

Challenges Physical Education Teachers Encounter In Teaching Alongside Coaching Sports In Senior High Schools In The Central Region Of Ghana

Charles Domfeh^{1*} Prince Kwamena Odoom²

1. Department Of Health, Physical Education And Recreation University Of Cape Coast, Ghana
2. University Practice Senior High School, Cape Coast

* E-mail of the corresponding author: cdomfeh@ucc.edu.gh

Abstract

Teaching and coaching are two different occupational roles. Performing the two alongside can be exciting and rewarding experience for many; however the combined roles of being a P.E teacher and a coach can create role conflict which can lead to job stress and burnout problems. It was against this background that the study sought to explore the challenges Physical Education teachers encounter in teaching and coaching sports in Senior High Schools in the Central region of Ghana. To achieve this, a descriptive design was used and the instrument for data collection was a questionnaire. Total samples of 130 P.E. teachers were selected from Senior High Schools in the Central Region of Ghana using census method. The statistical tools used for the analysis of results were descriptive statistics (frequency counts and percentages) and inferential statistics (Binary logistic regression). Results from the study revealed that, most P.E. teachers in the Senior High Schools in Central Region teach P.E. alongside coach school teams which majority find very challenging. This eventually lead most of them to experience work family conflict, fatigue, tension and job stress. Also, married P.E. teachers were more burnout than their colleagues who were not married. Finally, gender, age and academic qualification do not predict burnout of P.E teachers in the Central region Senior High Schools. Several recommendations were offered which included the fact that coaches should be employed to schools to reduce the workload of the P.E. teacher in the Senior High School in the Central region of Ghana.

1. Introduction

Physical education (P.E.) is an educational course related to the physique of the human body, taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting to promote health (Anderson, 1989). Coaching is unlocking a person's potential to maximize his/her own performance. Sports is all forms of usually competitive physical activity which through casual or organized participation, aim to use, maintain or improve physical ability and skills while providing entertainment to participants and in some cases, spectators (Anderson, 1989).

Physical education and sports have been shown to impact positively on the extent to which young people feel connected to their school; the aspirations of young people; the extent to which positive social behaviors exist within school; and the development of leadership and citizenship skills (Stead & Neville, 2010). Siedentop (1992) said only schools; primarily through Physical Education, have the institutional process and the potential of socializing and educating all children towards a lifetime of active involvement in physical activity. However, for schools to provide a well-rounded education, they must have active sports and P.E. programs. In fact, Almond (1989) asserts that young people's education would be incomplete if physical education and sports were neglected.

The growth of sports since the 1970's has affected sport at all competitive levels (Ryan, 2008). But the growth of sports participation in senior high schools in particular has changed the involvement that coaches have in sports. For example, Physical education is no longer the primary focus of sports in the educational system. Instead, participation in sports now is the main focus (O'Connor & MacDonald, 2002; Ryan, 2008; Sage, 1987). The growth of interscholastic sports participation has dramatically changed how sports are utilized in education and the role that teachers have with school sports (O'Connor & MacDonald, 2002; Sage, 1987). Traditionally, P.E. teachers use sports as a teaching tool to promote the development of life long physically active lifestyles in learning environments that are inclusive and just (O'Connor & MacDonald, 2002).

In the United State, teachers are legally required by state constitutions to fill the role of an educator to provide an equal learning opportunity for all children regardless of the differences in the students' learning capabilities (O'Connor & MacDonald, 2002). Same should be required of teachers in Ghana and other African countries. Teachers facilitate the learning experience by teaching students how to manage their time and problem

to solve difficult situations. As school sports has grown with more and more team sports in season at the same time, P.E. teachers were no longer able to coach all the sports teams themselves; therefore, additional teachers were recruited to fill these positions (Sage, 1987).

The roles that P.E. teachers in Ghana perform are complicated at the senior high school level. Today, many P.E. teachers are also coaches of the school sports teams. P.E. teachers in Ghana Senior High Schools fulfill the roles of not only teachers and coaches but stand in as surrogate parents, truancy officers, behavioural psychologists, pseudo principals, and enforcers of punishment for other teachers in their schools (Figone, 1994; Sage, 1987).

These combined roles and expectations have led 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 (Marks & MacDermid, 1996). This is imperative given that teachers who have difficulty meeting the challenges of difficult workplace conditions often transition out of teaching (Ingersoll, 2001).

Many people become teachers in order to coach so that they may be close to the sports that they love when they stopped playing (O'Connor & MacDonald, 2002; Ryan, 2008; Sage, 1987). Coaching and teaching can be an exciting and rewarding experience for many; however, the combined roles of being a P.E. teacher and a coach can create conflict that many young P.E. teachers are simply unprepared to handle (Ryan, 2008). Young P.E. teachers are trying to learn the rigours of a new fulltime job while dedicating time equally into coaching; the demands of teaching and coaching on young P.E. teachers can cause their family life to suffer dramatically, (O'Connor & MacDonald, 2002; Sage, 1987).

