AN APPLIED STUDY FOR THE RETENTION OF VARSITY ASSISTANT FOOTBALL

COACHES THAT SERVE ON THE FACULTY AT CITY

HIGH SCHOOL IN NORTHERN VIRGINIA

by

Jerry Lynn Sarchet, Jr.

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

The purpose of this applied study was to solve the central research question of how the problem of lack of assistant football coach retention that also teach in the faculty at City High School (a pseudonym) located in Northern Virginia be solved. The results of the research were intended to provide data to administrators and coaches to allow decisions concerning the issue of assistant football coach retention that also teach. This applied research study focused on one high school with the data collection including interviews with the principal, the athletic director, the former head football coach, three former coaches on the faculty, and a former teacher and coach that sought to elicit the atmosphere and culture of the school and athletic program. An online survey was completed by the school's administration, current coaching staff, three coaches from other sports, and former coaches on suspected reasons why teacher-coaches leave coaching. The same population also participated in an anonymous online discussion board that provided depth to the survey by providing qualitative data. The data analysis consisted of themes for the qualitative data and descriptive statistics for the quantitative data. The information gathered will help school administration become a way of the retention of the teacher-coaches in order to aid and improve the academic and athletic realm of the school.

Key words: teacher-coach, role conflict, cognizant dissonance, academics, athletics

Dedication

This dissertation to my wife Jennifer. Since I earned a master's degree in 2007, she has encouraged me to continue towards a doctoral degree. I finally resumed my studies ten years later. During that time, we grew our family from five children to seven, needless to say, Jennifer was the rock of support that provided me time to complete the requirements of this body of work.

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Second, I would like to thank Dr. John Ward, the embodiment of the teacher coach. Truly a renaissance man, a mentor, and friend, I cannot thank John for introducing me to the teacher-coach profession!

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Finally, I would like to thank my children for bringing so much joy to my life. JT, Jack, Agatha, Vincent, Dominic, Lucy, and Caroline, I love you!

Table of Contents

List of Tables

List of Figures

List of Abbreviations

Advanced Placement (AP)

Co-Curricular Activity Teacher (CCA)

Director of Athletics (AD)

Institutional Review Board (IRB)

Physical Education (PE)

Teacher-Coach Role Conflict Scale (TC-RCS)

CHAPTER ONE: INTRODUCTION

Overview

The purpose of this applied study was aimed to solve the problem of retention of assistant football coaches that teach at City High School (pseudonym) in Northern Virginia. The problem is a lack of retention of assistant football coaches that teach. This applied research focused on a Northern Virginia high school and the retention of assistant football coaches that teach on the faculty. The stakeholders in this research included the school's administration, the faculty, the athletic department, the football coaching staff, and finally, the student-athletes and their parents. Though teachers that coach benefit the entirety of the athletic department, football represented the focus of the research as it is the largest sport in participation in high schools across the country.

The placement of football at the beginning of the academic calendar makes the sport unique. The atmosphere created at the beginning of the school year can greatly impact the atmosphere of the school and set the tone for the rest of the years. On a typical varsity football staff where no freshman football team exists, the head coach has six assistant coaches. In schools where freshman football teams exist, the typical program has five assistants along with the head coach for the varsity and junior varsity team and two to three coaches for the freshman team.

High school football ranks as the most popular sport played in American high schools, with more than one million participants (Niehoff, 2019). Because there are so many participants, having members of the faculty on the football coaching staff benefits the school and the student-athlete (Van Milligen, 2013). The teacher that also serves as a coach, also referred to as a teacher-coach, represents a stakeholder for the academic realm of the school as well as in the

athletic domain (Sage, 1987). In the course of the football season, the teacher-coach is an invaluable resource to the student-athlete as well as the school's administration (Guinn, 2018). Studies indicate the benefit of teachers that serve as athletic coaches in regard to academic achievement and emotional support for student-athletes (Fritch, 1999; Hinojosa & Maxwell, 2018; Meador, 2019). In recent years a shortage of coaches that teach on the faculty have forced administrators to look outside the school building for coaches for their programs (Mimms, 2017; Schwanke, 2016; Van Milligen, 2013).

This chapter provides background information with key literature about the assistant coaches that served on the school's faculty. Also included in this chapter are the problem and purpose statements, research questions, significance of the study, definitions used in this study, and a brief summary.

Background

Teachers instructing academic content subject matter have four to five hours per week of instructional time with a student. A football coach spends between 10 to 12 hours per week with the student-athlete during practice time, conditioning, film study, bus rides, and the Friday night game. In the off-season a football coach spends between four and six hours per week with the student-athlete in preparation for the next season with off-season weightlifting and conditioning (Hicks, Harrison, & Smith, 2016). The commitment of the teacher-coach's role as a teacher can, at times, come into conflict with the time commitment as a coach (Locke & Massengale, 1978; Richards & Templin, 2012; Sage, 1987). A role conflict can have a negative impact; however, the dual roles of a teacher-coach can provide many positive benefits as well across the athletic and academic spectrum (Rocchi & Camiré, 2017; Saffici, 2015). Since the teacher-coach has earned a university degree and has a vested interest in the academic mission of the school, the

presence of the teacher-coach serves a dual purpose with an academic and athletic mission, assisting student-athletes in both realms (Rocchi & Camiré, 2017). When coaching a sport, such as football where the mental part of the game is just as important as the physical aspect, coaches are teachers in an extended classroom (Rocchi & Camiré, 2017; Van Milligen, 2013).

Historical Context

Prior to the 1950s football lagged behind baseball, boxing, and horse racing. However, as technology increased and more Americans could afford a television, football grew to become America's game (Vogan, 2017). With the rise of popularity in both football and television, interest in scholastic sports grew (Walters, 2016). As the increase in scholastic participation grew, the need for coaches increased in proportion. Historically, coaches came from the school's faculty due to the scholastic schedule and the rigid work hours by the general population (Sage, 1987). Traditionally, the typical teacher-coach taught physical education (PE); however, in 2015 only 38% of high school teachers-coaches taught physical education (Camiré, Rocchi, & Kendellen, 2016). An overwhelming majority of the non-PE teachers that coach come from the social studies department (Conner & Bohan, 2018). Even though PE and social studies accounts for the majority of teachers that coach, teachers from all academic departments coach and spread out through the academic spectrum (Camiré et al., 2016).

Historically, teachers came from PE teaching positions rather than academic subjects. In the modern education system, the majority of teachers come from various subjects rather than PE (Camiré et al., 2016; Sage, 1987). The new profile of the teacher-coach should account for the academic and athletic responsibilities, as more and more teachers that coach are not from the physical education realm. Role overload can be a result of attempting to accomplish too much (Locke & Massengale, 1978; Richards & Templin, 2012; Sage, 1987). The pressure to excel in

athletics and the pressure to win can give the perception that the teacher-coach's value to the school is based on the team's performance, and the efforts in the classroom proceed largely unnoticed. As a result there is little to no reward for teaching excellence (Hill, 1986). Typically, recognition for their off the field work is not part of the personal accolade a teacher-coach receives, despite the significance of their classroom endeavors.

Social Context

In professional and major college athletics, coaches are paid millions and fans watch from a distance. High school athletics are tied to school and learning, not the business of athletics itself (Mellinger, 2014). The popularity of high school sports is often unrivaled compared with other community activities.

> American high school athletics is unlike athletics anyplace else. There is a great deal of public interest in the teams, large crowds attend some of the contests, and community spirit and reputation are often linked to the teams' performances. The social climate of the school and even the social status of the student-athletes are affected by the athletic programs. (Sage, 1987, p. 214)

Despite the academic focus of the school, athletics often become the most visible portion of the school to the public. Coaches and athletes are often the face of the school within the community because athletic contests host the largest public events and are in the news more often than other facets of the school (Lubisco & Birren, 2017). In many towns across the country, the popularity of high school athletics and the attention given to athletics is evident when an observer noted, "If a person did not know any better, athletics were the reason for the school to exist and that scholastic matters were of lesser matters" (Coleman, 1961, p. 34).

Lim, Koh, and Chan (2019) not only advocated for the teacher-coach but also advocated for teachers to become co-curricular activities teachers (CCA). The CCA teacher then attaches to a sports team, a performing arts activity, or a student club and work with coaches and directors to aid the student-athletes in character development, time management, and bridge the academic mission and the athletic mission. The CCA teachers work under the title of Character Coach, Emotional Support Coach, Team Manager, and Academic Mentor. Lim et al. (2019) concluded that CCAs complemented athletic coaches in providing a positive experience while aiding coaches in various areas of growth off the field of athletics.

Hiring and retaining quality teachers has increasingly become an issue for administrators. Stiegman (2017) and Wronowski (2018) investigated in different settings retention of teachers. Rural-school teacher retention hinged on communication by the administration, motivation, encouragement, and the ability for teachers to independently make decisions was the conclusion of one study (Stiegman, 2017). Wronowski (2018) focused on urban schools and concluded that teachers left education due to lack of respect and deemed undervalued as a professional. Furthermore, urban teachers left the profession due to poor administration leadership. Athletic directors have the same challenge of hiring and retaining coaching staffs. Lubisco and Birren (2017) noted that the underappreciation and too many hours of work beyond the workday causes an attrition of coaches. Schwanke (2016) concluded that coaching retention issues are a result of year around expectations of interscholastic coaches as well as parental involvement and community scrutiny.

According to the National Federation of State High School Athletic Associations, the turnover rate for coaches is between 20 and 25 percent (Howard, 2015). In the Commonwealth of Virginia, the *Washington Post* reported that 22% of teachers do not return after their first year

and nearly 50% leave the teaching field by their fourth year (Qarni & Planta, 2018). A shortage of teachers often means a shortage of teachers that coach. This shortage affects the mission of the school. Though athletics is only one portion of the school, the athletic department is often the face of the school in public and often gets most of the media attention (Lubisco & Birren, 2017).

Theoretical Context

Locke and Massengale (1978) were pioneers in Role Conflict Theory for the teacher-coach. Sage (1987) expanded the research and provided the theoretical grounds for this research in groundbreaking research of role theory and role conflict in the teacher-coach stating "In American high schools, the positions of teacher and coach are clearly distinct socially" (p. 217). The interpersonal role conflicts between the demands of teaching and coaching may cause role overload, followed by role stress, and then role strain. The teacher-coach that lacks an external support system to deal with the demands of the profession are prone to leaving the profession.

Richards and Templin (2012) added to Sage's role theory by adding a multidimensional approach to the conflict theory as well as occupational socialization theory. The occupational socialization theory noted, beyond the distinct duties of teaching and coaching, an increased demand of community, parental, or governmental pressures in the form of standardized testing add to the conflict of the coach (Richards & Templin, 2012). Not only are there pressures to perform in the classroom and pressures to win on the field of athletics, now there is pressure from tertiary sources to excel at all levels, causing a retreatism attitude (Millslagle & Morley, 2004; Woods & Lynn, 2014). Role retreatism is when an individual in role conflict chooses one role over the other (Conner, 2019). Darst and Pangrazi (1996) noted that when a teacher-coach comes into conflict, the more the choice role is the one with the most reward and recognition. As

a result it is not uncommon for a teacher-coach to work on a coaching activity during teacher instructional time while very uncommon to prepare teaching lessons while coaching (Lipira et al., 1999).

The dual role of the teacher-coach comes with many benefits, but there are pitfalls that should be recognized. When a teacher-coach's sport is in season, the hours worked between class instruction in the academic realm and the hours spent in practice and game preparation can be akin to working two full-time jobs. The teacher-coach with a family, especially with young children, may feel extra pressure as they are often without sufficient time or lack emotional resources to perform both roles effectively (Hill, 2016). In one particular survey the average teacher-coach works 65.3 hours per week performing dual role duties (Saffici, 2015). A stigma often applied to the teacher-coach concerns an ineffective nature of classroom instruction (Égalité, Bowen, & Trivitt, 2015). The teacher-coach in higher socioeconomic areas have additional pressure from parents to perform both jobs (teaching and coaching) at a high level (Hill, 2016). Despite the negative connotations, Camiré (2015b) noted "In terms of outcomes, the teacher-coaches believed their dual role helped increase their job satisfaction, positively influenced their identity, and allowed them to help student-athletes through critical family (e.g., alcoholism, divorce) and personal issues (e.g., suicide)" (p. 125).

Along with teacher-coach role conflict, over time some teachers and coaches develop cognitive dissonance or inconsistencies between their belief structure and their actions. It is human nature to endeavor to create harmony between their beliefs and their actions, and any inconsistency creates dissonance (Festinger, 1957). If a person's beliefs and actions remain inconsistent with each other, individuals can reduce dissonance by either a change in action, thought, or perception to achieve consonance or consistency with their belief structure and

actions (Festinger, 1962). The role of the teacher focuses on providing instruction for students to the best of the teacher's ability. When a teacher takes on a new role, such as coaching and the time allotted to plan and prepare meaningful instruction is interrupted, teachers may not perform to the best at the job in the academic classroom setting. Oftentimes the teacher-coach can manage teaching and coaching roles satisfactorily but may find family life compromised (Guinn, 2018). When a teacher-coach decides to make a change in profession, an overwhelming response is this decision was to sacrifice their profession and their belief (Schaffran, Kleinert, Altfeld, Zepp, Kallus, & Kellmann, 2019).

Problem Statement

The problem of this applied study is a lack of retention of assistant football coaches at City High School (a pseudonym) in Northern Virginia. Despite a concerted effort by the athletic director to train assistant coaches, the faculty members who coach has continued to dwindle which negatively impacts the high school in both the academic and athletic realm. A possible root causeis the number of hours assistant football coaches are required to work. Many teachers who coach have a conflict between academic duties and athletic duties. Other teachers who coach had a conflict with their family commitments and their athletic commitments (Guinn, 2018; Richards & Templin, 2012; Sage, 1987). Extensive research on possible root causes of the teacher-coach role-conflict exist, but little research on the retention of personnel has been written. A study which investigates why assistant coaches who serve on the faculty in an applied research method could remedy the situation.

The focus of the research concerns retention of assistant varsity football coaches who serve on the school's faculty. Athletic directors and school administrators can be challenged to fill the various coaching positions. The issue of teacher-coach retention can extend into other

areas of athletics. As Van Milligen (2013) noted, "Filling a vacant head coaching position internally can be a challenge, but filling an assistant coaching or lower-level position, such as a freshman volleyball coach or an assistant track coach, can be close to impossible" (p. 3). Staffing issues for athletics also affects the various academic areas of study. The teacher-coach has the ability to relate to the academic issues of the student-athlete whereas a coach outside of the school does not carry this perspective (Mimms, 2017). The benefit of the teacher-coach is the ability to transfer of life skills from athletics to the classroom and from the classroom to athletics due to the unique perspective and relationships with student-athletes (Pierce, Erickson, & Dinu, 2018).

In addition, the teacher-coach plays an integral role in preventing student-athletes from dropping out of school (Camiré, 2015; Hinojosa & Maxwell, 2018). School administrators rely on human capital to meet their mission. Stafford (2018) noted that the "Retention of key employees helps leaders protect a firm's investment in human resources and may be more important than physical assets" (p. 1). Rocchi and Camiré (2017) concluded that teachers who coach in a positive high school environment have a high job satisfaction. The working environment plays a major role for both teachers and coaches. The entire education system is based on human capital; thus, the necessity to retain quality teachers and quality coaches in the athletic areas. Teachers who coach have the opportunity to join together the athletic and academic content areas for the betterment of stakeholders involved.

Purpose Statement

The purpose of this applied study was to solve the problem of retention of assistant football coaches who teach at City High School in Northern Virginia. A multimethod design was used consisting of both qualitative and quantitative approaches. The first approach included

structured interviews with the principal, director of athletics (AD), the former head football coach, three former assistant coaches that remain on staff at the high school, and one former assistant coach who previously taught on the faculty but has since left education. The second approach included a quantitative survey given to the superintendent, principal, two assistant principals, the dean of students, the AD, the assistant AD, the former head football coach and all current assistant coaches, three former coaches who serve as teachers, one former teacher who also coached, and three head coaches of other sports who serve on the faculty. The third approach consisted of an anonymous online discussion board that was provided to the same population as the quantitative survey. The online discussion board provided qualitative data.

Significance of the Study

Role conflict and cognitive dissonance are important for stakeholders to know and understand the stress the teacher-coach manages. The teacher-coach provides a significant benefit to the school in the academic and athletic domains; however, role overload and burnout are a result of doing too much (Guinn, 2018; Locke & Massengale, 1978; Richards & Templin, 2012; Sage, 1987). Retention of teachers who coach benefits the school and the students both academically and athletically (Égalité et al., 2015; Rocchi & Camiré, 2017; Saffici, 2015). Teachers who coach are typically valued based individuals that endeavor to synchronize actions and beliefs; however, role overload combined with a feeling of dissonance can drive coaches out of the profession in order to maintain a sense of integrity (Schaffran et al., 2019). For school administrators this could mean not only the loss of a coach but a loss of a teacher as well if their decision is to leave the field of education altogether.

The teacher-coach provides a wealth of experience in dealing with a diverse population of learners due to the high participation in scholastic athletics (Hill, 2016). As with any school,

the retention of quality teachers is paramount for a school to either maintain their standards or improve. A low retention of teachers degrades the school's ability to affect student achievement. A turnover in coaching for an athletic team has the same affect on growth and achievement as it is in the case with teacher turnover in the classroom (Altfeld et al., 2018). Involvement in extracurricular activities is an essential part of the high school experience as they provide an opportunity for students to remain active, learn life skills, and face various challenges that are not presented in the day-to-day operation of academia (Rocchi & Camiré, 2017).

Participation in high school extracurricular activities has also demonstrated benefits that include increased academic performance, lower levels of delinquency, and lower levels of dropouts (Égalité et al., 2015; Hinojosa & Maxwell, 2018). The teacher-coach works with students in and out of the classroom, thus expanding their impact on students. If an average school district achieves an increase in academic performance and a decrease in delinquency and dropout levels, the value to retain the teacher-coach is worth the effort (Égalité et al., 2015; Rocchi & Camiré, 2017; Saffici, 2015).

Athletics kindles the student-athletes' drive for competition; students who engage in more physical activity tended to have higher focus in academic subject matter (Osipov, Fedorov, Zhavner, Batunova, Filonchik, Starova, & Vapaeva, 2018). The teacher-coach who works with athletes can harness that drive and provide purpose and direction in an academic setting. The stakeholders include the student-athlete, the faculty, the athletic department, the school administration, and the school board. A quality teacher-coach who can provide quality instruction in the classroom and athletic leadership are an invaluable asset to the entire school. This study can be utilized by all facets of the school district, not just the academic and athletic domain.

Hill (2016) stated that "Teachers, who also coach, tend to interact more frequently with members outside the school (i.e., officials, parents, fans, coaches) and within the school (i.e., other coaches, athletic director, transportation director, players) than teachers that do not coach" (p. 14). This interaction with the community and areas of the school that many teachers do not interact with acts as an adhesive that ties the community together. This has the potential to tell the story of the school in a manner beyond the Saturday morning box score in the newspaper (Hill, 2016). Studies outline the teacher-coach role conflict (Camiré, 2015a; Conner & Bohan, 2018; Égalité et al, 2015; Locke & Massengale, 1978; Richards 2014, 2015; Richards & Templin, 2012; Ryan, 2008; Sage, 1987); however, beyond coping strategies to assist the teacher-coach, very few studies denote the best practice in which to retain the teacher-coach to not only benefit the school but to provide for the student-athlete.

Research Questions

Central Question: How can the problem of lack of assistant football coach retention at City High School located in Northern Virginia be solved?

Sub-question One: How would faculty members, administrators, and coaches in an interview solve the problem of lack of assistant football coach retention at City High School located in Northern Virginia?

Sub-question Two: How would faculty members, administrators, and coaches in a quantitative survey define the reasons for lack of assistant football coach retention at City High School located in Northern Virginia?

