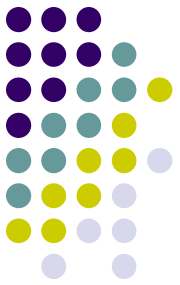


# Along Ethnic Lines: A Quantitative Analysis of Football Athletes' Interest in Coaching as a Career

Laura Bernhard

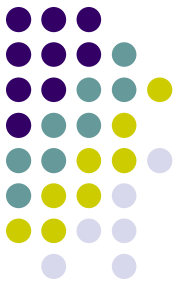
University of North Carolina, Chapel Hill





# Introduction

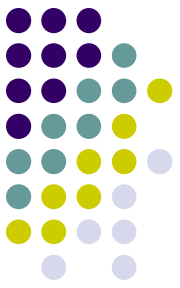
- The majority of college coaches were once athletes  
Cunningham & Sagas (2005)
- College athletes are a viable pool for potential coaches  
Everhart & Chelladurai (1998)
- 45.9% of Division I football athletes are black  
Lapchick (2009)
- How many DI football coaches are black?



# Introduction

- At the 120 Division I FBS schools blacks comprise:
  - 45.9% of football athletes
  - 23.8% of assistant coaches
  - 12.2% of coordinators
  - 5.8% of head coaches

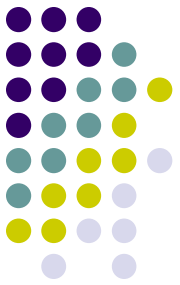
Lapchick (2009)



# Need for Study

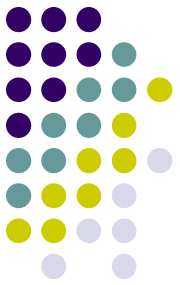
- The problem is one of omission – that despite acknowledged talent and skills among black student-athletes in football, there is a lack of black head coaches
- Lack of research on athletes' point of view
- Almost no studies that ask black athletes if they even want to be coaches

# Research Questions



Is there a significant difference between black and white current collegiate football athletes’:

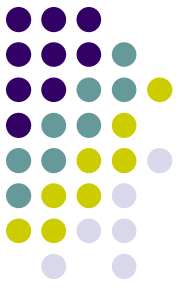
- Level of coaching self-efficacy?
- Positive outcome expectations associated with coaching?
- Perceived barriers associated with collegiate coaching?
- Perceived supports associated with collegiate coaching?
- Interest in pursuing a coaching position?
- Intentions to pursue a coaching position?



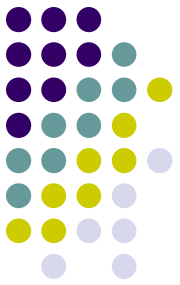
# Research Questions

Is there a significant difference between an athlete's interest in or intention to coach as a career and the ethnicity of their position coach, coordinator or head coach?

# Assumptions

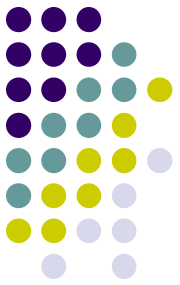


- Completion of the survey is voluntary.
- Each respondent is a member of the football team at their respective institution at the time of the survey.
- Testing procedures were followed and that a neutral environment was provided for responding to the survey questions.
- Subjects understood all questions being asked of them and answered objectively and honestly in completing the survey.
- Participation in the study had no bearing on participant's position or playing time as a member of the football team.



# Limitations

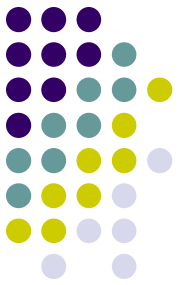
- Due to time and resource constraints, this study is limited to a sample of current male football student-athletes at select institutions in the Southeastern United States.
- This study was limited by the subjects' ability and desire to understand and respond to each question accurately



# Review of Literature

## Social Cognitive Career Theory (SCCT)

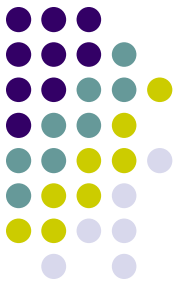
- Interaction between internal and external factors predicts the choices people make
  - Three internal factors
    - Self-efficacy
    - Outcome expectations
    - Choice goals
  - Two external factors
    - Barriers
    - Supports