Young P.E. teachers 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 P.E. teacher 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 neglect what is going on in their families' lives (Sage, 1987). While older P.E. teachers also feel the conflict of fulfilling two important roles, they may be more likely to have existing lesson plans from previous months, scouting reports and other materials for their teaching and organizational duties (Ryan, 2008).

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. Organizing sports is one potential cause of many role conflicts in a person's life, particularly when it 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).

To further complicate matters, beyond their primary instructional roles, teachers are also expected to engage in additional auxiliary roles such as departmental chair and organizing school sports that may contribute to increased role stress, conflict and burnout. This is especially true in the field of physical education in which teachers are often expected to take on extracurricular sport-supervision roles (Konukman, Agbuga, Erdogan, Zorba & Demirhan, 2010). Life challenges outside the school, combined with varied roles and role stressors call for increased resilience and role balance (Gu & Day, 2007).

Role conflict occurs when the requirements of a single role (intra-role conflict) become overly stressful and difficult to perform, or when individuals occupy multiple roles (inter-role conflict) and lack the time, energy or resources to perform them well (Hindin, 2007; Stryker, 2001). One particular application of role conflict in the physical education literature is the notion of teacher and coach role conflict. Teacher and coach role conflict occurs as a result of combining the roles of a teacher and sports coach and is influenced by individual, school and community factors (Richards & Templin, 2012). Previous research in this area has focused primarily on the experience of physical education teachers and coaches and has documented that inconsistencies in goal, reward and accountability structures predispose the teaching alongside coaching role to conflict (Konukman et al., 2010). As a result, when the P.E. teacher is forced to make choices about role priority, coaching is often preferred (Millslagle & Morley, 2004).

Role conflict can affect the teacher adversely in either role and can create what is known as role retreatism. The pressure that full-time teachers or coaches face has frequently been researched to identify the underlying causes of stress between the two roles of teaching and coaching (Ryan, 2008). Primary stressors according to Millslagle and Morley (2004) are the main factors that lead to what is known as role retreatism. In addition, 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 contribute to stress. O'Connor and MacDonald (2002) also found that the growth of sports in the past forty years has contributed to role conflict and retreatism in a blurring of roles and responsibilities for teaching and coaching.

P.E. teachers may be better suited to deal with role conflict if they have more support from their fellow teachers and coaches (Figone, 1994; Ryan, 2008). Support from teaching and non-teaching staff could be

separated into two different categories; support in teaching duties and support in coaching duties. P.E. teachers at larger schools may have more teachers in their respective academic departments which would allow all teachers to have more specialization in a particular discipline which would make organization of sports easier.

Employment at larger schools may also aid P.E. teachers in administrative duties in both the teaching and organizational roles by providing more co-workers to help them with various tasks that they must perform such as setting up for a sporting event or organizing for a committee, which could lead to lower, inter role conflict. In many senior high schools in United State of America, when sport teams do not compete well, it can create a perception that the P.E. teacher may or may not be performing to standards (Figone, 1994; O'Connor & MacDonald, 2002; Sage, 1987). This can be said same to the situation of P.E. teachers in Central Region and Ghana at large. 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 P.E. teachers to shift their priorities to the coaching aspect to retain either their coaching or teaching position or both.

Dealing with student-athletes can be as stressful as dealing with the community. When student-athletes are misbehaving or under performing in the classroom the P.E. teacher is the one that other teachers go to for disciplinary reasons instead of dealing with the student-athletes themselves. This makes the P.E. teacher responsible for student-athletes' actions at all times. In some instances when the sports season is over, P.E. teachers monitor student-athletes' behaviour and academic performances year round. The role conflicts of the P.E. teacher induce stress on the teacher and in return results in low work rate (Sey & Ardit, 2005).

2. Statement of the Problem

Most organizations with the aim of attaining higher productivity end up saddling employees with overloads of work to meet deadline and this might have psychological and physical effects on the employee which may result in something contrary to what to achieve. The P.E. teacher in Senior High Schools in Central Region of Ghana is not an exception to this with their dual roles performed in schools.

P.E. teachers are trained specifically to help students in schools to attain some level of physical activity proficiency. This can be used in the development of basic skills for life time sports and also for the healthy lifestyle development of students and attainment of some basic sports skills in the various games which are included in the school sports curriculum. Most of Senior High Schools in the country are involved in intramural and extramural sports. School authorities, Alumina/ Past students and students are always competing for bragging rights as to which educational institution is the best so far as sporting competitions are concerned. This diverts the attention of the P.E. teacher to focus more on coaching than teaching the subject P.E.

Since the educational institutions or schools do not have the means to employ various coaches for the various sports, the responsibility falls on the P.E. teachers to combine the coaching alongside teaching P.E. The teaching of P.E. and the coaching of sports are two major activities, hence combining the teaching of P.E. and coaching school teams come with its own challenges and some effects on the P.E. teacher.

