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### The Effects of Collegiate Coaching on Female Coaches

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The Effects of Collegiate Coaching on Female Coaches

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A Synthesis Project

Presented to the

Department of Kinesiology, Sports Studies, and Physical Education

SUNY Brockport

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

(Athletic Administration)

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by

Jessica Koneski

April 23, 2021

SUNY BROCKPORT  
BROCKPORT, NEW YORK

Department of Kinesiology, Sport Studies, and Physical Education

The Impact of Athletics on Fundraising at the NCAA Division I Level

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*Dan Raimondo*

May 17, 2021

Instructor Approval

Date

Accepted by the Department of Kinesiology, Sport Studies, and Physical Education, SUNY Brockport, in partial fulfillment of the requirements for the degree Master of Science in Education (Physical Education).

*Cathy Houston-Wilson*

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Chairperson Approval

Date

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**Abstract**

As the female population within athletics grows, the importance of having female coaches within athletic departments has come into focus. Analysis of previous research at the intercollegiate level shows that although there are women coaching sports, they often face many barriers such as discrimination, family obligation, lack of support and stereotyping. Athletic departments are being held responsible for this allowance of barriers to effect female coaches and their decision to coach. Significant gender differences have emerged regarding the treatment of female coaches as well as availability of opportunities to pursue careers within coaching. The purpose of this synthesis is to review the effects of Collegiate Athletics on female coaches.

## Chapter 1: Introduction

Since Title IX was created, opportunities for women within the field of coaching have been on the rise. However, as of late, less females have stepped into the coaching field (Kane & LaVoi, 2018). Title IX was created in 1972 to eliminate discrimination on the basis of sex under any educational program (NCAA). This law helped create many opportunities for female athletes, but we have seen a decrease within women's coaching from 90% in the early 1970's to only 43% in 2018 (Kane & LaVoi). With this decrease, Thompson, Terron and Chen (2020) found that 81% of females that participated in their study have felt as though they are more qualified than the man who was hired over them.

Past research studies have helped show certain factors regarding female coaches within collegiate athletics. Barriers such as different ethnic backgrounds, social constraints, gender roles, networking/mentorships and stereotyping have all affected female coaches in one way or another (Thompson et al., 2020). One of the more common stereotypes seen is the aspect that women coaches are not considered as qualified as male coaches because they are either not as experienced or invested enough in becoming a head coach (Kane & Lavoii, 2018).

A second conclusion that family duties is a major barrier for the female collegiate coach. With the large workload related to coaching (game analysis, recruiting, travel time), female coaches will often have to spend more time away from their family during the season (Thompson et al., 2020, p. 49). This has been a current problem with many female coaches to the extent that some women have even put off having children because of the high demands of this profession (Kamphoff et al., 2010).

Furthermore, multiple conclusions were made surrounding female coaches coaching men specifically. These included the ideas that many female coaches experienced gender barriers

when coaching men, difficulty establishing credibility and respect, as well as having trouble establishing a professional relationship with other male coaches within their department (Kamphoff et al., 2010).

Past research has indicated ways to make some change surrounding female collegiate coaches. Kamphoff, Armentrout and Driska (2010) stated that there needs to be a change in the way women coaches are perceived, their salaries increased, more accommodations for female coaches with families and even providing daycare within or on an athletic campus. In order to effectively incorporate successful female coaches within a collegiate athletic department, it is integral that athletic administrators and coaches work together to create a positive and equal environment that welcomes female collegiate coaches.

### **Statement of the Problem**

With the decline of female collegiate coaches (Kane & LaVoi, 2018), it is safe to suggest that continued exploration of the impact of collegiate athletics on female coaches is important among collegiate athletic departments. The four most primary factors preventing women from pursuing or maintaining a career within collegiate coaching are “negative stereotypes, misconceptions of male counterparts, family duties and lack of networking” (Thompson, Terron and Shih-Chia Chen, 2020, p. 49). Kamphoff, Armentrout and Driska (2010) found that one of the main reasons that there is a lack of women coaches is the belief that “coaching men is only socially acceptable for women to coach certain men’s sports” (Kamphoff et al., 2010, p. 307). Thompson et al. (2020) detailed that many females coaches didn’t even apply for jobs that were held historically by a male coach. This has hindered potential female coaches from looking for those coaching opportunities. This study also showed that 95% of female coaches have dealt with stereotyping within their position. Kane and LaVoi (2018) suggests that the lack of a female

support network, prior family obligations and females are not applying to available job openings were some of the more common themes arose when interviewing female athletic directors as well as coaches.

### **Purpose of Synthesis**

The purpose of this synthesis project is to review the literature on the effects of Collegiate Athletics on female coaches.

### **Operational Definitions**

1. College Athletics- “encompasses non-professional, collegiate and university-level competitive sports and games” (College Athletics, 2021)
2. Title IX- “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” (US Department of Education. (n.d.))

### **Research Questions**

The following research questions will be the primary area of focus explored for this literature review:

1. What are the barriers female collegiate coaches face?
2. How can athletic departments accommodate female collegiate coaches and the barriers they face?

### **Delimitations**

1. The review included articles between 2010-2020.
2. All articles were peer reviewed.

## Chapter 2

The purpose of this synthesis project is to review the literature on the effects of Collegiate Athletics on female coaches. A search for previous research was conducted in order to gather the necessary information to complete this synthesis project. This chapter specifically details the methods used in obtaining information used in this synthesis.

Literature obtained for this project began with a search using the EBSCO database of SUNY Brockport's Drake Memorial Library website. Research guides within the library are broken down by subject. For this specific synthesis, the research guide selected was Kinesiology, Sport Studies & Phys. Ed. The databases within the research guide subject were SportsDiscus and Academic Search Complete. Depending on the number of keywords used, a combined search of both databases resulted in thousands of articles.

Keywords were used to locate relevant research articles. These keywords included *female coaches, barriers, college athletics, discrimination*. These keywords were selected based on their relevance as well as reoccurrence in similar research.

