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# Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of Women in the Profession

Kathy J. Turpin

FORMER INTERCOLLEGIATE ATHLETICS ADMINISTRATORS'

PERCEPTIONS TOWARD THE DECLINE OF WOMEN

IN THE PROFESSION


DISSERTATION

Presented in Partial Fulfillment of the Requirements for

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by

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ABSTRACT

Purpose

The purpose of this phenomenological study was to examine the career paths of females in intercollegiate athletics. Intercollegiate athletics departments are underrepresented by women in administrative roles including athletics directors. This study was conducted to provide information on how women choose careers in intercollegiate athletics, what factors might have impacted their promotions within the field, and what factors cause them to leave the profession. The findings of this study are expected to provide information to assist NCAA institutions and higher education administrators in understanding the phenomenon of women in intercollegiate administrative careers. It is hoped that the findings will assist higher education administrators in hiring practices and in providing environments that may encourage women to pursue or continue careers in intercollegiate athletics administrative careers.

Method

This qualitative research study examined former women athletics administrators to determine what factors have led to a decline in the proportion of women in administrative positions, how women choose careers in intercollegiate athletics, and what

factors might have impacted their promotions within the field as well as caused them to leave Division II athletics. The study was conducted electronically using *Survey Monkey*™ to collect responses to open-ended questions.

<u>Major Findings</u>

The 10 former NCAA Division II female athletics administrators who participated in this study emerged as intellectual, persevering and confident professionals who expressed a strong desire to impact the lives and athletics experiences of all student-athletes and athletics staff. The data revealed that the entire group (100%) unreservedly agreed that intercollegiate athletics provides an important role in the educational process and that it had a positive impact on their lives. The majority indicated gender discrimination, workload issues, challenges in receiving support of administrative positions, family role conflicts and the increased opportunities for other careers influenced their decisions to leave the profession. Participant responses reveal seven common and emerging themes to include career preparation, love and passion of sport, support and positive role models, leadership role, gender discrimination, workload, and increased opportunities for women.

ACKNOWLEDGEMENTS

It is truly difficult to know how and where to begin to express gratitude to so many individuals that have guided and supported me through the challenges of this accomplishment. I have forever been touched by the knowledge, support, and kindness of my dissertation committee, classmates, colleagues, family, friends, former student-athletes, and mentors. I will be indebted in ways I will never be able to repay. I could not have done it without you.

I am particularly grateful to the participants of my study. As a reader of this dissertation you will learn about the lived experiences of these 10 former female athletics administrators. These are remarkable women, and it is my hope that you will also feel their continued passion for education, sport and intercollegiate athletics. This accomplishment is as much for them as it is for me.

Thank you to my wonderful husband, Rick, without whose help, encouragement, understanding, and love, I would have never accomplished this goal. His unconditional love and support through the long hours, frustrations, and questioning of whether I would ever be able to get it done, was the key to where I am today. To Andrew and Jen, my two wonderful kids, you have always been and continue to be my constant inspiration. Being a mom is an unbelievable journey of wonderful experiences every step along the way. The desire to have it all; to combine family with a demanding career in athletics gave me the inspiration and passion for this topic. It is my hope our experience and the results of this study will someday assist others with similar aspirations. In addition, I hope that you too will value lifelong learning and the realization that there is nothing you can't do when the goal is important and meaningful in your life.

Thank you goes to my dissertation committee for their guidance, knowledge, time, and support. They held me to high standards, challenged my thinking and provided numerous suggestions that helped me improve my dissertation. My chair, Dr. Carmen McCrink, who taught me a great deal about myself and perseverance, I appreciated your patience, understanding, and ability to keep my eyes on the ultimate goal. Dr. Eileen McDonough, a colleague, professor and friend, I thank you for all the many ways you have touched my life. I admire your dedication and commitment to your many responsibilities and the personal touch you provide along the way. To Dr. Sam Perkins, I thank you for your knowledge, time and support. I have learned so much from you and appreciated the sincere interest and enthusiasm you brought to this study. Words alone cannot express my gratitude to the three of you. You have made this journey of mine truly rewarding.

To my mentor, Dr. G. Jean Cerra, for being a role model beginning during my student-athlete days at Mizzou and continuing with the employment opportunity at Barry University. Joining your team at Barry was a special gift and without your encouragement and support I would have never begun or completed this academic journey. You continue to amaze me with all your many contributions to this profession and know that I am fortunate to have been influenced by one of the best as both a student-athlete and athletics administrator.

It is truly incredible how many friends and colleagues have offered words of encouragement along the way. In addition to the course of studies, I was inspired by and learned a great deal from my fellow classmates. Because of our work together, I have been fortunate to develop friendships to last a lifetime. To my very special friend and

study buddy, Dr. Sandee Roberts, you are the best! Through your own perseverance and enthusiasm, you always made me realize no hurdle was too high to overcome. To all the former students and student-athletes who have enriched my life, you gave me more inspiration for this journey than you will ever realize. I am extremely grateful and blessed for all the many ways you have impacted my personal and professional life. As with all the many goals we worked so hard to achieve, this one also made me realize the importance of "you gotta love it to get it done"!

And finally, a special thank you to Frank and Ann Uryasz and all my colleagues at Drug Free Sport, Sport Association Management, and Barry University who provided the support and encouragement to stay focused to the finish line. My sincere appreciation.

## DEDICATION

I dedicate this research study to all the former, current and future women in intercollegiate athletics careers. You are the inspiration for this study.

In addition, I dedicate this study to both of my parents. My Mom who has been there through the entire process and whose constant pride and support continues to inspire me to reach for unimaginable goals. And my Dad whose poor health has prevented him from understanding the journey, but I am certain would have enjoyed the celebration of this accomplishment. I was blessed with the abilities and then developed a love for activity, sports and competition long before I can remember. I am grateful for the support you both provided to pursue nontraditional personal and professional goals that coincided with this passion. I love you both!

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CHAPTER I

THE PROBLEM

Introduction

Intercollegiate athletics has changed over the last 35 years in the United States,

and the role of women in coaching and athletics administration positions has changed as

well. With the passing of Title IX on June 23, 1972, the participation rates of girls and

women in sports have soared, but coaching and athletics administrative positions held by

women have declined (Sweeney, 2004). When Title IX was enacted in 1972, over 90% of

women's intercollegiate athletics programs were administered by a female while almost

no females administered programs which included men's teams (Acosta & Carpenter,

2008). Most of the female athletic directors had their roots in physical education and

often continued to teach while serving as the athletic directors of a large but, basically,

unfunded women's athletics program. The results of Sweeney's study suggested that

women were not leaving the coaching profession to spend more time at home with their

families nor were they leaving because of career salience as previous research has

indicated. Therefore, Sweeney's research further disputes human capital theorists who

claim that women will place family responsibilities ahead of career commitment, thus

making them unable to accomplish the requirements necessary for rapid promotion in

competitive work environments. It is likely other issues such as job satisfaction, lack of

advancement and the nature as well as the responsibility of their positions may be factors.

Respondents to a recent study (Kamphoff, 2006) indicated that the key for women's

sports and women coaches to be successful is to be in an environment where

administrators understand the importance of women's sports and are supportive of women in the profession..

This study examined the career paths of females in intercollegiate athletics. Research has been done on women currently in the profession, but little research has studied women who have left NCAA Division II intercollegiate athletics administration to determine the factors that led them to this decision and what, if any, careers they currently are pursuing. This study, therefore, focused on 10 women that have served for a minimum of five years as an athletics administrator in Division II Intercollegiate Athletics. This study provides information on how women chose their careers in intercollegiate athletics, what factors might have impacted their longevity in the field, as well as caused them to leave administrative careers in Division II Athletics.

<center>Background of the Problem</center>

Prior to Title IX, most men and women's intercollegiate athletics programs were separate departments with separate administrators. As separate departments, women's programs were governed by the Association of Intercollegiate Athletics for Women (AIAW), and, in most cases, were under the leadership of female administrators. On the other hand, the men's programs were governed by the current National Collegiate Athletic Association (NCAA) and male administrators. While the women in charge of the AIAW wanted their fair share of funding, they really wanted to maintain the independence to conduct their own sports programs with their own values. Among those values was a certain level of egalitarianism. Their membership ranged from the very small rural institutions to the huge urban campuses. The NCAA had separated into college and university divisions 15 years earlier and was on the verge of creating even

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more divisions (Suggs, as cited in Hogstead-Maker, 2007). In addition, the AIAW was an organization with a program designed by a group of professional women educators with an accepted philosophy and standards to meet the needs and interests of college women students.

Even as women won these initial battles for separate teams, they found themselves involved in an even bigger war: the struggle to decide who would ultimately govern women's sports (Hogstead-Maker, 2007). In the mid-1960s, the NCAA decided that it needed to begin sponsoring women's programs. Its espoused reasons were legal— whether the men's association could be held liable for not permitting women to participate in its championships. For nearly 20 years, the AIAW fought to keep institutions committed to its membership and save its organization. Nevertheless, in 1981 the AIAW folded, and the NCAA offered its first championships for women. As a result, many schools merged the administrations of their athletics departments and appointed male-dominated athletic department administration teams. Female athletics directors became either assistants, were phased out of athletics, or lost their jobs altogether. In addition, after Title IX, more male coaches began to show interest in coaching women's teams, and thus caused a decrease in the number of women coaches. The NCAA had expected that institutions would develop strategies to change the male domination of administration and coaching in the athletics department; instead the administrative role of women in athletics diminished, as well as the opportunities and consideration for head administrative positions. Women, therefore, found it difficult to get the experience necessary to receive promotions and become athletic directors. Studies have also found

that with a male dominated athletics administration, females are less likely to be hired as head coaches of women's teams (Acosta & Carpenter, 2002).

Statement of the Problem

Intercollegiate athletics has changed over the last 35 years, and the role of women in coaching and athletics administration positions has changed as well. With the passing of Title IX in 1972, even though the athletic participation rates of girls and women have soared, the coaching and athletics administrative positions held by women have declined (Sweeney, 2004). In contrast to the massive growth of girls and women in athletic participation, leadership positions such as coaches, athletic directors and officials, previously held most frequently by females, became more often occupied by males. The objective of this study was to assist institutions of higher education by providing information on how women choose careers in intercollegiate athletics, what factors impact their longevity in the field, as well as cause them to leave the athletic profession.

Purpose of the Study

The purpose of this study was to examine the career paths of females in intercollegiate athletics. The need for more women in administrative, decision-making positions in college athletics is greater than ever. Intercollegiate athletic departments are underrepresented by women in administrative roles including athletic directors. This study was conducted to provide information on how women choose careers in intercollegiate athletics, what factors might have impacted their promotions within the field, and what factors cause them to leave the profession. The findings of this study are expected to provide information to assist NCAA institutions and higher education administrators in understanding the phenomenon of women in intercollegiate

administrative careers. It is hoped that the findings of this study will assist higher education administrators in hiring practices and in providing environments that may encourage women to pursue or continue careers in intercollegiate athletics administrative careers.

<div align="center">Theoretical Framework</div>

The researcher has selected Bandura's (1997) Social Cognitive Theory and Bourdieu's (1991) Theory of Social Reproduction to guide this study. The researcher believes these theories define what factors have led to a decline in the proportion of women in administrative positions in NCAA Division II intercollegiate athletics, how women choose careers in intercollegiate athletics, and what factors might impact their promotions within the field as well as cause them to leave Division II athletics.. These two theories are applicable to the theoretical framework of the study.

Bandura's (1997) Social Cognitive Theory explains how people acquire and maintain certain behavioral patterns, while also providing the basis for intervention strategies. According to Bandura, human functioning is viewed as a product of a dynamic interplay of personal, behavioral, and environmental influences. The construct of self-efficacy represents one core aspect of the Social Cognitive Theory. Self-efficacy refers to a person's confidence in performing a particular behavior. Self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment. Self-efficacy beliefs can increase human accomplishment and well-being as well as influence the choices people make and the courses of action they pursue. Unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in the face of difficulties (Bandura). Therefore, self-efficacy beliefs

undoubtedly would impact a woman's decision to pursue a career in intercollegiate athletics administration.

Bourdieu's (1991) Theory of Social Reproduction includes the concepts of cultural capital and *habitus*. Specific to this study, the theory of *habitus* is one's view of the world and one's place in it. Bourdieu described *habitus* as an individual's disposition as generated by his or her place in the social structure. Individuals have a tendency to perceive themselves as belonging to the social structures ascribed to them, and this has great influence on their actions, decisions, and behaviors. The theory of habitus is how one comes to determine what is possible and what is not possible for one's life and developing aspirations and practices accordingly (Dumais, 2002). Despite the fact that participation of women and girls in sport continues to be on the rise, the coaching and athletics administrative positions held by women have declined (Sweeney, 2004). The theory of habitus may help explain the decline in the proportion of women in intercollegiate athletics administration given how one's perceived environment may influence one's development and expansion of social capital. Social capital has been described as networks, trust, and norms that enable participants to connect and collaboratively pursue shared objectives (Putnam, 1995).

Bandura's (1977, 1997) theory of self-efficacy and Bourdieu's (1991) theory of habitus guided this study. The two theories are expanded upon in a comprehensive review of the literature in Chapter II.

Research Questions

The overarching research question that guided this study is as follows: What are the perceptions of former NCAA Division II women intercollegiate athletics administrators to the decline in the proportion of women in the profession?

In addition to the overarching research question, the four subquestions of this study are as follows:

1. What are the career paths of females in administrative positions in intercollegiate athletics?

2. What factors might have impacted a female to choose a career in intercollegiate athletics and then to remain and be promoted within the field?

3. What factors might have impacted a female to leave the profession?

4. What factors have led to a decline in the proportion of women in administrative positions in intercollegiate athletics?

Significance of the Study

The study is significant because of the need for information related to gender and administration, especially in male-dominated professions such as athletics. Since the initiation of Title IX in 1972, the proportion of women serving in leadership positions in intercollegiate athletics has declined from previous years (Acosta & Carpenter, 1985, 2002, 2004). It is expected that this study can provide information to administrators in higher education as to what factors influence females to be socialized into sport, what factors influence them to stay and pursue promotions in the field of sport, what challenges they encounter that makes it difficult for them to remain in a career in athletics, and what perceived factors lessen their opportunities for advancement within

their careers. With this information, institutions of higher learning can assess their hiring techniques and their intercollegiate environments to better serve females in the field, thus increasing the number of women in athletic department leadership positions.

Researcher's Reflection

During this researcher's life, she faced many of the obstacles and choices presented to coaches and athletics administrators today. As a high school and college athlete from 1972-1980, she faced the many challenges as well as advancements that occurred pre- and post-Title IX. After completion of her undergraduate degree and collegiate career, she pursued a Master's degree in 1980-1981 and accepted a graduate assistant coaching position. While pursuing her Master's, she was a part of an academic and athletics program that hoped to remain a separate program from the men at that institution. All females and all males in the Master's program were educated by separate departments, in separate facilities, and if in athletics, under separate leadership, rules, and national governing bodies. The men's athletics programs were governed by the National Intercollegiate Athletic Association (NCAA), and the women's programs by the Association for Intercollegiate Athletics for Women (AIAW).

After completion of her degree requirements, and at the age of 23, the researcher was hired in her first college head coaching position and as an instructor in Physical Education. Her dream had just been realized, and her new dream was to prepare to some day to coach at the Division I level. Coaching collegiate women's basketball was always her career goal, but family life created challenges, and the lack of support and resources in the profession led her to question whether this was the dream she could continue to pursue. Even though the researcher received tremendous support from her husband, she

was experiencing burnout and role conflict as the career goals were interfering with traditional maternal responsibilities. After 13 years in the coaching career, her husband was offered a position that required them to move. She was offered a position in athletics administration in the same area and decided to accept. This decision, she believed, gave her the opportunity for more flexibility in her work, less time away from family, increased opportunity for advancement and was a move that she anticipated at some point in her career. As an Associate Athletics Director and Senior Woman Administrator (SWA), this researcher began preparing to build a career in athletics administration, and one day hoped to direct her own program as the Director of Athletics. After nearly 14 years in athletics administration the researcher is no longer in Division II intercollegiate athletics administration. She continues to work in a sports field, and one day hopes to get back to higher education administration to address this much neglected field.

Research Design

Qualitative methodology was the best suited research design for this study. The researcher created a naturalistic setting through personal interviews to capture the participant's personal experiences and perspectives, and allowed each of the participants to share the uniqueness of her socialization and career experiences in intercollegiate athletics (Denzin & Lincoln, 2000). In utilizing a naturalistic setting, the researcher was able to study a real-world situation without any predetermined constraints on the outcomes. In addition, the qualitative method is more humanistic and is best for measuring a social setting over time (Patton, 2002).

As an actual member of the study, having a personal and natural interaction with the participants created a more valid outcome. In order to study the career paths of

females in intercollegiate athletics administration, the research methodology needed to examine the social settings that participants have experienced over the course of their careers. Traditional survey questionnaires used in quantitative research are weak at eliciting follow-up data from respondents, as they usually require responses pre-categorized by a researcher. This researcher wanted to provide participants the opportunity to tell their stories, which may all provide insight that previous research has not uncovered.

In order to study the problems and concerns of females in intercollegiate athletics positions in their own natural environments, this researcher believed the qualitative methodology was best suited for the study and research topic. In addition, because the researcher was interested in exploring the lived experiences of women in intercollegiate athletics careers, she considered that the phenomenological approach for conducting qualitative research to be the most suitable tradition for this study (Creswell, 1998).

Definition of Terms

The following terms are used frequently in this study; therefore, appropriate definitions are confirmed:

*Athletics director* is an individual who is assigned the top management position of the athletic department overseeing the work of the coaches and related staff involved in intercollegiate athletics programs (The Free Dictionary, 2008).

*Associate athletics director* is an athletics administrator lower in rank than athletics director, but higher than assistant athletics director. He or she has partial rights, status and privileges of an athletics director (Word Reference, 2008).

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*Assistant athletics director* is an athletics administrator lower in rank than the associate athletics director. An assistant athletics director is a subordinate, holds a position auxiliary to another and assumes some of his or her responsibilities (The Free Dictionary, 2008).

*Head coach* is an individual who is responsible for the overall management of an intercollegiate athletics team. He or she is typically paid more than other coaches. Other coaches are often subordinate to the head coach, often in offensive or defenses, and occasionally proceeding down into individualized position coaches (Wikipedia, 2008).

*Senior woman administrator* is an institutional senior woman administrator and is the highest ranking female involved with the management of an institution's intercollegiate athletics program. An institution with a female director of athletics may designate a different female involved with the management of the institution's programs as the fifth representative to the NCAA governance system (*NCAA Division II Manual, 2007-08,* p. 22).

*Student-athlete* is an individual who enrolls in a full-time program of studies and attends classes at a collegiate institution or reports for the institution's organized practice session (*NCAA Division II Manual, 2007-08,* Bylaw 12.01.2, 13.02.5, 14.2.1.1).

<div align="center">Assumptions</div>

The first assumption of this study was that all the participants were women who left the profession within the past 5 years. They held the position of an athletics administrator for a minimum of 5 years. All participants were expected to answer all questions truthfully.

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Limitations of the Study

The limitations of this study include the sample, which was limited to the subjects who fit the criteria and were willing to participate in the study. NCAA Division II former women athletics administrators were chosen as the sample for this study. The data analysis and interpretation was subject to each of the participant's honesty, memory, and willingness to share information.

Chapter Summary

In Chapter I an overall description of the study is provided. Specifically, the background for the study is provided as well as the statement of the problem, purpose and significance of the study, definition of terms, research questions, and the theoretical framework that guided the current study. In acknowledging that all biases must be disclosed when conducting research, this researcher has described her experience, background, and intention to make former women in the profession the focus of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

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. (Title IX of the Education Amendments of 1972, P.L. 92-318, 20

U.S. C. S. Section 1681 et seq., National Women's Law Center)

Intercollegiate athletics has changed over the last 35 years, and the role of women in

coaching and athletics administrative positions has changed as well. With the passing of

Title IX in 1972, even though the participation rates of girls and women have soared, the

coaching and athletics administrative positions held by women have declined (Sweeney,

2004). The NCAA had hoped that institutions would develop strategies to change the

male domination of administrators and coaches in the athletics departments, but instead

over the years, the role of women in athletics diminished along with the opportunities and

consideration for head administrative positions. Women are now finding it difficult to get

the experience necessary to receive promotions and become athletic directors, and studies

have found that with male administration, a female is less likely to be hired as a head

coach of a women's team (Acosta & Carpenter, 2004, 2006, 2008). Women rising to the

highest rank of administrative positions in intercollegiate athletics are an inspiration to

those who strive to overcome adversity and challenges such as conscientious and

unconscious discrimination in achieving status influence (Tiell, 2002).

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The purpose of this literature review is to describe in detail the concept of Bandura's (1997) Social Learning Theory and Bourdieu's (1991) Theory of *Habitus* as it relates to women in athletics administrative positions. In addition, this review will share the research conducted on the role of women throughout history, in education, in leadership positions and in sport. The findings will help the reader understand why there is a need to learn more about what factors have led to a decline in the proportion of women in administrative positions in NCAA Division II Intercollegiate Athletics, how women choose careers in intercollegiate athletics, and what factors might have impacted their promotions within the field as well as caused them to leave Division II Athletics.

Women's Roles Throughout the Ages

Every culture invents social roles with certain power and authority, and it is difficult to step out of that expected role. Historically, dating back to the Dark Ages, women were confined to household tasks such as cooking, sewing, weaving, and housekeeping (Sharpes, 2002). The stratified class structure from the Middle Ages has some interesting comparisons with today's social classes. The chivalric codes, castles, great halls and coats of arms, to name a few, have a likeness to what we know of today. Women did make some progress during the Middle Ages in education, but in doing so were expected to enter nunneries and devote their lives to Christ (Sharpes). In many ways, society continues to live the life that was created in the Middle Ages. Banks, capitalism, rich vs. poor, modern armies, merchant cities, democratic forms of government, organization of the modern state, and transforming power of technology were all important parts of life then and continue to be today (Sharpes).

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"Essense" was one of the leading monasteries that existed in the Middle Ages. Their origin, history, and tenets have been controversial, and their virtues provide a context of the current American social structure. Among the virtues which the Essenses cultivated was truthfulness, justice, temperance, paying great attention to the sick, respect for the aged, showing marked kindness and hospitality to strangers, and most importantly, obedience. All men were regarded as equal, and slavery was regarded as contrary to nature. Most of the Essenses rejected marriage, not because they found any wrong in it, but because they did not trust women and desired peace and harmony (Knight, 2004). The role of women during the Middle Ages was primarily confined to household tasks. Some women held other occupations, while still others became nuns and devoted themselves to God (Sharpes, 2002).

The Industrial Revolution brought a more formal segregation between men and women as work and home were increasingly separated into what has now become known as the "doctrine of separate spheres" (Hogshead-Maker, 2007, p. 7). "Publicly, men were cast as the competitors in the amoral, economic, legal, and political realms, whereas women were positioned either as decorative acquisitions or as spiritual guardians of men's immortal souls" (Hogshead-Maker, p. 7). Women's moral superiority was in direct proportion to their physical inferiority to men. Whereas women in very low socioeconomic levels have always engaged in heavy physical labor, middle-and upper-class women's roles focused entirely on their duties in childbearing and homemaking (Hogshead-Maker).

Healey (2006) defined assimilation as "a process in which formerly distinct and separate groups come to share a common culture and merge together socially" (p. 35).

Similarly, the dictionary defines assimilation as "the act or process of assimilating or bringing to a resemblance, likeness, or identity; also, the state of being so assimilated of one sound to another" (Brainydictionary.com, 2006). Pluralism, on the other hand, "exists when groups maintain their individual identities" (Healey, p. 35). It is the theory that a multitude of groups, not the people as a whole, govern the United States. These organizations, which include among others, unions, trade and professional associations, environmentalists, civil rights activists, business and financial lobbies, and formal and informal coalitions of like-minded citizens, influence the making and administration of laws and policy (Reynolds, 1996).

*Women and Education*

The word "liberal" originates from the Latin word *liberalis,* that is, free. Therefore, in the phrase "liberal arts," it initially indicated that it was an education "suitable only for free men" (Sharpes, 2002, p. 110). Those "free men" were usually males on the top of the social hierarchy in medieval countries and cities. The liberal arts studies had the purpose of providing them with general knowledge and intellectual skills. They were educated and trained for various professions in church, business, law, and education (Sharpes).

Education for occupations changed drastically with the technological revolution. As stated earlier, most were farmers, and until the inventions and trades were learned, most women and men continued in the survival mode (Sharpes, 2002). Medical treatment was limited, and conditions were bad. Most of the medical treatment involved superstitions of healing.

Today, the liberal arts are usually considered as "liberal" in the meaning of being open-minded and free from biases and wrong assumptions. The curriculum model of liberal arts in the universities, as it was exercised in the Middle Ages, was transferred from the educational model practiced in the educational systems of Ancient Greece (the Aristotelian models).

In the United States, as women strive for equality at all educational levels and within their professional aspirations, many women in other countries struggle to receive any type of education. Salmon (2003) examined both the Turkish and Egyptian educational systems and the type of schooling provided to both genders. More specifically, Salmon was interested in providing the history of education for females from 1920-1952 in both countries and how those educational experiences expanded in this time frame. For example, in Turkey, the number of females enrolled in the primary schools nearly doubled from 18% to 35% from 1923 to 1932. Similar advances occurred in the intermediate schools with an increase of nearly 19%. By 1941, females made up nearly 24% of all secondary school students. In Egypt, females at the elementary level increased from 10% in 1913 to 45% by 1944. At the secondary level, "women went from representing just over one-ninth of students to just over one-seventh during this same period" (Salmon, p. 2). Therefore, this research indicates that Turkey and Egypt resembled each other in the progress toward female education.

Even though both Turkey and Egypt shared many political-pedagogical similarities, they differed in the way they socially prepared women through their educational system. In Turkey, a "state feminism" reformed women to operate as a part of a larger program of sociopolitical revolution. The Turks followed the Kemalist

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program "including democracy, scientific rationality, and Turkish authenticity "(Salmon,

2003, p. 22). In Egypt, changing the status of women never became a state priority.

Egyptian leaders had "nationalist opposition to the British, aspirations to a more equitable

social order reflecting understandings of modern European life, the maintenance of a

proper Egyptian morality, and the provision of appropriate companions and family

environments to modernizing men" (Salmon, p. 3). The attitude about what was

important for women to learn was quite different with Egypt focusing on teaching

females to be good daughters, sisters, wives, and mothers.

This essay provides great insight into how two similar countries viewed the

amounts and kinds of female education, the permissibility of coeducation, and what

contributions women would make to society. In addition, it focuses on the men and

women who had tremendous literary influence within these pedagogical communities.

In Turkey as well as in Egypt, there was much conceptual tension in regard to

what liberation for women would and could mean. Neither country argued that women

had a unique contribution to make to society through motherhood and domestic

responsibilities. Both countries viewed the primary responsibilities of a female as home-

oriented tasks and to serve men. Any liberation that they should experience, through

education or elsewhere, was not only for their own sakes but also to accomplish this

gender-based contribution so necessary to society.

