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**FACTORS THAT AFFECT WOMEN COACHES
TOWARDS ELITE SPORT COACHING POSITION IN
ADDIS ABABA CITY ADMINISTRATION**

By: Temesgen Haile

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**May 2011
Addis Ababa**

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ADDIS ABABA CITY ADMINISTRATION**

**A Thesis Submitted to the School of Graduate Studies of
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Coaching**

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ABSTRACT

This thesis examines the problem of the lack of women sport coaches towards elite sport coaches in Addis Ababa City Administration. Moreover, it offers a research agenda that discusses and analyses this issue in relation to the Addis Ababa's experience. This study, using a qualitative research method included semi-structured interviews, Document analysis, and focus group discussion, and by using convenience sampling method 10(ten) female coaches from five sports (Athletics, Handball, Basketball, Volleyball and Football) invited to participate in a personal interview. The informants were asked questions about the perceived factors/problems that exist for them in the coaching context. And also they discuss their problems what they faced. The major Findings were presented under four main domains: Social and Cultural barriers; Economic barriers; Institutional barriers, and Organizational barriers. The most important barrier perceived to exist for the informants was social and cultural, and centered on family commitments and priorities. Lack of time, which had a strong social dimension and organizational barriers such as the 'old boys club', was also common barriers for the informants. A number of factors were identified which removed some of the barriers women coaches face; these included supportive spouses, education and training, and mentoring by other coaches.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Coaches have very important roles in sport's world, whether they are responsible for little children or top-level athletes (Fasing and Pfister, 2000). They help their athletes develop the potential sport skills. For some coaches, they are the role models for the athletes, students and lead them to develop their own personalities.

The study of women in sport has been a popular topic in recent times. Reports and studies on female athletes, women and the sports media, and women in sports administration, abound in both academic journals and popular forums. However, one aspect of women in sport research which appears to be under- research is the area of coaching. Both genders should have equal rights to coaching profession. There should not be sexism in doing this professional. People have equality at the gender in their society that means both genders have equal opportunities to join coaching. It is inappropriate to discriminate against one of the genders in this profession.

While there is a worldwide trend that indicates the number of female athletes has increased, there have also been a decreasing proportion of women in the areas of sports administration and coaching (West and Brackenridge 1990, Acosta and Carpenter 1992).The research indicates that not only are female coaching numbers on the decline, but also that the distribution of females within the coaching profession is unequal, in that they are often marginalized into working with the junior programs (West and Brackenridge, 1990). Women coaches are coaching women's teams, but are chronically under-represented.

The problem of under-representation of female coaches at the elite level is worldwide. Studies conducted in the United States, Canada and the United Kingdom consistently shows that women are not progressing the higher levels of coaching. According to Theberge, "... the under-representation of women in coaching is one of the most glaring instances of male domination in sport" (1986). These studies are relevant to the current situation in Addis Ababa city administration; however the social, cultural and institutional conditions differ.

In Addis Ababa City Administration, under-representation of women coaches is evident when we look at a range of statistics on coaching accreditation levels for involvement in Addis Ababa city administration clubs and Commonwealth Games. Only 17 (seventeen) of the 107 (one hundred and seven) coaches and managers of the Addis Ababa city administration team who attended the 2010 the second whole Ethiopia champion were women (Ministry of Youth and Sport, 2010). Of the 39 (thirty-nine) Addis Ababa team coaches who attended the 2007 Addis Ababa champion, only 11 (eleven) were women, and of the 55 (fifty-five) Addis Ababa team coaches who attended the 2010 Addis Ababa champion, only 8 (eight) were women (Addis Ababa City Administration Sport Commission, 2010). This clearly demonstrates the under-representation of female coaches at the elite level in Addis Ababa City administrations' sport.

Therefore, this study was used to investigate the problem of women's under-representation in elite sports coaching, and to explore the barriers, perceived by women to exist when pursuing sport coaching careers.

1.2 Statement of the Problem

In Addis Ababa, the population of female is continuing to increase. More than half (50%) of the population is female in 2009, (Addis Ababa city administration Statistics Department, 2010). Supposedly, more number of people will have higher percentage to participate in sports. Nevertheless, this is not true. The percentage of their participation in sport is less than that of male particularly elite coaching position.

In recent years, many elite female athletes demonstrated and created the outstanding achievement of Addis Ababa in many large-scale sports competition, such as, Kirkos female handball club has been trophy during 2010 the East Africa Handball Champion (Ethiopia Handball Federation, 2010) and Meseret Defar won the gold medal in athletics (five kilo meter) during in the 2004 Olympic Games (Ethiopia Federal Sport Commission, 2010). However, the improved results of female athletes in Addis Ababa do not linked with the equal status of female in sports coaching. According to Addis Ababa sport commission, the ratio of male and female elite coaches in Addis Ababa is 16:1. This shows that coaching seems to be male-dominated occupation (Knoppers, 1987). Although the number of elite female coaches is fewer than their male counterparts, it is important to know what factors or problems them in elite coaching.

Clearly, common barriers emerged which require attention if female participation is to improve. From the preliminary investigation made by the researcher and clearly demonstrates the under-representation of elite female coaches in Addis Ababa city administrations' sport. And there is no any studies about factors that affect women coaches towards elite coaching position in Addis Ababa City Administration; not only Addis Ababa City Administration, there is no any studies in Ethiopia. Therefore, this problem is seen as a gap in the existing literature of women coaches towards elite coaching profession. This provokes the researcher to undertake the study.

In light of this the following basic questions were asked:

1. What are the major reasons for not progressing them to the elite level?
2. Which factors of women's under-representation in elite sport coaching?
3. What are the barriers, women to exist when pursuing sport coaching careers?
4. What are the constraints they face as a coach in term of gender?
5. Do they have confidence in performing coaching?

1.3 Objectives of the study

1.3.1 General Objective

The general objective of this study was try to investigate the factors that affect women coaches towards elite coaching positions in Addis Ababa City Administration.

1.3.2 Specific Objectives

The specific objectives of the study were:

- i. To examine the major reason for not progressing them to the elite level,
- ii. To explore the barriers, women to exist when pursuing sport coaching careers, and
- iii. To investigate the constraints they face as a coach in term of gender.

1.4 Significance of the Study

In Addis Ababa, which in emphasizing the equity among gender, female is increasing the status in sport development nowadays. The number of females that take part in sport is also increasing. To satisfy the needs and enhance the awareness about women in sport, Addis Ababa City Administration women sport festival has been set up under Addis Ababa women Affair Office, Ethiopia. However, many studies found that the number of female coaches

decrease in the world's trendy (LeDrew and Zimmerman, 1994). This is a serious problem for the females in the sport's world. This makes the status and number of coaches be unevenly distributed. Male is viewed that they are higher status and number in coaching especially elite level. It will contribute to a problem, that coaching is seen as a male dominance job only. It appears the inequity between genders in coaching.

Therefore, it is important to understand the problems women sport coaches towards elite coaching position in Addis Ababa City Administration. The findings of the study could be aware the position of women in elite coaching.

On the other hand, little research has been conducted to indicate specifically about the issues, especially in Addis Ababa. It seems that many researchers concern about the premise of women constraints in sport rather than, in particular, female coaches' constraints. Therefore, there is a need to increase in the understanding of barriers of female coaches and to investigate the issue of decreasing the number of female coaches in the future.

Finally, this study can be also awake women and girls that coaching is one of the job-opportunities for them to develop their career in Addis Ababa.

1.5 Delimitations of the Study

The delimitations of this study were summarized as follows:

1. As this is a qualitative research on the factors affecting or problems of female sport coaches towards elite level, questionnaires would not be used in this study. The researcher used Semi-structured interview and focus group discussion.
2. Views of male coaches were not taken although it is worthwhile to investigate how they think about the female coaches.

1.6 Limitations of the Study

The sample size is small and generalization is not meant to follow from this methodology. For this reason the discussion does not address problems within the varied sports in which each informant coaches. Even though each sport has different cultures and traditions, the researcher determined that there was not the scope in this study to explore the specific conditions of the coaching environment for each sport. Conclusions should not be drawn about particular sports based on the perception of one coach within that sport.

Other important limitations of this study that need to be recognized are: problems associated with discrimination based on age, sexual orientation and disability in the coaching environment. These issues were not addressed in this research.

1.7 Operational Definition of Terms as Used in the Text

The following key terms were used throughout this document and to ensure clarity of meanings and usages the terms are defined below:

Burnout: is refers to express a syndrome in which a person who works, often in a high demand job, suddenly becomes disillusioned, exhausted and disinterested in coaching.

Credibility: It refers to the truthfulness, able to be believed and acceptability among people as a coach.

Female Coach: The word female coach in this study referred to the women who play the coaching role to offer instructions in sports skills and to manage athletic programs for the members of sports team at different level of competitions.

Marginalize: it refers to relegate the coaching position, out of the mainstream; make seem unimportant

Old boy network: it refers the system whereby people from the same or similar privileged schools or backgrounds do favors for one another.

Role model: is a person whose behavior and attitude conforms with that which society or other social groups expects of a person in his or her position, and who has become an example for others to copy.

Sport Coach: the person who takes care of the coaching and training of a team and who prepares them for good performance to achieve results.

Tokenism: The practice of hiring or appointing a token number of people from underrepresented groups in order to deflect criticism or comply with affirmative action rules.

1.8 Thesis Organization

This study investigates factors that affect women coaches towards elite sport coaching position in Addis Ababa City Administration. The study report is organized five chapters. The first part is an introductory discussion that incorporates background. It highlights the problems and the key research questions that it envisages to address and demonstrates the objectives, the significance and the limitation of the study, and definition of key terms. The second chapter examines the literature on obstetric factors that affect women coaches towards elite sport coaching position. Chapter three provides the material and method used to undertake the research. The fourth chapter included findings and discussion of the study. The final chapter provides summary, conclusion and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the research questions begin to unfold, using literature review as the vehicle. This literature review assists in giving a clear picture of what do expect in the investigation.

The purpose of this chapter is to explain the concepts of coaching, the role of the coach and to give a clear understanding of the nature of the problem being investigated, which is a factor that affects women coaches towards elite coaching position. This literature study forms a fundamental and integrated part of planning and understanding of the research project. A literature review may disclose that somebody else has already preformed essentially the same research.

2.1 Concepts of Coaching

Coaching, as defined by the International Coach Federation (ICF), is:

...an ongoing partnership that helps clients produces fulfilling results in their personal and professional lives. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life.

Coaching is an interactive process that helps individuals and organizations to develop more rapidly and produce more satisfying results. As a result of coaching, clients set better goals, take more action, make better decisions, and more fully use their natural strengths.

Coaches are trained to listen and observe, to customize their approach to the individual client's needs, and to elicit solutions and strategies from the client.

They believe that the coach's job is to provide support to enhance the skills, resources, and creativity that the client already has. While the coach provides an objective perspective, the client is responsible for taking the steps to produce the results he or she desires.

2.1.1 Sport Coaching

In sport, a coach is an individual involved in the direction, instruction and training of the operations of a sports team or of individual sportspeople. This type of coach gets involved in all the aspects of the sport, including physical and mental player development. Sports coaches train, develop and mentor their athletes to become better at the physical components of the game. The coach is assumed to know more about the sport, and have more previous experience and knowledge. The coach's job is to transfer as much of this knowledge and experience to the players to develop the most skilled athletes. Combining these aspects of the sport, the coach is accountable for the overall performance and results of the team or player.

2.1.2 The role of the coach

Sports coaches assist athletes in developing to their full potential. They are responsible for training athletes in a sport by analyzing their performances, instructing in relevant skills and by providing encouragement. But you are also responsible for the guidance of the athlete in life and their chosen sport. Therefore role of the coach will be many and varied, from instructor, assessor, friend, mentor, facilitator, chauffeur, demonstrator, adviser, supporter, fact finder, motivator, counselor, organizer, planner and the fountain of all knowledge.

In relation to sports, the role of the coach is to create the right conditions for learning to happen and to find ways of motivating the athletes. Most athletes are highly motivated and therefore the task is to maintain that motivation

and to generate excitement and enthusiasm. The coach will need to be able to:

- ✓ Assist athletes to prepare training programs,
- ✓ Communicate effectively with athletes,
- ✓ Assist athletes to develop new skills,
- ✓ Use evaluation tests to monitor training progress and
- ✓ Predict performance.

2.2 Women and Sport Coaches

Women's Sport and Fitness Foundation recognizes the important role that female coaches play in developing female and male athletes, and their equally important role as role models and mentors. Female coaches can make a big difference in increasing female participation, as well as helping some women to feel more comfortable in a sporting environment, which can be seen as an exclusively male domain. Research has shown that female players who are coached by women perceive less discrimination and are more inclined to enter coaching than those women coached by men.

2.3 Why Women are Under-Represented in Coaching?

The majority of studies on women as coaches have originated from the United States, particularly since the Title IX legislation on sporting establishments was introduced in 1972. Title IX is the portion of the Educational Amendments of 1972 that prohibits sex discrimination in educational institutions receiving any federal funds. Title IX States:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance (Boxill, 1995, p.23).

Since most of the sporting programs fall under this category, the Title IX legislation has had a great impact on all sport in the American context. Over

twenty years later there have been advances in women's sport including more scholarships, larger budgets and an increased number of women participating (Boxill, 1995). With these gains however, have come losses in regard to the percentage of women coaches and administrators in the sporting system. In 1972, 95% of women's sports were coached and administrated by women. In 1990 this figure dropped to less than 20% (Boxill, 1995). The major reason cited for this decline is that the men's and women's athletic departments amalgamated after Title IX implementation and demotion to secondary positions occurred for women administrators and directors of physical education programs (Hult, 1994). Other reasons for this decline include low compensation for coaching and high obstacles to success (West and Brackenridge, 1990).

Sport Canada has a women's program in place to deal with the declining number of women in sport. In the Canadian Amateur Sport System, while women comprise approximately one third of the overall volunteer sector, they are virtually nonexistent in positions of high responsibility. They do not have power when it comes to the decision making processes in Canadian Sport (Hall, Cullen and Slack, 1989).

There has been a variety of studies on the reasons why there are few women coaches in sport. The reasons identified include social, cultural, economical, institutional, and organizational factors and will form the basis for this literature review.

2.3.1 Social and Cultural Influences on Women as Coaches

There are many social and cultural barriers that confront women who want to coach. Parents, family, the media, the education system and peers all have an impact on the decision by a woman, to pursue a coaching career (Theberge, 1986).

2.3.1.1 Family Responsibility

Role conflict between coaching responsibilities and family obligations is a major barrier for women coaches (Buchicchio, 1995; Campbell, 1990; Kellems and Pastore, 1994). This barrier to coaching is not just a perception of the coaches themselves, as many organizations tend to see women's responsibilities in the home as a "given" and beyond the organizations' control. Mcky (1992) found that most women and a few men did not perceive their organizations as 'family friendly'. The conflict seems to come more from expectations of society in relation to women and their responsibility for household tasks, rather than organizational pressures alone.

