable about training and injuries and to provide motivation, care, support, encouragement, advice and friendship”, Tomlinson and Yorganci (1997, pg. 144). In the research done by Tomlinson and Yorganci (1997) half of the respondents wanted the coach out of their personal life and to make the coach and athlete relationship strictly professional, while the other half wanted a close relationship in their personal lives with their coach (Tomlinson & Yorganci, 1997). However, the authors found many coaches still have a very big influence over all aspects of their athletes lives. The relationship between an athlete can be strictly a professional relationship or a personal one. Regardless the coach still has an impact on the player’s life athletically and personally.

Therefore, an athlete-coach relationship is important, building a relationship between athletes and coach can make the athlete feel more comfortable with their sport and themselves. “Athletes in positive relationships see their coaches as caring about them as people and seek support and advice away from the sport”, Stewart (2016). Athletes look for a relationship with their coach so they have someone to look to not only in athletics but in life. Thus, female athletes have many different aspects they value with the relationship they have with their coach.
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The central value for a coach-athlete relationship, as seen by female athletes, is personal communication (Frey et al., 2006). Female athletes highly value communication in their relationship with their coach. According to Jowett (2005), “Communication promotes the development of shared knowledge and understanding about various issues (e.g. goals, beliefs, opinions, values) and forms the basis for initiating, maintaining, and terminating the coach–athlete relationship” (pg. 415). Communication in a coach athlete relationship can either make or break that relationship.

Female athletes like to have more intimate interactions when it comes to their athlete-coach relationship (Gail, 1985). Not only do female athletes benefit from communication with their relationships but they also value and benefit from coaches who are understanding, encouraging, form friendships, are knowledgeable and have a good sense of humor (Tomlinson & Yorganci, 1997). Female athletes also look for a relationship where they can be understood and related to (Frey et al., 2006). Also, another characteristic female athletes value when it comes to a coach athlete relationship is that they tend to value a sense of humor (Grisaffe, Blom & Burke, 2003). The athlete coach relationship is valued when it comes to female athletes.

**Females Athletes and Female Coaches Relationships**

There are many characteristics that female coaches possess with an athlete-coach relationship in the eyes of female athletes. Female coaches do very well with listening to what their players want and need, they are attentive listeners according to Haselwood et al. (2005). Female coaches have the greater ability to relate to their athletes and sympathize with them too (Frey et al., 2006). This is a positive when dealing with female athlete’s relationships. The ability to sympathize and relate to the athletes can create trust between
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the player and coach (Jowett, 2015). Coaches should be clear and concise with the messages they are sending, so everyone is “on the same page”.

Female coaches, according to Haselwood etc. (2005), do a good job in sending those clear messages and have that personal effect with their athletes. Along with being good listeners and sending messages clearly, they themselves as coaches, are open to sharing personal information (Haselwood etc., 2005). This way there is a line of open communication with the athlete and coach giving them a personal effect on their athletes.

Fisher, Platts, & Stopforth (2013) wrote “Elite female soccer players positively commented on the actual and perceived communicative characteristics of female coaches when compared to males; specifically mentioning empathy, understanding and caring attributes in female coaches” (pg. 264). There is a positive response when female coaches are understanding and can relate to their athletes. According to Gail (1985), “communication among females provides more intimate interactions, which are of high value to females.” (p.19). Also, Gail (1985), stated that female to female interaction holds a greater power of emotional support with one another as well as confidence. Fisher, Platts and Stopforth’s (2013) found, there was a slight difference with interactions between gender of a personal trainer and the participant. Female athletes leaned toward a female personal trainer and coach because of the attribute of intimacy in a relationship, however; the end results were still no preference toward a gender of a personal trainer (Fisher, Platts, & Stopforth, 2013).

Emotional support and confidence is important to have with female athletes when dealing with relationships between a coach and athlete. When athletes know, they have support and confidence in their coach, there is a mutual trust and respect that is shown
and given (Jowett, 2005). Not only is there a greater power with female to female interaction, but with that interaction and relationship between female coaches and their female athletes they become a positive role model for the female athletes (Gail, 1985). Fasting and Pfister (2000) stated, “Female coaches are important role-models...” (p.105).

A negative that female coaches possess when it comes to relationships with their athletes is that the coach, if once a player themselves, tend to show favoritism to those who she played like (Frey etc., 2006). Showing favoritism can create tension when trying to build relationships with all the athletes. Female coaches tend to have emotional ties with the players she likes or dislikes (Frey etc., 2006). In coaching sometimes having emotional ties with only players they like can get in the way of those relationships they are trying to have with all of the players on the team. In that sense being too “emotionally involved” can hinder the relationship (Jowett, 2005). The emotional characteristic of a female coach could be a positive as well as a negative piece when it comes to the coach athlete relationship.

