

# **GENDER INEQUALITY AMONG LEADERSHIP POSITIONS IN FOOTBALL:**

*An exploration into the motivation of Western European elite female footballers to become a coach or administrator*



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# 1. EXECUTIVE SUMMARY

Women are severely underrepresented as coaches and administrators in the sport of football. The European Commission estimates that, on average, 10% of the leadership positions in sport governing bodies are occupied by women. Furthermore, women are believed to occupy less than 20% of the coaching positions in sport and this percentage is even lower among the elite levels of sport. No exact figures are available for the proportion of women in football's leadership, but the figures that are available all point towards severe underrepresentation of women.

In 2014, the European Commission announced its intention to intervene in the gender composition in sport's leadership positions. In order to get more qualified women in sports' leadership positions it is important to know the motivators of women in pursuing a leadership position. Finding out which factors influence the intention of elite female football players in Western Europe to become head coach or administrator will be the aim of this thesis.

Building on work by Sagas, Cunningham & Pastore (2006), the Theory of Planned Behaviour is utilized to examine its potential to build a predictive model for the players' intention to be coach or administrator. Furthermore, additional predictive variables are examined by looking at insights from the fields of Leadership Studies and Gender Studies. This is done by analysing the leadership type, gender and gender role of the coaches that train the study population (elite female football players in Western Europe).

Data has been collected through a survey among Dutch, Belgian, German, French and English clubs that play in the highest female domestic football competition. 76 players responded, of which 37 proved useful and have been used to establish the important motivators in becoming coach or administrator. The various measured variables have been analysed for their correlation with and influence on the intention to become coach or administrator using bivariate analyses and cautious, exploratory regression analysis.

The bivariate analysis has shown that all three sub-scales of the Theory of Planned Behaviour (TPB) are positively and significantly correlated with the intention to become coach or administrator. The combined scale, which is the average score on based on the three sub-scales is also significantly correlated. This is a strong indication that the TPB is a valid method for assessing intention to become coach or administrator. Furthermore, the coach's score on Femininity was also significantly correlated in the positive direction, which indicates that coaches who exhibit a feminine gender role have players which score higher on intention to become coach or administrator.

The coach's congruency between his/her gender and gender role was nearly significant in the negative direction, which indicates that incongruent coaches may have players that score higher on intention. The score on Laissez-Faire leadership was also nearly significant in the positive direction. This was an unexpected finding, as other types of leadership are generally considered more effective.

A regression analysis was performed using the four abovementioned variables<sup>1</sup>. The regression model was statistically significant and able to explain 43.5% of the variance in the intention to become coach or administrator (the dependent variable). The coefficients of the combined Theory of Planned Behaviour scale and the role congruency of the coach proved significant. The femininity

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<sup>1</sup> The combined TPB score, the femininity score of the coach, the Laissez-Faire leadership score of the coach and the role congruency of the coach.

score and Laissez-Faire leadership score were not significant coefficients. The Laissez-Faire leadership score was particularly weak. All variable coefficients acted in the direction consistent with the bivariate analysis. Due to the small amount of cases in the dataset used in this research, the regression analysis should be interpreted with care.

Further analysis has shown that Laissez-Faire leadership and femininity score were strongly correlated (see Annex B). Due to the weak performance of Laissez-Faire leadership and its correlation with Femininity score, the regression was performed again without this variable. As it turns out the explanatory variance was barely affected (42.9% compared to 43.5%).

The conclusion that can be drawn from this research is that the Theory of Planned Behaviour is a good model to predict intention to become coach or administrator and that the intention can be further explained by looking at attributes of the coach, such as the Femininity score and the gender role congruency. Within this dataset, players who had a male coach with a feminine gender role scored highest on the intention to become coach or administrator.

Further investigation into the significance of the femininity score and role congruency revealed that male coaches with feminine gender roles had players that scored the highest on intention to become coach or administrator. Next is the group with female coaches displaying a masculine gender role and third comes the group with a male coach exhibiting a masculine gender role. No female coach with a feminine gender role was present in this research, so nothing can be said about that combination of gender and gender role.

Paradoxically, it appears that if one wants players that are more motivated to become coach or administrator, one has to appoint an incongruent male coach. However, this is also consistent with the preference of a large part of the players. 46.3% of the players indicate that they prefer a male coach compared to 1.9% that prefers a female coach.

Limitations of this research include non-random data gathering, which does not allow for inference of the findings, and a low number of respondents.

Finally, I give recommendations based on the proposed policy measures in the European Commission (2014) report *Gender Equality in Sport: Proposal for Strategic Actions 2014-2020*.

Due to the differing state of women's football throughout the EU Member States, support is given for the proposed national approach. The proposed quotas are disputed. Results from this research show that many of the respondents in this research have a preference for a male coach.

Furthermore, quotas risk damaging the image of female coaches and administrators due to the possible perception that they have been appointed due to the quotas rather than their merits.

Support is given for the proposed statistical measurement tools and further research in the field of gender equality in sport. Other proposed measures to improve visibility in both the pool of qualified women and the labour market for leadership positions in sport are supported.

Another proposed measure is to make female coaches and administrators more visible as role models to encourage female players to pursue a leadership position in sport. However, based on the data it can be said that role modelling is more common among male coaches than female coaches.

Lastly, policy aimed to create awareness about the gender inequality in sports and the benefits of gender balance in sports are strongly supported. Over half of the players have the feeling that women are perceived as inferior within football. These feelings could severely impede the perception that becoming coach or administrator is attainable.



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### 3. INTRODUCTION

In this thesis I will investigate which factors influence the intention of elite female footballers to become coach or administrator after their playing careers. I have chosen this subject because football is currently a male dominated sport. This is not only the case in the playing ranks, where the total number of female players in Europe (1.1 million (UEFA, 2013)) is less than the total number of members (both sexes) of the Dutch football association (1.2 million (KNVB, 2014)), but also among the coaching and administrative ranks.

This gender imbalance makes one wonder whether the gender imbalance in football's leadership positions is caused because women choose not to become coach or administrator or whether there are obstacles which prevent them of becoming a coach? Qualitative, exploratory research suggests the latter (Bradbury, Amara, García & Bairner, 2011; Pfister, 2011). Obstacles preventing women of occupying positions which are attainable to men would be a violation of the principle of gender equality.

The principle of gender equality is a fundamental right enshrined within the European Charter of Fundamental Rights (EU, 2007, Art. 21). Furthermore, the ECFR also makes a specific reference to the right to have equal opportunities in employment (EU, 2007, Art. 23).

This thesis will help tackle the problem of gender skewedness in sports' leadership by providing insights into the factors which influence the intention of female players to pursue a leadership position within football.

#### ***Scarcity of female coaches and administrators***

Comprehensive European-wide statistics on the underrepresentation of women in coaching and administrative positions are, unfortunately, not available. Although no-one will dispute the hunch that women in leadership positions within football are underrepresented, it is useful to look at the available data to back these suspicions.

##### **• Administrators**

Within the European Federation of Football Associations (UEFA) there are 464 female members of national association committees, while 30 women sit on UEFA's committees, of which five women occupy a leading position<sup>2</sup>. In all of UEFA's 54 national associations, 272 women work at managerial level or above. However, UEFA does not give the proportions of these female representations (UEFA, n.d.).

According to the exploratory research done by Bradbury *et al.* (2011, p.48-9) the gender compositions of both the UEFA and domestic football federations are heavily skewed in the favour of men.

*"Interviewee narratives indicated that females were for the most part 'overwhelmingly under-represented' in governance positions at national federation level, with the notable exception of a small number of Nordic and Scandinavian countries, especially Norway. To this end, the example of England, where there are just four female members within the 120 strong national Football Association council, was considered by many interviewees to be fairly indicative of wider gender disparities across the governance tiers of the sport throughout Europe" (idem).*

At the club level, no data is being kept on the proportion of women working in administrative positions in clubs competing in the highest domestic competitions in Europe.

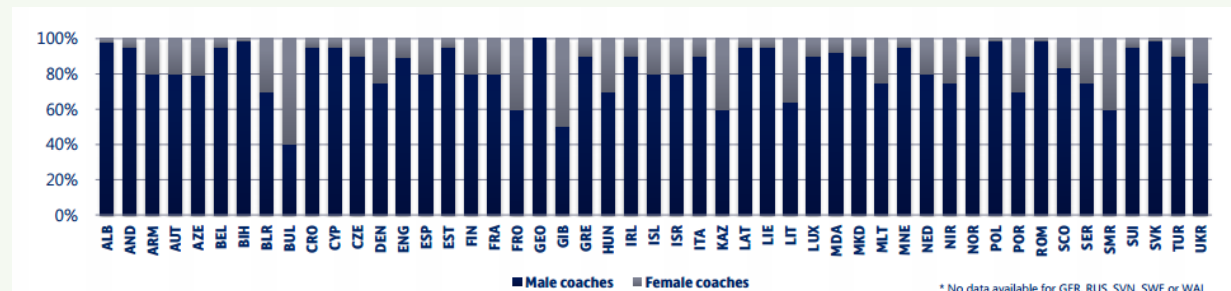
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<sup>2</sup> Chairwomen, deputy chairwomen or vice-chairwomen.

When looking beyond football to sports in its entirety, the European Commission (2014, p.6) concludes that on average 10% of the leadership positions in sport governing bodies are occupied by women.

- *Coaches*

Among the coaching ranks, women are also scarce. Only 22% of all the national Under-17, Under-19 and senior teams of nations that are supervised by the UEFA has a female coach (UEFA, 2013). The percentages of individual countries are presented in figure 1.



**Figure 1:** The proportion of male and female coaches of national Under-17, Under-19 and senior representative teams (UEFA, 2013).

Gertrud Pfister (2011, p.27-8) looked at the gender composition of the Women's World Cup and the Women's European Championship in football:

*"The most recent women's global sports event was the 2011 football world cup in Germany, where not only players but also their coaches were at the centre of public attention. [...] All in all, 29 coaches participated in this event, of whom less than 30% were women."*

*"At the Women's World Cup in 1999, four of the 16 teams had a female head coach, so there has not been any great progress in the last decade."*

*"A similar underrepresentation of female coaches can be observed at the UEFA European Women's Championship. [...] 38 teams entered the qualification competitions for the Euro 2013, 34 listed their coaches on their webpage, 29% of them had a female head coach."*

Data for the gender distribution of coaches at the club level is not being recorded. However, for the 47 clubs<sup>3</sup> that have been approached to participate in this research, only 10 had a female coach in the season of interest (2012/2013). That corresponds with 21.3%. It is important to note that this proportion is only representative for top tier *female* football clubs, among male teams female coaches are virtually non-existent<sup>4</sup>.

Looking beyond football, to the sport sector as a whole, the European Commission (2014, p.7, 19) concludes that female coaches are a minority. Women occupy 20-30% of coaching positions based upon figures for seven member states. Furthermore, these figures seem to be lower for the number of female coaches with a coaching qualification.

<sup>3</sup> These clubs competed in the highest domestic female football competitions of The Netherlands, Belgium, Germany, France and the United Kingdom.

<sup>4</sup> With the notable exceptions of Tihana Nemcic, Helena Costa and Corrine Diacre. The former plays for Croatia's national women's squad and coaches (male) fifth division club NK Viktorija Vojkovac, while the latter two were recently, subsequently appointed as coaches of Clermont Foot in the French second division.

“At the elite level the number of female coaches seems to be very low and in those cases where female coaches work with athletes at higher performance levels they typically occupy assistant coaching positions, supporting male head coaches.”

Also, female coaches earn less salary compared to their male counterparts, with differences up to €1000 per month (*idem*).

### **Possible explanations for the underrepresentation of women in sports**

Explanations for the underrepresentation of women in sports' leadership mention the “glass ceiling” phenomenon and recruiting within the informal “old boys’ network” (e.g. Claringbould & Knoppers, 2007; European Commission, 2014). Claringbould & Knoppers do not use these terms explicitly, yet some of their explanations define these concepts very well.

- Old boys’ network:

*“Most boards use formal and informal methods to find the right candidate. They formally announce a vacancy a few months before the formal selection procedures begin. They ask individuals they know to be a candidate, and they ask sport clubs and other sport organizations to nominate candidates. They use internet, sport assemblies, and advertisements in newsletters. This formal procedure usually does not yield many results. The board then follows a more informal route with use of their own networks”* (Claringbould & Knoppers, 2007, p.65)

Because the boards mainly consist out of older white males (e.g. NOC\*NSF, 2012), the sociological concept of homophily comes into play, which means that a network is inclined to reproduce itself with similar individuals (McPherson, Smith-Lovin & Cook, 2001). This means that boards tend to reproduce itself (with other older white males), thus setting females at a disadvantage.

- Glass ceiling:

*“Managers, who associate women with unpaid or lower paid work, with families and domesticity, with emotions and subjectivity and/or, with a decrease in the status of a profession or occupation, may, therefore, marginalize or exclude women from specific positions of leadership because they do not ‘fit’ the profile of a manager. Such perceptions of lack of fit, therefore, sustain a gendered structure of the labour market and domestic life in both management and governance”* (*Idem*, p.61-2).

- A third commonly mentioned explanation is the relatively small pool of qualified women from which coaches and administrators can be recruited. This argument is mentioned in various researches (Claringbould & Knoppers, p.64; Bradbury et al., 2007, p.41, 61; Pfister, 2011, p.28).

*“A small body of research in the UK has also alluded to the shape and scope of women’s participation in the game as coaches. For example, regional level research in England indicated that 8% of all qualified football coaches were women and that woman coaches were primarily volunteers focusing on the development of girl’s football. These latter findings were echoed by interviewees in England, Norway and the Netherlands. [...] Relatedly, research undertaken in the UK in 2007 indicated that only seven women coaches had achieved the UEFA ‘A’ license<sup>5</sup> (King 2007). With a few exceptions, most notably, with respect to Germany, Sweden and Norway, interviewee narratives indicated the ‘relative paucity’ and*

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<sup>5</sup> The UEFA ‘A’ license is a coaching qualification distributed under the auspices of the UEFA. It is the second highest coaching license after the UEFA ‘Pro’ license. The ‘A’ license is aimed at coaches working at the (semi-)professional level.



*‘virtual non-existence’ of high level qualified women coaches across Europe” (Bradbury et al., 2007, p.41).*

*“Few national associations had implemented any mentoring or succession programmes designed to encourage the increased throughput of long serving women players into the coaching tiers of the game” (Bradbury et al., 2007, p.61).*

Looking at sport as a whole, the European Commission (2014, p.18) denies this possible explanation, at least for administrative positions.

*“Courses and degrees in sport management have been established during the previous decades in many universities and colleges. Hence, there is now a large pool of qualified female candidates for professional management positions in sport that maybe an untapped resource.”*

My research will focus on the explanation that the pool of qualified women is too small. If intergovernmental organisation such as the EU and the IOC would want to implement positive action policy measures (discussed in the next chapter) to combat the gender skewedness in sports’ leadership, one of the problems is that research shows that there are too few qualified women to fill these positions. It is, therefore, extremely useful to know how females could be motivated to become a coach or administrator in sport. This vision is shared by the European Commission (2014, p.41-43) report, which calls for research which investigate motivators to become coach or administrator. This thesis will explore relevant factors in the intention to become coach or administrator in football.

#### ***Academic and social relevance of this study***

The academic relevance of this study is to contribute to the understanding of how women in male dominated environments can be motivated to challenge the masculine hegemony. This study focuses on the sport environment, in particular football, but the factors uncovered might also relevant to women working in other male dominated environments.

