

# The Difference of Mixed- and Single-sex Sports on Organizational Climate and Interpersonal Trust: By Taking Korfball, Male Basketball and Female Basketball as an Example

混和性別與單一性別運動對組織氣氛、人際信任之影響  
-以合球、男子籃球、女子籃球為例

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投稿日期：2023 年 2 月 18 日；接受日期：2023 年 4 月 2 日

## ABSTRACT

The aim of this study is to investigate the differences in organizational atmosphere and interpersonal trust between mixed-gender and single-gender sports, and to further explore the interactive effects of different teams, genders, groups, grades, competition categories, years of experience in the team, and total years of sports participation. To achieve the research objectives, a questionnaire survey method will be used, and a total of 180 questionnaires will be collected from college and social basketball players, including male and female players in both mixed-gender and single-gender teams. Descriptive statistics will be used to describe the personal background variables of the participants. One-way MANOVA will be used to analyze the differences in organizational atmosphere and interpersonal trust between different teams, and post-hoc comparisons and analyses will be conducted using LSD to gain a deeper understanding of the relationships between the various factors. According to the research results, male basketball teams perform better than female basketball teams and mixed-gender teams in terms of organizational atmosphere (satisfaction, conflict, cohesion, and order). In terms of interpersonal trust (affective and cognitive), both male and female basketball teams perform

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better than mixed-gender teams in affective trust, while male basketball teams perform better than mixed-gender teams in cognitive trust.

*Keywords: Single-sex Sport, Mixed-sex Sport, Organizational Climate, Interpersonal Trust*

### 摘要

本研究旨在探討混和性別及單一性別運動對組織氣氛、人際信任各因素構面之差異，並進一步探討不同球隊和性別、組別、年級、球隊、比賽組別、在此球隊年資及總運動年資之交互影響關係。為達到研究目的，本研究將採用問卷調查法，以大專及社會組合球、男子籃球、女子籃球員為研究對象，共回收問卷 180 份。在研究方法上，以描述性統計說明不同運動參與者個人背景變項之現況；以單因子多變量變異數分析 (one-way MANOVA) 不同球隊對組織氣氛、人際信任各因素構面之差異，在分析結果中，將使用 LSD 進行事後比較與分析，以更深入了解各構面的關係。根據研究結果，在不同球隊對組織氣氛(滿意度、衝突、凝聚力、秩序)等構面上，男子籃球均優於女子籃球及合球；在不同球隊對人際信任(情感、認知)等構面上，男籃及女籃在情感信任優於合球；而男籃在認知信任優於合球。

**關鍵詞：**單一性別運動、混合性別運動、組織氣氛、人際信任

## I、INTRODUCTION

While teamwork is the focus of attention for many sports, a proactive team dynamic is considered as a competitive advantage that often affects the result of a game. By well-using teamwork, we can increase chance of success in a competition (Eys, Bruner, & Martin, 2019), whereas a great organization climate and interpersonal trust also play an important role in team's performance. The importance of organizational climate has been verified by many studies (Patterson et al., 2005; West & Sacramento, 2012). When forming a team, creating a cooperative team atmosphere is crucial for the success of the team. Therefore, for sports teams, a good team atmosphere can create higher team cohesiveness (Guo, 2018). Research results indicate that organizational atmosphere has positive influence on group learning behavior (Agbejule, Rapo, & Saarikoski, 2021). Organizational atmosphere is also one of the most popular fields of study in organization science and many studies have proven that a good climate can effectively affect a sports team. That is, the higher organizational atmosphere can affect the behavior, attitude and morale of the organization's members, and then be ultimately reflected in the team performance (Luo & Xie, 2018). In single-gender

sports teams, the relationship between athletes' need satisfaction and team cohesion is moderated by perceived organizational support (POS). This means that when athletes perceive higher levels of organizational support, the relationship between their need satisfaction and team cohesion will be stronger (Chang, Tsai, & Chen, 2021). Lam et al. (2020) found that single-gender sports teams have higher levels of team cohesion compared to mixed-gender teams, primarily due to emotional cohesion within same-gender teams. However, organization climate has a close connection to stereotype threat – also known as an important influential factor – especially when people attempt to learn under the circumstances thereof, which often results in a lower learning efficiency (Rydell, Shiffrin, Boucher, Van Loo, & Rydell, 2010; Taylor & Walton, 2011). The theory of stereotype threat can form a negative circumstance in an organization group and result in an induced threat (Spencer, Logel, & Davies, 2016). As stereotype threat is an important issue for females working in an organization, gender stereotype threat therefore plays an important role in organization climate.

Concerning interpersonal trust, many studies discover that the internal trust and a team's performance are positively correlated (Mach & Lvina, 2017; De Jong, Dirks, & Gillespie, 2016; Akhtar, Khan, Hassan, Irfan, & Atlas, 2019; Morrissette & Kisamore, 2020). Besides, the coach's leadership can facilitate athletes to enjoy sports even more and enhance team commitments – all of these can be realized with team trust. Of course, we also found that trust level and consensus can have big impacts on a team's performance. This is the reason that we can verify that team trust can facilitate coordination and cooperation within the team and further creates active positive contact effectiveness (Bandura & Kavussanu, 2018). Gustafsson, Hassmén and Podlog (2018) found that "mixed-gender teams had higher levels of initial trust than single-gender teams, but the decline in trust over time was also greater". The authors suggested that "mixed-gender teams require additional time and resources to establish and maintain trust, and due to differences in communication, values, and expectations, this process may be more challenging than for single-gender teams". However, Gender is an important interpersonal factor in trust relationship, it describes the norm between females and males, including the roles and positions thereof (Wu, Hall, Siehl, Grafman, & Krueger, 2020); and the different social roles and responsibilities of men and women, on the other hand, have worsen gender stereotype. These gender role norms are internalized through socialization, known as the social role theory (Eagly & Wood, 2012). As everyone knows, these internalized norms can be guided unconsciously or consciously and influence all kind of behaviors; and, when individual worry about negative stereotype of his/her gender, such worry can also be considered as a

stereotype threat (Wu et al., 2020). Nevertheless, it is important to note that the establishment of interpersonal trust can reduce gender stereotype threats; and team trust can facilitate team coordination and its effectiveness in an organizational environment, although this field has not been intensively studied so far (Raue, Dreiskämper, Pauly, & Strauss, 2021).