Society still places an expectation on married women which men do not encounter. There is an expectation that no matter how successful you are at your job, you will be the one who needs to leave work and raise children.

A male in coaching does not have the pressure of society saying you should be home taking care of the children, because it is assumed that is what his wife is doing. A female in coaching is constantly asked, how can you take care of your home and the children and have such a time consuming job? The man is never asked questions like that (Thomgren 1990, p.59).

Women have less free time due to family and home commitments (Frisby and Brown, 1991). Glezer (1991) suggests that there are 'massive' gender differences in how men and women 'juggle' their work and family responsibilities. When applied to the sporting context, West and Brackenridge (1990) found that women tend to have less free time away from domestic and family chores, and usually coaching is a third job.

Therefore, women cannot put as much time into their coaching as their male colleagues. If a partner is unsupportive of her decision to coach, an extra pressure has been added to the already difficult position in which a woman may find herself. The elite levels of coaching require a greater commitment in terms of time. The schedule that tends to include increased travel, more

training sessions and more competitions will become increasingly incompatible with family life (Campbell, 1990).

There is no doubt that women carry the burden at home. Often male coaches do not have to carry out family responsibilities whereas female coaches do (Caccese and Mayerberg, 1984; Hart, et al. 1986, and Mathes 1982). Knoppers (1987) discusses the fact that traditionally coaching has been a "two person single career for men". The wives watch competitions, entertain recruits, attend functions, raise the family and look after the home. Women coaches on the other hand have a "one person dual career", where in addition to these activities they have to coach as well. There are a limited number of husbands willing to help with the added duties. Sabock (1979) surveyed the attitudes of husbands of female coaches. They felt their main responsibility was to show tolerance for the disruption of household schedules and to share in household chores. At a conference on coaching, Jenny Cheeseman, Australia's Women's Basketball Team Head Coach in 1991, spoke about the fact that to further her career she needed to move interstate. It is rare for a male to agree to shift interstate so that his female partner can make that career move. However Jenny was fortunate that her boyfriend (and now husband) supported her decision to go. Coaching careers for some women end abruptly when they do not receive support from their spouse.

Buchicchio (1995) writes about the guilt that women coaches feel when coaching takes place after the school day. They feel that they spend too much time with the team and not enough with the family. Complaints from family members can be a major reason for not continuing with a coaching career (Kellems and Pastore, 1994).

Some males also have difficulties with family responsibilities. In the Australia's context Kellems and Pastore (1994) found no difference between men and women in the requirement to be with the family. This conclusion agrees with findings by Hasbrook, et al. (1990). The study by Sage concludes

that a primary reason for men dropping out of coaching is their family responsibilities. Hasbrook, et al. (1990) states that male coaches, more so than female coaches, experienced time restraints due to family commitments. McKay (1992) researched career paths for Australia's Sporting Executives. He found that all male interviewees had continuous career paths and that "child care, travel, long hours and domestic responsibilities had relatively little impact on their careers". McKay also found that the married women in his study had career paths disrupted by childbirth, a partner's change in employment and/or domestic responsibilities.

In studies of women in management, the majority of the women are not married or do not have a family, and they feel that this has contributed to their career success (Bass, 1990; McKay, 1992). Knoppers (1988) puts forward the proposal that coaching is incompatible with family life and marriage. A career in coaching is not seen as a viable option for married women, thus leaving a potential labour pool for women coaches that are comprised of single, childless women.

2.3.1.2 Gender Bias on Evaluation of Coaches

Thomgren (1990), identified gender bias, which involved a perceived lack of respect for women's knowledge of athletics as one underlying reason for the decline of women in coaching. These gender beliefs are powerful and persuasive and begin early in life. "Like racial and ethnic prejudice, gender bias disqualifies all but elite female coaches who are tagged as exceptions to the rule. Coaching is a man's profession" (Wilkerson, 1996, p.416).

The area of gender bias on evaluation of female coaches has been a research topic examined extensively over the past ten years (LeDrew and Zimmerman, 1994; Thorngren, 1990). The argument that athletes prefer a male coach is one reason for not appointing female coaches, yet it is unsubstantiated. A recent study by Medwechuk and Crossman (1994) suggests that athletes prefer to maintain the gender of coach with whom they experience success.

So, if they here successful while being coached by a female, they tend to prefer a female coach. This supports the findings by LeDrew and Zimmerman (1994).

Boxill (1995) talks of the belief that "men know more about sports and are more capable, so they are naturally more qualified to coach sports no matter who is playing". Women and parents unfortunately believe in this myth and therefore affect the decision of athletes in their choice of coach. A female coach has another gender related obstacle to her career path when she receives such negative evaluations of athletes and parents towards her. Although not part of the formal feedback process, when received, the negative feedback can be detrimental to her confidence (Knoppers, 1987).

2.3.1.3 Leadership

The process of socialization into adult roles in society means that women are still conditioned largely to assume supporting roles. Their leadership capabilities are often questioned and they may lack the confidence to pursue careers in male dominated professions like coaching (Bass, 1990, and Berg, 1996). Sport as an appropriate activity for the female sex is not encouraged, particularly when a position of leadership is involved, since leadership is associated with masculine attributes. Women who possess leadership ability are labeled as aggressive, dominant and strong, traits not admired in women (West and Brackenridge 1990). These stereotypical views about management aspirations and capabilities mean that women coaches are perceived as inferior to their male counterparts, not only by athletes but also by parents.

Administrators in sport also hold these stereotypical views. In his study in 1992, McKay asked some male executives why there were such low numbers of women executives in Australia's sport. One of the respondents claimed that: "They're basically not tough enough maybe it's hormonal or something because they crack under pressure a lot of the time"(McKay, 1992, p.20). The stereotypical notion about their competence means that women

are not only expected to prove themselves at work in the corporate hierarchy, but also in the sport hierarchy which has largely been created by men and reflects the hierarchical, competitive, assertive values of this masculine sports world (Hall, et al. 1989).

2.3.1.5 Role Conflict

Men and women adopt masculine and feminine roles in our society through the socialization process. Lovett, Lowry and Lopiano (1991) state that "..... Society has viewed women to be physiologically, anatomically, biologically, and psychologically different from men, and as a result, society expects their behavior and image to be different from men" (p.211). Sports and physical activity are not exempt from this view, as it provides a very important arena where differences are continually reaffirmed and where men can prove their superiority. The traditional view of sports and all things involved with it, is that it is a male endeavour in a male environment (Birrell and Theberge, 1994; McKay, 1992). In the professional world, masculine roles tend to be dominant and independent; whereas submissiveness, passivity and nurturing, are identified with feminine roles (Bass, 1990). This view can cause serious gender role conflicts for those women who become involved in sport, as they are seen as competitive, wanting to dominate and single-minded in their pursuit of excellence.

2.3.1.6 Media

The media is a way masculine hegemonic processes operate and influence which forms of sport and physical activities are appropriate for women (Burroughs et al. 1995, p.30)

The media affects coaching in that the image the public have of coaching comes from what they hear on the radio or see on television, newspapers and magazines. Very little women's sport is covered by the media, particularly those sports which are most likely to have women coaches (Campbell, 1990). Statistics collected in 1996 on media coverage of women in sport found that women's sports' coverage comprised 2% of television coverage, 1.4% of radio

sport coverage and 10.7% of newspaper sport coverage (Phillips, 1996). The media also tends to portray sporting coaches as strong, loud, assertive, confident and aggressive men leading their charges into the competition (Campbell, 1990). This stereotypical view can deter women from becoming involved.

2.3.1.7 Role Models

It is possible that the seeds of doubt concerning career choice may be planted very early in one's athletic career by the unavailability of female coaches as role models (Lirgg, et al. 1994, p.3).

Coaches are significant people in the life of an athlete, and they tend to be an important role model. Because there are fewer female coaches than male, the opportunities for a same gender coach are decreased for female athletes. This becomes important when we consider that the gender of a coach has an effect on an athlete's aspiration to coach. Lirgg, et al. (1994) concluded that female athletes with women coaches were more likely to report a desire to become a head coach.

The lack of appropriate role models for young female athletes can deter them from considering coaching as an appropriate career. Young female athletes are not participating in an environment where coaching is a desirable job for women, therefore they tend not to think about entering that area (Buchicchio, 1995; Knoppers, 1992).

2.3.1.8 Burn Out

The possibility of burn out has been shown to be greater for female than male coaches. They report significantly higher levels of emotional exhaustion and significantly lower levels of personal accomplishment than male coaches (Buchicchio, 1995; Caccese and Mayerberg, 1984).

Caccese and Mayerberg (1984) and Buchicchio (1995) speculate that this could be due to the fact that women coaches are trying harder than their

male counterparts to prove themselves and their teams. They feel the need to prove that female athletic teams can perform well and therefore are deserving of financial support and respect from the sporting establishment. They are trying to overcome the stereotypical notions about their competencies, based on the fact that they are women. The fact that they are tokens means that "when they lose or have problems with an athlete, they typify all women, when they do well they are considered exceptions" (Knoppers, 1987, p. 18). This puts an added pressure on a female coach to perform.

Higher burn out rates could also be attributable to the greater demands placed on women apart from coaching. The double burdens of work at home, and work in the workplace may result in a stressful life (Buccichico, 1995). Also, women coaches are socialized into their roles differently from males and are expected to take on extra duties in their role as a coach. This includes spending more time nurturing their athletes (Dale and Weinberg, 1989; Hasbrook, et al 1990). Some women coaches become overly involved in the lives of their athletes and neglect their own welfare. This is because they are concerned with their athletes, and want to support them in times of need.

2.3.1.9 Credibility

Women coaches are under constant pressure to establish their credibility. The greatest credibility a coach can establish comes from his or her personal performance as an athlete. If men are perceived to be better athletes than women, then a problem with credibility exists even before a woman becomes a coach (White, et al. 1989). The image that the female coach is not physically strong enough to coach, especially in sports where she is required to participate with the athletes, is one that still exists (Ldlrew and Zimmeman, 1994, and White, et al. 1989). For example, in some sports such as tennis and squash, women often have to perform with their athletes during training. If it is perceived that they do not possess the "hitting power" necessary to

work with the athletes, then they are hindered from progressing to elite levels.

In this case their credibility as a coach relies on their performance as a player (Campbell, 1990). Here women face yet another barrier, that is, the premium put on certain physiological parameters of sport over others. English (1978) writes about the masculine bias that exists in sport. This refers to the fact that, historically, some of our most popular and lucrative sports developed around, and put a premium on, features such as strength, height, power and speed. Statistically speaking, most men score higher than most women on these traits. As a result, there are certain natural physiological advantages for men built into the very structure of many sports (Boxill, 1995).

Unfortunately in coaching, as in athletic performance itself, an ideology of male superiority prevails, grounded on assumptions of the physical superiority of men in terms of strength and size. Women coaches must work overtime to challenge the misconceptions (Birrell and Theberge, 1994, p.367).

2.3.1.10 Confidence

If a woman lacks the confidence in her coaching abilities, she may not aspire to elite levels, particularly if the support networks are non-existent.

Since most coaches come from the player base, studies have been conducted on how female athletes see themselves as coaches. Campbell (1990) suggests that a lack of self confidence stopped athletes from pursuing a coaching career. Dix (1991) talks of the critical self-confidence or self-esteem that a coach needs to have, and how the lack of it can deter any decision to follow that pathway. Berg (1996), in one of the recent studies however, has found that the latest group of athletes interviewed believed that they have the ability to succeed in coaching. Berg predicts that women will enter coaching careers in greater numbers over the next few years suggesting that "athletes rated themselves high on the 'self efficacy' scale, indicating that they believed they had the abilities to be successful coaches"(1996, p.9). Lirgg et al. suggest that

"perceived playing ability emerged as the strongest predictor of coaching self efficacy" (1994, p.11). The research indicates that performance accomplishments are related to confidence or self-efficacy in coaching. The issue of confidence was identified as a key issue in the West and Brackenridge (1990) study. This may explain the findings of a study conducted by McKay (1992) where she concluded that female athletes who desired to coach, preferred to coach women. Interestingly, the same study found that these same women preferred themselves to be coached by a male. According to McKay, "this dichotomy in response is perhaps a reflection of women viewing themselves as having confidence and familiarity with coaching their own gender, yet consciously or unconsciously perceiving that 'male is better' when a gender choice for coach is made" (1992, p.5).

2.3.1.11 Hegemonic Masculinity

Many of the barriers that women perceive to exist in sport are related to the cultural significance of sport to masculinity in our society.

Sexuality and gendered power relations in sport are produced by, and are reproducers of, a wider gender order in which heterosexual men dominate non-heterosexual men, and women of all sexual preferences. Like all ruling groups, heterosexual men cannot maintain their position without exercising hegemonic power, and masculine hegemony refers to a gender order in which images, symbols and ideas associated with males are ascendant. (McKay, 1992, p.248)

Sport holds a sacred position in Australia's society. It has frequently been likened to Australia's secular religion (Rowe and Lawrence, 1990). This cultural significance is particularly poignant considering that sports of the most celebrated varieties have been marked out as pre-eminent male domains. Many writers have agreed that sport has become one of the central sites of the social construction of masculinity in Western societies. Sport is an important arena in which men can differentiate themselves from women and display their supposed physical superiority (Birrell and Theberge, 1994; Knoppers, 1988; McKay, 1992b).

Connell has linked this cultural expression of male superiority through sport with his concept of a gender order in society, which he describes as an " ... historically constructed pattern of power relations between men and women and definitions of femininity and masculinity"(1987, pp. 98-99). Dominating this order is a 'hegemonic masculinity', partly created and dramatically displayed through the most celebrated sports such as the football codes, men's cricket, baseball, ice hockey and other national team sports which capture countries passions for displaying national prowess. This strong connection between the celebrated sports and masculinity acts to constrain and make inferior sportswomen and other peripheries or stigmatized masculinities. Traditional gender expectations in this order, he suggests, are marked out to enable the political dominance of men in society generally and the secondary social and economic position of women. This results in women in sport continually battling to gain a measure of parity in opportunity, funding, coaching, sponsorship, recognition and reward for their athletic endeavors. This perceived order forms a formidable barrier for women in sport (Knoppers, 1988; McKay, 1992).

Knoppers (1988) suggests that the presence of too many women in a male dominated profession such as coaching decreases the status and value of that occupation or sport. This occurs even though the gender balance may be heavily in favour of males. 'Gate keeping' by those in power, who often exclude women from coaching women's teams as well as men's teams, therefore becomes important in that it preserves the valued maleness of sport. When this is combined with the 'old boys' network, and the tendency for men to apply for all coaching positions, regardless of the athletes' gender, we have effective mechanisms that reinforce patriarchal or hegemonic masculinity in the sporting context.