The first combined search within the SportsDiscus and Academic Search Complete database used the keywords *discrimination* and *females coaching college sports*. This search resulted in 32 articles. A restriction was then put in place to produce results that were full text and a source type was defined to return only results from scholarly (peer reviewed) journals. A published date restriction was also applied to reveal results between the years of 2010-2020. With these restrictions in place, the results decreased to two articles. Of the two articles, one article was used in the synthesis.

The second search completed within the Kinesiology, Sport Studies & Phys. Ed database imposed the same restrictions of full text, scholarly (peer reviewed) journals and a published date

between 2010-2020. The keywords used were *female collegiate coaches* and *barriers*. Of the six articles that resulted, three were used for the synthesis literature review.

A third search within the Kinesiology, Sport Studies & Phys. Ed database imposed the same restrictions, full text, scholarly (peer reviewed) journals and a published date between 2010-2020. The keywords used were *gender barriers and college coaching*. Of the five articles that resulted, one article was used for the synthesis literature review.

The fourth search completed within the Kinesiology, Sport Studies & Phys. Ed database imposed the same restrictions, full text, scholarly (peer reviewed) journals and a published date between 2010-2020. The keywords used were *experiences of female sport coaches and challenges*. Of the nine articles that resulted, one article was used for the synthesis literature review.

A fifth search conducted within the Kinesiology, Sport Studies & Phys. Ed database imposed the same restrictions, full text, scholarly (peer reviewed) journals and a published date between 2010-2020. The keywords used were *career strategies* and *female coaching*. Of the four articles, one article was used for the synthesis literature review.

The sixth search within the Kinesiology, Sport Studies & Phys. Ed database imposed the same restrictions, full text, scholarly (peer reviewed) journals and a published date between 2010-2020. The keywords used were *female coaching expectations* and *college sports*. Of the five articles that resulted, one was used for the synthesis literature review.

A seventh search within the Kinesiology, Sport Studies & Phys. Ed database imposed the same restrictions, full text, scholarly (peer reviewed) journals and a published date between 2010-2020. The keywords used were *preference of male coaches* and *social role*. Of the five articles that resulted, one article was used for the synthesis literature review.

An eighth search within the Kinesiology, Sport Studies & Phys. Ed database imposed the same restrictions, full text, scholarly (peer reviewed) journals and a published date between 2010-2020. The keywords used were *female college coaching experiences* and *NCAA*. Of the eight articles that resulted, one article was used for the synthesis literature review.

In order for the article to be considered in the research process, it was important that the article met certain standards. The article chosen must have studied the impact of collegiate coaching on female coaches or, it must have studied barriers or challenges female coaches have faced. Many of the articles selected offered recommendations for improvement between hiring practices within sport organizations and female coaches.

Articles were produced from journals such as, *Journal of Intercollegiate Sport*, *Women in Sport & Physical Activity Journal*, *International Journal of Sports Science & Coaching*, *Journal of Contemporary Athletics*, *African Journal for Physical, Health Education, Recreation and Dance (AJPHERD)*, and the *Kentucky SHAPE Journal*,

The critical mass for this synthesis is comprised of 707 participants, with many being collegiate student-athletes, female college coaches or athletic directors/administrators. The age range of this critical mass ranged from 23-63 years old. Data was gathered from many collegiate institutions and one high school, all located around the entire United States. Demographic regions included descriptors such as the “East” region of the country, “Midwest”, and “Southeast”.

The articles selected for research included a mix of qualitative and quantitative approaches, but lied more heavily on qualitative approaches. The literature review included seven qualitative studies and three quantitative studies. These studies collected data using a variety of different methods including surveys, questionnaires, open-ended interviews,

institutions website's and article reviews. Open-ended interviews helped collect deeper information into the experiences of female coaches as well as the experiences of collegiate athletes with female coaches.

### **Chapter 3- Review of Literature**

The focus of this chapter is to present a review of literature regarding the effects of collegiate athletics on female coaches. In particular, the following topics will be explored gender roles and professional obligations. Within each topic, stereotypes, athlete expectations, family time, and networking will be addressed. An analysis of literature found that these four themes emerged as being essential to female coaching efforts within collegiate athletics.

When you think of female coaching in sports, you often think about Title IX and how it allows for women to have a chance to finally be successful. However, many people do not know the struggles, stereotypes, and different hiring practices female coaches often face trying to get into the field of coaching or even move up the social ladder. The first component of the effect of collegiate athletics on female coaches in this review will be family constraints that female coaches face.

#### **Professional Obligations**

##### **Family Time**

Siegele, Hardin, Taylor, and Smith (2020) found that society often creates a stigma around female coaches with children or female coaches that are trying to start a family. Seigel et al. (2020) completed a qualitative study to better understand the experiences of female coaches, and more specifically female swimming coaches through semi-structured interviews. They found that sexism is one of the biggest social constraints on female coaches. Within the domain of sexism, the researchers found that motherhood is highly related to sexist attitudes that female coaches face. The results showed that often, females can only be seen as competent as men if they don't have children. Furthermore, women were found to have the "all-in" attitude when it comes to coaching. When it came to children, they felt as though children may affect this attitude

within their careers. Although motherhood is a choice that female coaches have to face, they feel as if having a family could make or break their careers.

Similarly, Kane and LaVoi (2016) created a quantitative study to examine why there is an underrepresentation of female coaches within women's sports. Researchers found that most aspects that contributed to this underrepresentation, were related to individual behaviors of females. One of the highest scoring survey results was "time constraints due to family obligations" (p. 6). Ultimately, creating a stigma that women don't see coaching as a viable career option because of such busy schedules recruiting, working nights and weekends, and becoming obligated to a 24/7 routine, therefore taking away time with their family at home. Like others, Kamphoff, Armentrout and Driska (2010) found similar results. Through a qualitative analysis, 15 participants were interviewed to gather experience from NCAA Division I female coaches of men's teams. The results found that many participants have difficulty balancing work life and family life, to where some female coaches decide not to have children. However, researchers made suggestions to accommodate women coaches. Kamphoff et al. (2010) suggested holding daycares on campuses or even allowing for women to travel with their children or a nanny. Having these options, will help coaches with children and make the decision between family life and a coaching career easier.