The differences between the two countries begin with the motivations and the

justifications for women's education. In the early 1930s, Turkey's Girls Institutes

provided young women with educational knowledge on motherhood and domestic skills

(Salmon, 2003). In the 1940s, Egypt established the Feminine Culture Schools and the

Feminine Vocational Schools with curricula similar to that of Turkish schools. The textbooks often reinforced gender valued roles in presenting males as boy scouts, athletes, and group leaders, and portrayed girls as aspiring mothers and homemakers. In Turkey, the state primarily granted girls and women an education, and believed they should be grateful to the Kemalist regime. In line with this modernization venture, the women became the objects of modernization rather than the agents. In Egypt, the state was not as politically centralized; therefore education provided more social variety over the decades. Women were educated based on the community attitudes and the different ways they served society in their civil duties.

In addition to the motivation and justification for women in education, the two countries contrasted in the involvement of females in the education process (Salmon, 2003). In Egypt, women were teachers and feminist advocates. But, they failed to teach and prove the needs or difference between them and the males in the areas of gender equality.

In summary, this article studies the Turkish and Egyptian educational systems provided for women in the early to middle 1900s. Women were educated to prepare them to perform the domestic duties necessary to raise children and provide a home for the family. Women, for the most part, saw this as a very important contribution to society, therefore felt somewhat liberated at the opportunity. Very few had aspirations to be professionals outside the home, particularly in Turkey. This belief obviously can be seen and felt by women throughout the world, but particularly as we know it here in America.

In the United States and other Western countries, citizens continue to make some gains on the road to equality, but there is still a long way to go. Similar to what was

reported on the Egyptian and Turkish women, American women are currently feeling family must come first, that their most important contribution to society is to be at home with the children and provide a stable home environment, and thus forfeit or delay career aspirations (Coakley, 2004). For many women wanting to work outside the home, it is becoming more common to see them choose careers that are "family friendly": those careers that provide hours similar to children's school hours, no weekends, and free summers. Of course, those careers pay very little as compared to those mostly dominated by men. Around the world, societies have much to learn from each other and much to evaluate in the area of gender roles and values.

The American Association of University Women (AAUW) supports affirmative action programs that establish equal opportunities for women and minorities and improve gender, racial, and ethnic diversity in educational institutions and in workplaces (AAUW, 2007a, 2007b). In 1973, the U.S. Congress passed the Title IX Education Amendment to the Civil Rights Act of 1964, specifically, extending the prohibition of sexually discriminatory practices to the field of education (AAUW). Since then, women of all ethnic backgrounds have made tremendous strides in both American higher education and in American society; the proportion of women physicians rose from 7.6% to 16.0% from 1970 to 1990. The percentage of women lawyers and judges jumped from 4.0% to 16.9% from 1970 to 1990, and women accountants from 22.0% to 50.0%. Between 1975 and 1989, the number of women college and university presidents more than doubled from 148 to 328, about 11.0% of the total number of presidents in higher education (AAUW, 2007a, 2007b).

Despite the progress women have made over the years, ensuring equal

opportunity for women in education and the paid workforce remains an elusive goal, in

part because women continue to face discrimination. The AAUW (2007b) believes that

affirmative action programs have begun to break down the barriers that confront women

and minorities in education and employment, and these programs remain essential to

ensure equal access to all professions at all levels through recruitment, outreach, and

training. President Lyndon Johnson, in 1965, signed Executive Order 11246 requiring

federal contractors to take affirmative action to ensure that all applicants are employed

and treated equally during employment, without regard to race, creed, color, or national

origin. In 1967, he expanded this order to include women (AAUW, 2007a, 2007b). Since

affirmative actions have been implemented, the numbers of women and minorities in

certain professions have increased. Between 1970 and 2002, for example, the proportion

of women physicians tripled from 7.6% to 25.2%; between 1972 and 2004, the

percentage of women awarded science and engineering degrees increased from 40.0% to

50.4% for bachelor's and 19% to 43.6% for master's degrees and the number of majority

women-owned firms increased from 5.4 million to 7.7 million between 1997 and 2004.

This figure represents an increase of 42.0%, almost double that of all firms: 23.0%

(AAUW).

In *Governance in Higher Education: The University in a State of Flux,* Hirsch and

Weber (2001) addressed the issues involved with university governance principles and

methods to improve governance. Attention was directed toward the "dilemma between

being responsive to societal, political and economic needs and responsible towards

society" (Hirsch & Weber, p. 79). Hirsch and Weber believed that universities continued

to make and implement decisions in the same manner in which they had been doing for decades. In analyzing the process, the two authors identified the most critical decisions and the best potential decision makers who worked toward improving university governance. These decisions would affect women in all positions in education.

Of the numerous university decisions that must be made, some were considered to be crucial to the future of the institution, and others were weighed as minor and repetitive (Hirsch & Weber, 2001). Several decisions focused mainly on the institution itself (critical internal decisions), while others dealt with the relationship between the institution and the outside world (critical external decisions). The most critical internal decisions involved infrastructure, faculty, university structure, institutional culture, study programs, teaching, research, and finance. In contrast, the most critical external decisions included openness and competition, integration into the regional and national environment, relationships with the political authorities, networking, and relationships with the private sector (Hirsch & Weber).

Colleges and universities were often heavily affected by their own government structures and the politics of their countries. Many issues arose, such as affirmative action, gender issues, and finances. Hans Van Ginkel (as cited in Hirsch & Weber, 2001) described two important factors that universities must undergo when considering government structure. First, the governance structure had an important impact on the outcome of university debates regarding policies and strategies. Second, the same institutional framework could have brought about very different policies and strategies as a result of the people who were in charge of operations. These issues have not been given

much attention in a rapidly changing academic world, which may have a negative effect on the opportunities for women.

As Yankelovich (2006) described in *Ferment and Change: Higher Education in 2015*, five trends will drastically impact higher education in the next decade. If colleges and universities do not address these trends in the way in which they plan curriculum, offer majors and special programming, build residential living, reach out to other domestic and international constituencies, and develop learning tools through meaningful life experiences as well as scientific knowledge, they will fail to respond to the demands of society. Within these trends, Yankelovich indicated that institutions must be aware of the increasing challenges to higher education's commitment to social mobility, specifically to those of the growing population of females in the work force. In a gendered workplace, the allocation of responsibilities in organizations and nearly all decisions about employees' career progress, resources, salaries, power and authority, and appropriate work behavior are affected by male/female distinctions.

*Women and Leadership*

According to Northouse (2004), "The degree to which males and females are expected to behave differently, are treated differently, or are valued differently has little to do with sex (biology) and everything to do with gender (learned beliefs)" (p. 266). In a gendered workplace, the allocation of responsibilities in organizations and nearly all decisions about employees' career progress, resources, salaries, power and authority, and appropriate work behavior are affected by female/male distinctions (Acker, 1992). In a study of female attorneys in eight sizable law firms, Ely (1994) reported that women working in firms with a higher proportion of women in senior level roles (38-47%) were

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more productive and formed better working relationships with senior women than in firms with limited number of women in senior roles (less than 5%). Burke and McKeen's study of professional women reported that "women working in organizations having a higher proportion of men were less satisfied and reported greater intention to quit" (as cited in Estrich, 2000, p. 113). Previous research suggested that women will have more positive work experiences in working environments that are more gender neutral. "The men who are the decision-makers bring to the task of valuation a set of stereotypes and assumptions about women, and so do the women to whom they are applied" (Estrich, 2000, p. 113).

Learned beliefs can be especially misleading when there are only two categories in a set (such as male/female or masculine/feminine), because several cognitive distortions arise (Gentile, 1996). First, people's thinking and observations become simplified because of the belief that everyone must fit into either one category or the other. Second, the two categories also seem to imply that everyone within each category is identical. The third major distortion is the ease with which many people erroneously tend to value one category as superior to the other. In the case of sex and gender, numerous studies have documented the variety of ways in which male and masculine have been valued as superior to female and feminine (Northouse, 2004). These prejudicial attitudes and discriminatory behaviors have hurt individuals, organizations, and society by limiting the ways in which people can contribute based on their unique, rather than their gender-role-bound, characteristics and talents. Many of these discriminatory behaviors and attitudes are taught during childhood by parents and other adults (Helwig, 1998).

The research shows that when a woman is assertive and takes charge, people often react negatively, but if she fulfills the prescribed stereotype of a kind and gentle woman, she may be regarded as a poor leader (Eagly, 2007). According to Eagly, for women to be successful in extremely masculine organizations, they must blend culturally masculine behavior with the positive aspects of feminine behavior. Athletics has traditionally been viewed as the male domain (Coakley, 2004), and therefore, an extremely masculine organization. It has been found that there are sex differences in worldview, in socialization, and in life experience that may result in somewhat different mental models, or "implicit theories" of leadership (Belenky, Clinchy, Goldberger, & Tarule, 1997). Several studies have documented that women leaders have experienced lower support throughout their careers than similarly employed men in terms of collegiality, acceptance, information, feedback, and flexibility (Morrison, 1992; Oakley, 2000; Ohlott, Ruderman, & McCauley, 1994; Ragins, Townsend, & Mattis, 1998).

Women leaders were particularly devalued when they worked in male-dominated settings and when their evaluators were men, even though women raters did not favor one sex over the other (Bell & Nkomo, 2001). This finding supports other studies that suggest that male and female leaders differ in the lengths to which they must go to be promoted, in the need to adapt their behavior at work, in the amount of support they tend to receive at work, and in the impact of family variables on career advancement (Bell & Nkomo, 2001; Ohlott et al., 1994; Ragins et al., 1998; Tharenou, 2001; Tharenou, Latimer, & Conroy, 1994).

Female and male leaders may also differ in the conditions that prove a good fit for their leadership styles (Eagly, 1987). While overall effectiveness did not differ for male

and female leaders, comparisons of leader effectiveness favored men more and women less when three conditions were present: when the setting was male dominated, when a high percentage of subordinates were male, and when the role was seen as more congenial to men in terms of self-assessed competence, interest, and low requirements for cooperation with high requirements for control (Eagly, Karau, & Makhijani, 1995).

Although quite similar to men in behavior and effectiveness, women leaders tend to be more participative and less autocratic; a pattern that is well suited to 21st-century global organizations. Since women leaders are evaluated more negatively by men when they behave in stereotypically masculine ways, the range of behavior seen as appropriate for women leaders is more limited. In most sectors, women leaders were seen as more effective in middle management positions when in situations that require cooperation and balance between men and women.

Brady and Hammett (1999) reviewed the relationship between feminisms and theories of leadership from a critical perspective and sought to bridge a critical view of school leadership with critical feminism. Their research identified how differently power can be conceived and how women leaders are change agents, support the status quo, and act as transformational as well as supportive leaders. The women in the study were in situations where they were interested in retaining the feminist ideologies and idealism while they worked in environments hostile to feminist challenge and change. As critical feminists, the authors found they were not alone in their commitment to redefine school leadership from the traditional masculine models (Brady & Hammett).

One common explanation for why women do not reach leadership positions is the "pipeline theory," which argues that women's absence from executive positions is simply

a function of not having been in managerial positions long enough for natural career

progression to occur (Heilman, 1997; Ragins et al., 1998). In addition, Tharenou (2001)

found a males-only organizational hierarchy hindered women's promotions into

management positions. Another explanation, favored by male CEOs, was women's lack

of general management or line experience (Ragins et al.). Yet another explanation is that

women leaders are themselves the problem, whether because they are simply less suited

to executive demands than men (Heilman, 1997), unavailable because so few are

sufficiently qualified (Morrison, 1992), or lacking in self-confidence (Morris, 1998).

Women leaders themselves have reported naiveté and lower political savey as a barrier,

particularly in earlier stages of their careers (Bell & Nkomo, 2001). In 2002, women

filled only 15.7% of corporate officer (top management) positions, including 7.1% of

chief financial officers and 16.1% of general counsels in the Fortune 500 composed of

America's 500 largest companies (Catalyst, 2002).

Data-based explanations for women's slow progress to the top have focused on

the intangible, yet effective, barriers known collectively as the "glass ceiling" (Federal

Glass Ceiling Commission, 1995). Barriers to women's advancement may be broadly

categorized as organizational, interpersonal, and personal (Northouse, 2004).

Interpersonal barriers refer to those obstacles that occur primarily in the context of

working relationships. Personal barriers to women leaders' advancement refer to

elements of their personal lives or lack of knowledge that may be an obstacle.

Organizational barriers include higher standards of performance and effort for

women (Morris, 1998; Ragins et al., 1998), inhospitable corporate culture (Ragins et al.,

1998) including values and norms that discourage balancing high career aspirations with

nonwork obligations (Morrison, 1992) and communicate that women do not belong in executive positions (Heilman, 1997), or require that women accomplish tasks without sufficient resources (Morrision, 1992). A study by Tharenou (2001) found that an inhospitable culture makes a significant difference in the likelihood of women being promoted into lower and middle management positions and therefore being available for the pool of those who can be considered for upper management. Specifically, a males-only organizational hierarchy hindered women's promotions into lower and middle management, while having female leaders in the hierarchy fostered women's promotions at those levels. Another organizational barrier is based on a model of leadership development that includes three components: challenge, recognition, and support (Morrision). Organizations make the mistake of relying entirely on challenge to develop leaders, when challenge would actually create more effective learning if it were balanced with recognition and support. In the case of women leaders, organizations have often sought to address this imbalance by limiting the challenge of assignments given to women. The impact of limiting the level of useful challenge in assignments for women is to reduce the likelihood of promotion to executive ranks, and the nature of such decisions can be subtle.

Perhaps as important for many women leaders are the non-work obligations for which they remain primarily responsible in a household. Women commonly face the challenge of reconciling their new work demands with their traditional or significant family responsibilities (Healey, 2006). Women must make choices to balance the demands of their jobs with their family obligations. Whereas men are expected to make a total commitment to their jobs and careers, women still are expected to find ways to

continue to fulfill their domestic roles even while working full time, and many "female jobs" offer some flexibility in this area (Shelton & John, 1996, as cited in Healey, 2006). Although the status of women is generally rising, the movement away from traditional gender roles also brings exposure to new forms of exploitation (Healey). Women are now pursuing jobs where salaries are higher and opportunities for advancement are gender-neutral (Healey).

The need for better balance and the impossibility of "having it all" have been frequent themes in women leaders' descriptions of their lives (Catalyst, 1998). Some women have coped by purchasing domestic services, having a supportive or non-employed husband, or scaling back their families (Catalyst, 1996; Morris, 2002), using organizational supports such as flex-time or parental leave was generally not seen as a genuine option (Catalyst, 1996; Hochschild, 1997). Others have noted that work-home conflict has been an obstacle (Kelly & Marin, 1998; Morrison, 1992 Tharenou et al., 1994). While a non-employed spouse was favorable to advancement for both men and women (Kirchmeyer, 1998), homes with families overall proved to be a source of support for male leaders' advancement but a source of demand for female leaders (Tharenou et al.). Supportive relationships can be especially important in women's leadership advancement since women were often more likely to identify individuals rather than organizational practices when asked about what helped their careers (Bell & Nkomo, 2001).

Enhanced productivity, competitive advantage, and financial performance are three reasons why developing and promoting women leaders are in the best interest of employers. Underutilized women are major sources of untapped value that can enhance

an organization's creativity, change efforts, teamwork, and financial performance

(Appold, Siengthai, & Kasarda, 1998; Flynn, 1994; Shrader, Blackburn, & Iles, 1997;

Thompson, 1999). American industry will require the full utilization of all talent—male

and female—in order to stay globally competitive, and the industry needs to achieve this

goal within the constraints of the notions of equity and of the needs of future generations

(Hickman, 1998).

<center>History of Women and Athletics in the United States</center>

Similar to the challenges women have faced in education and leadership

opportunities in the U.S. over the years, intercollegiate athletic departments have

struggled to attain and maintain gender balanced sport participation opportunities and

work environments in the country. The female athlete entrance into a male-defined

sphere made her not only a popular figure but an ambiguous, potentially disruptive

character as well (Hogstead-Maker, 2007). Sport had developed as a male preserve, a

domain in which men expressed and cultivated masculinity through athletic competition.

Yet, along with other "New Women" who demanded access to such traditional male

realms as business and politics, women athletes of the early 20th century claimed the

right to share in sport (Hogstead-Maker). "They stood the borderline between new

feminism ideals and customary notions of manly sport, symbolizing both the possibilities

and the dangers of the New Woman's daring disregard for traditional gender

arrangements" (Hogstead-Maker, p. 9).

*Women's Sports Before Title IX*

The role of women throughout history was primarily confined to household tasks and childrearing (Sharpes, 2002). As a result of this limiting definition of femininity, women's health was suffering (Cahn, 1994).

> The medical profession warned against exercise that was too stressful in that it would harm the female reproductive organs and that sports participation would lead to a masculinization of women, either turning them against their prescribed roles or into homosexuals. (Hogshead-Maker, 2007, p. 7)

Homophobia, or the fear of homosexuality, was used to keep women from participation in sports. For decades critics of women's sports claimed that masculinized female athletes would inevitably acquire masculine sexual characteristics and interests as well. "The fear of female sexuality unleashed from feminine modesty and male control runs like a constant thread throughout the history of women's sport" (Cahn, p. 8).

To many early 20th century observers, the female athlete represented the bold energetic modern women breaking free from Victorian constraints and tossing aside old-fashioned ideas about separate spheres for men and women (Hogstead-Maker, 2007). With the start of the 20th century, there was an increase in the number of women participating as well as watching sports, those entering education as well as the paid labor force, and their involvement in political reform movements was unprecedented. As stated earlier, the female athlete's interest in a male-defined sphere made her not only a popular figure but an ambiguous, potentially disruptive character as well.

Largely as a result of the Cold War, the public mind-set about women in sports had begun to change in the mid-1960s (Suggs, 2005). The public watched women

compete in individual sports like tennis and gymnastics. Although colleges had cut back on most sports offerings for women in the years following World War II, by the middle to late 1960s, more colleges were experimenting with intercollegiate athletics for women (Suggs).

The first college championship for female athletes was in 1941 and was a golf tournament sanctioned by the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation (AAHPER; Suggs, 2005). In addition to AAHPER, the Division of Girl's and Women's Sports (DGWS) became involved in advocating opportunities for women to compete within the American educational system (Suggs). With the success of many popular female athletes, college competitive sports for women were growing in interest and participation. At the same time, the women in charge of the physical-education associations were worried about losing control over women's athletics (Suggs).

> The women in the sixties were historians, students of what had happened in intercollegiate athletics, and one thing they all recognized that men's sport had gotten to where it was because physical educators, male physical educators, had taken a hands-off approach. (Lopiano, as cited in Hogstead-Maker, 2007, p. 15)

Since the late 1960s, women's collegiate sport programs have evolved from the DGWS/Extramural sport era (primarily the 1950s and 1960s), through the Association of Intercollegiate Athletics for Women (AIAW)/intercollegiate era (1972 to 1982), and into the NCAA/big-time athletics era (1981-present; Rosenbrock, 1987). In each of these periods, the model for women's sports has been quite different, and the roles of the women administrators have changed accordingly (Rosenbrock).

The DGWS model of sport was based on the philosophy of restricted competition: less intense, broad-based programs which were participant oriented and prioritized having fun as opposed to winning (Rosenbrock, 1987). The AIAW model of sport was an outgrowth of the DGWS model. This model was more directly geared toward performance excellence than was the previous model. According to Rosenbrock, the transition from the DGWS era to the AIAW era was marked by significant growth and development of additional sport programs, in opportunities for women to participate, and in the role of women athletics administrators. The AIAW rules were restrictive. Christine H.B. Grant (1984), one of the AIAW's presidents, described the organization's approach to recruiting as,

> A system that attempted to achieve three goals: (a) to avoid the harassment of high school athletes; (b) to create a system that was financially reasonable to all member institutions; and (c) to prevent the burnout of coaches who spend excessive time in the recruitment of athletes. (p. 18)

For nearly 20 years, the AIAW fought to keep institutions committed to its membership and save its organization. The NCAA model of sport was extended to include women in Division I programs beginning in the fall of 1981. The following year, the NCAA did successfully take over the organizing body for women's athletics, the AIAW, so that men would largely be overseeing and administering women's sports (Hogstead-Maker, 2007). Since that time the NCAA, as the national governing organization for all large college sport, has continued to promote and reinforce a model of sport which has been the standard for male collegiate athletes since the early 1900s. "As women administrators

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moved into the NCAA with their programs, they moved from a woman-controlled sport

order to a male-controlled sport order" (Rosenbrock, p. 8)

*Women's Sports Since Title IX*

Title IX, and the years since its passage in 1972, demonstrate that laws do not

exist in a social and cultural vacuum. They depend on the support and commitment of the

population to support them. "When laws threaten vested interests, ideology, or deeply

held principles, people will resist them, especially if they have the power to do so"

(Coakley, 2004, p. 241). Intercollegiate athletics has generally reaffirmed and reproduced

male privilege, so it is not surprising that resistance to Title IX and gender equity

continues to be strong. It is believed that because of culture's strong participation,

incentives are provided for boys and men, but mixed messages are sent to girls and

women.

As Title IX celebrated its 37th anniversary in 2008, few would argue the impact it

has made on women's athletics. Since its enactment, female participation in high school

sports has increased from 294,000 athletes in 1971 to 2.8 million in 2002 (Brake, 2004).

In a study conducted by Sweeney in 2004, research indicates that over 2.8 million high

school girls participated in athletics, which is more than an 847% increase since 1971.

During approximately the same time period, female participation in intercollegiate sports

rose from 16,000 in 1970 to over 180,000 in 2005 (Acosta & Carpenter, 2006). Despite

the fact that participation of women and girls in sports continues to be on the rise, the

coaching and athletics administrative positions held by women have declined (Sweeney).

An ironic byproduct of Title IX is that the rise in status of and financial resources in

women's sports has limited opportunities for women coaches and administrators (Rhode,

2007). Between 2000 and 2002, there were 361 new coaching positions created in women's athletics, 326 of which were filled by men (90.1%). Prior to Title IX, females accounted for 90.0% of head coaches of women's intercollegiate athletic teams; in 2006 that percentage dropped to 42.4% and stayed relatively the same at 42.8% in 2008 (Acosta & Carpenter, 2006, 2008). The number of men's teams with a female head coach is fewer than 3.0%, a figure mostly unchanged since the 1970s. That leaves less than a fourth (20.6%) of all college teams with a woman in charge (Acosta & Carpenter, 2008).

Women have also lost leadership of women's sports: after merger of male and female departments in the early eighties, less than a fifth of athletics directors are women (Rhode, 2007). Prior to Title IX, females accounted for more than 90.0% of athletic director positions in women's athletics (Rhode). As of 2004, only 18.5% were female and only 8.7% at Division I institutions (Sweeney, 2004). In 2008, Acosta and Carpenter reported only 21.3% of athletics director positions were held by females; an increase of less than 3.0% in four years. In 1995, there were 150 women in athletic director (AD) positions throughout the entire National Intercollegiate Athletic Association (NCAA) membership including Divisions I, II, and III (Brand, 2005). In 2003-2004, there were 168 women in the AD positions, an increase of just 18 women added to the AD ranks in nine years (Brand). At this rate, it will take nearly 300 years for women to catch up with men in the top athletics posts (Brand).

Part of the reason for the continued substantial gender inequities in college athletics involves the limitations in Title IX enforcement. Current Title IX enforcement structures have not insured adequate representation of women in coaching and athletic leadership positions (Rhode, 2007; Rhode & Walker, 2007). A persistent problem

indicated by women in the profession involves the lack of accommodation of work/family conflicts and unconscious gender bias (Rhode). "The result is not only that many talented athletes are excluded from key positions, but also that their absence deprives women students of role models and mentors who might encourage the pursuit of athletic careers" (Rhode, p. 8); even though more women are being provided the opportunity to participate in competitive athletics, the "professional finish line continues to elude them" (Evans, as cited in Rhode, p. 14).

As with Title IX enforcement structures, equal opportunity statutes like Title VII and the Equal Pay Act have not done much better. The Rhode and Walker (2007) survey, which looked at all the antidiscrimination lawsuits brought by women coaches over the last eight years, found few successes. Although women may be more likely to prevail in informal settlements, most find it too costly—psychologically and financially—to file discrimination complaints. The suits are hard to prove, and few individuals are able or willing to afford the economic and reputation costs of legal proceedings.

Women traditionally have been expected to play support roles for men in sports, as well as society at large (Coakley, 2004). Many researchers have studied the reasons for the under-representation of women in coaching and administration positions in sport. The major reasons for the under-representation include the following, according to Coakley:.

> Men have used well-established connections with other men in sport organizations to help them during the job search and hiring process; compared with men, most women applicants for coaching and administrative jobs do not have the strategic professional connections and networks that they need to compete with male candidates; job search committees often use subjective

evaluative criteria, making it more likely that women applicants for coaching and

administrative jobs will be seen as less qualified than men applicants; support

systems and professional development opportunities continue to be scarce for

women who want to be coaches or administrators, as well as for women already

in coaching and administrative jobs; many women have the perception that

athletic departments and sport organizations have corporate cultures that don't

provide much space for those who see and think about sports differently than men

do; sport organizations are seldom organized to be sensitive to the family

responsibilities of coaches and administrators; and sexual harassment is more

likely to be anticipated and experienced by women than by men, and women

coaches and administrators often feel they are judged by more demanding

standards than men are. (p. 255)

Coakley continues with the following statement:

These factors affect aspirations and opportunities, who applies for jobs, how

applicants fare during the selection process, how coaches and administrators are

evaluated after they obtain jobs, who enjoys his or her job, and who is promoted

into a higher-paying job with more responsibility. (p. 256)

Although people on search committees do not agree on all things, most think in

subjective terms that favor men over women (Hovden, 2000, as cited in Coakley). This is

because coaching and other forms of leadership in sports often are seen in terms that are

consistent with traditional ideas about masculinity: "If you "coach like a girl," you are

doing it wrong; if you "coach like a man," you are doing it right" (Coakley, p. 256).

When women are hired, they are less likely than men to feel that the sport

organizations in which they are working are organized to be open and inclusive, and this

has a negative impact on their job satisfaction (Pastore et al., 1996). In other words, many

women feel that the cultures of most sport organizations leave little space and provide

little support for those who see the world from a different perspective than those of the

white men who have shaped these cultures over decades. "This is one reason that

turnover among women in sport organizations is higher than it is among men" (Coakley,

2004, p. 256).

Also important is the fact that the roles of coach and administrator have been

developed over the years by men, most of whom have had wives who have raised their

children, provided them and their teams with emotional support, hosted social events for

their teams and boosters, coordinated their social events for their teams and boosters,

coordinated their social schedules, handled household finances and maintenance, made

sure they were not distracted by non-sport family and household issues, and faithfully

attended games season after season (Coakley, 2004). Furthermore, sport organizations are

not family-friendly; child care is not provided for coaches' children, and schedules are

not designed to accommodate responsibilities away from sports (McKay, 1999).

The infrequency of gender bias claims does not point toward an infrequency of

gender bias. Recent research indicates persistent and pervasive barriers for women in

coaching and athletic leadership (Teill, 2004). One is the "family friendly" structure of

these positions (Rhode & Walker, 2007). Coaching and athletics administrative positions

not only require extensive time and travel, but their inconvenient schedules on weekends,

late afternoons, and sometimes evenings are difficult to juggle with childrearing

demands. Unlike fathers, who are expected to work long hours and are normally not the primary care giver to children, mothers are expected to put family first (Rhode). At many institutions, inadequate salaries contribute to that choice: the pay is not enough to compensate for the long hours and childcare costs. Talented females who want or have families choose not to pursue careers in coaching and upper level administration, which reduces the constituency most interested in seeing the workplace environment change (Rhode).