3. Research Questions

The following research questions guided the study:

1. What personal challenges do P.E. teachers go through in teaching P.E. alongside coaching in Senior High Schools in Central of Ghana?
2. What are the perceived effects of teaching P.E. alongside coaching sports on P.E. teachers in Senior High Schools in Central Region of Ghana?
3. How does the P.E. teacher cope with the challenges of teaching P.E. alongside coaching?
4. Do age, gender, academic qualification and marital status predict the level of burnout among SHS P.E. teachers in Central Region of Ghana?

4. Research Methods

4.1 Research Design

The descriptive survey was chosen for the purpose of investigating the current status to explore the challenges P.E. teachers experience in teaching P.E alongside coaching sports and the effects of these challenges on the P.E. teacher in Senior High schools in the Central region of Ghana. Seidu (2006) describes descriptive survey as the study of existing condition, prevailing view points, attitudes, ongoing processes and developing trends in order to obtain information that can be analysed and interpreted to come up with a report of the present status of subject or phenomenon under study. This design was found suitable because it gives an in-depth description of the phenomena in their existing setting and economical in collecting data from a large sample with high data turn over (Kothari, 2004).

4.2 Population

According to the Central Regional Physical Education Secretariat (2015) there were 130 P.E. teachers in the Senior High Schools in the Region and this constitutes the population for the study.

4.3 Sampling Procedure

In this study, the census approach was used. Thus, every Senior High School Physical Education teacher in the Region at the time data was collected participated in the study.

4.4 Data Collection Instruments

A self-structured questionnaire designed from the literature was used in collecting data for the study. The questionnaire contained 15 close-ended items divided into two different sections; Sections A and B.

Section -A collected demographic data, such as gender of the respondent, age, marital status and academic qualification of the respondent.

Section-B contained 15 items with five subscales put in parts. Part-I contained five set of questions (1-5) measuring the challenges of the dual role. Part-II (6-10) measures the effects of the challenges of the dual role on the P.E teacher. Finally Part-III (11-15) which sought to find out how P.E. teachers cope with the stress of the dual role.

Based on a five point Likert scale, respondents were asked to choose responses applicable to statements given by ticking in the appropriate space. The responses of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) were used. For coding purposes the points 1, 2, 3, 4 and 5 were used to represent Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree respectively.

4.5 Data Collection Procedure

Questionnaire numbering 130 were administered to the respondents by the researcher. The questionnaire contained instructions as to how responses should be made to the statements. A statement assuring respondents of confidentiality and anonymity of results was included in the questionnaire to prevent possible victimization. Confidentiality of their responses was assured. Respondents were entreated to give candid and honest responses to every item on the questionnaires. The researcher distributed the questionnaires in person, after obtaining permission from the Regional P.E. secretariat and Heads of Schools during the Regional Technical and General meetings respectively. After this, the collected data was analysed using the proposed data analysis methods and the findings and recommendations were made. The questionnaires were administered and collected by the researcher. A response rate of 100% was achieved.

4.6 Data Processing and Analysis

The data for the study were tallied and coded by keying with numbers under the various items and analysed statistically with the help of SPSS windows version 22.0. Research questions 1 to 3 were analysed using descriptive statistics (frequencies and percentages). Descriptive statistics were constructed to display results with respect to each of the three research questions. Research question 4 was analysed using Binary Logistic Regression.

5. Results and Discussions

5.1 Introduction

The purpose of the study was to explore the challenges of P.E. teachers in teaching P.E. alongside coaching in senior high schools in the Central Region of Ghana. This chapter presents the results of the data analysis and discussion.

5.2 Demographic Results

The teachers in the study were from 20 years to 50 years and above. There were 25 (19%) females and 105 (81%) males. Out of these 83 (64%) were married, 42 (32%) were single and 5 (4%) were divorced. Teachers with bachelor degree were 86 (66%), 12 (9%) were diploma holders, 19 (15%) were master degree holders while 13 (10%) were masters in progress students.

Research Question One: What are the Personal Challenges of Teaching P.E. Alongside Coaching among P.E. Teachers in Senior High Schools in Central Region of Ghana?

To determine personal challenges of P.E. teachers in teaching P.E. alongside coaching, frequencies and percentages analysis was conducted. The results are presented in Table 1. From Table 1, the results indicated that majority 127 (98%) of the participants played dual roles of teaching P.E. and coaching various sports disciplines in their schools. Out of those that performed the dual roles, 115 (88%) reported taken time away from their

families, 76 (59%) get too tired from early morning coaching, 73 (56%) dissatisfied with their work and 69 (53%) had problems with concentration. Therefore, too much time away from family, early morning coaching, job dissatisfaction and problem with concentration were the major challenges P.E. teachers in Central Region face as they teach P.E. and coaches various sports at the same time.