Blom, Abrell, Wilson, Lape, Halbrog, and Judge (2011) created a qualitative study to explore experiences of female coaches instructing male athletes. One of the primary themes found was the support from family and athletic administration. Many of the participants found that their family supported their decision and had confidence in their ability to coach male athletes. This made it much easier to ease their way into the coaching profession as well as

continue their career with a family, Blom et al. (2011) found. Family is one of the most challenging barriers female coaches face.

### **Networking**

Networking is viewed as an integral part of the coaching world. Morris et al. (2014) created a study to develop new ways that female coaches can get a foot in the door as well as make their way up the career ladder. After several semi-structured interviews, researchers found that the themes of optimism, leadership, education, and coaching connections created success for female coaches. For the sake of this literature review, coaching connections will be highlighted. While the participants of this study didn't have a hard time finding a mentor, they all "desired stronger networks with other female coaches and administrators" (p. 188). The results made clear that networking helps female coaches get jobs and advance their career, but felt as though they didn't have enough opportunities to do this. The use of clinics helped only some participants within this study expand their networks. However, all female coaches noticed the importance of networking. They "highly valued all of the networking and mentoring opportunities they received" (p. 192), but believed there could be more opportunities.

In contrast to Morris et al. (2014), Blom et al. (2011) found that the participants all had male coaching mentors and trouble finding female coaching mentors. The participants found that their male mentors often "toughened them up" and helped them adopt more masculine characteristics as female coaches. Kamphoff et al. (2010) supported the need for female coaching mentors. This research discovered that there is a high need to establish a better network for female coaches. Participants within this study called upon older coaches to help make the change and to become role models for the younger female coaches who need it. Furthermore, researchers found that often times there was only one female coaching a male sport at their university or

even within their conference. This led to feelings of isolation, difficulty networking as well as the stigma that women should not coach men.

Surujlal and Vyas-Doorgapersad (2015) similarly found limiting career advancement opportunities for female coaches. Within this qualitative study, most of the participants shared that career advancement opportunities were limited and more available for male coaches than for female. Surujlal and Vyas-Doorgapersad (2015) came to the conclusion that "... if the female coaches feel that the organizations do not care about their career development, they may not aspire towards it" (p. 88). However, not all findings within this study were negative. Some female coaches found that all coaches were given an equal opportunity to prove themselves.

## **Gender Roles**

### **Gender Discrimination**

Gender roles play a significant part within the world of sport coaching. LaFountine and Kamphoff (2016) found that there is a stigma that exists around females coaching men's sports. Through a qualitative study, 67 female coaches were surveyed and interviewed. Their findings indicated that "...male coaches are still seen as the 'norm' and that male coaches are the standard when coaching males" (p. 33). However, the researchers believe that the problem is rooted back into sexist hiring practices within the coaching profession and schools. This eventually leads into experiences of female coaches regarding sexual harassment from other male peers and even student-athletes.

Kamphoff et al. (2010) conducted a similar study that evaluated female coaches that coached men's Division I sports. A main theme that surrounded this article was gender role barriers experienced by female coaches coaching men's sports. The researchers found that women often have trouble establishing credibility and respect, difficulty recruiting male athletes

and creating relationships with other male coaches. Moreover, the research found that women that do coach male sports, only coach the “minor” sports such as golf and cross country.

Kamphoff et al. (2010) state “it is more acceptable for women to coach these sports because resources and funding are less, which further perpetuates the marginalization of women” (p. 311). Ultimately, women often believe they are coaching the more minor sports because it has less of an impact on the collegiate athletic department.

Additionally, Schull and Kihl (2019) examined the gendered nature of female coaches’ leadership constructions. After several semi-structured interviews, two gendered leadership attributes came to light: human capital and empathy. The research found that often, in order for female coaches to seem reliable and knowledgeable, they had to have previous playing experience at an elite level. When compared to male coaches, knowledge and reliability was based on the number of years coaching, not based off experience. Regarding empathy, female coaches were seen as being able to comprehend feelings more due to their playing experience and that “expected female coaches would understand them simply based on their identities as women...” (Schull & Kihl, 2019, p. 7). At the opposite end, male coaches were perceived as less empathetic simply because there is a “...gendered belief that not only naturalized men’s lack of empathy and relational skills, but more importantly, excused it” (p. 7). Similarly, Blom et al. (2011) found that society often sees the “coaching role as masculine” (p. 59). Research found that frequently, females aren’t seen as strict and disciplined. For them to be seen as a successful female coach, they have to be able to come into the program and set up a strict and disciplined schedule in order to rid that stereotype.

Siegele et al. (2020) showed similar results regarding treatment conception of female coaches. The research found that female coaches often have a hard time being identified as a

coach or even questioned about their status as a coach. Participants within this study found that they are often mistaken as an athlete, or athletic trainer, but not part of the coaching staff. Siegele et al. (2020) state “This misidentification of female coaches as athletic trainers, athletes, or parents shows the deep-rooted bias individuals may hold, in which the assumption that a woman is not the leader is demonstrated” (p. 102). However, there were many times that women felt successful coaching men. The research showed multiple reasons: extensive coaching experience or being very decorated athletes, support from the athletic director, strong coaching philosophies, support from their significant others and previous experience coaching a men’s team. Having any of these aspects, women coaches found that they were more respected than any other female coach. This research showed the different forms of masculinities while showing many gendered obstacles of the female coach.

Surujlal and Vyas-Doorgapersad (2015) found that one of the greatest barriers female coaches face is gender role disparity. A qualitative study was used to gather the feelings and experiences of female coaches. The results shared feelings that only male coaches get the recognition, first preferences and top players. These feelings, Surujlal and Vyas-Doorgapersad (2015) conclude, influence everyday behaviors and result in women assuming more feminine-specific responsibilities.

Kane and LaVoi (2018) found that gender-role stereotypes thoroughly privilege males over females. The researchers state that “sport is one of the most powerful institutions in this culture, an arena where males have long been able to demonstrate their primacy over females” (p. 10). This is often because of employment trends within collegiate athletic departments. However, Title IX has continued to infiltrate the once exclusive male environment and allow more female coaches in. However, this infiltration has caused more stereotyping and “assaults on

traditional relationships of power and dominance”, Kane and LaVoi stated (p. 10). Gender roles play a huge part in the treatment of female coaches within numerous athletic departments and universities around the world.