# Review of Literature

## SCCT – Internal Factors

- Self-efficacy
  - “People’s judgments of their capabilities”  
Bandura (1986)
- Outcome expectations
  - Perceived consequences of specific behaviors  
Lent, Brown, Schmidt, Brenner, Lyons & Treistman (2003)
- Choice goals
  - Intention to act  
Lent et al. (1994)



# Review of Literature

## SCCT – External Factors

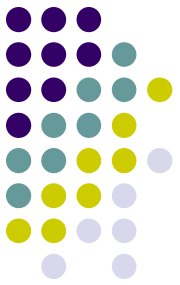
- Barriers
  - Discrimination
  - Perceive barriers = not likely to pursue career

Brown & Lent (1996)

- Supports
  - Role models, mentors
  - Effects of supports stronger than barriers

Lent et al. (2003)

# Review of Literature



## Social Cognitive Career Theory



Key: Personal Attributes External Environmental Factors Overt Behavior

# Review of Literature



Applying SCCT to the question “Why aren’t there more black coaches in college sports?”

- Used in many contexts to understand the academic and vocational choices people make

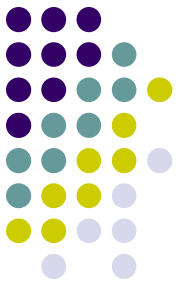
Ferry, Fouad & Smith (2000); Flores & O’Brien (2002); Gushue & Whitson (2006); Lopez, Lent, Brown & Gore (1997)

- SCCT reflects a period in time – late adolescence to early adulthood

Lent et al. (1994)

- Socio-cultural context

Gushue & Whitson (2006)

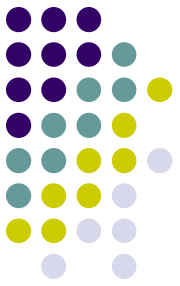


# Methodology

## Survey Instrument 2 main sections

- 1. Demographic
  - Ethnicity
  - Year in School
  - Academic Major
  - Playing Position
  - Ethnicity of Position Coach and Coordinator
- 2. SCCT Factors

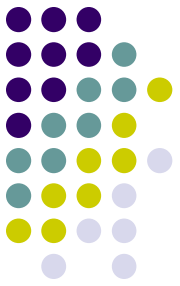
# Methodology



## Selection of survey participants

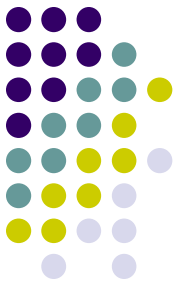
- All survey participants were required to
  - Be current members of the fall 2009 football team at their institution and
  - Self-identify as belonging to either the white or black ethnic group
- For the purposes of data analysis, only participants who identified themselves as either white or black were included.

# Methodology



## Survey (data) Analysis

- Descriptive statistics were compiled for all demographic data
- Quantitative data were entered into Microsoft Excel, then transferred to SPSS 17.0 for evaluation.
- Each SCCT factor had a group of three to nine questions measured on a seven-point Likert scale. The scores for each group of questions were averaged for each athlete, and this average was used for data analysis.
- All Likert-scale questions used t-tests with an alpha level of .05



# Results

## Description of the Sample

- Total of 316 football athletes at schools
- 141 surveys were collected
- Every demographic and measurement question had to be completed, and athlete had to identify himself as either black or white for survey to be included
- Seven surveys were excluded for a total of 134 surveys -  
- response rate of 42%

# Results

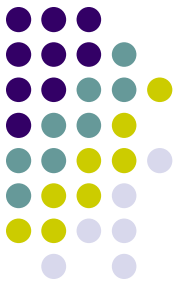


Table 1: Ethnicity of Survey Participants

	Black		White		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
University A	41	56%	32	44%	73	100%
University B	18	64%	10	36%	28	100%
University C	17	52%	16	48%	33	100%
Total - Survey	76	57%	58	43%	134	100%



# Results



Table 3: Academic Major Sub-Groups

- 19 majors reported

	Academic	Professional
<i>Sub-Group</i>	<i>Participant Majors</i>	<i>Participant Majors</i>
Arts and Humanities (2%)	Arts, English	Business (7%)
Biological Sciences (5%)	Biology	Education (2%)
Math and Physical Sciences (0%)	N/A	Engineering/Computer Science (5%)
Social Sciences (31%)	African American Studies, Anthropology, Communications, Economics, History, Policy, Psychology, Sociology	Law (1%) Sport Administration and Management (11%)