In recent years, the topic of gender extension has been one of the world's focuses, where researchers and educators have increased their awareness on gender education in physical education. As women related issues have become a hot topic around the world, people have becoming more involved in the discussion of gender relation in physical education activities (Parri & Ceciliani, 2019). How sports respond to the global trend and challenges also become an emerging issue in worldwide countries' physical education reform, resulting in the need to do more research on gender equality. Regarding gender bias that commonly exists in physical education organizations, although people have attempted to increase women's participation in physical education activities over the last decades (Amodeo, Antuoni, Claysset, & Esposito, 2020), women are still the minority in physical education organization and not many of them play the leader role. Precedent studies indicate that gender discrimination may be the cause thereof (Hindman & Walker, 2020).

In the studies of sports-related gender difference, gender stereotype threat is an important theoretical basis. The stereotype threat theory holds the belief that negative stereotypes can cause adverse effect on cognition and sports performance (Smith & Martiny, 2018). Such stereotype, which can affect team members' performance, is called stereotype threat (ST). In the field of sports, adverse ST effects have been proven by a number of empirical studies (Deshayes, Clément-Guillotin, & Zory, 2019; Deshayes, Zory, Seitchik, Chalabaev, & Clément-Guillotin, 2020; Gentile et al., 2018; Smith & Martiny, 2018; Grabow & Kühl, 2019). Some studies indicate that women may be affected by ST and therefore prefer single-sex sport. A study of frisbee sport indicates that, as male and female players tend to pass frisbee to male players in a mixed-gender game, females are more willing to join a single-sex team (Knutson & McAndrew, 2016). Moreover, a study of mixed-gender basketball sport indicate that girls and boys can have some behaviors through pre-existing stereotypes, such as passing the ball to boys at priority, because girls are not as active as the boys in the basketball game due to low participation and efficiency (Laurin, 2016). As male or female players in a single- or mixed-sex sports team can cause bias in a team's organizational climate or interpersonal trust due to pre-existing stereotypes, this study has adopted ST to assess the moderation effect of single- and mixed-sex sports in organizational

climate and interpersonal trust; and will further explore the difference between teams of different gender.

Although a number of stereotype threat studies have been published internationally, few of them have compared single- and mixed-sex sports. Therefore, the difference caused by players of different genders in a team is extremely important. By primarily studying male basketball, female basketball and korfbal teams, this study has fully discussed and analyzed all views generated by ST theory to enrich academic literature. Korfbal is a mixed-gender sport, whereas male and female basketball are types of single-sex sport. Although both sports are very similar in nature with their respective rules, the biggest difference between korfbal and basketball is that male and female players must cooperate and compete when playing korfbal. Korfbal is also one of the very few mixed-gender sports in the world today and, in response to the contemporary issue of gender equality education, this sport plays a significant role. With a particular emphasis on sports featuring different gender characteristics, this study has made a contribution by offering its views and introspection. It is especially so for korfbal, where it has, since its establishment, merged females into physical sports experience in order to expand and raise awareness of gender equality (Laudares Silva & Schwartz, 2020).

In view of the particularity of mixed-sex korfbal, it has been reviewed together with single-sex basketball and be compared therewith for their relevance. Nevertheless, as korfbal and basketball are both group-based sports with some similarities, this study aims to firstly integrate and induce practical phenomena before constructing and verifying theoretical concepts; and then, based on specific study results, enhance academic discourse on sports for the literature reference of future studies.

## II、LITERATURE REVIEW

### A. Gender Stereotypes

Gender stereotype threat theory refers to the pressure and anxiety people experience when facing specific situations because they are concerned that their behavior will be labeled with gender-related stereotypes (Steele, 1997). This theory suggests that when individuals are threatened by gender stereotypes, it can affect their performance and self-evaluation, particularly in tasks that are associated with gender stereotypes (Shapiro & Neuberg, 2007). Stereotype threat (ST) occurs when a person believes that he or she has been assessed and that socially constructed negative stereotype might be marked off on the group to which he or she belongs (Steele & Aronson, 1995). The idea of stereotype threat occurs when a person is at risk of confirming a negative stereotype about him or her (Miceli, 2021). As gender

stereotype is usually internalized by male and female, we therefore focus on how other people treat males and females, as well as how they treat their own stereotype (Hentschel, Heilman, & Peus, 2019). According to social role theory, gender stereotype results from male and female's social role difference in family and work (Koenig & Eagly, 2014). Gender division of labor has been existing for a long time, it not only exists in general society but also exists in complex society, therefore the challenges that females face result from gender stereotype might be destructive (Wood & Eagly, 2012). The contrastive distribution of males and females in social role, and it cause the inference about how females and males look like, which generate gender stereotype (Koenig & Eagly, 2014). Gender stereotype is kind of social structure of group relations and it will influence organization members (Fiske, 2018); however, the one causes stereotype is culture instead of individual (Haines, Deaux, & Lofaro, 2016). Stereotype should therefore be regarded as "cultural awareness", which means that it should be regarded as cognitive characteristics of cultural group instead of influencing the cognitive bias of individuals (Fiske & Taylor, 2013).

#### B. Social Role Theory

According to social role theory, roles are created by normative expectations and are related to an identifiable social position in an organizational environment (Biddle, 1986). Social role theory holds the belief that individuals' behaviors are based on "how their roles evolve and are defined" (Matta, Scott, Koopman, & Conlon, 2015). Nevertheless, when a role's responsibilities and requirements are not clearly defined to direct the role holder's behavior, he or she may enter into a state called "role ambiguity" (Biddle, 1986). Role theory argues that role ambiguity can increase one's dissatisfaction with his or her role; and hesitation, anxiety and confusion about the decision, resulting in a low efficiency (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964).

Adults' stereotypes originate from observations and leaning; and are a key principle in social role theory (Eagly & Wood, 2012). According to social role theory, people consider inherent gender characteristics as the root cause of the unequal distribution between male and female roles (Olsson & Martiny, 2018). Gender typing in the socialization depends on how male and female are defined, described and assessed. This often leads to male privilege, where the masculine status is higher than feminine and traditional feminine status (Acker, 1992; Britton, 2003; Ely & Meyerson, 2000). Gender typing often works subtly in gender socialization to maintain gender bias and inequality; and are often undiscovered in many circumstances (Schull & Kihl, 2019).

### C. Organizational Climate

Organizational climate refers to the atmosphere and culture that employees collectively perceive in an organization, including organizational values, behavioral norms, communication styles, and working environment. It can affect employees' job satisfaction, morale, job performance, and organizational commitment (Schneider, Ehrhart, & Macey, 2013). Climate is a vague concept that often differs from individual to individual depending on their level of perception; and organizational climate, on the other hand, is slowly developed by organizational management. The concept of organizational climate was firstly proposed by Kurt Lewin (1930) in field theory. He pointed out that, to understand human behavior, one had to consider the whole situation in which the behavior occurred. Team climate is an important factor that must be considered because it is closely related to various sports teams and players, including the health of athletes and their motivation of participating in the sport (Appleton & Duda, 2016).

