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Role Conflict in High School Teachers/Coaches

Andre A. Austell
Southern Illinois University Carbondale, aaay83@siu.edu

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ROLE CONFLICT IN HIGH SCHOOL TEACHERS/COACHES

by

Andre Austell

B.A., University of Missouri, 2007

A Research Paper

Submitted in Partial Fulfillment of the Requirements for the

Masters of Science Degree

Department of Kinesiology

in the Graduate School

Southern Illinois University Carbondale

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RESEARCH PROJECT APPROVAL

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Approved by:

Julie A. Partridge, Ph.D., Chair

Bobbi A. Knapp, Ph.D.

Graduate School
Southern Illinois University Carbondale
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CHAPTER 1

INTRODUCTION

A role or social role is a different set of societal responsibilities and expectations

of behavior based on situations one encounters (Desertrain & Weiss, 1988; O'Connor &

MacDonald, 2002). People fulfill numerous roles in their lives, and are faced with many

conflicting demands on their time. These conflicts are a certainty in many aspects of life

whether it involves work, family, religion, or personal beliefs. Coaching is one potential

cause of many role conflicts in a person's life, particularly when coaching is coupled with

another full-time occupation, such as teaching. Teaching and coaching can include

multiple expectations or responsibilities for a role that may create stress, or conflict

(Decker, 1986). Role conflict can affect the teacher/coach adversely in either role and

can create what is known as role retreatism. This is where a teachers/coach makes one

role more dominant than the other roles they may have in order to relieve role conflict

(Millslagle & Morley, 2004). The pressure that full-time teachers/coaches (or "TCs")

(Ryan, 2008) face has frequently been researched in order to identify the underlying

causes of stress between the two roles of teacher and coach.

Research has been conducted on the primary stressors in these roles. Primary

stressors according to Millslagle and Morley (2004) are the main factors that lead to what

is known as role retreatism. Millslagle and Morley (2004) identified the following

primary stressors of teachers, coaches, and TCs as a whole from existing literature in

sport psychology: time, enjoyment, role overload, role expectancies, distinct and differing

reward systems, differing sport experiences, unavoidable conflict situations, role stress,

and resentment and polarization between coaches and non-coaching personnel within an

educational organization. O'Connor and MacDonald (2002) also found that the growth of sport in the past forty years has contributed to role conflict and retreatism in a blurring of roles and responsibilities for TCs as well as the growth of new stressors with which most TCs cope. The growth of sports since the 1970's has affected sport at all competitive levels (Ryan, 2008), but the growth of sport participation in high schools in particular has changed the involvement that coaches have in sport. Physical education is no longer the primary focus of sport in the educational system; instead, it is now participation in sport that is the main focus (O'Connor & MacDonald, 2002; Ryan, 2008; Sage, 1987)

The growth of interscholastic sport participation has dramatically changed how sport is utilized in education and the role that teachers have with interscholastic sports (Sage, 1987; O'Connor & MacDonald, 2002). Traditionally, physical educators used sports as a teaching tool in order to promote the "the development of life long physically active lifestyles in learning environments that are inclusive and just" (O'Connor & MacDonald, 2002, p. 38). Teachers are legally required by state constitutions to fill the role of educator in order to provide an equal learning opportunity for all children regardless of the differences in the students' learning capabilities (O'Connor & MacDonald, 2002). Teachers are the facilitators of the learning experience by teaching students how to manage their time and problem solve difficult situations. As interscholastic sport has grown, with more and more team sports in season at the same time, physical educators are no longer able to coach all the sports themselves; therefore, teachers began to be recruited to fill these positions (Sage, 1987).

The roles that coaches are now performing are further complicated at the high school level where many coaches are teachers. TCs now must fulfill the roles of not only

teachers and coaches but also roles such as surrogate parents, truancy officers, behavioral psychologists, pseudo principals, and enforcers of punishment for other teachers (Sage, 1987; Figone, 1994). These combined roles and expectations have lead to not only role conflict but role retreatism as well (Millslagle & Morley, 2004); when people come into teaching in order to coach they are often unaware of how daunting the roles can be when they are combined.

Many people become teachers in order to coach so that they may be close to the sport that they love when they stop playing (Sage, 1987; O'Connor & MacDonald, 2002; Ryan, 2008). Coaching and teaching can be an exciting and rewarding experience for many; however, the combined roles of being a TC can create conflict that many young and new coaches are simply unprepared to handle (Ryan, 2008). Young TCs are trying to learn the rigors of a new fulltime job while dedicating time equally into coaching; the demands of teaching and coaching on young TCs can cause their family life to suffer dramatically (Sage, 1987; O'Connor & MacDonald, 2002). Young TCs often are unable to attend family events such as their own children's sporting games because of teaching and coaching responsibilities (Sage, 1987). Coaching and teaching does not just take the TC away from special family events; even when they are able to attend routine events such as a family dinner, their evening may be so filled with planning the next day's lesson plan or practice that mentally they are oblivious to what is going on in their families' lives (Sage, 1987). While older TCs also feel the conflict of fulfilling two important roles, they may be more likely to have existing lessons plans from previous years, scouting reports, and other materials for their teaching and coaching duties (Ryan,

2008). The teaching and coaching materials for these TCs may only need modification saving the older TC time, which may reduce role conflict.

Head coaches may be better suited to deal with role conflict if they have more support from their fellow teachers and coaches (Ryan, 2008; Figone, 1994). Support from teachers and non-teaching faculty (i.e., custodians, principals, and maintenance) could be separated into two different categories; support in teaching duties and support in coaching duties. TCs at larger schools may have more teachers in their respective academic departments which would allow all teachers to have more specialization in a particular subject which would make preparation for class easier, as opposed to teachers having to prepare multiple lesson plans for multiple classes which can consume a significant amount of time (Ryan, 2008). Employment at larger schools may also aid TCs in administrative duties in both the teaching and coaching roles by providing more co-workers to help them with various task that they must perform such as setting up for a sporting event or organizing for a committee, which could lead to lower interrole conflict.

In Western culture, the male identity and sexuality is interrelated with the sport experience. Not only is the male identity measured by what sport a man chooses to play but is also measured by how good of a player and how much influence the player has on the team (Desertrain & Weiss, 1988). Specifically, males who participate in more traditionally "masculine" sports such as football or wrestling tend to be identified as more masculine themselves. Compared to men, women's identity is generally measured in an opposite direction with respect to their femininity as well as sexual orientation due to their sport participation (Desertrain & Weiss, 1988; Harrison & Lynch, 2005; Pringle & Hickey, 2010) Because the male identity is linked to sports, and coaching is a public

position (Sage, 1987; O'Connor & MacDonald, 2002), male coaches are more readily identified in the community therefore their performance is more visible. Because male TCs are in a more visible role, the community's focus on their coaching position could cause male TCs to be more concerned with their performance on the field than in the classroom.

High schools are typically the center of many communities in the United States, with parents and former alumni often directly involved with schools and students, especially when extra curricular activities (e.g., sports) are involved. In many high schools when sport teams do not compete well, or when a parent feels that a child should get more playing time in sporting events, it can create a perception of the coach that may or may not be accurate let alone fair and just (Sage, 1987; O'Connor & MacDonald, 2002; Figone, 1994). Having to deal with a community that measures you not on merit but on perceptions of performance can create a tremendous amount of stress and cause TCs to shift their priorities to the coaching aspect in order to retain either their coaching or teaching position or both. Dealing with student-athletes can be as stressful as dealing with the community. Often times when student-athletes are misbehaving or under performing in the classroom the coaches are the ones that other teachers go to for disciplinary reasons instead of dealing with the student-athletes themselves. This makes TCs responsible for student-athletes' actions at all times. In some instances when the season is over coaches are monitor student-athletes' behavior and performances year round.

Statement of purpose

The purpose of this study is to determine the influence of age, gender, and teaching/coaching status on role conflict. Specifically, three hypotheses were identified: (1) older TCs would experience less role conflict than younger TCs (2) male coaches would experience more role conflict than female coaches, and (3) TCs at larger schools have less role conflict than TCs at smaller schools.

Definition of terms

Role conflict: When expectations are perceived as incompatible for multiple roles or positions in society (Decker 1986; Millslagle & Morley, 2004).

Role retreatism: where a teacher/coach makes one role more dominant than the other roles in order to relieve role conflict (Millslagle & Morley, 2004).

Role/social role: A different set of societal responsibilities and expectations of behavior based on situations one encounters (O'Connor & MacDonald, 2002; Desertrain & Weiss, 1988).

Intersender conflict: Where expectations from one person do not match those of another.