This study also furthers understanding in the field of leadership development. This field is rarely researched (Avolio et al., 2009, p. 424, 442). This study tries to uncover factors that are of importance in motivating tomorrow’s leaders. Are factors such as the leader’s gender, leadership type and role congruency of importance to the intention of followers to become leaders themselves? This study also aims to improve understanding in this question.

The social relevance of this study relates to the fundamental right of gender equality and equal opportunities (in the workplace) and how to fix these social inequalities. Furthermore, women’s football is one of the fastest growing sports in the EU and sport is often seen as carrying many benefits for participants. With sport being such a positive influence on society, it is inexplicable why women are underrepresented in coaching and administrative ranks.

#### ***Research question***

The problem that is being researched in this thesis is the structural underrepresentation of women in leadership positions within sport organisations. To narrow this problem down, I have decided to focus my attention on the most popular sport in Europe: (association) football (Giulianotti, 2012).

Within football, I focus on the highest levels of women’s football. I do so because in order to achieve gender equality more women need to become coach or administrator. I focus on the highest domestic tier because the players who have played at the highest level will have the experience and

allure to become coaches and administrator. The examples of former players in football who have become coach or administrator after their playing careers are abundant.

Geographically, I have decided to constrain the research to Western Europe<sup>6</sup>, due to the fact that these countries are similar in their development of women's football (Bradbury *et al.*, 2011, executive summary).

- Consequently, the main research question is: *Which factors influence the intention of elite female football players in Western Europe to become coach or administrator in football?*

Starting point of this study is the research done by Michael Sagas, George Cunningham and Donna Pastore (2006). These researchers set out to predict head coaching intentions of assistant coaches of women's intercollegiate teams in the USA using the Theory of Planned Behaviour (Ajzen, 1991).

These researchers uncovered several factors that they deemed to be of importance for head coaching intentions. This thesis will try to replicate their findings under a differing study population: elite female football players in Western Europe. The first objective of this thesis is whether the uncovered factors by Sagas *et al.* (2006) can be reproduced.

- Therefore, the first sub-question that will be answered is: *Can the Theory of Planned Behaviour help in predicting the intention to become coach or administrator among elite female football players in Western Europe?*

Furthermore, I would like to extend the factors uncovered by Sagas *et al.* (2006). To do so, I have reviewed literature and policy documents on the subject of gender equality in sports (more elaboration in chapter 5).

Within team sports, the relationship between coach and players is particularly important<sup>7</sup>. It is stated that, due to role modelling processes (or personal identification), female players who have a female coach would be more likely to become a coach or administrator themselves (e.g. European Commission, 2014; Kark *et al.*, 2012). Therefore the gender of the coach is added as an additional variable.

However, the extent to which this role modelling process is effective might be mediated by the way the coach handles his/her players rather than the gender of the coach (e.g. Jackson & Perry, 2011; Antonakis *et al.*, 2003). Thus, the leadership type of the coach is added.

Other research in the field of Leadership Studies and Gender Studies suggests that gender might be also be less important than the gender role of the coach, or the congruency between one's gender and gender role (e.g. Eagly & Karau, 2002; Fasting & Pfister, 2000). Consequently, these two variables are also added.

- Taking these new variables into account, the second sub-question is: *Are the added variables (gender of the coach, coach's score on leadership types, coach's gender role and coach's gender role congruency) relevant in explaining the intention to become coach or administrator in football?*

### **Outline of the thesis**

Chapter 4 will give an outline of the current policy situation on gender equality in sport. A short

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<sup>6</sup> The countries researched are: The Netherlands, Belgium, Germany, France and the United Kingdom.

<sup>7</sup> Due to the coach training the team, picking the players to play during matches and motivating the players.

review is given regarding the policy documents published until the present day, with particular focus on the European Commission (2014) report.

In chapter 5 I will discuss the academic literature. I will start by reviewing the article by dr. Sagas and colleagues (2006) of which this thesis is a derivative. Furthermore, I clarify why I have chosen to modify certain factors used in the 'parent article' and also why I have chosen to extent the explanatory factors with the variables gender, leadership type, gender role and gender role congruency.

In the chapter 6 I will explain how I have conducted my research. The ways in which the variables have been measured and coded will be discussed, as will the limitations of this research. Deliberations will also be given on the data collection. Lastly, I will discuss how the data have been analysed.

Chapter 7 will report the results of this research. Various tests on the gathered dataset have been performed and are reported on. It will become clear that some factors do or do not significantly influence the intention of elite female football players in Western Europe to become coach or administrator.

In the final chapter I will summarize the results and will give recommendations for further research. Based on the findings I will review the policy advice proposed in the European Commission's report *Gender Equality in Sport: Proposal for Strategic Actions 2014-2020* and based on the limitations and errors encountered in this research I will give pointers for follow-up studies.



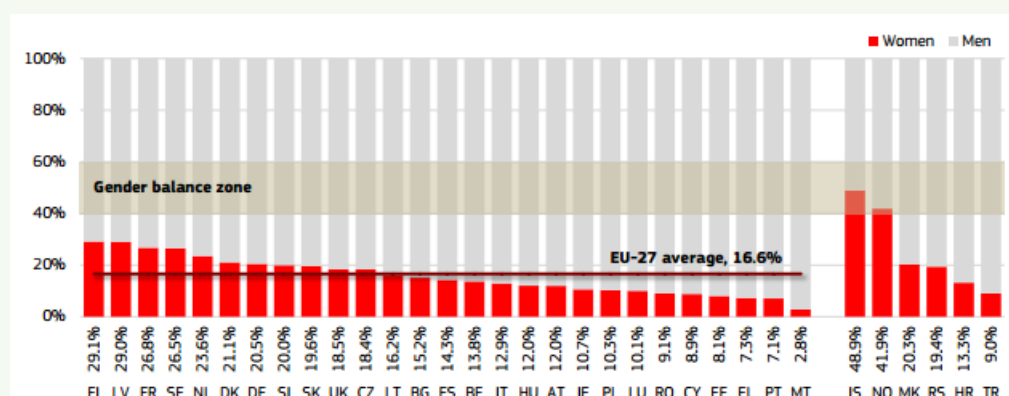
## 4. POLICY SITUATION

The Sport Unit of the European Commission has recently been paying attention to the gender compositions of the leadership ranks within sport. This is evidenced by the website section on *Equal opportunities between women and men* by the Sport Unit (European Commission, 2013b), statements on the Sport Info Day<sup>8</sup>, the Commission's call for proposals regarding the promotion of gender of gender equality in sport (European Commission, 2009), and also by the European Parliament Resolution on Women and Sport (European Parliament, 2002). Most recently, the European Commission (2014) presented its report *Gender Equality in Sport: Proposal for Strategic Actions 2014-2020*.

Another intergovernmental body which has been forerunner in the balancing the gender inequality in sport is the Council of Europe (CoE). The CoE has adopted a recommendation regarding the *Discrimination against Women and Girls in Sport* in 2005 as well the *Code of Sport Ethics* in 2010 and the declaration *Making gender equality a reality* in 2009. All documents called for gender equality in sports and both have been signed by all European Ministers of Sport (CoE, 2005; 2009; 2010; Bradbury *et al.*, 2011; Pfister, 2011).

The sports sector itself has also recognized the problem of gender skewedness in leadership positions. The International Olympic Committee (IOC) has created policies as early as 1996 which required more women in leadership positions. The IOC has done so by setting quotas that they require international and national sport federations to comply with (Claringbould, 2007, p.60).

However, despite all these efforts, women remain scarce among the administrative ranks within sport (e.g. Bradbury *et al.*, 2011; Fasting & Pfister, 2000; UNESCO, 2007; Pfister, 2011). The gender imbalance in leadership positions is not limited to the sport sector. Among Fortune 500 companies<sup>9</sup>, only 16.9% of the corporate board seats are held by women (Catalyst, 2013). This imbalance is also present in the European business sector, as figure 2 shows. Even in politics the gender balance is skewed (European Commission, 2013c, p.22).



**Figure 2:** Representation of women and men on the boards of large listed companies in Europe (European Commission, 2013c, p.6).

### Status quo and foreseeable future

Many actors such as the EU, academics and NGOs have recently acknowledged the underrepresentation of women in sports' leadership positions and have expressed their intent to

<sup>8</sup> The Sport Info day, organised by the European Commission's Sport Unite, took place on February, 4<sup>th</sup>, 2014 in the framework of the new Erasmus+ programme (2014-2020).

<sup>9</sup> The list of 500 largest companies in the United States measured by their gross revenue.

combat this gender inequality (e.g. European Commission, 2006; 2007; 2010; 2014; FRA, 2010; Wirth, 2001; Bradbury *et al.*, 2011; ENGSO 2012). Yet so far, no policy measures with a specific reference to the sport domain have been taken at the European level. However, policy regarding gender equality in sport is currently on the drawing board of the European Commission.

In 2014, the European Commission (EC) presented its report *Gender Equality in Sport: Proposal for Strategic Actions 2014-2020*. In this report the EC states that, all good intentions aside, “these actions still have not led to an acceptable level of gender equality in sport” (p. 8), referring to the work and declarations of many NGO’s and intergovernmental organisations trying to address this issue. The EC now proposes “concrete measures” and demands national action plans of its member states in which a strategy is laid out how more gender equality in sport can be achieved (p.10). Furthermore, the European Commission will also focus on gender mainstreaming<sup>10</sup> in sport.

Four priority areas have been set out in this report, of which the first two are directly related to this thesis:

- Equal representation and gender sensitivity in decision making,
- Equal representation and gender equality in coaching and teaching in sport,
- The fight against gender violence in sport and the role of sport in preventing gender violence,
- The fight against negative gender stereotypes in sport and the promotion of positive role models and the role of media in this perspective (European Commission, 2014, p.10-11).

With reference to the first two priority areas the European Commission (2014, p.15, 21) opts for quotas:

- A minimum of 40% of women and men in executive boards and committees of national sport governing bodies and 30% in international sports organisations located in Europe.
- A minimum of 40% of women and men in the management of professional sport administrations and governmental sport bodies.
- A minimum of 40% of women and men as volunteer and employed coaches.
- A minimum of 30% of women and men as coaches of all the national team coaches.

Some countries, such as France, the Netherlands, Italy, Germany and the UK have already implemented quota legislation that demands more women in executive positions in the business sector (European Commission, 2013c, p. 8). This could also affect women’s football as some of the female squads are part of a (male) professional football club, which are companies. However, smaller companies are exempted from complying with these new laws (*idem*, p.12).

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<sup>10</sup> Defined by the UN (1997) as: "Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."



## 5. LITERATURE

As stated before, the starting point of this study is the research done by Sagas *et al.* (2006). During my desk research it became apparent that the academic literature on the subject of underrepresentation of women in sports (and in particular, football) is scarce. Exploratory, qualitative research on women in football has been undertaken (Bradbury, Amara, García & Bairner, 2011; Pfister, 2011), but quantitative research has been even scarcer. To my knowledge, Sagas and colleagues have been the only ones to undertake a quantitative approach to this subject. This makes their research an excellent starting point for my own thesis. Furthermore, the researchers based their theoretical framework based on the tested Theory of Planned Behaviour (Ajzen, 1991).

To better understand the Sagas *et al.* (2006) study, it is important to discuss the Theory of Planned Behaviour by Icek Ajzen (1991). The Theory of Planned Behaviour is a useful framework for this type of research, because Ajzen (1991, p. 179) posits that:

*“Intentions to perform behaviours of different kinds can be predicted with high accuracy from attitudes toward the behaviour, subjective norms, and perceived behavioural control; and these intentions, together with perceptions of behavioural control, account for considerable variance in actual behaviour.”*

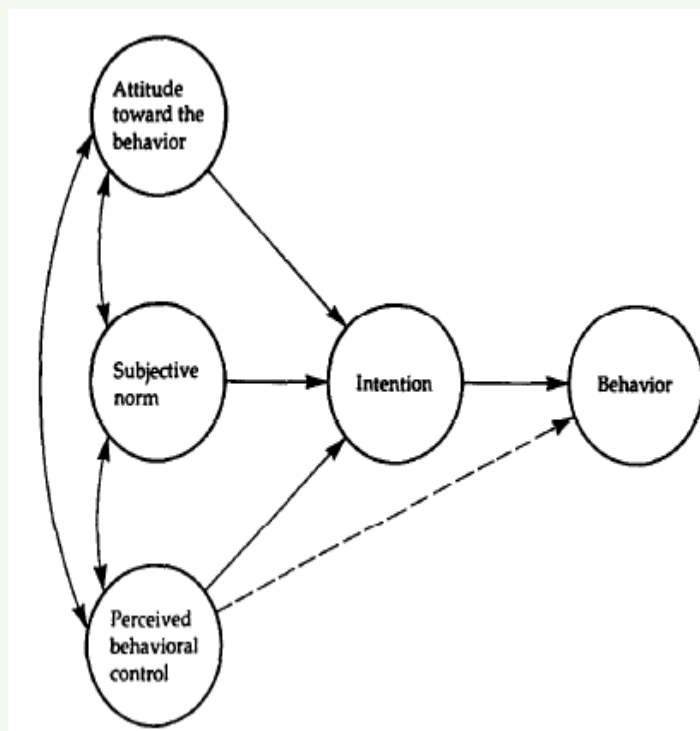
The theory is based on three exogenous<sup>11</sup> constructs: Attitude toward the behaviour, subjective

norms and perceived behavioural control which together form the motivation of an individual.

The higher the motivation, the higher the intention and the higher the possibility that intention results in actual behaviour.

I will try to ‘translate’ the rather abstract concepts into more practical terms which relate to the context of this thesis.

- *Attitude toward the behaviour*  
(How does one feel about becoming a coach or administrator in football)  
This construct refers to the degree to which a player will have a favourable or unfavourable willingness of becoming a coach or administrator.



**Figure 3:** the conceptual model of the theory of planned behaviour. From: Ajzen (1991, p.182).

- *Subjective norms* (what does the social network think about a player becoming a coach or administrator in football)

<sup>11</sup> In attentional psychology, exogenous refers to reaction to external stimuli without conscious intention.

This construct refers to the attitudes of valued individuals in the network of player regarding the intention of becoming a coach or administrator. Examples of valued individuals would typically be parents and friends. This variable relates to the popular concept of ‘peer pressure’ which is the motivation to comply with the attitudes of others.

- *Perceived behavioural control (the perceived ability to become a coach or administrator in football)*

This scale refers to the ease or difficulty of becoming a coach or administrator. It is dependent upon previous experiences and anticipated obstacles. For example, a female football player could be of the opinion that there is no point in aiming to be a coach because women are perceived as inferior in the realm of football.

Dainton and Zelle (2011, p.133-134) explain that perceived behavioural control consists out of two components: (1) Self-efficacy, which refers to the player’s belief that she can actually become coach or administrator, and (2) controllability, which recognizes that it is possible that becoming coach or administrator would be out of the player’s control, or is at least perceived that way.

Back to Sagas *et al.* (2006, 697):

*“Studies conducted under the theory [of planned behaviour] can provide considerable practical information concerning participants, in that individual factors within each construct can be teased out as to whether they have a significant impact on intentions and ultimately behaviour. The identified factors can then serve as areas in which both scholars and practitioners can focus interventions on the exact reasons that may be negatively impacting a behaviour and individuals can be encouraged to capitalize on factors that positively impact behaviour”.*

To uncover relevant factors for the three exogenous theory constructs the researcher spread out pilot surveys. The authors uncovered twelve attitudes towards the behaviour, seven subjective norms, and seven behavioural control beliefs as denoted in table 1.