# Results

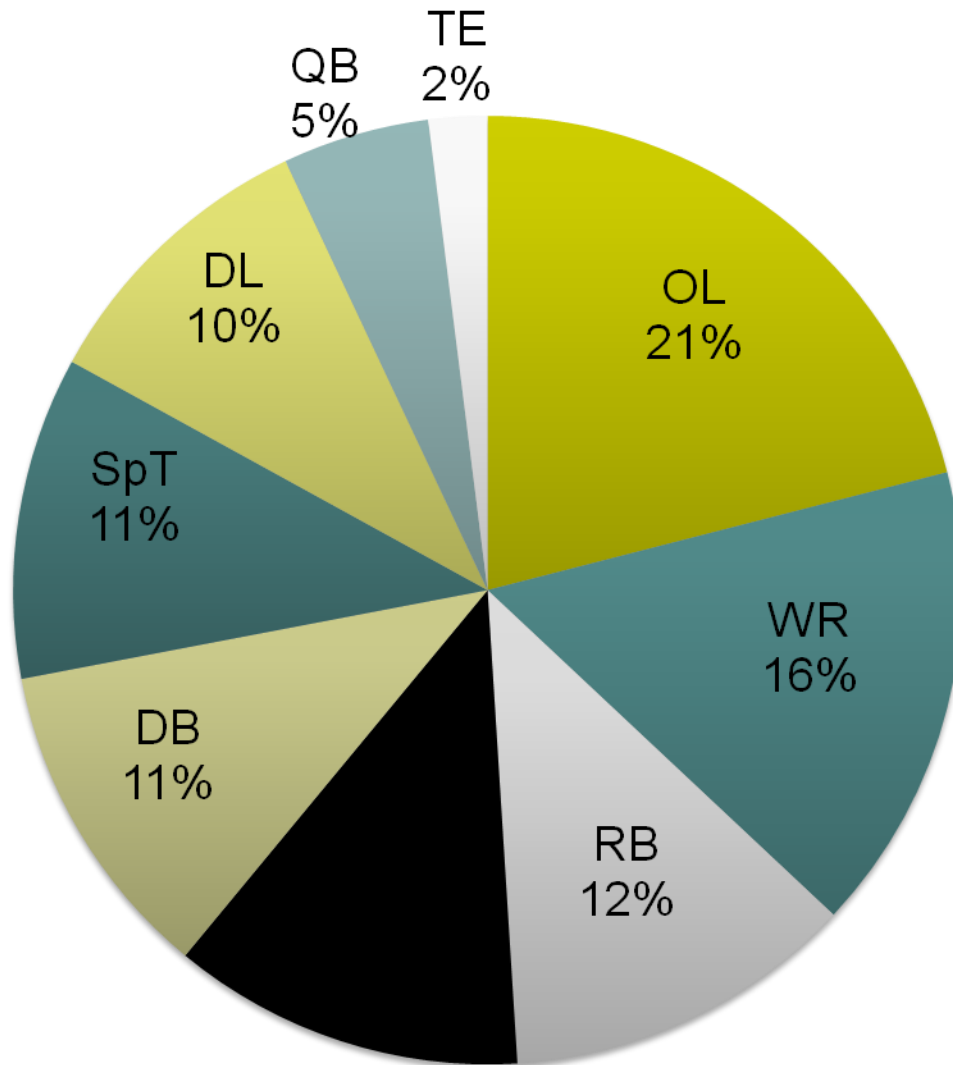
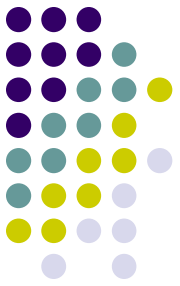
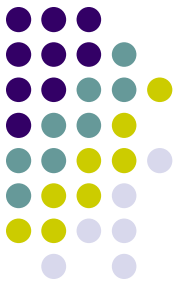
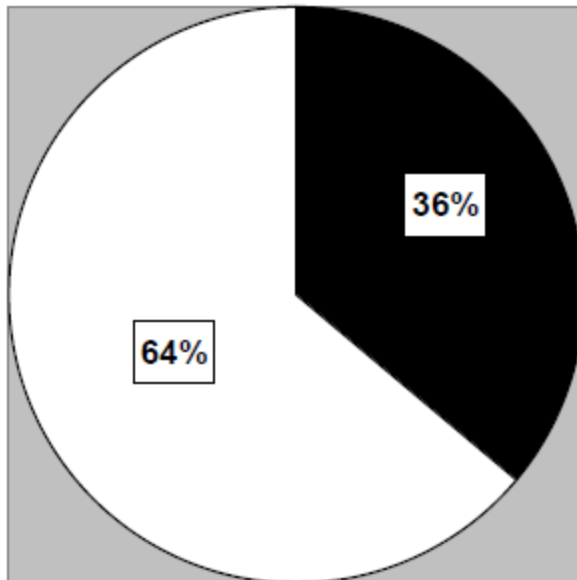