Intrasender conflict: When several or more expectations are issued on another person who perceives those expectations as incompatible.

Interrole conflict: When two or more roles occupied have conflicting expectations (Decker, 1986).

Person-role conflict: "when expectations violate the receiver's values, needs, or capacities" (Decker, 1986, p. 356).

Limitations

Limitations for the study are primarily those caused by delimiting the participants to working and teaching at the same school. Participants may be able to alleviate some role strain if they taught and coached at different schools or school districts. If a TC taught and coached at different schools the student-athletes' teachers may deem the TC as not having an ability or stake in effecting a student-athletes performance in the classroom.

Significance of study

Research examining role conflict has studied the types of role conflict such as intersender conflict, intrasender conflict, interrole conflict, and person-role conflict (Decker, 1986). Most research on role conflict in sport in the 1980's measured professional involvement of TCs, while in the last 10 years research has been primarily focused on understanding which role of the teacher/coach dynamic is more dominant and why. However, there has not been any research that delves into whether or not there is multiple role strain or conflict from roles other than those of the teacher/coach dynamic and how this may create role strain or role conflict. Different roles or role expectations that are thrust upon coaches can easily cause conflict whether the coach wants to take on those roles or not. For instance, on the occasion that a coach has an athlete that has had behavioral or social problems a coach might feel the need to assume a position of authority (such as a surrogate parent). Stories where coaches take on parental roles are quite common in sports media and the pressure of helping a child that is not your own could be a source of either tremendous gratification or an extreme amount of stress. Figone (1994) suggests that these instances of role conflict that exist outside of the

traditional roles of teachers/coaches have more consequences than what has been studied; students, especially student-athletes are the most negatively affected by TCs that have role conflict.

CHAPTER II

REVIEW OF LITERTURE

Role conflict is an important topic related to identity that has been studied by researchers in the disciplines of sport psychology and sociology of sport, in order to better understand the effects that multiple roles can have on an individual.   Research from both of these disciplines will be explored in order to understand the effects of role conflict in sport. This chapter explores role conflict in three sections: (a) what role conflict is and how it affects sport and education (b) role retreatism and the TC subculture (c) demographic factors affecting TC role conflict.

Role Conflict and the Effect on Sport and Education

Expectations and behaviors that society places on positions are called roles. When the expectations for one role creates conflict with another, role conflict is said to exist (Decker, 1986; O'Connor & MacDonald, 2002; Sage, 1987). Societal roles may include occupation, gender, family, and social components, and thus, may lead to conflict.

Through socialization people learn different behavioral expectations called norms that form clusters or roles organized around the performance of a function by a person towards another person or persons such as being a mother or a father (Bertrand, 1968; Conrad, 2004). These roles can be internalized through one's own view of themselves or be externally attributed to them based simply off how others view them as an individual (Conrad, 2004). Even the position that a person holds can attribute a particular role(s) to them and a set of norms in which to operate, such as the duties and responsibilities of police officers and teachers (Conrad, 2004; Figone, 1994).

The roles that people fulfill are never isolated nor do they operate independently; they are always linked to another role that complements the original role (Bertrand, 1968). An example of a role that is linked to another, complementary role would be that of a teacher. A teacher's role is to instruct and educate students while a student's role is to learn (Bertrand, 1968). Roles that are linked are always related to the same basic function and institution (Bertrand, 1968). In the case of teacher and student roles, both roles are related to the function of learning and the institution of education.

Roles play a significant factor in character development (Conrad, 2004; Harrison & Lynch, 2005). For instance, the division of labor has been socialized around gender; therefore, the labor tasks that men and women were historically assigned were based of physical attributes (Harrison & Lynch, 2005). The gendering of roles is an example of how women and men have come to value masculinity and femininity differently through socialization, just as when new TCs starts teaching and coaching they are socialized to value one position differently than another in order to maintain their position(s) as a teachers or coaches, which can lead to a conflict between roles and differing expectations (Conrad, 2004; Figone, 1994; Harrison & Lynch, 2005).

Role Strain

As people start to take on more roles or have roles ascribed to them by other people, stress can develop between roles that are viewed as incompatible, and this stress can then lead to role strain (Figone, 1994; Sage, 1987). Role strain is defined as subjective feelings of frustration, anxiety or tension, which are associated with a quality of work that is low, along with low satisfaction with one's job, absenteeism and quitting (Figone, 1994; Sage, 1987). As two or more roles begin to become more and more

strained. Conflict between these two roles begins to emerge regardless of whether this conflict is perceived or actually exists (Millslagle & Morley, 2004; Sage, 1987). The existence of perceived or real conflict while trying to fulfill multiple roles is known as role conflict (Figone, 1994; Millslagle & Morley, 2004; Ryan, 2008; Sage, 1987). The conflict between roles comes from the "value standards or behavioral expectations" (Laulicht, 1955, p. 250) that society or a community places on certain roles. As a TC tries to operate with in the norms of teaching and coaching incompatibilities can emerge when the TC fails to operate accordingly (Figone, 1994).

Sport and Education and Role Conflict

Sport and education have maintained an important relationship in Western education for over 100 years (Sage, 1987). Sport has been used as the primary tool in physical education in order to encourage physical fitness and teamwork (O'Connor & MacDonald, 2002). The idea of sport being part of the educational experience as a learning tool and as an extracurricular activity has become so important that it has even become part of governmental policy (Felder & Wishnietsky, 1990; O'Connor & MacDonald, 2002); the federal law Title IX was created to ensure gender equality in sports at educational institutions. However, as physical education started to take a backseat in the educational system due to concerns over performance in the three core educational areas (i.e., math, science, and reading) extracurricular sport has become an ever-increasing factor in the lives of adolescent children. One of the most controversial reasons being debated for the drop in physical education classes from schools curriculum is the 2001 "No Child Left Behind Act' (NCLB) (Trickey, 2006). The NCLB Act is a federal education law that was passed in 2001 that requires the majority of students to test

at their grade level for math and reading, if a school is unable to meet the testing requirements for two consecutive years then schools must provide more resources such as tutoring or allow their students to transfer (Trickey, 2006). The NCLB Act includes little incentive to improve performance in physical education, thus many schools are resorting to cutting PE programs in order to increase math and reading class time so they can meet federal requirements (Kind & Wamp, 2007; Trickey, 2006). With 41 million children participating in organized sport activities (Trickey, 2006), team sports are slowly becoming the sole source of physical activity for many children as the number of children taking PE has dropped 14% since 1995 (Buchanan, 2005). When coupling the decline of students taking physical education classes with the fact that a third of states (Trickey, 2006) do not have a mandate requiring physical education for elementary or middle school, it is sport that is left to close the gap on keeping kids active and fit.

As sport participation in high school has increased to 6.9 million students in the United States alone (Ryan, 2008), physical educators, who have traditionally served as coaches for scholastic sports, have not been able to coach multiple sports in the same season, therefore teachers from other areas have begun to fill the role of coach (Ryan, 2008; Sage, 1987). The coach and teacher positions have dramatically different expectations, when an expectation for two or more roles start to conflict interrole role conflict begins to occur (Decker, 1986; Figone, 1994; Millslagle & Morley, 2004; Ryan, 2008).

Roles of Teachers and Coaches

Teaching is a challenging job, with many teachers often being required to teach five to six classes a day, preparing lesson plans, and completing various assignments and

duties in addition to their actual classroom responsibilities (Sage, 1987). Research shows

teachers having high amounts of stress and burnout (Ryan, 2008). Ryan (2008) conducted

a study of interrole conflict in high school teachers who are also coaches using an online

survey based on one used by Kopelman, Greenhaus, & Connolly (1983) to assess work-

family conflict in two studies, the first measured role conflict in male alumni at Eastern

Technical College, and the second study measured role conflict in the 1981 spring class

of graduate and undergraduate students at Rutgers University and Baruch College.

Ryan's (2008) study of (n =)135 coaches who were teachers at a high school found

school size had a significant negative correlation with interrole conflict. Ryan (2008)

suggested that larger schools were able to delegate tasks amongst other staff in the

department in order to more successfully complete tasks. Ryan (2008) also hypothesized

that the number of coaching roles one took on would have a positive correlation with

interrole conflict; however, this was not the case as a negative relationship existed

between the number of coaching jobs a coach took on and interrole conflict. The

reasoning behind this was that coaches with multiple coaching positions would alleviate

conflict by withdrawing from a coaching position thereby giving them more time to

handle either the coaching duties they have retained or their teaching duties (Ryan, 2008).