TPB in Sagas <i>et al.</i> (2006)		
<b>Attitude Towards the Behaviour</b> <ul style="list-style-type: none"> <li>• Earning better salary</li> <li>• Having more control</li> <li>• Getting recognition</li> <li>• Developing coaching skills</li> <li>• Using own philosophy</li> <li>• Having more stress</li> <li>• Having greater pressure to win</li> <li>• Having less family and personal time</li> <li>• Having more responsibility</li> <li>• Requiring too much time</li> <li>• Becoming a role model</li> <li>• Taking decisions</li> </ul>	<b>Subjective Norms</b> <ul style="list-style-type: none"> <li>• Former players</li> <li>• Coaching peers</li> <li>• Former coaches</li> <li>• Family</li> <li>• Friends</li> <li>• Current head coach</li> <li>• Current players</li> </ul>	<b>Perceived behavioural control</b> <ul style="list-style-type: none"> <li>• Coaching a winning program</li> <li>• Having a strong social network</li> <li>• Being successful in coaching</li> <li>• Accumulating enough coaching experience</li> <li>• Having enough knowledge about the sport</li> <li>• Dealing with work-family conflicts</li> <li>• Achieving a graduate degree</li> </ul>

**Table 1:** The motivational factors uncovered in Sagas *et al.* (2006).

Regarding the methodology, the researchers opted for a comprehensive approach:

*“The theory’s three exogenous constructs are often measured directly (e.g., favourable – unfavourable, expected to – not expected to, no control – complete control). However, the*

*theory also posits that each of these constructs could be measured more comprehensively by tracing each to a set of beliefs about corresponding behaviours<sup>12</sup> for a specific population under study” (Idem, p. 696).*

Many of the uncovered factors of the three exogenous theory variables could be copied into my study, however, some could not. For example, the subjective norms about coaching peers or current players are not applicable to my specific context (with units of observation being elite female football players). More elaboration on the factors of the three variables later in this chapter.

### **Intention**

In both the study of Sagas and colleagues as my own study, the intention to become coach (or administrator) is the dependent variable<sup>13</sup>. As has been done in Sagas *et al.* (2006), I will use a direct question for intention and will then perform statistical tests to determine the influence of the other measured variables on the intention to become coach or administrator. Sagas and colleagues (2006) confirmed that the Theory of Planned Behaviour can be used to predict head-coaching intention.

In this study I will research whether the Theory of Planned Behaviour can also be applied to predict intentions to become coach or administrator in a differing study population<sup>14</sup>: elite female football players in Western-Europe. In this study, the intention to become coach or administrator will be measured directly<sup>15</sup>.

Additionally I will research some context-specific variables. These will focus on the gender of the coach, the coach's leadership type and the coach's gender role (congruency). These variables will be explained in the next couple paragraphs.

### **Gender of the coach**

Just like Sagas and colleagues (2006), I am interested in the effect of gender on the intention to become coach (or administrator). However, Sagas *et al.* focus on the gender of the assistant coach to explain possible variance, whereas I focus on the gender of the coach. I do so because having a female coach might invoke role modelling processes for female players. Although role modelling is a rather vague concept, it has been acknowledged by many female (former) players and coaches (e.g. Pfister, 2011; FIFA, 2007; Matilla, 2010; Greenwell, 2012; European Commission, 2014).

*“Women in powerful decision-making positions may function as role models for other women. [...] Female top level coaches as role models seldom receive attention, while they may also serve as examples of 'women can' and if disseminated could impact into other 'male' arenas in society” (European Commission, 2014, p.15, 20).*

In the field of Leadership Study (elaborated on later), the role modelling process is also acknowledged. It is seen as an important concept in creating future leaders (Avolio, Walumbwa & Weber, 2009; Day, 2000; Jackson & Parry, 2011; Shamir, House & Arthur, 1993).

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<sup>12</sup> **Direct measurement:** Most people that are important to me think I should pursue a head coaching position of a women's team in the next 3 years [agree – disagree].

**Beliefs and corresponding behaviours:** My friends/family/coaches/players/etc. believe I should become a head coach & I generally listen to my friends/family/coaches/players/etc.

<sup>13</sup> In the study of Sagas *et al.* (2006) other dependent variables are also used besides gender.

<sup>14</sup> The population in Sagas *et al.* (2006) consisted out of assistant coaches at American intercollegiate sports teams.

<sup>15</sup> “I would like to be assistant or head coach” & “I would like to work in an administrative function in football”.

Therefore, I am interested whether having a female coach leads to higher intention among female football players than having a male coach. Grasping back to the Theory of Planned Behaviour, having a female coach could influence the Perceived Behaviour Control variable. In other words, having a female coach could increase the perception that becoming a head coach or administrator as a woman lies within reach.

### **Leadership styles**

A different variable which I want to investigate is the leadership style of the coach. Leadership defines the relation between a group (the players) and their leader (the coach).

To understand the dynamics between the players and the coach it is important how the coach interacts with his/her players. Leadership style could also explain why role-modelling processes are effective with certain coaches, while with others they may not be. Thus, it could very well be possible that certain leadership styles might lead to higher motivation among female players.

For example, several meta-analyses have shown that women tend to lead in a more democratic way than men and adopt transformational leadership styles (explained later in this section) more often than men (Eagly & Karau, 2002; Jackson & Parry, 2011, p.27; Antonakis et al., 2003). This could be influencing motivation because transformational leaders see that the status quo as described in chapter 3 (i.e. the “old boys’ network” and “glass ceiling”) needs to be overturned. A coach utilizing this leadership style would be more supportive of female players pursuing leadership positions.

The transformation leadership style referred to in the previous paragraphs is one of three styles of leadership, originating from the Full-range Leadership Model (Bass & Avolio, 1991). The other two types of leadership are transactional and laissez-faire styles.

Transformational leadership is a leadership style wherein leaders can guide transformations taking place (such as intervening European institutions). Transformational leadership is defined as:

*“Leader behaviours that transform and inspire followers to perform beyond expectations while transcending self-interest for the good of the organisation” (Avolio et al., 2009, p. 423).*

The latter authors add that transformational leadership theory suggests that leaders can lift followers’ aspiration and create identification with the leader (role modelling) and the goals set out. In doing so, the followers become inspired in such a way that they work beyond simple transaction and initial expectations.

The second branch of leadership is *transactional leadership* which aims to motivate followers by giving them rewards for performance and compliance (Jackson & Parry, p. 31). Avolio and colleagues (2009, p. 427) defined transactional leadership as *“leadership largely based on the exchange of rewards contingent on performance”*.

The third type of leadership is laissez-faire leadership which is typified by not leading at all. Antonakis et al. (2003, p.265) define this type of leadership as:

*“Laissez-faire leadership represents the absence of a transaction of sorts with respect to leadership in which the leader avoids making decisions, abdicates responsibility, and does not use their authority. It is considered active to the extent that the leader “chooses” to avoid taking action. This [leadership style] is generally considered most passive and ineffective form of leadership.”*

### ***Sex role (congruency)***

When discussing handling of the players by the coach, leadership style is not enough. Their personalities also count. Are the coaches exhibiting masculine behaviour (exerting dominance, using rough language, maintaining hierarchy and discipline) or are they utilizing feminine behaviour (promoting communal feelings, use soft language, being empathic). A third possibility is that (s)he utilises both masculine and feminine character traits, making the coach androgynous. Just like leadership type, the gender role of the coach could impact the subjective norm scale of the Theory of Planned Behaviour. Whether the coach is perceived as a valued individual could be dependent upon his/her gender role (personality).

Why is this important? Within football, gender stereotypes remain due to a range of reasons such as the institutional segregation of sexes<sup>16</sup>, the 'old boys' network', the 'glass ceiling' and the limited exposure for female football in mainstream media. Coaching and administrative excellence is equated with a masculine gender role due to the male hegemony in the sport for the last decades (Fasting & Pfister, 2000; Pfister, 2011; Bradbury *et al.*, 2011).

This image could also persist among female players and in turn negatively influence the perception of female coaches due to them being incongruent with the stereotype masculine coach. Furthermore, because coaches are ought to be masculine, players with a feminine gender role might believe that becoming coach is out of their reach and thereby influencing the Perceived Behavioural Control construct in the Theory of Planned Behaviour. Similarly, when a player has a feminine gender role, this could make their valued others believe that becoming coach or administrator is not a feasible opportunity, thereby influencing the Subjective Norms aspect of the Theory of Planned Behaviour.

On the other hand, having a coach who exhibits a feminine gender role might increase the belief in the possibility of and intention to become coach or administrator.

Qualitative interviews conducted among elite female footballers regarding the subject of gender roles indicate that the players recognize that gender of the coach is not important compared to adapting a feminine role (Bradbury *et al.*, 2011, p.61; Fasting & Pfister, 2000, p. 99-100).

How do these various gender roles reflect on the intention to become coach or administrator of the players? Do they prefer masculine, feminine or androgynous coaches? And what happens to the intention to become coach or administrator when the sex role is incongruent, that is, a female coach with masculine personality or vice versa?

To answer these questions I have chosen to embed the gender role questions in the framework of the Role Congruity Theory, developed by Eagly and Karau (2002). This theory draws on social-cognitive research on stereotyping and prejudice, and also on organizational research on management and leadership. This combination makes this theory particularly useful for this thesis. Role Congruity Theory is the link between gender and the gender gap (in sports' leadership), because it (partially) explains why the "old boys' network"<sup>17</sup> and the "glass ceiling"<sup>18</sup> exist.

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<sup>16</sup> Men and women have their own competitions. It is highly unusual to have mixed sex teams, unlike, for example, the sport of korffbal or mixed doubles in tennis

<sup>17</sup> An old boys' network is the phenomenon of a leadership consisting predominantly out of white, older, males which look to fill in a vacant leadership position using their own informal network. This informal network mainly consists out of people similar to themselves.

<sup>18</sup> The glass ceiling is an invisible barrier based on the perception that women, due to their stereotypical feminine gender role, are not suited for leadership position, because leadership is equated with a masculine gender role.



To fully comprehend this theory it is useful to first discuss its predecessor: Social Role Theory. Social roles are “socially shared expectations that apply to persons who occupy a certain social position or are members of a particular social category” (Eagly & Karau, 2002, p.574). Social roles thus describe socially acceptable attributes for certain professions but also for gender.

More specifically, when talking about gender, the concept of gender roles are introduced. “Gender roles are consensual beliefs about the attributes of men and women” (*idem*). In Social Role Theory, these beliefs are considered to be normative because they prescribe socially acceptable behaviour. There are two types of norms: descriptive norms and injunctive norms. In short, this means that gender roles do not only possess a descriptive element (i.e. women are nurturing) but also a prescriptive element (i.e. women should be nurturing).

Eagly and Karau (2002, p.574) state that a key proposition of Social Role Theory is that the majority of stereotypical beliefs/descriptive norms pertain to communal (feminine) and agentic (masculine) attributes.

Role Congruity Theory reaches beyond Social Role Theory to consider the congruity between gender roles and other roles, in particular leadership roles. Furthermore, Role Congruity Theory considers the influence of congruity on prejudice. The theory explains that one of the barriers for women to reach top positions is the (perceived) incongruence of the female gender role and leadership role (Eagly and Karau, 2002, p.575). This phenomenon has earlier been described as the “glass ceiling”.

A last defining feature of Role Congruency Theory is the explanation that prejudice against women takes a dual form:

*“Women leaders’ choices are thus constrained by threats from two directions: Conforming to their gender role would produce a failure to meet the requirements of their leader role, and conforming to their leader role would produce a failure to meet the requirements of their gender role”* (Eagly and Karau, 2002, p. 576).

To assess the gender role congruity I will use the Bem Sex Role Inventory (Bem, 1974) in this research. This method assesses to which extent an individual can be characterised as masculine, feminine or androgynous. The outcomes of this assessment will be used to see which type of gender role the players prefer and whether the congruity between gender of the coach and gender role of the coach influences intention.

A range of studies from multiple disciplines have provided support for role congruency theory in explaining female leadership (Eagly & Karau, 2002, p.578-588). In the discussion of gender and leadership by Jackson and Parry (2011) it is additionally argued on the basis of meta-analyses that an androgenic style (scoring high on elements of both masculine and feminine styles) is probably best leadership style.

### **Summary**

Besides the (adapted) factors from Sagas *et al* (2006), I have chosen to add four further variables: gender of the coach, leadership type of the coach, gender role and gender role congruency.

I will measure these factors, along with the intention to become coach or administrator and I will measure the interplay between the factors and the intention. Using statistical tests I can determine which factors have a statistically significant effect on intention. Additionally I will also look whether

the four added variables<sup>19</sup> are correlated with the three scales from the Theory of Planned Behaviour.

In the next chapter I will elaborate on how the data were gathered and using which methods, how the data were refined, which statistical tests have been performed, why I have chosen this research design and limitations of this study based on methodology and research design.



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<sup>19</sup> Gender of the coach, leadership type of the coach, gender role and gender role congruency.

## 6. METHODOLOGY AND RESEARCH DESIGN

In this chapter I will set out the methodology and research design of this study. First, I start off with the general research design, motivation for choosing that design and research limitations. In the next section, I will discuss the selection and sample of respondents. This section is followed by a section on the measures used in this study. Next the data collection will be elaborated upon and finally the data analysis will be explained.

### **Research design**

A quantitative, exploratory design has been chosen in order to measure correlation between the independent and dependent variables. Furthermore, using statistical methods (regression analyses), direction and approximations of the effect of each independent variable can be given.

Also, as I have argued before, qualitative research has already been undertaken (Bradbury *et al.*, 2011; Pfister, 2011) which have uncovered a range of potential explanations to the reality of female underrepresentation in higher sport functions, yet to my knowledge no study except Sagas *et al.* (2006) has undertaken a quantitative approach.

### **Limitations**

In the process of this study several setbacks occurred. First of all, the response rate was particularly low (more elaboration on the sample size of the dataset in the next chapter). This has some repercussions for the data analysis. Ideally one would like to establish a model which can accurately predict the intention of elite female football players to become coach or administrator. In order to do so, regression analysis would be the way to go as that statistical method allows one to find explanatory variables which explain variance in intention to become coach or administrator.

However, the dataset that was collected in this research was small, which means that regression analyses with as many independent variables as measured in this study would usually require at least 100 more respondents. This means that many, less significant, variables had to be omitted from the regression analysis as too many variables on a small dataset would make the regression unstable. Therefore, I have chosen to focus on bivariate relationships between the independent variables and the dependent variable and to conduct a regression analysis with as little variables as possible.

Second, some errors were made in the survey. Four questions in the (modified) Sagas *et al.* items were erroneously omitted. These questions all pertained to an item in the Theory of Planned Behaviour that was tested by a belief<sup>20</sup> and a corresponding behaviour question<sup>21</sup>. The items affected were: 'Family', 'Former Coach', 'Current Coach' (all part of the Subjective Norms scale) and 'Becoming Coach or Administrator Means Having More Responsibility' (part of the Attitude Towards the Behaviour scale). The missing questions were not treated as missing values, but they were ignored and the corresponding items have been scored based on the other question of the same item (more elaboration on scoring later in this chapter).