### **Stereotypes**

Wasend and LaVoi (2019) created a study based on the likeliness of women coached by females to enter the coaching profession. The results found that gender was not a significant indicator of the likeliness of an athlete to enter coaching, but more significantly was the relationships with their coaches and overall playing experiences. Similarly, the researchers found that women coached by females were less intimidated by discrimination faced within the female coaching occupation.

Madsen (2016) studied why there are so few women college coaches. One of the main themes created was around social role and the assumptions about the entire female gender based on stereotypes. Many participants of this study agreed that “female coaches as a whole are too emotional to be successful coaches” (p. 285). Based off this finding, they concluded that through many observations, the participants found male coaches often to be more productive because of their “autocratic or transactional” style of coaching. (p. 284). Furthermore, the stereotype of coaching being a masculine profession was favored within this research. Many female participants felt as though families and friends did not support their decision to go into a more masculine profession and would rather see them “lead a traditionally feminine life” (p. 286).

Surujlal and Vyas-Doorgapersad (2015) found stereotyping as a huge challenge within female coaching. A qualitative research approach was used to collect data from semi-structured interviews. The data concluded that stereotyping of female coaches was a hindrance to their movement up the hierarchy. This information emphasizes the idea that the sport world, and more

specifically, female coaching, is still viewed as a male dominated field. Many stereotypes concerning women's ability to lead created these restrictions to their progress.

Thompson et al .(2020) studied what prevents women from obtaining head coaching positions in the collegiate level. Through a series of quantitative interviews, researchers were able to conclude that over 95% of women had dealt with stereotyping within their current position. Furthermore, these female coaching participants agreed with several statements found within the research. First, "I have been stereotyped for not having enough leadership qualities" (p. 48). Over half of the participants within this article believed that statement to be true as well as, "I felt the male colleagues who I work with are treated differently" (p. 48). Additionally, many female coaches believe that even to stand a chance against male coaches, their qualifications and experiences must be far greater than their male peers. Siegele et al. (2020), state that "gender stereotyping influences who is perceived as a competent leader" (p. 102). Through their research, women were often seen as kind and gentle, which can be viewed as negative trait when it comes to leadership positions. These findings can imply that most participants within this study have experience some kind of stereotyping within their current positions as coaches.

### **Summary**

Research has shown that these barriers influence females coaches when wanting to start a career within coaching, or further their career within coaching. It could be argued that the more significant impact is the treatment of female coaches. Does every female coach experience these barriers? Of course not, and the research shows that. However, if enough female coaches experience such negative treatment, the female coaching environment will continue to have a negative outlook going forward.

Females within the coaching profession have faced many barriers trying to climb the career ladder as well as starting out within the coaching world. From barriers such as family constraints, gender-role disparity, networking, and stereotyping, female coaches have been hesitant to further their careers or even start a new career in coaching. Good hiring practices, networking opportunities and fair opportunities will motivate females to come into the coaching world. Regardless of the situation, it is important for an athletic administration to think about its hiring efforts as well as treatment of female coaches within their athletic department. The next female coach could end up taking her team to the national level and even farther. This opportunity could spark national attention, benefit the school and athletic department greatly and even influence other females to start into the coaching profession.

## **Chapter 4**

### **Results, Discussion and Recommendations for Future Research**

The purpose of this chapter is to show the results of the review of literature on the effects of collegiate athletics on female coaches and how the results compared to the research questions which guided this synthesis project. Additionally, recommendations for future research as it relates to the best practices surrounding the treatment of female coaches in collegiate athletics are presented.

The results of this review of literature showed almost similar results related to the effects of collegiate athletics on female coaches. However, there is really no question regarding the unfair opportunities and treatment of these female coaches. The majority of the findings on this topic showed that most females have experienced sexism, discrimination or unequal opportunities compared to their male counterparts. Research has indicated that better hiring practices, better incentives regarding family time and more networking opportunities for female coaches will help more females join the coaching world and eventually climb up the career ladder.

This literature review also showed that athletic administrators, networking and family can help break down the barriers of female coaches in collegiate athletics. Support and more opportunities for female coaches can help eliminate these barriers within collegiate athletics and females in coaching.

### **Discussion**

#### **Interpretations**

Several research questions were created prior to the review of literature. The first research question created was, what are the barriers female collegiate coaches face? The results

of this review of literature show very similar results regarding barriers: professional obligations relating to family time and networking, as well as gender roles relating to gender discrimination and stereotyping. For example, in Kane and LaVoi (2018), the findings of their research showed that barriers such as discrimination, failure of networking opportunities, family obligations and lack of support stopped females from joining the field of coaching. Additionally, Schull and Kihl (2019), found that the absence of mothers as coaches needs further research because many female coaches do not join coaching because of family constraints. Similarly, Kamphoff et al. (2010), also found that female coaches often face discrimination when coaching male sports in particular, difficulty balancing work and family life and difficulty establishing a solid network of coaches.

The second research question that was studied was, how can athletic departments accommodate female collegiate coaches and the barriers they face? The results from several studies showed the importance of providing opportunities for female coaches to be successful. Kamphoff et al. (2010) made the suggestion to create daycares on campus' or athletic departments, so females with families will have more accommodations to coach. In line with Kamphoff et al. (2010), LaFontaine and Kamphoff (2016), found that the extreme workload of coaches is not family friendly and that changes need to occur to create better opportunities for coaches with families. Furthermore, LaFontaine and Kamphoff (2016) also made the suggestion that athletic directors need to look more effectively into women coaches especially women coaches who coach male teams. Suggestions were made to create internship opportunities and training programs for females interested in coaching. Doing this can create a stronger mentorship program between new and old female coaches. In comparison to one another, Morris et al. (2014) and Thompson et al. (2020), both portrayed the importance of mentor relationships.