Table 1- *Result of Frequency Analysis of Challenges of Performing the Dual Role by the P.E. Teacher (N=130)*

Statements	A/SA		U		D/SD	
	Freq.	%	Freq.	%	Freq.	%
Time away from family	115	88	2	2	13	10
Tired due to morning coaching	76	59	7	5	47	36
Job dissatisfaction	73	56	7	5	50	39
Concentration Problem	69	53	18	14	43	33

Source: Field Survey, Domfeh and Odoom (2016)

In this study, P.E. teachers generally acknowledged that they face challenges in performing the dual roles of teaching P.E. and coaching the various sports. The finding indicated that most P.E. teachers are faced with the challenge of spending more time away from their families. The possible reason could be the time needed in performing these two demanding and time consuming roles by the same person. Many teacher-coaches explained that the much time away from families could take on their spousal relationship and the quality time they have with their own children. This could lead to divorce and other psychological effects on the P.E. teacher. This finding is supported by the studies of Camire (2015), Dixon and Bruening (2007). These researchers demonstrated that teacher-coach can experience role conflict. This may be as a result of the time requirement and additional responsibilities teachers encounter while coaching or facilitating extracurricular sports for their students.

Bianchi et al. (2006) posited that those who perform the dual role appear most susceptible to “overwork” such workers are most likely to feel that their family time is being squeezed by their work demand. The extra time commitment could have a negative impact on the teacher-coaches family life and physical health. Therefore, there may not be role conflict between the role of teacher and coach but may occur between teacher-coach and mother, father, or partner.

The result also revealed that P.E. teachers get too tired due to early morning training. The time P.E teachers wake up in the morning to train athletes of the school before morning classes do put some strain on them. This is even worst when the P.E. teacher does not stay around the school. Similar results have been reported by Capel et al. (1987). They found that, the complicated and diverse responsibilities assigned P.E. teachers can lead to burnout. Kelley and Gill (1993) also added that when the demands of an individual’s circumstances outweigh the individual’s ability to handle the situation, the result is the experience of negative stress. This could affect the teachers output which at the long run affect students. The mood of the teacher in the classroom could create uncondusive learning atmosphere for the students to learn effectively.

P.E. teachers in this study were faced with the challenge of having concentration problems associated with performing the dual role. This result was in agreement with the saying of Konukman et al. (2010). They indicated that, teaching and coaching are two different tasks and it should not be assumed that they can be performed by the same individual without challenges. These challenges eventually lead to burnout which can reduce personal accomplishment (Job dissatisfaction) and cause emotional exhaustion (Concentration Problems). When people play more roles than they have the time, energy, or resources to do properly, or the responsibilities for a single role become too challenging for the individual, role overload may arise (Hindin, 2007). This could result in consequences like psychological distress, poor health, decreased marital or job satisfaction, reduced job

performance, and intent to leave one's profession (Anderson et al., 2002).

Research Question Two: What are the Perceived Effects of Teaching P.E Alongside Coaching Sports on P.E Teachers in Senior High Schools in Central Region of Ghana?

To determine the perceived effects of teaching P.E. alongside coaching sports on the P.E. teacher, frequencies and percentage analysis was conducted. The results as shown in Table 2 indicated that, 119 (92%) of P.E. teachers reported fatigue, 109 (84%) Job stress, 93 (72%) work - family conflict and 87 (67%) reported tension. In addition, 86 (66%) reported that the dual role affect their quality of work and 30 (23%) reported mental health problems. Hence, P.E. teachers in Central Region have fatigue, job stress, work family conflict and tension as their major effect as they teach P.E. and coach sports in their schools.

The findings revealed that most P.E. teachers in the region are fatigued as a result of performing the roles as teacher and coaches in their schools. The primary reason for this is the work load and demands that come with the performance of the dual role. Evidence indicates that most teacher-coaches are able to juggle the responsibilities and differences that arise between the two roles and may avoid conflict (O'Connor, & Macdonald, 2002; Pagnano, & Griffin, 2005). But this study confirms that of Maslach et al. (1996) who believed that, teachers have the highest level of emotional exhaustion which leads to job stress affecting quality of work. The effects of burnout syndrome in the educational setting are even more emphasized, because apart from affecting the mental, psychosomatic and social health of educators, it also decreases the quality of teaching and work performance. This in turn, may negatively influence students' academic achievement (Blandford, 2000).

Table 2-Results of Frequency and Percentage of Effects of the Challenges of Performing the Dual Role (N=130)

Statements	A/SA		U		D/SD	
	Freq.	%	Freq.	%	Freq.	%
Fatigue	119	92	3	2	8	6
Job Stress	109	84	9	7	12	9
Work family conflict	93	72	5	4	32	25
Tension	87	67	14	11	29	22
Quality of work effect	86	66	7	5	37	29
Mental health problems	30	23	26	20	74	57

Source: Field survey, Domfeh and Odoom (2016)

The results also revealed that P.E. teachers in Central Region are faced with work-family conflicts. This is as a result of the P.E. teacher spending much time away from their families due to the work demands. The study confirms the Role theory used for this study which states that, multiple roles that individuals perform as workers and family members are in conflict with each other because of the limited amount of time and resources individuals have to spend on each role. Therefore, the time and energy spent in one role necessitates time and energy that is taken away from the other roles. Hammer et al. (2003) also added that demands of these multiple roles are not always compatible, and this may lead to the occurrence of work-family conflict.