The things that sport celebrates, rewards, and offers, does not reflect much of women's experience of the world. Sometimes adopting the male value system works against women, so that they are considered to be 'workaholics', 'iron

maidens', 'domineering', 'manipulative' and 'lesbians' (McKay, 1992). When they are strong, there is a presumption of masculinity. "Men tend to see sports as their territory and the mere presence of women in the arena as a violation" (Dix, 1991, p.23). Women in the male preserve of sport are generally seen as intruders, and as a result, "sport plays a secondary and reinforcing role in the degree of sexual segregation that exists between men and women" (Knopper, 1987, p.90).

2.3.2 Economic Influences on Women as Coaches

The coaching labor market and sport are driven by economic forces (Knoppers, 1988, p.73).

2.3.2.1 Gendered Wage Gap - Salary Differences

Most sports that have professional coaches have a gendered wage gap. Salaries are higher for coaching men than for coaching women (Acosta and Carpenter, 1992; West and Brackenridge, 1990). Sharp's (1993) study of the National Collegiate Athletic Association (NCAA) found that coaches of men's teams are paid 81% more than coaches of women's teams. This difference in pay between men's team and women's team coaches is often rationalized on the basis of the greater responsibilities and higher expectations that are placed on men's team coaches (Berg, 1996).

There's a firm conviction that women's sports are not as good, lucrative, or important as men's. Somehow, men's teams are more valuable, financially and cosmically (Sharp, 1993, p.23).

Some universities and colleges have been asked to defend themselves in court over unequal pay levels between coaches of their male and female teams. They have defended themselves by saying that the salary differences are "market driven" not "gender driven", and that the differences in salary are a result of market forces. The market forces referred to include what other institutions would pay for the skills of a particular coach, opportunity costs

and the duty of the coach to generate revenue. Coaches of men's teams have always attracted more money in terms of salary. The positions are very competitive and coaches of men's teams have a greater ability to generate revenue through avenues such as gate receipts and guest speaker engagements. The court case of "Stanley versus University of Southern California" (Ross, 1995) exemplifies this scenario. Marianne Stanley was the head coach for the women's basketball team. Stanley demanded that her salary be brought into line with that of the head coach of the men's basketball team (Coach Raveling). She believed that the position of head women's coach required "equal skills, effort and responsibility and was performed under similar working conditions" (Ross, 1995, p.6). The University in defense stated the following:

The men's team produced ninety times the revenue of the women's team. Coach Raveling was required to conduct 12 outside speaking engagements per year, to be accessible to the press, and to participate in certain activities designed to produce donations and endorsements for USCalso Coach Stanley had a lower level of experience to Coach Raveling's 31 years ... there was more pressure on Coach Raveling to win (Ross, 1995, p.6).

Male sports are given more media coverage and therefore attract more sponsorship dollars. This means that there is more money available to pay the wages of coaches in the male dominated professional sports leagues and competitions than in the under-funded, often female based sports.

It is difficult, therefore, for female athletes looking towards coaching as an option for a career, to consider it when the work is not appropriately rewarded.

2.3.2.2 Male Competition for Jobs

In the United States, it has been found that even though female coaches and those coaching women are paid less than men, their jobs are increasingly under threat of attracting male competition. Acosta and Carpenter (1992)

found that soon after Title IX legislation had been introduced, jobs for coaching women became more attractive because the pay and time benefits increased. "The more the available kudos, the greater the masculinity rate among those in power" (Ross, 1995, p.351). Once a coaching position attracts more money and prestige it attracts more male competition. Equal pay for coaching female teams makes the task more appealing to male coaches. The added pressure of competition from males now works to the disadvantage of women, particularly when the criteria for selection of coaches are based on male attributes (Theberge, 1984b).

After Title IX was introduced into Universities and Colleges, many of the women's programs and departments merged with the men's. This integration of departments into one, more often than not, meant that men took over the decision making positions (Acosta and Carpenter, 1992; Boxill, 1995; Hasbrook, 1988, and Kellems and Pastore, 1994). When "the coaching labor force was reconstructed it legitimized men coaching women, but not women coaching men" (Knoppers, 1988, p.74). Women were not taken seriously as administrators and coaches, as up until this stage they had not been paid well, participating for the love of the sport. Once resources become limited, only the serious contenders were given the positions and resources. These tended to be the more 'serious', well paid, men's coaches (Boxill, 1995).

2.3.2.3 Financial Costs of Coaching.

In the United Kingdom, West and Brackenridge (1990) found that only the relatively affluent with a commitment to sport aspire to coaching positions. This is because they have the income and economic security to give them the time and place to coach. This affects women more than men; because fewer women are in full time employment and few coaches are paid for their time. If the financial reward for coaching is outweighed by outgoing costs such as team tours and coaching accreditation, then a female coach can easily feel guilty, particularly when she relies on her partner's income. This may affect

her decision to gain higher accreditation. "The influence exerted by personal financial circumstances on one's decision to coach should not be underestimated" (West and Brackenridge, 1990, p.16).

2.3.3 Institutional Influences on Women as Coaches

Coaching is a profession mainly undertaken and defined by men and therefore it is difficult for a woman to gain respect and acceptance. Tokenism and marginalization are institutional forces that operate in sport and are used to maintain the power base, and ensure that coaching remains male dominated (Knoppers, 1989, 1992).

2.3.3.1 Tokenism

Although their presence in this male preserve signals an impressive level of ability and perseverance – indeed a level of resistance to their total exclusion from the positions of leadership – women coaches struggle to be regarded as more than just token women within a male establishment (Brill and Theberge, 1994b, p.367).

Kane and Stangl (1991) examined the employment patterns of female coaches in men's interscholastic sports in the United States. They found that women served as a token influence, representing less than two percent of all head coaching positions. They are considered "tokens" because they do not represent any kind of power base within men's sports. As a 'token' member of a group a woman may have been hired because of gender equity issues rather than her qualifications. Her performance tends to come under closer scrutiny by her colleagues (Bass, 1990).

- I. "Status Leveling", where female coaches are mistaken for secretaries or managers of teams.
- II. "Slotting" occurs when a committee needs a female member. Here, the few females in an organization are placed on these committees and become overburdened with work.

III. "Occupational Stereotyping", where males are considered the norm and are preferred by subordinates.

Hall, et al. (1989) suggest that males fear those who have different goals and interests to them because those differences may bring about changes that could affect their power base. This fear can result in the female coach not been taken seriously by her male colleagues resulting in professional isolation. This isolation can exclude women coaches playing a part in policy formation and decision making (Thomgren, 1990).

2.3.3.2 Marginalization

The marginalization of female coaches, that is the keeping of women in less prestigious, less powerful sports, minimizes the chance of women moving into leadership positions.

Women coaches are often stereotyped into working with the young, in much the same way as women in paid employment are found in nurturing, caring occupations such as teaching and nursing (Bass, 1990). 'Job segregation' or the tendency of men and women to adopt certain roles in society and in the workplace means that women are more often than not seen as careers and facilitators. They are not perceived as organizers or strong leaders (West and Brakenridge, 1990).

White, Maygothling and Carr (1989) found that female coaches tend to be given the very young and junior athletes in sporting programs. Success in coaching at the junior levels is difficult to assess because usually athletes are not perceived to be a success until they have reached the adult levels of competition. As a result women coaches in junior programs find it difficult to 'prove' themselves. "The realities of the sports world mean that just as status accrues to athletes who achieve the highest levels of performance, so it does to those who coach them" (White, et al. 1989, p.4).

2.3.4 Organizational Influences on Women as Coaches

The so-called "old boys" network and mentoring are organizational factors within a sport that can involve discriminatory appointments (Acosta and Carpenter, 1992). They pose yet another obstacle for women's entry and progression in coaching. "Organizational cultures are, by and large, masculine and women's position in them is peripheral" (McKay, 1992, p.1).

2.3.4.1 Old Boys Network

Female athletic administrators in the United States have attributed the demise in the number of female coaches to a number of factors. These include the " ... success of the 'old boys' network, failure of the 'old girls' network and discrimination on the part of female administrators doing the hiring" (Acosta and Carpenter, 1985, p.36).

West and Brackenridge (1990), found that promotions in sporting organizations are often linked to the degree of access individuals at the lower levels have to those at the top. Feedback is essential in coaching as most of the occupational socialization and training occurs on the job. Those women who do not receive feedback are hindered in their attempts to learn the job (Knoppers, 1987). Membership and access to social activities such as golf are the informal networks where information crucial to career success is transmitted. Employees are socialized into the culture of the organization and learn how to climb the corporate ladder. Often women are excluded from this process (McKay, 1992).

Bass (1990), suggests that it is the 'old boy' networks that make it more difficult for women executives to obtain the information that is necessary to fulfill their managerial duties effectively. They therefore do not progress into the upper levels of management. Women's exclusion and isolation from the inner circle in their organizations serves to keep them in less prestigious positions. The lack of power and control that many female coaches have over

their programs can be a reason that many leave the profession (Mathes, 1982). Male coaches are able to get access to full time secretaries and seem to be consulted about departmental policy and interact with athletic administrators more (Knoppers, 1987). Women sporting executives in the Australia's study by McKay (1992), talked of "glass ceilings, blockages, hoops and walls" in relation to their experience in the sport organization. "An increase in one's access to power may in turn enhance one's opportunity" and male coaches make the most of this (Knoppers, 1987, p. 19).

Mentoring refers to the relationship between a senior and junior employee where the former guides the latter in their progress and development. Buchicchio (1995), mentions the lack of preparation for coaching by mentors as a reason why women coaches report higher levels of burn out. For a coach it is not only skill that will secure the appointments to the best teams, often contacts, mentors and guidance are needed (Dix, 1991). These contacts and mentors are usually more readily accessible to men.

A gender differentiated system of defining qualifications may exist for the hiring of coaches for women's teams (Knoppers, 1988). Male coaches of women's teams compared with women coaches of women's teams are less likely to have majored in Physical Education, and are less likely to have played their sport to a high level (Bass, 1990). The appointment criteria need to be measurable so that administrators can make objective decisions. If subjective decisions are made, they are likely to be discriminatory (Wilkerson, 1996). If the criteria is vague and based on intangibles such as having "good skills" and "competitive values" then the way is clear for discrimination. Measurable coaching credentials such as a degree in Physical Education, coaching levels, win/loss records, make it more difficult for those in the decision making positions to make biased appointments.

2.3.4.2 Homologous Reproduction

Stangl and Kane (1991) looked at structural variables that explained the underrepresentation of female coaches and found that "homologous reproduction influenced greatly the proportion of female to male coaches in the American College system.

Stand and Kane defined "homologous reproduction as a process whereby dominants reproduce themselves based on social and/or physical characteristics (1991, p.47). This means that when a male is in the position to choose someone with whom to work, he will tend to favour someone with whom he feels comfortable (Lovett, Lomy and Lopiano, 1991, and West and Brackenridge, 1990). Male athletic directors choose male coaches (Acosta and Carpenter, 1985, and Lirgg, et al. 1994). As there are considerably more male athletic directors than female athletic directors, male coaches have a greater chance of appointment. "If they share identical interests, goals, perceptions and biases then elites can ensure the maintenance of the status quo, and their own power" (Hall, et al. 1989, p.37).

An example of this occurred after Title IX was introduced and athletic departments were merged. Men were hired for positions that had previously been held by women (Boxill, 1995, and Hult, 1994). Hasbrook (1988) conducted a study in the United States and she considered the declining percentages of female coaches since Title IX. The results indicated that with the change in status of women's sports, administrators felt that women would not be able to deal with the added pressure of the competitive positions. This led to discrimination against female coaches when filling coaching positions.

Administrators are in a position to either encourage or discourage the participation of female coaches. If they believe that women are not good

leaders, then they will not encourage them to apply for competitive positions as a coach.

When asked to explain the lack of women in women's programs, male coaches and administrators stressed a lack of qualified female coaches and failure of female candidates to apply for job openings (Acosta and Carpenter, 1992).

2.3.4.3 Lack of Pathways

Coaching provides a career ladder with many possibilities for men ... however for women it is a dead end (Knoppers, 1987, p.13).

White, Maygothling and Carr (1989), West and Brackenridge (1990) suggest in their findings that very little is performed to attract women into coaching in the first place. Once involved, there are no obvious pathways to advance female coaching careers.

Women are often perceived as managers of sporting teams rather than the team coach. This is because the pathways to coaching positions are ill-defined due to a lack of role models and the stereotyping of females in administrative positions. In Canada, "Females represent approximately 55% of the athletes in competitive swimming, but are unrepresented in coaching and officiating, particularly at prestigious national levels where their role is that of manager or chaperone" (Hall, Cullen and Slack, 1989, p.30). If a female coach wants to progress to the elite coaching level she often has to find her own way with little guidance and minimal support. This lack of support not only affects her work behavior but also limits the entry rate and increases the exit rates of women coaches (Knoppers, 1987).

The literature suggests that many barriers exist for women coaches in sport. These barriers have been categorized into four domains: social and cultural influences; economic influences; institutional influences and organizational influences on women as coaches. Each domain has many themes that may or

may not have an impact in the Addis Ababa City Administration sporting context for women coaches. The Discussion (chapter five) will link the literature review with the findings from this research in a bid to correlate the research with the available literature on the topic.

CHAPTER III

MATERIALS AND METHODS

3.1 Introduction

The methodology of a research study emerges out of the nature of the problems made the purpose of the study McMillan and Schumacher (1997) describes research methodology as a systemic and purpose full way one collects and analyses data.

This chapter adopted by the following methodological procedures:

- Research Design
- Collection of Data
- The Sample
- Procedures
- Method of Analysis

3.2 Research Design

The purpose of this study was to investigate factors that affect women coaches towards elite coaching positions in Addis Ababa City Administration. This study, using a qualitative research method include semi-structured interviews, had some advantages which are: (1) it was useful to collect a great deal of 'rich' information about small convenience samples (Veal, 1997), (2) due to little research, it was supportive to explore the phenomenon of experiences and problems of female coaches (Baumgartner, Strong and Hensley, 2002), and (3) in-depth interviews allowed the researcher to understand deeply about factors affecting of being an elite female coaches from the interviewees' points of view (Henderson, 1991).

3.3 Data Collection Method

In this study, three types of data collection instruments were developed and utilized to increase the breadth of information obtained from the respondents of the study. The methods of data collection include semi-structured interviews and focus group discussion.

Semi-structured interview: A semi-structured interview was conducted. A list of interview questions was used, but participants were also encouraged digressing or expanding the discussion into other related areas of interest if they intend to do so. The interview questions, list of a series of open-ended questions, were designed to explore factors that affect women coaches towards elite coaching positions in a deep dimension. The questions focused on factors affecting related to coaching, barriers or constraints, and reasons for why they progress their coaching level (see Appendix B and C).

Focus Group Discussion: The focus group discussions were another qualitative data collection method used in this study. This was undertaken in such a way that after having the necessary data from the respondents through interview, two separate focus group discussions were employed to triangulate the unclear ideas and information related to the subject under study.