Strong female coaching networks can help create advantages for aspiring female coaches as well as enhance relationships with current female coaches around the coaching world. Additionally, Surujlal and Vyas-Doorgapersad (2015) found that many females had less opportunities than men to further their careers and that these females often blame their organizations lack of support. Ultimately, Surujlal and Vyas-Doorgapersad (2015) believe that athletic department need to examine their hiring processes to give women a fair chance.

### **Implications**

Previous research on the effects of collegiate coaching on female coaches shows a variety of aspects are agreed upon when researching the experiences and treatment of the female coach. Many of the conclusions of the results can be compared to one another. The results of this synthesis offer practical implications which can benefit athletic departments as well as female coaches in attempting to expand positive experiences of female coaches. As a result, more female coaches may ultimately join into the coaching world.

For example, barriers such as discrimination, stereotyping, and unequal opportunities, are aspects that make females avoid a career in coaching. Athletic departments and organizations can use the experiences and results from many studies to create a more positive atmosphere for females. Doing so, could potentially increase the amount of female coaches around collegiate athletic departments creating a more equally-gendered sports world, instead of the male-dominated sports world that exists now.

It should be noted that many of the barriers shared, from female coach experiences and treatment, are controllable within athletic departments. Simply hiring female coaches does not fix the problem of discrimination, stereotyping and/or unequal opportunities when compared to their male counterparts. It is important that athletic department personnel communicate the

changes that need to be made to create a positive and equal experiences for all female coaches. Ensuring that these female coaches wants and needs are taken care of, as equally as male coaches, will create a positive atmosphere throughout the athletic department.

Understanding the importance of what prevents a female from becoming a college coach is critical to creating an environment that creates equal opportunities for female coaches as well as positive experiences coaching. Athletic departments, athletic department personnel, and even student-athletes should understand the barriers that female coaches often face, and try to eliminate opportunities for these barriers to come about. As a result, it may create a better and more equal environment for potential female coaches as well as enhance the experiences of females that are already coaching.

### **Limitations & Recommendations for Future Research**

Following a thorough review of the data available regarding the effects of collegiate athletics on female coaches, the following limitations were eminent within the literature. The studies were limited to the variables examined within the research as well as the data collected was limited to a certain period of time. A second limitation of the data is the use of surveys and interviews due to the fact that the number of respondents are limited to that specific survey or interview at a certain institution or organization. Additionally, each research article had limited use of participants within each study due to the number of participants that responded to surveys/questionnaires as well as interview requests. Limitations can also occur when only looking at female coaching within collegiate athletic departments. It should also be noted that many of the research about females in the coaching field is qualitative research, which means that there is a lack of quantitative data when researching females in collegiate coaching. Furthermore, the amount of research is more limited when looking outside of the collegiate

athletic world. Meaning, that this information cannot be generalized to meet the needs of high school, or younger athletic coaches, departments or even outside of school coaching such as, travel teams and little league teams.

Based on these limitations, future research should consider the following recommendations:

1. Future research should continue to look into the personality traits and styles of coaching used when coaching. This could provide further information based on if female coaches have the confidence within themselves to apply for positions coaching male and female sports.
2. Further research should look into the role of athletic administrators and athletic programs at certain universities to see if it is the program itself limiting female coaches. Doing so can create better practices within college athletic departments that favor both male and female coaches.
3. Further research should be broadened to cover a wider range of athletic programs starting at the high school level or younger. This will lead to more generalizable results.
4. Further research should look into the male coaches point of view as well as ask all the same questions that they did for female coaches. This will give a deeper understanding into what male coaches face as well as give a better comparison between female and male coaches.

### **Summary**

The purpose of this synthesis is to review literature on the effects of college athletics on female coaches. An extensive search of online databases using specific delimiting techniques and key words revealed 11 articles that were selected for this synthesis. These articles were synthesized to determine if collegiate athletics had an impact on female coaches, regarding treatment, experiences and opportunities for the female coach. Most research agreed with the fact that female coaches are often underrepresented in multiple ways.

Research revealed that a variety of important variables can impact a female coach working within a collegiate athletic department. This variables included discrimination from co-workers, parents and athletes, stereotyping from other coaches, co-workers, friends and athletes, family constraints regarding time spent coaching and time spent with family, and unequal networking opportunities when compared to their male counterparts. It is clear that often times, female coaches get the smaller end of the stick when trying to move up the organizational hierarchy or even start their career in the coaching world.

Further research and more qualitative and quantitative data from other institutions will only help develop a more sturdy base into the barriers females face within collegiate athletics. This information will assist athletic administrators, coaches and athletes to create a better environment for female coaches. This could allow for more women to become coaches as well as more females to continue to coach.

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## Appendix A

Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes –  Commonalities/Dif ferences
Blom, L. C., Abrell, L., Wilson, M. J., Lape, J., Halbrook, M., & Judge, L. W. (2011).	Working with male athletes: The experiences of U.S. female head coaches.	Journal of Research in Health, Physical Education, Recreation, Sport & Dance.	The purpose of this study was to gather information on the experiences of female coaches who have coached male athletes.	<ul style="list-style-type: none"> <li>• Qualitative Analysis.</li> <li>• Semi-structured interview approach.</li> <li>• Interviews were over the phone and tape recorded, later transcribed verbatim.</li> <li>• 6 female coaches that have had experience coaching male sports.</li> </ul>	After interviews were transcribed verbatim and accepted by each participant, analysis was done by using deductive and inductive reasoning by four researchers. “Tags” were used to point out meaningful information throughout the text. These “tags” were then used to be categorized into five main themes.	The five primary themes identified were: diversified athletic history, positive male coaching influence, intense coaching philosophy, support from family and athletic administration and gendering of the coaching role. Each participant experienced	Although there seemed to be an initial shock when hearing a women is a head coach of a men’s sport team, the participants within this article felt generally supported. However, their coaching ability, experience, time and authority are often questioned. Setting up strict and disciplined programs, having connections to the school or community are all key ways for coaches to emerge themselves into a successful career