A further problem involves unconscious gender bias (Rhode & Walker, 2007). The "good old boys club" is how large numbers of surveyed women coaches and athletics administrators have described their departments (Rhode & Walker). Adverse assumptions about competence and commitment have required women to be "twice as hardworking" or "twice as successful" as men to gain equivalent respect (Rhode, p. 36). As research has indicated, men dominate the athletic leadership positions and "men hire men" (Rhode, p. 36). In Rhode and Walker's study, female coaches responded that men "prefer to hire people they know or people who are similar to them" (p. 36). Several respondents also pointed out that most university presidents and major athletic donors are men, and they too generally prefer men as athletic directors. Female candidates were frequently channeled into senior woman administrator positions. "Survey participants who commented on those positions, generally viewed them as 'tokenism' or 'just for show' and lacking in any real influence" (Rhode & Walker, p. 36). This perception creates a deprivation of role models and mentors for women student-athletes that might otherwise be encouraged to pursue a professional career in athletics.

In athletics, another issue is the double standard and double bind that women face when it comes to leadership behavior. The research shows that when a woman is assertive and takes charge, people often react negatively, but if she fulfills the prescribed stereotype of a kind and gentle woman, she may be regarded as a poor leader (Eagly, 2007). Athletics has traditionally been viewed as the male domain (Coakley, 2004), and therefore, an extremely masculine organization. According to Eagly, for women to be successful in extremely masculine organizations, they must blend culturally masculine behavior with the positive aspects of feminine behavior. Taken together, these lingering biases and inflexible workplace structures attribute to the lack of many talented women in key coaching and leadership positions (Rhode & Walker, 2007).

Women have strived for a balance of both assimilation and pluralism to succeed in administrative careers in intercollegiate athletics. Through the former and current intercollegiate athletic governing bodies, AIAW and the NCAA, women have been torn between the need to assimilate and yet desire to remain pluralistic. With the inception of Title IX, and the evaluation of what would provide the best leadership to promoting equity in athletics, many institutions merged their men's and women's programs under the NCAA, and AIAW was forced to fold. But the Title IX law continues to be challenged, and the principles by which it was passed remain an issue for women who aspire for careers in intercollegiate sports.

Healey (2006) defined the two different types of assimilation to be the "melting pot" and Americanization or Anglo-conformity. The "melting pot" is a process in which different groups come together to create a new, unique society. Educational sociologist Borhek (2006) defined the mechanics of the melting pot as "the process by which the

boundaries of ethnic groups are broken down" (p. 33). Under Anglo-conformity, the white Anglo-Saxon Protestant tradition is the dominant influence on American culture and society. Immigrant and minority groups are expected to adapt to Anglo-American culture as a precondition to acceptance and access to better jobs, education, and other opportunities. For some groups and individuals, the transition to undergo conformity is welcomed, and for others, there is conflict, anxiety, demoralization, and resentment. It is this tradition that has created the evaluation tool for men and women in careers of intercollegiate athletics, and therefore, has caused many to believe the opportunities are fewer for women in the field.

Borhek (2006) measured "assimilationalism" in a Canadian community of Ukrainians by examining the effects of (a) occupational status, (b) residential site, (c) workplace, and (d) education on an individual's impulse to assimilate and one's inclination to be involved with members of his or her own ethnic group. The results showed that of the four variables, an individual's education was the dominant factor in determining assimilationist tendencies. The higher the formal education, the lower the prejudice, chauvinism, and tendency to stereotype. It is certain that women have strived to assimilate into what has traditionally been viewed as a male dominated career and in doing so have hoped that increased education and opportunities would break down the boundaries of ethnic culture or Anglo-conformity. But at the current time, their potential and success is measured by male traditions and what has traditionally been described as masculine characteristics.

Even though women are struggling to assimilate into the world of college athletics, many are also holding on to the process of pluralism by going out of their way

to emphasize traditional feminine attributes and traditional female roles (Healey, 2006). Women are pressured to conform to traditional gender roles, or become labeled and most likely lose career opportunities. In addition, women in intercollegiate athletics understand the importance of networking, supporting each other, and educating others to understand the differences in the way women lead. If men are in the positions of hiring women, the standard for meeting qualifications and the ability to be successful will always be defined in Anglo-Saxon traditions. Most of the roles of coach and athletics administrator have been developed over the years by men, most who have had wives who have maintained the traditional female role of "stay-at-home" mom and supported them in their efforts toward success in a very demanding profession: "Women coaches and administrators typically do not have husbands willing to do what the wives have traditionally done to support a career in athletics" (Coakley, 2004, p. 256).

Male-dominated leadership in the United States sports industry has created "a gender-segmented work structure that places a majority of female employees in low-paying jobs with minimum advancement potential" (Moore, Parkhouse & Konrad, as cited in Tiell, 2004, p. 1). Researchers have suggested that the under-representation of women coaches and administrators since Title IX is explained by a phenomenon referred to as "homologous" or "homosocial" reproduction (Teill, 2004). Homologous reproduction is a process whereby "dominants reproduce themselves based on social and/or physical characteristics" (Stangl & Kane, as cited in Teill, 2004, p. 1). Good-to-great leaders build a senior team that has the same qualities as their leaders (Collins, 2001). The leadership style thought to be most successful is determined by those who hire and manage intercollegiate athletics programs. In addition, Tiell indicated that the

decrease of women in the profession is likely a byproduct of choice determinism. Women often chose not to pursue a position or career advancement because the new position requires her to relocate to another geographic region, work longer hours, or make changes in normal routines (Tiell).

Women can be punished for leading the same ways for which men have been rewarded. The male model of leadership precludes the characteristics of nurturing and caring, for which women are noted and expected to utilize (Coakley, 2004). Decision-makers who fill key administrative roles generally hire people like themselves. If a woman behaves like a man, she runs the risk of not fitting the mold and being passed over for the position. However, if a woman leads in a more nurturing style than fits the male model of leadership, she is also often viewed as lacking the toughness or aggressiveness needed, and thus, is overlooked for top athletics administrator positions (Santovec, 2005). In addition, few women held any of the positions of senior athletic management teams (Santovec).

There is some belief that women are passive in pursuing salary increases, job promotions, and remain content in their current positions. In a study conducted in 1993, researchers examined job satisfaction of the middle- and first-line administrators, with particular focus on the "paradox of the contented working woman" (Parks et al., 2005). The paradox of the contented working woman exists when women express compatible or higher job satisfaction than men, despite clear disadvantages with respect to salaries, opportunities for advancement, or both (Parks et al., 1995). In their investigation of the paradox of the contented working woman among middle- and first-line intercollegiate athletics administrators, women were paid significantly less, but were equally satisfied

with their jobs. Neither gender was satisfied with promotion opportunities or pay, but both were highly satisfied with their jobs in general.

Sagas and Cunningham (2004) examined gender differences of career satisfaction and promotions on career success among intercollegiate athletics administrators. Both human capital and social capital were hypothesized to have a greater influence on the men's career success than on the women's. A questionnaire was used to gather data from 213 (74 men and 139 women) NCAA Division I athletics administrators. The questionnaire requested participants to provide descriptive information and respond to items related to their human capital investments, social capital investments, and career success. To assess the human capital investments of the sample, information was retrieved to measure level of education, occupational tenure as an administrator, college athletics playing experience, college coaching experience, and training opportunities. In measuring social capital, the administrators were asked to produce a list of individuals that describe

> The people who have acted to help your career by speaking on your behalf, providing you with information, career opportunities, advice or psychological support or with who you have regularly spoken regarding difficulties at work, alternative job opportunities, or long-term career goals. (Seibert, Kraimer, & Liden, as cited in Sagas, 2004, p. 415)

Results indicated that significantly more men had high human capital investments (41%) than did their female counterparts (28%). These differences were significant. However, there were no differences in social capital investments. Women were as likely as men to have social capital (Sagas). The results indicate that having equal social capital led to

fewer returns on career successes. In regard to human capital investments and social capital on intrinsic success, female administrators are gaining equal success for their investments, despite the fact that they possess less human capital than the male administrators (Sagas).

*The Role of the Senior Woman Administrator*

Prior to the mid-1970s, most men and women's intercollegiate athletics programs were separate departments with separate administrators (Rosenbrock, 1987). In 1981, the NCAA first offered championships for women, and as a result many schools merged the administration of their athletics departments and appointed male dominated athletic department administration teams. The NCAA hoped institutions would develop strategies to change the male dominated administrators in the athletic department within the Association's member institutions to include a governance structure of both genders. In the mid-1980s, the role of the primary woman administrator (PWA) was introduced. The name subsequently changed to senior woman administrator (SWA). The SWA position was created as a way to ensure a female perspective to athletics administrative discussions, governance issues and policymaking decisions on member institution campuses. It was believed that creating a position that gave more women the opportunity to serve in chief administrative roles at their institutions, within the conference, and at the national level would provide the experience necessary for positions of directors of athletics. The SWA position would give women the opportunity to get the experience necessary to prepare them for top administrative positions as well as put them in positions to be seen as capable leaders.

A concern was that many presidents and athletic directors were still appointing men in the position as a Senior Woman Administrator confusing the title with that of a "Senior Women's Administrator," who is understood to be the individual responsible for administering women's sports. The process of defining the roles and responsibilities for the position included numerous committee meetings, gathering and sorting anecdotal information, creating revisions and stages of reviews and approvals by prominent industry specialists.

As a commitment to enhancing the role of the Senior Woman Administrator in Division II Athletics, the National Collegiate Athletic Association (NCAA), at its 2001 convention, adopted legislation that stated "the senior woman administrator must be a female professional athletics administrator with substantive responsibilities for the conduct and administration of an institution's athletics program" (*NCAA Division II Manual, 2001-02, p. 37*). The second SWA brochure, "How to Strengthen Your Athletics Management Team: Involving Your Senior Woman Administrator" was made available in 2002 with the intention of being broad-based to include cross-sectioned responsibilities and yet simplistic enough to reach the first-time novice and inexperienced Senior Woman Administrator who was seeking guidance in how to fulfill her role. The National Association of Collegiate Women Athletic Administrators (NACWAA) Board reviewed the second brochure prior to its publication to insure a critical part in increasing the scope of the SWA's responsibilities to men's programs and to clarify any misconceptions regarding the definition of the position. The SWA brochure published in 2002 was used as an active piece of literature during the NCAA 2004 annual convention. The NCAA membership then approved the following definition:

A senior woman administrator is the highest ranking female administrator

involved with the conduct of a member institution's intercollegiate athletics

program. This female administrator must be a member of the institution's senior

athletics management team, and her gender should not dictate gender-specific

duties and responsibilities. (*NCAA Division II Manual, 2003-04,* p. 22)

Although, the adoption of this legislation was to provide more opportunities to involve

female associate and assistant athletic directors in conference and national issues, it has

been slow in coming, and in some respects still is not being practiced. What is universally

accepted is not necessarily been what is done locally on member institutional campuses

or at the conferences level. The consistency across Division II has not been accomplished

(Tiell, 2004).

A study conducted by Tiell (2004) involved 161 of the 279 active NCAA

Division II schools. Results indicated that the demographic profile of the SWA working

in NCAA Division II athletic departments portrayed a group of predominately white

females who were educated, relatively young, and only moderately experienced in

administration despite being in their current positions as SWAs typically for five or fewer

years. There was no uniformity in their position titles or in their supervisory duties, and

many had multiple titles in addition to that as SWAs. Both ADs and SWAs perceived that

internal promotions were most often used to fill SWA vacancies with individuals who

had proven their organizational commitments.

Tiell's 2004 study revealed that over 50% of the Senior Woman Administrators

had no additional titles denoting formal positions on the senior management team (e.g.,

Assistant or Associate Athletic Director). In addition, 21% of the SWA sample disagreed

or strongly disagreed with a statement suggesting they participated in the role as decision makers, and 17% disagreed or strongly disagreed with a statement suggesting they participated on senior management teams. The facts are not overly alarming considering that several of the SWAs in the Tiell sample held the primary title as the "administrative assistant to the athletic director" or simply as a "coach" (46% were currently a head coach or an assistant coach). For most staff members, the stand-alone title as a senior woman administrator does not carry the same authority level as an assistant or associate athletic director.

Misperceptions regarding who fills the position of SWA have become common and problematic (Tiell, 2004). In many cases the person appointed is the most senior woman on the athletic department staff, which is often a support staff member. In other institutions, the woman filling the role is the female who is the most visible staff member, which is often the successful head coach (Tiell). These perceptions hurt Division II because the support person is not an administrator and lacks the ability to make decisions or implement change in the department. The coach cannot fill the role because one's responsibility as coach comes first, and therefore, the primary focus is on the team in-and-out-of -season. In addition, a coach does not have the authority and is often afraid to speak up on controversial issues when her main job is not the SWA role (Tiell). There are also many misperceptions regarding the responsibilities of the SWA. Recommended responsibilities may include supervision of athletics personnel including coaches, budget oversight, event and facilities management, fundraising/development, and oversight of men and women's sports programs (J. Sweet, personal communication, October 10, 2007). The NCAA appointed Judy Sweet as the first full-time SWA at the national level

in 2001. Two years later she was also added to the NCAA Senior Management Team as a Senior Vice President (Tiell, 2004).

It remains unclear whether SWAs are generally part of the department's governance structure despite the mandate in the NCAA Division II Constitution and Bylaws. The most recent revision to the definition of the Senior Woman Administrator in intercollegiate athletics indicates the SWA should be a member of the institution's senior athletics management team (*NCAA Division II Manual, 2003-04*). According to Tiell's (2004) research, many SWAs are not at the level of an assistant director, associate director, or senior associate director. There is also a slight overlap in a small percentage of SWAs who are also the athletics directors (Tiell, 2004)

The revised definition in the *NCAA Division II Manual, 2003-04* also indicates that the SWA position "must have substantive responsibilities for the conduct and administration of an institution's overall athletics program, and her gender should not dictate only gender-specific duties and responsibilities" (p. 22). That revision in the definition stimulates a debate of whether women are being nurtured to be athletics administrators primarily in a gender-neutral or a gender-focused environment. The results of Tiell's (2004) research indicate that both ADs and SWAs generally agree that the roles and responsibilities of the SWA are primarily on behalf of gender-neutral programs with the SWA most often performing tasks for both the men's and women's programs.

In the Tiell (2004) study, ADs more often agreed or strongly agreed (compared to the SWA sample) with statements regarding the SWAs involvement with tasks associated with women's issues and decision making. SWAs more often disagreed or strongly disagreed (compared to the AD sample) with many of the statements. Many SWAs

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perceived they were not in a position of authority in their athletic departments and that they did not have decision-making power; apparently, the perceptions of many ADs are the opposite.

Additional findings in the Tiell (2004) study indicated that most SWAs were inclined to remain in the field of intercollegiate athletics if they did not plan to retire. Exactly what position within athletics their next career moves might be was not part of the research project, but it appeared the intercollegiate athletic industry is a rewarding field for the SWA.

In NCAA Division II Athletics, if the SWA is not given experiences and opportunities for experience at the institutional level, she will not be capable or interested in contributions at either the conference or national level. According to Tiell (2004), the perception gap between Division II ADs and SWAs in the area of decision-making and authority structure indicates a definite problem exists. Too many SWAs feel they do not carry the appropriate authority levels or titles that makes them truly part of the senior management team. Many SWAs perceive they are not in a position of authority in their athletic departments and that they do not have decision-making powers (Tiell). When a woman is part of the structure by virtue of a title, she does not always feel she is truly a part of a senior management team or that she has any decision-making authority (Tiell).

These findings from Tiell's (2004) study could indicate why women are not perceived as qualified for athletics director positions, and therefore would not be hired in these positions. In addition, they may explain why women are leaving the profession of intercollegiate athletics or why they do not apply for positions fearing they may not have the appropriate experience necessary to be successful.

The most recent figures in the 31-year update of Acosta's and Carpenter's (2008) longitudinal study of women in intercollegiate athletics indicated that no female at all, at any level, was found in the administrative structure of 11.6% women's athletics programs. That statistic implies that no women had been identified as the athletics director or as an assistant, associate, or senior associate athletics director indicating a formal title for someone appointed to the department's administrative structure. NCAA Division II faced the worst scenario since a reported 20.7% of the member institutions had no female at all employed in their administrative structures (Acosta & Carpenter).

In addition, since the implementation of Title IX, the decrease of females as head coaches of women's sports is of great concern. Researchers have found a reduction in the number of female coaches, and speculation has been raised as to why women have left coaching (Acosta & Carpenter, 1985, 2004, 2006, 2008). While the issue of declining numbers cannot in itself be disregarded, the results of these studies indicated that, with respect to values held, the gender of the prospective coach may be of little consequence. Ultimately, the coaches are not very likely to be hired by leadership that is sensitive to feminist thinking. Indeed, the hiring process is likely to elicit a "good fit" coach who is willing to adhere to the general conservative tone present in most athletic departments. If athletic departments hire amenable female coaches, this alone could effectively "naturalize" the embedded conservatism. This same philosophy could be mirrored for the position of SWA, and leads to female athletics administrators who never feel or are allowed to speak freely about gender issues and equity. As Estrich (2000) stated in her book, *Sex & Power*, "Those women who do enter traditionally male fields find

themselves working almost exclusively for men in cultures defined by male norms"

(p. 79).

When women are hired within sport organizations, they are less likely than men to feel that that the environments in which they are working are organized to be open and inclusive, and this has a negative impact on their job satisfaction.

> Many women feel that the culture of most sport organizations leaves little space
> and provides little support for those who see the world from different vantage
> points than those of the white men who have shaped that culture over many years.
> (Coakley, 2004, p. 256)

In addition, sports organizations are typically not family friendly, and schedules are not designed to accommodate family responsibilities. The NCAA study completed in 1989 indicated that of all the factors that negatively affected women in intercollegiate athletics administration, the infringement on family affairs was the most negative. Over 95% of the respondents indicated that this factor "greatly or somewhat affects" them. In addition, other responses indicated that "the good old boy networks," lack of advancement opportunities, inadequate salary, sex discrimination, stereotypes of athletics administrators, lack of support, and interference with other significant relationships/marriage were key elements (NCAA, 1989).

More women than ever are playing sports and working in sport organizations, but gender inequities continue to exist in jobs for women in coaching and administration. "Sport programs have generally reaffirmed and reproduced male privilege, so it is not surprising that resistance to gender equity has been strong over the history of Title IX" (Coakley, 2004, p. 241).

Unless girls and young women see women in decision-making positions in their

programs, they will be reluctant to define sports and sport participation as

important in their futures. If women are not visible as leaders in sport programs,

some people conclude that women's abilities and contributions in sports are less

valued than men's. (Coakley, p. 247)

In order to continue the practice of enhancing the role of women in leadership in

intercollegiate athletics, there is a need to continue the accumulation of research evidence

in order to find what influences women to pursue athletic careers, to empower females to

take on leadership roles, and for institutions to properly facilitate the personnel in those

roles. Data at all levels of competition show that women do not have equal opportunities

when it comes to jobs in coaching and administration. Women are especially

underrepresented at the highest levels of power in sports (Acosta & Carpenter, 2006).

<center>Self-Efficacy and Women</center>

The construct of self-efficacy, introduced by Albert Bandura (1977, 1997),

represents one core aspect of his social cognitive theory. Self-efficacy refers to a person's

confidence in performing a particular behavior. Self-efficacy beliefs provide the

foundation for human motivation, well-being, and personal accomplishment (Bandura,

1977). Self-efficacy beliefs can increase human accomplishment and well-being as well

as influence the choices people make and the courses of action they pursue (Bandura).

This is because unless people believe that their actions can produce the outcomes they

desire, they have little incentive to act or to persevere in the face of difficulties. Self-

efficacy beliefs would therefore impact a woman's decision to pursue a career in

intercollegiate athletics administration

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While outcome expectancies refer to the perception of the possible consequences of one's action, self-efficacy expectancies refer to personal action control or agency. A person who believes in being able to cause an event can conduct a more active and self-determined life course. This "can do" cognition mirrors a sense of control over one's environment (Bandura, 1997). It reflects the belief of being able to control challenging environmental demands by means of taking adaptive action. It can be regarded as a self-confident view of one's capability to deal with certain life stressors (Schwarzer, 1999).

According to theory and research, self-efficacy makes a difference in how people feel, think, and act (Bandura, 1995). In terms of feeling, a low sense of self-efficacy is associated with depression, anxiety, and helplessness. Such individuals also have low self-esteem and harbor pessimistic thoughts about their accomplishments and personal development. In terms of thinking, a strong sense of competence facilitates cognitive processes and performance in a variety of settings, including quality of decision-making and academic achievement. When it comes to preparing action, self-related cognitions are a major ingredient of the motivation process. Self-efficacy levels can enhance or impede motivation. People with high self-efficacy choose to perform more challenging tasks (Bandura). They set themselves higher goals and stick to them. Actions are pre-shaped in thought, and people anticipate either optimistic or pessimistic scenarios in line with their levels of self-efficacy. Once an action has been taken, high self-efficacy persons invest more effort and persist longer than those who are low in self-efficacy. When setbacks occur, they recover more quickly and maintain the commitment to their goals. Self-efficacy also allows people to select challenging settings, explore their environments, or create new environments (Bandura).

Self-referent thought has become an issue that pervades psychological research in many domains. It has been found that a strong sense of personal efficacy is related to better health, higher achievement, and more social integration. This concept has been applied to such diverse areas as school achievement, emotional disorders, mental and physical health, career choice, and sociopolitical change. It has become a key variable in clinical, educational, social, developmental, health, and personality psychology (Bandura, 1997; Schwarzer, 1993, 1999).

In his book *Self-Efficacy: The Exercise of Control*, Bandura (1997) set forth the tenets of his theory of self-efficacy and its applications to fields as diverse as life-course development, education, health, psychopathology, athletics, business, and international affairs. Bandura also defined self-efficacy within a social cognitive theory of personal and collective agency that operates in concert with other socio-cognitive factors in regulating human well-being and attainment. Bandura's key contentions with regard to the role of self-efficacy beliefs in human functioning are that "people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true" (p. 2).

According to Bandura's (1986) social-cognitive theory, students' self-efficacy beliefs are good predictors of their subsequent career choices and decisions. Self-efficacy beliefs can enhance human accomplishment and well-being in countless ways. They influence the choices people make and the courses of action they pursue. Individuals tend to select tasks and activities in which they feel competent and confident and avoid those in which they do not. Unless people believe that their actions will have the desired consequences, they have little incentive to engage in those actions.

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Self-efficacy also influences the career development of women (Hacket & Betz, 1981). Hacket and Betz extended Bandura's (1977) self-efficacy theory to include vocational behavior. They posited that the formulation of women's career goals strongly relates to self-efficacy and may be especially useful in understanding women's career development. For example, they hypothesized that self-efficacy beliefs are related to people's range of perceived career options and persistence and success in their chosen fields.

Self-efficacy beliefs also help determine how much effort people will expend on an activity and how long they will persevere when confronting obstacles. It is believed that the higher the sense of efficacy, the greater the effort, persistence, and resilience. People with a strong sense of personal competence approach difficult tasks as challenges to be mastered rather than as threats to be avoided (Bandura, 1986, 1997).

Social Reproduction Theory

Bourdieu's (1991) Theory of Social Reproduction includes the concepts of cultural capital and *habitus*. Specific to this study, the theory of *habitus* is one's view of the world and one's place in it. Bourdieu described *habitus* as an individual's disposition as generated by his or her place in the social structure. Individuals have a tendency to perceive themselves as belonging to the social structure ascribed to them, and this has great influence on their actions, decisions, and behavior. The theory of *habitus* is how one comes to determine what is possible and what is not possible for one's life and develops aspirations and practices accordingly (Dumais, 2002). According to Freire (2002), "Those who are invaded, whatever their level, rarely go beyond the models which the invaders prescribe for them" (p. 181).

Social capital has been described as networks, trust, and norms that enable

participants to connect and collaboratively pursue shared objectives (Putnam, 1995). The

social structure includes networks of social relationships, groups, organizations,

stratification systems, communities, and families (Healey, 2006). The greater social

capital one has, the more nearly equal the individual will be to the dominant group in

income, education, and occupational prestige.

*Habitus and Women*

*Habitus* is an individual's disposition as propagated by his or her place in the

social structure (Bourdieu, 1991). Individuals have a tendency to perceive themselves as

belonging to the social structure ascribed to them, and this has great influence on their

actions, decisions, and behavior. Minority groups can be internally divided by social class

and other factors. An additional source of differentiation is gender (Healey, 2006).

Gender has both a biological and a social component and can be a highly visible and

convenient way of judging and sorting people: "From birth, the biological differences

between the sexes form the basis for different gender roles, or societal expectations about

proper behavior, attitudes, and personality traits" (Healey, p. 19). Adult work roles tend

to be separated by gender, and boys and girls are socialized differently in preparation for

these adult roles (Healey).

Women in Athletics: Self-Efficacy and Habitus

Social learning theory (Bandura, 1986) has been used to explain gender-role

stereotyping. Through differential reinforcement, women and men aspire to occupations

that fit their own genders (Sigelman & Shaffer, 1995). Despite the fact that participation

of women and girls in sport continues to be on the rise, the coaching and athletics

administrative positions held by women have declined (Sweeney, 2004).

Self-efficacy has been defined as the belief in one's ability to successfully

perform a specific task and has been linked to initiation of behaviors, persistence despite

obstacles, and successful performance (Bandura, 1986). Self-Efficacy and the theory of

*habitus* may help explain the decline in the proportion of women in intercollegiate

athletics administration.

*Women Athletics Administrators: Self-Efficacy and Habitus*

Career opportunities for women athletes are growing, but they are still scarce

relative to opportunities for men (Coakley, 2004). Historically, many women have lacked

confidence in their ability to succeed academically and to pursue career-related tasks

(Betz, 1994; Hackett & Betz, 1981). A lack of career decision-making self-efficacy (i.e.,

confidence in managing tasks associated with successful career choices) has correlated

with career indecisiveness (Betz, Klein, & Taylor, 1996; Robbins, 1985; Taylor & Betz,

1983).

The AAUW (2007b) believes that affirmative action programs have begun to

break down the barriers that confront women and minorities in education and

employment, and these programs remain essential to ensure equal access to all

professions at all levels through recruitment, outreach, and training. President Lyndon

Johnson, in 1965, signed Executive Order 11246 requiring federal contractors to take

affirmative action to ensure that all applicants are employed and treated equally during

employment, without regard to their race, creed, color, or national origin. He expanded

this order to include women in 1967 (AAUW, 2007a, 2007b). Since affirmative actions

have been implemented, the numbers of women and minorities in certain professions have increased.