**Female Athletes and Male Coach Relationships**

Female athlete’s relationship with male coaches can vary in the characteristics the male coaches possess in the eyes of the female athletes. In the Fasting and Pfister (2000) study, it was stated by some participant, that having a male coach was intimidating, “He kind of intimidated us. He scared us...”. These players found this to be good when trying to work hard for their coach. This could also hinder the athlete-coach relationship if the coach is intimidating, because females value personal communication (Frey etc., 2006).

Personal communications with athletes are important, male coaches are good at sending distinct messages (Frey etc., 2006 & Stewart, 2016). Distinct messages, when it
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comes to basketball, is key to be successful with the players when values are communicated (Jowett, 2005). According to Fasting and Pfister (2000), “Females are more emotional, like to take more things to their heart” (pg.101). Male coaches should consider the emotional side of female athletes when they are building a relationship with the athletes. Unlike female coaches, male coaches are found to have trouble using compliments, they are sometimes hesitant to use them (Frey etc., 2006). This phenomenon was seen in Fasting and Pfister (2000) study as well, the players “learned from him to not expect encouragement” (pg. 101). Female athletes take things to heart (Fasting & Pfister, 2000) and not using compliments can create a negative atmosphere in the relationship.

Male coaches have a hard time discussing issues other than sports, they only discuss plays and sports, nothing outside of the sport of basketball (Frey etc., 2006). Female athletes want a relationship where they are understood and can have a friendship (Tomlinson and Yorganci, 1997). They want a personal connection with their coaches and advice other than sports (Stewart, 2016). Male coaches should look to try and discuss things other than sports if they are coaching female athletes and want that athlete coach relationship.

**Female Athletes Attitudes, Satisfaction, Motivation, and Performance**

The goal for every athlete is to win, “Among other motivations the athlete enters into sport participation with the hope and expectation of winning (Gail, 1985). Female athletes are no different than male athletes in the world of sports and winning. The Women’s Sports and Fitness Foundations said “Many athletes see themselves as athletes first and women second.” They want to be pushed as hard as male athletes and demand
Female athletes want to be pushed physically and challenged in skill development and more competition (Frey et al., 2006). When it comes to coaching athletes, there are ways in which athletes are motivated. It is important when coaching that the coach should place importance on how the athlete is motivated both within and outside the athlete themselves (Mageau & Vallerand, 2003).

According to Allen and Howe (1998), motivation in sports is the central role in sports. The motivation in athletes is important for success as a player and team. Also, when it comes to motivating an athlete, it was found that there is need for “autonomy, competence and relatedness” (Mageau & Vallerand, 2003, pg. 899). When it comes to coaching female athletes, they may be more sensitive to higher frequencies of encouragement and corrective info (Allen & Howe, 1998). Again, this could be because female athletes tend to be more emotional (Fasting & Pfister, 2000). It is important to take note that female athletes are sensitive to encouragement and corrective information when trying to motivate them.

Motivation, performance, and satisfaction are all tied together in the sport of basketball. Good motivation, such as positive feedback from a coach, can result in good performance and higher satisfaction with the team and coach (Allen & Howe, 1998). In contrast, negative feedback can cause mistakes and bad performance (Allen & Howe, 1998). It is important to consider when coaching females for success on the court, satisfaction, motivation and performance can be influenced by the coaches positive and negative feedback. Encouragement and positivity in feedback can lead to self-satisfaction for the athletes (Frey et al., 2006).
Female Athletes Motivation, Satisfaction, Performance, Attitudes with Female Coaches

There are few studies that look at female coaches in relation to female athlete’s experiences with motivation, attitudes, satisfaction, and performance level. According to Frey et al. (2006), female coaches are good at giving general encouragement. Females self-satisfaction is higher with general encouragement (Frey et al., 2006). Also, female coaches were seen to not only give general encouragement but positive encouragement and feedback (Frey et al., 2006), which is something female athletes value. This leads to success on the court. Female athletes need that positive affirmation. The more positive feedback the better performance and satisfaction (Allen & Howe, 1998).

The motivation that is given to female athletes from female coaches is helping the female coaches be perceived as a role model for the athletes. Fasting and Pfister (2000) stated, “Female coaches are important role-models and they can motivate girls to not only be active in sports but also to aim for other positions in the world of sports.” (p.105). Female coaches look to motivate and create successful performances in athletes with positive feedback and encouragement. Fasting and Pfister (2000), found that female coaches believe it is important to “develop a positive self-image”. Not only are female coaches trying to have their athletes succeed on the court but they look to satisfy and develop a positive self-image for the athletes.