						gender discrimination or some type of hardship when coaching males. However, each participant felt as though they were generally supported and respected from athletic department personnel or other coaches.	are a female coach coaching male sports. Future research should look into the male athlete's point of view being coached by a female head coach.
Kamphoff, C. S., Armentrot, S. M., & Driska, A. (2010).	The token female: women's experiences as division I collegiate head coaches of men's teams.	Journal of Intercollegiate Sport	The purpose of this study was to better understand the experiences of current NCAA Division 1	<ul style="list-style-type: none"> <li>• Qualitative Analysis.</li> <li>• Semi-structured Interviews</li> <li>• Purposeful sampling of NCAA division 1</li> </ul>	A descriptive analytic strategy was used to interpret data. Interview transcripts were read through and key phrases were	The results of interview transcripts created six themes: 1) gender barriers experience by women	Women often feel as though they are isolated, have no kind of social network within coaching, are less desirable within the coaching positions as well as the belief

			female coaches of men's teams.	<p>institutions for women head coaches of men's teams.</p> <ul style="list-style-type: none"> <li>• 15 participants.</li> </ul>	highlighted with conceptual labels. These labels were compared and then placed into categories/themes. Themes were developed based on the frequency of comments that occurred throughout the interview.	<p>coaching men, 2) obtainment of their position coaching men in unique ways, 3) women coach only men's minor sports, 4) characteristics contributing to their success coaching men, 5) reasons for a lack of women coaching men, and 6) strategies for change.</p>	<p>that women can't coach men. More research is needed to confirm the findings within this study. However, athletic administrators perceptions of women coaching men needs to be more developed, since they are the people doing the hiring, maintaining and promoting of coaching. Further research into the perceptions of women who coach women as well as their intent of women coaching men to see if they believe an opportunity even exists for women to be successful coaching men.</p>
Kane, M. J., & LaVoi. (2018).	An examination of intercollegiate	Women in Sport & Physical	The purpose of this study was to determine if	<ul style="list-style-type: none"> <li>• Surveyed all NCAA Division I and III</li> </ul>	Survey instrument used was called Qualtrics that	The findings of this article conclude	Family pressures take a greater role within females than males. If women

	athletic directors' attributions regarding the underrepresentation of female coaches in women's sports.	Activity Journal	the attributions offered by intercollegiate athletic administrators had shifted in any significant way over the last three decades.	<p>institutions by email</p> <ul style="list-style-type: none"> <li>• Conference call interviews in 2015 with Ads from the east coast and Midwest.</li> <li>• Fall of 2015, emails were sent to 1,179 athletic administrators representing 352 university's at the Division I level and 475 at Division III.</li> <li>• Received a number of 300 surveys where 286</li> </ul>	helped capture, interpret as well as store the data. This information was then exported to SPSS version 22. For statistical analysis. Descriptive statistics were used for the overall mean results.	that more women often experience structural barriers (networking) over individual barriers (family). However, individual factors weigh more heavily on potential female coaches.	believe that the sports world is a male-dominated environment, they may be less likely to devote their time, energy and resources to pursue a coaching opportunity. Recommendations include relying more heavily on the critical feminist theory because it is based on the investigation of gendered relationships over power. Furthermore, athletic departments should examine current employment trends to verify that it is not trying to maintain existing gendered relationships of power.
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				<p>were filled out in their entirety.</p> <ul style="list-style-type: none"> <li>• Quantitative Design</li> </ul>			
LaFontaine, J., & Kamphoff, C. (2016).	Coaching boys' high school teams: Female coaches' experiences and perceptions.	International Journal of Sports Science & Coaching	The purpose of this study is to provide more current information, and to explore if the experiences of females who coaches males have improved.	<ul style="list-style-type: none"> <li>• Qualitative Research Design</li> <li>• Open-ended surveys and interviews were used.</li> <li>• 67 female coaches who coached men's sport teams completed the survey.</li> <li>• Age range was 23-63 years old.</li> <li>• 8 female coaches were interviewed over the phone.</li> <li>• Two main component</li> </ul>	Data analysis of the open-ended surveys included a literal report of the responses created. The questions were then grouped into categories and the categories were then turned into themes based on grouping similar categories. As for analysis of the interviews, indexing was used to analyze each interview and ensure the themes presented in the survey was reflected in the interviews. The authors read	Five themes emerged from the research: support for female coaches, societal barriers exist for women coaching boys, females limited to coaching boys' minor sports, working with male athletes, and advice offered from female coaches.	Although all the female coaches shared very positive experiences about coaching, they did experience many barriers. Support from athletic directors and peers highly influenced the experience of coaching. However, many found that this support took time and some even felt as though they weren't totally respected or comfortable with their positions to this day. Societal barriers around the female coaches in this research were around the belief that females should not be coaching

				of the survey included 1) demographics and 2) two open ended questions related to barriers and experience.	over each transcript and highlighted key phrases. Once themes were created, a description of each theme was created to explain the experiences of the participants.		male athletes. This also can give reason to why women feel as though they can only coach minor male sports like tennis or golf. This could be a reason why females are reluctant in the first place to enter the coaching profession as well as men's sport in general. Lastly, working with male athletes often presents another challenge because of the lack of respect towards women.
LaVoi, N., & Wasend, M. (2019).	Are women coached by women more likely to become sport coaches? Head coach gender and female collegiate	Women in Sport and Physical Activity Journal	The purpose of this study was to extend the scare and outdated body of research on the potential salience of	<ul style="list-style-type: none"> <li>Quantitative research</li> <li>Random sample of 40 NCAA Division I women's basketball programs</li> </ul>	Logistic regression was used for both research questions which predicted categories/hypothesis'. Descriptive statistics were	The first two tables revealed that athletes who were coached by male coaches had a higher percentage	Relationships often influence many choices a person makes. Relating to this study, they discussed that athlete's may be more likely to join the coaching field if they are more