Employees would experience greater intensity of work-family conflict if they are required to cope with workload more than they can manage at certain period. In such situations, workers would experience negative emotions, fatigue, tension and other mental health problems (Lingard & Francis, 2006). These effects could lead to poor job attitudes, ineffective work performance, dissatisfaction within the family domain, physical and behavioural symptoms of distress and diminished psychological well-being (Frone, 2003). This situation can be related to the school setting where the P.E. teacher after teaching, stay back to coach various sports teams before ending his activities for the day.

The studies also found that majority of the P.E. teachers in the region do not experience mental health problems as an effect of performing the dual roles. Majority disagreed to the statement that they face mental health problems in their job performance. The reason for this finding could be the P.E. teachers engaging themselves in the practical lessons they teach. This gives them an advantage to also workout themselves during the lesson by demonstrating some of the activities to their students. This result is similar to findings of Simms et al. (2013) who reported that, even when physical education is offered at low frequencies, teachers' participation is associated with improved mental health choices. This was evident by the findings that aside the challenges and its effects on the P.E. teacher, they still do not go through mental health problems because they are involved one way or the other in every physical activity they take students through.

Research Question Three: How Do P.E. Teachers Cope with the Challenges of Teaching P.E. Alongside Coaching?

To determine how P.E. teachers cope with the challenges of teaching P.E. alongside coaching the various sports disciplines, frequencies and percentages analysis was conducted. The results as shown in Table 3 indicated that, 119 (92%) reported adopting positive attitude, 119 (92%) adopted working experience, 114 (88%) training received from Universities, 72 (55%) choosing one of the roles over the other and 56 (43%) reported absenting from schools as a mechanism to cope. Hence, P.E. teachers in Central Region have adopted positive attitude, years of working experiences, and training received from their Universities as the major mechanisms adopted to cope with the challenges of performing the dual roles in their schools.

Table 3-Result of Frequency Analysis on how P.E Teachers Cope with the Challenges of the Dual Role (N=130)

Statements	A/SA		U		D/SD	
	Freq.	%	Freq.	%	Freq.	%
Positive attitude	119	92	5	3	6	5
Work experience	119	92	2	2	9	6
Training received from Univ.	114	88	5	4	11	8
Choosing one role	72	55	15	12	43	33
Absenting from School	56	43	14	11	60	46

Source: Field survey, Domfeh and Odoom (2016)

The findings showed that most P.E. teachers in the Central Region had adopted positive attitude as a preferred mechanism to cope with the stress of teaching and coaching. This is because, the teachers are able to adapt successfully to stressful situations and demonstrate resilience. They perceive change and stressful situations as a challenge, maintain their commitment to teaching despite challenging conditions and recurring setbacks (Brunetti, 2006), and perceive a sense of personal control in handling day-to-day events (Kobasa, 1979).

Research in positive psychology has also demonstrated that positive attitude plays a significant role in

predicting whether an individual will successfully or unsuccessfully adapt to stressful situations (Danner et al., 2001; Duckworth et al., 2009; Lyubomirsky et al., 2005). This study therefore supported the findings of the “building effect” of Fredrickson’s (2001) broaden-and-build theory of positive emotions. It suggested that experiences of positive attitude build one’s cognitive and behavioural resilience resources, and thereby help individuals to more effectively manage stress and adaptively cope with adversity.

Working experience was also found to be the second most preferred mechanism most P.E. teachers in Central Region used in coping with the stress of teaching and coaching concurrently. The reason for this finding could be that, when one does a particular work for a long time, certain experiences are gained. In this case the P.E. teachers, who have been in the profession for long, know how to make out their way to minimise the strenuous work demands of performing the dual roles concurrently.

This study supports the findings of Griva and Joeques (2003). They reported that there was a connection between work experience and coping with job stress. They stated that, more experienced teachers do not feel the need to self-regulate during a coping episode. They do these not only because they become less emotionally reactive as they gain experience in the teaching profession, but also because they choose methods of relaxation. Some of these methods include meditation and deep breathing exercises. Accordingly, such exercises mitigate the necessity to self-regulate during stressful encounters. Further, they suggested that the more experienced teachers are less emotionally reactive. The experience ones learn to utilize techniques that help them to reduce the negative emotions associated with stressful situations.

Some of the mechanisms adopted by the P.E. teachers were positives as well as negatives just to cope. One of the negative mechanisms used by the P.E. teachers to cope with the demands of job stress is choosing to perform one of the roles over the other. For example, a teacher may choose to teach P.E. and not coach all or vice versa. It was also found that most P.E. teachers chose one of the dual roles as a means to cope with the work demands. Parsons (1966) explained that, it may become necessary to sacrifice performance in each role or prioritize one role over the other.