Female coaches try to create a positive environment for female athletes; however, female coaches are considered more passive and laid back (Frey et al., 2006). Also, according to Frey et al. (2006), female coaches tend to be non-authoritative, run late, forget detail in practices, and are not structured.
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Female Athletes Attitudes, Motivation Satisfaction and Performance level with Male Coaches

Male coaches have been around longer in coaching different sports then female coaches. Gail (1985) states there has been a “...long tradition of competitive success associated with male coaches”. Male coaches are considered more effective motivators and have more disciplinarian traits (Tomlinson & Yorganci, 1987), “Female athletes chose male coaches because the male coach is widely perceived as a more effective motivator and disciplinarian, traits commonly associated with success at producing a winner” (p.144). The motivation that athletes found from male coaches is the way in which they discipline them. According to Stewart (2016), male coaches emphasize winning more and spend more time with technical instruction with their athletes.

Females coaches look to develop positive self- image, whereas males look for developing the skills of the athletes and the outcome of their performance. The disciplinary tactics of male coaches kept the female athletes focused, and coaches would punish the player if they were not paying attention (Frey etc., 2006). Another motivator besides discipline and the association with winning, is the way in which male coaches are aggressive, scream, and use tough language (Frey etc., 2006, Fasting & Pfister, 2000). This kind of coaching motivated the players to work hard and do good for their coach. Male coaches, when coaching, seem to be more structured and organized in the eyes of female athletes, as well as having developed practice plans and executing them (Frey etc., 2006).
Chapter Summary

Male and female coaches, have different characteristics and preferences in the eyes of female athletes. Male coaches have been around longer in the world of coaching sports, this fact could create a disadvantage for women coaches (Gail, 1985). Since there is a long a history of male coaches in sports, female athletes may not have had a chance to experience female coaches. There are fewer female coaches in the masculine sports, such as basketball (Kalin & Waldron, 2015). Through the eyes of culture and society today the masculine sports, such as basketball should be coached by males. This, may be the reason for the decline of female coaches. Society shows males being dominate in the leadership position and they are seen as someone who is normally in authority (Kalin & Waldron, 2015).

The preference for coaches varies within the different studies conducted. According to Fasting and Pfister (2000), elite soccer players prefer female coaches but the results of other studies found that female athletes just want a coach who is knowledgeable. Kalin and Waldron (2015), found female athletes preferred to be coached by males. LeDrew and Zimmerman (1994), found that there was a strong preference for male coaches.

In a different area of sport such as a strength coach and personal trainers, female athletes did not even have a preference for which strength and personal trainer coach they wanted (Magnusen & Rhea, 2009 & Fisher etc., 2013). Just like Fasting and Pfister (2000), the female athletes just wanted a coach who was knowledgeable and could help them become better.
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When it comes to coach-athlete’s relationship, female athletes value many factors. They highly value personal communication (Frey et al., 2006). Also, they want a relationship that has intimate interactions (Gail, 1985), and where they can be understood (Frey et al., 2006). There are different characteristics when it comes to female coaches and male coach’s athletes-coach relationship. Female coaches seem to relate to their female athletes (Frey et al., 2006). Male coaches seem to send more distinct and clear messages (Frey et al., 2006 & Stewart, 2016).

Female athlete’s motivation, attitudes, satisfaction, and performance level may be influenced by the coach. According to Allen and Howe (1998), motivation in sports is the central role in sports. Female athletes may be more sensitive when it comes to feedback effecting their satisfaction, motivation, and performance level (Allen & Howe, 1998). Little research is done at the Division III level on how gender influences the female athlete’s motivation, attitudes, satisfaction and preference. In the eyes of female athletes there are a couple distinct features they appreciated in male and female coaches. Male coaches can motivate athletes with disciplinary actions (Tomlinson & Yorganci, 1987). Female coaches tend to send encouragement and positive feedback to their athletes (Fasting & Pfister, 2000).
Chapter 3
Methodology

Overview

In women’s college basketball, attitudes, motivation, satisfaction and performance levels are greatly influenced by former and current coaches. This study assessed the preference and experiences that female basketball players at the Division III level have at each grade level from freshman through senior year in college with male or female coaches. A survey (Appendix A) was devised to obtain the attitudes, motivation, satisfaction level, experiences, and preferences with the gender of a coach as well as determine if there is a difference in the athlete-coach relationship based on academic status.

Sample

The participants in this study are all members of women’s college basketball team enrolled in a Midwestern Private Division III College. The athletes usually compete in athletics for four years of their college career. The sample included: ten freshmen, five sophomores, three juniors, and two seniors. The survey was approved by the college IRB board.

Data collection

The survey (Appendix A) utilized a five point Likert scale with, one strongly disagree and five strongly agree. The categories were broken down into; relationship, performance, attitudes, and experiences. The participants were asked to rate their male or female coach on a scale of 1-5 on the different categories assessed. Athletes were asked
Female College Basketball Players Perception Regarding Gender of their Coach

their academic standing so comparisons could be made. There were 40 questions in total on the survey.