Ryan's (2008) third hypothesis was that age would have a negative correlation with role

conflict and this was found to be significant as well, with younger TCs experiencing

more role conflict than their older counterparts. The reason that younger TCs are more

likely to experience role conflict maybe due to factors such as having younger families at

home which creates stress as they are unable to devote the time they would like to their

family, or the lack of professional experience as younger TC would likely be dealing with

the rigors of a new job and the stress that it could bring (Ryan, 2008). The final

hypothesis that Ryan (2008) made was that TCs that showed a balanced preference for

the teaching and coaching roles had less role conflict than those who showed favoritism

towards either teaching or coaching. This hypothesis was found to be significant as well,

but in the opposite direction of what was expected. Results indicated that the more a TC

equally favors a role the more likely they are to experience role conflict (Ryan, 2008).

Ryan (2008) reasoned that although a TC may prefer the teaching and coaching roles

equally, over time they would start to have a preference in one role in particular. Once

this preference begins to develop the non-preferred role becomes viewed as interfering

with the preferred role, which creates role conflict.

Teaching has many expectations and requirements that are not only determined by

the teachers themselves but by the school, state and federal government, and sometimes

even other teachers (Figone, 1994; O'Connor & MacDonald, 2002). This is an important

aspect in understanding how role conflict affects teacher/coaches (TCs) and sport

directly. As described earlier, role conflict occurs when expectations for a role are

perceived as incompatible and create conflict. These expectations can come from the

TCs themselves or from other sources such as teachers, parents or society as a whole

(Decker, 1986; Figone, 1994; Millslagle & Morley, 2004; Ryan, 2008). This conflict may

occur with TCs because schools and teachers have a legal responsibility to provide a

quality education equally to all students (O'Connor & MacDonald, 2002). The

conflicting ideologies of how to provide that education and what the focus should be puts

teachers in difficult situation especially if these ideologies conflict with the teachers'

personal ideologies (Figone, 1994; Millslagle & Morley, 2004; O'Connor & MacDonald, 2002).

The conflict in the role of teacher that a TC may have with other faculty members is described by Figone (1994) as an intergroup conflict stemming from a lack of professional relationships that not only affect the TC, but student-athletes as well. The issue of professional relationships and role conflict could have a close relation with school size; Ryan (2008) found that TCs at larger schools were perceived to have less interrole conflict than those at smaller schools. The perception of less role conflict at larger schools could be explained in two ways. First, teachers at larger schools have more support from other teachers and faculty to complete administrative duties and classroom tasks such as preparing lessons plans or going through teacher evaluations for the math, science, or English departments (Ryan, 2008). Larger schools that have smaller teacher to student ratios are able to allow teachers to specialize in specific subjects in areas such as math or science; this allows TCs to better prepare for students as well as extracurricular activities making it easier to accommodate both roles of teacher and coach (Ryan, 2008). Secondly, TCs at larger schools have more faculty members with whom they share common goals and beliefs making the environment of being a teacher less stressful (Millslagle & Morley, 2004; O'Connor & MacDonald, 2002). As TCs start to face more stress in either role of teacher or coach they start to find ways to cope with the stress, the most typical way a TC deals with stress is by retreating from a role and focusing more on the role that provides more enjoyment, this is known as role retreatism.

Role Retreatism and the TC Subculture

Role Retreatism

The relationship that TCs have with other faculty members fits into a larger scheme of factors known as "teacher demographic, details such as age, sex, teaching history, and other non-work commitments" (O'Connor & MacDonald, 2002, p. 39). These factors or demographics all play an important role in how role conflict can affect a TC and the educational system. Role retreatism is when a TC makes one role more dominant than the other (Millslagle & Morley, 2004) by not fulfilling all the duties or obligations of one role in favor of the role that is more desired or is more important. As a TC starts to experience stress from either the role of teacher or coach he/she develops, role conflict, which may then cause the TC to relieve that conflict by retreating from a role (Millslagle & Morley, 2004).

Millslagle & Morley (2004) conducted a survey of 307 high school teachers who were coaches. The survey measured TC demographics, TC professional involvement in teaching and in coaching, perception of their professional commitment to teaching and coaching, and finally job perception of their current professional role as a teacher and coach. The results suggested that for professional commitment, 34% of participants focused on teaching more in the off-season for the sport that they coached and 42% of TCs gained more enjoyment from coaching than teaching during the season as well. Millslagle & Morley's (2004) data on perceived commitment was important to the researchers in showing that role retreatism existed in their participants because the perception of time or lack there of was one of the biggest factors of commitment to both roles of teaching and coaching equally. This was noted in the drop in percentage of TCs

devoting more time to teaching in the off-season 72% compared 34% during the season (Millslagle & Morley 2004). Millslagle & Morley (2004) point out that while this data suggests that TCs do enjoy both roles of teaching and coaching, it will be teaching that is retreated from when a conflict arises, thus showing role retreatism.

TCs that use role retreatism as a coping mechanism do not use it necessarily on their own accord. In some instances TCs are socialized into role retreatism (Figone, 1994; Millslagle & Morley, 2004). In their literature review, O'Connor & MacDonald (2002) state that TCs who idealistically begin their career preferring to teach, or equally balance the duties and responsibilities of teaching and coaching are socialized to prefer the coaching role by other coaches or faculty. As TCs become aware that coaching performance has a direct impact on their identity as a TC (O'Connor & MacDonald, 2002), if not because of the positive rewards, such as praise for the performance of the team and the recognition received for coaching, then perhaps from the negative detractors and pressure from groups such as the community, booster clubs, or alumni that signifies the importance of their coaching role (Figone, 1994; O'Connor & MacDonald, 2002; Millslagle & Morley, 2004; Sage 1987).

O'Connor and MacDonald (2002) conducted a case study of five teachers who were also coaches (two males, three females). The initial interview was 60-90 minutes long with three to four follow up interviews that were approximately 45 minutes long and were used for elaboration of common themes pointed out by the other coaches in the study. The study looked at how TCs managed their teaching and coaching duties as they moved between the two identities in the secondary education setting. O'Connor and MacDonald (2002) concluded through their case study that TCs identities were "created

and recreated through continuous reflexive monitoring of their actions and reactions" (p. 49), allowing TCs to better manage any inconsistencies or rifts between the roles of teacher and coach. O'Connor and MacDonald (2002) suggest that for teachers, work related activities can be mutually supportive, provide context across different roles and justify a teacher's commitment and involvement in coaching; the support that coaching provides a teacher such as connecting with students in a more relaxed environment or seeing student-athletes perform with great skill can be tremendous and make it difficult for a TC to leave coaching. Perhaps TCs must conform to the pressures and ideas of external groups in order to manage their identity more than non-coaching teachers. For some TCs, job security may depend primarily on coaching performance because TCs realize they are seldom fired for their performance in the classroom (Figone, 1994; O'Connor & MacDonald, 2002; Millslagle & Morley, 2004; Sage 1987).

TC subculture

Even when TCs exert more effort into one role over another, they tend to perceive one role as more enjoyable (Ryan, 2008). The non-dominant role may be viewed as interfering with the dominant or preferred role (Ryan, 2008). Ryan (2008) noted that when TCs were made aware of all the roles that they will have as a TC they were better able to balance and engage in all roles and were less likely to engage in role retreatism than TCs that were left unaware of the rigors or that had a negative role balance. Although outside groups influence how TCs perform both their duties as teachers and coaches, they are not the sole factor influencing TCs in which role should be more dominant. Ryan (2008) states that teachers who are coaches are the largest sub-group of high school teachers; even TCs view themselves as part of a larger group with their own

rules, norms and role behaviors that are both formal and informal. This subculture of TCs has its own rewards and punishments for not operating appropriately in that framework (Figone, 1994).

Figone's (1994) literature review on the effects of TC role conflict on student-athletes provides an in depth review of literature that focuses solely on research of TCs trying to manage and implement the dual roles of teacher and coach. When student-athletes do not perform well academically the atmosphere for them to learn can become more toxic as non coaching teachers may perceive TCs as being more concerned with athletics than the academic performance of their students (Figone, 1994). TCs who are in an environment full of conflict with non-coaching staff may side with other coaches who they feel they have a common experience with in order to achieve social support (Figone, 1994). Figone (1994) noted six areas where student-athletes may suffer because of TCs role conflict: 1) manipulation of student-athletes and the denial of the opportunity for them to grow intellectually, 2) indifference to the performance academically of students in classes taught by TCs, 3) latent hostility directed towards students and student-athletes from TCs, 4) increase tension and the lack of trust between TCs and non-coaching faculty, 5) TCs siding with student-athletes, which can mask learning challenges that student-athletes may have, and 6) TCs and faculty that have had tremendous strain in their professional relationships caused by friction and disorganization over what the occupational objectives should be could cause feigned cooperation which hurts students and student-athletes. The subculture created by TCs is not just a system of teachers with similar interests in coaching. The subculture of TCs serves as a tool to network with other TCs in order to obtain better positions in coaching (Figone, 1994). There is limited open

discussion about the hiring process for coaches, therefore the subculture of TCs serves as a referral system to develop model concepts and behaviors that are heavily favored in coaching (Figone, 1994).