Sub-question Three: How would faculty members, administrators, and coaches in an online discussion board solve the problem of lack of assistant football coach retention at City High School located in Northern Virginia?

Definitions

1. *Teacher-Coach* – Individuals who both teach and coach for the school in a simultaneous fashion (Guinn, 2018).

2. *Extracurricular Activity* – Activity after school that represents a core component of school life – usually sports but also includes performing arts, academic clubs, and other facets of school life such as student council (Rocchi & Camiré, 2018).

3. *Athletic Director* – A school administrator that oversees the athletic program and provides purpose and direction for the coaches and athletes (Van Milligen, 2013).

4. *Coach-Athlete Relationship* – The feelings, thoughts, and behaviors of the coach as influenced by the athlete and vice-versa. Coaches rely on athletes to comply by the rules of the team and for direction while the athlete relies on the coach for knowledge, expertise, and experience (Hinojosa & Maxwell, 2018).

5. *Positive Youth Development* – One of the primary goals of scholastic athletics as it seeks to transfer life skills from sports into other domains (Pierce et al., 2018).

6. *Role Conflict* – The experiences of role stress and role strain due to the conflicting multiple demands of teaching and coaching (Saffici, 2015).

7. *Role Resilience* – an adaptive process related to negative or unpleasant experiences and is seen as the capacity to 'bounce back,' to recover strengths or spirit quickly, and efficiently in the face of adversity (Richards, Templin, Levesque-Bristol, & Blankenship, 2014).

8. *Role Burnout* – can be described as a state of psychological and/or physical exhaustion, which is accompanied by a lack of motivation and unfavorable thinking (Altfeld et al., 2018, p. 71).

9. *Role Retreatism* - the prioritization of one social role at the expense of another

    (Conner, 2019, p. 1).

Summary

There is a problem of lack of retention of assistant football coaches at City High School in Northern Virginia. This applied research sought to identify methods to retain teachers who coach that serve in the football program at City High School. The teacher-coach not only benefits the football team and the athletic program but the academics of the school. Improvement of the academics and athletics benefits the school's students by providing positive youth development. Due to the upswing of teachers from academic subjects other than physical education who coach, the athletic and academic domains move closer together the more teachers that coach that a school employs versus hiring coaches from outside of the building. The purpose of this applied study was to solve the problem of retention of assistant football coaches that teach at City High School in Northern Virginia. This study aimed to increase knowledge about how to solve the problem of lack of retention of assistant football coaches that teach at City High School in Northern Virginia.

CHAPTER TWO: LITERATURE REVIEW

Overview

Teaching and coaching at the high school level presents many challenges, yet the work can lead to a great many rewards; however, these demanding professions have an association with a wide range of stressors to include rule overload, role ambiguity, and burnout (Rocchi & Camiré, 2017). Teachers who coach often experience role conflict which can produce negative results such as burnout and role preference (Guinn, 2018; Millslagle & Morley, 2004). However, the teacher-coach who thrives on the dual role, working with student-athletes in the classroom and on the field of play, are an asset in both domains (Hinojosa & Maxwell, 2018; Rocchi & Camiré, 2017). The teacher-coach is able to educate the whole person, mind and body, rather than focus on a single subject matter, as well as transfer life skills (Pierce et al., 2018). Lubisco and Birren (2017) touted that hiring and retaining qualified coaches assists athletic directors in building a strong culture and projecting an athletic department that is accountable for its actions and responsive to its student-athletes. Due to teaching and coaching shortages, administrators are vested in retaining personnel to include coaches already on the faculty in order to combat personnel shortages (Mimms, 2017; Stiegman, 2017; Van Milligen, 2013; Wronowski, 2018).

Research has demonstrated that teaching and coaching are stressful, and teachers who coach are prone to role overload and/or role burnout (Locke & Massengale, 1978; Richards & Templin, 2012; Sage; 1987; Scantling & Lackey, 2005). The dual role of the teacher-coach places the teacher-coach in inter-role conflict between academics, athletics, and personal life commitments (Sage, 1987). Intra-role conflicts exist in both teaching and coaching (Richards & Templin, 2012). Teaching intra-role conflicts include demands from the administration, professional development, student assessment, and differentiating learning to the needs of a

diverse classroom learning environment. Coaching also comes with intra-role conflict with logistical demands and game preparation that demand much attention (Richards & Templin, 2012).

This literature review focuses on the role conflict between teaching and coaching as well as cognitive dissonance that can build when a person's beliefs and actions are out of sync. The role conflict theory by Sage (1987) focuses on inter-role conflict, while Richards and Templin (2012) expand to a multidimensional approach that included intra-role conflict and occupational socialization. Cognitive dissonance theory by Festinger (1957; 1962) impacts the retention of teachers who coach. The related literature focused on the teacher-coach conflict as well as repercussions of role overload and burnout and concludes with the benefits of the teacher-coach.

Theoretical Framework

There are two theories that apply to the retention of assistant football coaches. Role theory and cognitive dissonance were an integral part of this study. The basis of the role theory for this research was highly influenced by the multiple role demands by Sage (1987) and Richards and Templin (2012). These perspectives are grounded in research driven by role theory and role conflict. The focus for Sage's research was on the multiple role demands of the coach with an inter-role conflict. The teacher-coach fills a dual role in the academic and athletic realm of the school. Role theory is comprised of four concepts: (a) the expected social behavior based on patterns characteristics, (b) social norms, (c) the identity of the individual, and (d) the expectation of behavior based on their social standing (Richards & Hemphill, 2017). The occupation or vocation of the individual has norms to which an individual is expected to adhere.

A multidimensional perspective was later added to the role theory that included intra-role conflict, adding to the inter-role conflict and occupational socialization theory. Intra-role

conflict represents the conflict within the role or the job (Richards & Templin, 2012). The new intra-role perspective includes the multiple demands within teaching or coaching as opposed to the inter-role conflict which crossed domains of teaching and coaching. Occupational socialization theory includes the roles learned in the atmosphere and culture of the specific location in which the teacher-coach works (Richards & Templin, 2012).

Cognitive dissonance theory was also a prevalent theme in this study because many teachers that coach report feelings of inconsistencies when their beliefs and actions are inconsistent (Guinn, 2018). An example of this is a teacher-coach who used class time to prepare for athletic practice or game preparation. According to Guinn (2018) many teachers stated similar sentiments in regard to a lack of time and effort into teaching; however, the pressures of the athletic demands increase the pressure to emphasize athletics in their team preparation. Cognitive dissonance theory applies to this research because individuals who fall into this category focus on belief inconsistencies, recognize dissonance, and have the motivation to resolve dissonance (Festinger, 1957). Consciously or subconsciously, teachers who coach often choose to leave the profession to reconcile their dissonance rather than change their beliefs (Altfeld et al., 2018).

Role Theory

Role theory is defined as "how individuals in specific social positions are expected to act and how they expect others to act" (Richards & Templin, 2012, p. 165). Role theory is based on the study of behaviors that are characteristics of persons within contexts (Biddle, 1979). The basis of role theory denotes individuals have a role in life which prescribes how they should behave (Van der Horst, 2016). Role theory explains the expectations of the roles based upon expectations of certain social positions. This presumes that people have earned that position and

command the respect for that which the position holds (Guinn, 2018). Biddle (1979) introduced five underlying propositions on role theory that enabled other researchers to develop role theory in different patterns that are formed by different roles such as the teacher-coach.

> Role theory is based on five underlying propositions (a) role theorists assert that some behaviors are patterned and are characteristic of persons with contexts (i.e., form roles), (b) roles are often associated with sets of persons who share a common identity (i.e., who constitute social positions), (c) persons are often aware of roles, and to some extent roles are governed by the fact of their awareness (i.e. by expectations), (d) roles persist, in part, because of their consequences (functions) and because they are often embedded within larger social systems, (e) persons must be taught roles (i.e., must be socialized) and may find either joy or sorrow in the performances thereof. (Biddle, 1979, p. 8)

Based on these underlying propositions, role conflict by definition remains closely related to the roles which the teacher-coach performs in school. The teacher-coach is hired with personal expectations while the school administration has its expectations. In the case of assistant coaches, the head coach and director of athletics (AD) have personal expectations as well. The expectation of the teacher-coach concerns how to perform both the prescribed academic and athletic roles, as well as meet the expectations of themselves and their supervisors (Sage, 1987).

Teachers and coaches have several stressors in education that affect the individual. The three most common stressors are (a) role overload, (b) role ambiguity, and (c) role conflict (Richards & Templin, 2012). *Role overload* occurs when the individual does not have the time and resources to put forth the effort in order to accomplish assigned instructional assignments (Richards & Hemphill, 2017). *Role ambiguity* occurs when the individual does not have the proper focus or direction in order to guide their performance satisfactorily. An example of this

emerges when a teacher-coach not knowing the method of evaluation and if the instruction or coaching methodology provided is meeting the needs of the student and/or student-athlete. Role ambiguity can amplify when evaluations are connected to promotion or an increase in pay (Richards, 2014). *Role conflict* occurs when the expectations of key stakeholders are not compatible with the role or combination of roles which the teacher-coach encounters (Locke & Massengale, 1978; Richards, 2015; Richards et al., 2018; Richards & Hemphill, 2017; Richards & Templin, 2012; Sage, 1987).

There are numerous conflicts teachers, coaches, and teachers who coach confront that compete for time and resources (Konukman et al., 2010; Richards et al., 2018). Within the framework of role conflict, inter-role and intra-role conflict occurs. Inter-role conflict occurs from the stressors that arise from multiple roles and the competition for scarce resources (Banwell & Kerr, 2016; Richards et al., 2018; Richards & Templin 2012; Sage, 1987). Intra-role conflict is the role from within the profession itself, such as the multiple demands on a teacher from high stakes testing to discipline and board of education mandates (Richards; 2015; Richards et al., 2018; Richards & Templin, 2012).

Locke and Massengale (1978) provided a framework for the teacher-coach role conflict, which identified five areas of the teacher-coach role conflict: (a) individual-level factors, (b) the role of a teacher and coach, (c) the individual's acculturation, (d) professional socialization, and (e) the organizational socialization. At the very top of the model, eight factors make up the individual-level factors of the teacher-coach that included personal factors such as family, personal expectations, emotional responses to conflict, aspirations, experience, and teaching area. These individual-level factors consider the role as teacher and coach that creates the teacher-coach role conflict.

Affecting the role includes the acculturation of the teacher-coach's interactions with teachers, coaches, parents, and past experiences. Professional socialization represents another factor of the teacher-coach's experiences in their interactions with other teachers and their own professional teacher education. The organizational socialization highlights the total of their interactions in the school as well as the school community. The context of the school whether it is an urban, rural, or suburban school factors in the organizational structure of the school as well as the support resources and support of the school's administration team. Richards and Templin (2012) added to this model to include inter-role and intra-role conflict (Figure 1).

Figure 1

Richards and Templin's Teacher/Coach Role Conflict Model

Individual Level Factors

Orientation/identity as a teacher and coach
Family and other personal factors
Intrinsic rewards and expectations for performance
Individual's emotional response to role conflict
Gender of the teacher/coach
Personal career aspirations
Years of teaching/coaching experience
Teaching area (PE or other academic area)

Role as a teacher
(intrarole conflict)

Role as a coach
(intrarole conflict)

Teacher/Coach Interrole Conflict
Load, values, status, self/other, and teacher/coach conflict

Socialization Factors

Acculturation

Interactions with teachers, coaches, and parents
Experiences in physical education and athletics
Development of a teacher or coaching orientation

Organizational Socialization

Interactions with and expectations of colleagues, administrators, students, and the community
Context of the school (urban, suburban, or rural)
Students' socioeconomic status
Level (elementary, middle, or high school)
Support, resources, and accountability for teaching/coaching in the school/community
Rewards for teaching/coaching in school/community
Specific sport(s) being coached
Influence of professional organizations

Professional Socialization

Experiences interacting with teacher educators
Interactions with other physical education recruits
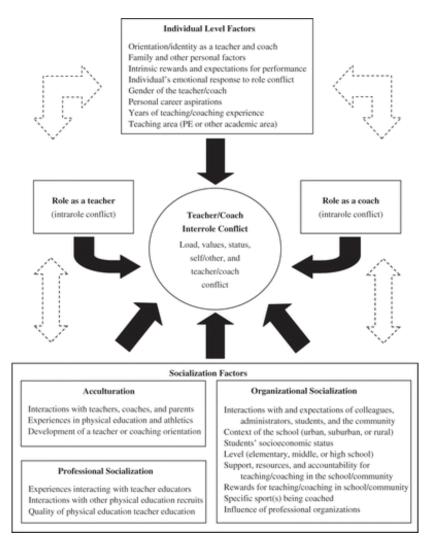Quality of physical education teacher education

Figure 1. Conceptual model for the factors that influence teacher-coach role conflict and the interaction between those factors. The solid arrows display the influence of individual level and socialization factors as well as intra-role conflict as a teacher and coach on the overall experience of T/C inter-role conflict. The white arrows display the interaction of the factors in determining if conflict occurs and, when it does present, the degree to which it is experienced. Adapted from "Toward a Multidimensional Perspective on Teacher-Coach Role Conflict" by K.A.R. Richards and T. Templin, 2012, *Quest, 64*, p. 172.
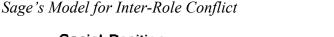
The conceptual model for factors that influence the teacher-coach role conflict. If the role of coaching is prioritized, role retreatism can ensue. The individuals that achieve role balance is determined by the individual and socialization factors that influence the teacher-coach.

Inter-role Conflict

Teachers and coaches are distinct socially (Sage, 1987). Teachers have specific roles, such as transmission of subject matter to their students, as well as other duties and demands which include meetings with parents and counselors, committees, and other duties as assigned by the administration. In addition to the teaching workload, teachers should devote time to planning new material, grading students for assessment and progress, and keeping abreast of current literature in their academic field.

Work overload can lead to depersonalization (Guinn, 2018). Sage (1987) stated that "There is typically little public evaluation of teachers or their students, and organizational evaluation tends to be sporadic and ambiguous" (p. 216). Due to the public demand to have successful teams, the teacher-coach historically placed the priority on winning teams and justified this stance in order to survive professionally (Templin & Anthrop, 1981). A resulting stereotype emerges demonstrating some teachers who coach are painted as both incompetent and negligent in assigned teaching duties as demonstrated by Sage's (1987) model on inter-role conflict (Figure 2).

Figure 2

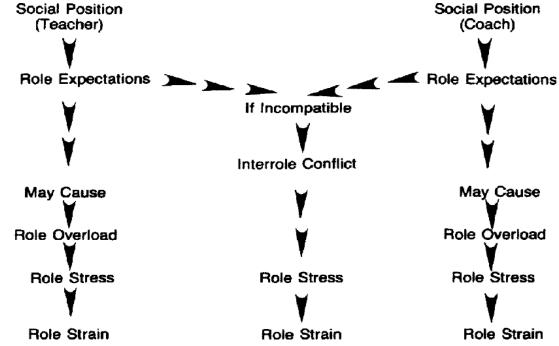*Sage's Model for Inter-Role Conflict*

Figure 2. Role concepts and interrelationships. A social position is a defined status in a social

structure, an identity that designates a commonly recognized set of persons. Every position

involves role expectations, which are position-specific that identify the attitudes, behaviors, and

cognitions that are anticipated m required of a position occupant. Inter-role conflict is pressure

arising from incompatible role expectations associated with different positions. Role stress is a

social structural condition in which role obligations are difficult, conflicting, or irritating. Role

strain is the subjective distress experience by someone exposed to role stress. Adapted from "The

Social World of High School Athletic Coaches: Multiple Role Demands and Their

Consequences" by Sage, 1987, *Sociology of Sport Journal*, *4*(3), p. 217.

       Teachers and coaches partake in different roles, though a degree of overlap exists

between the two (Richards & Templin, 2012). The commonalities include a focus on

instructional teaching, skill instruction, physical movement, and personal interaction with

adolescents. However, the role of the classroom teacher has many differences from coaching.

Teachers typically do not have evaluation of role performance for advancement. Teachers and

coaches have different amounts of daily preparation. Coaches have more frequent, explicit, and

public evaluations and accountability. The level of consensus in each field that demonstrates a

desirable performance differs between teachers and coaches. The extent of contact with clients

on a voluntary basis differ, as well as the fact that athletics is a voluntary activity and academics

is compulsory.

Motivation of the client and size of the population also diverge and deviate between

coaches and teachers (Locke & Massengale, 1978). The degree of differences between teachers

and coaches varies from school to school and depends on the social context in which the teacher-

coach works. The factors that influence the roles of the teachers and coaches are many to

include grade level, socioeconomic level of the students, and parental support in both teaching

and coaching influence the teacher-coach's perception (Richards & Templin, 2012). The

differences between teaching and coaching can cause the teacher-coach to become conflicted

about which role to prioritize.

Intra-role Conflict

Intra-role conflict refers to role conflict that within one particular status or profession

(Richards, 2014). This includes the multiple roles of the teacher or coach and not within

teaching and coaching. Richards and Templin (2012) took a different approach to the teacher-

coach role conflict of the interpersonal conflict and became multidimensional when intra-

personal conflict added to the role conflict.

Instead, most of the research related to teacher-coach role conflict has been conducted in

a unidimensional manner that seems to assume that individuals who both teach and coach

are at risk for role conflict without acknowledging the individual agency of the teacher-

coach or the social contexts in which they operate. For example, only a few studies

acknowledge that some teacher-coaches are able to overcome the challenge of multiple

roles and develop a level of resiliency to conflict (Napper-Owen & Phillips, 1995;

O'Connor & Macdonald, 2002). Such research indicates that teacher-coach role conflict

is not automatic and that individuals experience their teaching and coaching

responsibilities differently based on their personal dispositions and environmental factors.

(Richards & Templin, 2012, p. 171)

This multidimensional view considers intra-role conflict. Intra-role conflict were derived from

experience and socialization. Inter-role conflicts include the clashing roles of teaching and

coaching, whereas intra-role conflict are conflicts within teaching and the conflicts within

coaching.

There are multiple demands within each role. Beyond instructing classes, teachers have

other duties as assigned that may include lunch duty, hallway duty, or parking lot duty. A coach

may also have other duties as assigned to include painting the game field or downloading

practice and game film. In both cases the teacher and coach have conflict within their singular

role from within and detracts from their primary duty of instructional delivery or on the field

coaching. This time commitment for other duties as assigned detracts from teaching and

coaching preparation. In some schools a shortage of substitute teachers causes classroom

teachers to lose their planning period to cover the missing teacher's class, which takes away

time from instructional planning. This loss of instructional planning for the classroom results in

a conflict within the teacher role, which can spill over into the coaching role and even their own

private life outside of their teacher-coach role (Richard & Templin, 2012).

Based upon the intra-role conflict, the duties as a teacher or a coach can cause conflict without the second role playing a part. Oftentimes, the duties of teaching or coaching can be tough for a person to handle in addition to personal commitments (Sage, 1987), but combining teaching and coaching are complex and distinct from one another and is incompatible in many ways (Konukman et al., 2010). The accountability of teachers and coaches is very distinct; not all teachers and coaches are evaluated in the same manner (Richards & Templin, 2012). Some teachers who coach may not be evaluated as a teacher as stringently as others because of the coaching role. Throughout the history of scholastic sports, teachers who coach are seldom fired for teaching inadequacies; however, teaching experience seldom substitutes for losing (Lackey, 1994). Some teachers who coach are held more responsible for coaching by their administration and school community; however, if a teacher is also a coach, the teacher-coach should always remember that they were hired as a teacher first (Saffici, 2015). This can lead to negative issues with inter-role and intra-role alike.