The concept of support group atmosphere refers to the social-psychological environment in which the coach and athletes are situated, including support, feedback and interaction (McDowell, Huang, & Caza, 2018). According to a survey on young basketball, soccer, volleyball and handball athletes, climate can be created by coach and is an important predictor of athletes' level of participation (Çağlar, Aşçi, & Uygurtaş, 2017).

### D. Interpersonal Trust

Interpersonal trust refers to an individual's trust and expectation of others' behavior and a willingness to rely on others without guarantees (Mayer, Davis, & Schoorman, 1995a). Interpersonal trust can promote cooperation and communication, reduce misunderstandings and conflicts, and enhance work efficiency and creativity (Dirks & Ferrin, 2002). Trust is the basis for determining teamwork and efficiency; and, in the context of team sports, it should be considered as an interesting field of research. In general, it is considered that, by increasing the collaboration ability of team members, trust can strengthen the organization relationship (Mayer, Davis, & Schoorman, 1995b).

Trust is an indispensable part in team's collaboration because team tasks require highly interdependence (Mach et al., 2010). A successful sports team often count on cooperation, role division, unity and trust. In team sports like soccer and basketball, it is a must to have close cooperation and a high degree of trust between the players and coach (Józefowicz, 2020). The trust between team members primarily refers to the belief that individuals will make a commitment to and work hard for the team; and that they are capable to fulfill the role requested by the team (Guo, 2018). Through training, practice and observation on players' actual

performance, team members have built their commitment to the team and their faith (Webster et al., 2017). Trust is defined as “the willingness of a party to be vulnerable to the actions of another party” (Mayer et al., 1995a).

#### E. Research Hypothesis and Inference

A team’s organizational climate consists of three parts: open communication, fun at work and compassion within the team. Only the team that has a strong team atmosphere and team leader participation behavior can have a higher team participation under the pressure of time (Rezvani, Barrett, & Khosravi, 2019). Certainly, organizational climate not only relates to overall job satisfaction, but also has a high relevance to interpersonal relationship and team cohesiveness (Xu, 2017). Organizational climate can affect a team’s interpersonal trust; increasing one’s trust to the team can reduce conflicts; and feeling one’s own and other people’s emotions can increase the possibility of team performance. Therefore, management personnel can use these findings to enhance team performance and reduce conflicts within a team (Sharma & Bhatnagar, 2017). Nevertheless, above findings are only based on single-sex studies and a different result is expected by mixing the genders. Therefore, this study will discuss the influence of mixed-sex sports on organizational climate.

##### (A) Gender Stereotype Threat

According to the gender stereotype threat theory, when negative stereotypes become obvious in a group, individual members in the team might worry about having their behavior proven existing stereotypes (Schmader, Johns, & Forbes, 2008). A lot of researches already proved the existence of stereotype threat in sports, especially to females (Zanin, Adame, Niess, & Martinez, 2022). The objective of this study is to investigate whether single sex and mix-gender sport are affected by gender stereotype threat. As current literature lacks studies in the field, this study has taken gender stereotypes as the theoretical basis to facilitate the following discussion and analysis.

Gender stereotype is typical in various fields (Smith & Martiny, 2018) and it also exists in sport. In the past, sport is considered to be dominated by males, whereas females are considered as an outsider (Wangari, Kimani, & Wango, 2017). There are a number of reasons why females’ sports participation rate is lower than males and lack of interest may not be the reason. Instead, in the traditional concept of gender roles, females are responsible for nourishing their children and handling home affairs and this is the main reason that has hindered their participation in sports (Knutson & McAndrew, 2016).

The children are taught from childhood which activities and sports are suitable for them according to their gender. According to the research,

individuals who do not comply with traditional gender role and expectation often suffer from bias and discriminations in social occasions, including those related to sport (Lee & Cunningham, 2016). Gender bias is ubiquitous in physical education culture and environment and often related to athlete, coach and physical education management personnel (Krane, 2018). Some individual sports (ex. tennis, swimming and badminton) are considered as neutral, whereas team sports are generally deemed to be masculine (Morano, Robazza, Ruiz, Cataldi, Fischetti, & Bortoli, 2020). Due to traditional concepts, females participating in masculine sports (ex. hockey, football and basketball) is less accepted and inequality still commonly exists. Therefore, due to stigmatization, women tend to choose an individual sport instead of a group sport that has various masculine elements (Chafos, 2021), even though many sports emphasize on the equality of rights between men and women. Korfball is a sport that has been verified to facilitate and realize gender equality (Gubby & Wellard, 2016). Nevertheless, when korfball was invented in Amsterdam in 1902, it was still an age dominated by males.

At the time, there were obstacles to truly realize equality of rights between men and women because, only until the 1970s, the North American society then started to discriminate men's domination in sports field, analyze gender relations on sports fields from sociology of sports, and discuss female marginalization in sports fields (Hargreaves, 1990). Therefore, in the contemporary space and time, the stereotype in korfball is unlikely to be totally eliminated.

Even though mixed-sex physical education and sports are carried out in "mixed-sex schools", gender segregation and inequality still exist. In order to carry out such experience, the instructor has stipulated rules to balance athletes' conditions. At the end, this has strengthened male superiority and retained stereotypes, and encouraged presentations of sex discrimination, hostility and androcentrism (Sailors, 2016).

The results of this study reveal that organization climate and interpersonal trust have obvious difference in different sports teams, even though some studies also indicate that mix-gender sports can eliminate stereotype threat (Martínková, 2020). The most simple solution to gender binary is to remove it completely and mix all male and female athletes together in a sports event. Therefore, as one of the best way, males and females may be mixed in a team (Kaufman, 2010).

## (B) Organizational Climate

The sensitivity for each female and male is different in terms of cooperative interpersonal relationship and atmosphere of collective cooperation. Females tend to value interpersonal relationship, whereas males tend to think highly of intergroup relations. In other words, females are more concerned about interpersonal relationship (Fritz & Van Knippenberg, 2017).

Because females are used to be more focused on building intimate relationship as main purpose (Cross & Madson 1997; Cross, Bacon, & Morris, 2000; Gabriel & Gardner, 1999). Therefore, the interpersonal relationship that females concerns is regard as the main influential factor of cooperation atmosphere. On the other hand, as males have more desire on authority (Konrad, Ritchie, Lieb, & Corrigan, 2000), they put more emphasis on collective or integrity atmosphere. Through various empirical research, Gabriel and Gardner(1999) tested that males are actually more tend to use collective terms to define their own group.