Goffman's (1959) work on how people present themselves expands on the idea that relationships are based on the presentation of one's self and the importance of maintaining a continuous identity of how they are viewed by others. Goffman explains that people use defensive mechanisms and protective practices to safeguard the view that they what to have of themselves by others. For TCs there is an importance to maintain the idea that both roles of teacher and coach are important, because if other teachers believe that TCs are not supporting the role of teacher, resentment and animosity may occur (Figone, 1994). Goffman (1959) stated that it is not just how people try and present themselves or how others perceive them, but how the situation is perceived as well. People project a definition of a situation therefore leaving them to be judged as a person in that situation forgoing any views of what he is not based on this situation (Goffman, 1959). An example of being judged by a situation is a TC being actively involved with his or her classroom in order to be perceived as favoring the teaching role and to be considered a teacher first and foremost even if it is not a true presentation of one's "self". TCs often are in this situation with other TCs and faculty but typically in the coaching role (Sage, 1987), when TCs may feel that their job security is based on their coaching performance they lean towards that role even if they get more enjoyment from the coaching role. TCs will then put so much into the coaching role as to be viewed more as a coach by student-athletes, the community, and faculty that as a say in their job security (O'Connor & MacDonald, 2002; Sage, 1987)

The TC subculture serves another important function; it is a system of support for when TCs have what Figone (1994) calls an "antagonistic" relationship with other teachers and faculty members. The relationships that TCs have with their co-workers can easily be stressed when non-coaching teachers and TCs have different ideologies on occupational objectives and the role that sports have in schools. For instance this tension may lead to feigned cooperation on either side of teachers or TCs in order to avoid conflicts or teachers or TCs may choose to not attend departmental meetings as opposed to actually working together towards a solution (Figone, 1994). Figone (1994) believes that a strained relationship between TCs and other faculty could be detrimental to the academic needs of not only students but also especially student-athletes whose academic shortcomings may be viewed as either the TCs not emphasizing the importance of academics or by TCs viewing particular teachers as having a vendetta against athletics.

If the relationship between TCs and non-coaching faculty becomes extremely hostile, it may polarize TCs, thus encouraging them to side with student-athletes on issues of academic performance because they feel non-coaching faculty have a grudge against athletics (Figone, 1994). The conflict between TCs and non-coaching faculty could cause both sides to overlook student-athletes' academic deficiencies such as a learning disability, proper preparation, or some other issue that could help the student-athletes academic performance if properly addressed (Figone, 1994).

In reviewing the existing literature in the field, it becomes clear that multiple ideologies of conflict, teacher demographics, role, TC sub-culture, environment and relationships that TCs have with non-coaching faculty can lead a coach to suffer from role conflict (Capel, Sisley, & Desertrain, 1987; Decker, 1986; Felder & Wishnietsky,

1990; Figone, 1994; Jones, Potrac, & Ramalli, 1999; Millslagle & Morley, 2004; Ryan, 2008). As a TC begins to suffer from role conflict and tries to remedy the conflict through role retreatism (Millslagle & Morley, 2004) this leads to a path that can cause irrepressible damage to education that all students receive whether they play a sport or not (Figone, 1994). Millslagle & Morley (2004) stated as role conflict emerges the teaching role is withdrawn from for two reasons. First is that the coaching role is a more dominant role for TCs because it has an attractive lure with prestige that threatens even TCs that lean towards teaching (Figone, 1994; Millslagle & Morley, 2004). The second reason that TCs lean towards the coaching role is that TCs know that they are seldom evaluated for their students' academic performance but instead their coaching performance (Figone, 1994; Millslagle & Morley, 2004; Ryan, 2008; Sage, 1987).

Sage's (1987) field study on the demands of multiple roles by looking at TCs feelings and perceptions as they try and cope with the duties of the two roles coupled with roles outside of work, such as family life and maintaining the perception of roles that they fill. Sage's (1987) study collected data unstructured observations and conversations with teacher/coaches, non-coaching teachers, and school administrators. Formal interviews were also conducted with 50 teacher/coaches" This study was conducted in order to provide qualitative data to previous research that had only expanded this study a quantitative perspective. Sage (1987) found that TCs struggled with the identity of being a teacher and a coach and how it affected their family lives. One TC made the point that he didn't have much time left with his children before they left for college and that he where missing a pivotal point in his children's lives. The overall theme that TCs made in Sage's (1987) research was that it was the difficulty of

balancing the roles of teacher and coach that was problematic, such as the lack of time for roles such as teaching, family, or the inability to construct an identity for multiple roles instead of just as a coach. The role of "coach" seemed to be the most important role according to Sage's (1987) research, many of the TCs reported that they wished they could just coach if the pay of being a teacher was included. Sage (1987) pointed out this by noticing that many of the TCs maintained their coaching expectations inside of school and the community as well as in their privately held personal beliefs and attitudes.

The TC subculture is not only a system where TCs learn behaviors and ideas for what is appropriate for the role of a TC (Figone, 1994) but it is also where TCs go for social support (Dixon & Bruening, 2007; Figone, 1994; O'Connor & MacDonald, 2002). Because sports in western culture have been male dominated for so long, the subculture of TCs supports a system that is based on gender roles that favors men (Bruening & Dixon, 2007; Dixon & Bruening, 2007; Drake & Hebert, 2002; Miller & Heinrich, 2001) such as males being the primary bread winners and females taking care of child rearing and domestic issues in the home (Dixon & Bruening, 2007). Gender roles and work are part of a study that is known as work-family conflict, which is a type of role conflict where family roles that are perceived to be incompatible with work roles create conflict (Dixon & Bruening, 2007).

As TCs begin to focus less on their academic duties in favor of their athletic duties the ones who suffer most would be the students because they are not getting the devotion to their education which in the long run will have greater adverse effects than the benefit of interscholastic sport participation. The stress of role conflict could cause a TC to not only retreat, but also leave either the teaching or coaching role or both all

together (Marks & MacDermid, 1996). It has been known that there is a shortage of

quality teachers due to high abandonment in the educational system (Ryan, 2008) so if a

TC abandons one role or both, students and student athletes will be affected both

academically and athletically. Therefore it is important not only academically but for the

sake of interscholastic sport that role conflict be reduced in TCs if the duties of teacher

and coach stay combined in order to make sure that all students receive an equal and fair

education and student-athletes receive proper and safe training.

Demographic Factors Affecting TC Role Conflict

Role conflict can affect TCs differently because of varying factors such as gender,

TC age and experience groups. These multiple demographics characteristics of TCs can

all play a role in varying the expectations of the roles that TCs may have (Millslagle &

Morley, 2004).

Role Conflict and Gender

Gender has been a key area of research in sport psychology and the sociology of

sport large part to gender stratification in the home and work place traditionally and how

the notions from these spheres of gender have influenced how masculinity and femininity

are viewed in education and sports. In sport men are able to affirm their gender role of

being a man by displaying their masculinity through physical feats or sexism (Pringle &

Hickey, 2010). Pringle and Hickey (2010) discussed in their research the notion of hyper-

masculinity where males perform "excessive amounts or problematic" (p. 119) displays

of masculinity such as the excessive practice of binge drinking of alcohol. Multiple male

participants ($n = 7$) who were connected to sports either as a player, coach, or fan were

interviewed and results indicated that although men may be aware of hyper-masculine

behavior in sporting cultures, the tension that they face may not be enough to create a change in the behavior and what they thought about themselves as men who participate in these hyper-masculine actions. This research discussed the topic of reinforced gender stereotypes in sociology of sport, as people try and navigate typical gender norms they allow themselves to be pulled into the very same they are trying to reject, such as the participation in the objectification of women (whether directly involved or as passive participant.)