3.4 Sampling Method

The samples were obtained through the researcher's contacts. A convenience sampling method was used. The samples were selected to represent a broad representation of female coaches with different characteristics; for example, coaching experience, types of sport they coach, level of coach and others (see table 1).

The participant's data set consist of semi-structured interviews with 10 female sport coaches in Addis Ababa City Administration who are categorizes

into three types: teacher-coach (n = 3), part-time coach (n =6) and a full time paid coach (n = 1). The teacher-coach refers to those teachers and as coaches for the school sport teams. The part-time coach refers to coaches who have a full-time work and being a coach in their leisure time, such as, weekdays' and nights. A full time paid coach means, who coach the full time during her coaching career.

The age of the participants was range from 27 to 40 years old. Their coaching experiences are approximately from 4 to 15 years. They are coaching at different levels, including beginners, training stages and the elite Addis Ababa City Administration teams. The types of sports they are coaching included; athletics, handball, basketball, volleyball, and football. All participants, except the teacher-coaches, are focus on coaching one sport only.

3.5 Procedure

Semi-structured interview: The interview procedures were the same for all female coaches. Before the permission of the interview, an oral consent was granted from each interested participant. By giving them some information of the study, the participants would gain more confidence in the study and the researcher. The content of the oral consent will include: (1) a brief description on the purpose of the research and its content; (2) the participants' rights in withdrawing the interview at any time; (3) scheduling a suitable time for an interview.

Prior to commencing the actual interview, written informed consent was sought from the study participants. This was an elaboration of the oral consent, but presented in a written format. The content included the scope of the investigation and the participants' rights before, during and after the interview and research period (see Appendix A). Participants had every right

to withdraw from the study whenever she was felt uncomfortable during the interview.

Each interview was tape-recorded to preserve the detail of the interview and to facilitate a smooth pace in the interview process. This action had been explained, and reminded over again in the consent and to the participants before starting the interview(s). The investigator had every respect to the participants' privacy during the process. In addition, all materials were kept confidential and destroyed when the study terminated. The interviewees' names were changed to protect their identities.

During the interview(s), participants were given about five minutes to go over the set of semi-structured interview questions on their own. They could ask questions whenever appropriate. After they had gone through the questions, the investigator asked the questions verbally to the participants. The participants were encouraged to give detailed comments and insights, with supporting facts when illustrating their ideas.

Focus Group Discussion: The two focus group discussions were managed by the researcher and tape-recorded. There were a total of 10 discussants. Each focus group had 5 discussants. The focus group discussion participants were those female coaches. The major issues raised during the focus group discussions include factors that affect female coaches towards elite coaching position.

3.6 Analysis Method

The interviews and group discussions were transcribed in full from audio-tape. Using the open-coding technique described by Minichello et al. (1995), the information in the transcriptions was sorted and identified. This is a system of classification of concept labels that are applied on the discovery of discrete phenomena amongst raw data. These concepts can be categorized

into groups that seem to relate to the same phenomenon. Each of these broader categories is given its own name, and the conceptual power of each category relates to its ability to pull together groups of concepts or subcategories (Strauss and Corbin 1990). "The coding of qualitative research is important, as it operates as a labeling, retrieval and organizing device" (Burns 1994). This process allows one's own and others' assumptions about the phenomena to be explored, which can lead to new discoveries (Strauss 1987).

Coding categories in this particular research were identified from the literature review which had already established themes and sub-themes pertinent to the study. The themes were identified as Social and Cultural, Economic, Institutional and Organizational. The transcripts were coded along these themes or categories. In the margin of the transcript file, the data was encoded with the appropriate code. Once codes were allocated to the text in the transcript file, data codes next to each entry were collated together under themes and sub-themes. Appropriate themes were then identified, and the identification of relevant passages to quote. As a part of the process of verification, parts of the coded data were presented to the interviewees to check whether the researcher had interpreted their meanings properly. Three of the interviewees were invited to participate in this process. Also, interceder reliability checks were done with two of the researchers' friends. That is, three people coded a sample of the data separately and then compared the codes with each other. This process confirmed the reliability of the researcher's coding process (Neuman, 1997).

At the conclusion of the analysis the information in the data emerged in its fullness. A number of findings were developed as the themes emerged from the data. The findings from the data are presented in Chapter Four. They are presented in a discursive style and excerpts are included in the text for ease of reading. And discussion of the findings is presented in this chapter, with references to the review of related literature. Summary of findings,

conclusions, and recommendations for further study, as well as recommendations to create an equal opportunity environment for Addis Ababa City Administration women in coaching, have been included in chapter five.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This section deals with the analysis and presentation of data obtained from primary sources of information gathered by using different techniques employed in the process of data collection methods.

Profile of the Informants: The table below shows coaching levels, age structures, coaching experiences, marital status, number of children, educational levels and interview time. The total number of participants in the study was ten.

Table 1 below illustrates the backgrounds of the participants

Informant	Level	Age	Experience	Marital status	Children	Educational background	Interview time
A	1	40	14	M	2	Ph.Ed. Degree	98
B	1	34	7	M	2	Ph.Ed. Diploma	80
C	2	38	15	M	2	Ph.Ed. Degree	73
D	1	33	5	M	1	-	75
E	2	35	8	M	2	Ph.Ed. Diploma	84
F	1	32	6	S	0	Ph.Ed. Degree	76
G	1	27	4	S	0	Ph.Ed. Diploma	88
H	1	32	7	S	0	Ph.Ed. Degree	79
J	2	35	11	S	0	Ph.Ed. Degree	115
K	1	36	10	S	2	Ph.Ed. Degree	72

As the analysis proceeded, the emergent themes reflected the issues identified in the literature review. This enabled the researcher to link the findings to the available literature on the topic, and to identify those factors which encapsulated the barriers and constraints faced by women coaching.

The findings will be reported under the following four domains which coincide with the core points raised in the literature review: Perceived Social and Cultural Factors; Economic Factors; Institutional Factors and Organizational Factors. The domains are quite broad but also include themes in each category. A number of themes were identified for each domain.

First, the findings provide dense descriptions of informants' attitudes to the social and cultural factors that affect for them as female coaches and produced ten main themes:

- Family responsibilities
- Children's attitudes towards their mother as a coach
- Spouse support
- Lack of time
- Gender bias on evaluation of coaches
- Role models
- Burnout
- Credibility
- Confidence
- Player base

Second, the informants' attitudes to the economical factors that affect for them as a female coach included one main theme:

- Male competition for jobs

Third, the informants' attitudes to institutional factors that affect include two emergent themes:

- Tokenism
- Marginalize

Finally, informant's attitudes to organizational factors that affect included the following themes:

- 'Old boys' network
- Lack of pathways

The themes provide a framework for interpreting the thoughts expressed by the informants, as well as reflecting the most frequently stated views and responses. While these themes are mentioned most often in the interviews, other researchers may have chosen different themes or terms. The findings are based on the informants' words, not the researcher's. In reporting these findings, the researcher is synthesizing the situation and words used by the informant. The findings include both actual quotations and interpretive statements that have been linked together under emergent themes. Differing opinions are expressed because that is the reality of the world as revealed by the informants. The researcher has tried to be as objective as possible in reviewing the transcripts and tapes. The tapes in particular are invaluable for the subtleties and dramatic pauses. Hearing the voice enables the researcher to ponder on the importance of the actual word used and its context. When replayed, the tapes allow for thorough familiarity with the text, and those muttered words that are often missed or misheard take on new meaning. Every endeavor has been made to include key words and sentences from the interviews.

The raw data base provides the quotations. The text includes these quotations for ease of reading rather than referring to the appendices. A letter of the alphabet identifies each respondent. The dialogue included seeks to convey the composite view of the finding or emergent theme. The excerpts are included to acquaint the reader with the details of the data base.

The findings are presented in a discursive style, as it is more appropriate for this chapter to align with the style of the interview. Considerable work is involved in allowing the perceptions to emerge from the data in a way that allows the reader to capture the essence of what the informant felt during the interview. Again, the methodology seeks to present the informants' view of reality, not the researcher's interpretation of that reality.

4.1.1 Perceived Social and Cultural Factors

Within the social and cultural domain ten main themes emerged which contribute to an understanding of the perceived social and cultural factors that affect women coaches. Perceived factors included family, spouse support, gender bias on evaluation of coaches, lack of time and lack of role models. It was perceived that women coaches tend to suffer burn out from family commitments, lack of time and the pressure of having to prove themselves. Lack of credibility with athletes, coaches and the administration was also perceived to be a problem. Some sports require their coaches to be strong physically, setting up a barrier based on physical strength. The confidence to coach comes from many sources, however education, training and a background as a player helps.

Finding 1: Family responsibilities are perceived as a major factor by women coaches with families as well as those without.

The family was perceived as the single most important barrier by all informants. Even those without children perceived it as an issue to be considered in the future. The main theme that emerged in relation to family was the resultant lack of time. It is difficult to make the commitment to coaching with a family. Two informants assumed that female elite coaches do not have children, or they have a really supportive spouse who helps them with the family duties. In contrast, one informant suggested that she was able to coach because of her family's involvement.

Commitment to the family was cited as a major factor for most of the informants, even for those who do not have children:

I still go back to the fact that females just instinctively are different, their commitments are different. Most females would want to commit to their family and their children. (Informant H)

It's very difficult to care the children ... and I think with having a family and family commitments there is only a limited amount of time that you can put into other things. (Informant K)

Informant F does not have a family, however she commented on the effects she perceived a family would have:

... I just go, go, go because there is only me to think about ... it is hard to predict what it would be like if I had children, but I guess something would obviously affect if I was to have children ... I think that would be coaching. (Informant F)

Informant H also does not have a family, however she made quite a few comments on the impact it would have:

...you have babies, you have families, you have other commitments and a lot of women will turn away from coaching, walk away and give all their commitment to their family.... Some want to, some think they have to, whatever the reason; women will do it before the men. (Informant H)

Commitment to the family was also cited as a major reason for not progressing to the elite levels for some coaches. The following quotes represent this view:

...we have to bear the children at some stage so that just puts a single dampener on us to start with. Then there is the commitment of the family, I guess. That is the main reason why I do not see women progressing into elite coaching after they finish playing.... A lot of women do not think they can do both so they make the choice, they go along and do the family thing. (Informant H)

I'm not sure if I can make that commitment (international level coaching) with a family. (Informant B)

...my family commitments really affected my involvement in the club. When I compare it, I am happy in the lower levels, the higher levels require more time, which I do not have with work and family commitments. (Informant D)

I do not know whether I could go much higher in levels in coaching because of the amount of time that it takes.... You have to be so dedicated.... I have got the dedication to athletics, but not at the expense of my family.... and you have got so many people to fall back on. (Informant E)

...I certainly would be interested in being a professional coach ... but I would not do it with having a young family at present.... I am kind of limited in the after school hours that I would be available for... afternoon and Saturday morning sessions are things that are more difficult with the family. (Informant K)

There was a perception that males and male coaches have less responsibility for raising the family.

Male coaches get it easy ... they can do what they want, they have the wife at home with the kids, in the kitchen, we do not get that backup. (Informant D)

...with men, they do not have to bear children, they do not have to run home and raise a family, they do not have ties to a household that most women have ... sure there are some women that do not and that is their choice, but there is not a lot, and I do not know of any Addis Ababa's female coach that have made those choices to go and coach. (Informant H)

... it is okay if you are the dad to go off and do things, or work into all hours of the day and night, or you play sport and then go and have your drink with colleagues at the pub.... There has always been a different role model for women ... they are meant to be there to put the dinner on the table, and put the kids to bed and then perhaps if there is time after that they might be able to move out and do their little extra curricula activities. (Informant F)

Focus group discussions: Family is a major barrier to coaching for most of the discussants. Those coaches who currently do not have children perceive the family as a future barrier to their progression to the elite levels. And they agreed that males and male coaches have less responsibility for raising the family.

Finding 2: The attitudes of the children towards the mother and her coaching commitments can be a source of stress and guilt for the female coach.

The attitude of the children particularly once they get older can have an impact on the amount of time informants spend coaching. Informants A, C and E, talk of the pressure of taking their children to training sessions:

... and the kids whined, "Why do you always have to go down and do things?" ... "Why does not somebody else do it?" ... "You always have to do it".... (Informant A)

The nine year old gets very grumpy because she is always got to go somewhere or have someone come to look after her. She just said last day ... she had to come around and watch for one and a half hours ... and she was very cross, so she's at the age where soon they will be able to stay by themselves comfortably, it is a huge problem. (Informant C)

... even though you can take kids to training ... they get jealous of their friends, or you know at that time they want do what the athletes do. (Informant E)

Talking about reasons why she suffered burn out, Informant E mentions the guilt involved with trying to do both coaching and child rearing:

.... again with family commitments it became too much and I think I got guilty in the fact that my kids ... I picked them up from school and took them to the training field ... I give their food and tea there and they would be eating and I would go out and coach ... and train somebody ... then I would take the kids home and say okay it is time to get to bed and I think I got guilty about that. I think the mother instinct took over and I felt guilty. (Informant E)

Children can be a factor for not considering going to the next level, particularly when it requires travelling too far to training sessions, or going other side of city and being away from them:

With the higher levels you have to travel to the other side of town ... I have got no desire to do that with my child. (Informant D)

If you did not have your children, your career may be chosen differently, you would be more self centered. I mean if I did not have the kids, I would definitely go for like more high level positions ... (Informant B)

Finding 3: Spouse support is important when trying to establish and continue with a coaching career, particularly when children are involved.

Support from a spouse was mentioned as a requirement for successful coaching by the married and the single coaches:

If you want to coach at an Ethiopian level you have got to be prepared to train morning and afternoon... because you have had to coach the people in your place ... that is a huge time commitment for anybody, for a female with a family you have got to have that damn support of your husband. (Informant H)

I certainly want to have a family, and have children ... I could not manage doing both unless I had a husband that did not have a job and could stay at home and look after the children. (Informant H)

Informant J does not have a partner, though she talks about her perception of having one:

.. it would be much better ... I expect I would have a lot stronger and a more successful team if I had a partner.... I have got a full time job that is paying my living expenses ... if someone else was doing that and I was just coaching, who knows? (Informant J)

I know that other female coaches do it ... this athletics coach, she has done it and her husband just deals with it, he does his thing and she does hers. (Informant J)

One of the informants has supportive spouses and found that it is a great help with her coaching commitments:

...well he is got a sporting background, he is involved in coaching so he is very supportive and he is sort of done his time so I suppose he sees it as supporting me ... he is positive for me because that gives me time in sport that he has already had. He is very much a perfectionist and also very geared towards doing things properly so he feels that it is important that I am the same and I have got that perception so therefore we get along well. (Informant B)

When asked how do you think it would affect you if you did not have a supportive husband? Informant B was sure that it would have a detrimental effect:

I do not think you would survive ... too much stress on the marriage I think, if the partner does not understand your need to pursue your career. He is not going to be supportive so therefore if you have not got that support base, I do not think you could be as organized as possible, when you have support, it is easier to be organized ... (Informant B)

When there is no support for the women a coach at home, it can create tension. This seemed to be a major problem for Informant A:

... yeah there is an imbalance because we both coach, we both work and I am still the one with the major responsibility for seeing that life at home runs smoothly So there is a bit of, there is an imbalance and that does have an impact and it is a cause of conflict ... because if I say can you do something, he will say yes, but then it does not get done because he is got to go and do something else, or "I had to go and do this coaching", or "I had to go and do such and such for football", and that was a higher priority than making sure that the home is as it should be. (Informant A)

Informant H believes that women place the family above their coaching commitments:

... you have babies, you have families, you have other commitments and a lot of women will turn away from coaching, walk away and give all their commitment to their family ... some want to, some think they have to, whatever the reason, women will do it before the men They will walk away from this sport before a man does and you know I do not see that that is the man's problem, I see it sometimes as our problem. (Informant H)

During focus group discussion: Discussants decided support from the spouse is important to a female coach, particularly when family commitments are involved. In addition those who had supportive spouses felt that the support they got was paramount to their success as coaches.