Occupational Socialization

The occupational socialization theory postulates the individuals socialized role by the individual's career choice. Lawson (1986) created three phases of occupational socialization: (a) acculturation, (b) professional socialization, and (c) organizational socialization. Acculturation begins at birth and ends when a person begins their professional preparation (Richards & Templin, 2012). When a person chooses a career path, the entrance is often in the form of an apprenticeship of observation (Ensign, Woods, & Kalina, 2017) where the genesis of a career choice is self-identified, such as teacher and coach. During this phase the apprentice observes, identifies, and interacts with teachers and coaches and begins to form definitions of how they view each role separately and combined. Future teachers who aspire to coach learn pedagogical

practices during this apprenticeship and envision their role in the future. The experiences become the focal point of how individuals will act in the future (Schempp, 1989). Throughout the acculturation process, preconceptions are formed, which play a significant role in the socialization of new teachers that coach. The teacher-coach develops conceptions for future actions and methodologies to achieve success during the acculturation phase (Ensign et al., 2017; Richards & Templin, 2012).

In the beginning of the professional socialization phase, students in teacher education programs bring assumptions from their acculturation, which may contribute to their role conflict (Schempp, 1989). Research indicated that many hopeful teacher candidates that desire to coach enter the training with both occupations in mind (Camiré, 2015a; Lawson, 1983). Individuals who enter the teaching profession with the desire to coach or are more coaching-oriented are focused on the extracurricular aspect of the dual role and view the teaching aspect as a mere fallback and a means to a salary (Romar & Frisk, 2017). Coaching-oriented individuals often teach in order to coach and view this as the only viable route into the realm of coaching (Massengale, 1981; Saffici, 2015; Sage, 1987). Lawson (1983) indicated this preference to be more prevalent among males, especially those who played at a high level of competition such as former college and professional football players. Teacher-oriented coaches tended to be more female and oriented to non-traditional sports, such as gymnastics or field hockey (Lawson, 1983). Although an individual is predisposed to be coaching oriented, teacher training programs can alter the disposition to assist and train individuals to become equally teacher and coach oriented (Knowles, Hawkman, & Nielsen, 2019).

The third phase of the organizational socialization theory concerns the socialization that takes place on the job. When the teacher-coach is first hired into the dual role, duties and

responsibilities are learned as applicable to the school. Due to treatment by other professionals or treatment amongst the coaching staff, dispositions from teaching training programs can be depleted in favor of more traditional orientations (Romar & Frisk, 2017). External pressures from administrators, department chairs, and/or head coaches can impact a novice teacher-coach and affect their teaching role to perceive their coaching role "as an expected extracurricular professional commitment" (Konukman et al., 2010, p. 19). Teachers who have a view of being forced into coaching or feel the external pressure to assume a dual role will feel the "weight of their responsibilities heavy, and at times, crushing" (Schempp, Sparks, & Templin, 1993, p. 458).

Cognitive Dissonance Theory

Another theory impacting retention of coaches is cognitive dissonance, which refers to inconsistencies between a person's beliefs and actions. Cognitive dissonance theory is often in sync with role theory and role conflict. Festinger (1957) concluded that people have a motivation to hold all their beliefs and attitudes in harmony and endeavor to avoid disharmony. Festinger (1962) proposed that those who have inconsistencies in personal beliefs and behaviors often live in a psychological state of discomfort. Festinger (1962) continued by stating that individuals who want to relieve personal discomfort can reduce the inconsistency (dissonance) in order to achieve consistency (consonance). If a person's actions are not in line with the personal belief structure, the only remedy is to make a change in actions or a change in belief structure is needed to create internal harmony.

The example Festinger (1962) used concerned for people who smoke (behavior) and their knowledge of the harmful effects such as cancer (cognition). Personal behavior of smoking is inconsistent with their belief that smoking is harmful. Festinger (1957) noted three ways for the

dissonance to be resolved: (a) change in belief, (b) change in actions, or (c) change in perception of action. The individual in this example can find new research that indicates smoking is not harmful (option a), stop smoking (option b), or ignore the warnings of the harmful effects of smoking (option c).

Cognitive theory fits the life of a teacher-coach. Teacher-coaches' actions and beliefs oftentimes do not align. Many teachers who coach have the belief that academics are superior to athletics; however, rather than finding better ways to deliver classroom lessons, teachers who coach spend more time on athletics because of the coaching pressure to win (Guinn, 2018). If a coach were to follow Festinger's method of dealing with dissonance, the teacher-coach would stop using teaching time to prepare for coaching or change their belief structure that athletics are more important than teaching. Guinn (2018) noted that the teacher-coach dual role was not the only conflict a teacher-coach had. The teacher-coach would oftentimes be conflicted about the time spent on both teaching and coaching and taking that time away from family. This conflict of personal interest may lead teachers to leave coaching, as the teaching salary is the primary means of income, or leaving the field of education altogether for a new endeavor in a different profession.

The first assumption of cognitive dissonance theory concerns inconsistencies of actions and beliefs cause discomfort (Festinger, 1957). This manifests when a teacher-coach feels when either the actions or core beliefs are not in sync with either teaching or coaching. This could be spending time working on athletics during academic time or spending time on academics when it is family time. The second assumption according to Festinger (1957) concerns inconsistency causes dissonance and people are motivated to resolve the dissonance. This would be the teacher-coach asking the administration to help with the relief of additional teaching duties. The

teacher-coach in this case self-advocates for change to provide more time for coaching or more family time. The final assumption can be achieved by changing beliefs, changing actions, or changing the perception of actions (Festinger, 1957). Coaches oftentimes choose to leave the profession due to burnout and unwillingness to compromise core beliefs (Altfeld et al., 2018). When cognitive dissonance occurs, whether on a conscious or subconscious level, teachers that coach change actions by leaving the profession rather than violate their personal belief structure (Schaffran et al., 2019).

Related Literature

Locke and Massengale (1978) and Templin and Anthrop (1981) were researchers who pioneered early research continue to study the teacher-coach role conflict and how to assist others with the role theory. Templin engaged with conflict issues in the early 1980s and continued to be a major name in research 30 years later in working with Richards (Richards & Templin, 2012). Sage (1987) and Richards and Templin (2012) focused on teachers in physical education; however, Camiré et al. (2017) found that over 60% of secondary coaches were non-PE teachers who had little formal preparation in coaching before entering the realm of athletic coaching. Overwhelmingly, the non-PE coaches emanate from the social studies department (Conner & Bohan, 2018; Stacy, 2014). There are differences in how teachers that coach are perceived when they are an academic subject matter teacher or teach PE (Égalité et al., 2015). The related literature falls into five categories: (a) teacher-coach conflict, (b) cognitive dissonance, (c) the pressure on the coach, (d) role overload and burnout of coaches, and (e) benefits of the teacher-coach.

Teacher-Coach Conflict

Richards et al. (2014) sought to understand role stressors, role resilience, and burnout between the teacher-coach and teachers who do not coach. The findings of this study suggested that there are more similarities than differences between the teacher-coach and the teacher that does not coach. Richards et al. (2014) touted that "These findings suggest that it is not safe to assume that dual role teacher/coaches will always experience more role stress and burnout than non-coaching teachers" (p. 383).

In addition, Richards, Levesque-Bristol, and Templin (2014) used the Teacher-Coach Role Conflict Scale (TC-RCS) as utilized by Ryan (2008) and validated it for use in measuring the family/work inter-role conflict as role conflict demonstrated a negative correlation with personal accomplishment. A negative correlation occurs when one value increases and another value decreases. In the case of the instrument developed by Ryan (2008) and validated by Richards et al. (2014), the higher the role conflict the lower the personal accomplishment becomes. This reinforced Maslow's hierarchy of needs which simply states that basic needs must be satisfied before higher needs are met (McLeod, 2018). The most basic needs are physiological and include food, water, and shelter. After the basic needs are met, a person can then focus on higher level needs that include safety, sense of belonging, and self-esteem to include a feeling of accomplishment. Finally, the highest level in the hierarchy of needs is self-actualization. If a lesser need is not met, an individual remains unable to raise to the next level until a more basic need is met.

In the case of the TC-RCS, if an individual has role strain or role conflict to a high degree, the hierarchy of personal needs are not met. This puts the teacher-coach's personal needs at a lower level of the hierarchy, and personal accomplishment will suffer. As with any

leadership position, coaches must ensure that athletes' basic needs are met in Maslow's hierarchy in order for the athlete to achieve optimally. This is no different for the classroom teacher (Hook & Newland, 2018).

There are numerous effects on the teacher-coach role conflict. Lee, Chelladurai, and Kang (2018) studied 403 high school teachers who coach from 47 different states concerning emotional displays and emotional labor strategies. The findings of this study indicated that teachers expressed more friendliness and cheerfulness while coaches displayed more negative feelings such as anger, unhappiness, and frustration. This compartmentalization of emotion is often due to the drive to win by coaches. Teachers do not have the same external pressures and can have a more pleasant atmosphere in their classrooms. This type of action can cause role stress on the individual and administrators should find ways for teachers that coach to cope using professional development opportunities, goal setting, and performance evaluations. Providing this in writing aids the teacher-coach in perception of what is required in both roles, thus aiding retention and avoiding burnout. This study suits this research well in the goal of teacher-coach retention.

> A true conundrum exists: social studies teachers are hired to be coaches, and then are criticized for developing a coaching preference. Researchers in role theory use the term *role retreatism* to describe the prioritization of one social role at the expense of another. (Conner, 2019, p. 1)

Role retreatism concerns the act of one role becoming dominant over time, usually coaching over teaching (Millslagle & Morley, 2004). A study of 307 upper Midwest teachers that coach was examined in a quantitative research method on role retreatism by Millslagle and Morley in order to shed light on role retreatism based on the inter-role conflict approach by

Locke and Massengale (1978) and Massengale (1981) where a person occupies two or more roles with conflicting expectations. The results of the research demonstrated that 60% of teachers that coach demonstrated role retreatism behavior. However, over time teachers who coach viewed both teaching and coaching as equally important. Many teachers who coach were motivated by the goals of coaching over teaching. Professional development in terms of professional organization involvement, professional conferences, and journal subscription rates were indicative of the teacher-coach's motivation and involvement as the activities were overwhelmingly related to coaching rather than teaching.

The role retreatism towards coaching was aimed more at local and state levels rather than national or international. Saffici (2015) used the term coach-teacher rather than teacher-coach when the individual displays role retreatism or only teaches in order to coach. Saffici espoused that the coach-teacher must be held accountable for classroom standards. A teacher-coach should only be hired if they are qualified to do both. Saffici (2015) further argued that "Role conflict experienced by teacher-coaches will not only have negative consequences to individuals, but also to the students and athletes as well" (p. 3).

Without the stress of coaching, teachers often arrive at school early and stay well past dismissal time yet are unable to get all the work done in a timely fashion. Novice teachers from core academic subjects often feel increased pressure from the academic side in trying to accomplish their classroom tasks along with their coaching role (Richards, 2015). The role conflict between planning instruction, delivering instruction, and assessment of students takes away from the teacher's family, causing stressors in their lives (Iannucci & MacPhail, 2018; Richards & Templin, 2012). When new demands are added, such as changing accountability or government mandated assessments, this causes teachers even more stress. When the personal

lives of a teacher-coach's change, an increase in responsibility and stress change their overall outlook on life. Life changes such as a marriage and/or the birth of children add additional responsibilities. If a new teacher was to add coaching duties, an even higher rate of stress and pressure is experienced. Some teachers who coach walk away from coaching and resume only when their children are grown (Richards, 2014). Richards (2015) continued research in the occupational socialization theory and role conflict and noted that "If we truly want to understand who teachers are, we need to understand their lives beyond the classroom both within and outside of the context of schools" (p. 390).

In an expansion of role-conflict theory, elements of occupational socialization theory, teacher socialization theory, and role theory examined the lives of teachers, their routines, and lived experiences that include recruitment, training, and ongoing on the job socialization (Richards, 2015; Richards & Hemphill, 2017; Richards, Hemphill, & Templin, 2018). The role performance in a school is between the teacher and the stakeholders of the school. This includes the administration, parents, and students. Additional stakeholders include the teacher's peers, government agencies that establish requirements for learning, and policies of the boards of education. For the teachers who coach, stakeholders impact both roles. Therefore, socializing the individual in multiple settings as a teacher and as a coach can cause stress if the two roles come into conflict (Richards et al., 2018). Conflict can cause demoralization and create tension that may be too cumbersome for individuals to bear, causing them to leave their chosen profession no matter their passion for the chosen area (Santoro, 2018).

Burnout is not simply from the dual role of a teacher-coach. School administrators and teachers alike feel the pressure. Lubisco and Birren (2017) noted the shortage of coaches and examined the growing role of directors of athletics and their multiple roles to include: "ensuring

student-athletes are academically eligible; scheduling events; resolving issues with regard to coaches, student-athletes and parents; game management; hiring and evaluating coaches; budgeting, etc." (p. 15). Retaining coaches remains essential for athletic directors to maintain continuity and prevent communities from reinventing the proverbial wheel every year. Sorensen, McKim, and Velez (2016) studied the work-family balance and job satisfaction of agriculture teachers. A work-family balance was needed in order for a person to have job satisfaction. If one role was out of harmony with another, the work-family balance was off. The inter-role conflict amongst teachers that coach is stressful and prevalent. In addition, the teacher-coach's age, school size, and role preference all significantly related to inter-role conflict (Ryan, 2008).

Rocchi and Camiré (2018) explored teacher satisfaction based on extracurricular coaching and noted, "Teachers that reported a positive coaching environment had increased coaching efficacy and decreased perceptions of athlete related and workload stressors. Increased coaching efficacy predicted higher job satisfaction, while increased perceptions of stressors predicted lower job satisfaction" (p. 305). Job satisfaction is essential in individuals feeling role strain and stress. Teachers who coach face several challenges to include problems concerning time, administrative issues, interactions with colleagues, and logistics (Camiré, 2015a). The time issues include a 12-hour workday between the two roles. The teacher-coach with children feels the most strain, which is often accompanied by guilt in spending more time with other people's children.

The teacher-coach faces administrative issues dealing with teaching and coaching along with the paperwork and requisitions for needed supplies and materials adding to the workload. Interactions can be strained between teachers that coach and teacher that do not coach. At times non-coaching teachers are forced to cover a coach's class when the coach has to leave early due

to the game schedule. A rift can be created as the non-teacher-coach loses instructional

preparation time (Camiré, 2015a). In turn many teachers who coach are approached by teachers

who do not coach with student-athlete behavioral issues which take away from their class and/or

game preparation time. This provides implications for school administrators to foster a positive

climate, not just athletics, but for the entirety of the school in order to create harmony in the

staff, creating a symbiotic relationship between academics and athletics. Teachers who coach

are able to assist in issues such as corrections of student-athlete classroom behavior using the

influence of their coaching role; however, it is the teachers who do not coach who are reaping the

benefits of such actions. Communities with positive values to include trust and honesty have a

closer-knit community and greater reciprocity and cooperation (Beilmann, Kööts-Ausmees &

Realo, 2018).

In the 21st century more and more academic teachers in disciplines such as English,

math, science, and social studies are hired to teach and coach, making a change from the norm of

confining coaching to the PE teacher (Conner and Bohan, 2018). Stacy (2014) recounted an old

joke: "half the history teachers in the United States have the same first name--Coach" (p. 301).

The alignment of social studies teacher and coach go hand in hand. Professional coaches in the

late 19th and early 20th centuries were trained in history and social studies, which served as the

philosophical basis for athletics, thus mimicking the great leaders of the past (Stacey, 2014). The

tradition of the social studies teacher-coach remains the norm in the 21st century, though warrior

leaders are not the philosophical basis.

Social studies teachers who coach noted that in their context, discipline, and instructional

preferences, a common stereotype for the teacher-coach who entered teaching in order to coach

was that the individuals with that mindset were less invested in student learning (Knowles et al.,

2019). The findings of Knowles et al. (2019), along with similar research by Égalité et al. (2015), failed to demonstrate a decrease in academic performance by teacher-coaches, debunking the stereotype of the teacher-coach as not invested in student learning and achievement. Knowles et al. (2019) drew three major conclusions about social studies teacher-coaches. The first conclusion indicated that younger teachers were more apt to coach, as 39% of the teachers with less than five years' experience coach, whereas 25% of veteran teachers served as a coach.

In addition, 45% of male teachers coached, while only 14% of female teachers had dual roles. Rural social studies teachers were also more apt to coach than teachers in suburban and urban settings. The second conclusion indicated that the courses taught by teachers who coach were overwhelmingly general courses. Only 26% of teachers who coach taught Advanced Placement (AP) courses. The general courses included world history, U.S. history, and government. Geography, psychology, and sociology were popular as well with teachers who coach.

The final conclusion about social studies teachers that coach demonstrated a difference in instructional delivery preference between teachers who coach and teachers who do not coach. Teachers who coach tend to deliver instruction via lecture, textbook work, worksheets, videos, and cooperative learning, while teachers who do not coach use more primary source materials, artifacts, and photograph examinations. Their study provides administrators a window into the social studies teacher-coach and the role conflict present as the coaching demands reduce time for instructional preparation. The more demanding AP courses require more time to prepare and conduct student assessment.

Academic subject matter teachers who coach are challenged between personal instructional duties, instructional preparation time, coaching duties, and family duties. A

common perception of student performance when taught by a teacher-coach is lower because of the multiple demands of the teacher-coach. In a comparison of math and reading test scores by teachers who coach and non-coaching teachers, virtually no difference existed in the standardized test scores on all grade levels examined (Égalité et al., 2015). This study expanded the view of role-conflict and quantitatively provided empirical evidence, whereas the other aforementioned studies were often qualitative based on teacher perception, job satisfaction, time demands, and expectations of their multiple roles. It is important for administrators to understand that young and inexperienced teachers who have multiple teacher preparations and also coach have a role strain that increases more rapidly than a teacher-coach with minimal teaching preps (Iannucci & MacPhail, 2018).

From the role conflict theory founded by Richards and Templin (2012) and Sage (1987), the findings are significant in assisting teachers who coach in role strain. Santos and Costa (2018) explained and argued that the teacher-coach who willingly undertakes the teacher-coach role embraces the challenge and balances and leverages their dual roles mitigating the inter-role conflict. Woods and Lynn (2014) identified physical exercise as a source of stress relief and coping mechanisms for individuals with role strain, and the coaching aspect of the teacher-coach role enables coaches to perform the exercise needed to cope. Égalité et al. (2015) noted that "Another possibility, from a student perspective, could be that the increases in social capital, as a result of additional venues of interaction with a teacher-coach, offset potential negative effects that stem from role conflicts" (p. 17).

Pressure on the Coach

Coaching represents a potentially rewarding profession and can bring much joy with the opportunity to develop athletes and impart a lasting legacy, while at the same time, coaching can

be time consuming, demanding, and frustrating (Raedeke, 2004). Because of the volatility, many coaches who enter the profession last only a short time period before endeavoring to follow other pursuits (Lackey, 1977). Coaches operate in an extremely fluid environment with pressure from multiple sources in multiple directions which makes coping skills difficult to implement (Thelwell, Wagstaff, Rayner, Chapman, Wagstaff, & Barker, 2017). The ever-increasing responsibilities of the teacher-coach includes roles such as surrogate parents, truancy officers, behavior psychologists, and enforcers of punishment for other teachers not only add to role overload but role retreatism and possible burnout (Millslagle & Morley, 2004; Sage, 1987).

  The relationship between teaching and coaching have similarities and differences. One of the major differences that coaches experience concerns the pressure from external sources that teachers do not face. Teachers do not often have public scrutiny on the outcome of test scores like many coaches on the outcome of games (Sage, 1987). Coaches are dismissed from teaching jobs for factors outside of their control if achievement is based on wins and losses. In schools that do not recruit, talent levels vary from year to year. Some aspects of personnel are beyond the grasp of the coach. Just as teachers teach the classes in which they are assigned, often high school football coaches coach the team from the personnel in the school and not from recruiting or transfers.