Most sport programs are controlled by men. Although women's sports programs have increased in number and importance, few women hold the top administrative positions in those programs (Coakley, 2004). Most of the jobs in women's sports continue to be held by men, and women seldom have been hired for jobs in men's programs, except in support positions (Coakley). For a number of reasons, including the persistence of traditional ideas about gender, job opportunities for women have not increased as rapidly as women's programs have grown. This pattern exists in nearly all job categories and nearly all sport organizations (Coakley). Many women who work in sports organizations face the burden of dealing with an organizational culture that they have had little or no role in shaping. This contributes to a high turnover among women. Unless girls and women see women in decision-making positions in their programs, they will be reluctant to define sport and sport participation as important in their futures. In a 1989 study conducted by the NCAA surveying women in intercollegiate athletics administrative careers, 71.1% of the respondents said they believed that stereotyping of women's athletics administrators affected a woman's decision to be an athletics administrator at the intercollegiate level (NCAA, 1989). As a follow-up to this 1989 survey, in a new study, *Barriers 2007-08* (Bracken, 2008), administrators were asked about factors for why women do not enter careers in intercollegiate athletics administration. They identified time requirements (27%), family (22%), and job availability (15%) as the most common reasons. When respondents were asked to identify the most common reason why women leave careers in intercollegiate athletics

administration, family (35%), time requirements (33%), and salary (16%) were indicated (Bracken).

If women are not visible leaders in sport programs, women will conclude that their abilities and contributions in sports are less valued than men's (Coakley, 2004). Men dominate athletic leadership, and "men hire men" (Rhode & Walker, 2007). They prefer to hire people they know or people who are similar to them and think like them. There are not enough women in leadership positions to help all those who need guidance and leadership training (Rhode). Several respondents in Rhode and Walker's survey pointed out that most university presidents and major athletic donors are men, and they too generally appeared to prefer men as athletics directors. Female candidates were frequently channeled into senior woman administrator positions. "The survey participants who commented on those positions generally viewed them as 'tokenism' or 'just for show' and lacking in real influence" (Rhode & Walker, p. 36).

<center>Chapter Summary</center>

In this literature review the concept of Bourdieu's (1991) Theory of *Habitus* and Bandura's (1986) Social Learning Theory as it relates to women in intercollegiate athletics administrative positions are discussed. In addition, this review shares the research conducted on the role of women throughout history in education, in leadership positions, and in sport.

There are numerous quantitative studies acknowledging the decrease in women in intercollegiate athletics administrative positions; however, the literature is limited in the area of perceptions of former administrators as to the decline of women in the profession. The lack of literature in this area provides credibility for this study exploring the

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perceptions of former Division II female athletics administrators regarding the decline of women in athletics administrative positions. The findings of this study are expected to help the reader understand why there is a need to learn more about what factors have led to a decline in the proportion of women in administrative positions in NCAA Division II intercollegiate athletics, how women choose careers in intercollegiate athletics, and what factors might impact their promotions within the field as well as cause them to leave Division II athletics.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to examine the career paths of females in the field of intercollegiate athletics in the United States. The need for more women in administrative and decision-making positions in college athletics is greater than ever. Intercollegiate athletic departments are under-represented by women in administrative roles including athletics directors. This study provides information on how women choose careers in intercollegiate athletics, what factors might have impacted their promotions within the field, and what caused them to leave the profession. The findings of this study are expected to provide information to assist NCAA institutions and higher education administrators in understanding the phenomenon of women in intercollegiate administrative careers.

In this chapter, the methods and methodology that guided this study are described. The chapter includes a discussion of the study as it is relates to (a) philosophical perspective; (b) research design; (c) research questions; (d) methods (including role of the researcher, sample, data collection and processing procedures, and data analysis procedures); (e) quality and verification; and (f) ethical considerations.

Philosophical Perspective

*Social Constructivism*

Social constructivism is the philosophical framework that supports this study. According to Creswell (1998), the philosophical framework guides the researcher in determining the methodology for the study. The researcher must carefully select the

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methodology and describe it in detail. The selection of the methodology that the researcher uses must follow the philosophical paradigm that guides the study.

The philosophical paradigm of constructivism emphasizes the unique experiences of each individual (Patton, 2002). It suggests that the way each individual sees and experiences the world is as valid and worthy of respect as the other. According to Coakley (2004), sports are social constructions. They are cultural practices invented and played by people as they interact with one another and shape social life to fit their ideas of what it should be. If sports are social constructions, it means that people create them and, therefore, that people can change them. Therefore, it was the researcher's goal in this study to explore the unique experiences of women in intercollegiate sports to determine why, even though there is an increase in female sports participation at all levels, there is a decline in the percentage of women in coaching and administrative careers in intercollegiate athletics.

*Critical Feminist and Positivism Theories*

This study was viewed through the critical feminist and post-positivism theories. It was the researcher's goal to explore how women are socialized into leadership roles in intercollegiate athletics and then how gender bias could influence the lack of women reaching those career aspirations. Critical feminist theory, "emphasizes the need to assess critically and transform the ideology and organization of sports, so that sports give voice to and represent the perspectives and experiences of women in society" (Coakley, 2004, p. 52). Those who use these feminist theories argue that unless ideological and organizational changes are made, there will never be true gender equity in sports or in society as a whole (Coakley). Through the use of critical feminist theory combined with

social constructionism, research can seek to find the meaning of gender as it relates to the identities, interactions, and cultures in sport.

The theory which organizes these practices is the critical theory paradigm or positivist theory. Positivism refers to the theory of knowledge which asserts the primacy of observation and the pursuit of causal explanation by way of inductive generalization. In the social sciences, it has been associated with the three related principles: (a) the tenet of phenomenalism according to which knowledge can be founded on experience alone; (b) the methodological tenet of the unity of the scientific method, which proclaims that the procedures of natural science are directly applicable to the social world with the goal of establishing invariant laws or law-like generalizations about social phenomena; and (c) the tenet of neutrality, which refuses to grant normative statements the status of knowledge and maintains a rigid separation between facts and values, that is, to remain objective at all times (M. Duffy, personal communication, June 7, 2004).

Critical theory reflects on educational research and could play a significant role in changing the world. Critical theory researchers now attempt to become actively engaged in promoting social change within the educational system and the culture itself. They seek to promote change by becoming a part of the self-consciousness of "oppressed" social groups (M. Duffy, personal communication, June 7, 2004). Critical research includes questions which are created and posed by the stakeholders—in this case the female administrators themselves. The critical theory paradigm research elevates the role of values. The critical theory paradigm seeks to examine social structures that are imbalanced and not favorable, and such imbalances affect individuals and society (Duffy). The critical theory paradigm requires transformation, and the research requires a

willingness to step down from an authoritarian role (Duffy). This is not easy, and in a feminist movement, it is always a major challenge. The culture invents roles with certain power and authority, and it is difficult to step outside of these expected roles. Where one male administrator (athletic director) may see the value and correctness of the SWA role, many of his colleagues could doubt his abilities and qualifications if a female administrator is taking on traditional male roles within the department. In this process, there will be an imbalance of power in the direction of power sharing and an even distribution of power between the male and female administrators.

It was this researcher's goal to study how women are socialized into leadership roles in intercollegiate athletics and then how gender bias could influence the lack of women reaching those career aspirations. "Critical feminist theory emphasizes the need to assess critically and transform the ideology and organization of sports, so that sports give voice to and represent the perspectives and experiences of women in society" (Coakley, 2004, p. 52). Therefore, through the use of critical feminist theory, combined with postpositivism theory, this study sought to find the meaning of gender as it relates to the identities, interactions, and cultures in sport.

In addition to the chosen philosophical paradigm, there are assumptions that must be discussed. These philosophical assumptions, as indicated by Creswell (1998), are the following: epistemology, ontology, axiology, rhetoric, and methodology. Epistemological assumptions debate about the possibility and desirability of objectivity, subjectivity, causality, validity, and generalizability (Patton, 2002). These assumptions are based on how people know what they know. In this study, the researcher conducted online interviews of each of the participants. The researcher provided a natural and comfortable

environment and provided the opportunity for in-depth descriptions during the interview process. These detailed descriptions furnished information about the phenomenon being studied and, therefore, transferable to other similar studies.

Ontology deals with the nature of reality (Creswell, 1998). In constructivism, each individual constructs reality based on the experience with the phenomenon. In this study, the researcher studied the experiences of 10 women with careers in intercollegiate athletics and reported the lived experiences of these participants. Therefore, the researcher analyzed and reported multiple realities of the phenomenon.

The axiological assumption, according to Creswell (1998), deals with the role of the researcher's values and biases in the study. The researcher disclosed all biases, personal experiences, and through the use of epoche, all axiological assumptions were addressed. The rhetorical assumption of the research addressed the language that was used in the study (Creswell, 1998). Rhetoric was accomplished in this study through the reporting of in-depth, rich descriptions of the participants, including direct quotations from their responses.

The methodological assumption focuses on how researchers need to study the world (Creswell, 1998). It questions the type of data and design to emphasize in the research and the reasons to do so. In the study, the researcher followed a methodology that involved inductive inquiry. The interview questions were a series of structured open-ended questions in which the female participants were allowed to give rich detail into their lived experiences of their careers in intercollegiate athletics. With these descriptions, the researcher analyzed the data to create a meaning and discover the themes or patterns that emerged (Creswell). With an inductive inquiry of the

phenomenon of women in intercollegiate athletic careers, a qualitative methodology was found to be the most appropriate form of research for the study.

<div align="center">Rationale for the Use of Qualitative Methods</div>

In studying the career paths of females in intercollegiate athletics, the researcher chose the qualitative methodology. Most of the previous research related to this topic has used a quantitative method; therefore, it lacks the descriptive nature of qualitative data. Quantitative research methodology is chosen when the researcher is interested in testing predetermined and tested outcomes (Patton, 2002). The aim of quantitative research is to determine how one variable affects another in a population. It deals with numbers, unchanging data and detailed, convergent reasoning, while qualitative research deals in words, images, and divergent reasoning.

The traditional quantitative technique is the survey questionnaire, administered to a random sample of a population to draw inferences about the behavior of a whole population. Qualitative research is completed within a naturalistic inquiry. It includes an inductive analysis with open-ended questions to discover important factors related to the topic, a holistic perspective, personal contact and insight, unique case orientation, emphatic neutrality, context sensitivity, and design flexibility (Patton, 2002). The goal in qualitative research is to achieve in-depth, thick descriptive responses to research questions. It deals with words, emotions, and feelings and therefore provides data that are rich and descriptive.

Holliday (2002) differentiated qualitative research from quantitative research in various ways. He explained that quantitative researchers try to control their experiments' variables so that they can be replicated over and over again to test a hypothesis with

different groups. Qualitative research data, on the other hand, "describe actions within a specific setting and invites rather than tries to control the possibility of a rich array of variables" (Holliday, p. 4). Holliday also explained that qualitative research covers areas in social life, such as people's backgrounds, surroundings, interests and social experiences.

This study covered such areas in regard to women in intercollegiate athletic careers. Therefore, the research design best suited and chosen for the study was a qualitative methodology. It was the researcher's desire to create a naturalistic setting through personal interviews, capture the participant's personal experiences and perspectives, and allow each of the participants to share the uniqueness of socialization and career experiences in intercollegiate athletics. In utilizing a naturalistic setting, the researcher was able to study a real world situation without any predetermined constraints on the outcomes. In addition, the researcher believed the qualitative method was more humanistic and was best for measuring a social setting over time (Patton, 2002). As an actual member of the study, being present and having a personal and natural interaction with the participants was expected to create a more valid outcome. In order to study the career paths of females in intercollegiate athletics administration, the research methodology needed to examine the social settings that participants experienced over the courses of their careers. Traditional survey questionnaires used in quantitative research are weak at eliciting follow-up data from respondents as they usually require responses pre-categorized by the researcher. Instead, qualitative research provides participants the opportunity to tell their stories, which may provide insight that previous research has not uncovered.

In order to study the problems and concerns of females in intercollegiate athletic positions in their own natural environments, the qualitative methodology was best suited for this study and research topic. In addition, because the researcher has throughout her sports career been interested in exploring the lived experiences of women in intercollegiate athletic careers, the phenomenological approach for conducting qualitative research was the most suitable tradition for this study

*Rationale for a Phenomenological Study*

The qualitative tradition that the researcher used in this study was phenomenology. This tradition is most appropriate for a study in where the researcher desires to explore a phenomenon. Phenomenology examines how an individual or group of individuals experiences the world (Patton, 2002). It aims at gaining a deeper understanding of the nature or meaning of everyday experiences (Creswell, 1998, 2003). Therefore, the focus of phenomenology is to describe the meaning, structure, and essence of the participants' lived experiences with the phenomenon.

Moustakas (1994) explained that empirical phenomenological approach involves determining what an experience means for the persons who have had the experience and are able to provide a comprehensive description of it. Phenomenology allows for multiple perspectives where individuals that experience the same event can attach unique meanings to that event based on their respective perceptions (Bogdan & Biklen, 1998).

In order to conduct a phenomenological study, the researcher must methodologically, carefully, and thoroughly capture how people experience some phenomenon—how they perceive it, describe it, feel about it, judge it, remember it, make sense of it, and talk about it with others (Creswell, 1998). To gather such data, one must

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undertake in-depth interviews with people who have directly experienced the phenomenon of interest; that is, they have "lived experience" as opposed to secondhand experience (Creswell).

According to Creswell (1998), there are two implications of a phenomenological perspective. The first is that it is important to find out in the research what people experience and how they interpret the world. Phenomenological inquiry focuses on how people put together the phenomena they experience in such a way as to make sense of the world and, in so doing, develop a world view. The second is methodological; the only way for people to really know what another person experiences is to experience the phenomenon as directly as possible for himself or herself. This leads to the importance of participant observation and in-depth interviewing. The phenomenological approach makes the assumption that there is an essence or essences to shared experience. The experiences of each participant are bracketed, analyzed, and compared to identify the essences of the phenomenon (Creswell).

The qualitative tradition of phenomenology was best suited for this study because it was the researcher's interest to explore the lived experiences of women in intercollegiate athletic careers. The purpose of this study was to examine the career paths of 10 females in intercollegiate athletics to determine how they chose careers in athletics, what experiences might have impacted their promotions within the field, as well as what motivated them to remain in the field or alternatively caused them to leave the profession. Extremely rich, detailed, and in-depth information gathered through personal interviews characterize the type of information retrieved in a phenomenological study. Since the qualitative tradition of phenomenology suited the purpose and the questions the research

sought to answer, the researcher considered the phenomenological design to be the most appropriate for this study.

<center>Research Questions</center>

The overarching research question that guided this study is as follows: What are the perceptions of former NCAA Division II women intercollegiate athletics administrators to the decline in the proportion of women in the profession?

In addition to the overarching research question, the four subquestions of this study are as follows:

1. What are the career paths of females in administrative positions in intercollegiate athletics?

2. What factors might have impacted a female to choose a career in intercollegiate athletics and then to remain and be promoted within the field?

3. What factors might have impacted a female to leave the profession?

4. What factors have led to a decline in the proportion of women in administrative positions in intercollegiate athletics?

This section defines the methodology that was used in this study, including the role of the researcher in the study, the selection of the sample, data collection and processing procedures, and data analysis procedures.

<center>The Role of the Researcher</center>

In a qualitative study, the researcher plays a significant role as the researcher is considered the instrument of data collection and analysis (Creswell, 1998, 2003; Patton, 2002). It was the researcher's role in this study to inform the participants that they should feel free to respond openly and honestly using detailed descriptions for each answer. The

researcher was engaged in the study as an "insider" leading interviews with a set of pre-tested essential questions and building on the data from the responses and discussions that occurred. The data were analyzed, searching for recurrent themes, and the findings were reported on the lived experiences of women in careers in intercollegiate athletics.

As the interviewer, and therefore, the research instrument, it was important to disclose all biases regarding the topic under study. The researcher had faced many challenges in a male-dominated profession, as well as with the issues of family in a profession that conflicted with the traditionally accepted requirements of a woman with family obligations. The challenges included those associated with head coaching at the college level, as well as the obstacles of being a female athletics administrator with senior management duties and being considered for athletic director positions. As an actual member of the study, being present and having a personal and natural interaction with the participants created a more valid outcome. Because of these experiences and the desire to study the problems and concerns of females in intercollegiate athletic positions in their own natural environments, the research instrument best suited for this study and research topic was the researcher herself. In a qualitative study, the researcher plays a significant role. This role includes the responsibility to inform the participants that they should feel free to respond openly and honestly with detailed descriptions with each answer.

Since the researcher is the instrument in qualitative phenomenological research, the credibility of the qualitative methods depends on the experience, competence and rigor of the person doing the fieldwork (Patton, 2002). Patton stated that rigorous methods are necessary in the collection and analysis of the data to ensure the quality of the study. By using rigorous methods, the qualitative researcher can limit biases.

In this study, the researcher reported personal and professional information that could affect data collection, analysis, and interpretation, as suggested by Patton (2002). Rigor is reinforced by this attitudinal shift and is critical in any phenomenological investigation. To ensure credibility, the researcher disclosed any prejudgments or biases in detail and used epoche to report accurate findings without any biases or predetermined outcomes: "Epoche is a process that the researcher engages in to remove, or at least become aware of, prejudices, viewpoints or assumptions regarding the phenomenon under investigation" (Patton, 2002, p. 485). Because of the researcher's background and experiences, the participants were expected to consider her as "one of them" and were also expected to be encouraged to share their thoughts and feelings more openly and honestly. In addition, in being "one of them," the researcher shared a commonality of language and understanding.

Selection Procedures

Qualitative research, which stresses in-depth investigation to a small number of participants, uses purposeful sampling as opposed to random sampling (Moustakas, 1994). Because the emphasis is on quality rather than quantity, the objective is not to maximize numbers but to become "saturated" with information on the topic (Denzin & Lincoln, 2005). The basic idea is that the study is a subsection of a population. As suggested by Creswell (1998), in a phenomenological study where approximately 2 hours are required for each participant to participate in an interview, a total of 10 participants in the study was a recommended sample.

The selection of samples for this study was conducted by purposeful and snowball sampling. In purposeful sampling, the researcher uses "special knowledge or expertise

about some groups to select subjects who represent these populations" (Berg, 2004, p. 36). This researcher had the added advantage of access to participants by virtue of her position and background within the study setting. The researcher decided to select those females who she knew represented a cross-section of women in the field of intercollegiate athletics. Purposeful sampling may lead to or be combined with the snowball sampling in which the key people are asked to identify others who they think possess the same characteristics and knowledge that they do (Berg, 2004). Snowballing allows the researcher to add more participants on the recommendations of the first group of those interviewed. The number obtained from the snowballing technique is limited only to participants who have valuable and relative information about the study topic.

Participants were selected based on their availability and willingness to participate, and as with any study, they were required to satisfy the criteria sample rules. Criterion samples are marked by specific criteria for invitations to be extended (Creswell, 2003; Patton, 2002). The sample was 10 participants, and those participants included former women NCAA Division II intercollegiate administrators who were no longer in the profession. Each of the chosen interviewees was carefully selected based upon certain criteria pertinent to the research. The criteria included the following: (a) the participant needed to be female, (b) the participant had to be formerly engaged in a career in intercollegiate athletics administration for not less than 5 years, (c) the participant needed to be out of the profession for no more than 5 years, and (d) the participant had to be willing to complete the survey. This was not a convenience sample; instead, it followed the tenets of phenomenological qualitative studies that required all the participants to have experienced the same phenomenon (Creswell, 2003). As noted, the sample for this

study included 10 former women Division II intercollegiate administrators, which was within the range of the recommended sample size for phenomenology qualitative methodology.

The following procedures were used to secure 10 participants: (a) the researcher provided the NCAA and the NACWAA a brief description of the study and the Participant Recruitment Flyer (Appendix A). (b) The Participant Recruitment Flyer was also sent electronically to all NCAA Division II Conference Commissioners and the NCAA Division II Athletics Directors Association Board of Directors. The Commissioners and Directors of Athletics served as "gatekeepers" to the population in this study and were asked to forward this flyer to participants they believed met the criteria. Women who wished to participate and meet the criteria for this study were asked to visit the secure Web site. The Web site was designed with an opening page that included the Informed Consent Form (Appendix B) that detailed the parameters of the study and allowed for acceptance or refusal of voluntary consent. The first 10 who consented to voluntarily participate and who met the criteria were given access to the questionnaire and constituted the sample of this study. When 10 women agreed to participate, the search for participants concluded, as no further participants were considered necessary.

After a purposeful identification and selection of the participants for the study was completed, the data collection procedures began. The data collection process, in which the interview data were obtained, followed a precise order of events and included providing the participants with a description of the study, its purpose, and all requirements of the study. Each of the participants was informed of the ethical guidelines

of the research including respect, honesty, and accurate disclosure. The participants were informed that all sensitive information would be kept confidential and that their identities were protected.

## Data Collection and Ethical Issues

This study was conducted using *Survey Monkey*™. Individuals who were interested in the study were directed to the researcher's Web site and electronically guided through the participant protocol. The participant protocol consisted of an introduction and purpose of study, participant criteria, participant demographics, and open-ended questions.

While several authors proposed various techniques used to collect data (e.g., Creswell, 1998, 2003; Patton, 2002), emerging qualitative trends in the data collection process included technology such as email and computer software (Creswell, 2003). Creswell acknowledged Web-based data collection processes as popular methods of data collection. An Online Open-ended Questionnaire (Appendix E) was appropriate for this study because it allowed the researcher and participants to be involved from any distance. It also increased the integrity of the study by using a Web site design that protected the confidentiality of the participants.

Questionnaires provide a dexterous data collection process and are often more effective than telephone and face-to-face interviews because they can be administered with a high level of confidentiality for matters of a sensitive nature (Patton, 2002). Confidentiality was important to this study; therefore, participants were assigned pseudonyms. Results and findings were reported in a generic format without assigning them to a particular location or individual, thereby providing an added degree of

confidentiality (Berg, 2004; Creswell, 2003; Salkind, 2003). For example, the first former

woman administrator respondent became FA-1, the second former woman administrator

respondent became FA-2, and so forth. The questionnaire was designed to encourage

candor and truthfulness in the participant's uncoerced responses as the researcher was

unable to discern and identify individual responses.

The questionnaire allowed participants to provide lengthy, in-depth responses.

The instrument was made accessible from any computer with Internet access to allow

participants to complete the questionnaire at any time and any place convenient to them.

The researcher developed the questionnaire based upon the review of the

literature to elicit the information to answer the overarching research question and four

sub-questions. Each questionnaire included the ability to follow-up with the participants

at later dates if the researcher needed additional information or clarification.

To further ensure confidentiality, and in accordance with the subject university's

Institutional Review Board regulations, all documents will be stored in the researcher's

office at home under lock and key for 5 years, after which time they will be destroyed. In

addition, the names and personal information of the participants are filed separately from

the data retrieved from the questionnaires so that the individual data cannot be assigned

to any particular participant. The data will be kept for 5 years so that they are available

should it be needed to verify any of the findings or work during the data analysis process.

The data collection procedures include a purposeful identification and selection of

participants, providing them with a description of the study, its purpose, and all

requirements of the study. This process, in which the interview data were obtained,

followed a precise order of events. Creswell (1998) recommended that researchers

conduct pilot studies before the study begins in order to test their research questions.

Different approaches may exist depending upon the methodology used; however, a

consistent approach should be used for both the pilot and the actual study (Creswell).

Two former women athletics administrators employed at the NCAA office were selected

to pilot the research questions. These questions were disseminated, and responses were

collected electronically in order to mirror as closely as possible the data collection

methods of the study. Each participant was asked to evaluate the appropriateness and

thoroughness of each of the protocol questions, and her responses were used to carefully

modify the protocol used in the study. According to Creswell (1998), the most important

point of a phenomenological study is to describe the meaning of a small number of

individuals who have experienced the same phenomenon. In order to accomplish this

task, the protocol was carefully designed.

The research Web site included the Informed Consent Form (Appendix B) that

provided (a) the name of the researcher and the dissertation topic and title, (b) the

purpose of the study, (c) the estimated duration of time required to complete the

questionnaire, (d) the confidentiality safety measures, and (e) the specification that only

voluntary participants would be considered, as specified by the Barry University

Institutional Review Board.

Participants confirmed their interest in participating in the research project by

selecting the *YES* option on the Informed Consent Form (Appendix B). Through

embedded logic, by indicating *YES*, participants were granted access to the online

Inclusion Criteria Form (Appendix C), which served as the criterion for inclusion in this

study. Embedded logic grants access only to those participants who indicate *YES* to each

qualifying question. If an individual met the criteria for inclusion, she was granted access

to the online Demographic Data Form (Appendix D) and the online Questionnaire

(Appendix E). If any individual indicated *NO* to voluntarily participation in the study or

indicated *NO* to any of the criteria for inclusion in the study, she was not granted access

to the Demographic Data Form or the Questionnaire. Instead, the individual was directed

to a page which conveyed the researcher's gratitude for her interest in the study.

The Web site on *Survey Monkey*™ was set up to allow access to up to

20 participants in order to allow for log in of individuals who did not voluntarily agree to

participate and/or did not meet the criteria for inclusion in the study. The first

10 individuals who voluntarily consented to participate, who met the criteria for inclusion

in the study, and who completed the questionnaire comprised the sample for the study.

The online, open-ended questionnaire was designed to generate participants'

meaningful thoughts and feelings regarding their unique experiences as former NCAA

Division II athletics administrators. The anticipated time for completing the questionnaire

was designed not to take more than 1 hour, and 1 hour for possible follow-up questions

and member checking—a total time commitment of no more than 2 hours. All

participants were able to log out of the survey site and then return to complete the survey

at a later date/time, if necessary. Participants were granted 5 days to complete and submit

the responses to the questionnaire. Rubin and Rubin (2005) highlighted the value of the

researcher asking follow-up questions regarding unexpected responses. Therefore, the

Web site was designed to ask each participant to voluntarily provide a contact email

address in order for the researcher to ask follow-up questions, conduct member checking,

and/or provide participants with a copy of the study once completed. The researcher is the only person with access to e-mail addresses and real names.

Each of the participants was informed of all ethical rules of the research including beneficence, honesty, and accurate disclosure. The participants of this study will be provided with a high degree of confidentiality. Berg (2004) defines confidentiality as "an active attempt to remove from the research records any elements that might indicate the subjects' identities" (p. 65). Because the participants were in all probability known to the researcher, the study could not be anonymous; however, the identities of the participants will be held confidential to the highest degree possible. All sensitive information was kept confidential by assigning a pseudonym to each of the participants. The names or any other "identifier" of the participants will never be disclosed. To ensure confidentiality and because there were no expenses incurred by the participants, there was no compensation paid to participants to participate in the study.

During qualitative research, the researcher faces many ethical issues that surface during data collection in the field and in analysis and dissemination of qualitative reports (Creswell, 1998). In order to follow the highest of ethical standards, the qualitative researcher must take great concern in the selection of the research design, the data collection, the data analysis procedures, and the report of the findings. In addition, the researcher must communicate clearly to participants that they are participating in a study, explain the purpose of the study, and ensure that there is no deception about the nature of the study (Creswell).

According to Berg (2004), the National Research Act directed all institutions to establish institutional review committees or Institutional Review Boards (IRBs) as a

means to review any research proposal that involved human subjects. The IRB is expected to ensure that the researcher has considered both the potential risks and benefits to subjects, that informed consent is obtained from each subject, and the rights and interests of subjects are protected (Berg). In addition to the IRB, the researcher must work closely with the experts to ensure competence of the study. In this study, the researcher was supervised by members of her dissertation committee throughout the process and relied heavily on their expertise to advice of any ethical considerations specific to the study that should be addressed. In addition, because this study was being conducted as a requirement for doctoral studies at Barry University, the Barry University IRB ensured the highest ethical standards.