Finding 4: Lack of time is perceived barrier for women coaches.

Lack of time due to family and work commitments has already been discussed; however time is a big barrier for the informants for various reasons. These include travelling times to training and lack of time because she is still playing. Some of the informants feel that having a full time

occupation other than coaching does not leave much time to coach, particularly when there are family commitments. For similar reasons, lack of time can be a constraint for male coaches as well.

Informants A, B, E and F, talk about lack of time:

It is hard enough for the coach to get an athlete up to a elite level, and I would have to take a major role in doing that, and I do not have the time to put in to coach the extra sessions that I would have to coach during the week, I just do not have the time to do it. (Informant A)

Time is the biggest barrier and being able to commit to the time factor is a barrier (to progression). (Informant B)

I will stay involved but not as an elite coach because it takes too much time. It is too time consuming and it is really hard to juggle being a wife, parent, mother a worker and a coach altogether ... it is very difficult. (Informant E)

... so there is just limited time ... you take 4 days a week with the club coaching ... 3 days coaching and 1 day for the game and you know there is not enough hours in these day . (Informant F)

Time spent travelling to training sessions is a concern for Informant E:

My husband works very long hours ... most of the women athletics teams are on the other side of town we trained at 10:00 AM on weekdays, so I would have to leave home at 8:00 AM to get out to training which meant that I had to pick the kids up, drop them off at my mother's or if mum was not home, somebody else ... until my husband got home at 12:00 - 12:30 AM ... and then I would not get home until 2:00 PM ... there was so much travelling to get to the other side of the city, and then coaching and then to be prepared for coaching ... and all that as well as work! (Informant E)

The travelling is a major barrier for me ... in this sport the majority of players come from the different area so therefore most of the training is held out there, and most of the elite coaches come from that side of town as well So therefore I have to travel there ... so there was a one hour travel... which is a pain ... and I think it's a real depressing ... I just cannot fit it in with the family. (Informant E)

Household duties also reduce the amount of time for coaching:

... "What are we going to have for dinner?" ... I mean the question nobody likes to ask is "what is for dinner?" because they know I am

going to jump down their throat because I am the one who has to think of what is for dinner and, you know, prepare and cook it usually. (Informant A)

The fact that only one of the informants in this study was a full time paid coach means that most of the informants have an occupation other than coaching. For some of the informants work commitments other than coaching left them little time for coaching. This is obviously also a problem for male coaches. The issues talked about previously in this report, such as the family commitment that women tend to have, means that when coaching is added to the double burdens of home and full time work, coaching is not given such a high priority.

Two of the informants are school teachers and find that the requirement of work has an impact on how much time they can spend on coaching:

There is been nonstop changes in schools the last four years and it is been an upward battle just coping with all of that and the impact it has had on our daily work, so I have not really been in a position to go any further with my own qualifications in athletics ... that is been the main reason. (Informant A)

Work commitments seem to be the major barrier for Informant F who presently is single and does not have a family:

The head coach is trying to get me to do level 2 but I mean it's a lot of work especially with school.... There are just more and more hours of the day you have to put in at school ... just that time aspect of it is what puts me off it at the moment, just knowing how busy I am at work. (Informant F)

During focus group discussion: Most discussant mentioned and reason out that time is a barrier to coaching. The married coaches who have families feel restricted by time commitments due to work other than coaching. Single coaches without the burden of the family see lack of time due to their occupation as a barrier to coaching at elite levels. Apart from lack of time due to coaching commitments, the informants perceived travelling to training venues as a barrier for themselves.

Finding 5: Gender bias on evaluation of women coaches still exists. Male coaches are perceived to be the better option for elite athletes.

Gender bias on the evaluation of a female coach exists. Male athletes, sports administration and parents perceive that male coaches are better when it comes to coaching elite performers. Women coaches are perceived to be good with the juniors.

Athletes whether they are young, old, male or female tend to have a perception of the coach as a female. Informants A and D found it easier to coach children. Informant A believes that this is because children are used to females in authority as school teacher:

I think it is a gender thing. But as far as I am concerned, I mean, they (boys in the squad) do not seem to worry about me being female. And you know in primary school most of the teachers are female anyway, so I do not think it is any big deal ... they have come into athletics has female coaches and that seems to be quite normal as far as they are concerned. (Informant A)

Informant D prefers coaching children than older males, as she finds the male athlete biases hard to handles.

When I am coaching men it is not as rewarding as coaching kids, they seem to have the attitude of "I am not having a female tell me what to do!" ... they are hard to keep in line. (Informant D)

Informant D suggests that young athletes have a bias towards women coaches, particularly when they want to know her background as an athlete. They are not as accepting of a female coach.

Kids will want to know your history in the sport; they ask "what do you know"? I do not know many male coaches that are asked that! (Informant D)

The informants perceive that when athletes reach elite levels they want and prefer a male coach:

If athletes are an elite level, they want male coaches ... even the females want them. It is like they think the male coaches are somehow better! (Informant D)

There is still an outdated view that exists in Addis Ababa sport that male coaches are somehow better prepared to take on elite athletes:

It is a real problem for women coaches.... a lot of people have a stereotype that a coach has to be male... this image that he should be big and have a stop watch around him and be rough It is really such a stereotype, but it is true ... it is a fact I know that I have not got head coach because I am a female. (Informant J)

... you go on to a bigger, more high profile club with more well known coaches. There is this culture in Addis Ababa sport, I think, where there are certain elite clubs ... they have all got male coaches. (Informant A)

Most of the elite performers go to more experienced male coaches ... rather than to someone that has not got or had the experience of coaching at the elite level, so there is a bit of a glass ceiling ... they are not held in such high regard as the males that is why there are males coaching female teams. (Informant K)

At the administrative level these biases towards males exist:

I have been in a situation where there is been two female coaches and one male coach with the junior athletics squad ... and the committee take on the male with senior squad ... and the male's has been the least experienced!!! And I have said "no we go with the most experienced coach"... the females were much more experienced ... that is unbelievable ... they had assumed that the male would be the most appropriate... and it had to be the male that was chosen even though he was the least experienced ... I found that fascinating (Informant J)

Parent perceptions are also important as they ultimately help the athlete make their choice of coach:

It is the reputation, it is what people, people's perceptions, parents' perceptions are really what, you know a driving force ... parents' perceptions of someone being successful, with someone who is successful and, you know, putting their child into something that they are going to be successful at ... "he is a coach", "look what he is done, so if he can do it for those kids he can do it for mine"... (Informant A)

... I think a lot of parents especially females, mothers who do not have a problem when they see their boys at junior level with females.... I think a lot of women have problems with their 16-18 year olds having female coaches.... maybe they think I am going to run away with them!!! Which is unbelievable considering the press is around the

other way with men having affairs with their athletes, which still go on today. (Informant J)

... at a junior level they feel it is warm and fuzzy to have a female coach ... “she is lovely and she is going to look after my child and she is not going to yell at my child, and my child is going to get a good experience” ... but they worry about it once they get past 15 years of age. (Informant J)

During focus group discussion: Gender bias on evaluation of women coaches exists. Athletes, sports administrators, and parents have a view of who coaches are and how they should behave. They perceive that male coaches are better prepared to deal with elite athletes. Some of the discussants enjoy coaching children and assistant because the bias is not so strong, and children tend to be more accepting of a female coach.

Finding 6: Few women coaches have female role models in sport.

No informants had women coaches as role models. It was suggested that this is because there are not many women to choose from in the first place. A few informants had male coaches and mentors, one informant suggested her family members were her role models, whilst the rest of the informants had no role models.

There are not many female role models for women coaches. Informant E suggests that the role models tend to exist at the lower levels.

There was not a lot of role models for me in coaching ... you do not get a lot of females. There were not a lot of female coaches at the elite level. When I was going up through the junior ranks there were a lot of male coaches but there were not female coaches at that level. (Informant E)

Informant H suggests that there is a lack of female role models for women coaches, and that it is an issue for women in any occupation:

.... women just do not have the confidence that men have to take on high roles. We do not have the role models to follow, we do not believe in ourselves enough to do what men do ... over the last century it is always been men that do high profile positions It is only the last

10-20 years that women have started to become executives at work ... men do the executive roles and women do not. It is just the way life is ... and some of us accept it. (Informant H)

Informant E sees herself as a role model for the girls in her sport. She was the only informant who considered herself a role model for others:

I see myself as a role model ... because I know that a lot of the young girls what I have done. (Informant E)

Informants E and G have male role models or mentors who have encouraged and supported them:

My role model was a man ... I really liked the way he talked and the way he went about things and he was a soft spoken man and I think that is what I liked about him ... if he got angry, he got angry and let the players know where they are and I think that is really important, and I think it is no good yelling at them all the time. (Informant E)

Informant G has had male role models due to the fact that she has not had many women coaches:

My role models tend to be men ... he was the head coach... there have not been any female role models coaching wise ... I have not had too many female coaches! (Informant G)

Quite a few informants had no role models at all. Informant A does not view her head coach as a role model; she would coach anyway because her family is involved in the sport. Informant J also does not have a role model:

I do not have a role model at all ... I am doing what I am doing because I like it. I admire people for what they do, male or female alike. (Informant J)

Informant G has a family that plays the sport so her role models come from that base:

.... my mother was a player and my father was a coach ... all my brothers and sisters played ... so I suppose they were my role models. (Informant G)

During focus group discussion: most of the discussants were no role models or the ones that exist are judged as inappropriate. One discussant

suggested her family members were her role models, whilst the rest of the informants had no role models.

Finding 7: Women coaches suffer burn out due to a number of factors, including the double burdens of work and home, concern for athletes rather than themselves, confrontation, and the pressure of having to prove themselves.

Coaching is a tough occupation, with the long and irregular hours. The main reason women coaches suffer burn out are due to the double burdens of home and work. Other sources of stress for the informants are confrontation with athletes and parents, the perception that women coaches seem to have a genuine concern for their athletes rather than themselves, and the feeling that they have to prove their coaching ability more so than men.

Informant B perceives coaching to be a very difficult occupation. The long and unusual hours make it very difficult to do:

... physically and mentally you get very tired. Like coaching is really difficult this year, I find that if I have a break for 2 days I get sick.... A lot of people that are coaching as soon as they have a break you get the flu or, you get burnt out physically and mentally.... I think burn out is a problem for coaches and if you are going all the time you never have the opportunity to sit back and have a look at what you are doing. (Informant B)

Informants A, B and E, perceive that the double burdens of home and work contribute to their tiredness:

.... I'm not burnt out from coaching cause I do not do enough to get burned out, it is really the other things rather than the coaching itself, but sometime I have had a particularly bad day cause the kids have been arguing all the time, I thought oh why am I doing this? (Laughs), (Informant A)

... I think I was a little burnt out from playing and coaching all those years, and I think burn out is a real factor female or male with family. (Informant B)

I think I am really suffering burn out at the moment that is why I am having a break from athletics ... I grew up with athletics since I was a baby and I have never been away from it.... I only took time off to have the kids, but I never really stopped ... and I coached and I had a family and a job ... (Informant E)

Informant J and B, feel that they have a greater concern for their athletes rather than themselves.

I think it is a tough occupation coaching ... it is out of hours ... it is not an 8 hours job ... it is a job where I get phone calls at 5:00 AM at night because one of my athlete want to do training ... she was in tears and did not want to train the previous day.... It is not the sort of job where you can go home and forget everything... coaching is tough full stop whether you are male or female, but I think females, if they have a lot of other things in their lives, like a family, I think it is hard. (Informant J)

The hardest thing I find about coaching is keeping all the players happy, which is a common problem ... (Informant B)

Informant H perceives confrontation with players, parents, spectators and officials as very stressful:

The confrontation as a coach with players, parents, spectators, referees and so forth, they are all very stressful and not pleasant. The criticism you receive as a coach, no one is a perfect coach ... sometimes the criticism is hard to take. (Informant H)

Finding 8: Credibility as a female coach is gained from having a teaching or playing background. Male coaches do not have to establish their credibility as much as women coaches, mainly due to the fact that the male attribute of strength is an important factor when choosing coaches.