Women face the same issue of navigating gender roles however it is their direct participation that and the effort they put forth that can cause them to have [issues] in sport such as having their sexuality questioned or debates about whether or not women's sports are becoming to rough. Harrison and Lynch (2005) discussed how gender roles have limited opportunities for women in sport; women must display hyper-femininity in order to offset the display of extreme physical ability or competitiveness in sport primarily those that are traditionally not considered to be sports for women, (i.e. football, soccer, and basketball). Men can establish their masculinity through sport while women raise questions of their femininity in sport because perceptions of male and female athletes are gendered so much do to the lack of access that women have had in sport. Harrison and Lynch (2005) conducted a study with 148 high school students (116 female and 32 male), in which the participants thought they were participating in study concerning person perception. The participants read a bogus newspaper article about a successful high school athlete that varied the athlete's sex by name (masculine or feminine) and sport that they participated in (football, basketball, cheerleading) which made a total of six articles. A survey was used to score respondents' perceptions to the article. Harrison and Lynch

(2005) found that athlete gender did not guide perceptions of athlete gender orientation roles as much as athletic roles did. The study did find that athletic roles did influence gender role orientation, in that masculine athletic roles (football & basketball) were perceived to have masculine gender orientation. Harrison and Lynch (2005) did find that for women traditional gendered sports such as cheerleading had lower perceptions than their non-traditional counterparts (basketball), Harrison and Lynch (2005) believed this was due to conceptions of cheerleading not being a sport. This research indicates the power that gender roles can have on males and females and how they decided to operate in and out of sport; the perceptions that they face could be enough to determine if they continue their participation or association in sport.

Sport historically has been very gendered, favoring males and allowing them the opportunity to move up on the career ladder while typically providing a glass ceiling for women (Dixon & Bruening, 2007; Fedler & Wishnietsky, 1990). Many of the issues involving female coaches have historically come from issues of the role of women in the work force and in sport (Desertrain & Weiss, 1988; Dixon & Bruening, 2007 Miller & Heinrich, 2001).

Research focusing specifically on female coaches and how they were affected by role conflict was conducted by Dixon and Bruening (2007). The authors interviewed 41 coaches between the ages of 29 and 40 years of age. Dixon and Bruening (2007) were looking at work-family conflict, which is a type of conflict between work and family roles that have an effect on each respective domain. Dixon and Bruening (2007) conducted their research by first having the participants fill out a background questionnaire and then placing each participant into an online focus group of 4 or 5

participants and allowed them to interact through posts on WebCT (an online data base where instructors can post documents and lesson plans for students and discussions can be posted for between students along with their instructor). In the posts the coaches discussed how they felt they were wired differently because they are women, one coach was referring to how she could not be like many male coaches who work all day and see their children at night (Dixon & Bruening, 2007). The coaches discussed that as women it was important for them to see their children not only after work but also during work, this however had it's consequences as many coaches felt guilty about making this choice (Dixon & Bruening, 2007). In the article, female coaches felt that the choice of taking away from work time in order to be with their family was a choice that men did not have to make as often (Dixon & Bruening, 2007). Dixon and Bruening (2007) pointed out that traditional gender roles impacted individual behaviors, although, Dixon and Bruening (2007) wanted to make it clear that the social pressure did not add to the coaches role conflict it did affect the way they perceived themselves in the role as a mother and worker.

    In comparison Fedler and Wishnietsky's (1990) research studied the dynamic of role conflict and burnout in the decline in the number of female interscholastic coaches. Fedler and Wishnietsky (1990) conducted a survey with 120 participants (60 female and 60 male), and the purpose of the study was to discover the symptoms of burnout in coaches while verifying or refuting previous research on the reasons for the decline of female coaches. The authors found that the main two symptoms of burnout in coaches regardless of gender were low pay followed by perception of athletes having a lack of dedication. When gender was taken into account, male coaches' first two symptoms of

burnout were 1) that they were tired of maintaining their own playing facilities, and 2) it became harder to physically prepare for coaching. In contrast, female coaches cited their main symptom of burnout as falling behind in teaching duties. This difficulty was noted mostly due to the fact that most of the male coaches were P.E. teachers while female teachers where more likely math, science, or English teachers (Fedler & Wishnietsky, 1990).

Sport has typically been a field in which men can enter and move up to the collegiate or professional level in order to be successful (Dixon & Bruening, 2007; Fedler & Wishnietsky, 1990). The culture around sport has encouraged men to enter teaching in order to continue being around the sport they once played (O'Connor & MacDonald, 2002). This culture is consistent with the TC sub-culture that encourages other men to enter the teaching profession in order to coach. O'Connor and MacDonald (2002) refer to the TCs sub-culture as "teacher socialization" (p. 3) and state that the socialization of males' experiences in sport is the primary reason men enter teaching and coaching in the United States. When males no longer are able to compete in athletics they may seek the opportunity to use sport to maintain or further reaffirm their identity in the community through coaching. Maintaining a sporting identity provides male TCs more opportunities to move up the career ladder as a coach through the TC subculture (Dixon & Bruening, 2007).

The lack of a large support system especially in the TC subculture for women that are TCs creates the potential for a large degree of role conflict for women who have family and would like to maintain traditional family roles (Dixon & Bruening, 2007; Drake & Hebert, 2002). More often than not female TCs are not compensated equally

compared to men let alone have the social support to pursue all aspects of coaching (Dixon & Bruening, 2007; O'Connor & MacDonald, 2002). However, it should be noted that even when women and men disregard traditional family roles there is still an issue of role conflict because of the long hours and commitment that coaching requires and the time it takes from other aspects of a TCs life such as teaching and family (Sage, 1987). Female TCs are subjected to social norms in multiple aspects in comparison to males. First, female teacher coaches have to deal with the pressure of choosing work or family (Dixon & Bruening, 2007; Drake, & Hebert, 2002). Secondly, they must deal with the 'negative social connotation in choosing work over family" (Dixon & Bruening, 2007, pg. 385). The decision to work full-time and receive equal compensation or social support may contribute significantly to women having less role conflict in regards to whether or not they decide to be a coach.

For male TCs the dilemma of being a teacher and a coach carries consequences in regards to the conflict between work and family. Sage (1987) described in his field studies how men felt conflicted about the massive amounts of time that they spent away from their families. Sage (1987) noted that more male TCs quit coaching due to lack of time with their children than for any other reason. Similarly, O'Connor and MacDonald's (2002) case study revealed a female coach that struggled over the issue of spending most of her time helping kids she was coaching to learn proper sports techniques such as throwing while not having the time to teach her own children proper sport techniques as a parent. These two field studies show that family issues, although they have heavier consequences for women due to social norms, still create a large amount of role strain in men. However, other than the financial factor, it does not explain why so many men

decide to become TCs and why the number of female coaches has decreased since Title IX even though women's sport participation has more than doubled since 1972 (Dixon & Bruening, 2007).

The increase in male coaches in college sports since Title IX coupled with the decrease of female coaches can be linked in part to the coach subculture and the effects of role conflict causing withdrawal from either the teacher or coach role (Dixon & Bruening, 2007). The sub-culture of TCs helps establish an identity as a coach and has been the main reason that former male athletes are recruited into becoming TCs (O'Connor & MacDonald, 2002). The identity of being a coach provides a substantial difference in the rewards that it can provide men and women due to the support and attention that they are attributed. For males, sport has always provided a sense of opportunity to establish and reaffirm the identity as men while being too athletic caused conflict for females if they displayed too much athleticism or aggression because these and other traits have traditionally been qualities sought after in and by males (Desertrain & Weiss, 1988).

The opportunity to be part of the TC sub-culture encourages occupational socialization allowing male TCs to build an identity as a coach (Fedler & Wishnietsky, 1990). Being known as a coach by students, faculty and the surrounding community provides TCs social status in the community while allowing male TCs the opportunity to maintain their personal attitudes and beliefs in coaching role (Sage, 1987). Maintaining beliefs and attitudes through roles provides a sense of a "coherent self" (O'Connor & MacDonald, 2002, p. 47), something which TCs that prefer the teaching role often struggle with as their jobs tend to depend on their coaching performance (O'Connor &

MacDonald, 2002; Sage, 1987). Female TCs have a challenging time maintaining identity due to the low number of female TCs, the glass ceiling that women face as a coach and the lack of social support that still exists for women's athletics (Dixon & Bruening, 2007; Fedler & Wishnietsky, 1990). To be known as coach for female TCs does not provide the same social status that men are attributed mainly due to the skewed number of male TCs to female TCs. Female TCs are often treated not as role models but as a token in interscholastic sports by faculty and at times the community (Fedler & Wishnietsky, 1990). Female TCs often have a heavier workload than their male counterparts while not receiving the same compensation or support which may cause female TCs to have different sporting experiences than male TCs (Fedler & Wishnietsky, 1990) while making the position of coach less rewarding for the time it consumes (O'Connor & MacDonald, 2002).