**Procedures**

The original survey designed for this study Male-Female Coach Preference (Appendix A), was given to the twenty female basketball players after their post-season weight lifting training. Instructions were given to the participants that they would have a maximum of an hour to complete the voluntary survey. After the completion, the voluntary participants placed their survey in a lock box. The researcher left the room during completing of the survey to ensure anonymity of the participants.

**Data Analysis**

The twenty responses were compared from the different academic status as well as broken down using the different categories in the survey. A t-test was conducted assuming equal variances using a .05 level of significance.

There were a total of four different categories in the survey (Appendix A). They were broken down into relationship, performance, attitudes, and experiences. The academic status of the participants were also identified to determine if there was a difference in gender preference between upper and lower classes of students as well as if there was a difference in relationships, performance, attitudes and experiences between those upper and lower classes of athletes. There were 40 questions in total in the survey.

**Chapter Summary**

The participants in this study were all enrolled in a Midwestern Private Division III college. The researcher used an original survey *Male-Female Preference* (Appendix A), which was broken down into four different categories; relationship, attitudes,
Female College Basketball Players Perception Regarding Gender of their Coach

performance and experiences. The goal of this survey was to assess if female athletes, freshman to senior, experiences and preferences differ using a t-test at a .05 level of significance to determine the significance of the responses in terms of the gender of their coaches.
Chapter 4

Results

Findings

In this study, the findings are split into three Appendices, B, C, and D. In the first Appendix, Appendix B, there were five hypotheses tested and the results are in Table 1 below. The five hypotheses which were assessed using a t-test assuming equal variances. The second Appendix, C, used a Chi-Square to analyze the data for one hypothesis. Also, the third Appendix D, shows the results of a hypothesis. Below in Table 1 are included the t-test results for the five null hypotheses. The significance used was set at .05.

Table 1 t-test Analysis Results

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>t-critical</th>
<th>t-stat</th>
<th>P-Value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>2.02</td>
<td>-1.97</td>
<td>0.05</td>
<td>Reject Null</td>
</tr>
<tr>
<td>B2</td>
<td>2.03</td>
<td>1.8</td>
<td>0.08</td>
<td>Accept Null</td>
</tr>
<tr>
<td>B3</td>
<td>2.02</td>
<td>-1.87</td>
<td>0.07</td>
<td>Accept Null</td>
</tr>
<tr>
<td>B4</td>
<td>2.02</td>
<td>-1</td>
<td>0.35</td>
<td>Accept Null</td>
</tr>
<tr>
<td>B5</td>
<td>2.03</td>
<td>1</td>
<td>0.32</td>
<td>Accept Null</td>
</tr>
</tbody>
</table>

See Appendix B for Data Analysis

Hypothesis B1 addressed in Table 1 states

- Null Hypothesis: There is no difference in athlete-coach relationship between female and male coaches.
- Research Hypothesis: A female athlete’s relationship is different with female coaches than male coaches.

Table 1 above presents the analysis results regarding female athlete’s relationship with male and female coaches. The composite scores were taking from the female athletes, freshman to seniors, rankings in the category of relationship, then put into t-tests.
Female College Basketball Players Perception Regarding Gender of their Coach

comparing relationships with male versus female coaches. The results showed (B1) having a t-critical of 2.02, t-stat of -1.97 and a p-value of .05. With this result, null hypothesis B1 is rejected and the research hypothesis B1 is accepted.

Hypothesis B2 addressed in Table 1

- Null Hypothesis: Female athlete’s attitude are not affected by the gender of their coach.
- Research Hypothesis: Female athlete’s attitudes are effected by the gender of their coach.

In terms of hypothesis (B2) regarding female athlete’s attitudes being effected by the gender of their coach, the results found a t-statistic of 1.8 which was not large enough to accept the research hypothesis B2. The t-critical was 2.03, t-statistic was 1.8, and the p-value was .08. With these results the researcher accepted the null hypothesis B2.

In terms of hypothesis B3 addressed in Table 1

- Null Hypothesis: Female athlete’s satisfaction level with their coach are not affected by the gender of their coach.
- Research Hypothesis: Female athlete’s satisfaction level with their coach are effected by the gender of their coach.

The hypothesis (B3), female athlete’s satisfaction level with different gender coaches used survey question number ten in Appendix A. The responses of these surveys, from freshman class to seniors, were then put into a t-test comparing the scores of males versus female coaches. The t-critical was 2.02, t-statistic was -1.86 and the p-value was .07. The data analysis results allow the researcher to accept the null hypothesis B3.
In terms of hypothesis B4 addressed in Table 1

- Null Hypothesis: Female athlete’s motivation and performance level are not affected by the gender of their coach.
- Research Hypothesis: Female athlete’s motivation and performance level is effected by the gender of their coach.