Informants A, F and G, perceive that their backgrounds as teachers help to give them credibility, especially with junior athletes:

... I think it is a gender thing. But as far as I am concerned, I mean, they (boys in the squad) do not seem to worry about me being female ... and you know in primary school most of the teachers are female anyway, so I do not think it is any big deal. (Informants A)

The kids respected me as a coach because they respected me as a teacher.... You know they think that generally teachers know everything, so therefore I must know everything about football, so they are willing to listen to me and not negate the things I say. (Informants F)

The main credibility that I have with the younger males is the fact that I am older ... being trained in Physical Education helps as well ... I know how to control kids. (Informants G)

Informants J and E felt that as a coach if you are organized, educated and efficient, you have credibility:

If you keep them busy and they are doing something and they feel like they are getting something out of it then you have got credibility.... I think I achieved credibility because I was really well prepared. (Informant E)

I did my Level 2 accreditation when the accreditation system started ... I just did it because it seemed to be the only qualification around that had some credibility and I think that was really important.... I learnt a lot about athletics and a lot about things that I was doing that were wrong ... and it was very scientific, which I really enjoyed. (Informant J)

Informants D and H felt their playing ability helped them gain credibility as a coach:

Credibility with the male teams comes from the fact of being a player, demonstrating that I can do the skill, and playing harder if I cannot. The women teams do not have as much attitude, they are more willing to accept you as a coach. (Informant D)

Informant H helped coach under 15 boys last year. Her credibility with this team was based on the fact that she was an Addis Ababa player:

... to be honest with you, I found that I was not respected as much as a male coach until they saw me play. If I was just a girl standing on the side coaching them, then they would not respect me ... when I got in the court and played against them then they respected me. (Informant H)

Informant G does not think that you have to be a good player to have credibility as a coach:

Credibility I think it will come with experience and coaching more teams that performs well and develops.... I do not think that you necessarily need to be a good player. (Informant G)

Informants E and H, have the perception that males are seen to be more credible as a coach, just because they are male:

I think basically men are really more dominant than females and this helps their credibility. Men are stronger in some things ... and I think they get across ... sometimes trainers listen more to what a man says than what trainers would to another female. (Informant E)

I foresee that if I was a male, I could be the best coach but I may never have played the game very well. The boys however, they would never respect me, even if I was the best coach that they could ever have. If I could not get in the court and play against them they would never have respected me ... there is a male coaching the team at the moment and he never played with them yet the players respect him because he is a male ... he is a male, I cannot explain it, I do not know any other reason. (Informant H)

Informant J finds that her lack of credibility exists with male coaches. She finds that the male coaches in her sport do not want their athletes beaten by her athletes just because they are coached by a woman:

... they tell their kids to beat my kids because they do not want any "bloody female coach's kids beating my kids". ... I have had that said to me about ten times!! ... I have been coaching for eleven years, they should be respecting me ... so you know, that is the sort of garbage that goes on and it is really hurtful. (Informant J)

A sport such as Basketball regards the male attribute of strength as important when choosing a coach. Informant H also considers the strength factor as a barrier:

With Basketball, it is very tactful ... maybe men do not see females as having that sort of knowledge.... I guess there is also a strength factor, a physical factor and for them to have some sort of respect for you as a good player or a good coach, I think they genuinely look at a good coach as being a good player. (Informant H)

... if you are not physically strong or you cannot physically get in and play the game then you cannot be a good coach. (Informant H)

Informant K is also involved in handball; however she does not perceive that her physical strength is important to be a good coach:

... I am all for having coaches at a high standard of playing, but one of the problems I see is that you get elite players that are very good at playing and have strength but they are not very good at teaching or coaching. (Informant K)

... the fact that a female cannot shoot as hard as a male coach is not a reason for not appointing her ... a coach is many things ... a manager, an overseer, an advisor as well as a coach. (Informant K)

Finding 9: Confidence to coach at elite levels improves with educational background and support from male coaches.

When the informants were knowledgeable about what they were teaching they had more confidence in their abilities as a coach. Some informants still suffer from a lack of confidence. Teaching and playing backgrounds both help with confidence as a coach. Some informants felt that it was easier to coach if they could show that they had the necessary skill.

Informant A gets her confidence to teach boys from her teaching background in primary school, this way she is aware of possible problems she may encounter. Informant G is confident around junior athletes, due to her Physical Education training:

The main credibility that I have with the younger males is the fact that I am older ... being trained in Physical Education helps as well ... I know how to control kids. (Informant G)

Informant K also gets her confidence from the fact that she is a trained Physical Education Teacher and so she feels that she can teach most things.

... I am fortunate having had teaching experience and taught in schools for a while.... I am fairly experienced in my teaching practice, so the fact that I am not expert in all the sports that I might be involved with does not stop me from applying the teaching principles and the physical principles to those other sports.... So while

handball might not be my best sporting game, there is still lots of skills that I can give the training. (Informant K)

Being educated seems to give coaches confidence, which is why coaching accreditation levels become important:

... the coaching course gives you confidence. I still prefer to coach kids though; it is easier to get through to them. Guys who have played a long time when I taught, they think they are the best and want to know what the difficulty! ... I do not have the confidence to put up with that. (Informant D)

Being organized and knowing what you are doing is a big factor in developing confidence:

Confidence comes from if you know what you are doing, you are confident about it. You have got confidence to go out and plan it and prepare it and do it in work or any other aspect of life. If you plan it then you know what you are doing, if you fumble your way through then they are going to think "she does not know what she is doing". If you are prepared, you only need to tell them what to do and to explain what you want and I mean a lot of them are there to learn, and if you can improve them doing something being male or female they are going to do it. (Informant E)

Informants A and C believes that personality helps with confidence:

... I think oh well, what can I contribute here, but I guess that is a lot to do with my personality rather than my own coaching ability. (Informant A)

... I am more of an extrovert and totally confident in myself and I do not care what anyone says and I believe I have got enough knowledge and enough awareness to make decisions myself and go for it and cop a bit of flack. (Informant C)

.. so yes it is a tough business ... coaching full stop is tough ... and I think women who do not have a lot of confidence in themselves would probably find it easier to open a dress shop than to be a female athletics coach!... when I think about it, I think I would have been much more successful if I had opened my own shop than to be doing this because of what I have had to deal with over the years. (Informant J)

Some informants have a lack of confidence in their abilities which prevents them from coaching at the elite levels:

... I am not sure about going into a new environment with a lot of high profile male coaches (Informant A)

... I think even women underestimate their capacity. (Informant B)

... it is no good being a coach if you cannot cope. I mean you have to have assertiveness, you have got to be able to set boundaries so you have discipline, it is not easy but some people do not find these issues easy at all, particularly some women. (Informant C)

... I do not know if I am that confident ... I still do not like other coaches watching ... often when you are trying to explain something that you have not explained before, you are not sure what you are doing, and so I just think 'go away'. (Informant G)

Informant F is accustomed to working with primary school aged children and has a problem with confidence when it comes to coaching adults:

When they approached me to take on division one I just said straight away no I could not ... I could not you can bluff/challenge kids, you can always bluff kids and if you are not sure well then you come back and say "we will look that has not worked, let's try it this way", but adults are able to see right through you, they think they are better than you as a coach ... I do not like that and I do not feel confident around the adults. (Informant F)

Playing background tends to help with confidence coaching:

... the confidence that I do have comes from the fact that I have been a player, and the fact that I know what works best in some situations. (Informant F)

Informant J has no lack of confidence in her abilities. She has a fairly strong background as a competitor.

I have been teaching kids to train since I was eighteen years old, so my confidence in my abilities is fairly high ... but I was still concerned when I applied for my first coaching position ... and I had a whole range of athletes, from thirteen years of age through to these twenty four year olds ... I was pretty comfortable in what I was doing. (Informant J)

Informant J also suggests that her confidence comes from being successful:

... I do not know where my confidence comes from ... I think it is because I like what I am doing and I am good at it. I suppose it is easy for me to say ... if I did not have success, I would not be doing it ... and I think I get it from within myself ... I am always looking forward to the future ... I am just doing my own thing. (Informant J)

Finding 10: The relatively smaller female athlete base results in a reduced potential labor of women coaches.

Informants E, G and H believe that if there are not enough females at the base of a sport, then it becomes difficult to find coaches:

It is hard enough getting girls involved at the junior level, we struggle to get them interested. We just do not have a large enough player base to draw female coaches from. (Informant D)

... there is not enough women at the base level. That is why there is just not enough females in coaching. I do not know about the figures, but a lot of my female friends do not do sport, but lots of the guys do more (Informant G)

... things like having more women in management roles, in coaching roles, we are not going to get as many when we are a minority, that is just not realistic. (Informant H)

Informants A and G believe that because there are not many women coaches to begin with, those who compete against male coaches for jobs need to be exceptional. There are more males competing for the same position.

... and so if you do not have the base level then you are not going to move up the ladder ... and they might not have any impetus to coach ... I mean there are so few women coaches to choose from. (Informant G)

It just, there seems to be more (sighs) the ratio of males to females is much greater therefore their chances of the man being an elite coach is greater because there are simply more of them. (Informant A)

During focus group discussion: Almost both groups discussants agreed that female player base is important in that if it is much lower than the males

then there are fewer female athletes to choose from for potential coaching careers in a sport.

4.1.2 Perceived Economic Factor

In this domain one main theme emerged from the data. This theme was that males will compete for jobs once the positions or teams have more prestige and money attached to them.

Finding 11: Males compete for coaching jobs once the positions have more prestige attached to them

This is an economic barrier as well as a social one, as most of the sports in which informants were involved do not pay their coaches. As suggested in the literature review when a team gains prestige, male coaches become more interested in coaching it.

Informant A felt that this was because the male coaches need to make a living out of coaching and so the elite positions become attractive to them, usually because they will be paid positions:

... it is their bread and butter a lot of these guys and so they are driven by making a living and so they have to be successful to make a living and so it is a higher priority in their life ... (Informant A)

Male coaches who rely on an income are not interested in coaching at the lower levels in a sport such as athletics where the smaller clubs cannot afford them:

... I mean you know, we do not get paid huge amounts of money because the team cannot afford it. I do not think that it is something that a man would really, I do not know ... a lot of men that coach, a lot of them at these high profile clubs are men that this is their bread and butter and it would not be their bread and butter here ... (Informant A)

There is a perception that once a team gains prestige, males want to coach it and so the Position becomes more competitive:

... the adult team that I had applied for and did not get because of course we had won the year before and so everybody wanted that team. (Informant E)

Informant K believes that they do it for the prestige and power:

... males want to coach won teams because they like the prestige of having an elite performer whether it is male or female (laughs) ... (Informant K)

4.1.3 Perceived Institutional Factors

In this Domain two main themes emerged from the data. There is a view that women are 'tokens' in sport, not representing any kind of power base within the sport. That due to 'status leveling' women coaches are perceived as the managers or assistant coach of teams rather than the head coach of the team. Female coaches also tend to work with the junior athletes in sports and therefore recognition is difficult to obtain for their achievements as a coach.

Finding 12: Due to status leveling, women coaches are perceived as managers or assistant coach of teams rather than the head coach.

None of the informants saw themselves as a token in their sport. Informants A, J and E, perceive that women coaches are seen as assistants rather than a head coach:

... some of them who do not know you tend to think of you more as assistant coach of team rather than the head coach, they do not see you as a head coach even though you are a practicing as head coach. (Informant A)

... all the elite teams are coached by men. The women coaches tend to go as assistants ... (Informant E)

... it is just too hard, a very difficult to reach a level 3 status in because of the ridiculous requirement set up by Addis Ababa Sport Commission ... that is why you do not have a female head coach on the Addis Ababa team.... The coaches that go, go as assistant coach, they do not go as head coaches ... we have not had any elite female coaches on the Addis Ababa teams for I do not know how long! (Informant J)

One informant enjoy working as an assistant coach and see it is a good way of learning more about head coaching:

It is been great working with, you know, more elite level athletes therefore a lot of it is an assistant coach but there is some coaching involved. (Informant A)

Finding 13: Women coaches are marginalized into less prestigious positions, often working with the very young or junior athletes.

Informants felt that they work with the young and junior athletes and therefore are in less prestigious positions. The informants sometimes are happy working with this age group, as it is more rewarding for them to work with the juniors. Some women coaches felt that they worked better with the juniors and those they were better coaches at this level.

Some women coaches have a low profile because they coach juniors and therefore do not receive the recognition that elite coaches do. Informants J, K, D and A, perceive that when you work with the young athletes the concerned body does not recognize you:

... as a junior coach you are not really being recognized for your contributions to the kids ... the kids know ... but the industry does not know (Informant J)

... because of my coaching, my regular coaching that I do, I do not coach elite players that are club level, so I do not have a profile in coaching outside of the team basically. It is just with the primary schools team and I think some of them (male coaches) tend to ignore you really. (Informant K)

... “how many medals have they won?” ... “how many athletes did you take to Nationals last year” and that sort of thing. That is how it (success) is seen, it is in terms of results, it is driven by results. (Informant D)

... junior coaches get forgotten, there is not many of those elite players that would remember their junior coaches ... you get forgotten about because once you have reached elite level you forget who helped along the way. (Informant A)

Informants B believe that society has a perception of where a female should coach:

... look I cannot see any reason why we cannot coach basketball, particularly if you have got a good understanding of the sport, but whether or not you will be accepted is another thing. I think you would be accepted at development level ... it is just society's perception. (Informant B)

In basketball, children are encouraged to go to a few male coaches once they become successful. Most start off in small teams and are then encouraged to go to these 'better coaches'. These coaches tend to be male. The female coaches tend to be left with the development of the juniors.

... the way the system is set up ... according to Addis Ababa Basketball Federation, certain kids have to go to certain coaches to be the best ... which is actually wrong because all the best players have come out of very small home grown environments ... then they go to these big name teams with big name coaches ... (Informant H)

... she is used to, she gets kids at a young age and develops them and then sees them taken off by a high profile male coach. (Informant K)

Administration is also responsible for this view of women coaches, keeping them in less prestigious positions:

... like in any committee situation, quite often men hold the majority of power and that can become fairly difficult ... particularly when they are of the view that women coaches are fine at the junior level but not at the elite level. (Informant K)

The present system in Athletics accreditation levels locks coaches out if they coach at a junior level.

... you have to have athletes to get you that qualification, you can do the course work but if you do not have the athlete (at a national level) you cannot be accredited. (Informant A)

Some coaches were just happy working with the juniors, they want it this way. Informant D prefers to coach at the junior levels; she has no aspirations to coach at elite levels:

I prefer to coach juniors, the seniors need advice not coaching, I prefer to see them develop ... kids are there to learn, they want to learn all the time! ... my reward comes from seeing a kid perform a skill. (Informant D)

I enjoy the grass roots because I think a lot of us concentrated on an elite level and somewhere along the way the lower level got skipped. I do not think anybody was interested in coaching the lower levels, they all wanted to go to the top ... the juniors coming through know nothing so I thought I will go back and teach basics ... someone has to! (Informant E)

Informant F is a primary school teacher. She prefers working with children and finds them more rewarding than adults:

... my satisfaction as a coach is coach junior level because they are willing to learn, they just lap up everything ... you just see them learning all the time (Informant F)

Informant K gets more satisfaction out of coaching juniors than the older athletes. It is her choice to coach at this level. She chooses to coach at this level and is not forced into this age group as some of the others may feel they are:

... my satisfaction as a coach comes from giving knowledge to other people ... children as far as anything from under 20's downwards, under 17's, under 16's, they just enjoy it. They thoroughly respect you, they enjoy listening, they listen, they learn, they are there for a reason ... (Informant H)

Some coaches stay working as assistant coaches and with the juniors because of lack of time and other commitments:

If I was married and had children, I bet you I would probably be an assistant coach in a high level squad where I have no responsibility other than the kids in the training. (Informant J)

.... I do not think people realize coaching today is a business, it is a job, it is hard work and I think that if you are a female and have a family, if that is the only thing that is fine, but if you have other work like a full time job, you would not be able to do it ... it is easier to be a junior coach. (Informant J)

4.1.4 Perceived Organizational Factors

In this domain two major themes emerged. A few informants mentioned the “old boys' club” in our conversation, and the way they have been excluded from certain coaching positions because of the hiring biases that they perceive to exist in favor of male coaches. There was a perception that male coaches tend to want to coach with other male coaches. A lack of pathways for women coaches was mentioned as a barrier also. If the pathways are non-existent or unclear then coaches become disinterested in the sport.