The experiences that men and women have as TCs can be quite similar and rewarding but gender stratification and the differences in the available social support that TCs have as men and women has to be weighed in two different aspects in order to understand the position that role conflict has in the lives of male and female TCs. To look only at the TC sub-group as an all-encompassing experience for TCs regardless of gender would be a disservice to female TCs and the sport experience that women have. Because the experience that women have in sport may be different than of men, the sub-group of TCs must be studied in the aspect of being beneficial to coaches as a whole and a source of conflict in terms of gender in order to understand the rate of burnout and low numbers of female TCs in interscholastic sports.

Effect of Age and TC Experience on Role Conflict

Age and how it correlates to role conflict and specifically work-family conflict is a common theme in the role conflict literature (Ryan, 2008). Coaching experience and age share a relationship in that younger TCs often have less organized sport and teaching experience in regards to coaching and often have to pay their dues in order to obtain a more authoritative position in the roles as a teacher and coach which can lead to conflict.

The positions that a TC can have in interscholastic sports are head coach (HC) or assistant coach (AC). The AC position is usually filled by younger coaches just starting out as a teacher and a coach (Ryan, 2008). The correlation between age, role conflict, and work family conflict is viewed by Ryan (2008) in two parts, the first being age and the second is seniority. Age has been shown to have a negative correlation with role conflict in past studies. In a study conducted by Nevill and Damico (1977), younger TCs reported higher role conflict than older TCs. One suggestion for the correlation of age and role conflict is the lack of experience younger TCs have. Younger TCs often have to develop lesson plans for each week that cuts into time that they have for other roles or duties in those role while older TCs have lesson plans from previous years (Ryan, 2008). Millslagle and Morley (2004) listed time as the number one factor in the cause of role retreatism. Dunn's (1997) studies of graduate assistant coaches that took academic classes, time was the main factor in their role conflict as they tried to balance the duties of being a student and a coach. Dunn's (1997) study sent a questionnaire to 45 Division 1 schools, 198 participants' from a multitude of sports returned the questionnaire to the study. The 25-39 age group where the largest group of participants starting their families and careers, this age group was found to have more role conflict than participants

younger than 25 and participants 40 and over (Nevill & Damico, 1977). The main factor for the increase in role conflict was financial, marital instability, and attention to younger children.

Family life has been one of the significant factors in role conflict when correlated with age (Nevill & Damico, 1977; Ryan, 2008). Often young coaches are newly married with young children, the instability and stress of having young children that are co-dependent on their parents and of a new marriage with a new career has been shown to correlate with role conflict (Nevill & Damico, 1977; Ryan, 2008). Sage (1987) noted that the average age in his previous studies on role conflict was 32 and the reason for this relatively young age was that many coaches had withdrew from the coaching role in order to relieve role stress (Sage, 1987). As mentioned with gender the inability to show attention to family in sports but show other children can create conflict (O'Connor & MacDonald, 2002). In a case study by Sage (1987) one coach noted that even when he is spending time with his family he really is not there because his mind is focused on his coaching and teaching duties.

The second aspect of the correlation between age and role conflict is seniority; TCs that are HC, or have been in their position for longer periods of time have often been considered to have "paid their dues" (Ryan, 2008). The perks of having this seniority is first pick of what roles as a teacher and coach they prefer to have and the assignments that go along with them (Ryan, 2008). Although there is currently no information on whether or not the ability to delegate duties affects the amount of perceived role conflict that TC have we do know that the conflict between TCs' personal expectations and beliefs of roles and duties they have can create conflict when the roles and expectation of

behavior are placed on them by others (Decker, 1986; Figone, 1994; Millslagle & Morley, 2004; Ryan, 2008).

The correlation between age and role conflict is important because it could be a precursor to role conflict and role retreatism. With proper education and training young TCs could become better suited at balancing the roles of TCs, which would reduce the withdrawal rate for TCs.

Summary

When expectations for multiple roles start to conflict with one another role conflict begins to exist (Decker, 1986; O'Connor & MacDonald, 2002; Sage, 1987). Age and teaching/coaching experience, the gender stratification of men and women, and the relationship with coaching status are important on many levels in studying the influence of whether or not a TC experiences role conflict. These three factors can have significant effects of TCs performance in the classroom or the court/field.

Gender stratification of men and women is an issue that is still very much an issue in sport today because male identity is still so ingrained in sport and males can reaffirm their masculinity through sport. Female TCs face a unique struggle the fact that there have are not as many female TCs as male TCs that female TCs do not have the same support system that male TCs have, this is known as the TC sub-culture. The TC sub-culture is a place where TCs can communicate with one another and learn about opportunities in sport and more importantly provide a group of people who have similar experiences with which to talk. The TC sub-culture is a service and disservice in terms of gender stratification, as women do not have the same opportunities as men to socialize

with other female coaches to discuss the challenges of trying to balance teaching and coaching with other roles that men perhaps would not be able to relate to.

Younger coaches have to deal with the nuances of a new job and perhaps the strain of trying to have enough time to devote to raise a family. Younger TCs typically must construct lesson plan for each class as well as establish a relationship with students and co-workers as well. Older TCs are able to use their time in the classroom more efficiently; they have lesson plans from previous years that they just need to modify for each class. Older TCs have established relationships with other faculty and TCs that they can rely to help them complete tasks, whether sport or teaching related.

School size provides head TCs the opportunity to delegate responsibilities in the coaching realm to other coaches. The ability to assign unwanted or time consuming tasks to assistant coaches in favor of wanted or enjoyable tasks to themselves. This provides head TCs the opportunity to better manage their time and their enjoyment in the coaching responsibility. Because assistant coaches are typically younger, they must manage the family roles and teaching roles with the inability to say no to duties in their coaching role, potentially putting assistant TC in bind where they could experience role conflict. In coaching be in a subordinate position is typically known as "paying your dues" where an assistant TC is doing nothing that the head TC has not done when they where a young assistant TC themselves. The experience that young assistant coaches go through as they pay their dues illustrates the influence that TC socialization can have on TCs.

As interscholastic sport continues to grow, it is important that boundaries are set between the two roles of teacher and coach in order to make sure that the most important role, that of the teacher is properly addressed in all aspects. By properly defining the

expectations of the teaching role, schools will be able to address other areas of the TC role conflict more easily such as the socialization between TCs with other TCs, non-teaching faculty, and most importantly their fellow teachers. Without a proper dialogue for TCs to express their concerns, role retreatism and role conflict cannot be prevented.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine the degree to which TCs are affected by role conflict, Specifically, the purpose was to determine the influence of age, gender, and coaching status on role conflict. It was hypothesized that, (1) older TC would experience less role conflict than younger TC (2) male coaches would experience more role conflict than female coaches, and (3) TCs at larger schools have less role conflict than TCs at smaller schools.

Participants

Participants for this study were 283 full-time high school teachers who coach a sport either as a head coach or assistant at the high school where they teach. Athletic directors who were listed as members in the Illinois High School Coaching Association were contacted and asked to forward the survey to coaches in their school.   The participant characteristics are summarized in Tables 1 and 2. Role preference is summarized in Table 3.

Table 1
Sample Characteristics

Variables		N	% of the Sample
Age			
	25 or younger	24	8.5
	26-34	114	40.3
	35-44	72	25.4
	45-54	49	17.3
	55 or older	24	8.5
Gender			
	Male	213	75.3
	Female	70	24.7
Race			
	African American	4	1.4
	Asian	1	.03
	Caucasian	273	96.5
	Hispanic	4	1.4
	Other	2	.07
School Size			

200 or less	23	8.1
201 – 400	33	11.7
401 – 800	43	15.2
801 – 1500	51	18.0
1501 or more	133	47.0
School Type		
Public HS	262	92.6
Private HS	17	6.0
Charter/magnet	2	.07
Non-boundaried public	1	.03
Public Jr. High	1	.03

Table 2
Role Preference

Variables	N	% of the Sample
Strongly prefer teaching (1)	11	3.9
(2)	11	3.9
(3)	26	9.2
Strongly prefer both roles (4)	144	50.9
(5)	50	17.7
(6)	17	6.0
Strongly prefer coaching (7)	24	8.5

Measures

In order to measure how role conflict affects TCs, an online survey originally

developed by Kopelman, Greenhaus, and Connolly (1983), and modified by Ryan (2008)

for use with high school TCs was used. Two aspects of interrole conflict were measured:

teaching interfering with coaching and coaching interfering with teaching. The survey

consisted of 37 questions. Demographic questions were also included to assess gender,

age, number of years of experience teaching and coaching, and coaching status.