This study further supported the research findings of Figone (1994) and Ryan (2008). They found that, role conflict often results in role retreatism, which involves devoting additional time and commitment to one role at the expense of others. The role that is chosen can often be predicted by the way in which an individual prioritizes roles. When given the opportunity to focus on one role over the other. Evidence clearly indicated that teacher-coach tend to focus more on the coaching role as opposed to the teaching role (Figone, 1994). The reason is that, reward systems within the schools favour coaching over teaching in terms of better job evaluations, job security, salary, and promotion opportunities. For example, trophies, monetary awards, medals and publicity given are quite attractive to draw the P.E. teacher to choose coaching over teaching of P.E. Therefore, teacher-coaches place more emphasis on coaching (Figone, 1994).

Another negative strategy adopted by the P.E. teachers was absenting from other school activities. This may be to buy time for resting as a result of tiredness from other jobs. Students become victims because teachers will not get the devotion to their education (Marks, & MacDermid, 1996). This in effect could cause the development of the student. Teaching P.E. in schools help to train the physical fitness of the student and to help their psychomotor development. The P.E teacher being the facilitator must be up and doing to achieve these goals in schools

Research Question 4: To What Extent do Age, Gender, Educational Level and Marital Status Predict Burnout among P.E Teachers in the Central Region?

To determine the independent impact of age, gender, educational level and marital status on teachers’ burnout state, a multiple logistic regression model was built. The model proved positive with the variables χ^2 (7) = 1.24, $p = 0.99$, Nagelkerke $R^2 = 0.22$. Moreover, the model correctly classified about 74% of the participants, with 15% as having low level of burnout and 95% as high level of burnout. The result as shown in Table 4 further indicated that only marital status of the participants significantly predicted their state of burnout $\chi^2 = 4.50$, $p = 0.03$, $C.I. = 0.09 - 0.91$, with those married having the odds of .30 times more likely to have high burnout than singles. However, gender $\chi^2 = 1.80$, $p = 0.18$, age $\chi^2 = 4.31$, $p = 0.23$ and academic qualification $\chi^2 = 2.57$, $p = 0.47$ did not significantly predict the levels of burnout among the P.E. teachers. Therefore, married P.E. teachers who teach P.E. and coach sports experience higher level of burnout compared to their unmarried counterparts.

Table 4-*Multiple Logistic Regression Analysis of Gender, Age, Professional Status and Marital Status as Predictors of P.E. Teachers' Level of Burnout*

Variable		β	χ^2	Sig.	OR	C.I
Gender		.89	1.80	.18	2.45	.66-9.05
Age	0		4.31	.23		
	1	.36	.16	.69	1.43	.25-8.32
	2	-.46	.19	.66	.63	.08-4.74
	3	1.15	.88	.35	3.15	.29-34.36
Profession	0		2.51	.47		
	1	-1.59	.222	.37	.20	.03-1.65
	2	-1.90	2.44	.12	.15	.01-1.62
	3	18.57	.000	.99	1.56	.00-0.00
Marital Status		-1.21	4.50	.03	-30	.09-91
Constant		2.54	7.02	.01	12.69	

Source: Field Data Domfeh and Odoom (2016)

The findings indicated that marital status was a significant predictor of burnout levels among P.E. teachers. Thus, married P.E. teachers teaching P.E. and coaching various sports disciplines concurrently experience higher level of burnout than teachers who are not married. The reason could be the work load of performing the dual demanding roles and the additional family responsibilities. Whenever there are two demanding roles on an individual, such a person tries to manage it especially when the two are important. However, this could lead to severe burnout on the individual. The married P.E. teachers are at the middle saving their marriage on one hand and on the other hand their job. Hence, being more burnout than their colleagues that are not married.

The result was contrary to the studies of Li et al. (2007). They found that, single/unmarried persons were more burned out than those who were married or living as married. The reason for this difference in the findings may be the sample size used for this current study. The married teachers were more 83 (64%) than the unmarried 42 (32%) teachers as compared to the previous sample size which was 82 (59%) married and 56 (41%) unmarried. Moreover, they used 70 teachers from the primary schools and 64 from the Senior High school as their sample whereas the current study used only teachers in the Senior High School as the sample. All these factors may account to the differences in the outcome of the findings.

The findings further revealed that gender, age and academic qualification were not significant in determining the state of burnout among P.E. teachers who teach P.E. and coach sports at the same time in Central Region Senior High Schools. This study was inconsistent to the findings of Lau et al. (2005) and Byrne (1999). They found a significant difference between male and females burnout levels. Reason for the difference could be the sample size of females for the current study. Females for the current study were 25 out of the total sample of

130 as compared to 100 females out of 138 total sample sizes. This could have brought about the disparities of the findings.

The study was again not in support of the works of Lau et al. (2005). They asserted that, teachers in the youngest age group were significantly more burned out than their older colleagues. More specifically, young age was a strong predictor for both the emotional exhaustion and depersonalization burnout factors. The reason could be that, the physical nature of the course keeps P.E. teachers always active and fit regardless of age.