Finding 14: An “old boys' network” is perceived to exist not only at the administrative levels in sport, but also at the coaching level.

The effectiveness of the ‘old boys' club’, hiring biases by committees and the administration in sports, as well as the lack of mentors for women coaches were mentioned as organizational barriers that exist for women coaches. When choosing coaches, male coaches and administrators tend to look for those coaches who are most like them.

Informants G, F, and C, believe that barriers exist at an administrative level. Their perception of the administration is that it is outdated and controlled by old men.

... look at the top levels in this sport, it is all dominated by elderly men in powerful business positions ... there is no young females or even young males there ... that is a problem when you consider that they are selecting coaches for the elite teams it is a major problem. (Informant G)

... there is a lot of old fuddy-duddies and it (the administration) is very inbred (laughs) ... it is like a lot of things ... it is not what you know it is who you know ... and if you are in the group you get chosen for things ... I think it is that male bonding macho thing. (Informant F)

Informant C tells of a situation that occurred at a local meeting:

That is what you would expect from a 1950's mentality ... and there are still a few of the old administrators around. This is a good example, we had our Annual General Meeting just a few months ago

and there were two women on the board and me ... and they had to vote again and there was this old fellow sitting in the back near one of the young women and he said 'oh cross off all the women votes'... he is probably middle 60's, but there are some 60 year olds that are supportive of me, but I really find the young guys are great and plus a lot more of them are educated. (Informant C)

It is perceived by Informant A that male coaches seem to be able to network better and therefore are given opportunities that women coaches do not seem to get:

... males tend to be able to open doors that females can't sometimes ... depends who they know in the school to use facilities and the boards of those schools often are male and the people who make decisions about who uses the facilities are male ... my perception is that males tend to be able to network and make these contacts and open these doors. (Informant K)

Informant C found that the Addis Ababa Sport Commission governing body was fair in its attitudes towards women coaches. The problem lays with the clubs and the sport federation committees that control them:

There is nothing we can do, the sport federations and committee controls the clubs and teams, and it is obviously done with a biased manner.... (Informant C)

Informant C then continues to give an example of club bias that can exist towards women coaches:

.... one case a female coach had done very well, she would built the club up and all her kids had done well. She knew this boy that got to play and he came and did his level 1 and then his level 2 coaching awards. He failed the level 2 initially, but then he eventually passed. Once he passed he went back to the club and knew someone on the committee and next thing she is tossed out and he has the coaching job! She complained, she did everything, they gave her no reason, they said they were really happy with her, so those things are happening which is not good. (Informant C)

Informant C has a perception of Addis Ababa Sport Commission governing body being fair towards women coaches:

When level two first came in everyone was invited to apply, ... if you had the criteria you became a level two coach because there was no

barrier there. The women that applied, that were up to standard, got it. (Informant C)

They have (governing body) always been very fair, I have never felt that, if I submitted my name ... I felt that I was fairly treated and I was not knocked back ever. (Informant C)

In contradiction to the governing body in volleyball that is supportive of women coaches, the peak training body was perceived to be biased in its appointment of a coach:

They advertised for a coach for their girls ... one of the top women coaches applied and it got down to the last three people ... here was an interview at which she was asked by the national coach how on earth are you going to manage with your family? She literally lost out because he is so chauvinistic ... then they chose a guy, that is their aim. (Informant C)

Earlier in the interview the researcher asked Informant C the question; so is it the credibility of the women that they are questioning?

No, not at all, on paper they are fine. It is just that they do not want a female, which is really sad. (Informant C)

Informant K does not believe that the clubs mean to be biased against female coaches, it is just that the criteria for choosing coaches are biased towards men:

... I do not think most clubs try to be biased against women as coaches. It is just that the criteria they set up for choosing coaches excludes a lot of women from participating ... there is less women coaches to choose from and most women have not progressed through the levels as high as what most men have ... they either have not been allowed to have the number of hours coaching ... have not been able to be away from the family to go to training so that they can do the coaching at that level ... and they may not have the coaching experience because they have not been given the opportunity at the clubs. (Informant K)

There is a perception by the informants that some male coaches do not want to work with a female coach and that given a chance the male coach will choose another male with whom to coach. Informant E has found that in her situation, male coaches don't want female assistant coaches:

I was the only one that did not get reappointed to a winning team and I have never really been given an answer.... I think that it was a gender thing, because the male coach that I was coaching with did not want me as assistant coach.... I suppose he had his opinions of what he wanted. He has always coached with one particular fellow.... (Informant E)

I think it is hard for the male coaches to accept female coaches ... I think they are beginning to ... but I really do think that they do not really like it. (Informant E)

Some male coaches go so far as make women coaches feel uncomfortable around the sport, making sexist comments, as informant J has found:

... I just cannot be bothered with the crap that goes on down there.... "What is your kid doing here at this level?"... "Are you still coaching?"... "Why have not you found a man and got married and settled down?" ... you know all that sort of crap ... they tell their kids to beat my kids because they do not want any "bloody female coach's kids beating my kids" ... I have had that said to me about ten times!! (Informant J)

In contrast to this perception, Informant J has a mentor who is a very well respected member of the athletics sport. He encouraged her to do her levels and has encouraged and supported her during her coaching years:

... he felt that I should apply which was really nice because there were three of us that were chosen out of the so called young coaches in those days ... two of them were guys ... the first day there he introduced me to the Addis Ababa team head coach ... we were really frightened of him ... but I kept getting encouraged to keep going on with the levels by my mentor. (Informant J)

Finding 15: A lack of clear pathways can deter women coaches from progressing to the elite levels in sport.

The opportunities to coach at elite levels do not exist for some informants. The requirements for higher levels also tend to exclude women coaches for various reasons. Coaches lose interest when there are no pathways.

Some informants feel that they are not selected for elite coaching positions because the chance of a male coach getting the position is greater because there are simply more male coaches at the elite level from which to choose:

... it is just, there seems to be more the ratio of male to females is much greater therefore the chances of the man being an elite coach is greater than females because there are simply more of them. (Informant A)

The city governing body does not seem to be concerned about whether they send a male or female coach away for competition. We have had the past years many men taking girls teams away. There are more male coaches so they tend to take the girls teams more so. (Informant C)

Knowledge of pathways is important in keeping coaches interested in the sport, particularly when they are aspiring to the elite levels. Informant B was very clear about the issue of pathways:

... I think that is something we (the club) are trying to create really, is pathways for coaches and players whereas a lot of clubs perhaps just provide the pathways for the players. We have tried to emphasize the coaches as well. (Informant B)

However Informant B mentions that coaching in Addis Ababa is not seen as a worthwhile occupation and that people's perception of what she does is not positive:

... people's perception of what you do is often not positive and I just find people's perception of coaching still in Addis Ababa is not that coaching is a worthwhile occupation (Informant B)

Lack of pathways also occurs when the criteria for coaches are perceived to be male biased:

... it becomes what happens is that people look for experience in a coach and usually the males have had more experience and more exposure because there is more of them ... there is more male coaches that have not had their careers interrupted by having children or being responsible for other people and so if the appointment criteria is based on experience coaching, age of players you are coaching, and

playing standard then usually the men perform pretty well in those areas. (Informant K)

4.2 Discussion of Findings

The objective of this thesis is to investigate the factors that affect women coaches towards coaching position. This topic acts as a link between the previous chapters and topics by discussing the findings in relation to the literature available on women as coaches.

The findings described the perceptions of informants about barriers that they believe prevent them from elite sport coaching. The findings reflected the individual perceptions and group discussions of the informants. The perceptions of this group are presented in collective terms; it is not the intent of this thesis to generalize their responses to all women coaches. Transferability may be appropriate if the environments are understood to be similar, but until that is established, the generalizations pertain only to the informants in this research. Discussion of the findings is presented under domain headings as utilized the previous topic in this chapter.

4.2.1 Perceived Social and Cultural Factors

Perceived social and cultural factors that exist for women coaches include family responsibilities, child care, lack of time, gender bias on evaluation of coaches, lack of role models, burn out, credibility as a coach and confidence to become a coach.

The informants in this study perceived the family to be a major barrier in their coaching and progression to the elite levels. Family responsibilities do not leave them with much time for coaching. West and Brackenridge (1990) suggested that women still have a major responsibility for child care and housework. Informants' H, F, B, D, E and K, all talk about the difficulty of coaching and progressing to the elite levels with family commitments. They

feel that lack of time and child care options restrict their commitment to coaching. An interesting factor that emerged from the data was that informants, who are presently single, perceive family to be a barrier to their progression in coaching in the future. These informants had certainly thought about the possible impact of having a family.

There was a perception by the informants that male coaches have an easier role to play than women coaches when it comes to responsibility for raising the family. Informant D suggested that the male coach usually has a wife at home who looks after the children and the household chores. Informant F talks about the roles that women and men have and how men can go out drinking with colleagues, while the women should be home putting the kids to bed. Caccese and Mayerberg (1984), Hart et al. (1986) and Mathes (1982), suggest that often male coaches do not have to carry out the family responsibilities that female coaches have.

Informants' A, B, C and E felt that their sporting organizations were supportive of a coach with family commitments. It was not unusual for these coaches to take their children to training sessions. Travelling times to sessions becomes another important factor for a coach who is a mother, particularly when she has to take her children along to training sessions.

Kellems and Pastore (1994) suggest that complaints from family members can be a major reason for not continuing with a coaching career. While Informants' A, C and E, still coach, they did talk about the pressure of taking their children to training sessions. Buchicchio (1995) talks about the guilt that goes with coaching after the school day and how this can cause conflict. Informant E suffered burn out from trying to both coach and rear a child. She felt guilty at having to take her kids to training sessions and therefore gave coaching up for a time. When a female coach has a family she may be restricted in attending courses for coaching levels, particularly when they are conducted other side of city.

Spouse support becomes important when trying to establish and continue with a coaching career, particularly when children are involved. The literature review referred to a study on husbands of female coaches conducted by Sabock (1979). This study found that the husbands of coaches felt their main responsibility as a spouse was to show tolerance for the disruption of household schedules, not to help out with the duties. Only one out of the five married informants felt that this was the case in her home. Informants' B, C and E said that they had supportive husbands. Informant B believes that if her husband was not so supportive of her coaching, it would have had a detrimental effect on her coaching career. The married coaches felt that the support their husbands provided had been paramount to their success as a coach. Informant J felt that if she was married to a supportive husband she would be a more successful coach.

When there is a lack of support at home it can create tension. Informant A felt that this was a major problem in that she ultimately had the responsibility of the household duties, even though she had a full time job and coaching commitments. The literature suggested that careers for women can end abruptly when they do not receive support from their spouse particularly when it requires moving out of my sub-city. Informant E do not chose coach in order that her husband could pursue his sporting commitments. She suggested that she would tend to give up her sporting commitments before he would.

Informant J suggested that providing support to a partner who is a coach is very difficult for anyone. She felt the long hours and difficult requirements of coaching can put pressures on a relationship because men do not want to support a venture such as coaching. West and Brackenridge (1990) suggest that because women have the domestic and family chores to attend to, if they are fully employed elsewhere, coaching is a third job. This claim is supported by the findings. Most of the informants in this sample have an occupation

other than coaching, with only one of the informants working as a professional coach. When family commitments are added to that, coaching becomes the third job and may not receive such a high priority.

Lack of time due to family and work commitments is an obvious barrier for women coaches however other reasons also became evident. Nearly all informants mentioned time as a reason for not progressing to the elite levels. Time spent travelling to and from training sessions was a barrier for Informant E. Informant F mentioned lack of time due to the fact that she still do not progress an elite level.

The informants in this study suggested that the gender bias also comes from administrators and male coaches. Parents may be happy with their children having a female coach, but as Informant J suggested, when their boys get to a certain age parents consider a male coach more appropriate. She disapproves of the stereotypical image of the tough, aggressive and male coach that the media portray. Informant A mentioned the culture in athletics where once athletes progress they are transferred by their parents to a male coach in an elite squad. The informants provided examples of committees who asked for a male coach, despite the fact that more qualified women coaches had applied for the position.

Lirgg et al. (1994) suggest that female athletes with women coaches were more likely to report a desire to become a head coach. The informants in this study did not have female role models, mainly because they did not exist, or if they did it was at the lower levels. Informants' E and G have had male role models who have encouraged and supported their coaching careers.

Women coaches suffer burn out due to a number of factors, including the double burdens of work and home, confrontation, and concern for athletes rather than themselves. Informants J and B, suggest that coaching is a tough occupation, and both male and female coaches suffer burn out. However the

possibility of burn out is greater for female rather than male coaches for a number of reasons (Bucchicchio 1995, Caccese and Mayerberg 1984). Informants' A, B and E perceive that the double burdens of home and work contribute to their excessive tiredness. Most informants in this sample do unpaid coaching that creates pressure because as coaches, they are required to find the money to participate. Informant H felt that confrontation with parents, officials and spectators is very stressful in her role as a coach. Dale and Weinberg (1989) and Hasbrook et al. (1990), suggest that women coaches spend more time nurturing their athletes. This view was confirmed by Informants J and B who felt that they have a greater concern for their athletes than themselves, and that this can be very tiring. Lack of respect for their knowledge of coaching and the fact that male coaches are viewed as a better option for elite athletes is a perceived barrier for women coaches. The literature suggests that this lack of respect tends to come from the parents of athletes and the athletes themselves.

White et al. (1989) suggest that women coaches are under constant pressure to establish their credibility as a coach. The greatest credibility that a coach can establish comes from personal performance as an athlete (Campbell 1990). Informants' D and H felt that their playing ability was an important factor with credibility, particularly when coaching male athletes. Informants' A, G, F and J perceived that credibility as a female coach is gained from having a teaching background, and that if a coach is organized, educated and efficient then she is credible. Informants in the study felt that being educated about the sport gave them more confidence. This education came from completing the levels in coaching, or from their teaching backgrounds.

Informants' E and H had the perception that male coaches do not have to prove their credibility because they are men. Male coaches do not have to necessarily be strong or a good player because athletes and society are more accepting of them. White et al. (1990) mention that in some sports the coach

has to perform with their athletes during training and that their credibility as a coach relies on their performance as a player. This problem particularly was brought up by Informant D and H. Informant H also considers strength a possible barrier, however being an Addis Ababa's player gives her certain credibility, particularly with younger males. Informant K coaches in a sport requiring strength however she does not see strength as a barrier to coaching.

Campbell (1990) suggested that if a woman lacks the confidence in her coaching abilities, she may not aspire to elite levels. Informants' G and H in particular felt that they did not have the confidence in their coaching abilities to progress to the higher levels. Informants J and F perceived that their playing background gave them confidence as a coach. This correlated with Berg (1996) who suggests that athletes who become coaches tend to rate themselves fairly high on confidence in their abilities as a coach.

The lack of a player base was a perceived problem for some informants. Central to this theme is the fact that a low number of female athletes at the grass roots level can result in a reduced pool of potential female coaches.