In hypotheses (B4) which dealt with motivation and performance questions under the category of performance in Appendix A. The composite scores were taking from each class freshman through seniors and compared the male and female scores on these questions. The data showed that the t-critical was 2.02, t-stat was -1.00 and the p-value .35. With these results, the researcher could accept the null hypothesis B4.

Hypothesis addressed in B5

- Null Hypothesis: There is no difference in attitudes between freshman, sophomore, junior and seniors with the gender of coaches.
- Research Hypothesis: There is a difference in attitudes between freshman, sophomore, junior and seniors with the gender of coaches.

Hypothesis (B5) was designed to assess the difference in attitudes between freshman and upperclassman with the gender of coaches. The scores of the upperclassman were compared with the freshman and were analyzed with a t-test. The t-critical was 2.03, a t-statistic of 1 was found with a p-value of .32, therefore the researcher can accept null hypothesis B5.

In terms of hypothesis C1, it was analyzed using a Chi-Square test the results of which are presented in Table 2 below.
Female College Basketball Players Perception Regarding Gender of their Coach

Table 2 Chi-Square analysis results

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Chi-Square Critical</th>
<th>Chi-Square Results</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>7.815</td>
<td>3.6</td>
<td>&gt;.10</td>
<td>Accept Null</td>
</tr>
</tbody>
</table>

See Appendix for Data Analysis

In terms of hypothesis C1 which states

- Null Hypothesis: There is no gender preference for coaches between freshman, sophomore, junior, and seniors.
- Research Hypothesis: There is gender preference for coaches between freshman, sophomore, junior and seniors.

This hypothesis compared the observations of freshman female athletes to the upperclassman female athletes on gender preference of coach, however; two juniors said it did not matter. A Chi-Square was conducted to analyze the data, the p-value was greater than .10 with a 3.6 Chi-square value. Thus, the researcher accepted null hypothesis C1.

Hypothesis D1 gender importance is presented in Table 3 below.

<table>
<thead>
<tr>
<th>Table 3</th>
<th>Gender Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Sophmore</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
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<td>No</td>
<td>No</td>
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<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>
Hypothesis D1 states.

- Null hypothesis: There is no difference in the importance for the gender preference of coaches for freshman, sophomore, junior, and senior female athletes.
- Research Hypothesis: There is a difference in the importance for the gender preference of coaches for freshman, sophomore, junior, and senior female athletes.

Table 3 gender importance

All the answers were the same responding with “No”. There was no need to conduct a data analysis because all the answers were the same. The researcher can accept the null D1 because of the results of the participant’s answers.

Chapter Summary

The data analysis results from this survey showed no significant difference on how different gender coaches effect female athletes. The only difference found was in hypothesis (B1), the athlete coach relationship is different between female athletes and female coaches then between female athletes and male coaches. The five hypotheses were tested using t-tests with the alpha set at a .05 significance level. The sixth hypothesis was tested used a Chi-Square (Appendix C). The seventh hypothesis (Appendix D) was not tested because the responses were the same between freshman through senior female athletes.
Chapter 5

Discussion, Conclusion, Limitations, and Implications

Purpose of Study

The purpose of this study was to assess the preference and experiences that female basketball players at a Division III level college have at each grade level from freshman through senior year in college with either a male or female coach. Surveying the female basketball players at this Division III college was done to assess their attitudes, motivation, satisfaction level, experiences, and preferences with the gender of their coach as well as determine if there is a difference in the athlete-coach relationship. An anonymous survey was used to determine if there was a significant preference for male or female coaches as well as if gender impacts their attitudes in the sport, based on academic year- freshman through senior.

Discussion

An athlete coach-relationship is important in an athlete’s life. Athletes want a coach who is invested not only in their athletic career but also in their personal life as well (Stewart, 2006). Female athletes value an athlete coach relationship. In the survey conducted, female athletes from a Division III private college, were asked to rank male coaches versus female coaches on relationship based questions. The results showed that the female athletes from freshman to senior year showed a difference in their relationship with female coaches then with male coaches. When looking at the scores individually from each college class there were much higher scores for female coaches then males. These results compare with research done that female relate to females when it comes to an athlete coach relationship. According to Fisher, Platts, & Stopforth (2013) who wrote
“Elite female soccer players positively commented on the actual and perceived communicative characteristics of female coaches when compared to males; specifically mentioning empathy, understanding and caring attributes in female coaches” (pg. 264). Also, research done by Pfister and Fasting (2000) female coaches are better psychologists then male coaches (pg.103). Questions that were presented in the survey covered the rankings of coaches on communication, feelings, comfortability and the athlete’s personal life and well-being. All these subjects are what female athletes look for in an athlete coach relationship, and in this survey, they indicated a different relationship between female athletes with their female coaches and their male coaches. Male coaches can examine this survey to understand an athlete coach relationship with female athletes requires understanding feelings, comfortability, personal well-being and communication with their athletes. Along with an athlete coach relationship female athletes were surveyed on satisfaction level with different gender coaches.