Finally, this study supports the findings of Cihan (2011) and Kale (2007) on academic qualification. They stated that, depending on the status of education, a significant prediction has not been detected in subscales of “emotional exhaustion”, “depersonalization” and “personal accomplishment”. This was contrary to the findings of Mondal et al. (2011). Their studies revealed a differences between teacher’s occupational stress/burnout and their academic qualification. They indicated that postgraduate teachers have significantly less burnout than the graduate teachers.

6. Summary, Conclusion and Recommendations

6.1 Summary

The teaching of P.E. and the coaching of sports are two major activities, hence combining the teaching of P.E. and coaching school teams come with its own challenges and effects on the P.E. teacher. Four research questions were formulated to guide the study. The descriptive design was used for the study. The population consisted of 130 P.E teachers in Senior High Schools in Central region of Ghana. A Census survey was used and the instrument for the data collection was a self-developed questionnaire.

The Socio-demographic data were gender; age; academic qualification and marital status (item 1-4). Summary write up of frequency and percentage were used to present the demographic characteristics of the respondents. Research questions one to three were analysed using descriptive statistics (frequency and percentages). Also inferential Statistics (Binary Logistic Regression) was used to analyse research question four.

7. Key Findings

The following were emerged from the study;

1. Virtually all P.E. teachers in SHS in Central Region of Ghana teach and coach school sports teams.
2. Most P.E. teachers experience work family conflict, fatigue, tension and job stress.
3. Most P.E. teachers get tired due to early morning training sessions before morning classes.
4. Married P.E. teachers were more burnout than their colleagues who were not married
5. Gender, age and academic qualification do not predict burnout of P.E teachers in the Central region Senior High Schools.

8. Conclusions

Based on these findings, it could be concluded that, P.E. teachers in the Central region are not restricted to only teaching as their profession; but, most of them combine the teaching with coaching in their schools. The researcher is of the opinion that for P.E teachers to fully satisfy their mandate of employment in the schools, they should concentrate on the teaching of the subject than to be coaching. Considering the burnout levels of P.E. teachers in SHS in Central Region, the findings gave strong indication to conclude that P.E. teachers who were married were challenged by burnout factors more than their colleagues that were not married. On a whole, it is reemphasised that age, gender and academic qualification does not predict burnout levels of P.E. teachers in SHS in Central Region.

9. Recommendations

Based on the findings, the following recommendations were made:

1. Sports coaches should be attached to all schools so as to enable P.E. teachers concentrate on the teaching of P.E. in schools. This will reduce the workload of the P.E teachers which in the long run will minimize job related stress and burnout to affect productivity.
2. P.E. lessons should be restructured on the schools time table to allow the P.E. teacher some time to relax after early morning training and before afternoon training. This will help the P.E. teacher to regain energy and strength to undertake other academic and co-curricular activities in the school.
3. Married P.E. teachers should be exempted from other additional duties such as teacher on duty and housemasters/mistresses to reduce work tension and other related stress. Also, they should be excluded from other extra duties in the school to allow them some time to combine effectively their family duties and job duties.

4. P.E. teachers should be given accommodation on school campuses to help reduce time spent away from family. This will in the long run reduce work –family conflicts. Again, it will also allow P.E teachers to move home and relax after a session and before a session to reduce fatigue and tension that comes with the job.