Each of the participants was informed that there were no known risks or direct benefit to them personally for participating in the study. Although there was no direct benefit to the participants, the researcher informed them that it was hoped that the findings will assist higher education administrators in hiring practices and in providing environments that may encourage women to pursue or continue careers in intercollegiate athletics administrative careers.

<div align="center">Data Analysis</div>

The data analysis process began after the gathering of all data and research was completed. As Patton (2002) indicated, qualitative analysis transforms data into findings. This process occurs throughout the course of the research and is defined by Creswell (1998) as a *spiral image*. The researcher, Creswell contended, engages in the process of moving in analytic circles rather than using a fixed linear approach. This spiral begins

with data management and proceeds through several facets of analysis and circles around and around until accomplishing the final phase of the spiral, which is presenting the data.

Data analysis can be defined as consisting of three concurrent flows of action: data reduction, data display, and conclusions and verification (Berg, 2004). According to Berg, reducing and transforming qualitative data makes them more readily accessible and understandable. By utilizing a form of data display, the researcher is able to understand and observe certain patterns in the data to determine what additional analysis or actions must be taken. "Displays may involve tables of data; tally sheets of themes; summaries or proportions of various statements, phrases, or terms; and similarly reduced or transformed groupings of data" (Berg, p. 38). The last analysis step is drawing a conclusion and verifying those results. After the data have been collected, reduced, and displayed, conclusions may emerge as definitive findings. Since this study was a phenomenological study, the analysis of data consisted of making a detailed description of the research including the researcher's own experiences of the phenomenon, finding significant statements in the questionnaires, grouping them into meaningful units, and finally interpreting the "what," "how," and "essence" of the experience (Creswell, 1998).

Once the data were collected, reduced, and transformed, a classification of information was completed using the themes obtained from the data collected. The information was then evaluated to determine the true meaning and validity to the study. The data had to be evaluated to determine the significance as it related to the careers of women in intercollegiate athletics. There was a historical component to the data because the study was examining the socialization of the subjects. Therefore, the data were organized in a time-line fashion, from historical to a present-day format and, finally, to

the future. The researcher used the technique of categorical aggregation in order to seek a collection of instances from the data where issue-relevant meanings emerged (Creswell, 1998). Once those meanings emerged, the researcher presented these statements in tables to establish patterns between/among two or more categories.

Lastly, the researcher was able to apply the responses and research findings to the population of former female intercollegiate athletics administrators. The information was interpreted based on prior knowledge of the subject, the professional and personal opinions of the participants and the common experiences that they shared. The researcher presented the findings of the study within the framework of the research questions and the critical feminist and post-positivism theories that guided this study.

<center>Trustworthiness and Rigor</center>

When conducting a qualitative study, the researcher must identify the standards of quality and the approaches to verification that ensure that the conclusions are believable and accurate (Creswell, 1998). According to Berg (2004), verification is a twofold consideration. First, conclusions drawn from the data collected must be confirmed (verified) to assure that they are real and not merely wishful thinking on the part of the researcher. This may be accomplished by the researcher carefully checking the path to his or her conclusion. The researcher may also request another researcher to examine the data to see if he or she would draw comparable conclusions to that of the researcher.

Second, verification involves assuring that all procedures used to arrive at the eventual conclusions have been clearly articulated (Berg, 2004). Another potential researcher must be able to replicate the study using the same steps and processes; therefore, these steps must be clearly documented: "In addition to its availability to other

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researchers, it permits evaluation of the analysis strategies, self-reflection, and refinement of methods and procedures" (Berg, p. 40).

Primary source materials are subject to two kinds of evaluations or criticisms: First, the researcher must determine whether a document is authentic, which is sometimes referred to as external criticism or validity. Second, the accuracy of meaning in the material must be determined, which is called internal criticism and is related to the document's reliability (Berg, 2004). These issues of external and internal criticism are very important for ascertaining the quality of the data and, in turn, the depth of the interpretation or analysis. Lincoln and Guba (1985) proposed that constructivist inquiry, such as this study, demands criteria that address trustworthiness, also known as rigor: "Rigorous evaluations of the external and internal values of qualitative data ensure valid and reliable information and viable historical analysis" (Berg, p. 242). This study was conducted following the standards outlined for a qualitative research design and, therefore, will be evaluated based on credibility, transferability, dependability, and confirmability.

According to Patton (2002), the credibility of qualitative methods relies on the skill, competence, and rigor of the person doing the fieldwork. Patton stated that rigorous methods are necessary in the collection and analysis of the data to ensure the quality of the study. He considered that the three elements of credibility essential to qualitative research are the rigorous methods, credibility of the researcher, and the philosophical belief in the value of qualitative inquiry. By using rigorous methods, the qualitative researcher can limit biases and focus on the value of the data and be assured that the findings add to the knowledge already discovered in the literature review. To meet these

standards, this study used rigorous methods such as a systematic analysis of the data (Patton, 2002).

Since the researcher is the instrument in qualitative research, it is important to address and establish investigator credibility: "Epoche is a process that the researcher engages in to remove, or at least become aware of, prejudices, viewpoints or assumptions regarding the phenomenon under investigation" (Patton, 2002, p. 485). In this study, the researcher reported any personal and professional information that could have affected data collection, analysis, and interpretation, as suggested by Patton. Rigor is reinforced by this attitudinal shift and is critical in any phenomenological investigation.

In addition, the process of triangulation was used to enhance the investigator credibility. This process involves the use of a variety of data sources in a study to look at the object of interest from more than one standpoint (Denzin, 1978). Triangulation provides the researcher with more complete knowledge about the subject of a study, and, as a result, increases the study's validity (Silverman, 2004).The information can then be evaluated to determine its true meaning and credibility to the study. In this study, the data was evaluated to determine its significance as it related to the administrative careers of women in intercollegiate athletics

The participants' verification or member checks were also used to enhance the credibility of the study (Creswell, 1998). For this study, using an online, open-ended questionnaire, respondent validation occurred using a secure Web site on the Internet. In addition to the participants' verification, the findings were subjected to professional review. The members of the dissertation committee provided an expert validation of all fieldwork and findings.

Patton suggested that the final issue of credibility is that of philosophical belief in the value of qualitative inquiry. The researcher must have a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, purposeful sampling, and holistic thinking. Because the researcher desired to explore the lived experiences of the 10 women chosen with administrative careers in intercollegiate athletics, this study was best conducted with qualitative methods, in a naturalistic setting and obtaining rich, thick descriptions of the participants' experiences with the phenomenon. In addition, these rich, thick descriptions provide findings that allow the reader to make decisions regarding the transferability of information among other women with administrative careers in intercollegiate athletics (Creswell, 1998).

Research is not complete until it is disseminated. Regardless of how the information is shared, it must be disseminated if it is to be considered both worthwhile and complete (Berg, 2004). Lincoln and Guba (1985) defined transferability as the process of applying findings to different contexts. As Creswell (1998) indicated, providing rich descriptions of the participants' experiences allows the reader to make her/his own decisions regarding the transferability of the findings.

In addition to providing rich, detailed descriptions of the lived experiences of the participants, the researcher also fully described the purposeful sample so that the reader can determine if the study can be compared to other findings or groups to which he/she hope to compare. The findings of this study intend to offer an understanding of the lived experiences of women who aspire or currently hold positions in intercollegiate athletics administration, therefore, providing transferability to future studies on women with similar, but not identical professional conditions. This transferability adds to the body of

knowledge already included in the review of literature about women in careers typically viewed as the male domain.

Lincoln and Guba (1985) suggested that credibility is analogous to internal validity, transferability analogous to external validity, dependability analogous to reliability, and confirmability analogous to objectivity. They also indicate that naturalistic inquiry should be judged by a systematic process of dependability.

As a qualitative study conducted under the paradigm of social constructivism, the dependability of the study was emphasized. In completing the collection and analysis of data, the researcher followed a consistent and strict set of procedures. This systematic process was well documented and followed the framework of the research question. By doing so, the procedures of the study can be duplicated by other researchers. The questionnaire ensures that the interview questions are consistent among all participants, further strengthening the dependability of the study.

A document must be confirmed to ensure that it is genuine (Berg, 2004). A researcher must evaluate the sources of all information by confirming the credibility of both the research and the historical researcher. Patton (2002) suggested that the confirmability of the study relies on the professional experts for evaluation of the literature, data collection, and final analysis of the data. In this study, the researcher assimilated a doctoral committee that was experienced in qualitative research and phenomenological studies, and had interest and experience in studying women in non-traditional careers. In addition, all sources were well documented and appropriately quoted throughout the study. All standards for retrieval of literature, applying previous research, achieving quality data, and reporting findings were followed.

Chapter Summary

In this chapter, the methods and methodology followed in the study are defined. The study was conducted using a qualitative inquiry. The qualitative tradition that guided the study was phenomenology. The purpose of the study was to examine the phenomenological experiences of 10 former women intercollegiate athletics administrators. The researcher chose to report the participants' experiences and perceptions of the phenomenon by serving as an active observer and conducting an in-depth interview and detailed descriptions. This research was framed by the philosophical paradigm of constructivism.

The researcher selected the 10 participants for the study through purposeful sampling. The participants were women who had previously held positions in intercollegiate athletics administration. After the purposeful sampling was completed, rigorous methods were utilized when conducting each of the interviews and collecting and analyzing the data to ensure credibility, transferability, dependability, and confirmability of the study. Because this study was a requirement for doctoral studies, a dissertation committee was chosen for their expertise in the subject matter to add quality and verification to the study. In addition, this study was held to the strictest ethical guidelines of the Barry University IRB. As a result of the inquiry, methodology, and the findings of the study, this research will provide information to assist higher education administrators in understanding the phenomenon of women in intercollegiate athletics administrative careers.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The goal of this study was to examine the career paths of females in intercollegiate athletics in the United States. The need for more women in administrative, decision-making positions in college athletics is greater than ever. Intercollegiate athletic departments are underrepresented by women in administrative roles including athletic directors. The literature provided a wealth of information on the concept of Bourdieu's (1991) Theory of *Habitus* and Bandura's (1997) Social Learning Theory as it relates to women in athletics administrative positions. In addition, the literature review shared the research conducted on the role of women throughout history, in education, in leadership positions, and in sport. Several studies reference the job satisfaction of current women in athletics administrative positions; however, few, if any, studies address the perceptions of former women administrators toward the decline of women in the profession of intercollegiate athletics.

A phenomenological approach was used to obtain a deeper understanding about what factors have led to a decline in the proportion of women in administrative positions in NCAA Division II intercollegiate athletics since the passing of Title IX in 1972, how women choose careers in intercollegiate athletics, and what factors might have impacted their promotions within the field as well as caused them to leave Division II athletics. The findings of this study are expected to provide information to assist NCAA institutions and higher education administrators in understanding the phenomenon of women in intercollegiate athletics administrative careers. The results of this qualitative study are

reviewed in this chapter and include (a) demographic data of 10 former Division II athletics administrators, (b) the data analysis and coding process, (c) answers to the research questions, and (d) a summary of the findings.

<div align="center">Demographics of Participants</div>

The demographics data relevant to the 10 former women athletics administrators participating in the study were obtained utilizing the Online Demographic Data Form (Appendix D) located on a secure researcher-developed Web site. The presentation of the demographic data incorporated the following areas: (a) ethnicity, (b) age, (c) level of education, (d) intercollegiate athletic experience, (e) intercollegiate coaching experience, (f) intercollegiate athletics administrator positions held, (g) academic responsibilities, (h) marital status, and (i) child or elder parent responsibilities.

*Participant Ethnicity*

Of the 10 former women athletic administrators who participated, 9 (90%) indicated Caucasian as the ethnic group with which they most closely related. The 1 (10%) other participant chose "other" but did not specify ethnicity. Participant ethnicity is illustrated in Figure 1.

*Participant Age*

Participant age was collected using an age range instead of exact age. This strategy was employed to further protect the identity of the participants and enhance confidentiality. The majority (60%) of the former women athletics administrators who participated in the study were under the age of 55. Specifically, 1 (10%) participant was under the age of 25, 2 (20%) were between the ages of 26-35, 1 (10%) was between the

ages of 36-45, 2 (20%) were between the ages of 46-55, and 4 (40%) were over the age of

55. See Figure 2 for participant demographics by age.
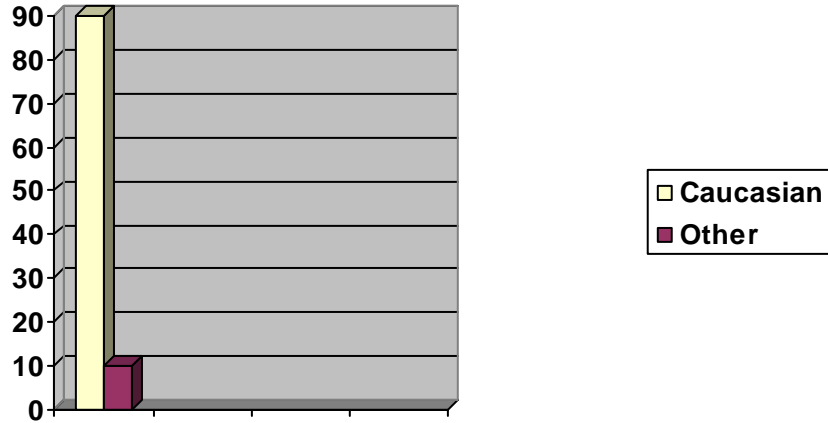


*Figure 1*. Participant demographics by ethnicity.
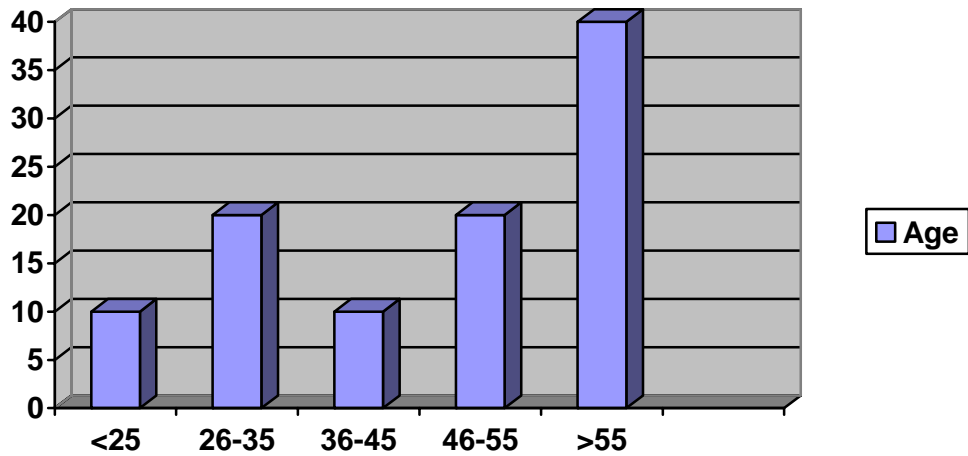


*Figure 2*. Participant demographics by age.

*Highest Level of Education*

The majority (90%) of the participants in this study indicated the highest level of

education earned was a graduate degree or higher. Specifically, 1 (10%) had earned an

undergraduate degree, 7 (70%) had earned a graduate degree, and 2 (20%) had earned

91

doctoral degrees in education. Participants' highest level of education is illustrated in Figure 3.
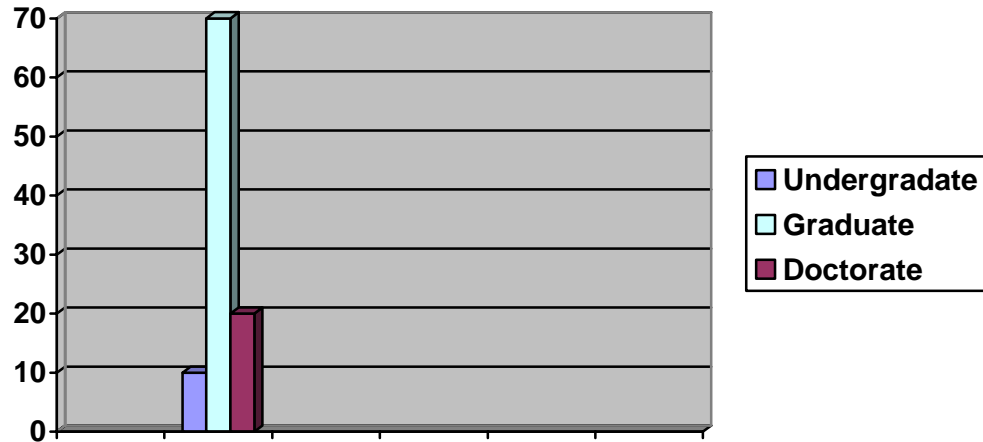


*Figure 3.* Highest level of education.

*Intercollegiate Athletics Experience*

The majority (90%) of the participants in this study were former intercollegiate student-athletes. Only 1 (10%) did not participate in sports during their college years. Participant intercollegiate athletic experience is illustrated in Figure 4.
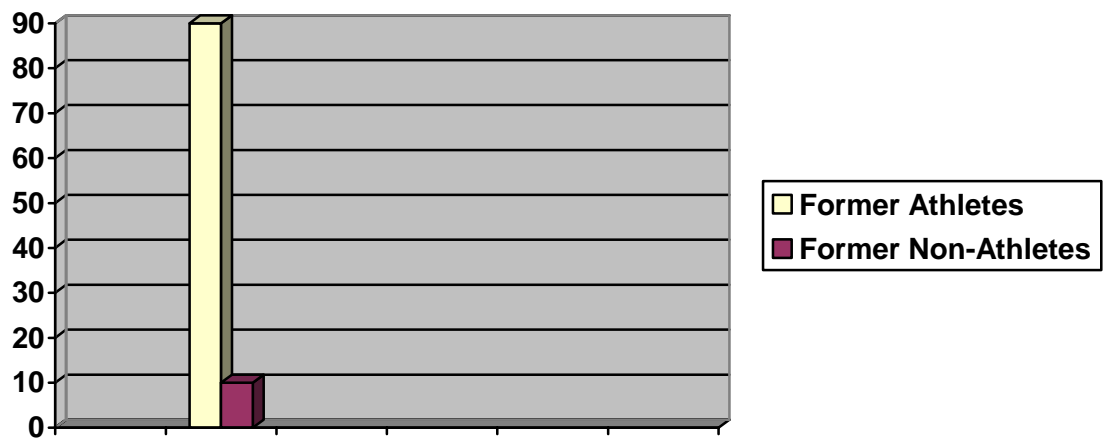


*Figure 4.* Participant intercollegiate athletics experience

*Intercollegiate Coaching Experience*

The majority (80%) of the participants in this study were former intercollegiate

coaches. Only 2 (20%) did not coach prior to or during their administrative careers. Of

those participants that had intercollegiate coaching experience, 6 (66.7%) of them

indicated they had coached only a female athletics team. Only 2 (22.2%) indicated they

had coached both female and male team(s), and none coached only a male team. One

(10%) participant did not answer the question. Participant intercollegiate coaching

experience is illustrated in Figure 5.
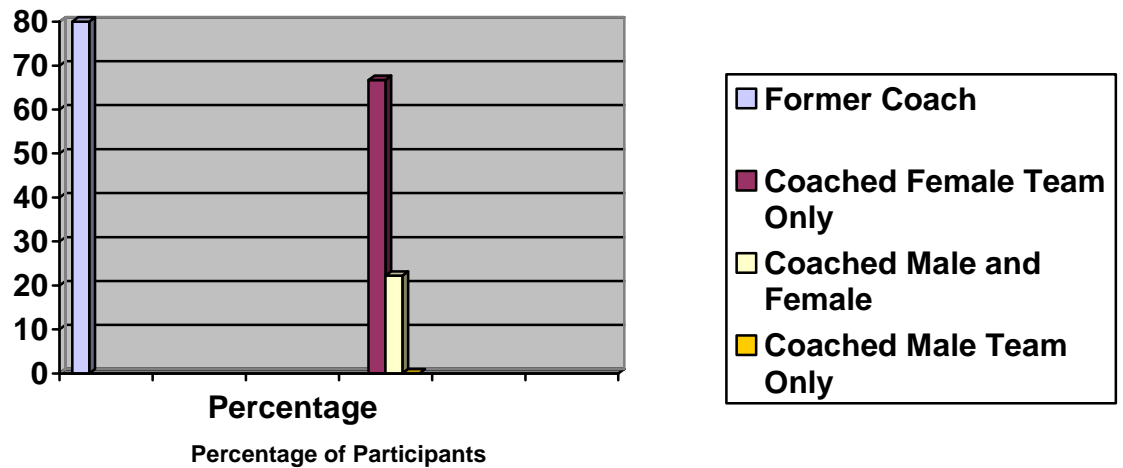


*Figure 5.* Participant intercollegiate athletics coaching experience.

*Intercollegiate Administrator Experience*

The participants were asked to indicate all intercollegiate athletics administrator

positions they had held. The position held by most participants was the senior woman

administrator (70%). Five (50%) of the participants held the position of athletics director,

5 (50%) served as associate directors of athletics, and 4 (40%) held the position of

assistant athletics director. Of the 5 who served as athletic directors, 4 (40%) had

previously served as a SWA, associate athletics director, assistant athletics director,

and/or compliance coordinator. Only 1 (10%) participant went directly from

intercollegiate coaching to the director of athletics without prior intercollegiate athletics

experience. Only 2 (20%) participants specified other positions held. Of those "other"

responses, 1 (10%) participant indicated she had also served as a compliance coordinator

and another had served as an interim athletics director. Participant intercollegiate athletics

administrator experience is illustrated in Figure 6.
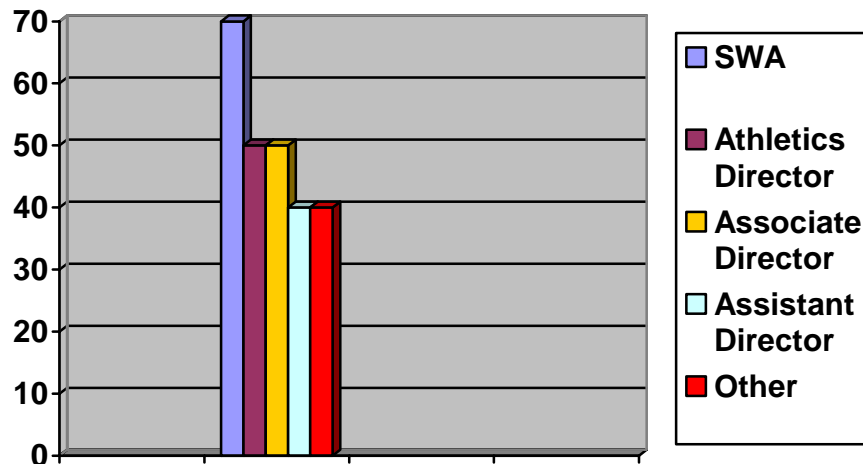


*Figure 6.* Participant intercollegiate athletics administrator experience.


*Academic Responsibilities*

Five (50%) of the participants indicated having academic responsibilities in

addition to their athletic administrative duties. Participant academic responsibilities are

illustrated in Figure 7.
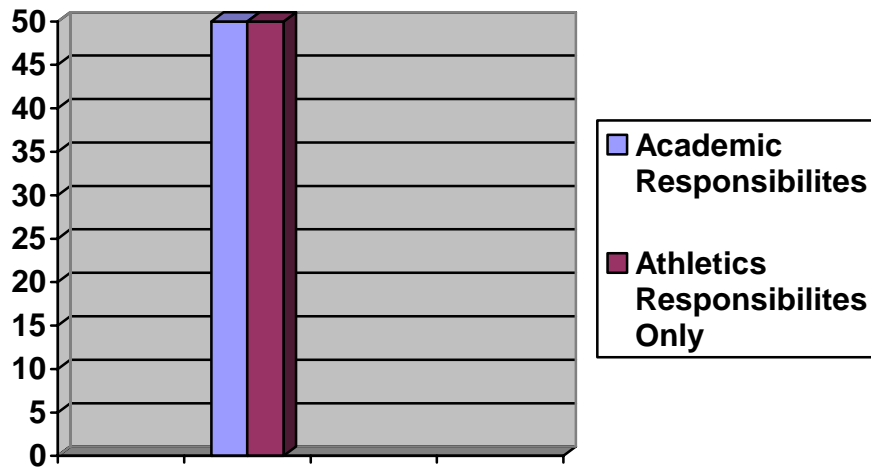
*Figure 7.* Participant academic responsibilities.

*Marital Status*

Of the 10 research participants, 4 (40%) were single, 4 (40%) were married, and

the remaining 2 (20%) were in domestic partnerships. Participant marital status is

illustrated in Figure 8.
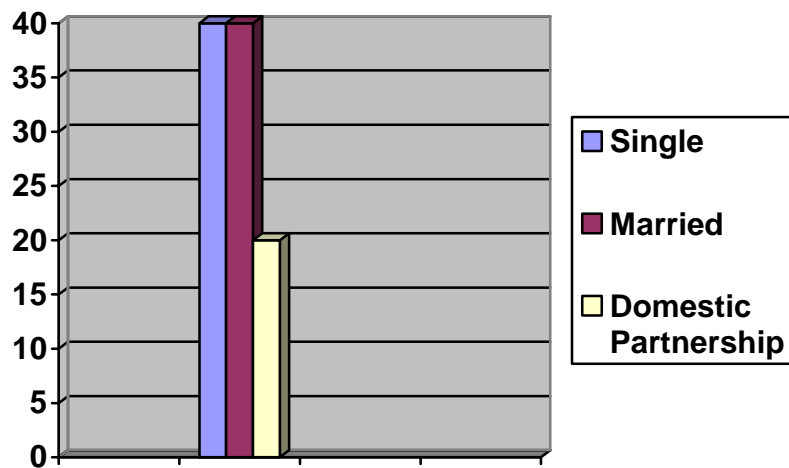


*Figure 8.* Participant marital status.

*Caregiver Responsibility*

The majority (80%) of the participants indicated they did not have children and none (0%) of the participants were currently the primary caregiver of an elder parent. Participant caregiver responsibilities are illustrated in Figure 9.
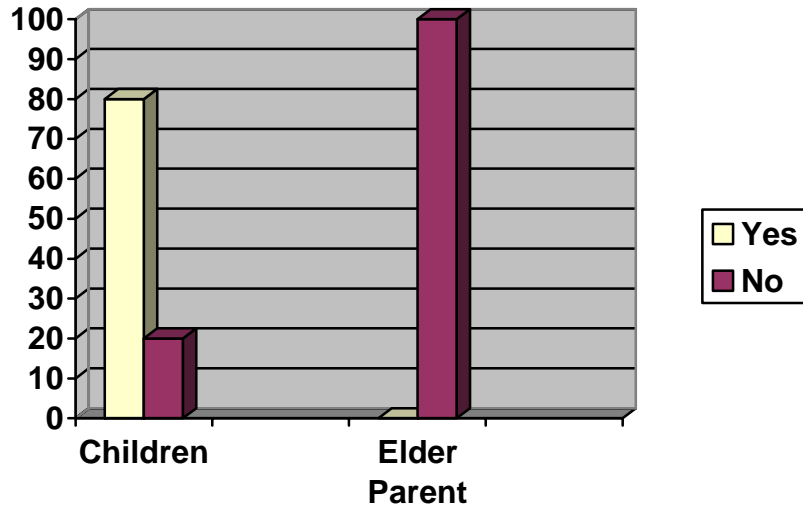


*Figure 9.* Participant caregiver responsibilities.