  The reasons for a forced dismissal of a coach may vary due to time and circumstance. An in-depth look into a four-decade study by Lackey (1977; 1986; 1994) and Scantling and Lackey (2005) reveals an attitude shift over time on the role of the coach. Overall, relationships were paramount throughout, but winning or lack thereof was the reason for coaching dismissals in the 1980s but went away in the 1990s only to resurface again in the 2000s. Lackey (1977; 1986; 1994) and Scantling and Lackey's (2005) four-decade research was conducted in the state of

Nebraska noted that data can change based on locality, but the shifts over time demonstrate how attitudes and values change from decade to decade.

In Lackey's four decades of research (1977; 1986; 1994; Scantling & Lackey, 2005), the reasons for coaching turnover and dismissal of coaches by principals were examined and demonstrated the pressure of the occupation. The reasons for the coach turnover shifted over the decades, but the volatile nature of the position remained a constant. The role conflict between teaching duties and coaching duties remained a constant throughout the time. During the 1970s the top five reasons coaches were dismissed by administrators included: (a) poor coach/student-athlete relationships (23%), (b) improper conduct or personal habits by the coach (21%), (c) failure to win (16%), (d) poor public relations (15%), and (e) poor classroom performance (13%) (Lackey, 1977). The shift in the 1980s included the top four dismissals of coaches by administrators to include win-loss record (32%), lack of technical coaching skills (31%), human relationship problems16%), and improper conduct of the coach (11.5%) (Lackey, 1986).

Between the 1970s and the 1980s, coaches improved personal conduct by 10%; however, the pressure to win increased wherein twice the amount of coaches were dismissed based on wins and losses. Perhaps in that decade the opportunity cost of coaches with higher character resulted in a less technical coach with nearly two-thirds dismissed due to their technical coaching skills or lack of ability to win (Lackey, 1986). During the 1990s coaches were dismissed at a high rate for the following reasons: (a) poor coach/student athlete relationships (19%), (b) failure to motivate players (16%), (c) poor public relations (14%), (d) improper conduct of the coach (13%), (e) inept in social relationships (10%), and (f) wins and losses (9.5%) (Lackey, 1994). Data for the 2000s were much of the same data from the 1990s (Table 1). The top reason for dismissal was poor player/coach relationships, lack of coaching skills, improper coach conduct,

failure to win, and the fifth reason for dismissal was a tie between poor public relations and a

failure to motivate players (Scantling & Lackey, 2005).

Table 1

Reasons for Dismissing High School Coaches in Nebraska

Rank	1970s	1980s	1990s	2000s
1	Poor player/coach relationships (23%)	Win-loss record (32%)	Poor player/coach relationships (19%)	Poor player/coach relationships
2	Improper coach conduct (21%)	Lack of technical coaching skill (31%)	Failure to motivate players (16%)	Lack of coaching skill
3	Failure to win (16%)	Human relationship problems (16%)	Poor public relations (14%)	Improper coach conduct
4	Poor public relations (15%)	Improper coach conduct (11.5%)	Improper coach conduct (13%)	Failure to win
5	Poor classroom performance by coach (13%)	All other reasons	Inept in social relationships (10%)	Poor public relations and failure to motivate (tie)

The change between the 1980s and the 1990s is that more coaches were seen as the face

of the school in public relations. The wins and losses were not in the top five reasons in the

1990s, but the coach's dismissal was more relationship-based with the student-athlete and the

public. The vast majority of the dismissals in the 1980s were football and boys' basketball

coaches; however, the 1990s saw the dismissal of many more girls' sports coaches with

predominantly volleyball and girls' basketball coaches (Lackey, 1994). One change that was

noted between the 1970s and the 1980s that lasted into the 1990s was the sources of pressures

that coaches felt. Lackey noted that over time in his research, he learned more and found sources

of pressure that were not considered in the 1970s. In subsequent studies he focused on the

source of the pressure that the coach faced (Lackey, 1994). In the 1980s, where win-loss records were the predominant reason for dismissal, the pressure on the coach came from fans and boosters, while the 1990s was the decade in which parents became the source of pressure (Table 2).

Table 2

Sources of Pressure on Coaches

Rank	1980s	1990s	2000s
1	Fans / Boosters	Parents	Parents
2	Parents	Fans / Boosters	Fans / Boosters
3	Self	Self	Self
4	Administration	Administration	Administration
5	Athletes	Athletes	Athletes

The four decades' study demonstrated the pressures which coaches faced and denoted sources of conflict within the coach. The third source of pressure coaches noted was on themselves. Coaches can be their biggest critics and drive themselves to perform better or burn themselves out if they do not have strong coping skills (Thelwell et al., 2017). Lackey's (1977) study included data from 232 principals who returned questionnaires with a 72.5% return rate.. The 1980s information was derived from 347 respondents with a 95% return rate (Lackey, 1986). The 1990s data was taken from 315 respondents with a 92% return rate (Lackey, 1994). The 2000s data was taken during the 2003−2004 school year from 275 respondents with a 90.2% return rate (Scantling & Lackey, 2005).

The conclusion of each study is much the same. Coaches are under pressure, and they often do not control their own destiny. Improper conduct of the coach remained under control of the coach, however. Moral and ethical conduct are the expectation in both the teaching and coaching professions. The change from fans and boosters who applied the most pressure has shifted to the parents in the 1990s and remains pervasive in the 2000s. Coaches can aid in alleviating pressure through better communication and human-interaction techniques (Scantling & Lackey, 2005).

The pressure to win is not the only pressure on the coach. An element of pressure a coach may feel comes in the form of controlling personal emotions. The direct face-to-face nature of the dual role of the teacher-coach ensure public contact and emotions are often on display, thus invoking human feeling or emotional labor (Grandy & Gabriel, 2015). The teacher-coach endeavors to alter and enhance behavior, thus heightening senses during interaction (Lee, Chelladural, & Kim, 2015). Emotional well-being is beneficial for both educational leaders and students. Emotional intelligence represents the ability to cope with stress and promote well-being (Lee & Chelladural, 2016; Lee, Richards, & Washburn, 2019). In a study of athletic directors, a positive relationship between emotional intelligence and well-being, along with job satisfaction, help mediate emotional exhaustion.

Lee et al. (2019) concluded that athletic directors ought to take measures to increase personal emotional intelligence through third party support systems and professional learning opportunities to become more aware of their selves and the well-being of those they lead. Lee and Chelladural (2016) examined 430 Division 1 college coaches and determined emotional intelligence served as a moderator between the surface acting a coach portrays and true emotional exhaustion.

Pressure on coaches to win can be immense to the point where the coach relies on false motivation to increase the play in their athletes. When individuals attempt to change personal feelings, such as a coach deep acting to bring out the best in their athletes, there is a possibility of decreasing the well-being of the coach. Emotional labor encompasses the emotional requirements and the efforts and strategies displayed to meet the mission asked by the individual (Grandy & Sayre, 2019). Coaches should avoid surface acting and demonstrate genuine expression despite the pressure to win for their own health and to avoid emotional exhaustion and other detrimental effects of ill health, as well as for the betterment of the athletes and organization (Lee & Chelladural, 2019).

Role Overload and Burnout of Teachers That Coach

The role conflict of the teacher-coach can negatively affect students academically as well as the athletic team when a coach is experiencing role strain or role overload (Guinn, 2018; Raedeke, Granzyk, & Warren, 2000). Role overload often causes teachers who coach to revert to role retreatism or to prioritize coaching over teaching causing students to receive an inferior product in the classroom as the teacher-coach provides lower quality instruction (Johnson et al., 2016). Role overload does not always lead to burnout; however, role overload leads to chronic stress, which affects other parts of the body or actions of a person (Kilo & Hassmen, 2016).

Teacher-coach turnover occurs as a result of role-conflict and the results of the conflict, which are often a negative to both the academics and athletics (Guinn, 2018). Guinn (2018) continued by saying that the teachers who coach and are not fully invested in the dual role lack coping mechanisms to deal with conflict. The negative effects on the teacher-coach, the student-athlete, and the team are indicators of a change in either role retreatism, dissonance, or burnout (Raedeke et al., 2000; Westfall, Martin, & Gould, 2018). Both individual factors of overload and

burnout are factors in their causes; however, organizations can affect the outcome of individuals and help prevent overload, chronic stress, and burnout (Arnold, Fletcher, & Daniels, 2017).

Altfeld et al. (2018) stated that "Burnout can be described as a state of psychological and/or physical exhaustion, which is accompanied by a lack of motivation and unfavorable thinking" (p. 71). Coaches may be better suited to deal with role conflict if they receive external support from fellow teachers and coaches as well as an understanding family (Ryan, 2008). Even when there is coaching turnover, a substantial number of coaches return to the ranks when the stress factors are under control. A return to coaching occurs during a time of reflection and a much-needed break in order to collectivize their thoughts and priorities (Raedeke, Warren, & Granzyk, 2002). Once the coach experiences burnout, the recovery time can last anywhere between eight months to three years, though some coaches never fully recover the psychological distance from the demands of coaching (Raedeke, 2004). If a coach recovers, the time away allowed the individual to focus on the positive effects and allow the negative effects to melt away (Arnold et al., 2017). Sas-Nowosielski, Szóstak, and Herman (2018) noted that some coaches do not experience the phenomena of burnout with emotional exhaustion but rather a feeling of being professionally undervalued. In this instance of undervaluing the teacher-coach as opposed to burnout, retention has the possibility of being greater with the remedy being a change in morale and work atmosphere (Sas-Nowosielski et al., 2018)

Role overload and role stress lead to job dissatisfaction, which leads to decreased performance and increased turnover in teaching and coaching (Richards, Washburn, & Hemphill, 2019). Educational leaders at all levels should be mindful of the stress that affects the teacher-coach as burnout is positively associated with turnover (Lee, 2019a). Burnout not handled effectively generates counterproductive work and increased absenteeism; this byproduct costs

schools thousands of dollars and increased attrition in the workforce (Rumschlag, 2017). Understanding the cycle of burnout is essential for leaders to assist subordinates in overcoming obstacles. The symptoms of burnout often include emotional exhaustion, cynicism, and reduction in the sense of personal accomplishment (Schaffran, Kleinert, Altfeld, Zepp, Kallus, & Kellmann, 2019).

Schaffran et al. (2019) advocated for early detection through the use of questionnaires in order to help self-diagnose as well as help those in a position to provide intervention, either person-directed or organization-directed, as they appear to be the most effective tool to deal with burnout. The Burnout Prevention Questionnaire for Coaches (BPQ-C) was developed by Schaffran et al. (2019) through grounded research that can be an effective instrument to detect early-stage burnout. Factors for coach burnout include fatigue, leisure time, sleep quality, level of personal physical fitness, and exposure to stress, both general and social. Leisure time can serve as a preventative measure to assist a teacher-coach in recovering from stress and fatigue; maintaining personal physical fitness and proper nutrition are equally essential to the health of a teacher-coach, which often are neglected while in-season (Schaffran et al., 2019).

The association between the coach-athlete relationship presents another element in understanding coach burnout. Coaches who perceived themselves as committed and who worked along with their athletes to achieve mutual and complementary goals demonstrated a significantly lower level of burnout (Westfall et al., 2018). In a study of special education teacher burnout, results of using evidence-based practice with greater fidelity assisted in burnout prevention (Ouellette, Pellecchia, Beidas, Wideman, Xie, & Mandell, 2018). Though the stressors and scope may differ between special education teachers and teachers who coach, understanding and preventing the stressors are essential to reducing turnover.

Passion for an occupation can significantly reduce burnout. Moem, Betnzen, and Myhre (2018) examined the differences between obsessive passion and harmonious passion along with negative and positive effects that coincided with coach burnout. Moem et al. (2018) concluded that obsessive passion with negative affect had a higher rate of burnout than harmonious passion with positive affect. Harmonious passion is a love for an activity that does not overtake a person's identity but works in harmony with other aspects of a person's life, whereas obsessive passion overpowers a person's identity and controls their day-to-day life. This demonstrated the need for balance in the life of a teacher-coach and understanding the role in the life of the student-athlete a coach can impact while placing the value of winning and losing in perspective.

Along with self-care for the physical aspects of burnout, being mindful of the occupational stress assists teachers that coach in mental health. Mindfulness is perception of one's consciousness in the moment (Lee, 2019b). Lee (2019b) noted that awareness, attention, and intention are key elements of mindfulness that contained four components: (a) clarity of awareness, (b) present-moment orientation, (c) the ability to direct one's attention while maintaining non-judgmental reason, and (d) the ability to shift attention from the inner self to the outer world. Lee (2019b) concluded by stating that "that mindfulness successfully predicted sports leaders' tendencies to pursue development goals. Additionally, mindfulness can mitigate sports leaders' winning goal orientation by reducing the level of their perceived stress" (p. 12). The teacher-coach should work the mind and body together in order to maintain physical health and avoid negative stress that can lead to burnout.

Benefits of the Teacher-Coach

Égalité et al. (2015) concluded that participation in high school sports is beneficial to academic achievement, especially for African American and Hispanic student-athletes. Fritch

(1999) described high school sporting events as venues for community gathering and an increase in social networks and stating that"Social capital is not the possession of a particular individual, but instead exists in the relations between people and is diminished when individuals withdraw from social networks. Social capital can exist in a social network as small as a family or as large as a community" (p. 5). Relationship building by the teacher-coach creates an atmosphere for positive student achievement in two domains and provides an adhesive relationship between athletics and academics. Égalité et al. (2015) said "Therefore, sports and coaches potentially build social capital networks that can lead to higher student academic achievement" (p. 6). The teacher-coach who promotes athletic participation while serving as an academic leader provides an atmosphere for adolescents to grow and thrive in school.

Van Milligen (2013) noted that many teachers start their educational journey as coaches in order to secure a job and stop coaching once tenure or career status is achieved. Retaining teachers who coach remains essential for maintaining or building the bridge between academics and athletics not only for continuity but also to promote both realms under one domain. Administrators ought to look at the whole person and not just a teacher or not just a coach but one who endeavors to excel in both areas of the profession (Mimms, 2017; Van Milligen, 2013).

One benefit of interscholastic athletics is the healthy exercise of competition. The social capital gained through athletics has the ability to carryover from the field of competition into the classroom. Hwang, Feltz, Kietzmann, and Diemer (2016) conducted a longitudinal study on the involvement of athletics on educational outcomes. Numerous benefits of athletic participation in high school students are available to individuals that participate in athletics. Social capital is built more in team sports than in individual sports due to the teamwork comradery. Peer

pressure can be both a positive and negative effect in schools. One positive effect of peer pressure and athletic engagement includes:

> Participation in higher level and more competitive sports may create a more cohesive team culture, in which team members positively influence each other toward their educational goals. Furthermore, these student-athletes hold higher status and become more popular in the school, which may create more opportunities for them to get help from other students and teachers. (Hwang et al., 2016, p. 775)

Aoyagi, Ishii, Shibata, Arai, Fukamachi, and Oka (2016) researched the benefits of school-based extracurricular activities in the positive development of youth. They noted that faculty members who served as coaches have a better insight on the student-athlete and were more in tune with the mission and function of the school. Aoyagi et al. (2016) further noted that external coaches often bring intangibles and expertise not obtained by teachers and recommend a cooperative effort to help bridge the internal and external coaches to most benefit the student-athlete. However, external coaches can lack in the academic realm, which is the main purpose of school. Though the experience of the external coach is valuable, if the coaching ability of a teacher-coach is equal with an external coach, the teacher-coach should have priority.

Aoyagi et al. (2016) also noted that "Some students felt that simple participation in school-based extracurricular activities and observing their own efforts were benefits that teachers provided, even if they were unable to coach expertly" (p. 812). Hinojosa and Maxwell (2018) echoed many of the same sentiments in their findings, noting that teachers who coach are able to influence stakeholders in the school by their impact on students and the communities as ambassadors for athletics and academics. In addition, student-athletes have been known to come back to school long after graduation and seek out their teacher-coach for life advice due to close

relationships built over the time spent together in the classroom and athletics (Hinojosa & Maxwell, 2018).

Koh, Ong, and Camiré (2016) concluded that PE teachers and coaches who use a values system to coincide with the athletics gain pedagogical strategies and student-athlete perception of the values were higher when there was a purpose behind each interaction beyond the sport or class. In a follow-up study, Koh, Camiré, Regina, and Soon (2017) found that teachers using a values system should be well-versed and clearly understand the values they are trying to teach in order to transfer the values. Merely putting words on a bulletin board or structuring lessons are not enough but must be lived out for the lessons to retain.

The teacher-coach can help students transfer life skills from the lessons learned in athletics into the classroom (Pierce, 2018). The internal assets, such as self-confidence, self-awareness, and self-reflection, are byproducts that athletics provide; however, Pierce et al. (2018) warned that some student-athletes lack the maturity to transfer this fully (p. 11). External assets, such as discipline and having high expectations, are easily transferred. The findings of the Pierce et al. (2018) study indicated a split, as the teachers who coach involved were torn by the numerous extraneous factors and state that, "It was concluded that life skills transfer is heavily influenced by both the characteristics of the developing high school student-athletes themselves and the student-athletes' previous life experiences and life histories, and the family/social environments in which they were situated" (p. 12).

The teacher-coach can assist student-athletes in not only the academic and athletic approach to the profession as well as how the overall interaction within the community by providing credibility. Teachers who coach have a unique position to understand and facilitate the transfer of life skills over teachers that do not coach because of continued interactions with

student-athletes in both school and sport (Camiré, 2015b). Kendellen and Camiré (2015) studied former high school athletes and concluded two major points of impact of high school sports. First, life skills were either acquired or enhanced that benefited the former student-athlete. The second conclusion shared by the participants included negative subcultures that have permeated high school sports. The negative subcultures include physical force by a coach on a player or allowing hazing to take place, demonstrating a need to train coaches to deal with student-athletes. Kendellen and Camiré (2017) noted that the negative experiences are a call to educational leaders to provide an atmosphere where coaches can maximize the positive aspects such as life skill development and eliminate the negative subculture of violence.

Transferring sport application to life skills needs to be an intentional effort by coaches in order to gain the social capital needed to relate life to sports. The ability of coaches to build this capital in order to gain a wide variance of resources in order to assist young athletes is acquired through time and experience as well as the perception of the athlete through various means of cultural application (Pierce, Gould, & Camiré, 2017). Youth coaches, no matter the sport or level of competition, have the opportunity to work with other stakeholders in the athletes' lives (parents, guardians, teachers) in order to apply life skills that fit within the context of the lives of the athlete to relate the actions that took place in their sport (Pierce, Kendellen, Camiré, & Gould, 2018). The essential element of coaches teaching life-skills to athletes only comes after the coach-athlete relationship satisfies the basic psychological needs. The absence of such care and trust does not enable athletes to recognize the intentions of the coach (Camiré, Rathwell, Turgeon, & Kendellen, 2019).

Kendellen and Camiré (2019) conducted another study on applying life skills used in sports. In the previous studies, most of the data was drawn from white middle class student-

athletes who came from two-parent families. They wanted to ascertain the life skills and values learned through sport from a wider sample population. The individual sampled for this grounded theory study included seven males and six females who participated in youth sports for over nine years. The median age at the time of their research was 21 years old. The findings of this study indicated the complexity of transfer of life skills from athletics as the integration of the building up of other forms of capital must also be present in order to apply lessons from sports. The former student-athletes indicated a need to build workforce capital and other forms of human connections in addition to the discipline and other lessons gleaned from athletics in development of the adult identity. This research differs from other similar studies (Camiré, Rathwell, Turgeon, & Kendellen, 2019; Pierce et al., 2018) because this research sought a one-time qualitative interview rather than a three-month journaling of the individuals researched. This demonstrates the value of sports but places a perspective of the complexity of the subject matter.