Female athlete’s success can come from many different factors. Satisfaction with coaches are one of those factors that can lead to success on the court and off the court. Encouragement and positive feedback from a coach can lead to self-satisfaction (Frey etc., 2000). This survey looked at one question dealing with satisfaction. The question given to the female athletes was about their overall satisfaction with their coaches. They ranked the male and female coaches they currently have or have had in the past on overall satisfaction. The composite score was taken and compared with male coaches’ rankings. The results showed that there are no differences with the athlete’s satisfaction and the gender of their coaches. The athletes scores showed no significant difference. Therefore, there was no difference when it comes to gender and female athlete’s satisfaction with
Female College Basketball Players Perception Regarding Gender of their Coach

their coaches. The female athlete’s rankings seemed to either have good satisfaction with a male or female coach or not as good of a satisfaction level. It depends on what kind of coach they have currently or in the past and from the results in this survey has nothing to do with gender. The coaches’ personality could affect the way in which the female athletes answered the question of satisfaction. Motivation and performance level are very similar when it comes to the satisfaction of an athlete and could be affected by the gender of the coach, however; when tested the motivation and performance level for female athletes in this study were not affected by the gender of the coach.

When it comes to motivation and performance, females want to be challenged and pushed physically (Sports UK, N.D.). Motivation and performance can come from positive feedback, encouragement, disciplinary tactics, excitement, and enjoyment from coaches. Female athletes find female coaches serve as role models for them as well as they give female athletes positive feedback (Pfister, Fasting, 2000). Male coaches can create motivation and good performance with their disciplinary tactics and their association with winning (Frey etc., 2006, Pfister, Fasting, 2000). The research findings from this survey taken by female athletes, freshman through seniors, showed that motivation and performance level are not affected by the gender of their coaches. These questions dealt with the ranking of male and female coaches containing questions such as, if their words were motivating, their game plan easily understood, competitiveness, determination, pressure, encouragement, and excitement. The female athletes did not show a difference in whether a male coach effected their motivation and performance or if female coaches effected their motivation and performance. There were some questions where some participants ranked male coaches higher than females or females higher than
Female College Basketball Players Perception Regarding Gender of their Coach

male coaches, however; overall there was no difference. The attitudes of the female athletes studied were found to have no difference toward the gender of their coaches.

The responses of the athletes on the attitude category were then split between freshman and upperclassmen to determine if there was a difference between these groups. No difference was found when the researcher compared freshman attitudes toward different gender coaches with upperclassmen attitudes. The thinking was that there could be a difference between the way upperclassman’s attitudes were toward a male or female coach compared to freshman. The views of the upperclassman who may have had more experience and developed different attitudes toward their coach in college now because of how long they have been playing the sport. This study found no difference when the freshman responses were compared to the upperclassman; sophomore, juniors, and seniors. Along with comparing the attitudes of freshman to upperclassman the preference of the gender of their coaches was also compared between the classes and no differences found.

Gender preference for coaches were found to be prevalent in other studies. Kalin and Waldron (2006) found that female athletes, preferred male coaches. Another study done by Frey etc. (2006) found that ultimately female athletes preferred male coaches. In this study contrary to previous studies, it was found that there was no gender preference between freshman compared to upperclassman. When asked what gender they preferred five out of the ten upperclassman preferred males, three preferred females, and two did not have a preference. On the other hand the freshman preferred males (four) and six female coaches. According to the Chi- Square analysis used to test the hypothesis that there is a difference between upperclassman preference of coach compared to freshman,
Female College Basketball Players Perception Regarding Gender of their Coach

the results found that there was no significant difference in gender preference of coaches between the two groups. Also in the survey the importance of gender was asked. Across all the different classes from freshman to seniors everyone answered “no” as to whether gender was important to them when it came to their basketball coach. These results show that the gender of their coach is not important when it comes to these female athletes’.

The experience questions on the survey were asked of the female athletes but were not used when testing the seven hypotheses. Another question that was not used was the number of male coaches and female coaches the participants had since it was irrelevant to this study. The female athletes in this study currently have a male college coach and an assistant female coach.

Conclusions

This study’s purpose was to investigate if different gender coaches effected female athletes in different areas of the athlete’s life such as attitudes, athlete coach relationship, satisfaction, performance, and motivation level. The groups compared were between freshman and upperclassman to determine if there was a difference between these age groups attitudes toward different gender coaches and if they had a preference toward a female or male basketball coach. The study showed no differences in these two areas. The only significant difference that was found, was that female athletes have a different athlete coach relationship with female coaches then male coaches.

There are many reasons as to why there could be a difference in coach athlete relationship between female athletes with their female coaches. Female athletes look for an intimate interaction between their personal life and athletic career. They highly value communication, and relatability. Females in general have that characteristic of being able
Female College Basketball Players Perception Regarding Gender of their Coach

to relate to others, understand them, and listen. This may be why there is a different coach athlete relationship between female athletes and female coaches. Also, a female coach is a role model for young female athletes which is a positive when creating a coach athlete relationship.