Figure 4:  
Playing  
Position

# Coaches and Coordinators

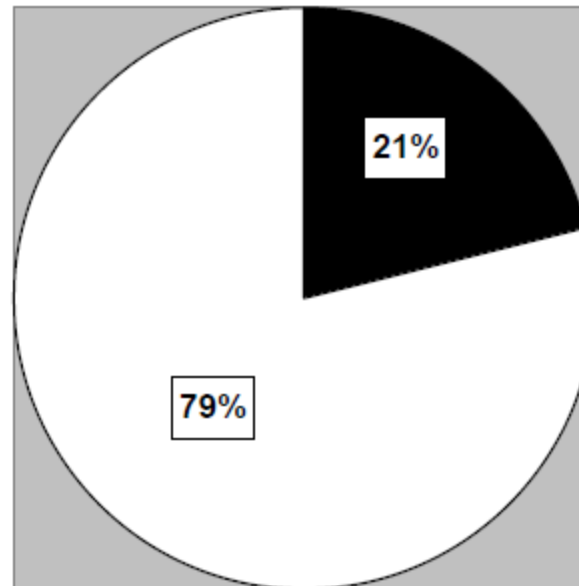


*Position Coaches*

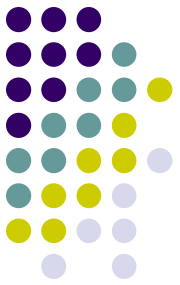


■ Black  
□ White

*Coordinators*



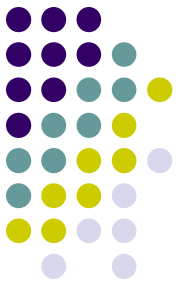
■ Black  
□ White



# Results

Two significant differences were found:

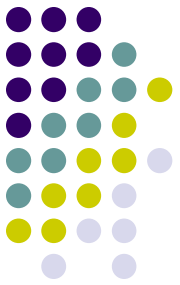
- Self-efficacy ( $p=.009$ )
  - Black football athletes had a significantly lower level of self-efficacy than white athletes
- Barriers ( $p < .0005$ )
  - Black football athletes perceived significantly more barriers than white athletes



# Results

Significant differences were not found for:

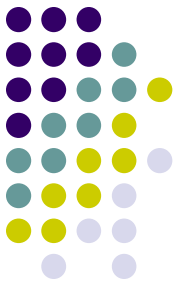
- Outcome Expectations ( $p=.625$ )
- Supports ( $p=.375$ )
- Interest ( $p=.252$ )
- Intent ( $p=.879$ )



# Results

RQ 2: Is there a significant difference in collegiate football athletes' interest in and intention to become a college coach based on the ethnicity of their position coach or coordinator?

- Ethnicity of coach and ethnicity of player coded for the two levels of ethnicity
- No significant differences were found for either coaching position



# Discussion

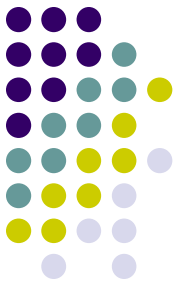
## Outcome Expectations

- Coaching jobs are highly publicized
- Logical for black and white athletes to anticipate similar outcomes

## Supports

- Most relevant form for blacks on college campuses is mentor or role model
- Research says not available

Hawkins (1989); Nagasawa & Wong (1999)



# Discussion

## Barriers

- Fits with research on ethnic discrimination in athletics

Cunningham & Sagas (2005); Fink et al. (2001)

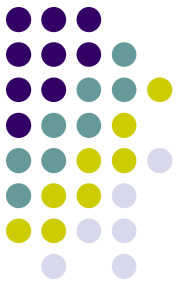
## Self-Efficacy

- Belief in self should result in choice goals and behavior

Lent et al. (1994)

- HIGH self-efficacy in career → pursue position
- LOW self-efficacy in career → do not pursue