The third error in this study was that the introduction of the survey might have been biased in wording. During the writing of this report, it was pointed out that the wording is biased in favour of more female coaches in football's leadership.

### **Selection and sample**

The research population in this thesis are women playing in the top domestic football competitions

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<sup>20</sup> For example: Earning more salary is a good thing.

<sup>21</sup> For example: Becoming coach or administrator allows me to earn more salary

in the Netherlands, Belgium, Germany, France and England. This population contains roughly 1081 players, based upon 23 players per squad.

No sample selection method has been used in order to create representative sample as all clubs in the aforementioned top tier divisions have been approached. However, as not all players in those clubs have responded it might be useful to check the collected dataset against the population.

The general data through which the representativeness can be compared are: the average age of the players, the average number of years playing by the players and the gender ratios of the coaches.

According to the UEFA (2013) the average percentage of female coaches in Belgium, England, France and the Netherlands<sup>22</sup> is 15.25%. In my dataset this is 15.4% female coaches. No data is available for average age and years playing.

### **Measurement**

The survey used to collect data consisted out of four parts, each based on theory discussed in chapter 5. First, some basic information. This includes at which club the player plays, her age, her years at the highest level, gender of her coach, head coach intentions, etc.

Second, questions to regarding the Theory of Planned Behaviour variables have been copied from the study by Sagas *et al.* (2006)<sup>23</sup>. Third, to assess the leadership type of the coach, I will ask questions regarding the coach using the Multifactor Leadership Questionnaire (MLQ-5X form) which measures the full range of leadership consisting out of transformational, transactional and laissez faire styles (Bass & Avolio, 1991; Anatokis *et al.*, 2003; Vinkenburt *et al.*, 2011).

Fourth, to assess the gender role congruency, I will ask the player questions about their coach's personality using the Bem's Sex Role Inventory (BSRI). Cross-referencing this outcome with the gender of the coach leads to congruent or incongruent gender roles.

### **Data refinement**

Much of the data needed further refinement before they could be analysed as variables. In the paragraphs below, I will explain how I refined the data further into useable variables.

#### **• Intention & Basic info**

The measurement of the intention to become coach or administrator variable was done by asking two (direct measurement) questions: 'Do you want to become assistant or head coach?' & 'Do you want to occupy an administrative position?' From both questions, the highest scoring answer was taken as value for the intention to become coach or administrator.

Other basic questions such as age, perceiving the coach as role model, gender of the coach and years playing football at the highest level needed no further refinement.

#### **• TPB items**

The (adapted) items from Sagas and colleagues (2006) were measured by two types of questions. Questions about the beliefs of the player and questions about the corresponding behaviours. For example: being a role model for young girls is a positive trait (belief) & becoming a coach allows me to be a role model for young girls (corresponding behaviour).

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<sup>22</sup> No data available for Germany.

<sup>23</sup> Dr. Sagas has been so kind to email me his surveys.

These two questions are then averaged to give a score to the variable being a role model. This scoring has been used for all (modified) Sagas *et al.* (2006) items. The way of scoring differs from the scoring as done by the latter authors. They decided to multiple the two scores with each other. I have chosen not to do so, as to keep the potential range of scores similar to the range of scores of the intention variable.<sup>24</sup>

Where applicable, the items discussed here were accumulated into the three construct scales of the Theory of Planned Behaviour (Ajzen, 1991): Attitude Towards the Behaviour, Subjective Norms and Perceived Behavioural Control.

#### • Leadership items

The MLQ-5X form distinguishes nine factors that can be categorized in three potential leadership types, see table 2 below. Each factor is made up out of four questions. The answers to the questions were averaged to compile a score for the factor. The factors were then averaged to get a corresponding score for each leadership type.

Transformational leadership	Transactional leadership	Laissez-faire leadership
<ul style="list-style-type: none"> <li>• Idealized influence (attributed)</li> <li>• Idealized influence (behaviour)</li> <li>• Inspirational motivation</li> <li>• Intellectual stimulation</li> <li>• Individualized consideration</li> </ul>	<ul style="list-style-type: none"> <li>• Contingent rewards</li> <li>• Management-by-exception (active)</li> </ul>	<ul style="list-style-type: none"> <li>• Management-by-exception (passive)<sup>25</sup></li> <li>• Laissez-faire</li> </ul>

**Table 2:** the Full Range Leadership types with their corresponding items.

Furthermore, I am not searching for an individual's perception of the coach's leadership type, but rather how the coach is perceived by the whole of his squad. In order to do so, averages were taken for each coach on each of the leadership type scores, based on the responses of all players of the club that the coach had under his/her command.

I have chosen not to categorize each coach in a leadership category (e.g. a coach is transformational), but rather have chosen to report scores on each leadership type. The best type of leader is one that scores highly on both transformational and transactional leadership, the so-called 'augmentation effect' (Bass, 1995). Assigning each coach into a single leadership type would violate this insight.

#### • Gender roles

To assess the gender role utilized by the coach I will use the Bem's Sex Role Inventory (BSRI), even though it has received some critique (Kark *et al.*, 2012; Auster & Ohm, 2000). To overcome this critique I used the same items as used in Kark *et al.* (2012, p.628):

*"The 'femininity' items were: soft, sensitive to others' needs, shows compassion, shows affect, tender, willing to calm someone who was hurt, and softspoken. The 'masculine' items were: self-confident, determined, powerful, competitive, aggressive, and independent."*

<sup>24</sup> In my research, the maximum score for a variable is 5. In the Sagas *et al.* (2006) study the maximum score is 49, as they used a 7-step Likert scale (7\*7=49).

<sup>25</sup> According to Antonakis *et al.* (2013) Management-by-exception (passive) better fits in laissez-faire leadership than transactional leadership.



Consequently I also used the scoring method proposed by Kark and colleagues (2012, 628-9):

*“To create the gender-role identity score we used the procedure recommended by Bem (1974). The sample-based medians for the ‘masculinity’ and ‘femininity’ scores on the BSRI were determined. Each individual was classified into one of four groups: above the median on both subscales were coded as ‘androgynous’, above the median on the ‘femininity’ scale and below the median on the ‘masculinity’ scale were coded as ‘feminine’, above the median on the ‘masculinity’ scale and below the median on the ‘femininity’ scale were coded as ‘masculine’, and under the median on both scales were coded as ‘undifferentiated’”.*

Similar to the averaging for leadership type, the variable gender role was also calculated by averaging the score. All scores by players that had the same coach were averaged to come to a gender role score for that coach.

Besides assessing the gender role of the coach, the role congruency of the coach was also determined. This was done by comparing the gender of the coach with their gender role.

### ***Differing variables***

Like Sagas *et al.* (2006), I want to assess the influence of the three scales in the Theory of Planned Behaviour on the dependent variable, intention to become coach or administrator. I will use the factors uncovered by the aforementioned researchers and adopt them to my context where necessary (see table below, items in *italics* differ, ~~struck through~~ items have been omitted from analysis due to their poor fit, as will be explained in the next section).

As one can see in table 3, the items under Attitude Towards the Behaviour remain unchanged. Under the Subjective Norms I have removed *former players* and *coaching peers*, because it is inapplicable in this context and I have replaced *current players* with *teammates* as it is more applicable in this context. Additionally, I have added *significant other* as I viewed boyfriends/girlfriends/spouses as an important person in one’s social network.

Under the Perceived Behavioural Control scale the most mutations have taken place. *Being successful in coaching*, *coaching a winning program*, *having a strong social network* and *accumulating enough coaching experience* are all items that are not applicable yet to the respondents as they still among the playing ranks in football. *Dealing with work-family conflicts* has been concretised to *having children*. *Having enough knowledge about the sport* and *achieving a graduate degree* have been altered to *learning more about football* and *learning more about football*.

The last two additions (*expecting less men in coaching or administrative positions* and *football world perceives women as inferior*) have to do with the specific context of this study: the underrepresentation of women in football’s leadership positions. More specifically, they relate to the controllability part of the Perceived Behavioural Control. These items are used to see if the respondents believe that becoming a coach or administrator lies out of their control.

Whereas Sagas *et al.* (2006) used a pilot study to come up with their items, the modifications that I have made are based upon my own reasoning. A pilot study was not viable due to the time that it would require.

TPB in Sagas <i>et al.</i> (2006)	TPB in my study
<b>Attitude Towards the Behaviour</b> <ul style="list-style-type: none"> <li>• Earning better salary</li> <li>• Having more control</li> <li>• Getting recognition</li> <li>• Developing coaching skills</li> <li>• Using own philosophy</li> <li>• Having more stress</li> <li>• Having greater pressure to win</li> <li>• Having less family and personal time</li> <li>• Having more responsibility</li> <li>• Requiring too much time</li> <li>• Becoming a role model</li> <li>• Taking more decisions</li> </ul> <b>Subjective Norms</b> <ul style="list-style-type: none"> <li>• Former coaches</li> <li>• Family</li> <li>• Friends</li> <li>• Current coaches</li> <li>• <i>Current players</i></li> <li>• <i>Former players</i></li> <li>• <i>Coaching peers</i></li> </ul> <b>Perceived behavioural control</b> <ul style="list-style-type: none"> <li>• Being successful in coaching</li> <li>• Having enough knowledge about the sport</li> <li>• Dealing with work-family conflicts</li> <li>• <i>Coaching a winning program</i></li> <li>• <i>Having a strong social network</i></li> <li>• <i>Accumulating enough coaching experience</i></li> <li>• <i>Achieving a graduate degree</i></li> </ul>	<b>Attitude Towards the Behaviour</b> <ul style="list-style-type: none"> <li>• Earning better salary</li> <li>• Having more control</li> <li>• Getting recognition</li> <li>• Developing coaching skills</li> <li>• Using own philosophy</li> <li><del>• Having more stress</del></li> <li><del>• Having greater pressure to win</del></li> <li><del>• Having less family and personal time</del></li> <li><del>• Having more responsibility</del></li> <li><del>• Requiring too much time</del></li> <li>• Becoming a role model</li> <li>• Taking more decisions</li> </ul> <b>Subjective Norms</b> <ul style="list-style-type: none"> <li>• Former coach(es)</li> <li>• Family</li> <li>• Friends</li> <li>• Current coach</li> <li>• <i>Teammates</i></li> <li>• <i>Significant other</i></li> </ul> <b>Perceived behavioural control</b> <ul style="list-style-type: none"> <li>• Learning more about football</li> <li>• Having children</li> <li>• <i>Learning more about other fields (business, governance, etc.)</i></li> <li>• <i>Expecting less men in coaching or administrative positions in football</i></li> <li><del>• <i>Football world perceives women as inferior</i></del></li> </ul>

**Table 3:** Comparison of the variables included in the Theory of Planned Behaviour between the Sagas *et al.* (2006) research and this thesis.

### Scale reliability

All the scales used in this research have been tested by other researchers for their validity and reliability (Sagas *et al.*, 2006; Antonakis *et al.*, 2003; Muenjohn & Armstrong, 2008; Kark *et al.*, 2012). However, I decided to check the internal consistency of the scales myself as well. The results are displayed in Table 4 and are discussed in the next paragraphs.

#### •Theory of Planned Behaviour (TPB)

In the Attitude Towards the Behaviour (ATB) sub-scale of the TPB, there was a clear distinction between the items that relate to the positive aspects of becoming a coach/administrator and the negative aspects. This distinction was shown by the Cronbach's Alpha measure of internal consistency and by Exploratory Factor Analysis done on the ATB sub-scale. As a results I have decided to omit the negative items and construct a new sub-scale called ATB\_7<sup>26</sup> which included only the positive items.

<sup>26</sup> The items included in ATB\_7 are: Salary, control, recognition, developing coaching skills, philosophy, role model, decisions.

The Subjective Norms (SN) scale did not need any further modification, while the Perceived Behavioural Control (PCB) sub-scale was adjusted after it became apparent that the item *The world of football sees women as inferior* was inconsistent with the other items in the PCB sub-scale. Consequently, the PCB- scale was constructed without this troublesome item.

- Bem's Sex Role Inventory (BSRI)

Overall, the masculine and feminine sub-scales in the BSRI proved consistent, however as it appeared the consistency in the masculine sub-scale could be improved by omitting the item *Aggressive*. The new sub-scale is called Masculine-.

<b>TPB</b>	<b><i>Combined Items (Cronbach alpha)</i></b>
ATB_7	0.842
SN	0.846
PCB-	0.638
<b>BSRI</b>	<b><i>Combined Items (Cronbach alpha)</i></b>
Masculine	0.756
Masculine-	0.814
Feminine	0.794
<b>MLQ (Leadership)</b>	<b><i>Combined Items (Cronbach alpha)</i></b>
Transformational	0.858
Transactional	0.64
LF-	0.75
<b>Combined scales</b>	<b><i>Combined Items (Cronbach alpha)</i></b>
TPB_combined	0.534
ATB_PCB_Combined	0.733
TransACTFORM_combined	0.801

**Table 4:** Overview of the internal reliabilities of the scales used in this study.

- Multifactor Leadership Questionnaire (MLQ)

In the Laissez-Faire (LF) sub-scale the consistency was decent, however after the item *Never changes a winning team* was excluded, the Cronbach Alpha rose quite a bit resulting in the new LF- sub-scale.

### **Data collection**

To measure these variables, I have decided to gather data via a cross sectional survey among all 47 clubs that play in the first tier of women's domestic football competitions in Western Europe. The selected countries are: the Netherlands and Belgium (both playing in the BeNeLeague), Germany (Frauen-Bundesliga), France (Division 1 Féminine) and England (FA Women's Super League). Other European countries are excluded because the state of women's football differs. In Scandinavia gender equality is more developed, while in Southern and Eastern Europe women's football is still in its infancy (Bradbury *et al.*, 2011, executive summary).

The respondents of the survey were players of those top-tier female squads. The survey consisted out of 120 questions. 118 of the questions are closed and 2 are open ended. Of the closed questions, almost all consisted out of statements that are answered through a 5-point Likert scale. The 2 open questions allowed to A) explain why the player prefers male or female coaches and B) to give other explanations for the under-representation of women in coaching and administrative positions in football and general feedback about the survey. Explanations about and instructions regarding the research have been added prior to filling in the questions.

The survey was made available online in four languages: English, Dutch, German and French. The English and Dutch versions were created by myself. The German and French versions were translated by contacts in my network. Initially the clubs have been approached through email. If the clubs did not respond, reminder emails have been sent. If the clubs still did not respond they have been contacted through telephone where possible (not all contact data were available). Some geographical nearby clubs (all in the Netherlands) have also been visited in person.

As the respondents might reveal negative traits of their coach, I have ensured confidentiality to the respondents. Clubs will not be identified individually in this report.

The full English version of the survey can be found in Annex A. The translated survey(s) can be received upon request.

### ***Number of respondents***

Out of the estimated population of 1081 players, I have received 56 responses for the Dutch survey, 15 responses for the German survey, 5 responses for the French survey and no responses for the English survey. The total amount of responses is 76. Out of those 76 responses, 10 players played in the season 2012/2013 in a competition that was not the top domestic tier and were thus excluded. Out of the remaining 66 responses, 55 filled in enough of the questionnaire to be useful. Out of the 55 useful respondents, only 37 have fully filled in all sections of the questionnaire. The remaining 18 have only filled in part of the survey. These respondents still proved useful, for example: those that only filled in the leadership part of the survey could be used to determine the leadership type of the coach. Those that only filled in intention were still useful as data about the coach was gathered through other respondents.