Therefore, it is predictable that, due to their ambition for leadership, males are more eager for the elements of overall organizational climate and collective cooperation atmosphere (Fritz & Van Knippenberg, 2017).

As previously mentioned, gender difference will reflect to the self-construction of different organizational climates. Current literature indicates that, comparing with females, males emphasize more on the importance of overall organizational climate; and, as females' participation in basketball can result in social identity issues, this type of sports not only doubts on women's ability, but also affects their participation therein (Fontayne, Sarrazin, & Famose, 2001).

Inferior group member might present the preference to external group (Lewis & Sherman, 2003). Inferior group membership will strengthen and legalize existing social institution, as well as through the comparison with external group in order make themselves believe there is consistence within the group and achieve their inner balance, to persuade themselves that it is normal as inferior.

Under the threat from external stereotype, it is probably predictable whether this will cause conflict between players. If above hypothesis and inference are established, mixed-gender korfbal actually strengthen more on inequality of female status in the team, resulting in possible gender stereotype threats; if females are under long-term discrimination, eventually it will affect the harmony in the organization. Therefore, for collective consensus of overall organizational climate, we see that males are better than female and mixed-

gender sports and this gives us Hypothesis 1 (H1). That is, male basketball is better than female basketball and korfbal in terms of organizational climate.

### (C) Interpersonal Trust

Trust is an important factor for managing organizational climate; with a high level of trust, members will start to respect and help to each other in organization. Interpersonal trust, on the other hand, brings coordination and friendly relationship to a high level of cooperation in an organization, whereas unfriendly relationship between members will bring vicious competition (Choudhury, Han, & Kumar, 2011). A low level of trust in the group can cause a rise in negative emotions and doubt; jealousy to each other; and conflict and collusion with each other and further destroy the harmony (Ogumfowora et al., 2021). Therefore, organizational climate not only affects a team's interpersonal relationship, but also creates conflicts on interpersonal trust. In general, the best team needs to appropriately assign works; and the members thereof need to cooperate with each other, trust each other, understand the emotions of the other and be aware of whether they are trusted by other teammates. If the aforesaid conditions are provided, it will help to increase the team's performance.

Therefore, we think that the overall organizational climate of males is better than females, speculating that females have a lower interpersonal trust in a team. However, the interpersonal trust of both males and females is expected to be higher than that of korfbal sport, where gender stereotype may exist in this kind of sport. Therefore, here have Hypothesis 2 (H2). That is, male basketball is better than female basketball and korfbal in terms of interpersonal trust.

According to above inference, to hypotheses of this study are summarized as follows:

H1: Male basketball is better than female basketball and korfbal in terms of organizational climate.

H2: Male basketball is better than female basketball and korfbal in terms of interpersonal trust.

As stereotypes can worsen a team's organizational climate or interpersonal trust, this study aims to explore if gender stereotypes still exist in male basketball, female basketball and mixed gender sports. Based on the hypothesis that mixed- and single-sex sports can have different impacts on organizational climate and interpersonal trust, we will discuss the difference therebetween and list gender issues as the primary observation points in this study.

### III、MATERIALS AND METHODS

#### A. Research Targets

The study targets are korfbal, male basketball and female basketball players of college/university group and social group. In total, 180 questionnaires were distributed to 45 players from male and female basketball team each; and 90 players from korfbal team (half men and half women). The male basketball players chose National Sport University and private Fu Jen Catholic University, while the female basketball players chose private Ming Chuan University and private Fu Jen Catholic University. The mixed gender team in the social group A consisted of National Normal University, National Sport University, and National Taipei University of Education, while the social group B consisted of Shih Hsin University and Ming Chuan University. Basic information about the participants, such as gender, group, grade, team, competition group, years of playing for this team, and total years of sports experience, was collected through the questionnaire. The reason that we have chosen these ball teams is that they have long been developed in the country with generally excellent performance. This has made them representatives of top ball teams and an ideal study target group. The scales used in this study were based on the My Class Inventory (MCI) questionnaire, which was developed based on the Organizational Climate Questionnaire Reference (Fisher & Fraser, 1981), and the Interpersonal Trust Scale, which was revised based on the scale proposed by (McAllister, 1995).

Based on collected valid questionnaires, this study has adopted the descriptive statistics method to conduct a data analysis in order to understand the basic background of participants from mixed- and single-sex sports teams. In total, 180 valid questionnaires were collected and the background data analysis results are as shown in Table 1.

- (A) In terms of gender, 90 players are male (50.0 %) and 90 players are female (50.0 %). It is known that this study has an identical ratio of boys and girls.
- (B) In terms of group, 135 players come from the college/university group (75.0 %) and 45 players come from the social group (25.0 %). It is known that college/university athletes are the majority in this study.
- (C) In terms of the year of college / university, 39 players come from the freshman year (21.7 %); 38 players come from the sophomore year (21.1 %); 26 players come from the junior year (14.4 %); 28 players come from senior year (15.6 %); and 49 players come from graduate school and above (27.2 %). It is known that most students athletes come from the freshman year, sophomore year and graduate school and above in this study.

- (D) In terms of ball team, 45 players come from a male basketball team (25.0 %); 45 players come from a female basketball team (25.0 %); and 90 players come from a korfbal team. It is known that student athletes of korfbal team are the majority in this study.
- (E) In terms of competition group, 145 players come from Group A (80.6 %) and 35 players come from Group B (19.4 %). It is known that athletes of Group A are the majority in this study.
- (F) In terms of seniority in the ball team, 41 players have 1 year of experience (22.8 %); 39 players have 2 years of experience (21.7 %); 26 players have 3 years of experience (14.4 %); 31 players have 4 years of experience (17.2 %); and 43 players have 5 and more years of experience (23.9 %). It is known that athletes that have 5 and more years of experience are the majority in this study.
- (G) In terms of total sports seniority, 27 players have 1 to 5 years of experience (15.0 %); 61 players have 6 to 10 years of experience (33.9 %); and 92 people have 10 and more years of experience (51.1 %). It is known that players with 10 and more years of experiences are the majority in this study.

Table 1

*Demographic Variables of Descriptive Statistics Summary Table ( N = 180)*

Background Variables	Basic information	Number of player	Percentage (%)
Gender	Male	90	50.00
	Female	90	50.00
Group	College / university group	135	75.00
	Social group	45	25.00
	Freshman year	39	21.70
	Sophomore year	38	21.10
	Junior year	26	14.40
Year of college or university	Senior year	28	15.60
	Graduate school and above	49	27.20
	Male basketball team	45	25.00
Ball team	Female basketball team	45	25.00
	Korfbal team	90	50.00

(continued)

Background Variables	Basic information	Number of player	Percentage (%)
Competition group	Group A	145	80.60
	Group B	35	19.40
Seniority in the ball team	1 year	41	22.80
	2 years	39	21.70
	3 years	26	14.40
	4 years	31	17.20
	5 years and more	43	23.90
Total sports seniority	1 to 5 years	27	15.00
	6 to 10 years	61	33.90
	more than 10 years	92	51.10

*Source.* Organized by the authors.