	athletes' entry into the coaching profession		same-sex coaching role models for female athletes and provides a baseline data on collegiate athletes' entry rate into coaching, lending support to advocacy aimed at reversing the current stagnation of women in the sport coaching profession.	<ul style="list-style-type: none"> <li>• Institutions were randomly selected.</li> <li>• Data collected through November 2017-February 2018.</li> <li>• 237 former NCAA Division-I basketball players who graduated between 2011 and 2015 made up the final sample.</li> </ul>	calculated for each category.	of joining a coaching field than if coached by female coaches. However, after analysis, this study indicated that coach gender wasn't a significant predictor is an athlete enters the coaching career or not. Hypothesis 2, regarding females staying within the coaching field longer, if they were coached by a female, was proven to be true.	strongly impacted by their relationships with their coaches or even collegiate experience. Secondly, this study implies that structural advantages held by male coaches could have impacted females to become a coach. Even though this study found that head coach gender didn't influence an athletes likelihood to coach, head coaching gender did emerge as a big factor on whether or not athletes were still coaching. Future research should look into if collegiate coach gender plays a big role in whether or not a coach is persistent in coaching over a
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						Out of 52 athletes that were coached by women, 75% are still coaching, whereas only 48% of females coached by males are still coaching.	long period of time. Secondly, it could be beneficial to seek a clearer understanding into what other factors influence collegiate athlete's likelihood to coach beyond head coaching gender.
Madsen, R. (2016).	"Dads play basketball, moms go shopping!" Social role theory and the preference for male coaches.	Journal of Contemporary Athletics.	The purpose of this article is to investigate why so few college coaches are women.	<ul style="list-style-type: none"> <li>• Qualitative research design</li> <li>• Participants included 13 junior and senior female student athletes from a large Division I school in the northeast.</li> <li>• Focus groups were</li> </ul>	The interviews were recorded and transcribed. The data was then coded using an a priori coding framework from theories that underpinned the study using NVIVO 8 data analysis software. Thematic network analysis was used to organize the data.	One major theme emerged from the research: social role. However, two sub-themes emerged as well: role congruity and rewards for gender conforming behavior. The main finding of this research	Many college athletes found that college coaching is meant for male coaches because they are seen more as transactional and dominant, which female coaches are not seen as. Secondly, leadership seems to go hand in hand with masculinity, making it harder for female coaches to gain a teams respect. /life. They often found female

				<p>created to represent the greatest number of teams.</p> <ul style="list-style-type: none"> <li>• Semi-structured interviews 60-75 minutes in length with each focus group.</li> <li>• Interview guide with open ended questions was used.</li> </ul>		<p>was that college coaching and administration is constantly seen as a masculine career, from the college athletes interviewed.</p>	<p>coaches as a whole to be too emotional to be successful. Lastly, many find a career in coaching or sport leadership as too much of a masculine career, and many athletes discussed the pressures from family to pursue a feminine career. Recommendations of this research include changing company policies trying to eliminate the competitive advantage of men, as well as further research into the themes of this study.</p>
<p>Morris, E., Arthur-Banning, S., &amp; McDowel I, J. (2014).</p>	<p>Career strategies of millennial generation female assistant coaches.</p>	<p>Journal of Intercollegiate Sport.</p>	<p>The purpose of this study was to investigate what factors influenced millennial generation,</p>	<ul style="list-style-type: none"> <li>• Qualitative research design</li> <li>• Semi-structured interviews were conducted</li> </ul>	<p>All interviews were transcribed and member checks were performed to ensure that the participants were properly</p>	<p>Four main themes emerged from the findings of the interviews: optimism,</p>	<p>As the millennial generation is now within the working world, strategies to help advance their careers will be different than what was before. This</p>

			<p>female assistant coaches' aspirations to become head coaches and what strategies they believed would help them successfully navigate their careers.</p>	<p>with Division I female assistant coaches.</p> <ul style="list-style-type: none"> <li>• An Instrumental case study design was used to understand the experience more related to other cases.</li> <li>• Participant age range was 23-31 years old, all from the millennial generation (after 1980).</li> <li>• 10 participants total.</li> </ul>	<p>represented. MAXqda 10 software was used to code all interviews and then grouped into categories and themes. In-vivo open coding was then used to pick primary codes. Axial coding was then used to connect codes together and finally selective coding was used to emerge three main themes.</p>	<p>leadership, education and coaching connections. These themes were primary strategies that these assistant coaches believed will be most beneficial towards their career advancement.</p>	<p>article into ways that female assistant coaches can become head coaches eventually. This research came to believe that millennial females have faced fewer barriers to participation or employment because of their younger status. Contrary to other research articles, this study found that millennial female coaches have higher self-efficacy when it comes to practicing leadership and leading athletes. The role of education (coaching clinics) was seen as almost not as important to these new female coaches unless they placed importance on networking and</p>
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							mentoring. The desire for stronger networking and mentors with female coaches and administrators is one of the most important aspects of this article. This article can help inform leaders to what potential female coaches look for in a job as well as help stop the negative hiring trend for women in sport.
Schull, V., & Kihl, L. (2019).	Gendered leadership expectations in sport: Constructing differences in coaches.	Women in Sport and Physical Activity Journal	The purpose of this study is to examine the gendered nature of sport leadership by analyzing female college athletes' perceptions of leadership	<ul style="list-style-type: none"> <li>• Interpretive qualitative design supported by constructivist paradigm</li> <li>• Semi-structured interviews</li> <li>• Participants were recruited</li> </ul>	Data was collected over a year-long period (2013-2014). All data was downloaded into a qualitative software program HyperRESEARCH. Transcripts were read and codes/themes	The findings within this article created two gendered leadership attributes associated with coaching: human capital and empathy. Human capital	The two gendered leadership attributes were both aspects that female coaches need to learn how to overcome. Human capital, often leads to the privileging of men and their certain maleness within sport knowledge. Empathy in sport leadership often