The response was particularly low, even for data collection through surveys. The reason for the low number of respondents is because there was no possible way that I could approach the elite female football players directly. Therefore, three hurdles needed to be taken to approach the players. Each hurdle lowered the (potential) response rate.

First, I had to contact their clubs, often the communications department. I had to persuade the communications department that this was an important study in order to forward my email or call to a staff member of the team. This was the next hurdle that needed to be convinced. The third hurdle was the player herself. When the staff member of the female squad cooperated, they would forward my email or questionnaire to the players, who could then choose to partake or decline.

### ***Missing values***

Respondents were able to tick a “Do not know” box when they felt they could not answer the question. This would be possible for several questions, such as: “My teammates feel I should become coach or administrator”. When a player never discussed such (lack of) ambition with her peers, it would be impossible to answer that question.

The items based on the Theory of Planned Behaviour have two underlying questions: a belief based question and a corresponding behaviour question. In the case that one of those was left blank, the item was scored with the value of the remaining question. When both questions are unanswered, no score was recorded.

During the data analysis, no replacement method<sup>27</sup> has been used for missing values.

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<sup>27</sup> Such a replace with mean or Expectation Maximization.

### **Statistical tests**

In order to answer the research question<sup>28</sup>, I have decided to perform bivariate analyses. This basic statistical tool<sup>29</sup> allows me to uncover the correlation of an independent variable (such as a sub-scale of the Theory of Planned Behaviour) with a dependent variable (in this thesis that is the intention to become coach or administrator).

For the first sub-question<sup>30</sup>, I will correlate the three sub-scales of the Theory of Planned Behaviour with the dependent variable. To answer the second sub-question<sup>31</sup>, I will run the bivariate analyses again, but this time with the variables 'Gender of the coach', 'Coach's gender role', 'Coach's gender role congruency' and the scores on Leadership type as the independent variables.

Thirdly, I will perform a linear regression analysis with several independent variables to see if a predictive model can be constructed on the basis of this dataset. However, as mentioned before, the dataset used in this research is relatively small, so the number of independent variables should be kept to a minimum in order to create a stable regression model. Therefore, several independent variables have been pooled into new scales, the reliability of these scales can be found in Table 4.



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<sup>28</sup> Which factors influence the motivation of elite female football players in Western Europe to become coach or administrator in football?

<sup>29</sup> Due to the measurement levels of the variables, I have chosen to use Spearman's Rho correlation coefficient.

<sup>30</sup> • Can the uncovered factors by dr. Sagas be replicated in this study, in this differing context?

<sup>31</sup> • Do the added variables (gender, leadership type and gender role congruency) improve in explaining the motivation to become coach or administrator in football?



## 7. RESULTS AND DATA ANALYSIS

### **Analysis**

The research question of this study is: *Which factors influence the intention of elite female football players in Western Europe to become coach or administrator in football?*

In order to answer that question, I will now turn to the analysis of the data that have been collected. Two methods have been used for the analysis. First, bivariate analyses are performed between the dependent variables and the independent variables. This method has been chosen due to the small dataset. By establishing a correlation between the dependent and independent variables, a direction and rough estimation of the strength of the correlation can be given.

Second, for more in-depth analysis multiple regression analyses are performed. These statistical method allows one to find relationships between multiple independent variables and a dependent variable. The main benefit of this method is that one can build a model which can calculate how much of the variance in the dependent can be explained by the independent variables in that model.

In the next section I will shortly discuss the dependent variable: the intention to become coach or administrator.

After that, I will turn to answering the first sub-research question: *Can the Theory of Planned Behaviour help in predicting the intention to become coach or administrator among elite female football players in Western Europe?*

Next, the second sub-research question will be answered: *Are the added variables (gender of the coach, coach's score on leadership types, coach's gender role and coach's gender role congruency) relevant in explaining the intention to become coach or administrator in football?*

In the final section, the findings will be further explored and discussed and the main research question will be answered.

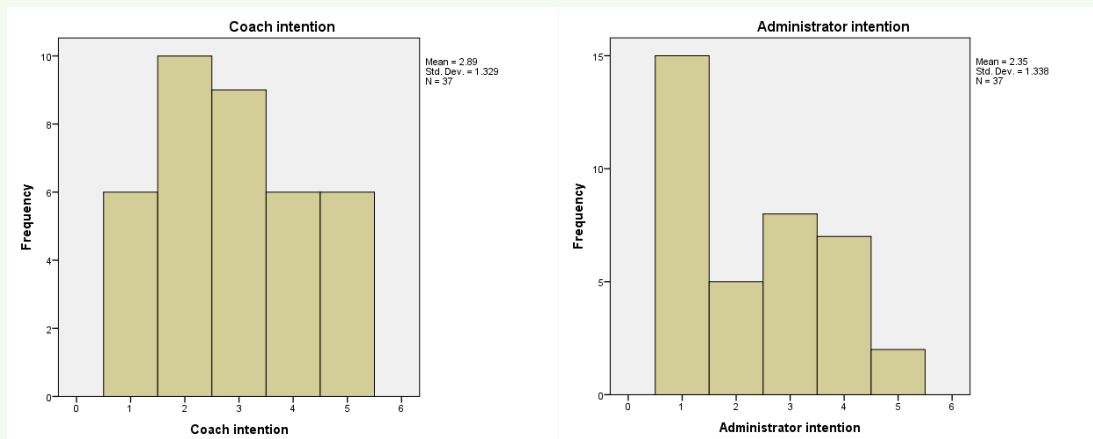
### **Dependent variable**

In the previous chapter, I reported that the dependent variable "intention to become coach or administrator" was created by taking the highest score out of two questions: "Do you want to become a coach in football after your playing career?" and "Do you want to become an administrator in football after your playing career?".

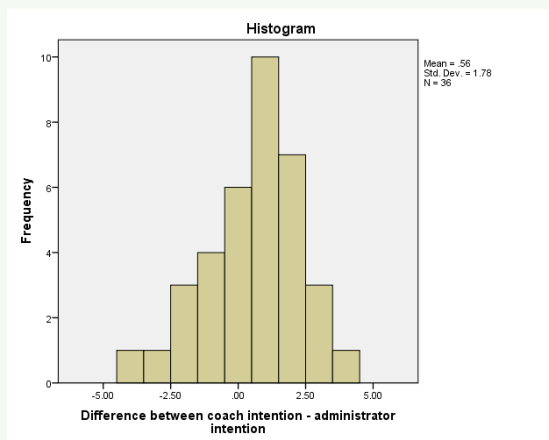
It is interesting to explore the answers to these questions. For example, what is the mean score for each? And how many players prefer to become a coach over becoming an administrator and vice versa.

In figure 4 one can see that the mean intention to become coach (2.89) is higher than the intention to become administrator (2.35). It is also clear that although both are skewed to the left, intention to become administrator is more severely skewed to the left.

When looking at figure 5, which represents the coach intention score subtracted with the administrator intention score, it becomes apparent that 21 players prefer becoming a coach over becoming an administrator and 9 players prefer to become an administrator.

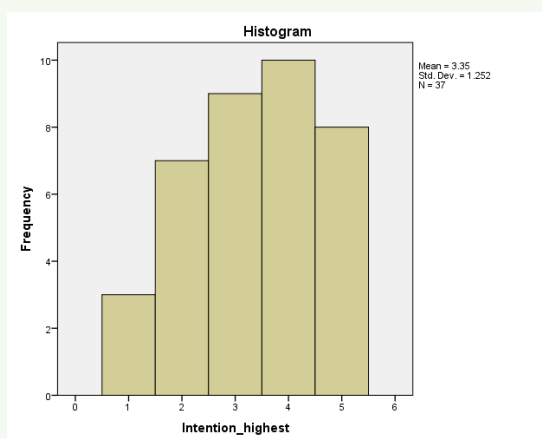


**Figure 4:** the distribution of the head coach intention (left) and the administrator intention (right).



**Figure 5:** the distribution of the difference between head coach intention and administrative intention.

When the highest score for either coach intention or administrative intention is taken (which is the dependent variable in this research), it becomes apparent that almost half (48.6%) of the players wants to occupy a leadership position in football. Roughly a quarter (23.7%) of the sample is neutral towards such a position and the rest (26.3%) has a negative attitude towards becoming a coach or administrator (see figure 6).



**Figure 6:** the distribution of the dependent variable: intention to become coach or administrator.

### ***Theory of Planned Behaviour (bivariate analysis)***

Having looked at the distribution of the dependent variable, I will now turn to the independent variables and their influence on the intention to become coach or administrator. In this section I will focus on the first sub-question<sup>32</sup> of this research. To do so, I have correlated the three sub-scales of the Theory of Planned Behaviour (TPB) with the intention variable, using Spearman's Rho as correlation coefficient.

The significance has been reported as being one-tailed, because of the basis of the literature (Sagas *et al.*, 2006) it could be reasonably expected that the TPB is positively correlated with the intention to become coach or administrator.

<b><i>TPB sub-scale:</i></b>	<b><i>Spearman's Rho</i></b>	<b><i>Significance (1-tailed)</i></b>
ATB_7	.332*	0.02
SN	.344*	0.02
PCB	.290*	0.01
<b><i>TPB combined scale:</i></b>	<b><i>Spearman's Rho</i></b>	<b><i>Significance (1-tailed)</i></b>
TPB_combined	.415**	<0.01

**Table 5:** *The correlations between the (combined) TPB sub-scales and the dependent variable.*

The results are displayed in Table 5. As expected, all three sub-scales are positively correlated with intention. Furthermore, all three correlations are significant, which means that there might be a relationship between the independent and dependent variable (intention to become coach or administrator).

The Social Norms sub-scale has the highest correlation with the intention to become or administrator, followed by the Attitude Towards the Behaviour\_7 sub-scale, while the Perceived Behavioural Control sub-scale has the lowest correlation.

When looking at the combined scales (which will be used later on for multiple regression analysis), it becomes apparent that the correlation with intention is becoming both stronger and more significant.

Scatterplots for the correlations displayed in Table 5 can be found in Annex C.

Splitting the dependent variable back into two variables (one for coach intention, the other for administrative intention) has not yielded into better results. Looking at the coach intention only, none of the TPB sub-scales correlated significantly, while for the administrative intention only the Subjective Norms and the TPB\_combined scales proved significantly correlated with the intention to become administrator.

Having analysed the scales in the Theory of Planned Behaviour, I am now able to answer the first sub-question: *Can the Theory of Planned Behaviour help in predicting the intention to become coach or administrator among elite female football players in Western Europe?*

The answer is yes. It appears that the Theory of Planned Behaviour can also be used in the context of elite female football players in Western Europe based on the significant correlations between the three TPB sub-scales and the combined TPB scale.

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<sup>32</sup> Can the Theory of Planned Behaviour help in predicting the intention to become coach or administrator among elite female football players in Western Europe?

### ***Leadership and gender (bivariate analysis)***

Now that the correlation between the Theory of Planned Behaviour and the intention to become coach or administrator has been established, I will turn to the variables attributing to the coach of the players.

To recap, the variables that have been measured regarding the coach are: the scores on the three full range leadership model sub-scales, the gender of the coach, the gender role of the coach and the gender role congruency of the coach. Furthermore, the scores on these variables have been measured coach-wide. That means that if seven players had the same coach, the coach scores for the leadership and gender variables has been averaged on the basis of those seven players.

Unlike the Theory of Planned Behaviour sub-scales, no direction could be expected on the basis of the literature, therefore, the significances of the correlation have been reported as two-tailed.

<b><i>Leadership (MLQ)</i></b>	<b><i>Spearman's Rho</i></b>	<b><i>Significance (2-tailed)</i></b>
Transformational	0.105	0.554
Transactional	-0.004	0.981
Laissez Faire	0.304	0.081
<b><i>Gender role (BSRI)</i></b>	<b><i>Spearman's Rho</i></b>	<b><i>Significance (2-tailed)</i></b>
Masculine <sup>33</sup>	-0.134	0.45
Feminine	.362*	0.036
<b><i>Gender (role congruency)</i></b>	<b><i>Spearman's Rho</i></b>	<b><i>Significance (2-tailed)</i></b>
Gender	-0.048	0.781
Gender role congruency	-0.310	0.074

**Table 6:** *The correlations between the leadership types, the gender related variables and the dependent variable.*

In Table 6, the results of the bivariate analysis have been reported. From these results it can be concluded that within the Leadership types, transformational and transactional leadership do not significantly correlate with the intention to become coach or administrator. The Laissez-Faire Leadership type comes close to being significant and with a correlation of .304, this variable should not be overlooked. The direction of the Laissez-Faire variable is interesting, because it is assumed to be the most ineffective form of leadership (Antonakis *et al.*, 2003, p.265).

Among the gender related variables, it appears that a feminine gender role is the most important variable. This means that there is a significant, positive correlation between the coaches' femininity score and intention to become coach or administrator. Also, the variable *Gender role congruency*<sup>34</sup> comes close to being significant. When looking at the direction of the correlation and the coding of the variable it becomes apparent that players with *incongruent* coaches may<sup>35</sup> score higher on the intention to become coach or administrator.

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<sup>33</sup> As noted in the previous chapter, the item 'aggressive' has been omitted based on the scale reliability analysis.

<sup>34</sup> Gender role congruency is the congruency between the gender of the coach and his/her gender role. For example, a male coach with a masculine gender role is considered congruent, whereas a male coach with a feminine gender role is considered incongruent.

<sup>35</sup> The correlation is not significant, thus the reserved choice of words.

Scatterplots for the correlations displayed in Table 6 can be found in Annex C.

Having analysed the leadership and gender related independent variables in a bivariate manner using correlations, I can now answer the second sub-research question: *Are the added variables (gender of the coach, coach's score on leadership types, coach's gender role and coach's gender role congruency) relevant in explaining the intention to become coach or administrator in football?*

The answer is that at least one of these variables is. The coach's femininity score is significantly correlated to the intention to become coach or administrator variable in positive direction. Furthermore, two further variables have a decent correlation coefficient and come close to being statistically significant: score on Laissez-Faire leadership (negative direction) and gender role congruency (negative direction).

### **Multiple regression analysis**

The bivariate analysis has pointed out which independent variables are significantly correlated with intention, but the bivariate analysis does not give any clue about how the significant independent variables work together to explain the intention to become coach or administrator.

In order to explain the intention to become coach or administrator using multiple independent variables, a new statistical method is needed: multiple regression analysis. This method can determine how much of the variation in the dependent variable can be explained by the independent variables in the model.

However, as noted before, the dataset in this research is relatively small and therefore multiple regression analysis should be done with as little variables as possible in order to create a stable model. Therefore, I have combined the three TPB sub-scales into one combined TPB score.

Besides the combined TPB score, I have also added the femininity score as a predictor variable, as the femininity score was also significantly correlated to intention in the bivariate analysis. Laissez-Faire leadership score and gender role congruency were not statistically significant (at  $<.05$  level), but did come close to being significant and thus have also been added to the predictor variable in the regression model. The total number of predictor variables is 4.