Coaching fundamentals in sports is a kinesthetic extension of the classroom teaching model. Camiré (2015b) noted this connection as "Teaching and coaching share many characteristics and represent important pedagogical endeavors that play central roles in positively influencing youth's experiences in school and in sport" (p. 126). Teachers who coach have strengths and weaknesses in academic pedigree and athletic prowess. Some are stronger teachers than coaches, while others have to work harder in academics as coaching comes more natural to them. As with any conflict in life, individuals need to prioritize what is important to ensure needs are met. In the realm of the teacher-coach, the inability to prioritize and letting an area go sets a poor example for others to follow (Hill, 2016).

Saffici (2015), as well as Turgeon et al. (2019), noted the moral obligation of the teacher-coach to provide the best learning environment in the classroom for all students as well as

provide athletic leadership on the field. In order to assist the teacher-coach, especially young and inexperienced teachers that coach, a mentoring program for both roles ought to be implemented to assist in both realms of academics and athletics. Mentorship aids in growth and provides insight to both roles in order to not allow one role to lapse (Lubisco & Birren, 2017). Administrators can assist teachers who coach as well to promote harmony between the academic mission and the athletic mission of the school.

Summary

This chapter provided a theoretical background on role conflict theory, which first started with Locke and Massengale (1978), later added by Sage (1987) with the inter-role theory, and later expounded on by Richards and Templin (2012) in their multidimensional perspective to include intra-role. Festering's theory of cognitive dissonance (1957) explained the belief structure and actions. Many teachers who coach leave coaching rather than compromise their core beliefs. The related literature included continued research in role conflict, role strain, and burnout of the teacher-coach but also included the benefit of the teacher-coach as a community builder, a source of social capital, and a bridge between academics and athletics to provide motivation to student-athletes.

The teacher-coach is prone to role conflict since coaching and teaching are two different disciplines and can have negative effects. These negative effects include role retreatism, burnout, and lack of performance (Ryan, 2008). Negative effects can have personal implications that affect the teacher-coach's family and they can also affect the student-athlete (Altfeld et al., 2018). There are many benefits to having a teacher-coach on the coaching staff in schools as the teacher-coach is able to bridge athletics and academics and build social capital in the community.

The time spent with athletics provides a platform to transfer life skills and provide motivation to student-athletes who may otherwise not be motivated to excel in academic endeavors.

Often, the teacher-coach feels role conflict from role ambiguity, lack of time, and role overload (Locke & Massengale, 1978; Richards & Templin, 2012; Sage, 1987). A gap in the research includes identifying specific role conflict solutions for the teacher-coach. Though there are indicators of role conflict, the body of knowledge that is missing is how to adapt the climate of the school to assist the teacher-coach in dealing with role conflict and role overload or role strain. This study seeks to aid the teacher-coach in accomplishing personal goals while helping the schools to provide the best bridge between academics and athletics, thus building community in the school in order to provide the best environment possible for the student-athlete.

CHAPTER THREE: METHODS

Overview

The purpose of this applied study was to solve the problem of retention of assistant football coaches that teach at City High School in Northern Virginia (all names are pseudonyms). A multimethod design was used that consisted of both qualitative and quantitative methods. The first approach was structured interviews with key stakeholders at the high school. The second approach consisted of a quantitative survey. The third approach included an anonymous online discussion board that provided qualitative. The problem is a lack of retention of assistant football coaches at City High School (a pseudonym) in Northern Virginia. Several issues from the literature outlined retention issues of teachers and coaches to include the hours expected of football coaches causing a conflict in the different roles of the individuals: parent, teacher, coach, etc. (Guinn, 2018; Richards & Templin, 2012; Sage, 1987). The benefits of a teacher-coach are numerous to include the ability to transfer life skills from athletics to the classroom and from the classroom to athletics due to the unique perspective and relationships with student-athletes (Pierce et al., 2018). The teacher-coach plays an integral role in preventing student-athletes from dropping out of school (Hinojosa & Maxwell, 2018). Teachers who coach in a positive high school environment have a high job satisfaction. The working environment plays a major role for the teacher-coach (Rocchi & Camiré, 2017).

This chapter will provide details for the research method, the research design, the setting, and the participants. Ethical considerations for the research are found throughout the chapter to include safeguards against bias, anonymity of participants, and data collection storage. This chapter also includes the methodology of data collection and data analysis. The research conducted represents an important means to solve the problem of retention of assistant coaches

that serve as teachers on the faculty in order to maximize the learning potential in the classroom and growth of the individual on and off the field.

Design

In this multimethod applied research study, both qualitative and quantitative methods were used. Three different data collections approaches, including qualitative interviews, a quantitative survey, and an online discussion board that provided qualitative data was employed. The applied research multimethod design is best suited for this study because it seeks to solve a problem in practice (Bickman & Rog, 2009; Elbanna, 2020). Tashakkori and Teddlie (2009) outlined three approaches for data analysis in applied research: (a) narrative data using qualitative thematic analysis, (b) numeric data that can be descriptive or inferential in a statistical analysis, and (c) a third approach that can include a conversion of one type or another for a new approach. The qualitative nature of the research will be in the interview data collection and anonymous online discussion board. The quantitative nature will be in the survey. The online discussion board served in the qualitative realm and provided an overall view of the issue.

Bickman and Rog (2009) noted that applied research is designed to solve an immediate problem; however, unlike basic research human nature and other factors, such as politics or the chaos of life, interfere with institutional control of the experimental process. Basic research seeks new knowledge and is often controlled in a laboratory environment. The applied research methodology contains both qualitative and quantitative parts in the aforementioned interviews, survey, and discussion boards (Elbanna, 2020). Gall, Gall, and Borg (2007) wrote that "applied research, virtually by definition, seems more likely to contribute to the improvement of education practice" (p. 14). In order to fully research retention of assistant football coaches who serve on the faculty of City High School in Northern Virginia, applied research is the best

methodology to answer the research questions of how to retain assistant football coaches, since it seeks to find the root causes of turnover in the coaching ranks and the practices used in a high school.

Research Questions

Central Question: How can the problem of lack of assistant football coach retention at City High School located in Northern Virginia be solved?

Sub-question One: How would faculty members, administrators, and coaches in an interview solve the problem of lack of assistant football coach retention at City High School located in Northern Virginia?

Sub-question Two: How would faculty members, administrators, and coaches in a quantitative survey inform the reasons for lack of assistant football coach retention at City High School located in Northern Virginia?

Sub-question Three: How would faculty members, administrators, and coaches in an online discussion board solve the problem of lack of assistant football coach retention at City High School located in Northern Virginia?

Setting

City High School (a pseudonym) represents a public high school in a county school district with two high schools, two middle schools, and five elementary schools. The school district is a fringe rural to Suburban County in Northern Virginia of the Washington, D.C. metropolitan area. The student population of the high school is 820 students. This school is located in the central city of the county. This enables the district to pull resources from multiple areas and provide student access to facilities. The county school district has an enrollment of 5,376 students (Virginia Department of Education, n.d. a).

In the past 10 years the overall record for the football team was 49 wins and 61 losses. The first half of the decade was quite different than the last half of the decade. From 2010 to 2014 the school accumulated 34 wins and 24 losses with only season where the team accumulated more losses than wins. In each of the years between 2010 and 2014, the varsity football team made it to the state playoffs. From 2015 to 2019 the combined record was 15 wins and 37 losses. In only one season during that time the team accumulated more wins than losses and that one winning season was the school's only playoff appearance. From 2010 to 2019 the school had three head coaches. The first head coach departed the school after seven years at the helm to start a program at a larger high school in a better-paying district. The second head coach lasted three seasons and resigned, moving to a different school while assuming a role as an assistant coach. The third head coach lasted three seasons as well, and after his resignation from coaching he left the education profession altogether and sought employment in the private sector.

The school's demographics include a population of 821 in the 2019−20 school year. The Caucasian population makes up a majority of the student body population at 81.7%. Hispanic students account for 7.9%, Black students were 3.0%, Asian students were 1.7%, and 5.2% of the student population claimed two or more races (Virginia Department of Education, n.d. b). The demographics for the school district administration include 9 principals, 10 assistant principals, and 4 deans of students. Of the 9 principals there are 5 Caucasian females, 3 Caucasian males, and 1 African American Female. Of the 10 assistant principals there are 5 Caucasian females, 4 Caucasian Males, and 1 African American Female. Of the 4 deans of students, 2 are Caucasian Females and 2 are Caucasian Males. There are 385 teachers in the district with a breakdown of 1.3% Hispanic, 0.5% Asian, 2.1% African American, and 96.1% Caucasian (Virginia

Department of Education, n.d. a). The school is below the district and state average of standard

and advanced diplomas and dropout rate (Table 3).

Table 3

Graduation Rates

	Standard Diploma	Advanced Diploma	Dropout Rate	GED or other non-graduates
City High	55.9%	41.2%	2.0%	1.0%
District	52.8%	44.6%	1.6%	0.9%
State	51.8%	40.6%	5.1%	2.5%

Participants

In this applied research study, selection of participants was accomplished by purposeful,

non-probability sampling (Elbanna, 2020). This allowed for purposeful human judgement to

choose those to be selected for this study. Nonprobability samples are appropriate for applied

research because it allows the researcher to select individuals whose experiences are relevant to

the research, obtain data at low cost that motivates more extensive, systematic research, and

establish particular instruments and survey procedures that collect data about a group for a

specific study (Henry, 2009). Tashakkori and Teddlie (2009) noted,

> A purposive sample is typically (but not always) designed to pick up a small number of
>
> cases that will yield the most information about a particular phenomenon, while a
>
> probability sample is planned to select a larger number of cases that are collectively
>
> representative of the population of interest. (p. 292)

The research conducted is at one particular high school, the stakeholders of the school

include the school's administration (superintendent, principal, three assistant principals,

director of athletics (AD), and the assistant AD, the coaching staff (the former head coach

participated in the study as well as six current assistant coaches)), three former coaches

that are on the faculty, one former assistant coach who also taught on the school's faculty

but has since left education for employment in the private sector outside of education,

and three coaches of other sports that also are members of the faculty providing a total of

20 participants in the study.

The 20 participants were invited to participate in the quantitative survey and online

discussion board; however, only seven participants were involved in the qualitative interview.

The principal, athletic director, the former head football coach, a former assistant coach who is

also a former teacher in the school, and three former coaches who continue to teach at the school

were interviewed in the qualitative portion of the research for a total of seven open-ended

interviews.

The Researcher's Role

Motivation for this study centered on my personal experience as a head football coach

and social studies teacher. The teacher-coach on a football staff provides a level of support that

is often not provided with coaches who do not work in the building. My personal experience

includes serving as a football coach in five varsity football programs while being the head coach

of three programs. The teachers who served as assistant coaches were professionals on the field

and in the classroom and served as role models to the student-athletes in both realms of

academics and athletics. One of the aspects of this research is bias in the research due to my

history of coaching and teaching. Maxwell (2009) defined bias in research as "ways in which

data collection or analysis are distorted by the researcher's theory, values, or preconceptions" (p.

243). Creswell and Poth (2018) use the term *going native* when a researcher completely

identifies with a group and cannot remain objective. Keeping an open mind and seeing multiple perspectives remains a paramount focus.

Prior to conducting this research, certain beliefs existed about the value of the teacher-coach on the staff and faculty. In four of the five schools I served as a coach, I was also a teacher on the faculty. One year of my coaching history included a teaching and coaching assignment not at concurrent locations in different school districts. Though the staff was inviting, there was a sense of distance of not being a teaching peer, and there was a distance from the student-athletes.

To ensure ethical and accurate research, the researcher will bracket out biases in order to allow for the data to reveal the facts and not opinion (Creswell & Poth, 2018). Transparency of my background is essential to reveal the facts of the research and not have my bias impact the results. Prior to the current school year, I had neither had any contact with the school district nor the football team. I was hired to be the next football coach at the school in which the study was conducted; however as of the data collection, the football team had neither yet played a game nor have had an official practice.

All Institutional Review Board (IRB) procedures were followed, and I ensured personal assumptions and biases did not interfere in the data collection or data analysis. As the research was being conducted, integrity of action and thought was paramount. Pseudonyms were used to protect the participants' identity as well as the school's identity. In addition, data storage was essential to research not only to protect anonymity but to protect the integrity of the research (Creswell & Poth, 2018). Backup files were stored on my personal computer's hard drive as well as storing items on a cloud-based drive. Furthermore, a master list of all data gathered was kept safeguarded under lock and key as well as a digital copy on hard drive and cloud-based

drive. The participants' identities were not only safeguarded in the writing of this dissertation but in the data as well. A data collection matrix was stored to aid in protection and finding of resources in case I am not available to do so.

Procedures

Before any datum were collected, approval from the IRB at Liberty University (see Appendix A) was obtained. Creswell and Poth (2018) stressed the importance of obtaining full IRB approval and all permissions before conducting research. Written permission from the superintendent and the principal was obtained before commencement of research (see Appendix B).

Next, consent forms were emailed to the participant list (see Appendix C and D). Each consent form explicitly stated that the participants were free to opt out of the study without repercussion and they signature acknowledged that they were not coerced into participation. Purposeful, non-probability samples were used in qualitative and applied research (Henry 2009; Tashakkori & Teddlie, 2009). Eliciting the participants for the study once approved by the superintendent was done via email, telephone calls, and face-to-face meetings. The participants selected are a result of the position as a stakeholder in the school and in the football program. Once the participant affirmed their participation in the research, a consent form was provided to them. Once all consent forms were returned, the research commenced.

The first data collection method were open-ended interviews. Creswell and Poth (2018) stated that the primary means of data collection in qualitative research is the interview. Open-ended questions were asked to extract answers on the reason teachers who coach leave the athletic realm. The principal, athletic director, former head football coach, and four former coaches on the faculty (one is a former faculty member) were interviewed. All interviews were

recorded and transcribed. The second data collection form was a quantitative survey, which was sent out via email to the participants. The survey was completed on a neutral website in which the participants submitted their responses anonymously and electronically. The quantitative measure data were collected by answers on a 1—5 Likert scale. The Likert Scale included a value of 1 for *Strongly Disagree*, 2 for *Disagree*, 3 for *Neutral*, 4 for *Agree*, and 5 for *Strongly Agree* (see Appendix I). Fowler and Cosenza (2009) noted that basic understanding of the purpose of the survey in the overall purpose of the research enables respondents to answer more fact-based. The third data collection method included an anonymous online discussion board, which the results were instant transcription upon completion. Data was qualitative in nature. All data collected were stored in lockable file cabinet off-site in order to maintain security.

Data Collection and Analysis

This applied research study employed both qualitative and quantitative approaches to gathering data, including qualitative interviews, a quantitative survey, and an online discussion board consisting of qualitative measures as specified in the Liberty University Applied Dissertation Template (Liberty University, 2019). Triangulation is the use of multiple methods of data collection and is used to increase and enhance the validity of the study's findings (Bickman & Rog, 2009). Creswell and Poth (2018) noted that *triangulation* ensures that findings are transferrable between researchers and participants in the study; therefore, thick descriptions are necessary. Triangulation includes use of third-party reviews to ensure reliability and dependability of questions to ensure accuracy. There are three approaches for data analysis in applied research: (a) narrative data using qualitative thematic analysis, (b) numeric data that can be descriptive or inferential in a statistical analysis, and (c) a third approach that can include a conversion of one type or another for a new approach (Tashakkori & Teddlie, 2009). For the

research study of how to retain teachers as assistant football coaches at City High School in

Northern Virginia, three data collection methods were used. The first method consisted of

interviews, which were conducted in an open-ended manner and entailed qualitative data. The

second method was an online quantitative survey. The third method employed an anonymous

online discussion board that contained qualitative data.

Interviews

The first sub-question for this study explored how faculty members, administrators, and

coaches would solve the problem of lack of assistant football coach retention at City High

School located in Northern Virginia. The primary means for data collection in qualitative

research was the interview (Creswell & Poth, 2018). For applied research at Liberty University,

interviews are a required data collection method. The methodology of interviews should follow

established educational procedure, be conducted face-to-face when possible, and all interviews

should be recorded and transcribed for analysis (Creswell & Poth, 2018; Maxwell, 2009). The

use of open-ended questions "generate in-depth information, which may lead to

reconceptualization of the issues under study" (Bickman & Rog, 2009, p. 296). A total of seven

individuals were interviewed in a face-to-face manner with open-ended questions. The

stakeholders who were interviewed included the principal, the athletic director, the former head

football coach, a former assistant coach and former teacher on the faculty who left education,

and three former assistant coaches who currently serve on the school's faculty.

The interview questions were derived from the literature review to gain maximum

information for data collection. The primary literature in which the questions were originated

from Sage (1987) and the inter-role conflict and multiple role demands and Richards and

Templin (2012) with the multidimensional perspective on the teacher-coach role conflict. The

interview questions vary by the educational role. The principal was not be asked the same questions as the head coach, just as the former faculty members did not answer the same questions as the other participants. Each individual interviewed has a different role thus a unique perspective and their expertise, which provides for a unique question and answer session. Creswell and Poth (2018) noted, "Who is interviewed and what questions are asked depends on the purpose of the study and research questions guiding the study" (p. 164). The principal, athletic director, and head football coach all have a vested interest in retaining quality coaches that teach; however, all three have different points-of-view and different perspectives on the operation of the school. The principal is the primary gatekeeper of all personnel decisions in the school but has a reliance on the leadership team to provide counsel to make informed decisions.

The interview questions for the principal were based upon gaining an insight into the mindset of inter-role conflict and intra-role conflict. The questions were printed as noted in Appendix E and given to the principal to allow for clarification of any questions. The first four questions are aimed at the inter-role conflict as established by Sage (1987) and the intra-role conflict as established by Richard and Templin (2012). Prior to conducting the interview, a mock interview with a high school principal was conducted to ensure that the questions were easily understood.

1. *How many years have you been principal?* This question was intended to provide the researcher an insight on the experience of the principal. The more experienced principal has worked with several coaches who taught with various backgrounds.

2. *What is your view of the role of athletics in high school?* This question was intended to provide insight if the principal held a positive or negative attitude towards interscholastic athletics.

3. *How do coaches aid student-athletes in the overall high school experience?* This

   question was intended to evaluate the value the principal and their view of the

   teacher-coach.

4. *Do you view teaching and coaching as a singular or separate entity? Please*

   elaborate. This question was to evaluate the principal's view on role conflict.

5. *In your words, what is role-conflict that a teacher-coach faces?* Like question four,

   this question was intended to observe the insight of role conflict, either inter-role or

   intra-role, or both.

6. *In what ways do you prevent role-conflict?* This question is at the heart of the

   teacher-coach retention if role conflict is the reason assistant coaches choose to leave

   their athletic duties.

Guinn (2018) noted the effect of coaching and the pressure to excel that often-led teachers away

from classroom preparation. The next two questions sought to understand if that is the same

phenomenon exists and is noticed by the school principal.

7. *What support system do you offer the teacher-coach if they have to leave school early*

   due to the game schedule? This question was intended to evaluate the school's

   support systems for teacher-coaches.

8. *Do you see any difference in the instructional methods of teachers that coach in*

   season versus out of season? Guinn (2018) noted that many teacher-coaches changed

   instructional methods in season compared to out of season. This question was

   intended to evaluate if the administration had noticed this phenomenon.

Teachers who coach bring an element of social capital to the school and the learning

environment that non-coaching teachers typically do not have (Égalité et al., 2015; Fritch, 1999).

The next two questions were asked to gauge the principal's value and perception of the social capital gained or lack thereof.

9. *Describe the benefits of social capital gained by the teacher-coach.* This question was intended to evaluate the principal's attitude towards athletics, with a similar intention to questions two and three.

The benefits of the teacher-coach beyond the classroom and the realm of athletics are consistent in several studies (Camiré, 2015a; Conner & Bohan, 2018; Rocchi & Camiré, 2018). The last two questions were asked for the principal's perception of the value of the teacher-coach and the opinion for the lack of retention.

10. *Do you prefer the assistant coaches on the varsity football staff if they are teachers in the building or if they come from the community?* This question evaluates if retention of the coaches who teach are a result of the principal's attitude towards athletics.