			<p>associate with sport coaching.</p>	<p>by convenience sampling. Team websites and help from head coaches of women's teams, athletic administrators and staff members were used to gather participants.</p> <ul style="list-style-type: none"> <li>• Participants had to either be currently participating or recently were participating at the Division I level, participate</li> </ul>	<p>were identified based off of research questions. Thematic analysis was performed to identify common patterns of meaning and perceptions of leadership associated with sport coaching and gender across all interviews.</p>	<p>referred to playing experience, coaching experience, and general knowledge. Empathy referred to the ability to understand and appreciate the feelings of another's</p>	<p>resulted in discrimination of both men and women within gendered expectations. However, men were often seen as giving a free pass when they did not display empathy. Furthermore, the research found that many mothers were absent within their findings. Enacting change in ways such as coach education programs that discuss' the impact of gender as well as administrators using findings, such as the ones within this article to reflect on gendered social processes may be very beneficial to athletic departments everywhere.</p>
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				<p>d in team sports; and had two or more years of intercollegiate playing experience.</p> <ul style="list-style-type: none"> <li>• 23 females participated</li> </ul>			
<p>Siegele, J., Hardin, R., Taylor, E., &amp; Smith, A. (2020).</p>	<p>“She is the best <i>female</i> coach”: NCAA division 1 swimming coaches’ experiences of sexism</p>	<p>Journal of Intercollegiate Sport</p>	<p>The purpose of this study was to examine the career experiences of NCAA division 1 female swimming coaches in order to better understand the lack of female representation in the profession.</p>	<ul style="list-style-type: none"> <li>• Qualitative research design</li> <li>• Phenomenological methodology guided the research</li> <li>• Purposeful criterion sampling was used. Criteria included swimming coaches who identify as female and have coaches at</li> </ul>	<p>Data was analyzed by comparative analysis using in-vi-vo coding to keep the interviews verbatim. From the transcripts, codes were created and then grouped into categories that had similar findings to other studies. Nine categories were created but then condensed into three themes. The trustworthiness</p>	<p>The overall theme of sexism was the overall focus of this article due to the strong nature of the findings. Several deeper categories were evaluated within sexism: misidentification, differential treatment, tokenism, isolation</p>	<p>Women experience sexism in a variety of different contexts and experiences. Cultural norms and gender roles often limit women from obtaining leadership positions. Secondly, organizational culture within these sport organizations limit women’s ability to gain employment and even advance their careers Misidentification within female</p>

				<p>the NCAA Division I level.</p> <ul style="list-style-type: none"> <li>• Participants included head coaches, associate head coaches and assistant coaches.</li> <li>• 25 female coaches responded.</li> <li>• 21 semi-structured interviews over the phone were conducted</li> </ul>	<p>of the study was verified through member-checking.</p>	<p>and motherhood. At the organizational level, females experienced tokenism and at the societal level, female coaches often experience misidentification and differential treatment.</p>	<p>coaching can often be seen as coaches being mistaken for a student-athlete or even trainer. This also can be seen as not being taken seriously, Secondly, differential treatment was experienced by female coaches in a way that they were treated significantly different than their male counterparts regarding respect and knowledge. Regarding tokenism, female coaches as well as their counterparts sometimes feel that the only reason they have a position because of their gender, not their knowledge. Female coaches experience isolation when they are working in a male-</p>
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							dominated profession such as sports. Lastly, motherhood has prevented many female coaches from furthering their career as well as experiencing sexism due to pregnancy or parental status. Recommendation's for future practice include female coaches confronting such stereotypes as well as administrators training staff members in what not to do.
Surujlal, J., & Vyas-Doorgapersad. (2015).	The glass ceiling in sport coaching: Perceived challenges of female coaches.	African Journal for Physical, Health Education, Recreation and Dance	The purpose of this study was to obtain qualitative data from female sport coaches regarding the perceived	<ul style="list-style-type: none"> <li>• Qualitative research approach was used to collect data.</li> <li>• Sample included 9 female sport coaches</li> </ul>	A grounded theory approach guided the analysis of data. Content analysis of the data created themes from the field notes. The field worker were present during	Four themes emerged from the interview: gender discrimination, stereotyping, career path opportunities and	Gender discrimination is one of the most common barriers faced by female coaches. Stereotyping has also prevented female coaches to move up the ladder within their career.

		(AJPHER D)	challenges they face in progressing career-wise within their organizations and provide recommendations on the findings.	<p>with three or more experience within sport organizations.</p> <ul style="list-style-type: none"> <li>• Years of experience ranged from 3-14 years.</li> <li>• Semi-structured interviews were held and lasted from 30-45 minutes.</li> </ul>	the evaluating the interview sessions to clarify anything needed in the responses. Credibility was established by member-checking and the primary research and fieldworker checked their integrity.	organizational support. The overall findings suggested that males in coaching positions continue to exert power which protect their high positions within coaching.	One of the most important things sport organizations can do is try to level the playing field so both male and female coaches can have equal opportunities for higher positions. They can do this by examining hiring processes, holding workshops so both male and females interact on the same platform as well as more networking opportunities for females.
Thompson, K., Terron, T., & Shih-Chia Chen, S. (2020).	Breaking down barriers: An investigation into the lack of female head coaches in NCAA affiliated institutions	Kentucky SHAPE Journal	The purpose of this study was to investigate the rationales behind the gender disparity between male and female head coaches at	<ul style="list-style-type: none"> <li>• Quantitative research design</li> <li>• Took place within early February and mid-March of 2019.</li> <li>• 22 participants that were</li> </ul>	Two tables were used to quantitatively illustrate the responses towards the questions.	The findings of the research concluded that 95% of female coaches had dealt with gender stereotypes. 77% of the participants concluded	The findings within this study related to previous viewpoints presented in past studies. Many of the participants within this study had experienced some sort of gender discrimination and stereotyping within their career. One of

			<p>the NCAA affiliated institutions.</p>	<p>current head coaches, assistant coaches or administrators with former head coaching experience.</p> <ul style="list-style-type: none"> <li>• Age range of 31-52</li> <li>• Guided interview either on the phone or face-to-face.</li> <li>• 8 of 22 participants agreed to do a further in-depth interview.</li> </ul>		<p>that they were stereotyped by their male administrators. 63% of participants concluded that they had been told that they didn't present enough leadership qualities for the job they were applying for. Overall, the majority of female coaches within this study have experienced stereotyping or discrimination in their career.</p>	<p>the main factors that female coaches face is the lack of other female role models within their career and it alters the desire of current female coaches to remain in the sport. Secondly, this study found that female coaches must have far more exemplary experiences in order to beat male candidates for the position. Overall, collegiate athletics is consumed with different types of stereotyping of female coaches. Recommendations include creating a more professional league and sharing successful stories of female coaches will help female coaches seek out potential coaching opportunities.</p>
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