<b>Predictive variable</b>	<b>Significance score</b>	<b>Significant</b>	<b>Individual explanatory variance</b>
Combined Theory of Planned Behaviour	0.003	Yes	20.70%
Femininity score	0.183	No	3.61%
Coach's gender role congruency	0.012	Yes	13.99%
Coach's Laissez-Faire Leadership score	0.608	No	0.05%

**Model 1:** *The multiple regression model explaining the intention to become coach or administrator.*

The regression model as a whole explains 43.5% of the variance in the intention to become coach or administrator. Furthermore the model itself is statistically significant ( $F= 5.574$ ,  $p=.002$ ), which means that the model is certainly better than no model or just the mean (De Veaux *et al.*, p. 792).



Looking at the predictor variables, it is clear that the combined TPB scale is the most influential variable in this model. Its coefficient is the highest and the variable is also statistically significant, this means that it certainly differs from zero and thus has influence of the intention to become coach or administrator (De Veaux *et al.*, p. 798).

The variable gender role congruency is the second most influential predictor in this model. It is also statistically significant. The femininity score ranks third, but is not statistically significant. The same goes for Laissez-Faire leadership which has the smallest coefficient and is not significant.

The semi-partial correlations (in Annex D denoted with 'Part') gives each variables' unique variance when squared. From there it can be concluded that the combined TPB score accounts for 20.70% of the variance intention, Gender role congruency accounts for 13.99%, the femininity score accounts for 3.61% and the Laissez Faire leadership explains 0.52%. Combined they account for 38.82% of the variance in the intention to become coach or administrator. The other 4.68% is explained by the interplay of two or more predictor variables.

Observant readers might have noticed that  $n$  is only 33 in this regression analysis, this is due to missing values among one or more of the variables which leads to that case being omitted.

Because multiple regression models with a small  $n$  can be unstable, the predictor variables have been checked on the size and direction of their effects. The direction of the variables are consistent with the bivariate analysis. However, in the bivariate analysis the femininity score was significantly correlated to intention to become coach or administrator, whereas gender role congruency was not. Also, the correlation coefficient of femininity score was larger than gender role congruency. In the regression analysis it appears these two variables act the other way around. This might be due to differing  $n$ 's, but nonetheless these results should be interpreted with care.

#### **Full regression model**

The full regression model can be found in Annex D.

#### **Correlation table**

The correlation table between all the variables used in this analysis can be found in Annex B.

#### **Explaining the findings**

It was no surprise that the Theory of Planned Behaviour proved influential in both the bivariate analyses and the regression analysis. The other findings were somewhat unexpected and warrant further investigation.

In the bivariate analysis the femininity score proved significant, while in the regression analysis gender role congruency was. Due to the direction and the coding and of the latter variable it was concluded that players with incongruent coaches score higher on intention to become coach or administrator than players with congruent coaches. Both these variables are related to gender, but the variable gender of the coach did not prove significant.

Further explanation for this finding can be found using some of the other questions included in the questionnaire. As shown in Table 7, almost half of the players (46.3%) preferred to have a male coach. The same percentage of players did not have a specific gender preference, but indicated that the way they are treated and the personality is more important than gender alone. Only one respondent preferred a female coach.

		Gender preference			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	1	1.9	1.9	1.9
	Handling & personality	25	46.3	46.3	48.1
	Male	25	46.3	46.3	94.4
	No preference	3	5.6	5.6	100.0
	Total	54	100.0	100.0	

**Table 7:** *Counts and percentages of the gender preference question in the survey.*

Looking back at the bivariate analysis, it is apparent that the femininity score was positively correlated to the intention to become coach or administrator. Combine this finding with the strong preference for male coaches and the explanation has been found for the significance, the inclusion and negative direction of the gender role congruency. Male coaches are preferred, just as feminine gender roles which leads to a preference for incongruent coaches.

Furthermore, all three female coaches in this research have been classified as incongruent. Grasping back to the Role Congruency Theory, it appears that the female coaches have all abandoned their feminine gender role and have chosen to confirm with the (masculine) gender role that one normally expects from a leader.

This begs the question how these female coaches perform. On the one hand they are incongruent, which should raise intention to become coach or administrator, on the other hand they utilize a masculine gender role which, as the bivariate analysis shows, is negatively correlated to intention. A t-test done between the group with a male incongruent coach (mean 3.36) and a female incongruent coach (mean 3.33) yielded no significant difference.

Unfortunately, there were no female coaches with a feminine gender role in this dataset, so the performance of that type of coach could not be assessed.

The last interesting finding was the near statistical significance of the Laissez-Faire leadership score in the bivariate analysis. This was an interesting finding and raises the question why this leadership type which is often seen as relatively ineffective was scoring relatively high in the correlation with intention to become coach or administrator. A hint can be found when looking at the correlation table in Annex B. It appears that Laissez-Faire leadership is very strongly, positively correlated to femininity score and strongly, negatively correlated to masculinity- score. As it turns out, the regression model is barely affected<sup>36</sup> when Laissez-Faire leadership is left out, while the coefficient of Femininity score becomes nearly significant ( $p=.055$ ).

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<sup>36</sup> The explanatory variance drops from 43.5% to 42.9% when Laissez-Faire leadership is omitted from the model.



## 8. CONCLUSION AND RECOMMENDATIONS

### **Conclusions**

From the bivariate analysis can be concluded that all three sub-scales and the combined scale of the Theory of Planned Behaviour are significantly correlated with the dependent variable (intention to become coach or administrator) in positive direction. The Subjective Norms scale was the most influential sub-scale, followed by Attitude Towards the Behaviour<sub>7</sub> and Perceived Behavioural Control respectively.

The coach's Femininity score was also positively and significantly correlated with the dependent variable. The variables coach's Gender Role Congruency (in negative direction) and Laissez-Faire leadership score (in positive direction) were almost significant and both variable have therefore been included in the multiple regression analysis.

From the regression it can be concluded that, *within this dataset*, the combined TPB scale was a significant predictor variable in positive direction and had the largest effect. The coach's Gender Role Congruency was also significant, but in negative direction. The score on Laissez-Faire Leadership was not significant and its effect was small, further analysis showed that this variable was highly correlated with the coach's Femininity score. The Femininity score was not significant in the regression model, but when the regression was ran without the Laissez-Faire leadership variable, Femininity score became nearly significant (.055).

Because the regression analysis lost almost no explanatory variance in the intention variable when Laissez-Faire leadership was omitted, it can be concluded that the latter variable holds almost no predictive value, despite its near significant correlation in the bivariate analysis.

The main research question can now be answered: *Which factors influence the intention of elite female football players in Western Europe to become coach or administrator in football?*

The first factor is the player's own motivation to become coach or administrator. This motivation consists out of three parts: her own attitude towards becoming coach or administrator, her social network's attitude to becoming coach or administrator and, lastly, whether she perceives becoming coach or administrator feasible and within her control.

The second factor is the player's coach. Two attributes have been found that could raise intention. The more feminine a coach is, the higher the player's intention to become coach or administrator. The second coach attribute is the coach's gender role congruency. Incongruent coaches, that is an exhibited gender role that is incongruent with the coach's gender, appear to lead to higher intention.

These findings have been investigated further and it appears that the players have a much stronger preference for male coaches than for female coaches. Within the group with a male coach, those with a feminine gender role score higher (mean 3.36,  $n=11$ ) than those with a masculine gender role (mean 2.56,  $n=16$ ). Female coaches with a masculine gender role score almost equal with incongruent male coaches (mean 3.33,  $n=3$ ). No congruent female coaches were present in this study. The differences between means are not statistically significant.<sup>37</sup> When looking at the regression model both the player's own motivation and coach have roughly the same amount of influence. Again, the results from the regression analysis should be interpreted with

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<sup>37</sup> Checked via t-tests.

caution and inference based on the results in this research should also be done with care due to the methodology used in gathering data and the lack of auxiliary data to test representativeness.

Thus, if one would want to raise the intention of elite female football players in Western Europe to become coach or administrator in football after their playing careers, it would be wise to focus on raising the support from the player's social network, the perceived ability that it such a position is attainable and making sure that the players are trained by an incongruent coach. It would be wise to appoint an incongruent male coach as the share of players that prefer a male coach is significantly much higher than the players that prefer a female coach. However, this would be a paradox when the aim is to achieve greater gender equality in these positions.

### ***Limitations***

Before moving on to the recommendations, it is useful to first reflect on the limitations of this thesis.

- The significant bivariate correlations that have been uncovered only had moderate coefficients in relationship to intention to become coach or administrator. Furthermore the regression model was able to explain 43.5% of the variance in the intention variable. This leaves room for improvement in uncovering other variables that might raise intention to become coach or administrator.
- The response rate for the survey used for data gathering in this thesis was particularly low. This has had its effect on the sample size for the statistical analyses. Due to the low number of respondents, the regression analyses should be interpreted with care, as normally a larger dataset should be used with the amount of variables used in this research. Furthermore, it is likely that the small dataset has affected the statistical significance of variables. On the one hand that is an advantage, as large datasets may find significant relations which theoretically do not make sense, on the other hand variables may not have been found important in influencing the dependent variable because they are not statistically significant.
- Four questions have been erroneously omitted from the survey which may have impacted the Subjective Norms and the Attitude Towards the Behaviour scales from the Theory of Planned Behaviour.
- Conclusions drawn from this research should not be inferred to the larger population (elite female football players in Western Europe), because the data was not gathered at random and the dataset collected could not be compared with the population as there are no data available about the population.

### ***Recommendations for further research***

- Further research exploring and explaining the underrepresentation of women in coaching and administrative positions in sport and specifically football should, first of all, try to perform quantitative research with a larger dataset. Scholars should try to find a way to approach players directly, thereby skipping the hurdles to response via the clubs. A larger dataset would help probably help to uncover more statistically significant variables. Another method that might improve response rate is to shorten the questionnaire. In my thesis the survey consisted out of 117 questions, this might be too long looking at the percentage of respondents who did not fully fill in the survey (about half the respondents did not completely fill in the survey).
- Second, data in this research was not randomly collected, leaving my dataset vulnerable to self-selection bias. I suggest that further research should randomly collect the data in order to make inferences about the population. Another possibility would be to gain auxiliary data about the study population through which representativeness of the sample can be assessed.
- Third, further research should try to uncover more relevant variables, the regression model in this thesis was able to explain 43.5% of the variance in the intention to become coach or administrator, leaving room for improvement. It might be possible that the explanatory variance could be improved



by certain socio-economic data such as education level and income. This type of data has not been gathered in this research. A qualitative pilot study may also help uncover important variable. This approach was also taken by Sagas *et al.* (2006) to establish the relevant items in their version of the Theory of Planned Behaviour. I have modified these variables to better suit the differing context and population, but it might be the case that modification is not enough and a new exploration is needed.

- Fourth, further research should look into the interplay between various findings in this thesis. Incongruent coaches seem to lead to higher intention among their players and so does a feminine gender role. Additionally, many players (46.3%) prefer a male coach. One could conclude that male coaches with a feminine gender role would be best suited to raise intention among elite female football players. But if the aim is to achieve gender balance, more female coaches should be appointed. The question to research would then be which gender role would be best suited for female coaches.

Something that is also interesting, but beyond the scope of this research, are the explanations for underrepresentation of women in sports' leadership positions. In the introduction chapter, I mentioned three possible explanations: the 'glass ceiling' (skills of women perceived incongruent with demands of leadership), the 'old boys' network' (recruiting for leadership positions happens in informal networks of the current leaders, leaving the position unattainable for outsiders) and the lack of qualified women.

The first two explanations are forms of discrimination, while the latter is a matter of free choice. Looking at the dataset in this research, 50% (total  $n=36$ ) of the respondents indicate that they would be willing to become coach or administrator<sup>38</sup>, this would indicate that the lack of qualified women explanation is not due to free choice. However, almost half of the players in this research (46.3%) indicate that they prefer a male coach. It might have to do with the educational process, but the European Commission (2014, p. 18) denies this.

"Courses and degrees in sport management have been established during the previous decades in many universities and colleges. Hence, there is now a large pool of qualified female candidates for professional management positions in sport that maybe an untapped resource."

The other two explanations indicate discrimination at work. One of those explanations, the 'glass ceiling', is supported by the outcome of a statement in the survey of this research to which respondents could indicate if they agree or disagree: "The world of football perceives women as inferior". 54.1% agrees or totally agrees with this proposition (total  $n=37$ ). No hints can be given for the 'old boys' network' explanation. Please note that looking for the explanations of underrepresentation of women in football's leadership position was out of the scope of this research and these hints should be interpreted with care.

### ***Policy recommendations***

Because I did not research the (most likely) explanations for underrepresentation of women in football's leadership positions, it is impossible for me to give solid policy recommendations on how to tackle this problem. However, if policy dictates that more female footballers should be encouraged to become leaders in football, it would be wise to focus attention on the variables in this thesis that have proven its correlation and influence on the intention to become coach or

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<sup>38</sup> 50% of the respondents answered agree or totally agree to the questions: "I want to become a head coach" or "I want to become an administrator".

administrator. I would also advise to look into the other variables used in this study that have not proven its statistical significance in this research, but might still be of influence.

Furthermore, based on the findings in this thesis, I will now turn to the proposed European policy measures in the European Commission's (2014) report *Gender Equality in Sport: Proposal for Strategic Actions 2014-2020*. I will compare my findings with the proposed measures to see if the policy measures can be supported by my findings or not.

- *National Action Plans*

The report acknowledges the European principle of subsidiarity<sup>39</sup> and the autonomy of sport. Therefore, the report pleads that Member States of the EU should all hand in national action plans in which they Member States set out their actions to achieve gender equality in sport (European Commission, 2014, p.10). The literature used in this thesis supports this approach, pointing out the differing state of gender equality in European nations (Bradbury *et al.*, 2011, executive summary).

- *Quotas*

The overall aim of the strategic actions should be to achieve a full gender balance in sport's leadership positions (European Commission, 2014, p.15, 21). Therefore, several quotas are proposed:

- A minimum of 40% of women and men in executive boards and committees of national sport governing bodies and 30% in international sports organisations located in Europe.
- A minimum of 40% of women and men in the management of professional sport administrations and governmental sport bodies.
- A minimum of 40% of women and men as volunteer and employed coaches.
- A minimum of 30% of women and men as coaches of all the national team coaches

The use of quotas can be disputed, but the findings in this research suggests that the majority of female football players that have answered the survey have a strong preference for male coaches. Thus, a quota for 40% of women and men as employed coaches does not appear to be a measure that will be supported from the bottom up.

Furthermore, as the report states that there is a sufficient number of qualified women to achieve equality in gender distribution (*idem*, p.18) and over half of the players (54.1%) in this research feel that females are perceived as inferior, quotas may even be counterproductive. If the real explanation for the underrepresentation women is due to the perception of women being unsuited to be leaders, then the image of 'quota-woman' will not help to solve the problem.

- *Measurement tools & research*

The report suggests that several measurement tools should be created to monitor the progress of the policy measures. The main goal is to systematically monitor the promotion of gender equality. It is proposed that Eurostat<sup>40</sup> includes questions about sport. Sport organisations themselves should also implement monitoring systems that regularly report on participants and coaches by sex and should be distributed widely. All information should be published every three years in a report on the Equality between Women and Men in Sport (European Commission, 2014, p.43).

The report also calls for more research into interventions to increase the number of athletes, coaches and administrators. The role of coaches in gender equality, the mainstreaming of gender equality in coach education, effective ways to reach women to become coaches and administrator

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<sup>39</sup> The principle of subsidiarity implies that a matter should be handled by the lowest authority as possible.