11. *What do you attribute to the lack of retention of assistant football coaches?* This is ascertaining the principal's view on the retention of the assistant coaches and an insight on their mindset.

The interview questions for the athletic director were similar to the principal's interview questions. The questions were printed as noted in Appendix F and were given to the director of athletics (AD) in order to clarify any questions. The AD is a school administrator. The AD oversees all after school programs and works in coordination with the transportation director for all athletic events. The questions for the AD reflected the same questions that were asked of the principal; however, the slight differences demonstrate the difference in the role the AD conducted, especially in the academic realm when compared to the principal's role. A mock interview with a current AD at another school took place prior to the interview in order to ensure

that the questions were easily understood and relevant to the findings for this applied study. The questions for the AD were as follows:

1. How long have you been the AD?

2. Were you a coach before taking over this role?

3. What role does athletics play in the high school experience for a student-athlete?

4. In your words, what is role-conflict that a teacher-coach faces?

5. What are the differences in responsibilities that a teacher-coach faces compared to other members of the faculty?

6. In what ways do you prevent role-conflict?

7. What support do you offer the teacher-coach if they have to leave school early for away game travel?

8. What support do you offer to help the teacher-coach with role-conflict in their personal lives?

9. What should your coaches who teach hold as their main emphasis? Do wins and losses play a factor in their ability to maintain their coaching status in your program?

10. What are the benefits of a teacher-coach compared to a peer that does not teach?

11. What does the school gain by having teachers who coach in your program?

12. How do teachers who coach assist your football program academically and athletically?

13. What do you attribute to the lack of retention of assistant football coaches?

The following questions were asked of the head football coach (see Appendix G), who also serves as a physical education teacher on staff. The questions were designed to ascertain his views on the teacher-coach role-conflict and how he handles the conflict. This provides insight

on the pressures he places on his assistant coaches. Many of the questions were derived from

Guinn (2018). The first three questions were asked for background of the head coach and to

ascertain the knowledge and experience in dealing with role conflict and the perception of the

role conflict (Richards & Templin, 2012; Sage, 1987).

1. How many years have you been the head coach at this school?

2. How many years have you been coaching overall?

3. What are the expectations of your assistant coaches?

4. How many hours per week do you expect them to work on football?

5. Do you have supports in place for your assistant coaches who may have family issues due to the coaching obligations?

6. Describe the role conflict between teaching and coaching.

7. How does the time spent on teaching and coaching affect your personal life?

8. What are the effects of the dual roles of teaching and coaching on your work hours?

9. How does the dual role effect your energy level towards the end of the school year?

10. How do you balance practice schedules around your academic requirements?

11. Does your instructional practice differ in-season compared to out of season?

12. How do you grade assignments in-season?

13. How do you handle classroom instruction on game day?

14. Does your school provide you and your assistants support on game days when you have to leave school early?

15. How do you mentor new coaches who teach and the rigors of coaching?

16. How can your administration provide you more support?

17. What recommendations would you give to your administration and athletic director?

18. What do you attribute to the lack of retention of assistant football coaches?

The interviews of the three former coaches were similar to the head football coach (see Appendix H).

1. Please describe your teaching and coaching background.

2. What made you interested in becoming a teacher-coach?

3. What made you decide to leave?

4. Would you consider returning to coaching?

5. Describe the advantages coaching has on teaching.

6. Describe the negatives coaching has on teaching.

7. How did coaching impact your classroom and your instructional methods?

8. What recommendations would you make for anyone interested in becoming a teacher-coach?

9. What do you attribute to the lack of retention of assistant football coaches?

Qualitative Data Analysis

Once the interviews were completed and transcribed, codes were identified and extracted from the information in order to sort the data (Creswell & Poth, 2018). The NVivo 12 software program was used to complete open coding to identify themes from the interviews. The initial codes included family commitments, time commitments, exhaustion, and teaching commitments. Bickman and Rog (2009) noted that coding aids in an overall understanding of the data collected and assists in generation of themes and concepts. Axial coding is the process of "detailing additional categories to form a theoretical model" (Creswell & Poth, 2018, p. 84) was then used to enhance the central theme(s) followed by selective coding, which is the "intersection of the categories" (Creswell & Poth, 2018, p. 84). Maxwell (2009) asserted that analysis should be

conducted simultaneously with data collection in order to focus on the data being collected.

Questions and answers from one interview can be tweaked in order to obtain more information

on the next interview or allow for additional open-ended questions that were unplanned.

Survey

The second sub-question sought to answer how would faculty members, administrators,

and coaches in a quantitative survey inform the reasons for lack of assistant football coach

retention at City High School located in Northern Virginia? An online survey was given to a

total of 20 participants that included: the superintendent, the principal, three assistant principals,

athletic director, assistant athletic director, head football coach, six current assistant coaches,

three former assistant coaches who serve on the faculty, three coaches from sports other than

football on the faculty, and one former assistant coach who is also a former teacher on the

faculty. Descriptive statistics were used to summarize the data collected. The survey will be

sent out via email to the 20 participants and was conducted online. Bickman and Rog (2009)

noted the growing popularity of web-based surveys along with inexpensive software and web

storage space makes this an invaluable tool.

Fowler and Cosenza (2009) stress the importance of writing questions that are free from

jargon and unfamiliar terms in order to provide the participants with a clear understanding of

what is being asked. Best and Harrison (2009) noted that "… placing potentially burdensome

requirements on respondents to a survey is not well-advised" (p. 421). The email to the

stakeholders contained an explanation of the study and a link to *Survey Monkey* (third party static

website). Using a third-party survey website provides simplicity of obtaining answers to the

survey questions in a simple format. Best and Harrison (2009) noted the pros and cons of this

format, such as ease of use, minimal download times, and compatibility with multiple browsers

as pros, and the negative being the absence of randomized questions or validation checks (p.

423). The instructions on how to complete the survey and turn-in of material were included on

the third-party website as well as the data collection.

The questions from the survey will be derived from Sage (1987) and Richards and

Templin (2012) on the role conflict theory as well as Lackey (1977, 1986, 1994; Scantling &

Lackey, 2005). The statements about role conflict are needed in order to gain maximum detail

on how to retain teachers that coach. The statements for the survey follow. The Likert Scale

included a value of 1 for *Strongly Disagree*, 2 for *Disagree*, 3 for *Neutral*, 4 for *Agree*, and 5 for

Strongly Agree (see Appendix I).

1. The overburden of classroom duties causes the teacher-coach to leave coaching.
   1. Strongly Disagree
   2. Disagree
   3. Neutral
   4. Agree
   5. Strongly Agree

2. The teacher-coach misses too much classroom time due to game schedules that causes them to leave coaching.
   1. Strongly Disagree
   2. Disagree
   3. Neutral
   4. Agree
   5. Strongly Agree

3. Parent relationships or the unreasonable expectations cause teacher-coach to leave coaching.
   1. Strongly Disagree
   2. Disagree
   3. Neutral
   4. Agree
   5. Strongly Agree

4. The coaching stipend is not enough compensation for the time spent in football causes teacher-coach to leave coaching.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

5. The head coach does not provide enough autonomy to the assistant coach that causes the teacher-coach to reconsider their role on the coaching staff.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

6. The off-season time commitment in professional development for coaching causes teacher-coach to leave coaching.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

7. Family commitments of the teacher-coach cause them to leave coaching.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

8. Outside pressure to win is the cause for the teacher-coach to leave coaching.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

9. The expectations of the head coach for the assistant coaches cause the teacher-coach to leave coaching.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

10. The lack of support from the administration causes the teacher-coach to leave coaching.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

Quantitative Data Analysis

The analysis of the survey began immediately once the data were returned. The benefit of the web-based survey allows for a rapid turnaround as the results from each corresponding question are sorted and quantified. Once the compilation of data was concluded, the results were entered into SPSS to perform all statistical analyses. The quantitative analysis will come in the form of a statistical analysis with graphics and used inferential statistics to test the significance of the causes of why teachers make the decision to stop coaching (Tashakkori & Teddlie, 2009).

Online Discussion Board

The third sub-question asked how would faculty members, administrators, and coaches in an online discussion board solve the problem of lack of assistant football coach retention at City High School located in Northern Virginia? The online discussion boards sought to gather information not revealed in the interviews and the survey. Smith, Bulbul, and Jones (2017) concluded that "online discussion sites can provide an extremely valuable source of rich data for research purposes if the researcher is attentive to existing ways of achieving methodological rigor and applies the normal principles of ethical research" (p. 3). Like the interviews and survey questions, the discussion board prompts were formulated from the literature review based on the role-theory of Sage (1987) and Richards and Templin (2012). An advantage of an online forum for discussion are the varied opinions and contributions of the group. Much like focus groups, online forums allow for forum users to provoke new ideas or thoughts and are given a chance to

clarify issues if they are misunderstood, or other uses may add on new thoughts and ideas (Best & Harrison, 2009).

The questions for the discussion board were open-ended and provided an opportunity for depth to obtain qualitative information, while also using closed-ended questions to obtain quantitative data (Tashakkori & Teddlie, 2009). The questions were based off of Richards and Templin (2012) and the intra-role conflict and Sage (1987) inter-role conflict. Question three was derived from Richards (2015) in concerning the increased pressure of novice teachers who coach in establishing their professional identity in both athletics and academics (see Appendix J).

1. What factors do you attribute to the attrition of coaches who serve on the faculty?

2. What mitigation techniques have been used to ease the teacher-coach conflict?

3. Describe the mentorship programs in place for novice teachers. What aspects from the novice-teacher program can be applied to novice-coaches?

4. What advice would you give to teachers who coach in order to aid in role conflict issues?

5. What professional development opportunities are available to coaches? How many days does the school provide the teacher-coach for professional leave to aid in their development?

The online discussion board contained mostly qualitative data. The information ascertained was added to the existing codes and new codes were added. All data analysis were member-checked. The interviewees each had the opportunity to read their interview transcript for accuracy and make any changes. Peer debriefing was also used to assist in triangulation of checking the sources and data for errors (Tashakkori & Teddlie, 2009).

Ethical Considerations

Before conducting the research, the researcher secured IRB approval. During the research process, all participants were treated with the respect and dignity they deserve. I provided transparency to all participants. I disclosed the information for the study, and did not deceive the participants. I collected the informed consent before data were collected. The collection of data was completed on a voluntary process, and participants were able to withdraw from the study at any time (Bickman & Rog, 2009). Participants were given the opportunity to review the transcribed data from the interviews to ensure accuracy of the intended communication (Creswell & Poth, 2018).

Ethics are the rules of conduct researchers follow (McLeod, 2015). Confidentiality is paramount for this study, and pseudonyms were used for all participants. All information was and remains stored in a locked cabinet, and all audio files and transcripts were stored on a password-protected computer. All information on research participants was and is concealed. Before any work was submitted, all participants were given the opportunity to make any changes to the transcripts per Creswell and Poth (2018). This helped ensure that there was no research bias, and data were only stored on a single password-protected computer used only by the researcher. The researcher avoided *going native* when conducting this study (Creswell & Poth, 2018).

Summary

As noted in the overview, this research is important to find the cause for lack of retention of assistant coaches who serve on the school's faculty. Chapter Three describes the proposed methods for this applied research study. The chapter began with an overview of the study to include the purpose and contents of the chapter. This chapter also included the applied research

design, which is a multimethod design consisting of qualitative and quantitative methods. The

research design included a central research question and three sub-questions that included the

three methods of data collection. A description of the research setting and participants was

included, and an overview of the data analysis and the role of the researcher was noted as well

CHAPTER FOUR: FINDINGS

Overview

The purpose of this applied study was to solve the problem of retention of assistant football coaches that teach at City High School in Northern Virginia (all participating individuals and institution are pseudonyms). The problem was the lack of retention of assistant football coaches that taught on the faculty. The research questions explored in this study were as follows:

Central Question: How can the problem of lack of assistant football coach retention at City High School located in Northern Virginia be solved?

Sub-question One: How would faculty members, administrators, and coaches in an interview solve the problem of lack of assistant football coach retention at City High School located in Northern Virginia?

Sub-question Two: How would faculty members, administrators, and coaches in a quantitative survey define the reasons for lack of assistant football coach retention at City High School located in Northern Virginia?

Sub-question Three: How would faculty members, administrators, and coaches in an online discussion board solve the problem of lack of assistant football coach retention at City High School located in Northern Virginia?

This chapter will present the results of the interviews, surveys, and online discussion board.

Participants

This study used participants from City High School in Northern Virginia, a fringe suburban rural school district that is part of the greater Washington, D. C., metropolitan

area. City High School serves a population of 821 students with a district student population of 5,376 for the 2019─2020 school year (Virginia Department of Education, n.d., a). A total of seven qualitative interviews were conducted, and a total of 20 individuals were selected to participate in an anonymous survey and an anonymous online discussion board. There were 19 surveys returned, and a total of 16 online discussion board participants.

Qualitative Interview Participants

The principal, the director of athletics (AD), the former head football coach, three former assistant coaches that teach on the faculty, and a former assistant coach and former teacher of the faculty were interviewed. Each interview was recorded and transcribed, and each participant was given the opportunity to review the transcription for approval.

Mrs. Jackson

Mrs. Jackson is City High School's principal, and she is in her 34th year in education and 14th year as principal of City High School. She holds a neutral to negative view of high school athletics based on past experiences as both a student-athlete and as a parent. Those views have carried over into her duties as an administrator and noted that in her view, "high school sports are a necessary part of evil."

Mr. Abramowitz

Mr. Abramowitz is the athletic director and a 30-plus-year veteran in education, first as a teacher and then in his 9th year as an AD. As a teacher-coach, Mr. Abramowitz has served as a head wrestling coach, head tennis coach, head softball coach, head soccer coach, and assistant varsity football coach. Wins and losses were not his priority but rather program development and providing student-athletes with the fullness of the high school experience that included

rigorous academics along with athletic lessons learned. He is an ardent believer that the values learned in athletics carry over from the classroom to the field and vice versa.

Coach Henry

Coach Henry is the former head football coach in which he also served as a teacher on the faculty; however, he has since resigned from coaching and teaching to work in the private sector. There were many factors that contributed to his resignation, but he felt that he will always have the urge to coach. Teaching and coaching were synonymous with the former head coach but noted a strong support system is needed to help with role conflict.

Coach Sanderson

Coach Sanderson is former assistant football coach and a 20-year veteran social studies teacher. He looked back fondly on his coaching days and noted that coaching helped form his teaching philosophy, and he learned many lessons from doing both. Coach Sanderson noted that he would not return to coaching football as he is the head coach of another sport, but "The coaching on Friday nights is a fun experience and not matched in enthusiasm or excitement compared to other sports" (Communication with participant, 2020) he has coached.

Coach Braddock

Coach Braddock is a former assistant coach and is in his seventh year as a teacher. He had previously coached football during the first six years of teaching but decided to step down after a coaching change was made. Coach Braddock was a dual-sport athlete in college, playing football and lacrosse, and is currently an assistant coach for a lacrosse team. He maintains that he has a desire to coaching football but needs to wait for the right time. He likened serving as an assistant coach under the two previous head coaches to working on a group project with only one

or two people doing all the work and other coaches being passively involved. Feeling burnt-out and losing the fun of coaching, he walked away.

Coach Stanley

Coach Stanley is in his 38th year in education and has been a head football coach, head baseball coach, principal, and assistant principal, as well as a college assistant coach. He has no desire to return to coaching noting that "ship has sailed." As a young coach he could not comprehend why anyone would want to leave the profession, but his mentor told him the day would come when it was merely a job. When that day came for Coach Stanley, he finished out the season and has not looked back.

Coach Sullivan

Coach Sullivan is a former teacher-coach. He served as both a teacher and a coach but has since left both professions to work in the private sector. Coach Sullivan noted that his teachers and coaches in high school were great role models for him to emulate, and he thought he would give the profession a try upon graduating from college. After three years as a social studies teacher, he realized he liked the profession, but he did not love it. He left the classroom to return to graduate school and to work in the private sector. Since he left teaching and coaching, he and his wife welcomed their first child. He would consider returning to coaching if his job allowed for it, but at the current time his work hours and family commitments would not allow him to coach. He said he would only return to teaching as a last resort; however, working as a coach again when work and family timing was right, he would strongly consider it.

Quantitative Survey and Discussion Board Participants

The quantitative survey and anonymous discussion board was sent out to 20 individuals with 19 responding to the survey and 16 responding to the discussion board. The mean average

age of the group was 42 years old with a mean average of 21 years of educational experience for those who worked in the field of education as an administrator, counselor, or teacher. There were four stakeholders who had no teaching background as they were on the coaching staff but did not teach.

The administration that was involved including the aforementioned principal and AD. Mr. Kane, an assistant principal at City High School was a 47-year-old male with 25 years of education experience including the last 10 years in school administration. Mrs. Lucia, an assistant principal at City High School, was a 43-year-old female with 21 years of experience in education and 12 years of administration experience. Mrs. Murphy, who served as the dean of students, was a 70-year-old female with 45 years of experience in education that included 15 years of administration experience. Mrs. Daniels, the assistant athletic director who was also on the faculty as a physical education teacher, was a 61-year-old female with 39 years of experience as an educator. Dr. Stoops, the superintendent who also participated in the survey and discussion board, was a 47-year-old male in his 25th year of education as a teacher, building-level administrator, and now a district-level administrator.

The current assistant coaches on staff include six coaches, but only two of them serve as teachers with only one who teaches in the building. Their mean average age is 32 with 6 years of coaching experience at the high school level. Coach Klein, an assistant coach, was 42 years old with 18 years coaching experience. Coach Redmond, an assistant coach, was 42 years old with 20 years of experience as a youth coach but has only coached at the high school level for two years. Coach Redmond does not teach and owns and operates a small business in the area. Coach McGinty was 27 years old with three years coaching experience and is a middle school teacher in the same district as City High School. Coach Raymond was 26 years old and in his

second year of coaching. Coach Raymond works in the community and does not teach. Coach Patterson, also a non-teacher who also works in the community, was 25 years old and in his second year of coaching high school football. Coach Doyle was 30 years old and in his eighth year as a teacher. Though Coach Doyle has a degree in education and had a teaching license out of college to teach, he decided to work in the private sector and has since allowed his teaching license expire.

In addition to the former assistant coaches that currently teach, three coaches from other sports were invited to participate who also work at City High School. Mr. Cox was a 30-year-old male and guidance counselor at City High School. He has eight years of experience as a high school coach with two of those years as a head coach. Mrs. Walsh was a 35-year-old female and also guidance counselor with nine years of coaching experience, including four years of head coaching experience. Mr. Sampras was a 26-year-old male and a social studies teacher at City High School who has four years coaching experience and is in the first year of being a head coach.

Results

Results from this study have been separated into the three research sub-questions, which lead directly to the central question which will be answered in Chapter Five. Semi-structured interviews were conducted with seven individuals that included the principal, the AD, the former head football coach and teacher at the school, three former assistant coaches who continue to teach on the faculty, and a former teacher and former assistant coach. Several themes emerged from the qualitative analysis. Second, a quantitative survey was administered to 19 individuals who are stakeholders in the school to help identify the lack of retention of assistant football coaches that teach. Third, an anonymous online discussion board was conducted with 16

participants responding, providing themes related to the lack of retention of assistant football coaches who teach.

Sub-Question 1

The first sub-question for this study asked how the stakeholders of City High School solve the problem of lack of assistant football coach retention at City High School located in Northern Virginia. The interviews were conducted in an office in City High School that allowed for minimal interruptions. The interviews were then transcribed, and the participants were given the opportunity to correct or further clarify their answers. Then, using NVivo computer analysis program, the researcher first used an open-coding system to identify possible themes from interview comments (Table 4).