4.2.2 Perceived Economic Factor

The literature review identified three main economic influences on women as coaches. These were salary differences, male competition for jobs and out of pocket expenses. The findings reflect that male competition for jobs is perceived barriers for the informants in this sample.

Acosta and Carpenter (1992) made mention of the fact that once jobs for coaching women attract more money; more competition for those jobs arises. This was not necessarily the case for these informants because most of them were involved in amateur sports in which their coaching was unpaid. The

literature supported the view of a couple of informants that once a coaching position gains prestige it does attract more male competition.

Informants' D, E and K felt that the competition from males for coaching positions tends to arise once a team has gained prestige. There was a perception that the male coaches are not as interested in the junior levels. Informant K felt that males coach for the prestige and power involved with coaching elite athletes. Informant A suggested that male athletics coaches in particular, look for elite squads because coaching is their livelihood and therefore they need to find coaching positions that pay well, the smaller club teams cannot afford them.

4.2.3 Perceived Institutional Factors

Tokenism and marginalization were mentioned in the literature review as institutional forces that exist to maintain the power base in sport in favor of men. Both of these forces were mentioned in various ways by the informants in the study.

Kane and Stangl,(1991) found that women coaches were seen as tokens because of their lack of power within their respective sporting organizations. No informants in this study perceived themselves to be a token in their respective sport. Tokenism also takes the form of status leveling, where female coaches can be mistaken for secretaries, or in the case of three of the informants, assistant coach of teams. The informants felt that women coaches often are seen as an assistant coach or managers of teams rather than head coaches.

Marginalization occurs when women are kept in less prestigious, less powerful positions so that their chances of moving into leadership positions are minimized. This can occur through occupational stereotyping and by working with the juniors in a sport program. West and Brackenridge (1990)

suggested that job segregation leads to women coaches being stereotyped into working with the young, as they are seen as careers and facilitators rather than leaders. Informants' A and B believed that those in the sporting environment have a perception that female coaches should concentrate on the young athletes. In some sports the athletes are encouraged to go to a few select male coaches once they achieve success. This effectively locks coaches out of the accreditation levels if they work at a junior level.

White et al. (1989) found that female coaches tend to be given the very young and junior athletes in sporting programs and therefore find it difficult to prove themselves. Success is hard to measure with junior athletes as they do not tend to get to the elite levels until they are much older. This finding was reinforced by Informants J, A and E, who believed that working with junior athletes does not allow the industry to recognize their abilities as a coach. They believe that junior coaches are forgotten once their charges move on to the upper levels.

Informants' D, F and K chose to work with the junior programs, and were therefore happy to do so. Informant D had no aspirations to coach at a higher level, while Informant F preferred working with children, finding them more rewarding. Informant K also found satisfaction in coaching juniors. Informant A found herself working as an assistant coach with the juniors due to lack of time for the elite squad.

Informant K made an interesting comment on marginalization. She felt women coaches were happy to simply promote young students before handing them on to the elite coaches, thus reinforcing the marginalization of women coaches into working with the young athlete.

4.2.4 Perceived Organizational Factors

Organizational barriers that occurred for informants in this study were the same as those mentioned in the literature review. These included, the 'old boys' network', homologous reproduction and lack of pathways.

The success of the old boys' network in organizations is a factor that can explain discriminatory appointments. Informants' K, F, J and C believed that barriers exist for them at an administrative level. They perceived that their administration is managed by 'old men'. In different disciplines the coaches saw that problems with administration at the club level occurred when committees conducted by old men, make decisions on the hiring of club coaches.

At the coaching level the 'old boys club' exists, where sexist language and stereotypical notions of female coaches can effectively exclude women from the group. Informant J in particular believes that listening to the sexist comments made by male coaches would be enough to deter a woman from continuing as a coach.

Stangle and Kane (1991) suggest that homologous reproduction occurs in sporting organizations where dominants reproduce themselves based on social or physical characteristics. This means that when a male is in a position to choose someone with whom to work, he will more than likely choose another male. Informant E found that this was the case when she was not reappointed to a team after a successful year. She found that in her situation the male coach did not want a female assistant. The other informants in this study however did not see this as a problem, and in fact some found the male coaches and administrators supportive of their aspirations to coach.

Informants' A and C felt that because there are more male coaches, men have a greater chance of being appointed to teams. The organization support for women coaches tends to occur in the minor, amateur sports where coaches are not paid.

Dix (1991) found that not only the skill of the coach but also contacts and mentors will secure appointments to the best teams. Networks are important in the workplace and women coaches do not always have the same access to these that men do. Informant A agrees with this, believing that men network better than women and therefore open doors that women are unable to. Appointment criteria are not always measurable, and if appointments are subjectively decided they are likely to be discriminatory (Wilkerson, 1996). Informant K supports this view, she does not believe that the clubs mean to be biased in their hiring decisions, but that the criteria for choosing coaches is biased towards male coaches.

Lack of pathways can result when the criteria for choosing coaches is male biased. Lack of clear pathways can deter women coaches from progressing to the elite levels (Knoppers 1987). Pathways are important in any career as opportunity creates motivation. The literature suggests that lack of role models and the stereotyping of females into administrative positions means that women are often not seen, nor do they see themselves, as coaches of elite teams. Informant B identified the need for knowledge of pathways by the coaches involved with her club because she felt pathway knowledge maintained interest in coaching positions. She also mentioned that coaching in Addis Ababa is not seen as a worthwhile occupation, and that this view needs to be changed so that more people will aspire to become coaches.

In summary, the results of this study demonstrates that in the Addis Ababa City Administration sporting context there are many perceived social, cultural, economical, institutional and organizational barriers that exist for women pursuing coaching careers. The literature review highlighted barriers

that exist for women coaches and the research findings were very similar in many respects, especially in relation to social and cultural barriers such as lack of time due to family commitments, as well as organizational barriers such as the 'old boys' club.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is divided into three main parts. They were (1) Summary of Findings, (2) Conclusions and (3) Recommendations.

5.1 Summary of Findings

The major aspect of this investigation sought to provide information regarding the factors that affect women coaches towards elite coaching positions in Addis Ababa City Administration. With regard to the results of this study, a summary of the findings was presented as follows:

Demographic Characteristics of the interviewees:

1. The participants in the study were 10 female sport coaches in Addis Ababa who were categorized into three types: teacher-coaches, part-time coaches, and a full time coach.
2. The age of the participants ranged from 27 to 40 years old. Five of them were married.
3. Their coaching experiences were approximately from 4 to 15 years. The types of sports they were coaching included athletics, handball, basketball, volleyball and football. They were coaching at different levels, including beginners, training stages and the elite Addis Ababa teams.
4. All participants, except the teacher-coaches, were coaching one sport only.

The findings will be reported under the following four domains which coincide with the core points raised in the literature review:

Perceived Social and Cultural Factors

1. Family responsibilities are perceived as a major factor by women coaches with families as well as those without.
2. The attitudes of the children towards the mother and her coaching commitments can be a source of stress and guilt for the female coach.
3. Spouse support is important when trying to establish and continue with a coaching career, particularly when children are involved.
4. Lack of time is perceived barrier for women coaches.
5. Gender bias on evaluation of women coaches still exists. Male coaches are perceived to be the better option for elite athletes.
6. Few women coaches have female role models in sport.
7. Women coaches suffer burn out due to a number of factors, including the double burdens of work and home, concern for athletes rather than themselves, confrontation, and the pressure of having to prove themselves.
8. Credibility as a female coach is gained from having a teaching or playing background. Male coaches do not have to establish their credibility as much as women coaches, mainly due to the fact that the male attribute of strength is an important factor when choosing coaches.
9. Confidence to coach at elite levels improves with educational background and support from male coaches.
10. The relatively smaller female athlete base results in a reduced potential labor of women coaches.

Perceived Economic Factor

11. Males compete for coaching jobs once the positions have more prestige attached to them.

Perceived Institutional Factors

12. Due to status leveling, women coaches are perceived as managers or assistant coach of teams rather than the head coach.
13. Women coaches are marginalized into less prestigious positions, often working with the very young or junior athletes.

Perceived Organizational Factors

14. An “old boys' network” is perceived to exist not only at the administrative levels in sport, but also at the coaching level.
15. A lack of clear pathways can deter women coaches from progressing to the elite levels in sport.

5.1 Conclusion

The results of this research show that women who coach enjoy doing so, and contribute many assets to the sporting community. Women coaches in the main are nurturing, resourceful, and provide a variety of coaching styles that enrich the coaching profession. At the same time they come up against many barriers in their desire to achieve elite status, although the barriers vary depending on the situation in which they find themselves. Informants in this study perceived that social and cultural, economic, institutional and organizational barriers exist in coaching.

- This study found that family commitments created the greatest barrier for all participants, regardless of whether they had children or not. The women without children saw this as a potential barrier in the future. Other barriers such as lack of time and spouse support are also related to the centrality of family commitments in most women's lives.
- This study also found that coaching for many women is a third job with full time occupations, household duties and/or family responsibilities

holding more importance than coaching commitments. As a result, they are frequently unable to obtain the support and resources necessary to commit themselves to their chosen sport in the way that men can.

- This research also indicates that most women coaches gravitate to the lower levels of sport. Some enjoy coaching at this level and will continue to do so; however those who wish to progress to the elite levels of sport again face many barriers. Some of these barriers are gender specific that only holds for females, and some are relevant for all coaches regardless of gender, such as lack of time for coaching due to full time work commitments.
- This study also found that economic barriers exist for most Male coaches compete for coaching jobs once the position gains prestige. This is usually because those positions are paid.
- The results also show that sporting organizations differ in their approach to coaches. Most sports still lock women coaches out at the elite levels. These sports create a more unattractive environment for female athletes who wish to become coaches in the future.
- Appointment criteria are very important when considering an equal environment for all. There are still perceived institutional and organizational barriers that exist for women coaches in sport. The 'old boys' network is an organizational barrier that still occurs both at the coaching and administrative levels in Addis Ababa's sport.
- A number of factors were identified which removed some of the barriers women coaches face. These factors included supportive spouses, education and training of coaches and mentoring by other coaches.

5.2 Recommendations

The following recommendations are provided with the aim of encouraging research to address issues that this study was not able to do:

- ✓ Each sport needs to research for factors that affect women coaches towards sport coaching occupation in Addis Ababa City Administration.
- ✓ Each sport needs to research its coaching environment and ascertain how it can be improved their coaching level for women in particular.
- ✓ Research perceived barriers for women administrators and officials in sport.
- ✓ Research men's perception of the factors that affect for women to elite coaching positions in Addis Ababa sport.

A comprehensive list of recommendations to create an equal opportunity environment for Addis Ababa women in coaching is provided in response to the findings from this research.

- Provide adequate environments for children at training venues.
- Conduct workshops for spouse and significant others involved with a coach. Workshops on providing support for a coach would be useful.
- Change the stereotypical image of male coaches and athletes through advertising, sport projects and sport academies.
- Nominate women for coaching awards.
- Promote women coaches who have achieved success, as female role models.
- Workshops on self image, assertiveness skills, time management and counseling skills need to be conducted.
- Make potential coaches aware that they do not need to have extensive personal experience of a sport to coach it. Education can provide the information required to coach.

- Change the notion, through awareness campaigns, that men are automatically better coaches because their performance levels in sport are higher. An elite athlete does not make an elite coach.
- Promote the availability of libraries and resource materials for coaching.
- Actively recruit coaches from the female athlete base. Devise strategies to increase the female athlete base.
- Women coaches can compete against male coaches if the criteria for selection are fair. They need to be encouraged to apply for those positions and have confidence in their abilities as a coach.
- Encourage women coaches to network with their colleagues, and maintain contact with coaches they meet on courses, or at competitions.
- Include women on decision making panels in sporting organizations.
- Be careful of sexist language during coaching courses and in written material.
- Discriminatory practices in a sport need to be discouraged. Publicizes the system for appointing coaches.

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APPENDICES

A. Subject Information and Informed Consent Form

Research Study

Factors That Affect Women Coaches towards Elite Sport Coaching

Position in Addis Ababa City Administration

This study is investigating Factors that affect women coaches towards elite sport coaching position in Addis Ababa City Administration. You will be asked to participate in an interview that will be organized at a time and place to suit your requirements. The interview will take approximately one hour and thirty minutes to complete.

The interview will be audio-recorded with your permission so that all of the necessary information is acquired. The recordings are confidential and will not be sold or broadcast.

Your signature below indicates that the nature of the study has been explained to you, and any questions have been answered. You freely consent to participate, including being audio-taped. You are free to withdraw at any time. Should you have any queries concerning the procedure of this research, please feel free to contact the researcher, Mr. Temesgen Haile, *Mobil: +251913893610*

Thank you very much for your time and assistance.

Yours sincerely,

Temesgen Haile

Consent Form

I have read and understood the above information. I have received a copy of this form. I agree to participation in this study.

Investigator's Name

Subject's Signature:

Date: _____

Date: _____

B. List of Interview Questions and guide for women sport coaches

Explain your personal detail:

1. Age
2. Types of sports you are coaching in your lifetime
3. Coaching level
4. Experience
5. Marital status
6. Children
7. Educational background

I. Questions Regarding Social and Cultural Factors:

1. Do you think family responsibilities are barrier for women coaches towards coaching occupation and progress it?
If yes how?
If not why?
2. What are the attitudes of children towards your coaching commitments?
How?
3. Do you think Spouse support is important to continue your coaching career?
If yes how?
If not why?
4. Is lack of time happen for women coaches?
If yes how?
If not why?
5. Is there gender bias on evaluation of sport coaches?
If Yes why?
If not how?
6. Do you think very few female role models are affecting your coaching progression?
If yes How?
If not why?

7. Do you believe mostly women coaches suffer burn out?
If so what are the factors?
If not why?
8. Do you have equal credibility to men coach on your sport?
If yes how?
If not why?
9. Do you have confidence to coach at elite levels?
If yes how to get it?
If not why?
10. Would you believe females present at the base of your sport
are important to progress elite level?
If yes how?
If not why?

II. Question Regarding Economical Factors

1. Are male coaches competing for your coaching position?
If so when and how?
If not why

III. Questions Regarding Institutional and Organizational Factors

1. What is your attitude towards the institution when they
appointed head coach and progress higher level for your sport?
2. Why most women coaches often working with the very young or
junior athletes?
What are the problems women coaches working with elite level?
3. Do you think administration and selection committee are biased?
If yes how?
If not why?
4. Do you think of the selection criteria to appointed as a head
coach and progress your coaching levels has problems?
If so what are the problems? How?

Declaration

I, the under signed, declared that this thesis is my own work and has not been presented for any other degree and that all sources of materials used for the thesis have been fully acknowledged.

Name_____

Signature_____

Date_____

This thesis has been submitted for examination with my approval as a university advisor.

Name_____

Signature_____

Date_____