Data Analysis and Coding Process

This section explains the data analysis process as well as specific information regarding coding procedures utilized for this study. As Patton (2002) indicated, qualitative analysis transforms data into findings. This process occurs throughout the course of the research and is defined by Creswell (1998) as a *spiral image*. Creswell contended that the researcher engages in the process of moving in analytic circles rather than using a fixed linear approach. This spiral begins with data management and proceeds through several facets of analysis and circles around and around until accomplishing the final phase of the spiral, which is presenting the data.

Data analysis can be defined as consisting of three concurrent flows of action: data reduction, data display, and conclusions and verification (Berg, 2004). According to Berg, reducing and transforming qualitative data make them more readily accessible and understandable. By utilizing a form of data display, the researcher is able to understand and observe certain patterns in the data to determine what additional analysis or actions must be taken. "Displays may involve tables of data; tally sheets of themes; summaries or proportions of various statements, phrases, or terms; and similarly reduced or transformed groupings of data" (Berg, p. 38). Since this study is a phenomenological study, the analysis of data consisted of making a detailed description of the research including the researcher's own experiences of the phenomenon, finding significant statements in the questionnaires, grouping them into meaningful units, and finally interpreting the "what," "how," and "essence" of the experience (Creswell, 1998).

According to Salkind (2003), researchers should create and organize files for the data (computer files are inferred), read through the text, make margin notes, form initial codes, describe the meanings of the experiences for the researchers, find and list statements of meaning for individuals, cluster group statements into meaningful units, develop structural descriptions of how the phenomena were experienced, develop overall descriptions of the experiences—the "essence," and present narration of the "essence" of the experiences using tables or figures of statements and meaningful units. The researcher must code raw data in meaningful, explicit, and discrete elements (Salkind).

Because this study was conducted via a secure researcher-developed Web site, data were electronically transcribed upon the participant's completion of the Online

Open-ended Questionnaire. The researcher-developed Web site provided various options for sorting information.

First, data were categorized according to individual participants' pseudonyms in order to understand and explore personal opinions. Following this, the data were sorted in the order of participant responses to the online, open-ended questionnaire so as to gain an understanding of participant beliefs and opinions as a group. These classification features were instrumental in the researcher's ability to view data from various perspectives.

During the initial phase, the researcher composed descriptive notes and reflexive feelings after the first reading of each participant's responses. After bracketing biases and reflexive feelings to validate trustworthiness of the process and develop an audit trail, the researcher continued to read individual participant's responses numerous times to gain a deep understanding of what each participant was expressing. After several readings of the data, the researcher summarized each participant's response and emailed her interpretations separately to each member of the study. After participants validated the researcher's interpretation of their responses to the online open-ended questionnaire, the researcher began the constant comparative analysis by reading individual transcripts and comparing them in order to search for concepts. The researcher noted commonalities in the margins of the transcripts. After completing the constant comparative analysis, the researcher began exploring themes and meaning clusters by viewing the data by questions instead of by individuals. The researcher began to prepare the data to discover concepts, common themes, events, and topical markers.

Using a preliminary color coding system, the researcher discovered and labeled concepts and emerging themes. This color coding system was developed using colored

markers within the margin of the text to label each participant's comments relative to the identified themes. Once the data were collected, reduced, and transformed, a classification of information was completed using the themes obtained from the data collected. The information was then evaluated to determine the true meaning and validity to the study. The data were then evaluated to determine the significance as it related to the careers of women in intercollegiate athletics. Because this study examined the socialization of the subjects, there was a historical component. Therefore, the data were also reviewed in a time-line fashion, from historical to a present-day format and, finally, to the future. The researcher used the technique of categorical aggregation in order to seek a collection of instances from the data where issue-relevant meanings emerged (Creswell, 1998). Once those meanings emerged, the researcher presented these statements in charts to establish patterns between/among two or more categories.

The last analysis step was drawing a conclusion and verifying those results. After the data were collected, reduced, and displayed, conclusions emerged as definitive findings. The researcher applied the analyzed data to the population of women with careers in intercollegiate athletics. The information was interpreted based on prior knowledge of the subject, the professional and personal opinions of the participants and the common experiences that they all shared.

The researcher presented the findings of the study within the framework of the research questions and the critical feminist and post-positivism theories which guided this study. The participants' lived experiences were examined, described, and interpreted. By allowing the participants' voices to resonate throughout the text, the depth, richness,

meaning and essence of their lived experience was captured. Specific procedures that

were used for data analysis are listed in the following Table 1.

Table 1

*Data Analysis Procedures*

| Steps | Procedures | Actions |
|---|---|---|
| 1. | Review original research questions | a. Review original research questions |
| 2. | Review all data and generate general coding categories | a. Read and reread questionnaires.<br>b. Consider emerging themes, concepts, and form broad categories or classifications that represent them.<br>c. Sub-divide broad categories or classifications that represent them.<br>d. Use convergent and divergent thinking.<br>e. Collapse overlapping categories. |
| 3. | Code all data within categories | a. Assign code, number, or abbreviation to each category.<br>b. Develop clear, operational definitions for codes.<br>c. Develop master list of coding system.<br>d. Refine coding system, collapsing or expanding categories.<br>e. Tag important quotes. |
| 4. | Sort data within categories. | a. Sort data within categories. |
| 5. | Resort through categories, looking for emergent patterns and themes | a. Cluster similar data.<br>b. Count the number of times data occur.<br>c. Look for supporting or contradictory evidence of patterns.<br>d. See what data are left out and what to do with them. |
| 6. | Refine analysis | a. Refine and clarify themes.<br>b. Look for verification or contradiction of patterns.<br>c. Note relationships between variables.<br>d. Identify significant themes.<br>e. Draw conclusions.<br>f. Make metaphors and analogies. |
| 7. | Extract respondents | a. Extract respondents' comments as "evidence of themes." |
| 8. | Present themes as narratives | a. Cull thick, rich descriptions (quality not quantity).<br>b. Select supporting quotes. |

*Note.* Adapted with permission from the author, T. D. Melton (2002).

Responses to the Research Questions

This step of the data analysis process captured the opinions and perceptions of former NCAA Division II women athletics administrators related to the 12 research questions to the OOQ. The 10 former administrators were identified by assigned pseudonyms FA-1 through FA-10. In response to the overarching question and corresponding research questions, emerging themes were revealed and explained by using rich, thick descriptions and direct quotes from participants. These themes are illustrated in the responses to each research question and describe the lived experiences of former NCAA Division II female athletics administrators regarding their perceptions toward the decline of women in the profession.

In order to facilitate meaningful discussion, the following research questions were developed to examine the perceptions of former NCAA Division II women intercollegiate athletics administrators toward the decline in the proportion of women in the profession:

1. What are the career paths of females in administrative positions in intercollegiate athletics?

2. What factors might have impacted a female to choose a career in intercollegiate athletics and then to remain and be promoted within the field?

3. What factors might have impacted a female to leave the athletics administrative profession?

4. What factors have led to a decline in the proportion of women in administrative positions in intercollegiate athletics?

As a response to these research questions, seven total themes were identified, and these findings will be presented in the order of these research questions in the following section.

RQ1: Career Paths of Females in Intercollegiate Athletics

The first research question addresses the career paths of females in administrative positions in intercollegiate athletics. Questions 3 and 4 from the online open-ended questionnaire addressed important factors in educational preparation that may have influenced interest in a career in intercollegiate athletics.

After this researcher analyzed and coded the data from responses addressing educational background and intercollegiate experiences, she determined that there was one common theme shared by all the 10 participants. The common theme expressed by the participants is as follows:

*Common Theme 1. Career Preparation: Education and Intercollegiate Athletics Experience*

All 10 (100%) of the participants indicated previous intercollegiate athletics participation and/or coaching. Only 1 (10%) participant was not an intercollegiate athlete, but had served as an intercollegiate coach, and only 2 (20%) were not an intercollegiate coach, but had been intercollegiate athletes. Nine (90%) indicated participation in intercollegiate athletics, 80% were former intercollegiate coaches, and of the 5 (50%) who served as athletics directors, 4 (40%) had previously served as a SWA, associate athletics director, and/or assistant athletics director. Four participants indicated having served in other administrative positions, but only 2 (20%) specified the positions held. Of those "other" responses, 1 (10%) participant indicated she had also served as an interim athletics director, and another had served as a compliance coordinator. Only 1 (10%)

participant had no other administrative experience prior to becoming the director of

athletics but had served as an intercollegiate coach. One (10%) participant had served in

all specified positions as well as compliance coordinator prior to holding the position of

director of athletics.

In addition, 9 (90%) of the participants indicated their educational experience(s)

impacted their decisions to pursue careers in intercollegiate athletics administration. Of

those 9 (90%), all participants either had teaching degrees (e.g., Physical Education) or

degrees in Management (e.g., Sport Management, MBA). Specific narratives included:

> I was inspired by women in the field that encouraged me. I was already in the
> field before I decided to complete my masters (was in an MBA program) in
> Sports Management (FA-2).

> I didn't start out traditionally. My career in intercollegiate athletics was my second
> career. While employed, Title IX was passed and I felt that if I went back and got
> the necessary education there may be opportunities for me (and there was.)
> (FA-4).

> Definitely my experience at my graduate institution. I received my Masters at [at
> an institution of higher learning] where I obtained my degree in Counseling
> Student Athletes while TA-ing for the Department Chair. Excellent experience
> (FA-3).

> As a child I planned to work in sport and in that era the only field would be
> physical education. From there I took a typical career path, studied PE,
> intercollegiate athlete, high school coach, college coach and athletics
> administrator (FA-8).

> In order to coach or be an administrator on the college level, I returned to school
> later in life to obtain my bachelor's and master's degrees. In addition, I always
> wanted to be a teacher on the high school level but I had the opportunity to teach
> in college and I knew that I enjoyed the college arena more than the high school
> arena (FA-9).

> My degree, location, desire to work within the educational system (FA-3).

> Coaches that coached me. Structure (FA-7).

In a funny way, always being put down as a female athlete and told I had no future in athletics spurned me on. My educational preparation was very traditional, including 120 credit hours for graduation along with what seems like 40 credit hours in skills needed for graduation but not counted into GPA. I also secured numerous leadership positions while in college (FA-8).

Again, my high school coach was a great mentor and my success in all sports increased my interest in Physical Education and coaching. Winning a state championship in high school really increased my interest in pursuing collegiate athletics and a career in athletics (FA-10).

It was difficult to become a full-time professor and teach when fresh out of college. The only teaching openings I qualified for were attached to coaching jobs (FA-1).

I grew up in [a state] where girls sports opportunities were not only important to smaller communities but were more popular than the boys competitions. This concept needed to grow—not take a step backward at the collegiate level. I have always reflected on how fortunate I was to have had the opportunity to play sports in high school which helped me to gain confidence to stand up for what I believe to be important (FA-5).

Two (20%) of the participants stated that there was not adequate educational

preparation for females in athletics administration.

The good training is informal in numerous ways, women must learn to seize those opportunities. Formal training for women in athletics is virtually non-existent (FA-8).

As a beginning coach, not knowing the ropes of recruiting and that took long time to learn. As an administrator, not knowing budgets, personnel management, crisis management and conflict resolution. Late in my career facing lawsuits and being totally unaware of how to avoid them and remain effective (FA-8).

Two (20%) of the participants specifically commented on the role of the SWA

and the how it impacted their decisions to leave the profession.

A misunderstanding or lack of knowledge of the SWA position—especially having come from a large DI program and smaller DI program (FA-3).

I got tired of serving in a SWA role but not feeling like I would ever have my own program as an athletics director (FA-10).

RQ2: Factors that Impacted Socialization into the Profession

The second research question addresses the factors that impacted socialization into the profession. The first two questions of the OOQ asked participants to describe important factors or personal experiences that they believed influenced their interest in a career in intercollegiate athletics and why those factors were important. Responses to OOQ Questions 5 and 6 provided important factors early in the participants' careers that influenced their interest to remain in a career in intercollegiate athletics.

After this researcher analyzed and coded the data from responses describing important factors and personal experiences that influenced their interest to enter and remain in a career in intercollegiate athletics, she determined that there were three common themes shared by all 10 (100%) participants. The common themes expressed by the participants are as follows:

*Common Theme 2. Love and Passion of Sport: Experience and Success*

One common theme to Research Question 2 relating to the socialization of females into a career in intercollegiate athletics administration was that all 10 (100%) participants expressed the passion and love of sport and intercollegiate athletics. In addition, their personal athletic successes and positive experiences were important factors to their decisions to pursue careers in intercollegiate athletics. Each of the participants had either one or a combination of personal athletic success, coaching success and/or success in administration. All 10 (100%) participants indicated positive experiences during their educational preparations or early during their careers to have impacts on their decisions to enter the profession of intercollegiate athletics administration.

I absolutely enjoy physical activity. I began participating in sport at the age of 6 and competed through college—continued on women's leagues. During my undergraduate experiences, athletics was not well supported (FA-3).

Again, success increases interest and confidence. I loved it and it became a passion. Sports and athletics made up who I was (FA-10).

Coaching success made me want to stay in it. I loved having an impact in young people's lives (FA-10).

I had an excellent mentor. I wanted to be in a position of power to make some positive changes and improve opportunities for young women in athletics and leadership. I also wanted to help educate our male coaches and male athletes to gain respect for women in leadership and for our female athletes. It is a matter of respect and equity. WE are all role models in how we treat people and what is appropriate behavior. Eliminate the wrong messages sent out to the community with some situations that occur. Find an avenue to get the wonderful stories that happen on a daily basis out to the department/campus/community (FA-5).

In a funny way, always being put down as a female athlete and told I had no future in athletics spurned me on. My educational preparation was very traditional, including 120 credit hours for graduation along with what seems like 40credits in skills needed for graduation but not counted into GPA. I also secured numerous leadership positions while in college (FA-8).

Again, my high school coach was a great mentor and my success in all sports increased my interest in Physical Education and coaching. Winning a state championship in high school really increased my interest in pursuing collegiate athletics and a career in athletics (FA-10).

It was difficult to become a full-time professor and teach when fresh out of college. The only teaching openings I qualified for were attached to coaching jobs. I admired former coaches that were "happy" in their role (FA-1).

I truly miss working in any capacity in athletics. I know that I am very good in what I do and I do everything I can for any student-athlete. I am an educator by profession (FA-9).

The profession needed women with passion for their sport to relate on an equal level with their male peer coaches in how sport participation was equally as important for young women as it was for young men. Coaches and administrators are "in loco parent" for student athletes and do make such an impression as they serve as a direct model of appropriate adult behavior at such an impressionable time in the student athlete's life (FA-5).

A pure desire to do well. I wanted to do it right and including my competitive desire it drove me to succeed and not give up (FA-8).

Sport brings out the best in all people. I am passionate about the purpose it serves (FA-6).

I was inspired by women in the field that encouraged me. I felt there was so much to be accomplished in the field and opportunities arose (FA-2).

Always enjoyed participating in sports. I was very successful as a coach, administrator and teacher (FA-4).

Love of athletics. Enjoyment, satisfaction of success…. Winning (FA-7).

*Common Theme 3. Support and Positive Role Models—Female Mentors*

Another common theme related to the socialization of females into a career in intercollegiate athletics administration expressed by all 10 (100%) participants was the impact of support and positive role models in the socialization into a career in intercollegiate athletics. Of particular interest was the impact of former female coaches and administrators in the profession. Seven (70%) indicated they were influenced and supported by female mentors to enter the profession, remain in the profession, or received opportunities (promotions) based on their support and mentorship. The remaining participants indicated the lack of support of the administration, including a female mentor, impacted their decision to leave the profession. Responses included the following:

I admired former coaches that were "happy" in their role. I helped children in activities and others noted that I had a good rapport and encouraged me to consider coaching (FA-1).

I was inspired by women in the field that encouraged me. I felt that there was so much to be accomplished in the field and opportunities arose (FA-2).

My high school coach was a female I really admired and was a mentor (FA-10).

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My high school coach was a great mentor and my success in all sports increased my interest in Physical Education and coaching. Winning a state championship in high school really increased my interest in pursuing collegiate athletics and a career in athletics (FA-10).

I received support from my administration for my efforts. Without positive feedback you might search for another opportunity (FA-4).

My parents and an older brother were a big influence in my pursuit of sports. It was alright to be a tom boy and gave me confidence to pursue my goals (FA-10).

Many times women do not support other women. Older women mentor young women but often do not support the advancement of older more experienced women. When you have climbed to the top of what is still what I call the last bastion of sexism and male domination you want to protect your spot (FA-2).

I have seen too many women not really work at the cultivation of strong women in the community/alumni base to play significant roles on athletic boards, committees, etc. – they must feel confident in their own gender to help get influential female community leaders cultivated as well as key male community leadership for support (FA-5).

Women in athletics don't have many model or mentors to talk with (FA-8).

I only hope that no one will ever be treated the way I was treated by [my female direct report] at this institution. She was clearly intimidated by me (not of my own accord) not only by my educational background, but my extensive knowledge of the athletic arena (FA-9).

I am most impressed with many of the professional women involved in college athletics. They are for the most part, bright, dedicated, informed and encouraging (FA-3).

Definitely my experience at my graduate institution. I received my Masters at [private school] where I obtained my degree in counseling student-athletes while TA-ing for the Department Chair. Excellent experience (FA-3).

Many women provided me that service and I wanted to "pay it forward". During my collegiate career, I was afforded the priviledge to have a female athletic director and head coach. Both of these women are role models for me. Additionally, there were female athletics directors in the conference where I had the opportunity to work and the manner in which they carried themselves and interacted with coaches and administrators influenced me (FA-6).

Encouragement from my older sister. [Influenced by] coaches that coached me (FA-7).

*Common Theme 4. Leadership Role: Serve, Impact Lives and Provide Opportunities for Women*

The final common theme to Research Question 2 related to the socialization of

females into careers in intercollegiate athletics administration expressed by a majority

(90%) of participants was their aspiration to impact the lives of others and the passion for

making a difference. The other participant indicated she was socialized into the sport by

coaches who gave her structure, kept her centered and because of the enjoyment and

satisfaction of success (FA-7). This researcher believes her enjoyment would most likely

have been a result of her leadership and in impacting the lives of others. One participant

stated that she wanted to be "a part of the growth of women in sport at the collegiate

level" and "improve the opportunities for women" (FA-5). Having been influenced by

others, one former administrator felt the desire to "pay it forward" and "continue paving

the road that was laid down by those prior to myself" (FA-6). Other responses include the

following:

> I was very successful as a coach, administrator and teacher. I enjoyed making a difference in the lives of my students. I received support from my administration for my efforts (FA-4).

> Most folks want whats fair and equal for young men and women, but leadership was needed to be in place to make it all happen (FA-5).

> Always enjoyed participating in sports despite the fact that there were no formal high school opportunities for women. I had to play with my brothers, neighbors, friends. Only opportunity I had to participate. Felt women should have the opportunity (FA-4).

> I had an excellent mentor. I wanted to be in a position of power to make some positive changes and improve the opportunities for young women in athletics and leadership. I also wanted to help educate our male coaches and male athletes to gain respect for women in leadership and for our female athletes (FA-5).

> I firmly believe that you should be happy in what you do in life. It is rewarding to educate a young person in and outside of the classroom (FA-9).

Enjoyment of coaching and teaching on the collegiate level. The biggest challenge is dealing with the non-athletic upper administration personnel. They have a closed-mind when it comes to athletics. They do not realize that athletics is an extension of the classroom (FA-9).

The opportunity to serve the population of young women who were student-athletes at the universities where I was employed. Many women provided me that service and I wanted to "pay it forward" (FA-6).

At the Division II level the work ethic is tremendous by most coaches and administrators to help make the best possible athletic and academic experience for the student athletes recruited (FA-5).

I helped children in activities and others noted that I had a good rapport and encouraged me to consider coaching (FA-1).

I loved having an impact in young people's lives (FA-10).

I felt that there was so much to be accomplished in the field and opportunities arose (FA-2).

My education validated the Athletics as a career. My choices were based on my personal compass and convictions. Being a driven person, limitations and a lack of understanding became crippling (FA-3).

A pure desire to do well. I wanted to do it right and including my competitive desire it drove me to succeed and not give up (FA-8).

Research Questions 3 and 4

The third and fourth research questions address the factors that impacted participants to leave the profession and their perceptions toward the decline of women in the profession. Questions 5, 6, 7, and 8 from the OOQ asked participants to list important factors that influenced them to leave the profession, what challenges they experienced while in the profession, and why these factors were important in their decisions to leave careers in intercollegiate athletics. Question 11 asked participants to indicate why, with the increase in participation opportunities for women and girls in sport, they believed there is a decline in the proportion of women in athletics department leadership positions.

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Because the responses all lead to the same common and emerging themes, the researcher combined these research questions into one area. The most common factors that lead to their decisions to leave the profession were related to gender discrimination, workload and family obligations, or increased career opportunities. Two (20%) of the participants indicated the need to relocate for career advancement and because they were unable to do so, decided to leave the profession. Only 1 (10%) participant stated she currently retired to enjoy her golden years (FA-7). FA-1 indicated the important factor in choosing to change her career was quality of life. One (10%) participant indicated she left intercollegiate athletics to serve a broader group of individuals in sport and 1 (10%) participant indicated she left the profession because she was fired. Because each theme related to the decision to leave the profession and the perception of the decline of women in the profession were held by all participants, the following are categorized as emerging themes:

*Emerging Theme 1. Gender Discrimination: Lack of Equality*

The emerging theme related to the factors that led participants to leave the profession as well as perceived to contribute to the decline of women in the profession was that of gender discrimination. A factor expressed by 8 (80%) of the participants was that of gender discrimination and a lack of equality. The reference to equality of opportunity, respect, and sexism was frequently listed in many of the participants, questionnaires. Three (40%) of the participants used the phrases "good old boys" network and "the glass ceiling" in describing their experiences. When responding to what factors influenced interest in a career in intercollegiate athletics, why they left the profession,

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and why they believed there is a decline in the proportion of women in the profession, the

participant responses included the following:

> I left athletics because I chose to get married and I also felt a "glass ceiling" (FA-3).

> I did not want wish to move across the country or take a position at an entry level (FA-2).

> Gaining respect from male counterparts. Long hours, nights & weekends, year around. Burned out (FA-7).

> In one position (at the Division I level) my position was eliminated. At the Division II level I was in a part time position that went to full time. I was offered the full time job but at a pay level that did not make it worthwhile. I was replaced by a male who did not have a fraction of the education, experience or knowledge. He was paid twice what I was offered (FA-2).

> Lack of equity. Lack of support in moving to the top leadership position. Family obligations and conflicts with being a two career family with children and considering them when relocating for new job opportunities (FA-10).

> Incredible sexism. A lack of morals, ethics among my colleagues. Good old boys network (FA-2).

> As a coach, sewed uniforms because we didn't have appropriate ones. Had to be creative in managing the budget, fundraising to be able to create opportunities for the students. I applied for a job at a much larger school and I believe that my AD gave a bad recommendation so that I would not leave the institution (I did a lot of his work). As AD I had a great working relationship with the community, but I had difficulty getting the businessmen to support the athletic department. After awhile you just run out of energy of fighting the same battles everyday (FA-4).

> Still a male dominated world (FA-7).

> Women have come a long way but still not equal in many male eyes (FA-7).

> There are many reasons. History shows that often times educators are the ones tapped for coaching and fewer women grads are going into teaching because of the low salary scale, etc. (High school level). The sequence for women at the college level is to play, be a grad assistant, then hope to get hired over a male for an assistants job and then the same for applying for a head job. As for Athletics Directors positions – schmoozing with the good old boys is still important along with fundraising enormous amounts of money. I have really noticed more than ever that not much mentoring occurs for a woman to get promoted from within as

there is for a man, unless you have a strong individual as President with vision for strong women on his/her university executive team. Slowly we are seeing more of this. Also on the plus side, there are more opportunities opening for women in business, finance, medicine, engineering, construction, etc. than ever before which takes strong women from the administration/coaching candidates (FA-5).

It is still the "good 'ol boy's network. Even though women have made great strides, it is still very difficult to penetrate the glass ceiling (FA-9).

Sports is still mostly a male dominated field and women will not typically lead departments with men and women sports combined" (FA-10).

For one, for the most part men are hiring. Two, women in athletics don't have many model or mentors to talk with (FA-8).

The good training is informal in numerous ways, women must learn to seize those opportunities. Formal training for women in athletics is virtually non-existent (FA-8).

Many times women do not support other women. Older women mentor young women but often do not support the advancement of older more experienced women. When you have climbed to the top of what is still what I call the last bastion of sexism and male domination you want to protect your spot (FA-2). The battles are not always "in your face", most of the time they are subtle discrimination behind your back (FA-4).

Men are usually making the decisions and they generally do not wish to be challenged by a woman with more experience. It is much easier to hire a young inexperienced woman to meet gender standards. Young women tend to treat men as they would treat their father but they treat women (coaches and administrators) as a sister. I have seen so many very  good female coaches get fired or get burnt out when male coaches who are abusive, unethical, poor role models remain in their positions and advance (FA-2).

Two of the participants specifically commented on the role of the senior woman

administrator (SWA) and then how it impacted their decisions to leave the profession.

A misunderstanding or lack of knowledge of the SWA position – especially having come from a large DI program and smaller DI program (FA-3).

I got tired of serving in a SWA role but not feeling like I would ever have my own program as an athletics director (FA-10).

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Two of the participants (FA-1 and FA-6) did not indicate gender discrimination or any form of reference toward a lack of equality in their survey responses. When asked if they had challenges, what factors led to their decisions to leave the profession and why they believed there was a decline in the proportion of women in athletic department leadership positions, they indicated the following:

> I don't feel that I encountered challenges. My time was completely positive and I have grown and been shaped by each experience (FA-6).

> I believe that the factors are still psychological. Women do not have the self-confidence to believe that they are prepared to be collegiate administrators. There seems to be a great deal of conversation about life-work balance. I don't believe this to be an achievable goal. Athletics is what we do. For many of us, it is what we are; it defines us. I think the mentality shift needs to be to that end of the spectrum. Accept that this job is consuming, and enjoy it for that. We chose this career (FA-6).

> There is a subtle increase in some areas. Choice determinism is the primary factor. Females choose not to pursue leadership positions for numerous reasons. The second factor is structure and the lack of room for additional leaders who may or may not be females". (FA-1). In addition, FA-1 indicated "The changes in my family status were the primary factors for leaving the career (I married and had children)".

*Emerging Theme 2. Workload: Burnout and Family Obligations*

A second emerging theme related to the factors that led participants to leave the profession as well as perceived to contribute to the decline of women in the profession was that of workload and family obligations. Only 1 (10%) participant indicated it was a personal experience and factor that led to her decision to leave the profession. This same participant did indicate that it seemed to be a factor in the decisions of other women to leave the profession or choose not to pursue careers in intercollegiate athletics administration. Those responses from participants who voiced concerns with workload, burnout or family obligations were the following:

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Being driven to succeed on the job and manage multiple sports and administrative duties and teaching had a toll on the time I had to spend with my family (FA-1).

Athletics was my life. I was extremely successful in my career, however, as a single women, I was married to it. I chose to work 8-5 and then 6-10 to run a study hall. I also chose to attend most events – not leaving much time for outside life experiences. I left athletics because I chose to get married and I also felt a "glass ceiling" (FA-3).