<sup>40</sup> The statistics agency of the EU.

and understanding women's motivation to get into sport, coaching or administration should also be investigated. The research done so far often is limited to several Member States and new research should be supported to cover the whole EU. (*idem*, p.41-43).

This thesis fits in the call for research and I strongly support further research and statistical monitoring. If more research would have been in place before I started this thesis I might have found more relevant variables in the literature. If statistical data were available before I started this research, I could exactly quantify the percentage of female coaches in the highest female football competitions and I could also check the representativeness of my sample.

- *Measures*

Several policy measures are suggested: Registers of qualified women and other visibility tools so that qualified females can be found more easily in the case of vacancies, publicly announced management jobs, recruitment campaigns targeted at women, education programmes designed to cater for women's needs, (virtual) networks for female professionals in sport, adapted work schedules for elite coaches to fit in with family obligations, the use of successful female professionals as role models for recruitment and education, awards for female coaches to improve visibility and women's only coaching courses (European Commission, 2014, p.17 – 24).

Several of these measures will probably help counter the 'old boys' network', both by making qualified women visible for management and jobs in management visible for qualified women.

The process of role modelling should not be overstated through. The survey included some questions on role modelling and although the variable was not significant, it still holds some interesting insights. The direction of the correlation between whether the current coach was perceived as a role model and the dependent variable was negative. Also, 76.2% of the players with a male coach perceived their current coach as a role model, while only 50% of the players with a female coach perceived their coach as a role model. A similar image appeared when asking about previous coaches, 64.8% of the players indicated that they saw a former male coach as a role model, while only 44.4% of the players perceived a former female as a role model.

- *Awareness*

The last policy area should create awareness of the values of and prejudice against women in sport's leadership. Sport organisations and sport governing bodies should understand the values<sup>41</sup> of diverse board representation and coaching staff. This awareness should also be taught in the various educational programmes (European Commission, 2014, p. 15, 24).

These organisations should be approached directly and should be followed up by a strategic plan and concrete actions. The media should also be involved to better the public image of female sports. Cooperation with other organisations such as athletes' and coaches' federations should also be promoted. (*idem*, p. 42).

Raising awareness will definitively help overcome the 'glass ceiling' problem. In this study was found that over half (54.1%) of the players still think that the world of football perceives of women as inferior. This also has its influence of the Perceived Behavioural Control sub-scale of the Theory of Planned Behaviour as being perceived as inferior will definitively not help the perception of becoming a coach or administrator being attainable. These players have to deal with this image

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<sup>41</sup> Such as better overall leadership effectiveness, taking initiative, integrity, honesty, inspiring and developing (Zenger & Folkman, 2012).

every day and if more than half of them indicates that there still remains prejudice against women, then raising awareness is of paramount importance.





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## ANNEX A: ENGLISH VERSION OF THE FULL QUESTIONNAIRE

Dear player,

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### INSTRUCTIONS

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This survey will ask you a few questions about your coach and your intention to stay in football after your active career. The importance of this survey is described in the next section.

To start you will be asked a few multiple choice questions to get to know you and your current and previous coaches.

Most other questions can be answered on a 5-point Likert scale. This means that the most left answer (1) represents (almost) never and the most right answer (5) represents (almost) always. The questions will deal with (a) your motivation to continue your career within football after playing and (b) the leadership, personality and attributes of your coach.

Please note that the questions regarding your coach should be related to the previous season (2012/2013), NOT THE CURRENT SEASON: this means that if you had a different coach last season, all questions and answers should relate to that coach!

The survey will require about 15 minutes to complete. More responses means better conclusions, so please encourage your teammates to fill in this survey as well.

The background data gathered on you and your coach will remain strictly confidential and will only be used to determine the representativeness of my responses. Your name, coach and club will not be traceable in the full report.

Thanks in advance for filling in this survey!

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### IMPORTANCE OF THIS RESEARCH

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For my Bachelor thesis I am currently conducting research regarding the underrepresentation of women in leadership positions within sport and football in particular. More specifically, I am interested in the motivation and intent of elite female footballers to pursue their career as coach or administrator in football and also how this motivation can be raised.

This understanding is important because one of the main explanations for the underrepresentation of women in leadership positions is the lack of qualified women.

Equal opportunity in employment based on your sex is one of your fundamental European rights and this right would imply that the distribution of men and women in each profession is more or less equal. Women have caught up in this distribution in many professions, yet in the sport domain

women continue to be underrepresented. This issue has also caught awareness of the European Union in the last years and it is expected that the EU will increase pressure or will litigate to counter this inequality.

If, for example, the EU decides on a minimum number of women in certain positions, it would also be necessary that there are enough qualified women to fill in these positions. My research will contribute to the understanding how to motivate players for these positions and consequently increasing the pool of qualified women to pick from.

The fact that women play football is now more accepted and normal than roughly 20 years ago and it is time that women working in leadership positions also becomes normal. I would therefore kindly request you to participate in my research. With a higher response my conclusions also become stronger, so please encourage your teammates to fill in my survey as well.

If you have any questions regarding this research please do not hesitate to send me an email: p.m.c.sevat@student.utwente.nl .

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### **Basic information**

- 1) What is your age?
- 2) How long have you been playing football?
- 3) How long have you been playing at the HIGHEST LEVEL?
- 4) At which club did you play in the 2012/2013 season?
- 5) Do you play in the highest female squad at your club?
- 6) Did you have a male or female coach in the 2012/2013 season?
- 7) How many FEMALE coaches have you had in your career?
- 8) Do you see your 2012/2013 coach as a role model? [not necessarily your primary role model, but an example from whom you learn]
- 9) Did you see any of your FORMER coaches as a role model? [not necessarily your primary role model, but an example from whom you learn]
- 10) Do you prefer a male or female coach?
- 11) Would you like to explain why you (do not) prefer a male/female coach? [open question]

### **Motivation**

*Below are several statements regarding your motivation to continue your career within football after playing. Could you please indicate to what extent each statement relates to you?*

- 12) I would like to be assistant or head coach
- 13) I would like to work in a different technical position [field trainer, physio, etc.]
- 14) I would like to work in an administrative function in football
- 15) I think that females in technical or administrative positions in football are regarded as inferior



- 16) Becoming a coach or administrator allows me to have a better salary  
 17) “ “ to have more control  
 18) “ “ to get more recognition  
 19) “ “ to develop my coaching/administrative skills  
 20) “ “ to be a role model for young girls  
 21) “ “ to make more decisions  
 22) “ “ to use my own philosophy  
 23) “ will lead to more stress  
 24) “ leads to a greater pressure to win  
 25) “ will lead to LESS personal/family time  
 26) “ will lead to more responsibility  
 27) “ will require too much time

28) My family thinks I should become a coach or administrator after my playing

- 29) My friends think “ “  
 30) (One of) my former coach(es) think “ “  
 31) My current coach thinks “ “  
 32) My teammates think “ “  
 33) My boy/girlfriend/spouse thinks “ “

34) I expect to have children after my playing career

35) I expect to learn more about football “

36) I expect to learn more about other fields (business, marketing, etc.) “

37) I expect that there will be LESS MEN in coaching or administrative positions in football  
 “

*Below there are again several statements. These statements are related to those in the previous section, but these questions are normative: there is no good or bad answer, just your opinion. Could you please indicate to what extent you agree with the statements?*

- 38) Making a better salary is a good thing  
 39) Having more control is “  
 40) Getting more recognition is “  
 41) Developing coaching/administrative skills is “  
 42) Being a role model for young girls is “  
 43) Making more decisions is “  
 44) Using an own philosophy is “  
 45) Increased stress is “  
 46) A greater pressure to win is “  
 47) Less personal/family time is “  
 48) More responsibility is “  
 49) A job requiring much time is “

50) Generally speaking I want to do what my family thinks I should do

51) “ what my friends think I should do

52) “ what my former coach thinks I should do

53) “ what my current coach thinks I should do

- 54) " what my teammates think I should do  
 55) " what my boy/girlfriend/spouse thinks I should do

- 56) Having children will make it MORE DIFFICULT to become coach or administrator  
 57) Having more knowledge about football will make it easier "  
 58) Having more knowledge about other field (business, marketing, etc.) will make it easier "  
 59) Having more women in coaching or administrative positions in football will make it easier "

*Below are several statements regarding the leadership of your 2012/2013 coach. Could you please indicate to what extent each statement relates to your coach?*

*Your coach:*

- 60) Provides you with assistance in exchange for my efforts  
 61) Re-examines critical assumptions to question whether they are appropriate  
 62) FAILS to interfere until problems become serious  
 63) Focuses attention on irregularities, mistakes, exceptions, and deviations from standards  
 64) Avoids getting involved when important issues arise  
 65) Talks about his/her most important beliefs  
 66) Is ABSENT when needed  
 67) Seeks differing perspectives when solving problem  
 68) Talks optimistically about the future  
 69) Instils pride in you for being associated with him/her  
 70) Discusses in specific terms who is responsible for which tasks  
 71) Waits for things to go wrong before taking action  
 72) Talks enthusiastically about what needs to be accomplished  
 73) Specifies the importance of having a strong sense of purpose  
 74) Spends time teaching and coaching  
 75) Makes clear what one can expect when goals and tasks are achieved  
 76) Shows that he/she is a firm believer in "If it ain't broke, don't fix it"  
 77) Goes beyond self-interest for the good of the group  
 78) Treats you as an individual rather than just a member of the group  
 79) Demonstrates that problems must become chronic before taking action  
 80) Acts in ways that builds your respect  
 81) Concentrates his/her full attention on dealing with mistakes, complaints, and failures  
 82) Considers the moral and ethical consequences of decisions  
 83) Keeps track of all mistakes  
 84) Displays a sense of power and confidence  
 85) Articulates a compelling vision of the future  
 86) Directs your attention toward failures to meet standards  
 87) Avoids making decisions  
 88) Considers you as having different needs, abilities, and aspirations from others  
 89) Gets me to look at problems from many different angles  
 90) Helps me to develop my strengths

- 91) Suggests new ways of looking at how to complete assignments
- 92) Delays responding to urgent questions
- 93) Emphasizes the importance of having a collective sense of mission
- 94) Expresses satisfaction when you meet expectations
- 95) Expresses confidence that goals will be achieved
- 96) Is effective in meeting your job-related needs
- 97) Uses methods of leadership that are satisfying
- 98) Gets me to do more than I expected to do
- 99) Is effective representing my needs at higher levels (Technical director, FA, etc.)
- 100) Works with you in a satisfactory way
- 101) Heightens my desire to succeed
- 102) Is effective in meeting organizational requirements (training pitch, clothing, transport, etc.)
- 103) Increases my willingness to try harder
- 104) Leads a group that is effective

Your 2012/2013 coach:

- 105) Is competitive
  - 106) Is self-confident
  - 107) Is aggressive
  - 108) Is powerful
  - 109) Is independent
  - 110) Is determined
  - 111) Is affectionate
  - 112) Is soft
  - 113) Is sensitive to needs of others
  - 114) Is soft-spoken
  - 115) Is compassionate
  - 116) Eager to soothe hurt feelings
- 117) Do you have any further comments or remarks regarding women in coach and administrative positions in football? For example, an explanation for the underrepresentation of women in these positions, or an aspect not measured in this research which you find more important than the coach. [Not mandatory, last question]

Dear player,

Thank you for filling in this survey! If you were transferred to this page after one question it is because you played in a competition that falls out of the scope of this research. If you would like to keep informed about my research please fill in your email above and indicate that you want to be informed about the results.

Best regards, Patrick Sevat

# ANNEX B

Correlation table of all variables used in this research.

Correlations marked with an asterisk(\*) are statistically significant (**two tailed**) at the .05 level.

Correlations															
			Intention_highest	TPB: Perceived Behavioural Control score	TPB: Attitude Towards the Behaviour score	TPB: Social Norms score	Combined Theory of Planned Behaviour score	Transformational Leadership score	Transactional Leadership score	Laissez-faire leadership score	Gender of the coach	Gender role of the coach	Gender role congruency of the coach	Masculine-score	Femininity score
Spearman's rho	Intention_highest	Correlation Coefficient	1.000	.290	.332*	.344*	.415*	.105	-.004	.304	-.048	.374*	-.310	-.134	.362*
		Sig. (2-tailed)	.	.081	.045	.037	.011	.554	.981	.081	.781	.029	.074	.450	.036
		N	37	37	37	37	37	34	34	34	36	34	34	34	34
	TPB: Perceived Behavioural Control score	Correlation Coefficient	.290	1.000	.603**	.110	.721**	.166	.268	.115	.102	.080	.092	.260	.239
		Sig. (2-tailed)	.081	.	.000	.512	.000	.340	.119	.511	.547	.648	.598	.131	.167
		N	37	38	38	38	38	35	35	35	37	35	35	35	35
	TPB: Attitude Towards the Behaviour score	Correlation Coefficient	.332*	.603*	1.000	.184	.714**	.080	.134	-.067	-.012	.019	.130	.078	.057
		Sig. (2-tailed)	.045	.000	.	.268	.000	.649	.444	.704	.943	.912	.458	.657	.745
		N	37	38	38	38	38	35	35	35	37	35	35	35	35
	TPB: Social Norms score	Correlation Coefficient	.344*	.110	.184	1.000	.662**	-.277	-.264	.023	-.078	.026	.050	-.247	.005
		Sig. (2-tailed)	.037	.512	.268	.	.000	.107	.125	.896	.648	.883	.774	.153	.976
		N	37	38	38	38	38	35	35	35	37	35	35	35	35
	Combined Theory of Planned Behaviour score	Correlation Coefficient	.415*	.721**	.714**	.662**	1.000	.021	.089	.051	.000	.037	.160	.063	.131
		Sig. (2-tailed)	.011	.000	.000	.000	.	.903	.612	.772	1.000	.832	.358	.762	.454
		N	37	38	38	38	38	35	35	35	37	35	35	35	35
	Transformational Leadership score	Correlation Coefficient	.105	.166	.080	-.277	.021	1.000	.755**	.137	-.227	.362*	-.199	.408	.328
		Sig. (2-tailed)	.554	.340	.649	.107	.903	.	.000	.434	.191	.033	.252	.015	.054
		N	34	35	35	35	35	35	35	35	35	35	35	35	35
	Transactional Leadership score	Correlation Coefficient	-.004	.268	.134	-.264	.089	.755**	1.000	-.206	.072	-.015	.035	.625*	.101
		Sig. (2-tailed)	.981	.119	.444	.125	.612	.000	.	.235	.680	.931	.841	.000	.563
		N	34	35	35	35	35	35	35	35	35	35	35	35	35
	Laissez-faire leadership score	Correlation Coefficient	.304	.115	-.067	.023	.051	.137	-.206	1.000	-.398*	.725**	-.178	-.491**	.778**
		Sig. (2-tailed)	.081	.511	.704	.896	.772	.434	.235	.	.018	.000	.307	.003	.000
		N	34	35	35	35	35	35	35	35	35	35	35	35	35
	Gender of the coach	Correlation Coefficient	-.048	.102	-.012	-.078	.000	-.227	.072	-.398*	1.000	-.442**	-.396*	.145	-.416*
		Sig. (2-tailed)	.781	.547	.943	.648	1.000	.191	.680	.018	.	.008	.019	.407	.013
		N	36	37	37	37	37	35	35	35	37	35	35	35	35
	Gender role of the coach	Correlation Coefficient	.374*	.080	.019	.026	.037	.362*	-.015	.725**	-.442**	1.000	-.385*	-.295	.889**
		Sig. (2-tailed)	.029	.648	.912	.883	.832	.033	.931	.000	.008	.	.022	.085	.000
		N	34	35	35	35	35	35	35	35	35	35	35	35	35
	Gender role congruency of the coach	Correlation Coefficient	-.310	.092	.130	.050	.160	-.199	.035	-.178	-.396*	-.385*	1.000	.361*	-.091
		Sig. (2-tailed)	.074	.598	.458	.774	.358	.252	.841	.307	.019	.022	.	.033	.604
		N	34	35	35	35	35	35	35	35	35	35	35	35	35
	Masculine- score	Correlation Coefficient	-.134	.260	.078	-.247	.053	.408	.625**	-.491**	.145	-.295	.361*	1.000	-.060
		Sig. (2-tailed)	.450	.131	.657	.153	.762	.015	.000	.003	.407	.085	.033	.	.733
		N	34	35	35	35	35	35	35	35	35	35	35	35	35
	Femininity score	Correlation Coefficient	.362*	.239	.057	.005	.131	.328	.101	.778*	-.416*	.889*	-.091	-.060	1.000
		Sig. (2-tailed)	.036	.167	.745	.976	.454	.054	.563	.000	.013	.000	.604	.733	.
		N	34	35	35	35	35	35	35	35	35	35	35	35	35