#### B. Research Testing Process

In this study, participants who joined the survey come from the college / university group and social group (20 years old and above). In view of the convenience of internet, the questionnaire was developed using the Google Forms platform and then, after received participants' confirmation of joining the survey, the researchers then gave the link to participants, so that they could fill out the questionnaire online using their mobile phone. The platform allows researchers to know about the number of people (of each team) who have filled out the questionnaire and helps them to ensure the accuracy of the number of collected valid questionnaires.

#### C. Research Process

This study has been reviewed and approved by National Taiwan University Research Ethics Committee and participants were allowed to withdraw from this study at any time unconditionally. The researchers firstly explained the objectives of this study to the participants and asked them if they were willing to participate in this study; and then, upon receipt of their consent, provide them with the link to fill out the questionnaire. The questionnaire content is as follows: The participants should firstly read the informed consent form; answer organizational climate and interpersonal trust related questions; and then fill in their basic information to complete the questionnaire.

#### D. Research Tools

This study has adopted the questionnaire survey method, where the scales of variables are summarized according to literature review and echo with research purposes. The words and phrases used in the questionnaire have also been adjusted

according to domestic and foreign experts' scales in order to be more fluent and understandable.

This questionnaire is divided into three parts and the questionnaire items include the following measurement tools: organizational climate and interpersonal trust, and variables of participants' background. They are summarized as follows:

(A) Organizational Climate Scales

The first part is organizational climate scales: This questionnaire is based on the MCI (My Class Inventory) questionnaire prepared by (Fisher & Fraser, 1981). The modified questionnaire is applicable to measure ball related sports items, namely the team's organizational climate perceived by team members. Table 2, this scale has 40 questionnaires, which are divided into four subscales (satisfaction, conflict, cohesiveness and order factors). The total scale of reliability analysis is .93 and the subscales are .89, .89, .93 and .91 with a good overall model fit, indicating that the scale has a good reliability.

(B) Interpersonal Trust Scales

The second part is the interpersonal trust scale. Table 2, This questionnaire is modified according to the scale proposed by (McAllister, 1995) and is divided into two parts with 11 questions, which are used to measure members' cognitive trust and affective trust. The total scale of its reliability analysis is .92 and the subscales are .88 and .90, indicating a good reliability as well.

(C) Descriptive Statistics of Demographic Variables

The third part is related to descriptive statistics of demographic variables. To ensure that the words and phrases used in the questionnaire and the meaning thereof are apt to the research theme, experts and scholars in the field were invited to make modifications and reviews accordingly and then, after confirming that there is no error and modifications have been made, build expert validity. For the customer background data of this study, used gender, group, grade, team, competition group, the seniority in the ball team and the seniority of total sports career as the background variables of this study to explore the background structure of research object.

(D) This study used questionnaire as major research tool. The collected questionnaires are processed using the statistical analysis software SPSS (for Windows 10.0 version) developed by SPSS company for a statistical analysis; and the analysis data are then used to create the charts.

E. Reliability, Validity and Factor Analyses of Questionnaire Data

To understand the appropriateness of this research tool, the following reliability, validity and factor analyses have been carried out based on the collected 180 questionnaires.

#### (A) Reliability Analysis

According to Hair, Babin and Anderson (2010), factor loading values should ideally be greater than .5, indicating good reliability of the item; Using Cronbach's alpha, recommended by Nunnally (1978), as a reliability indicator to assess the internal consistency of a scale. Nunnally suggested that Cronbach's alpha values above .7 indicate high reliability, and values below .6 indicate the need for revising the scale. As shown in the table, the Cronbach's  $\alpha$  reliability coefficients for each scale in this study met the high reliability standard ( $> .7$ ). Overall, the internal consistency of the measurement items in the questionnaire was acceptable and highly reliable and stable.

#### (B) Validity Analysis

This study has adopted the content validity assessment (Cooper & Emory, 1995), also known as face validity. Content validity refers to whether the contents of question items are highly representative and whether its accuracy is established on the accuracy of the theory itself. The variable perspectives and question items adopted by this study come from previous theoretical information and studies through literature review; and are finalized after the implementation of pre-measurements and reliability analysis. Therefore, the content of the questionnaire has reached a specific level and should be sufficient to react to the research themes and have a rather high content validity.

#### (C) Factor Analysis

To ensure the quality of tool used in this study, confirmatory factor analysis has been adopted to assess the suitability of each scale. Table 2, has verified the tool construct validity proposed by Hair, Black, Babin, Anderson and Tatham (2006), where the normalized factor loading is bigger .5, indicating that the model has convergent validity. Internal consistency reliability assessment has been adopted for examining the reliability of scale dimension, where the acceptable range is generally .7 or bigger. The average variance of the extracted factors should be bigger than the square of its related coefficient to show the discriminant validity of that model. As the average variance extracted (AVE) is also bigger than the standard .5, according to the suggestion of Hair, Anderson, Tatham and Black (1998), the related coefficient between two different concepts should be less than the square root of average variance extracted (AVE).

Therefore, the discriminant validity of this study generally complies with the standards. Please refer to Table 3.

Table 2

*Reliability and Factor Loading Analysis of the Dimensions of Organizational Atmosphere and Interpersonal Trust*

Dimensions	Minor structure	Reliability value ( $\alpha$ )	Factor load ( $\lambda$ )
Organizational climate	Satisfaction	.89	.94
	Conflict	.89	.95
	Cohesiveness	.93	.77
Interpersonal Trust	Order factors	.91	.84
	Affective trust	.88	.95
	Cognitive trust	.90	.74

*Source.* Organized by the authors.

*Note.* \*  $p < .05$ ;  $\alpha$ : Cronbach's alpha coefficient; AVE: average variance extracted. CMIN = 27.648; P-value = .001; DF = 8; CMIN / DF = 3.456; GIF = .953; AGFI = .914; CFI = .976; RMSEA = .034.

Table 3

*Shared Variances and AVE for all Constructs.*

	1	2	3	4	5	6
1. Satisfaction	.90					
2. Conflict	.88	.90				
3. Cohesiveness	.71	.72	.80			
4. Order factors	.78	.80	.69	.81		
5. Affective trust	.46	.47	.30	.30	.90	
6. Cognitive trust	.33	.38	.36	.19	.70	.56

*Source.* Organized by the authors.

*Note.* The diagonal is ave.