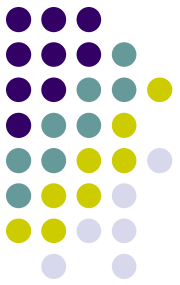
# Discussion



## Barriers, Self-Efficacy, Interest and Intent

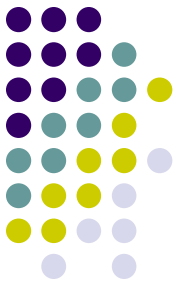
- ↑ Barriers and ↓ Self-efficacy by blacks consistent with research
- Lack of difference in interest and intent is not
- Is profession of coaching unique?
- Ethnic disparity not for want of interest by athletes

# Discussion



## Position Coach and Coordinator

- Not just ethnicity – other factors at work
  - Relationship
  - Perceived authority
- Effect of Barriers vs. Supports

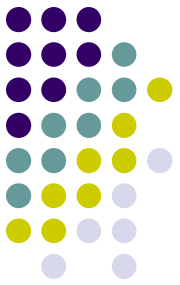


# Discussion

## SCCT Validity

- Results show lack of strength for the SCCT explanation
- Concept may be too simple
- Findings reinforce complexity of vocational choice and need for additional study.

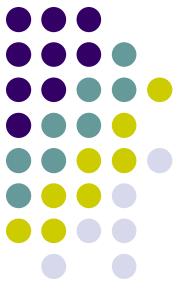
# Discussion



## Sampling Procedure

- Some participants appeared not to have read the survey instructions and questions
- Interest and Intent sections
- Circled certain answers to create a zigzag design in the answer grid
- Raises issue of how seriously the participants treated this survey

# Discussion



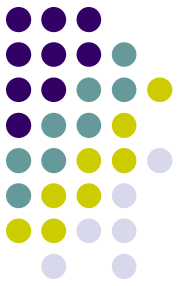
## Head Coaches

- All participating schools had white head coaches
- Potential impact on athletes' SCCT measurements
- Research has shown effect of mentorship and support systems on minorities in the workplace by minorities in leadership roles

Gushue & Whitson (2006)

- Recommended that this study be replicated at schools with black head coaches.

# Future Research Studies



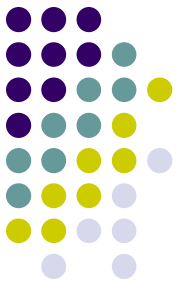
## Graduate Assistant (GA)

- NCAA regulates position – GAs must be enrolled in at least 50% of school's minimum graduate studies
- Not to “receive compensation in excess of the value of a full grant-in-aid”

NCAA (2009, p. 60)

- GAs must be able to support themselves for at least one full year and be eligible for graduate studies

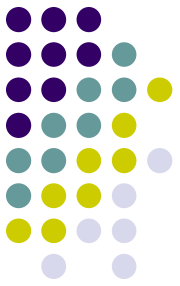
# Future Research Studies



## Longitudinal Research

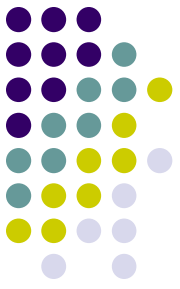
- Need for longitudinal work with athletes who enter the coaching profession
- Help answer the questions:
  - Do the athletes' anticipated outcomes occur?
  - How long do they stay in the coaching profession?
- Provide information on vocational choice by athletes and insight on the under-representation of minorities in the college football coaching profession

# Conclusion



- DI college football coach -- continues to be position held mainly by whites.
- January 2010 Chronicle of Higher Education article discussed issue and called for change
  - 7 more black coaches were hired at DI FBS schools
  - 13 black head coaches in DI-A
  - 6 in DI-AA
  - 5 among the 362 football programs in DII and DIII
  - The grand total is:
    - 24 black head coaches for the NCAA's 583 football programs

Sander (2010)



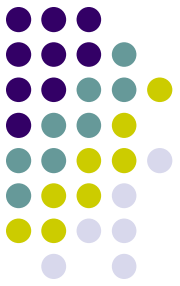
# Conclusion

- “Fewer than one in a hundred” will make a living from athletic ability

Knight Commission (1991, p. 27)

- Duty to support student-athletes
- Creation of programs that encourage black athletes and help them overcome barriers

# Conclusion



- Vocational choice is complex and not easily explained
- But no less worthy of academic study
- Helps to answer questions:
  - How do students choose career?
  - How do they eliminate choices?
  - Why aren't there more black head coaches?
  - What can we do to change that?

# Questions?