Table 4

Frequency of Codes and Interviewees

Code	# of Interviewees	Frequency
Time Management	7	21
Time Commitment	7	18
Family Commitment	7	18
Building Relationships	6	15
Exhaustion / Burnout	5	15
Extension of Classroom	6	15
Teacher before Coach	7	11
Culture (Building up)	5	10
Mentorship Program (lack of)	6	9
Student before Athlete	7	8
Family Inclusion	6	8
Coach Pay / Stipend	5	8
Time Restrictions	5	8
Administrative Support	5	8
Additional Duties	4	7
Teaching Commitments	3	4
Expectations	3	4
Personal Values	3	4
Enthusiasm	3	3
Stereotype of Teacher-Coach	3	3
Off-Season Training (to improve self/role-conflict)	2	2

Second, these codes were separated into either positive feelings/influences toward the retaining teachers that coach or negative feelings/influence towards teachers that coach (Table 5). This may help when trying to solve the issue of retaining assistant football coaches that teach on the faculty.

Table 5

Positive or Negative Codes

Code	Positive	Negative
Additional Duties		X
Administrative Support		X
Building Relationships	X	
Coach Pay / Stipend		X
Culture (Building up)	X	
Enthusiasm	X	
Exhaustion / Burnout		X
Expectations		X
Extension of Classroom	X	
Family Commitment		X
Family Inclusion	X	
Mentorship Program (lack of)		X
Off-Season Training (to improve self /role-conflict)	X	
Personal Values	X	
Stereotype of Teacher-Coach		X
Student before Athlete	X	
Teacher before Coach	X	
Teaching Commitments		X
Time Commitment		X
Time Management	X	
Time Restrictions		X

Theme #1.

The time commitment to coaching was evident in all the interviews. Having time

management skills was paramount in the success or failure of an individual to deal with role

conflict. Coaching is beyond the interactions with the student-athletes and the work on the field. High school coaching staffs have administrative duties of coaching that are not often part of coaching at the collegiate or professional level. Tasks such as lining the practice and game fields, equipment inventory, and breaking down practice and game film are done by external individuals at the collegiate and professional levels with a field crew, an equipment crew, and a video staff. At the high school level, the work to complete such tasks fall on the coaching staff. In addition to the administrative duties as a coach, the role as a teacher comes with its own administrative tasks beyond the classroom that include supervision duties and departmental responsibilities.

Furthermore, the time away from home was a deterrent for the family life of the coaches. Coach Braddock was in his first year of marriage and building a house. Though the coach's marriage and building of a house were not the only reasons he walked away from coaching, those two factors played a major role in any thought of returning to coaching at this point in his life. The former teacher and assistant coach sought employment outside of education for family reasons. The teacher pay made it tough to be the sole provider, and the coaching hours on top of that made family life even more tense. Coach Henry acknowledged that a family support system is needed and chided that he was fortunate not have had a wife while he was the head coach. He stated that his girlfriend was very supportive but it was not the same.

Theme #2.

There was little doubt in the attitude of all interviewed that being a teacher came before being a coach and being a student came before being an athlete. The sentiment was unanimous. All of the former coaches and the AD discussed the benefits of serving as both a teacher and coach. All viewed teaching and coaching as extensions of each other and how both were the

same activity under a different medium. In finding new pragmatic ways to reach athletes on the field enabled them to reach students in the class; the opposite was also found to be true of using skills in the classroom to relate a teachable moment on the field.

In addition to the extension of the classroom and learning environment, all of the five former coaches and the athletic director were adamant that coaching solidified relationships formed and built a bridge for relationships that may not have formed. Coach Sanderson was exuberant on the benefits of coaching in building relationships. Coaches are more visible than non-coaches on the faculty, and students over the years have approached him about the games on Friday nights and a conversation was struck up just about that. Student-athletes from other sports would also comment about events in otherwise no conversation would have taken place. Mr. Abramowitz exclaimed about teachers who do not participate in extracurricular activities, "I think you're missing half the boat. Just the other day, I was talking about a student-athlete and her accomplishment. The teacher in the conversation did not know this individual nor realized the student was ranked number two academically in their class" (Communication with a participant, 2020). Even after the explanation, the teacher still did not recognize the student.

Coach Braddock noted that teachers who coach see kids in a different light. Often a struggling student may be a standout athlete or a star student who may struggle in athletics. Seeing student-athletes both in and out of the comfort zone enables the teacher-coach to find areas in both the classroom and on the field in which they can improve, whereas teachers who do not coach do not get to experience this level of knowledge about a student and their motivating factors. Coach Stanley found that the constant drilling in athletics that helped improve athletic performance was useful in the classroom to help knowledge become secondhand to students and stated that "As a coach, I am always trying to put my athletes in better position to win, and as a

teacher I am always trying to put my students in a better position to succeed" (Communication with a participant, 2020).

Theme #3.

   Lack of resources contributes to a loss of coaches from the faculty. Time is perhaps the most valuable commodity any individual is able to control. Time management skills are often not taught but learned through trial and error. Time management skills learned and then honed enable the teacher-coach to perform all duties; however, skills are not learned in a vacuum and must be taught through training or a mentor program. Coach Sanderson lamented that there are teacher meetings and training for new teachers to perform well in class, but coaches do not have the luxury of such training. He continued by saying that "We have the attitudes to new coaches, 'Hey, there's your first practice. Go get 'em.' There is not mentorship nor training program and those two things are tough" (Communication with a participant, 2020).

   Currently, there is no mentorship program for the coaches at City High School. The school district implements a new-teacher mentor program with district administrator overseeing a mentor program that pairs an experienced teacher with the new teacher. There are financial incentives for the mentor teacher. Coach Henry spoke respectfully of the first head football coach to hire him out of college and the role that coach played in his growth and development, leading him to mentor the assistant coaches in that same regard. This was especially true if the assistant coach had head coach aspirations. Coach Stanley stated that the role of the head coach was to train his assistant coaches to take his job. The head coach certainly plays a role in the mentoring the assistant coaches on staff; however, more could be accomplished in this aspect.

Sub-Question 2

The second sub-question for this study explored how stakeholders in a quantitative survey would define the reasons for the lack of assistant football coach retention at City High School located in Northern Virginia. Answers from the ten questions helped create themes to support on the lack of retention of assistant football coaches. The results of the scores were analyzed for possible trends (Table 6), which may lead to understanding why coaches that teach stop coaching. Individual answers per question are presented in Appendix K.

Table 6

Quantitative Survey Mean and Standard Deviations

Question	Mean	Standard Deviation
1	2.6	1.12
2	2.0	0.33
3	3.4	1.07
4	3.6	1.12
5	3.3	1.00
6	2.8	1.08
7	3.8	0.76
8	2.7	0.99
9	2.8	0.98
10	2.9	1.31

Scores with a mean score of less than 3 demonstrated that the respondents tended to disagree with the question asked. Scores with a mean of greater than 3 demonstrated the

respondents tended to agree with the question. A standard deviation greater than .5 implied a wide variance of scores.

Question 1

The overburden of classroom duties causes the teacher-coach to leave coaching. This question was disagreed or strongly disagreed by 57.9%. The mean score of 2.6 demonstrated disagreement with the question, but the 1.12 standard deviation demonstrates variance of answers with eight of the 19 either being neutral or agreeing with the question.

Question 2

The teacher-coach misses too much classroom time due to game schedules that cause them to leave coaching. This question has the smallest standard deviation and a mean score of 2.0, demonstrating an almost universal disagreement that missing classroom time caused coaches to leave coaching. This question also had the lowest standard deviation at 0.33, indicating very little variance.

Question 3

Parent relationships or their unreasonable expectations cause teacher-coach to leave coaching. Parent relationships and their unrealistic expectations had a mean score of 3.4, demonstrating that the participants agreed this as a factor of coaches leaving the profession. The standard deviation of 1.07 demonstrated a great deal of variance. There were 12 respondents who agreed with the statement and one who strongly agreed (68% agree or strongly agreed); however, one person's response was neutral, four persons disagreed with the statement, and one person strongly disagreed.

Question 4

The coaching stipend is not enough compensation for the time spent in football causes teacher-coach to leave coaching. With a mean score of 3.6, 63% of the participants either agreed or strongly agreed that compensation for the time spent on coaching was a factor for lack of coach retention. The standard deviation was 1.12, noting a variance, as seven of the 19 respondents were either neutral or disagreed with the statement.

Question 5

The head coach does not provide enough autonomy to the assistant coach that causes the teacher-coach to reconsider their role on the coaching staff. The mean score was 3.3, and 47.4% either agreed or strongly agreed that the lack of coaching autonomy led to a lack of coaching retention. There were 26.3% of participants who were neutral on their answer. The 1.0 standard deviation notes negatively skewed distribution. Though 9 of the 20 participants agreed or strongly agreed, 10 of the participants either disagreed or were neutral providing a negatively skewed distribution.

Question 6

The off-season time commitment in professional development for coaching causes the teacher-coach to leave coaching. The mean score for this question was 2.8, indicating a leaning towards the respondents disagreeing with this question; however, nine of the 19 respondents were either neutral or agreed. The standard deviation of 1.08 demonstrates the variance from strongly agree to strongly disagree.

Question 7

Family commitments of the teacher-coach cause them to leave coaching. The mean score for this question was 4.0 with a relatively small standard deviation of 0.67, demonstrating little

variance. Fifteen of the 19 of the respondents either agreed or strongly agreed while four individuals' responses were neutral on this question with no one disagreeing with the question.

Question 8

Outside pressure to win is the cause for the teacher-coach to leave coaching. The pressure to win was in the minority of why assistant coaches leave the profession with only five of 19 agreeing. The mean score of 2.7 and a 0.99 standard deviation demonstrated a variance, but eight of 19 either disagreed or strongly disagreed, while responses by 11 of the 19 were either neutral or agreed.

Question 9

The expectations of the head coach for the assistant coaches cause the teacher-coach to leave coaching. The mean score was 2.8 with a 0.98 standard deviation. Over 52% of the respondents disagreed with the statement, but the responses by four were neutral, four agreed, and one strongly agreed.

Question 10

The lack of support from the administration causes the teacher-coach to leave coaching. This question had the greatest variance in response. Over 47% of the respondents strongly disagreed or disagreed, 16% were neutral, and over 37% agreed or strongly agreed. The mean score was 2.9 with a standard deviation of 1.31 is higher than most of the other questions, due to strong opinions varying from those that agreed to those that disagreed.

Theme #1. Missing classroom time does not deter the teacher-coach from their decision to leave the coaching ranks. This was nearly universally agreed upon by those in the survey with one neutral answer and the remainder either disagreeing or strongly disagreeing.

Theme #2. Family commitments were a major cause of the teacher-coach making the decision to stop coaching. No participant disagreed, four were neutral, four strongly agreed, and 11 agreed.

Theme #3. Parental issues played a major role in the decision to coach. With the second highest percentage of participants agreeing on an issue of the parental factor. One strongly disagreed and one strongly agreed, while four disagreed, one was neutral, and 12 agreed with this question.

Theme #4. The coaching stipend is not enough to endure the time commitment for the effort of coaching demonstrated a significant part of why teachers choose not to coach. Twelve of the 19 participants either agreed or strongly agree with five disagreeing and two remaining neutral on the issue.

Sub-Question 3

An anonymous online discussion board was sent to 20 participants with 16 responding seeking to provide additional information from the same population that participated in the quantitative survey. This was an opportunity for the participants to articulate their reasons for the lack of retention of assistant football coaches in a qualitative manner. The discussion board was left open for three weeks, allowing time for participants to read other comments and further discuss their points-of-view. Upon completion of comments, the discussion board was transcribed and open coding was conducted using NVivo computer analysis program to identify possible themes (Table 7).

Table 7

Frequency and Codes and Number of Respondents

Code	# of Interviewees	Frequency
Time Management	14	30
Family Commitments	13	27
Open Lines of Communication	12	26
Time Commitment	11	24
Realistic Expectations	10	22
Administrative Support	10	18
Coach's Pay / Stipends	10	16
Exhaustion / Burnout	8	12
Parent Issues	8	10
Professional Development	6	6
Time Off	4	4

The themes from the discussion board were similar to the qualitative data already collected in terms of time and family. Some different themes emerged and expanded on the themes from the quantitative survey.

Theme #1. The time issue, whether in forms of learning time management or the time away from the family demonstrated a considerable load on the teacher-coach. Without time management and ability to handle the family-conflict, coaches at risk for burnout in their role-conflict, both interpersonal and intrapersonal, according to the data collected from the respondents.

Theme #2. The role of the school's administration with realistic expectations were very important to the respondents. Closely related with support from the administration was the need for open lines of communications between the administration and the head coach as well as the assistant coaches. The open lines of communication help mitigate role conflict according to 12 of the 16 respondents. In addition, the open lines of communication enable coaches to maintain realistic expectations of the abilities of themselves and their student-athletes. Communication is essential in the parent-coach relationship, which eight of the 16 respondents noted were issues with coach retention.

Theme #3. The compensation for coaching is lacking compared to the hours spent working. During the season the direct contact with the student-athletes varies from 10 to 12 hours between practice and game times. The game planning and film break down can range between 10 and 20 hours. The hours vary by responsibility and the demands of the head coach. The 20 to 30 hours of work per week for three to four months of work, on top of teaching duties, does not come close to the stipend received. The stipend for City High School for assistant coaches is tiered based on years of experience. For assistant coaches with eight or less years of experience, the stipend is $2387; 9−10 years' experience, the stipend is $2728; 11−12 years, the stipend is $3069; 13−14 years, the stipend is $3410; 15-plus years' experience, the stipend is $3751.

The coaching stipend is beyond the control of the school administration, as the school board sets the pay; however, the pay or lack thereof is a strong consideration for coaches who are struggling to prioritize time. The coaches on the discussion board recognized they did not start coaching for the money, but several current assistant coaches lamented that the time and effort

does not come close to their compensation. Over time, the wear and tear of the effort can cause an attrition in the assistant coach ranks.

Discussion

The topics covered in the literature review were synchronous with several themes gleaned from this study. The inter-role conflict exposed by Sage (1987) with regard to conflict between professional obligations, as well as personal life and roles as a coach, were a major factor in assistant coach retention. Richards and Templin (2012) studied the intra-role conflicts of both teaching and coaching and the various aspects of each such as professional development, pressure from the school administration on the teacher, and student assessment, while the coach had pressure to perform external coaching tasks such as field maintenance, equipment maintenance, and film study that went beyond the field coaching duties with the players. The inter-role and intra-role conflicts were parts of the major themes in all three data collection methods.

Unanimously, the coaches past and present found that coaching was an aid to their instructional practices in the classroom, and viewed the classroom and the field as extensions on one another. The benefits of the teacher coach mimicked the literature produced by Hinojosa and Maxwell (2018) as well as Rocchi and Camiré (2017) in that the teacher-coach had the unique ability to develop interpersonal relationships to help the student-athlete grow and flourish in both domains. The social capital gains were noted by the study participants lending credence to the body of work conducted by Égalité et al. (2015) and Fritch (1999).

In addition, a common theme was the reassurance that student came before athlete and teacher came before coach. Saffici (2015) noted the teacher-coach ought to always remember they were hired as a teacher first. The current and former coaches at City High School held this

in high regard as well as the other stakeholders who participated in this research. A safeguard against stereotyping of the teacher-coach must be put in place. Former Coach 1 lamented that the negative of being a teacher-coach was the stereotyping by parents and colleagues that he was a coach first, though he felt he put forth more effort in the classroom, especially while teaching Advanced Placement courses. This is consistent with findings by Mellor, Gaudreault, and Fadale (2020) that teachers who coach are seen as a coach first by the community, school officials, and parents because of their exposure; public exposure is more easily viewed than their classroom activities.

Administrative support was a common theme in many regards. The pressure of the parents as advocates for their children has risen over the years to the number one stressor of coaches (Scantling & Lackey, 2005). School administrations have the ability to defend their coaches and provide a buffer between the community and the coaching staff. The ability to shield the coaching staff from outside pressure and assuming the role as the face of the school decrease pressure on the coach. Furthermore, the administration provides an operational atmosphere that has the ability to aid in role conflict by limiting the number of teacher duties and classroom preparations (Richards, 2015; Saffici, 2015; Schempp, 1989).

Iannucci and MacPhail (2018) noted that teachers with little experience and multiple class preparations were more prone to role strain compared to teachers with a single preparation. New teachers who also coach are more vulnerable to role strain and burnout compared to their peers that do not coach. In the acculturation phase, novice coaches who also teach can change their dispositions based on external pressures (Romar & Frisk, 2017). Having a mentor can assist the novice employee in dealing with role conflict (Koh, Ho, & Koh, 2017).

Burnout and exhaustion were a cause of concern. Five of the seven interviews mentioned burnout with a frequency of 15 times. The discussion board recorded eight participants of the 19 mentioned burnout and/or exhaustion with a frequency of 12 times. Role conflict that leads to exhaustion and burnout negatively impact both the academic and athletic realms (Guinn, 2018; Raedeke, Granzyk, & Warren, 2000). As in the case with Former Coach 2, burnout and emotional exhaustion are not always present, but the feeling of being undervalued can have same effects (Sas-Nowosielski, Szóstak, & Herman, 2018). Even if coaches do not reach the stage of emotional exhaustion and burnout, job dissatisfaction leads to decreased performance (Richards et al., 2019). School leadership not understanding these phenomena has the potential to degrade retention and lead to turnover (Lee, 2019a; Rumschlag, 2017).

Compensation for the time spent coaching was a point of concern both qualitatively and quantitatively. A conducive atmosphere and a passion for the profession allow for the teacher-coach to work for very little pay and long hours (Moem et al., 2018). If the working conditions are not viewed positively, then compensation for the time spent at work becomes a factor. Paying coaches more may aid in retention, but fiscal decisions are beyond the realm of the school administration and at the district level. The stakeholders in the high school can control the atmosphere and make the effort worthwhile.

Other topics covered in Chapter Two included cognitive dissonance, occupational socialization, and acculturation were all supported in various aspects of this research, though not always directly in the data collection. Cognitive dissonance is the inconsistency of beliefs and actions and was alluded to by several former coaches but not spoken directly.

Summary

The purpose of this study was to answer the question: How can the problem of lack of assistant football coach retention at City High School located in Northern Virginia be solved? Seven individuals were interviewed to include the principal, AD, the former head football coach, three former assistant coaches that remain on the faculty, and one former assistant coach and teacher at City High School.

The first sub-questions asked, "How would faculty members, administrators, and coaches in an interview solve the problem of lack of assistant football coach retention at City High School located in Northern Virginia?" The interviews netted three definite themes: (a) time and family commitment were issues that needed to be addressed, (b)teaching and coaching were extensions of one another and provide an avenue to help teachers teach better in the classroom and coaches coach better on the field, and (c) there was a lack of resources to help teach time management skills to aid the teacher-coach in reducing role-conflict with no mentorship program in place.

The second sub-question asked, "How would faculty members, administrators, and coaches in a quantitative survey define the reasons for lack of assistant football coach retention at City High School located in Northern Virginia?" Four themes emerged that included: (a) missing classroom time was not a factor in the retention of the teacher-coach, (b) time and family commitments were a major contribution to the lack of retention, (c) the coach-parent relationship in a negative light caused coaches to reconsider their role, and (d) the compensation for the time spent coaching was not enough.

The third and final sub-question asked, "How would faculty members, administrators, and coaches in an online discussion board solve the problem of lack of assistant football coach

retention at City High School located in Northern Virginia?" The three major themes are as follows: (a) time management skills learned and acquired were essential, (b) the support of the administration was needed to help the teacher-coach handle role-conflict, and (c) the compensation for the time spent coaching was lacking. The findings of this study were discussed related to the literature and research, and the strategies that emerged from the various themes from this study will be enumerated and explained further in Chapter Five.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this applied study was to solve the problem of lack of retention of assistant football coaches that serve on faculty at City High School in Northern Virginia and to formulate a solution to further address this problem. The problem guiding the study was the lack of continuity of assistant football coaches from the faculty, thus forcing the athletic department to hire assistant coaches from outside the school, thus delinking the student-athlete from the teacher-coach. The rest of this chapter explains the steps necessary to solve the problem of retention of assistant football coaches that teach on the faculty as well as the resources and funds required as well as the responsibilities of those involved and the timeline that should be followed.