## F. Data Analysis

This study has adopted the one-way multivariate analysis of variance (one-way MANOVA). First of all, by taking the average of the four organizational climate factors – satisfaction, conflict, cohesiveness and order – as dependent variables and different ball teams as fixed factors (independent factors), the research H1 was verified with the four dependent variables of organizational climate in different teams. Next, by taking the average of the two interpersonal trust – affective trust and cognitive trust – as dependent variables and different ball teams as fixed factors (independent factors), the research H2 was verified with the two dependent variables of interpersonal trust in different teams. Then, the reciprocal relationship of different ball teams with gender, group, year of college/university, other study targets (ball teams), competition group, seniority in the ball team and total sports seniority was studied; and LSD post hoc comparison and analyses were conducted accordingly.

## G. Results

On the basis of the gender stereotype threat theory, this study discusses the possible influence that on players when they are affected stereotype. Besides, the moderation effect of organizational climate and interpersonal trust were also assessed.

### (A) H1 Verification Results

Table 4, variance analysis of organizational climate in different ball teams. Ball teams with different background variables were adopted as independent variable to carry out one-way MANOVA by taking all organizational climate perspectives as dependent variables, The overall test effect reached a significant level ( $\lambda = .946, p < .05$ ). The variance analysis of organizational climate in different ball teams indicate that the satisfaction factor ( $F = 5.80, p = .004$ ), cohesiveness factor ( $F = 5.76, p = .004$ ), conflict factor ( $F = 3.36, p = .037$ ) and order factor ( $F = 7.11, p = .001$ ) have all reached the significant variance level. Table 5, according to LSD post hoc comparison, satisfaction factor: male basketball is better than female basketball and korfball; conflict factor: male basketball is better than female basketball and korfball; cohesiveness factor: male basketball is better than female basketball, whereas korfball is better than female basketball; and order factor: male basketball is better than female basketball and korfball.

This study supports H1. That is, in any circumstances, male basketball team is higher than female basketball and korfball in organizational climate; and korfball is slightly higher than female basketball only in cohesiveness factor.

Table 4

*Subject's Organizational Climate of One-Way Multivariate Analysis of Variance*

Variable	Minor structure	Sum of Squares	DF	Wilk'λ	Mean	F value	P value
Different ball teams	Satisfaction	1.90	2	.946*	0.95	5.80	.004**
	Conflict	2.02	2		1.04	5.76	.004**
	Cohesiveness	1.14	2		0.57	3.36	.037*
	Order factors	2.43	2		1.22	7.11	.001***

Source. Organized by the authors.

Note. \*  $p < .05$ .

Table 5

*Subject's organizational climate of Analysis of Means and Standard Deviations*

Factor name	Ream	Mean	SD	Number of people	LSD
Satisfaction	Male basketball	3.52	0.43	45	Satisfaction: male basketball >female basketball and korfball
	Female basketball	3.27	0.47	45	
	Korfball	3.29	0.35	90	
Conflict	Male basketball	3.68	0.44	45	Conflict: male basketball >female basketball and korfball
	Female basketball	3.47	0.52	45	
	Korfball	3.42	0.36	90	
Cohesiveness	Male basketball	3.55	0.45	45	Cohesiveness: male basketball >female basketball korfball > female basketball
	female basketball	3.34	0.52	45	
	korfball	3.49	0.32	90	

(continued)

Factor name	Ream	Mean	SD	Number of people	LSD
	Male basketball	3.45	0.47	45	Order factors: male basketball >female basketball
Order factors	Female basketball	3.18	0.40	45	
	Korfball	3.19	0.39	90	

*Source.* Organized by the authors.

*Note.* \*  $p < .05$ .

### (B) H2 Verification Results

Table 6, variance analysis of interpersonal trust in different ball teams. Ball teams with different background variables were adopted as independent variable to carry out one-way MANOVA by taking all interpersonal trust levels as dependent variables. The overall test effect reached a significant level ( $\lambda = .924, p < .05$ ). The variance analysis of interpersonal trust in different ball teams indicate that the affective trust ( $F = 4.45, p = .013$ ) and cognitive trust ( $F = 3.98, p = .02$ ) have both reached the significant variance level. Table 7, according to LSD post hoc comparison, affective trust: male basketball team is better than korfball team, and female basketball team is better than korfball team; and cognitive trust: male basketball team is higher than korfball team. The results of ball teams were verified with the gender, group, year of college / university and competition group. This study supports H2. That is, in any circumstances, male basketball team is higher than female basketball and korfball in interpersonal trust.

Table 6

*Subject's Interpersonal Trust of One-Way Multivariate Analysis of Variance*

Variable	Minor structure	Sum of Squares	DF	Wilk' $\lambda$	Mean	F value	P value
Different ball teams	Affective trust:	3.77	2	.924*	1.89	4.45	.013*
	Cognitive trust	3.16	2		1.58	3.98	.020*

*Source.* Organized by the authors.

*Note.* \*  $p < .05$ .

Table 7

*Subject's Interpersonal trust of Analysis of Means and Standard Deviations*

Factor name	Team	Mean	SD	Number of people	LSD
Affective trust	Male basketball	4.20	0.71	45	Male basketball > korfball female basketball > korfball
	Female basketball	4.18	0.69	45	
	Korfball	3.90	0.60	90	
Cognitive Trust	Male basketball	4.42	0.67	45	Male basketball > korfball
	Female basketball	4.21	0.72	45	
	Korfball	4.09	0.56	90	

Source. Organized by the authors.

Note. \*  $p < .05$ .

#### IV、DISCUSSION

The study results indicate that different ball teams have significant difference in organizational climate and interpersonal trust, although some studies indicate that mixed-gender sports can eliminate stereotype threat (Martínková, 2020). The simplest solution for dual problem of gender stereotype is to eliminate it and mix all male and female athletes together in a sports game. Therefore, some people suggest that one of the best solutions is to facilitate physical education opportunities and gender equality by integrating male and female players in the same team (Kaufman, 2010). Nevertheless, this study reveals that both male and female basketball teams have better organizational climate and interpersonal trust than korfball team, indicating that single-sex players have better organizational climate and interpersonal trust in a team. The study results have raised doubts about mixed-sex sports in us. Therefore, this study has further verified the difference ST caused by ball teams of different gender.

This study has verified H1 with a difference analysis on organization climate in different ball teams, where satisfaction, conflict, cohesion and order factors have all achieved a significant difference level. Besides, no matter in which situation, the male basketball team always has a better organizational climate than female basketball and korfball teams; and only korfball team has a slightly higher cohesion

than the female basketball team. Based on the study results, it is inferred that this may be caused by social identity, which has resulted in worse self-stereotyping that has damaged members' dignity and then affect internal group members.