It was difficult trying to do it all and knowing I may not ever achieve my goals. Lack of success encourages doing something else (FA-10).

Just causes burn out and dissatisfaction with current position (FA-10).

The changes in my family status were the primary factors for leaving the career (I married and had two children) (FA-1).

I forgot to pick up my children at day care. I was scolded for having my children in the office. Being driven to succeed on the job and manage multiple sports and administrative duties and teaching had a toll on the time I had to spend with my family (FA-1).

If I were married or had children if would have made coaching and intercollegiate athletics administration less attractive (FA-2).

My personal opinion is the time restraints often conflict with personal desires such as marriage, family obligations, raising children. In addition to time restraints, college athletics can restrain personal development. I think that is why you see a decrease in women around the age of 30-40 and then an increase somewhat thereafter (FA-3).

The encouragement of family and friends while in the profession influenced my interest to stay in and then the decrease of family support and the disparity of support between men's and women's sports as well as the role conflict of being a mom and a career in athletics influenced me to leave the profession. It was too difficult to do both well and other career options offered a higher salary, more regular hours, and more opportunity for advancement. I got tired of serving in an SWA role but not feeling like I would ever have my own program as an athletics director (FA-10).

Family obligations and conflicts with being a two career family with children and considering them when relocating for new job opportunities (FA-10).

Long hours, nights and weekends, year around. Burned out. Wanting to have children (FA-7).

Having the feeling in your gut that you have given all of you that you can give and simply cannot give anymore. Knowing that you either put up with certain situations, try to stay positive or get out and move on ….I also wanted to see what it was like to have a free weekend (FA-5).

At the Division II level the work ethic is tremendous (FA-5).

The constant demands of the job (FA-5).

After awhile you just run out of energy fighting the same battles everyday (FA-4).

It is very difficult being a woman in an athletics department if you want a personal life. The career path is long and hard ad women, along with young men, want success quickly and it don't happen like that (FA-8).

I spent many nights and weekends working on [special projects] in addition to my regular duties as athletics director. I wish I had time [to perform certain duties], but I was too busy running an athletics department (FA-9).

The single participant who did not indicate a personal concern with workload and

that the hours are something that should be expected stated the following:

There seems to be a great deal of conversation about life-work balance. I don't believe this to be an achievable goal. Athletics is what we do. For many of us, it is what we are; defines us. I think the mentality shift needs to be to that end of the spectrum. Accept that this job is consuming, and enjoy it for that. We chose this career (FA-6).

*Emerging Theme 3. Increased Career Opportunities*

The final emerging theme that is related to the factors that led participants to leave

the profession as well as perceived to contribute to the decline of women in the

profession was that of increased career opportunities. Three (30%) of the participants

indicated that women have more career opportunities provided to them as a reason for the

decline of women in the profession. Two (20%) of these participants also indicated

gender discrimination as a factor as well as increased career opportunities. In addition,

9 (90%) of the participants indicated they are currently pursuing careers in education or

sport outside of intercollegiate athletics (e.g., full time teaching, higher education

administration, athletics consulting, corporate business related to sport, employed at the

NCAA).

> Women now have other opportunities in law, medicine, etc., that we didn't have before. We're in all fields instead of being clustered in teaching (FA-4).

> Student-Athletes do not see the profession as an attractive one for women to pursue. The 24/7 mentality in sport and the belief that women can not have it all. Society has now expected women to stay at home with children so if they do need or want to work, they certainly should not pursue a career that requires nontraditional work hours. Successful women in sport are talented and pursued in many fields now and most all are more open for upward mobility than sports. Sports is still mostly a male dominated field and women will not typically lead departments with men and women sports combined (FA-10).

> University offered me choices and this opportunity provided the greatest opportunity for success and challenge (FA-8).

> I chose to leave campus administration because I wanted to provide a greater level of service to a larger population of people (FA-6).

> Also on a plus side, there are more opportunities opening for women in business, finance, medicine, engineering, construction, etc. than ever before which takes strong women from administration/coaching candidates (FA-5).

Summary of Findings

This section provides a brief summary of the findings for this study examining the

perceptions of former intercollegiate athletics administrators toward the decline of

women in the profession. This study revealed participant responses in reference to their

experiences in the profession of intercollegiate athletics. The researcher determined that

seven themes emerged during the data analysis process. Overall, the participants

expressed the importance of educational preparation, support of family, role models and

female mentors to influencing their career paths into intercollegiate athletics. They

expressed a passion and love of sport, the desire to impact the lives of others and improve

opportunities for women as factors influencing their socialization into the profession and

lastly, that gender discrimination, workload and family obligations and increased career opportunities as the factors for why they left the profession and perceive a decline of women in the profession.

The Division II former athletics administrators indicated similar educational backgrounds and intercollegiate athletics experiences that included traditional or typical career paths for individuals in intercollegiate athletics. All 10 (100%) of the participants were either intercollegiate athletes or coaches, and 9 (90%) had both experiences. A majority of the participants were educators, and the remaining had an undergraduate or graduate degree in business or management. All 10 (100%) participants indicated a passion for sport, a love for teaching and/or a desire to impact the lives of young people and improve the opportunities for women.

Each of the participants explained the importance of support from administration, family and friends, the value of a female mentor, and the impact of this support on their decisions to remain in the profession, receive promotions and/or the decisions to leave the profession.

When describing the reasons they believed there is a decline in the proportion of women in athletics department leadership positions, the participants listed gender discrimination, workload and family obligations, and increased career opportunities as the most common factors.

Finally, the 10 (100%) former female athletics administrators continue to work in education or some form of sport-related business. They continue to display a love for sport, teaching, providing positive experiences for young people and making a difference in the lives of others.

Chapter Summary

The purpose of this study was to examine the career paths of females in intercollegiate athletics. This study provides information on how women chose careers in intercollegiate athletics, what factors impacted their promotions within the field as well as caused them to leave the profession. The sample consisted of 10 former NCAA Division II female athletics administrators. Data were collected using an online, open-ended questionnaire located on a secure researcher-developed Web site.

Chapter IV presented data captured during the analysis process and included the following demographic data: (a) ethnicity, (b) age, (c) level of education, (d) intercollegiate athletic experience, (e) intercollegiate coaching experience, (f) intercollegiate athletics administrator positions held, (g) academic responsibilities, (h) marital status, and (i) child or elder parent responsibilities. Nine (90%) of the participants indicated their ethnicity to be Caucasian. The majority (60%) of the former women athletics administrators who participated in the study were under the age of 55. Only 1 (10%) was currently retired. Nine (90%) of the participants had a graduate degree or higher and 9 (90%) of the participants were former intercollegiate athletes and/or intercollegiate coaches. Six (60%) were former coaches of female teams and 2 (20%) coached both a male and female team. Five (50%) of the participants served as director of athletics, 7 (70%) had served as senior woman administrator, 5 (50%) as associate director of athletics, 4 (40%) had served as assistant athletics director, and 2 (20%) had also served other administrative responsibilities (e.g., compliance coordinator, interim athletics director). Five (50%) had academic responsibilities in addition to their athletics administrative duties. Five (50%) of the participants were married, 4 (40%) were single,

and 1 (10%) indicated a domestic partnership. Only 2 (20%) of the participants indicated having children, and none (0%) were the primary caregiver of an elder parent.

In this chapter, the experiences and perceptions of 10 former NCAA Division II female athletics administrators relevant to their responses to the online open-ended questionnaire located on a secure researcher-developed Web site are summarized. The text outlined the category of responses according to research questions. Participants provided responses which expressed the importance of educational preparation, support of family, role models and female mentors to influencing their career paths into intercollegiate athletics. They expressed a passion and love of sport, the desire to impact the lives of others, and the goal to improve opportunities for women as factors influencing their socialization into the profession. And lastly for those who left the profession, gender discrimination, workload, family obligations and increased career opportunities were factors that led them to their decisions to leave the profession as well as their perceptions of why even though there is an increase in participation opportunities for women and girls in sport, there is a decline of women in the profession.

Participants acknowledged the need for more formal training for women pursuing and maintaining positions in athletics administration. In addition, they recognized the importance of administrative support and female role models and mentoring. Because a majority of the participants indicated workload, long hours and burnout as factors and several related those factors to their personal and family lives, the researcher believes these factors will continue to diminish the number of women pursuing careers in intercollegiate athletics administration. Lastly, the additional career opportunities currently afforded to women will most likely continue to attract the majority of the

female student-athletes and those who have pursued sport management degrees. After revealing participant responses to the research questions, organizing those responses into common themes, a synopsis of the findings was provided, and the section ended with a summation of the entire chapter.

CHAPTER V

DISCUSSION OF THE FINDINGS

Introduction

Intercollegiate athletics has changed in the United States over the last 35 years, and the role of women in coaching and athletics administration positions has changed as well. Since the passing of Title IX on June 23, 1972, the participation rates of girls and women in sports have soared, but surprisingly the coaching and athletics administrative positions held by women have declined (Sweeney, 2004). When Title IX was enacted in 1972, over 90% of women's intercollegiate athletics programs were administered by females, while almost no females administered programs which included men's teams (Acosta & Carpenter, 2008). Most of the female athletics directors had their roots in physical education and often continued to teach while serving as athletics directors of large but basically unfunded women's athletics programs. The results of Sweeney's study suggested that women are not leaving the coaching profession to spend more time at home with their families nor because of career salience as previous research has indicated (Sweeney). Therefore, Sweeney's research further disputes human capital theorists who claim that women will place family responsibilities ahead of career commitment, therefore making them unable to accomplish the requirements necessary for rapid promotion in a competitive work environment. It is likely other issues such as job satisfaction, lack of advancement, and the nature as well as the responsibility of their positions may be factors. Respondents to a recent study (Kamphoff, 2006) indicated that the key to the success for women's sports is having "administrators that believe in women's sports and are supportive of women" (p. 125).

This study examined the career paths of females in intercollegiate athletics. Research has been done on women currently in the profession, but little research has studied women who have left NCAA Division II intercollegiate athletics administration to determine the factors that led them to these decisions and what, if any, careers they currently are pursuing. In this case, the study focused on 10 women who have served for a minimum of 5 years as athletics administrators in Division II intercollegiate athletics. This study provides information on how women choose careers in intercollegiate athletics, what factors might have impacted their longevity in the field, as well as what caused them to leave administrative careers in Division II athletics.

## Summary of the Study

This study focused on the perceptions of former female athletics administrators regarding the decline of women in intercollegiate athletics administration. Although participation opportunities for girls and women have soared, surprisingly the percentage of women in athletics administration positions has declined (Sweeney, 2004). An ironic byproduct of Title IX is that the rise in status of and financial resources in women's sports has limited opportunities for women coaches and administrators (Rhode, 2007a). Between 2000 and 2002, there were 361 new coaching positions created in women's athletics, 326 of which were filled by men (90.1%). Prior to Title IX, females accounted for 90% of head coaches of women's intercollegiate athletic teams; in 2006 that percentage dropped to 42.4% and stayed relatively the same at 42.8% in 2008 (Acosta & Carpenter, 2006, 2008). The number of men's teams with a female head coach is fewer than 3%, a figure mostly unchanged since the 1970s. That leaves less than a fourth (20.6%) of all college teams with a woman in charge (Acosta & Carpenter, 2008).

Women have also lost leadership of women's sports. After merger of male and female departments, less than a fifth of athletics directors are women (Rhode, 2007a). Prior to Title IX, females accounted for more than 90% of athletic director positions in women's athletics (Rhode). As of 2004, only 18.5% were female, and only 8.7% at Division I institutions are female (Sweeney, 2004). In 2008, Acosta and Carpenter reported only 21.3% of athletics director positions were held by females, an increase of less than 3% in four years. In 1995, there were 150 women in AD positions throughout the entire National Collegiate Athletic Association membership including Divisions I, II and III (Brand, 2005). According to Brand, in 2003-2004, there were 168 women in the AD positions, an increase of just 18 women added to the AD ranks in nine years. At this rate, it will take nearly 300 years for women to catch up with men in the top athletics positions (Brand).

The results of this study provide information on how women chose careers in intercollegiate athletics, what factors impacted their promotions within the field as well as caused them to leave the profession. In addition, the study reveals the perception of former administrators toward the decline of women in the profession. Finally, with this information, institutions of higher learning can assess their hiring techniques and their intercollegiate environments to better serve females in the field, thus increasing the number of women in athletics department leadership positions.

Ten former NCAA Division II female athletics administrators participated in this study by responding to a 12-question, online open-ended questionnaire located on a secure researcher-developed Web site. The questionnaire was designed to examine the career paths of women athletics administrators, how women choose careers in

intercollegiate athletics, what challenges they encounter that make it difficult for them to remain in the career as well as cause them to leave the profession. Data were collected, explored, and deduced using the phenomenological qualitative approach and analyzed using the technique of categorical aggregation in order to seek a collection of instances from the data where issue-relevant meanings emerged (Creswell, 1998). Once those meanings emerged, the researcher presented these statements in figures to establish patterns between/among two or more categories.

The last analysis step was drawing a conclusion and verifying those results. After the data were collected, reduced, and displayed, conclusions emerged as definitive findings. The researcher applied the analyzed data to the population of women with careers in intercollegiate athletics. The information was interpreted based on prior knowledge of the subject, the professional and personal opinions of the participants and the common experiences that they shared.

The researcher presented the findings of the study within the framework of the research questions and the critical feminist and post-positivism theories which guided this study. The participants' lived experiences were examined, described, and interpreted. By allowing the participants' voices to resonate throughout the text, the depth, richness, meaning and essence of their lived experience was captured.

*Purpose of the Study*

The purpose of this study was to examine the career paths of females in intercollegiate athletics. The need for more women in administrative, decision-making positions in college athletics is greater than ever. Intercollegiate athletics departments are underrepresented by women in administrative roles including athletics directors. This

study provides information on how women choose careers in intercollegiate athletics, what factors impact their promotions within the field as well as cause them to leave the profession. The findings of this study provide information to assist NCAA institutions and higher education administrators in understanding the phenomenon of women in intercollegiate athletics administrative careers.

In order to understand former athletics administrators' perceptions toward the decline of women in the profession, four research questions were developed to gain a clear understanding of former administrators personal experiences and their opinions regarding the decline of women in athletics administrative positions:

1. What are the career paths of females in administrative positions in intercollegiate athletics?

2. What factors might have impacted a female to choose a career in intercollegiate athletics and then to remain and be promoted within the field?

3. What factors might have impacted a female to leave the athletics administrative profession?

4. What factors have led to a decline in the proportion of women in administrative positions in intercollegiate athletics?

*Significance of the Study*

This study is significant because of the need for information related to gender and administration, especially in male-dominated professions such as athletics. Since the initiation of Title IX in 1972, the proportion of women serving in leadership positions in intercollegiate athletics has declined (Acosta, 2004). This study provides information to administrators in higher education as to what factors influence females to be socialized

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into sport, what factors influences them to stay and pursue promotions, what challenges

they encounter that make it difficult for them to remain in careers in athletics as well as

lessen their opportunities for advancement within these careers. With this information,

institutions of higher learning can assess their hiring techniques and their intercollegiate

environments to better serve females in the field, thus increasing the number of women in

athletics department leadership positions.

*Method*

This study was conducted using a qualitative inquiry. The qualitative tradition that

guided this study was phenomenology. The study examined the phenomenological

experience of 10 former women intercollegiate athletics administrators. The researcher

reported the participants' experiences and perceptions of the phenomenon by conducting

an in-depth online survey and gathering detailed descriptions. The research was framed

by the philosophical paradigm of social constructivism. The philosophical paradigm of

constructivism emphasizes the unique experiences of each individual (Patton, 2002).

The 10 participants were chosen by purposeful sampling because they were

required to be women who had previously held positions in intercollegiate athletics

administration. After the purposeful sampling was completed, rigorous methods were

utilized when administering the online survey, collecting and analyzing the data to ensure

credibility, transferability, dependability, and confirmability of the study. Utilizing the

Former Athletics Administrator Recruitment Flyer (Appendix A) and Recruitment

Manuscript (Appendix F) current NCAA Division II Athletics Directors, Division II

Commissioners and members of the National Association for Woman Athletics

Administrators (NACWAA) recruited participants and provided information to access the

secure researcher-developed Web site. Participants who entered the Web site and agreed to participate in the study confirmed their participation electronically by selecting the *yes* option on the Informed Consent Form (Appendix B) and proceeded to the Online Inclusion Criteria. If the participant met all criteria for the study, the participant was able to proceed to Demographic Data and lastly to the Online Open-ended Questionnaire (Appendix E). The questionnaire allowed the participant the freedom to provide detailed responses to open-ended questions. Once the participant completed the questionnaire, an automatic thank you message was sent to the participant.

Data were analyzed using the technique of categorical aggregation in order to seek a collection of instances from the data where issue-relevant meanings emerged (Creswell, 1998). Once those meanings emerged, the researcher presented these statements in charts to establish patterns between/among two or more categories. Numerous readings of participant responses helped immerse the researcher in participant beliefs and perceptions. Coding, the constructions of themes and other qualitative interpretation methods were employed.

After the data were collected, reduced, and displayed, conclusions emerged as definitive findings. The researcher applied the analyzed data to the population of women with careers in intercollegiate athletics. The information was interpreted based on prior knowledge of the subject, the professional and personal opinions of the participants and the common experiences that they shared. Member checking was used to ensure that the interpretation of the data was accurate.

Because this study was a requirement for doctoral studies, a dissertation committee was chosen for their expertise in the subject matter and, therefore, added

quality and verification to the study. In addition, this study was held to the strict ethical

guidelines of the Barry University Institutional Review Board. As a result of the inquiry,

methodology, and the findings of this study, this research provides information to assist

higher education administrators in understanding the phenomenon of women in

intercollegiate athletics administrative careers.

<center>Discussion of Findings</center>

The 10 former NCAA Division II female athletics administrators who participated

in this study emerged as intellectual, persevering and confident professionals who

expressed a strong desire to impact the lives and athletics experiences of all student-

athletes and athletics staff, particularly those of the female student-athlete and female

coaching staff. The data revealed that the entire group (100%) unreservedly agreed that

intercollegiate athletics provides an important role in the educational process, that it had a

positive impact on their lives, the majority indicated gender discrimination, workload

issues, challenges in receiving support of administrative positions, family role conflicts

and the increased opportunities for other careers influenced their decisions to leave the

profession. This study focused on Bandura's (1997) Social Cognitive Theory and

Bourdieu's (1991) Theory of Social Reproduction as the theoretical framework;

therefore, participant responses will be discussed accordingly.

*Career Paths of Female Athletics Administrators*

Findings related to the first research question indicate a similar and traditional

career preparation for each of the 10 participants. As the findings of this study indicate,

7 (70%) of the participants indicated they began their careers in Physical Education or

other academic area(s). Several expressed the importance of teaching and education in

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their positions. In addition 9 (90%) of the participants indicated their educational experience(s) impacted their decisions to pursue careers in intercollegiate athletics administration. Of those 9 (90%), all participants either had teaching degrees (e.g., Physical Education) or degrees in Management (e.g., Sport Management, MBA). The researcher's review of literature indicated that the first college championship for female athletes was in 1941 and was a golf tournament sanctioned by the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation (Suggs, 2005). In addition, the Division of Girl's and Women's Sports became involved in advocating opportunities for women to compete within the American educational system (Suggs).

> The women in the sixties were historians, students of what had happened in intercollegiate athletics, and one thing they all recognized that men's sports had gotten to where it was because of physical educators, male physical educators, had taken a hands-off approach. (Lopiano, as cited in Hogstead-Maker, 2007, p. 15)

Women coaches and athletics directors were physical educators and valued the educational aspect of sport and competition. It appears women continue to value this educational component in Division II intercollegiate athletics. In addition, it is clear the former administrators continue to have a passion about the educational mission of athletics participation as 5 (50%) of the former administrators indicated they are currently in teaching or administrative positions on college campuses.

In addition, the findings from the demographic data related to the first research question pertaining to the career paths of former athletics administrators revealed that all

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participants had previous intercollegiate athletics participation and/or coaching. Only one participant was not an intercollegiate athlete, but had served as an intercollegiate coach and only one participant was not an intercollegiate coach, but had been an intercollegiate athlete. Nine (90%) indicated participation in intercollegiate athletics, 90% were former intercollegiate coaches, and of the 5 (50%) who served as Director of Athletics, 4 (40%) had previously served as a Senior Woman Administrator, Associate Director of Athletics, and/or Assistant Athletics Director. Three (30%) participants indicated having served in other administrative positions, but only two specified the positions held. Of those "other" responses, 1 (10%) participant indicated she had also served as an interim athletics director, and another had served as a compliance coordinator. Only 1 (10%) participant had no other administrative experience prior to becoming the Director of Athletics but had served as an intercollegiate coach. One participant had served in all specified positions as well as Compliance Coordinator prior to holding the position of Director of Athletics.

*Factors that Impacted Socialization into the Profession*

Findings related to the first two research questions to the online questionnaire regarding important factors or personal experiences that influenced interest in a career in intercollegiate athletics revealed that all 10 (100%) participants expressed the passion and love of sport and intercollegiate athletics. In addition, their personal athletic success and positive experiences were important factors to their decisions to pursue careers in intercollegiate athletics. Each of the participants had either one or a combination of personal athletics success, coaching success or success in leadership positions. All 10 (100%) participants indicated that positive experiences during their educational

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preparations or early during their careers had impacts on their decisions to enter the profession of intercollegiate athletics administration. Seven (70%) of the participants suggested they were influenced and supported early in their careers by female mentor to enter the profession, remain in the profession, or received opportunities (promotions) based on their support and mentorship. The remaining participants (30%) indicated that a lack of support from the administration, including in one case a female administrator, impacted their decisions to leave the profession. All participants referenced the importance of support from a family member or role model or boss to impact their decisions to pursue the profession. A study by Tharenou (2001) found that an inhospitable culture makes a significant difference in the likelihood of women being promoted into lower and middle management positions and therefore being available for the pool of those who will be considered for upper management. Specifically, a males-only organizational hierarchy hindered women's promotions into lower and middle management, while having female leaders in the hierarchy fostered women's promotions at those levels.

The majority of the participants in this study clearly aspired to impact the lives of others and had a passion for making a difference. Having been influenced by others, the participants wanted to improve the opportunities for women and all students. The construct of self-efficacy, introduced by Albert Bandura (1977, 1997), refers to a person's confidence in performing a particular task. Self-efficacy beliefs would impact a woman's decision to pursue a career in intercollegiate athletics administration. Bourdieu's (1991) theory of social reproduction includes the concepts of cultural capital and *habitus*. Individuals have a tendency to perceive themselves as belonging to the

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social structures ascribed to them, and this has great influence on their actions, decisions and behaviors (Bourdieu). The findings indicate that because support and female role models are important factors in influencing women into a career in athletics administration, self-efficacy and the theory of *habitus* may explain the decline in the proportion of women in intercollegiate athletics administration.

*Factors that Impacted Participants to Leave the Profession*

The factors that lead to the participants' decisions to leave the profession were related to gender discrimination, workload and family obligations, or increased other career opportunities. Eight of the participants indicated some form of gender discrimination (the phrases "good ole boys" network and the "glass ceiling" were used by four of the participants) as factors that provided challenges and lead them to the decision to leave the profession. In a gendered workplace, the allocation of responsibilities in organizations and nearly all decisions about employee career progress, resources, salaries, power and authority, and appropriate work behavior are affected by female/male distinctions (Acker, 1992). All the participants indicated workload issues, burnout or the demands of the job interfering with family life. One (10%) participant specifically added that she chose to change her career to improve her quality of life. Two (20%) of the participants indicated the need to relocate for career advancement and were not willing or able to do so. Only one (10%) participant is now retired. One common explanation for why women are not reaching leadership positions is the "pipeline theory," which argues that women's absence from executive positions is simply a function of not having been in managerial positions long enough for natural career progression to occur (Heilman, 1997; Ragins et al., 1998). Burke and McKeen's (as cited in Estrich, 2000) study of

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professional women reported that "women working in organizations having a higher proportion of men were less satisfied and reported greater intention to quit" (p. 113).

*Factors that have Led to a Decline in the Proportion of Women in the Profession*

Findings related to the fourth research question concerning the factors that have lead to the decline in the proportion of women in the athletics profession revealed the former administrators attributed gender discrimination, workload and family obligations and increased career opportunities for women. Two (20%) of the participants did not indicate gender discrimination as a factor in their experiences or in the factors they perceived has led to a decline in the proportion of women in the profession. These two participants listed "choice determinism" and "work-life balance issues" as the main reasons for the decline in the profession. FA-6 believes the factors are psychological and women do not have the self-confidence to believe that they are prepared to be collegiate administrators. According to Bandura (1986, 1997), self-efficacy beliefs also help determine how much effort people will expend on an activity and how long they will persevere when confronting obstacles. It is believed that the higher the sense of efficacy, the greater the effort, persistence, and resilience. People with strong senses of personal competence approach difficult tasks as challenges to be mastered rather than as threats to be avoided (Bandura).

## Common and Emerging Themes

This section summarizes common and emerging themes revealed from the experiences and perceptions of former female athletics administrators relevant to their questionnaire responses on a secure researcher–developed Web site. These themes are also explained throughout the data analysis in response to each research question outlined

in Chapter IV. As a result of the data analysis process, four common themes and three emerging themes were determined.

*Common Theme 1. Career Preparation: Education and Intercollegiate Athletics Experience*

All 10 (100%) of the participants indicated previous intercollegiate athletics participation and/or coaching. Only 1 (10%) participant was not an intercollegiate athlete, but had served as an intercollegiate coach, and only 1 (10%) was not an intercollegiate coach, but had been an intercollegiate athlete. Nine (90%) indicated participation in intercollegiate athletics, 90% were former intercollegiate coaches, and of the 5 (50%) who served as athletics directors, 4 (40%) had previously served as a senior woman administrator, associate athletics director, and/or assistant athletics director. Four (40%) participants indicated having served in other administrative positions, but only 2 (20%) specified the positions held. Of those "other" responses, 1 (10%) participant indicated she had also served as an interim athletics director, and 1 (10%) had served as a compliance coordinator. Only 1 (10%) participant had no other administrative experience prior to becoming the director of athletics but had served as an intercollegiate coach. One (10%) participant had served in all specified positions as well as compliance coordinator prior to holding the position of director of athletics.

Two (20%) of the participants indicated the frustration and ineffectiveness of the senior woman administrator position: "A misunderstanding of lack of knowledge of the SWA position" (FA-3) and by (FA-10), "I got tired of serving in a SWA role but not feeling like I would ever have my own program as an athletics director." In addition, even though FA-2 did not refer specifically to the SWA role, she stated "that it is much easier to hire a young inexperienced woman to meet gender standards."

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In addition, 9 (90%) of the participants indicated their educational experience(s) impacted their decisions to pursue careers in intercollegiate athletics administration. Of those 9 (90%), all participants either had teaching degrees (e.g., Physical Education) or degrees in Management (e.g., Sport Management, MBA).

*Common Theme 2. Love and Passion of Sport: Experience and Success*

The first common theme relating to the socialization of females into careers in intercollegiate athletics administration was that all 10 (100%) participants expressed the passion and love of sport and intercollegiate athletics. In addition, their personal athletic success and positive experiences were important factors to their decisions to pursue careers in intercollegiate athletics. Each of the participants had either one or a combination of personal athletic success, coaching success and/or success in administration. All 10 (100%) participants indicated positive experiences during their educational preparations or early during their careers to have impacts on their decisions to enter the profession of intercollegiate athletics administration.