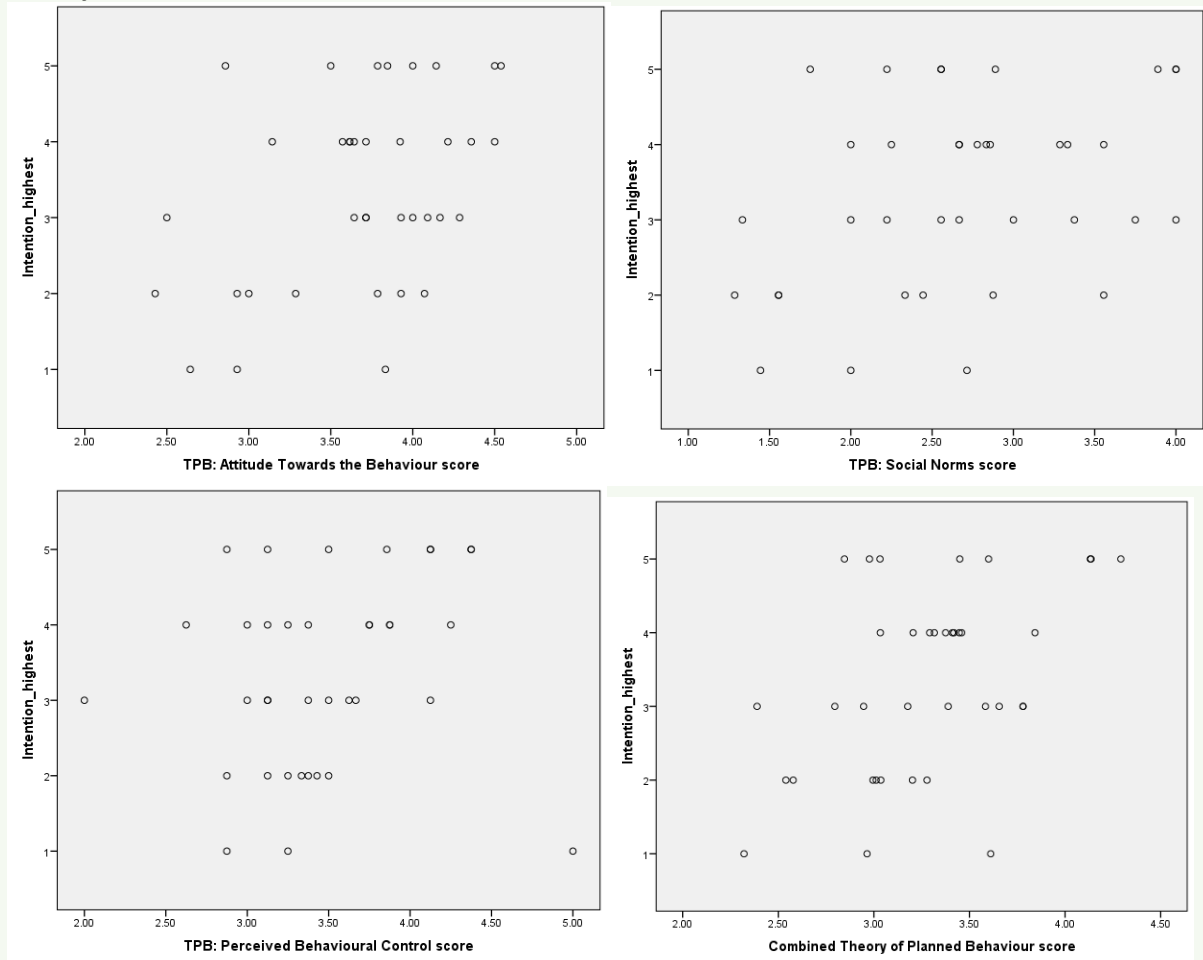
\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

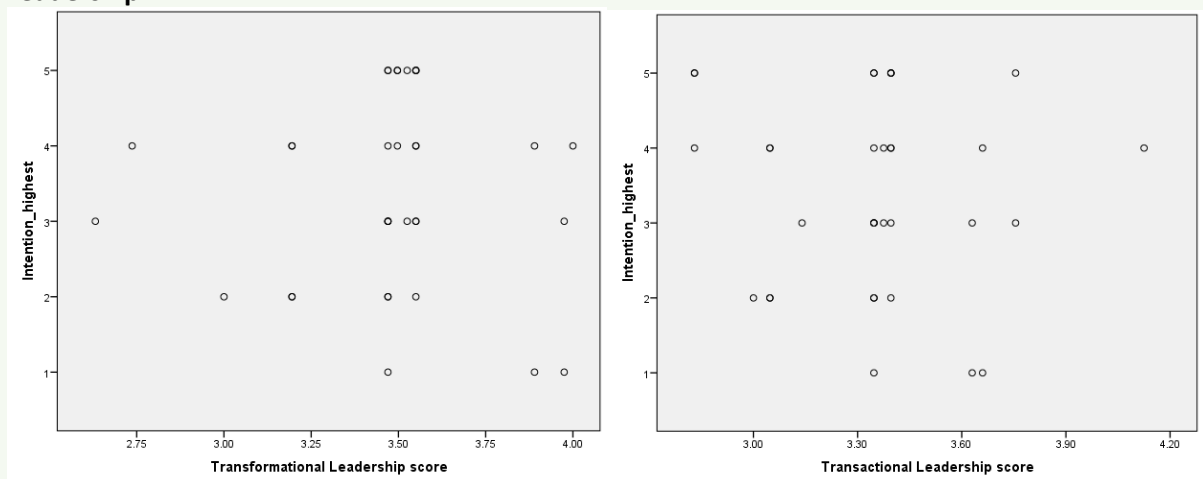
# ANNEX C

Scatterplots variables used in bivariate analysis

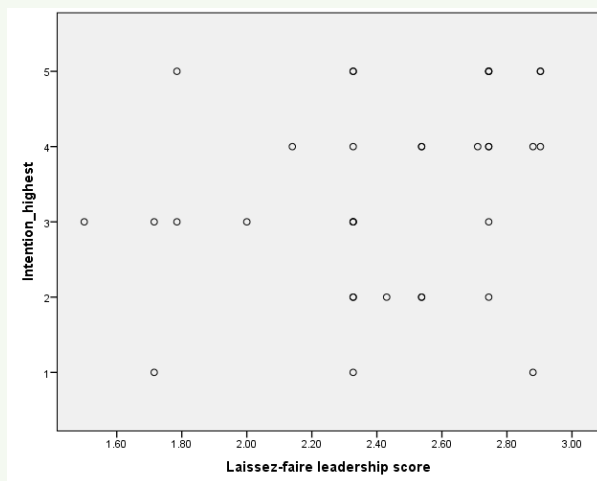
## Theory of Planned Behaviour



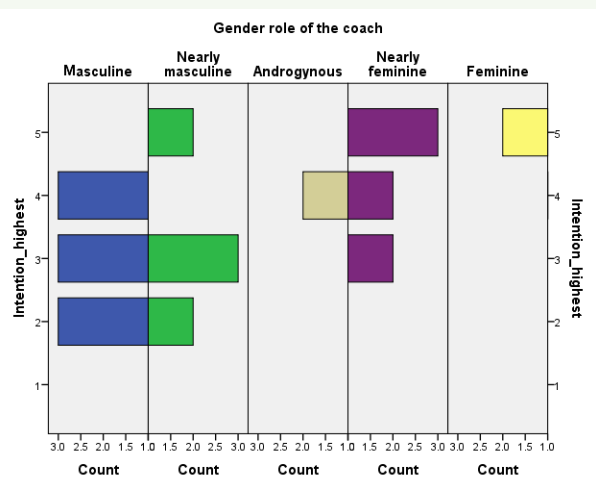
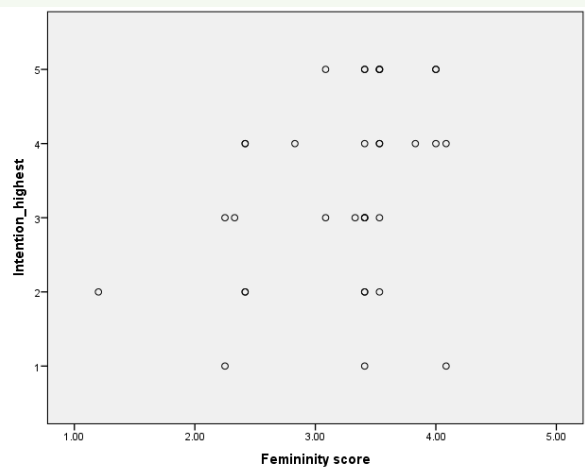
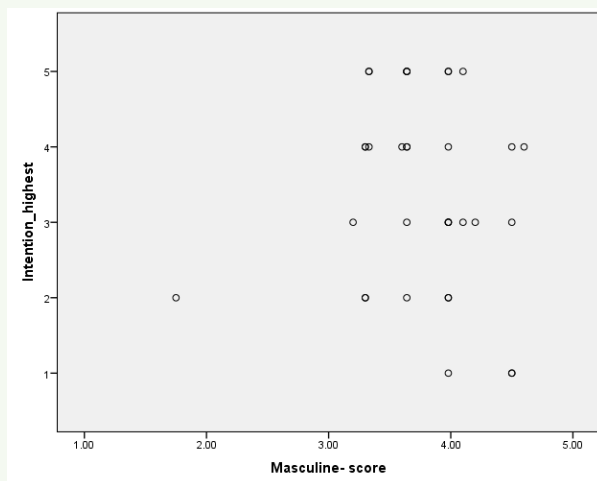
## Leadership

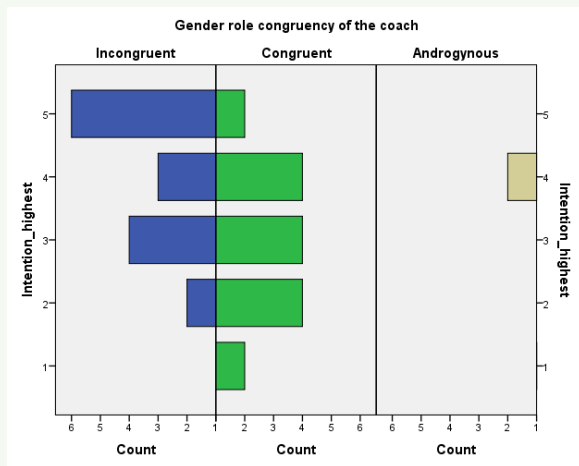






## Gender





## ANNEX D

Full regression model.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659 <sup>a</sup>	.435	.357	1.026

a. Predictors: (Constant), Laissez-faire leadership score, Gender role congruency of the coach, Combined Theory of Planned Behaviour score, Femininity score

b. Dependent Variable: Intention\_highest

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.484	4	5.871	5.574	.002 <sup>b</sup>
	Residual	30.545	29	1.053		
	Total	54.029	33			

a. Dependent Variable: Intention\_highest

b. Predictors: (Constant), Laissez-faire leadership score, Gender role congruency of the coach, Combined Theory of Planned Behaviour score, Femininity score

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-1.641	1.632		-1.005	.323					
	Combined Theory of Planned Behaviour score	1.256	.386	.464	3.255	.003	.470	.517	.455	.960	1.042
	Femininity score	.451	.331	.232	1.363	.183	.337	.245	.190	.676	1.479
	Gender role congruency of the coach	-.747	.279	-.377	-2.680	.012	-.308	-.446	-.374	.985	1.015
	Laissez-faire leadership score	.287	.554	.087	.518	.608	.254	.096	.072	.691	1.447

a. Dependent Variable: Intention\_highest

## ANNEX E

All answers to open question (would you like to explain why you prefer a male/female coach?)

**Respondent A:** “Ik prefereer een mannelijke coach. Merk aan mezelf dat ik sneller dingen aanneem van mannen dan van vrouwen. Enkele uitzonderingen daargelaten.”

**Respondent B:** “over het algemeen zijn mannen directer en harder in de omgang, dat vind ik wel fijn. maar ook vrouwelijke coaches kunnen dit hebben”

**Respondent C:** “ik heb niet direct een voorkeur. Maar het is wel zo dat een vrouwelijke coach beter aanvoelt hoe ze moet omgaan met speelsters. Een mannelijke coach is veel harder en heeft het moeilijker om te communiceren met de speelsters denk ik.”

**Respondent D:** “Ik heb met beide prettige ervaringen. Al hoewel mannelijke vaker, met hen kan je een discussie aangaan en zijn ze dit de volgende dag vergeten. Dit is met voetbal zeker fijn”

**Respondent E:** “De coach moet je enerzijds dingen bijleren, maar anderzijds op een goede manier omgaan met jou als sporter. Dit kunnen zowel mannen al vrouwen zijn, zolang ze je scherp kunnen stellen voor een wedstrijd. Dit is het belangrijkste, niet of het een man/vrouw is.”

**Respondent F:** “Man: dan is de afstand wat groter”

**Respondent G:** “Huidige niveau mannelijke coaches is hoger, maar vrouwen zijn zeker in opkomst. Sta daar positief tegenover, maar het vergt enkele jaren ontwikkeling. Mannen zijn directer, dat vind ik fijn.”

**Respondent H:** “Mannen staan boven de groep, je kijkt er sneller tegen op dan bij een vrouw.”

**Respondent I:** “Prefereer niks, omgang & sociaal contact is het belangrijkste”

**Respondent J:** “kan niet precies uitleggen, maar ik vind het [mannelijke coach] fijner”

**Respondent K:** “Het benaderen naar de speelster toe is heel anders bij een vrouw!!” [prefereert vrouwelijke coaches]

**Respondent L:** “Mir ist egal, ob männlich oder weiblich. Wichtig ist der Umgang mit dem Team und jeder einzelnen Spielerin. Und natürlich das fachliche Wissen und die Umsetzung.”

**Respondent M:** “Habe mehr Erfahrung mit männlichen Trainern gemacht und dazu sehr gute.”

**Respondent N:** “Männliche Trainer sind konsequent, geradlinig und meistens lustig.\r\nFrauen sind häufig zu emotional und inkonsequent”