References

- Almond, L. (1989). *The place of physical education in schools*. London: Kogan
- Anderson, D. (1989). *The Discipline and the profession*. Dubuque, IA: Wm. C. Brown Publishers
- Bianchi, S. M., Robinson, J. P., & Milkie, M. A. (2006). *Changing rhythms of American family life*. New York: Russell Sage Foundation.
- Blandford, S. (2000). *Managing professional development in schools*. London, UK: Routledge.
- Byrne, B.M. (1999). Burnout: Investigating the impact of background variables for elementary, intermediate, secondary and university educators. *Teaching and Teacher Education*, 7(2), 197-209.
- Capel, S. A., Sisley, B. L. & Dias, G.S. (1987). The relationship of role conflict and role ambiguity to burnout in high school basketball coaches. *Journal of Sport Psychology*, 9, 106-117.
- Cihan, B.B. (2011). *Examination and comparison of occupational burnout levels of physical education teachers working at primary schools in different provinces*. Master's Thesis. Ankara: Gazi University.
- Danner, D. D., Snowdon, D. A., & Friesen, W. V. (2001). Positive emotions in early life and longevity: Findings from the nun study. *Journal of Personality and Social Psychology*, 80(5), 804–813
- Decker, J. (1986). Role conflict of teacher/coaches in small colleges. *Sociology of Sport Journal*, 3(4), 356-365.
- Dixon, M., & Bruening, J. (2007). Work–family conflict in coaching I: A top down perspective. *Journal of Sport Management*, 21, 377-406.
- Duckworth, A. L., Quinn, P. D., & Seligman, M. E. P. (2009). Positive predictors of teacher effectiveness. *The Journal of Positive Psychology*, 4(6), 540–547.
- Figone, A., (1994). Teacher-coach role conflict: Its impact on students and student-athletes. *Physical Educator*, 51(1), 29-34.
- Fredrickson, B. L. (2001) ‘The role of positive emotions in positive psychology: the broaden-and-build theory of positive emotions’, *American Psychologist*, 56 (3), 218–260.
- Frone, M. R. (2003). “Work–family balance. In J. C. Quick & L. E. Tetrick (Eds.).” *Handbook of occupational health psychology* (pp. 143–162). Washington, DC: American Psychological Association.
- Griva, K. & Joekes, K. (2003). UK teachers under stress: Can we predict wellness on the basis of characteristics of the teaching job? *Psychology and Health*, 18 (4), 457-471.
- Gu, Q., & Day, C. (2007). Teacher’s resilience: A necessary condition for effectiveness. *Teaching and teacher education*, 23(8), 1302-1316.
- Hammer, L., Bauer, T., & Grandey, A. (2003). Work–family conflict and work-related withdrawal behaviors. *Journal of Business and Psychology*, 17, 419-435.
- Hindin, M. J. (2007). Role theory. In G. Ritzer (Ed.), *Blackwell encyclopaedia of sociology*: Blackwell. Retrieved from <http://www.sociologyencyclopedia.com>
- Ingersoll, R. (2001a). *Teacher turnover, teacher shortages and the organization of schools*. Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.
- Kale, F. (2007). *Job satisfaction of physical education teachers and investigation of their burnout levels according to several variables*. Master's Thesis. Nigde: Nigde University.
- Konukman, F., Abuga, B., Erdogan, S., Zorba, E., Demirhan, G., & Yilmaz I. (2010). Teacher-coach role conflict in school-based physical education in USA: A literature review and suggestions for the future. *Biomedical Human Kinetics*, 2, 19–24.
- Kothari, C. R. (2004). *Research Methodology –Methods and Techniques* (2nd Ed). New Delhi: Wiley Eastern Ltd.
- Lau, P., Yuen, M., & Chan, R. (2005). Do demographic characteristics make a difference to burnout among Hong Kong secondary school teachers? *Social Indicators Research Series*, 25, 491–516.
- Li, Y. X., Yang, X. & Shen, J. L. (2007). The relationship between teachers’ sense of teaching efficacy and job burnout. *Psychological Science (China)* 30, 952–954.
- Lingard, H. & V. Francis, (2006). “Does a supportive work environment moderate the relationship between work-family conflict and burnout among construction professionals?” *Construct. Management Economy*, 24, 185-196.
- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), 803.
- Marks, S.R., & MacDermid, S.M (1996) .Multiple roles and the self: a theory of role balance. *Journal of*

- Marriage Family* 58, 417–432
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (1996). Job burnout. *Annual Review of Psychology*, 52, 397-422.
- Millslagle, D., & Morley, L. (2004). Investigation of role retreatism in the teacher/coach. *Physical Educator*, 61 (3), 120-130.
- Mondal, J., Shrestha, S., & Bhaila, A. (2011). School Teachers: Job stress and Job Satisfaction, Kaski, Nepal. *International Journal of Occupational Safety and Health*, 1, 27–33.
- O'Connor A., Macdonald, D. (2002). Up close and personal on physical education teachers' identity: is conflict an issue? *Sport Education Sociology*, 7,37-54.
- Pagnano, K., & Griffin, L. (2005). Exploring the work of an exemplary dual role professional: A teacher-coach case study. Paper presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Chicago, IL.
- Parsons, T. (1966). *The Social system*. Glencoe, IL: Free Press.
- Richards, K. A. R., & Templin, T. J. (2012). Toward a multidimensional perspective on teacher-coach role conflict. *Quest*, 64, 164-176.
- Ryan, R.M. (2008). Self-determination theory and the role of basic psychological needs in personality and the organization of behaviour. In O.P. John, R.W. Robbins, & L.A. Pervin (Eds.), *Handbook of personality: Theory and research* (pp. 654–678). New York: The Guilford Press.
- Sage, G. H (1987). The social world of high school coaches; multiple role demands and their consequences. *Sociology of Sport Journal*,43.213-228.
- Seidu, A. (2006). *Modern approaches to research in education administration*. Kumasi, Ghana: Payless Publication Limited.
- Sey, Y. & Ardit, D. (2005). 'Use of information and communication technologies by Small and Medium-Sized Enterprises (SMSE) in building construction', Construction Management and Economics.
- Siedentop, D. (1992). Thinking differently about secondary physical education. *Journal of Physical Education, Recreation and Dance*, 63(7), 69-72.
- Stead, R., & Neville, M. (2010). *The impact of physical education and sport on education outcomes: a review of literature*. Loughborough: Institute of Youth Sport.
- Stryker, S. (2001). Traditional symbolic interactionism, role theory, and structural symbolic interactionism: The road to identity theory. In J. H. Turner (Ed.), *Handbook of sociological theory* (pp. 211-231). New York, NY: Kluwer Academic/Plenum Publishers.