*Common Theme 3. Support and Positive Role Models: Female Mentors*

The second theme related to the socialization of females into a career in intercollegiate athletics administration expressed by all 10 (100%) participants was the impact of support and positive role models in the socialization into a career in intercollegiate athletics. Of particular interest was the impact of former female coaches and administrators in the profession. Seven (70%) indicated they were influenced and supported by female mentors to enter the profession, remain in the profession, or received opportunities (promotions) based on their support and mentorship. The remaining

participants indicated the lack of support of the administration, including a female

mentor, impacted their decisions to leave the profession.

*Common Theme 4. Leadership Role: Serve, Impact Lives and Provide Opportunities for Women*

The final theme related to the socialization of females into a career in

intercollegiate athletics administration expressed by a majority (90%) of participants. The

participants in this study clearly aspired to impact the lives of others and they had a

passion for making a difference. The other participant indicated she was socialized into

the sport by coaches who gave her structure, kept her centered and because of the

enjoyment and satisfaction of success (FA-7). This researcher believes her enjoyment

would most likely have been a result of her leadership and in impacting the lives of

others. One participant stated that she wanted to be "a part of the growth of women in

sport at the collegiate level" and "improve the opportunities for women" (FA-5). Having

been influenced by others, one former administrator felt the desire to "pay it forward"

and "continue paving the road that was laid down by those prior to myself" (FA-6).

*Emerging Theme 1. Gender Discrimination: Lack of Equality*

The emerging theme related to the factors that led participants to leave the

profession as well as perceived to contribute to the decline of women in the profession

was that of gender discrimination. A factor expressed by 8 (80%) of the participants was

that of gender discrimination and a lack of equality. The reference to equality of

opportunity, respect, and sexism was frequently listed in many of the participants'

responses. Four (40%) of the participants used the phrases "good old boys" network and

"the glass ceiling" in describing their experiences. When responding to what factors

influenced interest in careers in intercollegiate athletics, why they left the profession, and

why they believe there is a decline in the proportion of women in the profession, the participant responses included experiences of gender discrimination, workload and family obligations and increased career opportunities as most common factors. Previous research suggested that women will have more positive work experiences in working environments that are more gender neutral. Women leaders were particularly devalued when they worked in male-dominated settings and when their evaluators were men, even though women raters did not favor on sex over the other reasons (Bell & Nkomo, 2001). This study supports other studies that suggest that male and female leaders differ in the lengths to which they must go to be promoted, in the need to adapt their behaviors at work, in the amount of support they tend to receive at work, and the impact of family variables on career advancement (Bell & Nkomo, 2001; Ohlott et al., 1994; Ragins, Townsend, & Mattis, 1998; Tharenou, 2001; Tharenou et al., 1994).

Other participants indicated a lack of administrative support, absence of female role models or mentors, and opportunities to serve a larger population and greater use of their talents. As one participant described it, "I am most impressed with many of the professional women involved in college athletics. They are for the most part, bright, dedicated, informed and encouraging" (FA-3).

*Emerging Theme 2. Workload: Burnout and Family Obligations*

A second emerging theme related to the factors that led participants to leave the profession as well as perceived to contribute to the decline of women in the profession was that of workload and family obligations. Only 1 (10%) participant indicated it was a personal experience and factor that led to her decision to leave the profession. This same participant did indicate that it seemed to be a factor in the decision-making of other

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women to leave the profession or choose not to pursue careers in intercollegiate athletics administration. Those responses from participants who voiced a concern with workload, burnout or family obligations indicated the inability to keep up with the constant demands of the job, the workload issues, and for those with family, the ability to balance it all. Women commonly face the challenge of reconciling their new work demands with their traditional family responsibilities (Healey, 2006). Whereas men are expected to make a total commitment to their jobs and careers, women are expected to find ways to continue to fulfill their domestic roles even while working full time, and many "female jobs" offer some flexibility in this area (Shelton & John, 1996, as cited in Healey, 2006).

*Emerging Theme 3: Increased Career Opportunities*

The final emerging theme that is related to the factors that led participants to leave the profession as well as perceived to contribute to the decline of women in the profession was that of increased other career opportunities. Three (30%) of the participants indicated that women have more career opportunities provided to them as possibly one of the reasons for the decline of women in the athletics administration profession. Two (20%) of these participants also indicated gender discrimination as a factor as well as increased career opportunities. Women are now pursuing jobs where salaries are higher and opportunities for advancement are gender-neutral (Healey, 2006).

In addition, 9 (90%) of the participants indicated they are currently pursuing careers in education or sport outside of intercollegiate athletics (e.g., full-time teaching, higher education administration, athletics consulting, corporate business related to sport, employed at the NCAA). As indicated in this study, competitive women are driven to

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positions where leadership includes three components: challenge, recognition, and support (Morrision, 1992).

## Conclusions

NCAA Division II former women athletics administrators in this study believe that women in leadership positions in intercollegiate athletics are important. Participants provided responses that expressed the importance of educational preparation, support of family, role models and female mentors to influencing their career paths into intercollegiate athletics. They expressed a passion and love of sport, the desire to impact the lives of others, and the goal to improve opportunities for women as factors influencing their socialization into the profession. And lastly, gender discrimination, workload, family obligations and increased career opportunities were factors that led to their decisions to leave the profession as well as their perception of why, even though there is an increase in participation opportunities for women and girls in sport, there is a decline of women in the profession.

Participants acknowledged the need for more formal training for women pursuing and maintaining positions in athletics administration. In addition, they recognized the importance of administrative support and female role models and mentoring. Because a majority of the participants indicated workload, long hours and burnout as factors, and several related how those factors affected their own personal and family lives, this researcher believes these factors will continue to diminish the number of women pursuing careers in intercollegiate athletics administration. Lastly, the additional career opportunities currently afforded to women will most likely continue to attract the

majority of the female student-athletes and those who have pursued sport management degrees.

## Recommendations

Findings from this study have potential applications for training, mentoring, providing support, and revising hiring and work-life balance practices at institutions of higher learning. First, institutions that desire to hire and retain female athletics administrators should provide opportunity for professional growth through memberships, conventions, meetings, committee work, and in-house training.

Second, institutions should encourage mentorships and provide the time and resources for female athletics administrators to have regular meetings and mentoring opportunities. Women have very few mentors available to them and the ability to reach out to them, have personal contact with them on a regular basis is necessary for their success and continuation in the athletics field.

Third, institutions must evaluate the support systems within the university and athletics program and be certain to provide the necessary resources for the administrator to be successful. At many institutions, administrators are working long hours and multi-tasking in a way that creates an ineffective leader. In addition, with family obligations, the work load must be manageable.

Lastly, an institution must review hiring practices to ensure the characteristics of the job description does not single out females who may be qualified to lead with a different philosophy than that of a male applicant. The search committee should be comprised of members of both genders, and all applicants must be evaluated equally.

## Further Research

As stated previously, while there are many studies that have researched the women currently in the athletics profession, little research has studied women who have left the profession. This study examined the career paths of women who have left NCAA Division II intercollegiate athletics administration to determine the factors that led them to these decisions and what, if any, careers they currently are pursuing. The results of this study yielded three recommendations for further research. First, a study of this kind conducted on Division II former male athletics administrators may prove to be valuable in comparison to the research findings of this study. Second, because this study included a small sample population, a survey instrument should be designed from the findings of this study and used across a larger population. This would strengthen the ability to generalize findings of this study by using the survey instrument to address former female athletics administrator perceptions toward the decline of women in the profession. In addition, because the sample was 90% Caucasian, the researcher recommends replicating the study to include only those of a specific minority population. The third and final recommendation is for a study of this kind conducted on former women administrators from both Division I and Division III may prove to be valuable in comparison to the research findings of this study.

## Chapter Summary

An explanation of the most important findings for this phenomenological study using illustrations derived from a purposeful sample of 10 former NCAA Division II female athletics administrators is provided in this chapter. The findings are related to four research questions designed to address the overarching question regarding administrators'

perceptions toward the decline of women in athletics administration positions. In this case, the study focused on 10 women who served for a minimum of 5 years as athletics administrators in Division II intercollegiate athletics. This study provides information on how women choose careers in intercollegiate athletics, what factors impact their longevity in the field, as well as what factors cause them to leave administrative careers in Division II athletics. Participant responses reveal seven common themes:

1. Career Preparation: Education and Intercollegiate Athletics Experience

2. Love and Passion of Sport: Experience and Success

3. Support and Positive Role Models: Female Mentors

4. Leadership Role: Serve, Impact Lives and Provide Opportunities for Women

5. Gender Discrimination: Lack of Equity

6. Workload: Burnout and Family Obligations

7. Increased Opportunities for Women in Other Professional Fields

In addition to the research findings and common and emerging themes, four recommendations are suggested to address the results of this study. These recommendations propose that institutions provide current and prospective female athletics administrators opportunities for professional growth, encourage mentorships and provide the time and resources for these opportunities, evaluate the support systems within the university and athletics program and be certain to provide the necessary resources for the administrator to be successful, and review hiring practices to ensure the characteristics of the job description and selection process does not single out females who may be qualified but lead with a different philosophy than that of a male applicant.

Recommendations for further research include the following: conducting a study of this kind on Division II former male athletics administrators for comparison, using a wider population for enhanced generalization, and, conducting a study of this kind on former women administrators from both Division I and Division III for a comparison to the research findings of this study.

Participants acknowledged the need for more formal training for women pursuing and maintaining positions in athletics administration. In addition, they recognized the importance of administrative support and female role models and mentoring. Because a majority of the participants indicated workload, long hours and burnout as factors and several related those factors to their personal and family lives, the researcher believes these factors will continue to diminish the number of women pursuing careers in intercollegiate athletics administration. Lastly, the additional career opportunities currently afforded to women will most likely continue to attract the majority of the female student-athletes and those who have pursued sport management degrees.

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APPENDIX A

PARTICIPANT RECRUITMENT FLYER

***Former Intercollegiate Athletics Administrators***
***Perceptions Toward the Decline of Women in the Profession.***
I am seeking 10 females who meet the criteria listed below to participate in this exciting study.

Criteria for participation:
- Former NCAA Division II Intercollegiate Athletics Administrator, and
- Left the profession no more than five years ago, and
- Was in the profession no fewer than 5 years, and
- Will be able to complete an online questionnaire in *Survey Monkey* ™.

If you are interested in participating in the study please log in to **http://www.surveymonkey.com/Former_Administrator** and respond to the questionnaire.

Note: The anticipated time for the entire process should take no more than one hour to complete the questionnaire, and one hour for possible follow-up questions and member checking --- a total time commitment of no more than two hours.

All information will be kept confidential.

If you have any questions, please feel free to contact me at (816)216-1970 or kt1@kc.rr.com. You may also contact my advisor, Dr. Carmen McCrink, at (305)899-3702, or the Institutional Review Board point of contact, Barbara Cook, at (305)899-3020.

APPENDIX B

ONLINE INFORMED CONSENT FORM

Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of

Women in the Profession.

Dear Research Participant,

Your participation in a research project is requested. The title of the study is *Perceptions of Former Division II Intercollegiate Athletics Administrators Toward the Decline of Women in the Profession.* The research is being conducted by Ms. Kathy J. Turpin, a doctoral student in the education department at Barry University, and is seeking information that will be useful in the field of Higher Education Administration. The aims of the research are to explore the lived experiences of women in careers in intercollegiate athletics. In accordance with these aims, the following procedures will be used: selection of participants according to specific criteria, completion of an on-line questionnaire for the data collection, and data analysis. We anticipate the number of participants to be ten.

If you decide to participate in this research, you will be asked to do the following: be willing and able to complete a confidential online questionnaire to describe your unique experience(s) in your position. The anticipated time to complete the questionnaire is approximately one hour. You will be granted five days to complete and submit the responses to the online 10 open-ended questions. The first 10 individuals, who meet the criteria and complete the questionnaire, will constitute the sample for this study.

Your consent to be a research participant is strictly voluntary and should you decline to participate, decline to answer any part of the questions on the questionnaire, or choose to drop out at any time during the study, you may do so at any time without consequences.  While this is not an anonymous study, the risks of involvement in this study are minimal. The study has been designed to ensure participant confidentiality. The results of the research study may be published, but your name will not be used.

Although there are no direct benefits to you, your participation in this study may help our understanding of the phenomenon of women with careers in intercollegiate athletics and why there has been a decline in the percentage of women in coaching and administrative positions.

As a research participant, information you provide will be held in confidence to the extent permitted by law. Any published results of the research will refer to group averages only and no names will be used in the study. Data will be kept in a locked file in the researcher's office. Your signed consent form will be kept separate from the data. All data will be destroyed after five years.

If you have any questions or concerns regarding the study or your participation in the study, you may contact me, Ms. Kathy Turpin, at (816)216-1970, my advisor, Dr. Carmen McCrink, at (305)899-3702, or the Institutional Review Board point of contact, Ms. Barbara Cook, at (305)899-3020. If you are satisfied with the information provided and are willing to participate in this research, please indicate your voluntary consent by reading and signing below.

**Voluntary Consent**

I acknowledge that I have been informed of the nature and purposes of this study by Kathy J. Turpin, have read and understand the information presented above, and that I have received a copy of this form for my records. I give my voluntary consent to participate in this study.

| |
|---|
| Yes, I voluntarily consent to participate in this study. [Embedded logic will allow participant access to the questionnaire]. |

| |
|---|
| No, I do not consent to participate in this study. [Embedded logic will deny access to the questionnaire]. |

APPENDIX C

ONLINE INCLUSION CRITERIA

*Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline*

*of Women in the Profession.*

Please complete the following confidential inclusion criteria data:

- Female                                                             Yes _____     No _____

- Former NCAA DII Athletics Administrator            Yes _____     No _____

- Left profession no more than 5 years ago            Yes _____     No _____

- Held administrator position no less than 5 years   Yes _____     No _____

- Will be able to complete an online questionnaire
  in *Survey Monkey*™                                          Yes _____     No _____

[If the participant's response to any of the above criteria questions is NO, embedded logic will not allow access to the questionnaire].

APPENDIX D

ONLINE DEMOGRAPHIC DATA FORM

*Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of*

*Women in the Profession.*

Please complete the following confidential demographic data:

- Please select the ethnic group with which you most closely relate:
  - African American
  - American Indian
  - Asian American/Pacific Islander
  - Caucasian
  - Hispanic

  - Other – (please specify): _____
- Age:
  - Under 25
  - 26-35
  - 36-45
  - 46-55
  - Over 55
- What is your highest level of education?
  - High School
  - Associates Degree
  - Undergraduate Education (not completed)
  - Undergraduate Degree
  - Graduate Studies (not completed)
  - Graduate Degree
  - Other (please specify): _____
- I am a former intercollegiate student-athlete.          Yes __No___
- I am a former intercollegiate coach.          Yes __No___
- If yes,
  - Coach of male team.
  - Coach of female team.
  - Coach of both male and female team(s).
- I served in the following intercollegiate administrator position(s): (indicate all that apply)
  - Assistant Athletics Director
  - Associate Athletics Director
  - Senior Woman Administrator
  - Athletics Director
  - Other
- In addition to athletics administrative duties, I had academic responsibilities.
  Yes __No___

- Marital Status:

- o Single
- o Married
- o Domestic Partnership
- Do you have children?                                          Yes __No___
- Are you currently the primary caretaker of an elder parent      Yes__ No___

APPENDIX E

PROTOCOL FOR ONLINE OPEN-ENDED QUESTIONNAIRE

*Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of*

*Women in the Profession.*

1.  What were important factors or personal experiences that you believe

    influenced your interest in a career in intercollegiate athletics?

2.  Why were these factors important?

3.  What were important factors in your educational preparation that you believe

    influenced your interest in a career in intercollegiate athletics?

4.  Why were these factors important?

5.  What are important factors early in your career that influenced your interest to

    remain in/ or leave a career in intercollegiate athletics?

6.  Why were these factors important?

7.  Please describe some of the challenges you have experienced while in your

    position in intercollegiate athletics.

8.  How might these challenges have influenced your decision to leave the

    profession?

9.  What is your current occupation or the career you are currently pursuing?

10. What factors influenced your decision to pursue this occupation?

11. With the increase in participation opportunities for women and girls in sport,
    why do you believe there is a decline in the proportion of women in athletic
    department leadership positions?

12. Is there anything you would like to add regarding the topic of women in

    athletic department leadership?

In order to contact you for follow-up questions and/or member checking, please

provide an email address (not

required):_____.

APPENDIX F

RECRUITMENT MANUSCRIPT

**Former Athletics Administrator Recruitment Manuscript – DII Athletics Directors**

Dear Division II Athletics Director,

Your participation in a research project is requested. The title "Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of Women in the Profession" is a phenomenological study. The research is being conducted by Kathy Turpin; a doctoral student enrolled in the Barry University Adrian Dominican School of Education, department of Educational Leadership and Higher Education Administration. The aims of the research are to explore the lived experiences of women in careers in intercollegiate athletics. This document is designed to provide you, as a DII Director of Athletics, with an explanation of the research project and a manuscript guideline to recruit participants for the study. Thank you in advance for your willingness to identify potential participants for this qualitative research study.

For this study, as a DII Athletics Director, your role is to identify former DII female athletics administrators who served a minimum of five years in athletics administration and have left the profession no more than five years ago. Once eligible female participants are identified, I am asking that you communicate with qualified females without coercion and request them to volunteer to participate in the project by using the Manuscript to Recruit Former DII Female Athletics Administrators (see below).

Manuscript to Recruit Former DII Female Athletics Administrators

Using the manuscript below, please seek former DII female athletics administrators with a minimum of five years in the profession and that left the profession no more than five years ago and share the following information:

Your participation in a research project is requested. The title of the study is *Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of Women in the Profession.* The research is being conducted by Ms. Kathy J. Turpin, a doctoral student in the education department at Barry University, and is seeking information that will be useful in the field of Higher Education Administration. The aims of the research

are to explore the lived experiences of women in careers in intercollegiate athletics. In accordance with these aims, the following procedures will be used: selection of participants according to specific criteria, completion of an on-line questionnaire for the data collection, and data analysis.  The goal of the research project is to learn more on how women choose careers in intercollegiate athletics, what factors might have impacted their promotions within the field as well as cause them to leave the profession. The results of this study may help our understanding of the phenomenon of women with careers in intercollegiate athletics and why there has been a decline in the percentage of women in coaching and administrative positions.

*This research project will be conducted via an online open-ended questionnaire using a secure website. The website has been developed to prevent the researcher from identifying participants and their responses should the participant choose to remain anonymous and the participant may complete the survey in a natural environment. In accordance with these goals, the following process will be followed:*

- You will be asked to visit the researcher-developed website at http://www.surveymonkey.com/former_administrator to review a cover letter explaining the study.
- *After reading the cover letter, you will be asked if you agree to participate in the study via the Informed Consent form by indicating "yes".*
- *The anticipated time for the entire process should take no more than one hour to complete the questionnaire, and one hour for possible follow-up questions and member checking --- a total time commitment of no more than two hours. All information will be kept confidential.*
- *This study will include ten former Division II female athletics administrators.*

APPENDIX G

ON-LINE QUESTIONNAIRE

# Former Intercollegiate Athletics Administrators' Perceptions Toward

## 1. Introduction/Purpose of Study

The perceptions of former women intercollegiate athletics administrators toward the decline of women in the profession is important in understanding the phenomenon of women in intercollegiate athletics. The purpose of this study is to examine the career paths of females formerly in intercollegiate athletics careers to determine how they chose careers in athletics, what experiences might have impacted their promotions within the field, as well as what might have motivated them to leave the profession.

## 2. Your Opinion Matters!

Your opinion matters! We are searching for a maximum of ten former Division II women intercollegiate athletics administrators to provide their opinions regarding the decline of women in the profession.

If you decide to participate in this research, you will be asked to do the following:

If you agree to participate, you will need to indicate your consent to participateby selecting "yes" on the electronic Informed Consent. If you decide not to participate, you will respond by selecting "no" and proceed out of the website.

You will be given the opportunity to review the results of the study and provide feedback regarding the accuracy of the researcher's interpretation of the data.

The anticipated time for the entire process should take no more than one hour to complete the questionnaire, and one hour for possible follow-up questions and member checking -- a total time commitment of no more than two hours. The researcher anticipates the number of participants to be a maximum of ten former Division II women athletics administrators.

Your participation or decision not to participate in this study will not negatively impact you in any way. You may withdraw from this study at any time without consequence via the research website.

The researcher will protect the confidentiality of all participants and ensures that there is no deception about the nature of the study. You should feel free to respond openly and honestly with detailed descriptions with each answer.

We look forward to learning about your perceptions regarding the decline of women in intercollegiate athletics careers!

## 3. Informed Consent

Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of Women in the Profession.

Dear Research Participant,

Your participation in a research project is requested. The title of the study is Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of Women in the Profession. The research is being conducted by Ms. Kathy J. Turpin, a doctoral student in the education department at Barry University, and is seeking information that will be useful in the field of Higher Education Administration. The aims of the research are to explore the lived experiences of women in careers in intercollegiate athletics. In accordance with these aims, the following procedures will be used: selection of participants according to specific criteria, completion of an on-line questionnaire for the data collection, and data analysis. We anticipate the number of participants to be ten.

If you decide to participate in this research, you will be asked to do the following: be willing and able to complete a confidential online questionnaire to describe your unique experience(s) in your position. The anticipated time for the entire process should take no more than one hour to complete the questionnaire, and no more than one hour for possible follow-up questions and member checking – a total time commitment of no more than two hours. You will be granted five days to complete and submit the responses to the online 12 open-ended questions. The first 10 individuals, who meet the criteria and complete the questionnaire, will constitute the sample for this study.

# Former Intercollegiate Athletics Administrators' Perceptions Toward

Your consent to be a research participant is strictly voluntary and should you decline to participate, decline to answer any part of the questions on the questionnaire, or choose to drop out at any time during the study, you may do so at any time without consequences. You have a right to withdraw from the survey at any time. While this is not an anonymous study, the risks of involvement in this study are minimal. The study has been designed to ensure participant confidentiality. The participant will have the option to provide an e-mail address for follow-up questions and member checking, but is not required to do so. The results of the research study may be published, but your name will not be used.

As a research participant, information you provide will be held in confidence to the extent permitted by law. Any published results of the research will refer to group averages only and no names will be used in the study. Data will be kept in a locked file in the researcher's office. Your signed consent form will be kept separate from the data. All data will be destroyed after five years.

Although there are no direct benefits to you, your participation in this study may help our understanding of the phenomenon of women with careers in intercollegiate athletics and why there has been a decline in the percentage of women in coaching and administrative positions.

If you have any questions or concerns regarding the study or your participation in the study, you may contact me, Ms. Kathy Turpin, at (816)216 1970, my advisor, Dr. Carmen McCrink, at (305)899 3702, or the Institutional Review Board point of contact, Barbara Cook, at (305)899-3020. If you are satisfied with the information provided and are willing to participate in this research, please indicate your voluntary consent by reading and indicating below.


Voluntary Consent

I acknowledge that I have been informed of the nature and purposes of this study by Kathy J. Turpin, have read and understand the information presented above, and that I have received a copy of this form for my records. I give my voluntary consent to participate in this study.

* 1. Do you give your consent to participate in this research study as explained above?

　　jn　Yes, I voluntarily consent to participate in this study.

　　jn　No, I do not consent to participate in this study.

## 4. Inclusion criteria

Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of Women in the Profession.

The criteria for participation in this research study are as follows:
The participant must be female.
The participant must have formally engaged in a career in Division II intercollegiate athletics administration for a minimum of five years.
The participant must have been out of the profession for not more than five years.
The participant must be able to complete an online questionnaire in Survey Monkey™

* 1. Are you female?

　　jn　Yes

　　jn　No

* 2. Are you a former NCAA Division II Athletics Administrator?

　　jn　Yes

　　jn　No

\* 3. Have you left the profession no more than 5 years ago?

- ⊙ Yes
- ⊙ No

\* 4. Did you hold an athletics administrator position for no less than 5 years?

- ⊙ Yes
- ⊙ No

\* 5. Will you be able to complete an online questionnaire in Survey Monkey?

- ⊙ Yes
- ⊙ No

## 5. Demographics

Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of Women in the Profession.

1. Please select the ethnic group with which you most closely relate:

- ⊙ African American
- ⊙ American Indian
- ⊙ Asian American/Pacific Islander
- ⊙ Caucasian
- ⊙ Hispanic
- ⊙ Other (please specify)

Other (please specify)

[                    ]

2. Age

- ⊙ Under 25
- ⊙ 26-35
- ⊙ 36-45
- ⊙ 46-55
- ⊙ Over 55

## 3. What is your highest level of education?

- ȷ⌐ High School

- ȷ⌐ Associates Degree

- ȷ⌐ Undergraduate Education

- ȷ⌐ Undergraduate Degree

- ȷ⌐ Graduate Studies (not completed)

- ȷ⌐ Graduate Degree

- ȷ⌐ Other (please specify)

Other (please specify)

[                              ]

## 4. I am a former intercollegiate student-athlete?

- ȷ⌐ Yes

- ȷ⌐ No

## 5. I am a former intercollegiate coach?

- ȷ⌐ Yes

- ȷ⌐ No

## 6. If a former intercollegiate coach,

- ȷ⌐ Coach of a female team.

- ȷ⌐ Coach of a male team.

- ȷ⌐ Coach of both male and female team(s).

- ȷ⌐ Did not coach an intercollegiate team

## 7. I served in the following intercollegiate administrator position(s): (indicate all that apply)

- ∈ Athletics Director

- ∈ Assistant Athletics Director

- ∈ Associate Athletics Director

- ∈ Senior Woman Administrator

- ∈ Other (please specify)

Other (please specify)

[                              ]

8. In addition to athletics administrative duties, I had academic responsibilities.

jn Yes

jn No

9. Marital Status

jn Single

jn Married

jn Domestic Partnership

10. Do you have children?

jn Yes

jn No

11. Are you currently the primary caregiver of an elder parent?

jn Yes

jn No

## 6. Questionnaire

Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of Women in the Profession.

1. What were important factors or personal experiences that you believe influenced your interest in a career in intercollegiate athletics?

2. Why were these factors important?

3. What were important factors in your educational preparation that you believe influenced your interest in a career in intercollegiate athletics?

4. Why were these factors important?

5. What are important factors early in your career that influenced your interest to remain in/or leave a career in intercollegiate athletics?

6. Why were these factors important?

7. Please describe some of the challenges you experienced while in your position in intercollegiate athletics.

8. How might these challenges have influenced your decision to leave the profession?

9. What is your current occupation or the career you are currently pursuing?

10. What factors influenced your decision to pursue this occupation?

11. With the increase in participation opportunties for women and girls in sport, why do you believe there is a decline in the proportion of women in athletic department leadership positions?

12. Is there anything you would like to add regarding the topic of women in athletics department leadership?

13. Optional: Please provide an email address(for follow-up questions, member checking, and study results):

\* 14. I am agreeing and providing final approval to submit this data log for participation in the survey.

    jn  Yes

    jn  No

## 7. Thank you!

Former Intercollegiate Athletics Administrators' Perceptions Toward the Decline of Women in the Profession.

1. Thank you for your interest in participating in this study!