The role conflict questionnaire from Ryan (2008) was modified from a

questionnaire created by Kopelman, Greenhaus, and Connolly (1983) that measured

work-family conflict; work-family conflict questionnaires have been used in multiple

studies for role conflict generally after some modification (Ryan, 2008). These modifications were made to focus on the conflict between the teaching and coaching roles (Ryan, 2008) measuring the three following items; how teaching interfered with coaching, coaching interfered with teaching, and role preference which is measured by asking TCs to rate themselves along a scale from one to seven. The questionnaire allowed for measurements of teaching duties and expectations interfering with coaching and coaching duties and expectations interfering with teaching (Ryan, 2008). Examples of questions on the Ryan version of the survey are "Because teaching is demanding, at times I am irritable while coaching" and "Frequently I think about leaving this school or school district". The questionnaire used a seven-point Likert scale (1 = strongly agree to 7 = strongly disagree) for all items except demographic questions. Scores for each subscale were calculated by averaging responses to all of the items from the subscale.

Procedure

Human Subjects Committee approval was obtained prior to any data collection. Participants found by contacting athletic directors who were members of the Illinois High School Coaching Association and asking them to forward the survey to teachers who where coaches at the school they taught for only. Permission was obtained from Illinois High School Coaching Association administrators to contact the members through email, after approval from Illinois High School Coaching Association the membership list was purchased for $100.

Data Analysis

Bivariate and multivariate correlations were calculated in order to test

relationships between variables. Internal consistency for the questionnaire subscales was

calculated. A MANOVA will be used to identify differences in role conflict among

gender, coaching status, and coaching experience.

CHAPTER 4

RESULTS

Cronbach's alpha coefficient was calculated for each of the subscales. Job

satisfaction was found to have the highest level of internal consistency (α = .694), while

the other two subscales fell below the generally accepted level of α = .70. The teaching

preference subscale was found to have a reliability of α = .573, and coaching preference

was calculated at α = .369.

Bivariate correlations were also calculated for the variables and these correlations

are found in Table 2. Job satisfaction (JS) and teaching preference (TP) were found to

have the largest correlation (r =. 638), followed by TP and coaching preference (CP) (r =

.513), and CP and JS were found to have the smallest correlation (r = .486) all at the

significance of .01 level in a 2- tailed test. All of the correlations can be found in Table

3.

Table 3
Correlations among Study Variables

Variables		1	2	3
1.	Coaching Preference	1.00	.513	.486
2.	Teaching Preference	.513	1.00	.683
3.	Job Satisfaction	.486	.638	1.00

To assess the impact of school size, gender (males = 213, females = 70), and age

on coaching preference (CP), teaching preference (TP), and job satisfaction (JS), a one-

way MANOVA was calculated.   No significant effect was found for school size

(Lambda (12, 633) = .951, p > .05). No significant effect was found for gender (Lambda

(3, 239) =.986, p > .05). No significant effect was found for age (Lambda (12, 633) =

..935, $p > .05$). None of the interrole conflict subscales were affected by the demographic

variables selected.

CHAPTER 5

DISCUSSION

This study focused on interrole conflict, in keeping with previous studies
(Millslagle & Morley, 2004; Ryan, 2008), as it has been suspected that the two roles of
teacher and coach are problematic for one another because of the time that each role
consumes, conflict caused by one role being more rewarding, interference of the
preferred role because of obligations to fill in the non-preferred role, and being socialized
to favor one role because success and security depends heavily on the performance of
another, which creates role conflict (Ryan, 2008).   Three areas of conflict: teaching
preference, coaching preference and job satisfaction were measured in order to test the
three hypotheses.

The first hypothesis focused on the influence of age on each of the three types of
interrole conflict. It was hypothesized that older TCs would have less conflict than TCs
who were younger, since older TCs would have more experience with teaching and
coaching duties and would be able to better manage their time and energy between the
two roles. It was also believed that older TCs would know what to expect from the
teaching and coaching roles and how it would affect the roles in their personal lives.
Older TCs would be able to rely on teaching materials and lesson plans from previous
years, and would be more likely to have older children, which would make the strain of
family life and work more bearable. Results of a one-way MANOVA found that there
was no significance between the independent variables and age (Lambda $(12, 633) =$
..935, $p > .05$); however, there was greater significance with age than the other
hypotheses as it was the closest variable to $p > .05$. Ryan's (2008) study used a regression

model and found that age did correlate with role conflict, younger TCs were found to experience more role conflict than older TCs. TC's from Sage's (1987) case study discussed the toll coaching took on them, and the effect it had on their family, as TC's grew older coaching became less important to them. Coaching was no longer as important to older TCs because of the limited time that they had left with their children before they left home or significant events getting ready to happen in their children's lives such as graduation, sporting events, and homecoming (Sage, 1987). One TC described how he approached coaching in the wrong manner when he was young, he claimed that he put too much time and energy into coaching to the point that it cost him his marriage and how when he reflects on his decisions he admits his decisions would be different in order to save his marriage (Sage, 1987). One possible reason for this non-significant result is possibly due to the relatively large number of respondents that were under the age of 35; in fact 138 of the 238 respondents (57.9% of the total sample) were under the age of 35, 24 of whom were 25 or younger (10.1% of the sample).

The second hypothesis examined gender and hypothesized that male coaches would experience more role conflict than female coaches because the male identity is more heavily measured by athletic ability (and identity) in terms of masculinity than the female identity. The MANOVA multivariate test revealed no significant difference between the two genders (Lambda (3, 239) =. 986, $p > .05$), which suggests that neither men nor women experienced any greater role conflict (i.e., all three types measured) in this study. The results of the test may have been affected by the difference in male and female response rates as there were 70 female respondents (24.7% of sample) compared to 213 male respondents (75.3% of sample). Felder and Wishnietsky, (1990) study found

that 60% of female TCs reported having trouble sleeping at night compared to 35% of

male TCs, 70% of female TCs reported falling behind in their teaching duties while 40%

of male TCs reported that they fell behind. Falling behind in work and not getting sleep

has been researched as one of the main causes of stress which can lead to burnout and

role conflict in TCs (Felder & Wishnietsky, 1990; Ryan, 2008; Sage, 1987) Felder and

Wishnietsky (1990) results show a trend in symptoms more likely to be associated with

burnout or role conflict in female TCs than male TCs such as cursing themselves for

coaching, loosing patience with athletes that show little improvement, and becoming

more irritable while coaching amongst other symptoms It should also be noted that as

with age, gender is greatly affected by a gradual change in societal perceptions, as

women have broken down barriers in sports, they have been socialized by other TC's and

faculty to make certain sacrifices that their male counterparts often make such as

spending more time at work, seeking face time with the community, parents, athletes as

well as people in the athletic department in order to keep their coaching jobs which can

create role conflict (Dixon & Bruening, 2007; Felder & Wishnietsky, 1990). An

assumption could be made that the flexibility of teaching at the high school level may

help female TC's prevent role conflict or perhaps they have a spouse that can aid in rigors

of child rearing during the season, which greatly minimizes any role conflict (Dixon &

Bruening, 2007). O'Connor and MacDonald's (2002) research on role conflict in TCs

interviewed male and female coaches, one of the female coaches described her personal

struggle to fulfill her duties as a coach and a teacher but interjected the point that she is

also a mother and she sometimes spends more time with other people's children teaching

them how to do things such as throw and kick to point that she doesn't have the time to

do these things with her own children. The large difference in response rates in this study could be accounted for in future studies by attempting greater sampling of coaching ranks to get higher response rates among females.

School size was tested in order to see if TCs at larger schools that have more faculty and staff would have less role conflict than larger schools. The one-way MANOVA results showed that the size of schools did not significantly affect interrole conflict (Lambda (12, 633) = .951, $p > .05$). Ryan's (2008) study found the opposite results, a regression model showed school size had a negative correlation with role conflict indicating that his hypothesis was correct when stating that TCs at smaller schools will experience role conflict at larger schools.

Limitations and Future Recommendations

The present study has limitations that should be addressed in future research. Use of a web-based questionnaire may have led to biased responses. Furthermore, only one state was sampled, meaning that there is limited generalizability with this sample. Although this study did not find any significant relationships with role conflict in any of the hypotheses, this could be perceived as a something positive as it shows that teachers in Illinois report being satisfied with teaching and coaching as well as balancing the two roles with minimal if any conflict between the two. Future studies may want to explore other methods of study to gain a greater understanding of this complex issue. A more qualitative approach may shed some light on some of the specific factors that impact certain groups of TCs. The reliability of this study may have been effected by utilizing three independent variables of preferences in coaching, teaching and job satisfaction, while the original study (Ryan, 2008) used just two variables of focusing on teaching

preference and coaching preference. The original study had a coefficient value of Cronbach's α = .83 in both coaching and teaching preference subscales (Ryan, 2008), therefore not making job satisfaction a third variable could make the study more reliable as a whole.