The conclusion from this study is that there is more to a coach than just the gender effecting the female athletes. The personality of the coach that female athletes have currently or in the past could affect the way in which they perform, their attitudes, motivation, and satisfaction level. This study, shows that female athletes are not affected by the gender of their coach, however; it could share some insight on how each gender is different in the areas that were surveyed. The questions could help a male or female coach improve the way in which they coach female athletes. The coaches can see what female athletes look for in a coach by looking at certain questions and how the female athletes ranked each male and female coach. The questions coaches could look at for example are, if these coaches were interested in their personal life, if the coach’s words were motivating to them, the enjoyment playing for these coaches and many more from the survey used. Also, knowing there is a significant difference in the athlete coach relationship between female coaches and female athletes, male coaches can look to improve the way in which they try to create a relationship with their female athletes.

Limitations of the Study

There are limitations to this study. The survey that was conducted could have had a more effective way to gather the survey information. The scale of the survey was 1-5, one meaning strongly disagree and five strongly agree. If the question dealt with a coach being good at something and the participant agrees with the statement they would
Female College Basketball Players Perception Regarding Gender of their Coach

strongly agree given them a five, but if there is another question where the coach is not good at something and the participant disagrees with that, they would score them a one, that could lead to inaccurate data. This could create some confusion and there could be a better way to conduct the survey and obtain the results.

Other limitations could be that the survey asks for the rankings of a male and female coach, some athletes could have had only male head coach in their past so the rankings could be skewed when ranking the female coaches. Also, the female athlete’s rankings could be thinking of a bad coach they had or could only be thinking of a good coach they had. Both these views could affect the results of this study. Also, the number of participants was a small sample so there were limited differences in the data found.

Suggestions for Future Research

In this study, there are improvements that could be made for future research. The suggestions for further research would be to have a larger sample group. The female basketball team could be expanded by surveying other school’s female basketball teams to get a larger sample and more significant results. Also, if there are more participants, the responses would not be as skewed or may have found a significant difference. The female athletes who completed this survey have had the same coach currently and this could possibly be why there was no significant difference in the data, therefore the more the participants, the better the results.

In further research, the survey instrument could be improved. There were many questions on the survey, therefore it may have been too long for the female athletes to answer. Also, there might be different responses if the female athletes were in season with their coach then out of season.
Chapter Summary

This study was designed to present information that showed female athletes preference and the importance of the gender of their coaches. The results showed that there was no importance of a coach’s gender with female athletes as well as no gender preference for their basketball coach. There was also no effect on the female athlete’s satisfaction, performance, motivation, and attitudes with the gender of their coaches. The researcher then compared the academic status of upperclassman to freshman to investigate if there was a difference between these age groups and attitudes toward different coaches’ genders. There was no difference in attitudes between the two age groups studied. The preference of gender of coaches was compared with the different classes as well, however; there was no preference between the classes either for a coach of a specific gender. The only difference found was between the female athletes and female coach relationship. With this information, it shows that it is not the gender of a coach that affects female athletes, but the impact of the different coaches coaching style, and personalities which could possibly affect the female athletes more the coaches gender.
Female College Basketball Players Perception Regarding Gender of their Coach

References


Female College Basketball Players Perception Regarding Gender of their Coach


https://www.thefreelibrary.com/The+effects+of+head+and+assistant+coaches%


doi:10.1519/jsc.0b013e318199d8c4

Female College Basketball Players Perception Regarding Gender of their Coach


R. Vivian Acosta, Ph.D. and Linda Jean Carpenter, Ph.D., J.D. Professors Emerita, Brooklyn College (2014) Women in Intercollegiate Sport A Longitudinal, National Study Thirty-Seven Year Update.
Appendix A

This survey is being conducted as part of my graduate work. I would very much appreciate you helping me by completing this survey.

The results of this survey will remain anonymous. I would very much appreciate if you complete this survey honestly and to the best of your ability; however, you are not obligated to complete this survey. Please turn your completed survey in to the secretary’s desk on the second floor of the building in the coach’s offices.

MALE-FEMALE COACH PREFERENCE

Throughout your athletic career, you may have had both male and female coaches. This survey is designed to get your opinions within various categories of both male and female coaches. When completing this survey think of one male coach and one female coach you have had or have for your basketball career.

On a Scale of 1-5 rate your male and female coach in each of these 4 categories:

Relationships, Performance, Attitudes, and Experience.