According to social identity method (Ellemers et al., 2004), group members outside the environment attempt to maintain a positive social identity by comparing their groups with other groups; and by creating a psychological difference between internal and external groups with a positive assessment. Studies of social identity theory proves that one's basis of self-evaluation is often laid on other group's stereotype (Tajfel & Turner, 1986). As people aspirate to be treated positively, they therefore want to maintain a positive team image and, when their team is viewed negatively, feel the treat (Lewis & Sherman, 2003; Rubin & Hewstone, 1998).

Organizational atmosphere refers to the general concepts formed by employees' subjective opinions in regard to their organization, management and other environmental factors. Although some organizations may have an open and harmonious organizational atmosphere, some organizations' organizational atmosphere are somehow depressed and suppressed (Tsui, 2021). Nevertheless, in regard to the general perceptions of organizational atmosphere and explicit discrimination, implicit bias, social and sexual harassment/attacks, the important conclusion is that women find organizational atmosphere less favorable comparing with men (Galak & Kahn, 2021). Wherefore, before enhancing employees' creative performance, organizations need to have and maintain an atmosphere that can facilitate innovation (Mutonyi, Slåtten, & Lien, 2020). On the other hand, the level of teamwork is mainly affected by the degree of fusion between members. A highly cohesive team can help its members to develop a teamwork spirit and create a cooperative organizational atmosphere. Therefore, to build a cooperate cooperative organizational atmosphere, one can start by promoting the cohesiveness of the team first (Guo, 2018).

This study has verified H2 with a difference analysis on interpersonal trust in different all teams, where emotional trust and cognition trust have all achieved a significant difference level. Besides, no matter in which situation, the male basketball team always has a higher level of interpersonal trust than female basketball and korfbal teams.

This study inferences that, if H1 hypothesis is established (i.e., male basketball is higher than female basketball and korfbal in organization climate), the group with highly trust will also be positive in organization climate. Trust helps to create not only an ambient atmosphere, which can increase the knowledge shared in the group or organization, but also a great organization climate (Nonaka, 1994). As a high level of trust is known as the characteristic of a strong knowledge sharing

culture (Cameron, Cockrell, & Stone, 2010), interpersonal trust in organization climate is important because it is expected to provide a high degree of knowledge sharing (Yang & Wu, 2008). Therefore, male basketball is better in overall organization climate as well as in interpersonal trust. As cognition trust and emotional trust are built on knowledge and appropriate reasons, they are considered as a type of trust established on the rational basis.

One of the reasons may contribute to the long-term discrimination against female basketball and korfbal players from outside, where team members may suffer from insufficient confidence or the fear of being inferior to male basketball players. As the individual capability development, interdependence of team members and group rewards are the key factors of building an interpersonal trust, a team built on trust will have effective cooperation, helping to enhance the organization's innovation capability (Bulińska-Stangrecka & Bagieńska, 2019). In addition, trust is a key that facilitates a successful partnership and, under such circumstances, it can also be considered as a positive expectation for each other's future action. This has therefore further deepened the interdependence between team members (Brattström & Bachmann, 2018). Some scholars think that trust is a platform that facilitates the success of the team and communication among team members (Colquitt, Scott, & LePine, 2007); and promotes the atmosphere of innovation (Yu, Mai, Tsai, & Dai, 2018). And some recent studies also reveal and verifies the connection between trust and atmosphere of innovation (Bond-Barnard, Fletcher, & Steyn, 2018).

Many studies indicate that basketball is a traditional group-based man-to-man contact sport and such stereotype has undeniably affected the stereotype of female basketball (Fink, LaVoi, & Newhall, 2016; Sheadler & Wagstaff, 2018). These results explain that female athletes may feel being ignored relatively and have the impression that the outside world thinks that basketball is not a sport for women. As such stereotype is ubiquitous in social relationships and are often overcome in the most difficult ways in the society, it is therefore the root of feminism (Angus, 2020). When an individual suffers from obvious discrimination, this can be a threat. And these athletes' worries about the impression of the outside world have affected their personal opinions. Certainly, people still have many motivations that can maintain a positive social identity, including collective and individual interests (Cohen & Garcia, 2005). To prevent such phenomena and eliminate biases and stereotypes associate with the concept of diversity, it is necessary to consider "human" as the core in the deepest layer of relationship (Chiusaroli, 2022). Psychologist Gordon Allport discovered that a person's character traits, whether true or false, could affect his or her personality if such traits had been repeatedly

instilled into his or her mind. Such mental characteristic also resulted in “self-fulfilling prophecy”. Under self-fulfilling prophecy, members of the team that has been stereotyped will also be affected, like holding the belief that they are incapable, becoming self-abased or having doubts on themselves. If such thinking continues to drive their behavior, it is possible to result in poor employment, poor relationships, anti-social behavior and then eventually a real situation (Allport, Clark, & Pettigrew, 1954). Self-fulfillment prophecy is a ubiquitous concept that has been intensively studied. Self-fulfilling prophecy is characterized by disciplinary diversity as it has been studied in many fields of studies, including sports (Almadi, 2022). Member of a team that has been stereotyped can also expect that other members will have a poor performance and, regardless of their skill level, they can sense that some people in their team have rather poor performance (Cohen & Garcia, 2005).

This explains that, when a job competition has resulted in a significant status threat, an athlete’s willingness to help his or her teammate in social contacts can weaken (Boroumand & Benson, 2018). Therefore, it is inferred that social stereotype can affect an individual and even an internal group, and result in the poorer performance of female basketball team in organizational climate and interpersonal trust comparing with male basketball team. This also verifies that this study’s research hypothesis is accepted.