Summary

Teaching and coaching are both two greatly respected and rewarding experiences that can be coupled together if done probably. Teachers in Illinois did not experience any significant role conflict when examined with a one-way MANOVA and the independent variables coaching preference, teaching preference and job satisfaction, results showed that age, school size, followed by gender had the closest significance to the acceptability range of $p > .05$ respectively. Future analysis of data may want to really more heavily on different testing measures such as a regression model and a focus on increasing the reliability of the study is needed as well.

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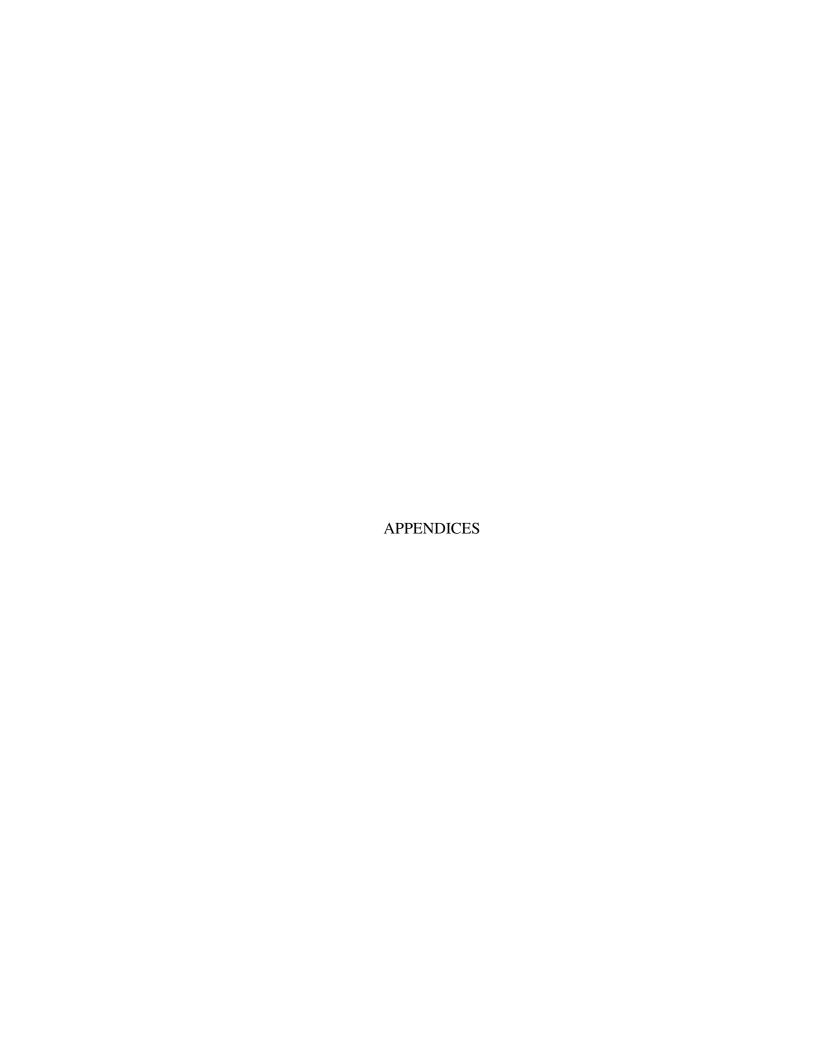
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APPENDICES

APPENDIX A

Survey

Teaching and Coaching

For individuals who do not teach, replace "teaching" and "class" with full-time occupation and location/office.

**Using the following guide, please *circle/underline* your answer to the following statements.
1 - Strongly Disagree; 2 - Generally Disagree; 3 - Slightly Disagree; 4 - Neutral; 5 - Slightly Agree; 6 - Generally Agree; 7 - Strongly Agree**

1.   **"In general, I like coaching for this school"**
                     Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

2. In general, I like working at my job. ("Job" includes both your primary occupation & coaching combined)
                     Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

3. I will likely give up some or all of my coaching role(s) within the next two years.
                     Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

4. "Because of the amount of energy I spend in coaching, I often come to class too tired to do some of the things that I would like to do"
                     Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

5. "Because teaching is demanding, at times I am irritable while coaching"
                     Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

6. "My teaching schedule makes it difficult to perform my coaching duties"
                     Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

7."In general, I like teaching at this school"
                     Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

8. "I frequently think about leaving this school or school district"
                     Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

9. "Because coaching is demanding, at times I am irritable while teaching"
                     Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

10. "In teaching, I have so much work to do that it takes away from my coaching"
                     Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

11. In general, I don't like my job. ("Job" includes your primary occupation and coaching combined)

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

12. "I intend to stay in the teaching profession for the foreseeable future"

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

13. "I intend to stay in the coaching profession for the foreseeable future"

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

14. All in all, I am satisfied with my job. (Again "job" includes your primary occupation and coaching combined)

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

15. "Coaching takes up time that I would spend involved in my teaching role."

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

16. "I am often preoccupied with an aspect from the classroom while I am coaching"

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

17. "All in all, I am satisfied with teaching"

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

18. "I will likely give up some or all of my teaching role(s) within the next two years"

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

19. "It is likely that I will explore career opportunities other than coaching or teaching"

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

20. "My coaching makes it difficult to be the kind of teacher I'd like to be"

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

21. "After teaching, I go to my practices or games more fatigued than I would prefer"

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

22. "All in all, I am satisfied with coaching"

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

23. "I will likely search and apply for a job with another district within the next year"

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

24. "I am often preoccupied with an aspect of my coaching while I am in the classroom"

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree

Demographic information

To help us understand your situation better, please give the following information. For individuals who do not teach, replace "teaching" and "class" with full-time occupation and location/office. Please circle your answer where appropriate

25. What is your gender? Male Female

26. Do you intend to become an administrator in the near future?

  Yes No Already an administrator

27. **Do you intend to leave either the teaching or coaching profession due to health reasons?**
This could be your personal health or health of a loved-one.

  Yes No

28. Do you intend to retire from either teaching or coaching within the next two years?

  No Yes, from both teaching and coaching
  Yes, but only from teaching Yes, but only from coaching

29. What is your age? 25 or younger 26-34 35-44 45-54 55 or older

30. On a scale of 1-7, which best describes your preference between the coaching role and teaching role?
1 = strongly prefer teaching........4 = Prefer both roles equally........7= strongly prefer coaching role

  1 2 3 4 5 6 7

31. What is your current teaching assignment/full time profession?
(e.g., HS - Biology, or HS - Math and Science, or district computer administrator, or half-time AD, half-time physics, or full time businessman)

_____
_____

32. What is your current coaching assignment(s)?
(e.g., Varsity Girls basketball, JV Assistant football, or 9th grade girls basketball)

_____
_____

33. How many years have you been a head coach at the varsity level? _____ years
in any sport

34. Which of the following best describes your race/ethnicity?

White/Caucasian   African-American   Asian   Hispanic   Other,
please specify _____

35. What is the approximate size of your high school? Base your calculations on a 9-12 Coed HS

200 or less   200-400   400-800   800-1500   1500
or more

36. How would you describe your high school where you currently coach?

Public HS   Private HS-Catholic   Private HS-Christian, non-
Catholic

Private HS - Religious, non-Christian   Private HS - Not church
affiliated

Charter or magnet school   Other, please
specify_____

37. **Thank you for completing this survey. If you would like to receive notification of when the results will be available, please leave your email below. Also if you would be interested in a survey regarding parental and/or administrative impacts on coaching (and the results from that survey),**
As a reminder, all information is confidential.

Thank you; please return the completed survey in the self-addressed reply envelope provided

Questions from the survey that measured role conflict where categorized into three subscales, job satisfaction, coaching preference, and teaching preference.

Job satisfaction

11, 14, 2, 8, 19

Coaching preference

1, 3, 5, 6, 9, 10, 13, 22, 24

Teaching preference

4, 7, 12, 15, 16, 17, 18, 20, 21, 23

VITA

Graduate School

Southern Illinois University

Andre A. Austell   Date of Birth: May 21, 1984

900 East Park Street, Building 2, apt 301, Carbondale, Illinois 62901

1149 Orchard Lakes Dr. St. Louis, Mo 63146

Aaustell24@gmail.com

University of Missouri

Bachelor of Science, Psychology, December 2007

Title:

ROLE CONFLICT IN HIGH SCHOOL TEACHER/COACHES

Major Professor: Julie Partridge