1 strongly disagree 2 disagree 3 neither agree nor disagree 4 agree and 5 strongly agree

Please circle what grade you are in…I am a   Freshman    Sophomore      Junior     Senior

Relationship

1. These coaches were interested in my personal life and well-being
Female College Basketball Players Perception Regarding Gender of their Coach

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

2. These coaches were interested in my athletic career only

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Communication with these coaches were easy

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4. These coaches considered my feelings

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

5. I felt comfortable talking with these coaches

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. These coaches wanted the best for me

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

7. I had respect for these coaches

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

8. These coaches had respect for me

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
9. These coaches understood and listened to me

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

10. I was satisfied with the relationship I had with these coaches

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

11. Asking for help from these coaches were not an issue

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

12. I found it difficult to understand what these coaches wanted me to do

<table>
<thead>
<tr>
<th>Male</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
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<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

13. These coaches were only interested in his/her favorites on the team

<table>
<thead>
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**Performance**

14. I was highly motivated by these coaches

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15. These coaches’ words motivated me

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<td>2</td>
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16. These coaches’ words discouraged me
Female College Basketball Players Perception Regarding Gender of their Coach

Male | 1 | 2 | 3 | 4 | 5
---|---|---|---|---|---
Female | 2 | 3 | 4 | 5

17. I was determined to work hard for these coaches

Male | 1 | 2 | 3 | 4 | 5
---|---|---|---|---|---
Female | 2 | 3 | 4 | 5

18. I felt pressure and stress when playing for these coaches

Male | 1 | 2 | 3 | 4 | 5
---|---|---|---|---|---
Female | 2 | 3 | 4 | 5

19. I learned from these coaches

Male | 1 | 2 | 3 | 4 | 5
---|---|---|---|---|---
Female | 2 | 3 | 4 | 5

20. I “bought into” the game plan these coaches presented

Male | 1 | 2 | 3 | 4 | 5
---|---|---|---|---|---
Female | 2 | 3 | 4 | 5

21. These coaches helped me with my fundamental skills

Male | 1 | 2 | 3 | 4 | 5
---|---|---|---|---|---
Female | 2 | 3 | 4 | 5

22. I felt competitive working for these coaches

Male | 1 | 2 | 3 | 4 | 5
---|---|---|---|---|---
Female | 2 | 3 | 4 | 5

23. These coaches’ game time speech prepared me mentally

Male | 1 | 2 | 3 | 4 | 5
---|---|---|---|---|---
Female | 2 | 3 | 4 | 5
24. These coaches got me excited for the games

   Male  1  2  3  4  5  
   Female 1  2  3  4  5  

25. These coaches gave praise when something good happened

   Male  1  2  3  4  5  
   Female 1  2  3  4  5  

**Attitudes**

26. I enjoyed playing for these coaches

   Male  1  2  3  4  5  
   Female 1  2  3  4  5  

27. I felt annoyed when these coaches instructed me

   Male  1  2  3  4  5  
   Female 1  2  3  4  5  

28. I was positively influenced by these coaches

   Male  1  2  3  4  5  
   Female 1  2  3  4  5  

29. I was stressed when playing for these coaches

   Male  1  2  3  4  5  
   Female 1  2  3  4  5  

30. I felt pressure when playing for these coaches

   Male  1  2  3  4  5  
   Female 1  2  3  4  5  

31. I was afraid to make a mistake with these coaches
Female College Basketball Players Perception Regarding Gender of their Coach

32. These coaches made me nervous when I played for him/her

33. My overall experience with these coaches were positive

34. I learned life lessons from these coaches

35. These coaches has taught me to be a better leader

36. I could count on these coaches to be there for me

37. These coaches could handle confrontation
Is gender important to you when it comes to your coach?  Yes  No

Do you prefer a male or female coach to coach you in basketball? (circle one)

How many male coaches have you had?  __________

How many female coaches have you had?  __________

Appendix B
t-Test: Two-Sample Assuming Equal Variances
Female Athletes Relationship- Male Vs. Female Coaches B1

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<tr>
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<td>20</td>
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<tr>
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<tr>
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t-Test: Two-Sample Assuming Equal Variances
Female Athletes Attitudes- Male Vs. Female Coaches B2

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t-Test: Two-Sample Assuming Equal Variances
Female Athletes Satisfaction- Male Vs. Female Coaches B3

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t-Test: Two-Sample Assuming Equal Variances B4
Female Athletes Performance and Motivation- Male vs Female Coaches

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Female College Basketball Players Perception Regarding Gender of their Coach

49
### Upperclassman Attitudes Toward Gender Vs Freshman Attitudes B5

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### Appendix C

| Table 2 | Male | Female |
Female College Basketball Players Perception Regarding Gender of their Coach

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*2 Juniors- Doesn’t Matter

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### Appendix D

#### Table 3: Gender Importance

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Female College Basketball Players Perception Regarding Gender of their Coach

References


Female College Basketball Players Perception Regarding Gender of their Coach

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Female College Basketball Players Perception Regarding Gender of their Coach


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