Next, the data provided in this study also indicate that the performance of korfbal team is generally lower than male and female basketball teams, implying that stereotype still exists in mixed-sex sports. Although these group sports provide females and males with different educational experience, many scholars’ studies point out the inequality for players of different genders to participate in sports (Vanzella-Yang & Finger, 2021). Women have been believed by the society as being inferior to men, whereas men think that they are superior to women. This has resulted in the continuous and unwitting existence of gender discrimination each single day (Azumara, 2020). In mixed-sex physical education, boys tend to push girls out of the group and often refuse to accept them because they believe that females’ athletic ability is lower than boys. Many physical education studies also point out how girls sense their disadvantaged status in a mixed-sex team (Evans, 2006). Therefore, female athletes are often required to sustained cultural and social pressure while performing outstandingly in many roles (Ryba et al., 2021). These comments indicate that, even in a mixed-sex sports environment, the relationship between girls and boys still exist, where boys play the dominant role in the game and consider themselves at priority (Gubby, 2018). The reason is that it is generally believed that female athletes are less capable than male athletes (Ronkainen et al.,

2021). Some other studies also point out that female athletic teams tend to have poorer cohesiveness because female athletes think that, comparing with male athletes, female athletes are relatively more personalized (Ötikan et al., 2017). The possible cause thereof is that, as males are less likely to touch inner emotions, male teammates tend to have a more harmonious climate. As for women, their sensitive and personalized characters can result in conflicts and estrangement when they get along with male teammates; and, when female stereotype threat gradually takes in shape and females are pushed to a disadvantaged status in the team, collective threats will slowly harm their self-respect (Cohen & Garcia, 2005). Nevertheless, these threats come from different sources – female athletes themselves, other people in outgroup or other people in inner group can also become the source of threat (Laurin, 2016). The pressure of this threat also creates barriers to women's pursuit of a professional sports career (Kavoura & Ryba, 2020; Ryba, Ronkainen, Douglas, & Aunola, 2021). This not only forces them to gradually give up their aspiration of becoming a professional athlete (Kavoura & Ryba, 2020), but also, comparing with men, they suffer from a higher risk of quitting their athlete life (Skrubbeltrang, 2019). Therefore, the study results verify that single-sex sport is better than mixed-gender sport in organizational climate and interpersonal trust.

Finally, regardless of team organizational climate or interpersonal trust, male basketball is more ideal than female basketball and korfbal. The gender stereotype threat effect hidden therein may be the key influence. The primary reason is that gender identity gossips are comprehensively embodied by the daily life, including the gender roles, culture and beliefs. These stereotypes can mostly be attributed to mainstream media and other social institutions, including physical education organizations and physical education, media and business alliances. These traditional opinions not only continue to press hard on the cycle, but also affect athletes' development, functions and participation (Capolino, 2021). Therefore, with respect to stereotypes, gender roles, power and oppression, sex and gender, materialization, structural and economic inequality, scholars advocate liberal feminism expressed that family, school and media are the motivations that affect females' willingness of participating in a sport (Story & Markula, 2017). Moreover, sports are considered as a mechanism of masculine hegemony that is used to construct and maintain male-centered gender identity. In the past, physical education and sports education seemed to seldom provide ideas from the perspective of gender. This is the reason physical education and sports have become the dessert of gender equality education. As the concept of gender equality has raised and people have emphasized on the fusion of gender roles regardless of physical education or leisure activities, the concept of equal rights between men

and women has been facilitated and helped to increase females' participation on sports games. In the past, stereotype threat has been the theme for many studies and we certainly know many examples about how stereotype threats affect one's performance. Researchers shall pay more attention on how stereotype threats affect one's learning and this field of knowledge is extremely important in theories and practice (Rydell & Boucher, 2017).

The authors believe that, to put an end to stereotypes in sports and to further facilitate overall atmosphere, the first things are to formulate gender equality facilitation policy and implementation plan in details for domestic sports physical education organizations; and to offer females the opportunity of serving as a coach. This type of policy and plan can help to create a positive environment and increase females' frequency of participating in physical education activities. Next, set up a sports space exclusively for females to increase males' awareness of female sports. Third, encourage more females to set up their physical education career by offering rewards and, through multimedia, actively promote the influence of females in terms of enhancing sports health in local community. Finally, gender equality is extremely important for the facilitation of physical education and sports. In this study, although korfbal may still retain some potential gender stereotype threats, today's society has been proactive in promoting gender equality education. To continuously improve and create a friendly sports environment and to optimize the spirit of mixed-sex sports, korfbal is ideal for promoting equality of rights and therefore has its significance in education. The practical contributions of this study can be provided to people engaged in korfbal education as a reference for promoting related policy, courses and teaching.

#### A. Limitations and Directions for Future Study

This study has a number of limitations as follows: First, this study has been carried out only on domestic varsity students. Due to relatively more restrictions on the study targets and limited research time and conditions, the purposive sampling method was adopted in this study. Therefore, as the sampling could not be collected widely, the inferences need to be cautiously made. Second, although many studies prove that team interpersonal trust has great relevance to team performance, empirical evidence of internal trust within a sports team is not popular among scientific literature. This implies that, as a field of research, problems related to the trust within a sports team have very few papers for reference (Józefowicz, 2020). Third, although the collected samples meet the expectation, they are not sufficient to infer the age of athletes and other sports items. Therefore, the results may not be able to express the opinions of all athletes. Fourth, it is suggested that scholars can continue the research by expanding the sports items, analyzing the age

group of athletes, or further discuss the difference of single- and mixed-sex sports with different variables in order to increase the quantity of related studies. In short, stereotype effects can occur in all players regardless of their gender, indicating that such influences can possibly be quite common. In the future, it is suggested that scholars can further expand the studies on the path of stereotype influences in order to find a solution and mitigation strategy.

## B. Conclusion

The study results indicate that: 1. With respect to organizational climate (satisfaction level, conflict, cohesiveness and order), male basketball team is better than female basketball and korfbal teams in all four subperspectives. 2. With respect to interpersonal trust (affective and cognitive), male and female basketball teams are better than korfbal team in affective trust; and male basketball team is better than korfbal team in cognitive trust.

This study has contributed to sports gender issues by revealing that single- and mixed-sex sports can have different influences on organizational climate and interpersonal trust.

Even though creating sports that are suitable for both male and female can increase the aspiration for women to engage in sports, a number of factors are still required to achieve gender equality. Therefore, Global Association of International Sports Federations needs to carefully consider the benefit of female athletes. Our findings can help sports organization to develop a strategy to attract female athletes' participation in sports; or to modify sport rules to facilitate feminist movement, prevent the gender bias or correct stereotypes.

However, time is obviously required in order to achieve gender equality due to the ingrained gender stereotype in the contemporary society. This study has selected single and mix-sex gender sports as an example to confirm the influence caused by gender stereotype threat attempt to take korfbal, male basketball, female basketball as study target to analyze it's difference, as well as eliminate the stereotype in sports, providing specific suggestions to enhance overall organization climate, hoping that this study can provide knowledge of academic literature with innovative concepts, enhance the related concept in this field and with great breakthrough in academic.

In addition, this study can substantially help educators to better understand the internal group structure in order to strengthen and encourage interpersonal relationships of participants of different genders; and to promote interpersonal trust. The objective thereof are to build a set of organizational norms through group connections and interdependence; and to further create an environment with harmony and team cohesiveness.

However, as the contemporary society puts a lot of attention on gender equality education, it means a lot to education. The results of this study can also be provided to educators and be used as the reference for formulating a gender equality related promotion policy and courses. In the meantime, it also has practical contribution in the field.

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