Restatement of the Problem

The problem was the lack of retention of assistant football coaches who teach on the faculty at City High School. The teachers on the faculty who serve as coaches on the school's athletic teams provide a link to the academic and athletic domains that benefits both spheres for the student-athlete and the teacher-coach. The relationships developed between student-teacher and athlete-coach are multiplied when the teacher is able to see the student in a different light and vice versa for the athlete to view the coach beyond the field. A multimethod approached was used to collect data on reasons for the lack of retention of assistant football coaches. Interviews from seven stakeholders were conducted to gain an understanding of the culture and reasons why faculty members stopped coaching. An anonymous online survey was completed by 19 stakeholders in the school as well to collect quantitative data, as an anonymous online discussion board that was completed by 16 of the 19 survey respondents that provided qualitative

data on the reasons behind the lack of retention of assistant football coaches. Together these three approaches provided information how to retain assistant coaches who teach on the faculty at City High School.

Proposed Solution to the Central Question

The central question for the study asking how the problem of lack of assistant football coach retention can be solved at City High School located in Northern Virginia was answered by examining themes that emerged from the study and involves several strategies. Numerous personnel should be involved in the changes needed to retain assistant football coaches who teach on the faculty. The personnel include the school's administration, the director of athletics (AD), and the head football coach as they are all considered to be key members involved in the process. Other stakeholders may play a part of the change in policies and procedures as deemed necessary by the key decision-makers of the new plan.

The benefits of teachers who coach are numerous and were articulated well by the coaches and former coaches alike. The field of athletics was a mere extension of teaching and the methods used to reach student-athletes could be translated from the field to the classroom; likewise, skills used in the classroom could be translated effectively on the field. The social capital gained by teachers who coach both students and athletes were exponential in their effectiveness. Multiple research studies back this assertion (Égalité et al., 2015; Fritch, 1999; Hinojosa & Maxwell, 2018; Rocchi & Camiré, 2017). The positive effects from the teacher-coach to the student-athlete outweigh the negatives and endeavoring to retain coaches who teach benefit the school as a whole. Retaining experienced and effective coaches who teach expand the educational component of high school sport while keeping the athletic department at a high level of competence (Westfall et al., 2018).

Time and Family Commitment

Time is one element in human life that, when used, cannot be taken back. The time commitment to coaching takes away opportunities in other areas of life (Locke & Massengale, 1978; Richards & Templin, 2012; Sage, 1987). Time and effort cannot be shortchanged when attempting to coach without sacrifice to the team; however, too much time devoted to coaching can affect other areas that include the teaching role as well as family commitments. Time management skills, when utilized well, do not lessen the time needed to conduct neither the teaching task nor the coaching task but maximize opportunities in other areas of life that were lost when time used was not done so in a prudent fashion. At the current time the athletic department does not have a mentorship program nor any organized professional development opportunities. Coaches are able to find professional development on their own time, but nothing is mandated by the AD.

Moving forward a mentorship program across the athletic department matching a novice coach with an experienced coach may be an effective approach. The mentor coach need not be in the same sport nor the same teaching department in order to expand learning opportunities. Teachers who coach other sports are able to put in more time in their off-season; thus, providing mentorship to a fellow teacher-coach or a coach who does not teach in their season when role conflict is the most difficult. The benefit of a mentorship program is beneficial two-fold: (a) the mentor coach must reflect on their own experiences of successes and failures, thus reflecting on their own practices they may not have done otherwise, while (b) the mentee is able to draw on experiences in often a cross-generational relationship (Koh et al., 2017).

Administrative Support

Administrative support was another key point in all three data collection measures. Providing time and resources for success were deemed essential by the stakeholders (Fritch 1999; Hinojosa & Maxwell, 2018; Meador, 2019). In order to assist the teachers who coach with time management is the limiting of non-teaching duties such as committee work as well as limiting the number of class preparations (Guinn, 2018; Iannucci & MacPhail, 2018, Richards & Templin, 2012; Sage, 1987). Limiting the class preparations allows teachers to manage time and put maximum effort into the number of classes as required by the needs of the school. In addition, inexperienced teachers who coach with multiple teacher preparations have an increased role strain and are more prone to exhaustion or burnout (Iannucci & MacPhail, 2018; Saffici, 2015).

With a mentorship program in place and solid administrative support with limited duties and teaching preps, the teacher-coach is better prepared to deal with the issues of time management. Teachers who coach and who willingly undertake the dual role embrace the challenge and are prepared for the role conflicts (Santos & Costa, 2018). Encouraging stress relief activity such as regular exercise, especially in season, help lessen stress and aid in coping mechanisms (Woods & Lynn, 2014). The head coach, the AD, and the mentor coach are all available to encourage this aspect.

Intervention

For the teacher-coach who has demonstrated role-conflict issues in either teaching or coaching, an intervention for the teacher may the best course of action (Raabe, Schmidt, Carl, & Höner, 2019). A psychological need of competence is needed and positive outcomes, especially for an individual struggling for results, assist in autonomy and motivation (Ryan & Deci, 2017).

An intervention often used by instructional coaches in the classroom can also be used in athletics to help provide feedback to ascertain desired results (Raabe et al., 2019), especially in the case of a teacher-coach struggling with time management.

Coaching Pay

There is no literature on individuals who become a teacher-coach for the pay; however, the issue of salary for a teacher-coach is universally well-understood such that the job satisfaction, rather than the monetary riches, is the reason for entering the coaching profession (Cook, 2016). Many high school coaches value interaction with student-athletes and assisting in the growth and development of the younger generations and are less concerned about the income earned (Westfall et al., 2018). However, despite working between 20 and 30 hours a week beyond teaching duties, a worthwhile compensation ought to be considered by stakeholders in a school district. The assistant coaches at City High School earn between $2387 and $3751 based on the number of years of experience. In the neighboring school districts, the supplements for coaching are much larger.

In School District 1 that borders City High School's district, the assistant football coaches earn $5265 no matter the coaching experience they have. The assistant coach stipend there is more than the head football coach stipend at City High School, and the City High School assistant coaches earn between 45% and 71% of their assistant coach counterpart in School District 1. School District 2, another school district that borders City High School, pays 7% of the teaching salary to their assistant football coaches. Based off of School District 2's teaching salary scale, a new teacher with no experience will earn a coaching supplement of $3011, a sum greater than a City High School assistant coach with 10 years of experience. The greater the teaching salary in School District 2, which can change based on teacher education level, the

greater the coaching supplement. The coaching stipend proved to be an issue in both the survey and discussion board, providing cause for this to be a consideration. In other parts of the county, the coaching stipends, or lack thereof, have created coaching shortages of both teachers who coach and coaches from the community (Wagner, 2018).

Resources Needed

Mentorship Program

The main resources needed to complete this transition is setting up a mentorship program for novice coaches and professional development for time management (Lim et al., 2019; Lubisco & Birren, 2017). These two approaches are proactive with very little out-of-pocket costs. The mentorship program provides the mentor with professional development credit points for recertification. The AD would oversee the mentorship program and work with the coaches in the department to assign mentor coaches to the coaches on staff. If the mentorship program does not permeate the entire athletic department, then the head football coach should assign a mentor from an experience coach to a novice coach; however, if there are not enough experienced coaches on staff to serve as mentors, the head football coach should seek counsel with other head coaches or the AD in order to provide a mentor for the assistant coaches on staff.

Professional Development Training

Creating a professional development training plan for time management is paramount to immediately assist the novice coaches on staff (Saffici, 2017). Before looking externally for trainers for the professional development, an internal review of resources within the division is advised in order to save on funds. However, due to the proximity of the school to a large metropolitan area lends itself to access to a wide array of professionals knowledgeable in this subject matter.

Intervention Plan

For the coaches who teach that are in need beyond the professional development training and the mentor program, an intervention plan should be put in place in connection with their area(s) of struggle. If the classroom is the area that needs improvement, the administrator who oversees the faculty area should take the lead in connection with the AD and the head football coach to provide time to meet and receive feedback on how to improve their deficiency(ies). As with any educational endeavor, the counseling and feedback can be delegated to any instructional coach as deemed appropriate by the school administration if the area of deficiency is regarding instruction; however, if the areas of deficiency are in other areas, appropriate remedial action should be sought.

Many coaches have ambitions beyond their assigned duties. Many junior varsity coaches desire to work with the varsity team. Many position coaches want to be the coordinator for either the offense or defense and many coordinators want to be the head coach. If the coach is not working the desired level on the coaching staff, whether a JV coach wanting to be a varsity coach or a position coach wanting to coordinate the offense or defense, the head coach should work in coordination with the athletic director to assist the coach in this area or to mentor them to obtain their personal goals. A solid preseason counseling plan on expectations should eliminate the need for this during the season; however, if the coach is not able to deal with the role conflict and their coaching duties suffer, a similar process would ensue with meeting for a feedback and a reduction in coaching duties. The head coach should take the lead in this course of action while keeping open lines of communication with the director or athletics during this process.

Increase Coaching Stipend

The issue of an increase in assistant coach stipend is beyond the control of the school administration and is a board of education and superintendent level of decision. A proposal of a modest increase should be written and proposed, but maintaining local control at the school administrative level is not feasible as the macro view of the school district is often visible with transparency of the district budget; however, the micro view of the finances the guarantee of an increase in the coaching stipend may not be transparent and not understood from the outside the school district.

Funds Needed

For the development of a professional development mentorship program, time is the only opportunity cost for the individual or collective group of individuals who performs this task. The same opportunity cost of time is necessary to develop an intervention program for the teachers who struggle and the coaches who struggle. Open lines of communication between the AD, head coach, and the school administration are essential when an intervention is needed.

The professional development training that can benefit all experience levels of coaching on time management and multi-tasking to deal with role conflict should have a cap of $1000 for speaker fees and lunch for the half-day training. An exhaustive search of expertise within the school division should be sought first before looking elsewhere in order to lessen the impact of cost. Providing lunch for the coaching staff adds an element of coaching comradery within the athletic department, bringing the coaching staffs of the different athletic teams together. The building of community aids in retention as well as lessening tensions between coaches from other sports who share multiple sport athletes (Beilmann et al., 2018; Camiré, 2015a).

The funding would come from the athletic budget and may have to reduce each team's budget in order to cover the cost, or the funding could come from the booster club as a cost in order to improve the overall athletic program. If the AD does not provide the professional development for the entire athletic department, the head football coach should seek counsel from other experienced coaches, high schools or colleges in the area, to provide time management training for the football staff. Oftentimes coaches helping coaches is done pro bono or for a nominal fee.

Regarding the issue of increasing coaching stipends, a recommendation to the school board should be made by the school administration. Keeping the same graduated increases based on years of experience, an additional $500 per coach would decrease the gap between the two bordering districts and would cost the school $3500 annually for the seven assistant coaches on staff. The head football coach or the AD should put this proposal in writing to the school board with justification for the pay increase in comparison with other local districts.

Roles and Responsibilities

A concerted effort must be made between the head football coach, the athletic director, and the school's administration. In an effort to retain the coaches who teach on the football staff, the head coach must work within the staff to mentor or find a mentor for the assistant coaches. If the AD desires to implement a mentor program across the athletic board, as well as professional development, the greater the onus will be on the AD. If the mentorship and time management professional development stays within the football staff, then the head coach must shoulder this load. An athletic departmentwide mentorship program broadens the quantity of mentors available to the novice coaches in the department.

No matter the level, the school administration ought to limit the number of class preparations for the teachers who coach. Two class preparations have proven over time to be the maximum effective teacher load for a coach in season (Guinn, 2018). Teachers who are new to the profession are often given a maximum of two class preparations in order to assist with the transition into the teaching realm. In addition, the school administration must work in concert with the head football coach and the AD if the teacher-coach is struggling in their teacher role and an intervention is needed. Open lines of communication are a must in order to retain quality teachers who coach.

Timeline

Ideally, the timeframe to start the mentorship program would be to start in the winter to spring months of the school year and begin at the start of the following school year. Once the mentorship program is written, the implementation would take place with a meeting of the coaches over the summer to take effect at the start of the fall athletic season. Furthermore, in scheduling the implementation of the mentorship program, a half day of time management professional development will be offered.

With a mentorship and professional development in place, an evaluation of each coach is conducted after the season to identify their strengths and weaknesses as well as their assessment of the team and the staff. During this time the novice coach would meet with the head coach and their mentor coach to communicate what went well and what needs improvement. Open lines of communication in order of the head coach, the mentor coach, the AD, and school administration are needed to best meet the needs of the coaches who teach.

Plans for intervention, if needed, should be prepared when training mentors. A meeting with the school administration, AD, head coaches, and mentor coaches should take place towards

the end of the school year, before the summer break, in order to plan for the next school year. The intervention plan ought to be written in the same policy for the mentorship program. A second meeting with should take place at the beginning of the fall after both students and teachers return from summer break in order to ensure all parties are on the same page to assist if an intervention is needed.

For the increase in coaching stipend, a thorough and logical letter to the school board should be written as soon as possible in order to provide the school board time to consider and evaluate the fiscal needs of the school district. Providing the school board with information and time to make a decision is in the best interest of all parties to have their concerns rightly considered.

Solution Implications

More than 40% of all full-time secondary education teachers have some sort of coaching responsibility making this study relevant not just for football but for all sports (Guinn, 2018). Role conflicts of teachers who coach are manageable if the individual exercises time management and keep their priorities intact (Guinn, 2018; Richards & Templin, 2012; Sage 1987). Support from all parties involved are needed in order to retain coaches who teach. Guinn (2018) noted the AD is for a liaison between the coaches and the school administration with regard to understanding the hours spent coaching and being the voice of the coaching issues and their representation to the administration.

The implementation of the mentorship program, as well as the intervention plan, resides in the enthusiasm of the administration, the AD, and the head football coach. If nothing is done, the status quo will prevail with a high rate of assistant coach turnover. In the same light, if the mentorship approach is simply given lip service, the implementation is just another chore for all

involved. The success or failure of retaining teachers who coach rests on the ability of the teacher-coach to manage their time and the support of their family (Guinn, 2018; Stiegman, 2017; Wronowski, 2018). A mentorship program assisting novice coaches in time management and understanding the role of the coach is perhaps the most elementary concept, yet has the potential to be the most effective. An administration that demonstrates an interest, ensures the participants of the importance of time management and not just an exercise in wasting time.

Good teachers have the ability to be good coaches and good coaches tend to be good teachers (Égalité et al., 2015; Guinn, 2018; Hinojosa & Maxwell, 2018; Meador, 2019). Teachers who coach that want to excel in both areas and are willing to work to handle the stress and the time management will be an asset to the school as a force multiplier in both the classroom and on the field. The net gain of social capital alone makes implementing a mentorship and intervention plan a worthwhile cause. On the issue of pay for coaches, that will increase morale; however, the decision to coach or leave coaching will not be solely due to coaching pay as indicated from the data collected.

Evaluation Plan

To evaluate the effectiveness of the implementation plan, the head football coach should survey the football staff after the season to evaluate the effectiveness of the mentorship program. If the AD impalements a mentor program throughout all of the sports, a survey should be conducted at the end of each sport's season. The quantitative survey from this study can be a baseline if coaches choose not to return. In addition, the head football coach and the head coaches from other sports should seek out assistant coaches and survey their thoughts of the mentor program in order to ascertain qualitative data.

Limitations of the study include the narrow aspect of the school district. The school district is a fringe suburban to rural school district. Future studies should include schools from urban and larger suburban schools in larger school districts to evaluate a fair representation of schools and teachers who coach from different school sizes. Retention and personnel issues are not isolated in City High School's District and measures to retain key personnel are of significant interest to the stakeholders involved.

Summary

Retention of assistant football coaches who teach on the faculty of City High School has been a growing issue. Coaches who teach build social capital interacting with student-athletes in both realms of the school and aid in the growth and development of student-athletes. Issues of role conflict, cognitive dissonance, and low pay can be attributes to the lack of retention. Creating a mentorship program along with professional development to aid in time management skills, as well as an intervention program, are proactive steps in order to prevent the attrition of the coaches who teach on the faculty. If the school district is able to increase the coaching stipend, that would aid in the morale of the coaching staff at City High School. An emphasis by the administration of a solid mentorship and intervention program would go a long way in increasing the retention of the assistant football coaches that teach on the faculty at City High School in Northern Virginia.

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Appendix A – IRB Approval Form

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

2020-10-26

Jerry Sarchet
David Nelson

Re: IRB Exemption - IRB-FY20-21-116 An Applied Study for the Retention of Varsity Assistant Football Coaches that Serve on the Faculty at City High School in Northern Virginia

Dear Jerry Sarchet, David Nelson:

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:101(b):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. This form should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether

possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,

████████████████

Administrative Chair of Institutional Research
Research Ethics Office

Appendix B – Approval from Superintendent to Conduct Research

22 October 20202

Mr. Sarchet,

Good morning! I apologize that it has taken a few days to get back to you but I like to have a couple of people review the request for research before I give final approval. I was just reviewing your request with ███████████ and you are good to proceed with your research. Good luck and have fun. This is the most exciting part of the entire process.

Respectfully,

███

--
████████████, Ed.D.
Superintendent

Appendix C – Interview Consent Form

Consent

Title of the Project: An Applied Study for the Retention of Varsity Assistant Football Coaches Who Serve on the Faculty at City High School in Northern Virginia
Principal Investigator: Jerry Sarchet, Ed.D. Candidate, Liberty University School of Education

Invitation to be Part of a Research Study

You are invited to participate in a research study. In order to participate, you must be at least 18 years old and employed or formerly employed at ████████████████. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the study about and why is it being done?

The purpose of the study is to solve the problem of retention of assistant football coaches that teach on the school's faculty.

What will happen if you take part in this study?

If you agree to be in this study, I would ask you to do the following things:

1. Participate in an interview that should last about 20 minutes. The interview can be conducted face to face using social distance protocol or via Zoom. The interview will be recorded and later transcribed.
2. Read the transcription and make any changes if necessary.
3. Participate in an anonymous, online survey of ten questions. An estimated completion time is between 10 and 20 minutes.
4. Participate in an anonymous online discussion board and answer five questions. Completion time is estimated between 10 and 20 questions.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from being in this study.

This study may help coaches avoid role overload and burnout due to time management conflicts and family commitment conflicts.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. Data collected from you may be shared for use in future research studies or with other researchers. If data collected from you is shared, any

information that could identify you, if applicable, will be removed before the data is shared.

- Participant responses to the survey and online discussion board will be anonymous. Interviews will be conducted in a location where others will not easily overhear the conversation. Participant responses to the interview will be kept confidential through the use of pseudonyms.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.
- Interviews whether in person or on Zoom will be recorded and transcribed. Recordings will be stored on a password locked computer for three years and then erased. Only the researcher will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, interview data collected from you will be destroyed immediately and will not be included in this study. Neither the survey nor the discussion board data will be destroyed because both procedures are anonymous, so I will not be able to identify and pull data for specific individuals.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Jerry Sarchet. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at ▮▮▮▮▮▮▮ or at jlsarchet@liberty.edu. You may also contact the researcher's faculty sponsor, Dr. David Nelson, at dcnelson3@liberty.edu.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

☐ The researcher has my permission to audio-record or video-record me as part of my participation in this study.

_____   _____
Printed Subject Name   Signature & Date

Appendix D – Survey and Discussion Board Consent Form

Consent

Title of the Project: An Applied Study for the Retention of Varsity Assistant Football Coaches Who Serve on the Faculty at City High School in Northern Virginia
Principal Investigator: Jerry Sarchet, Ed.D. Candidate, Liberty University School of Education

Invitation to be Part of a Research Study

You are invited to participate in a research study. In order to participate, you must be at least 18 years old and employed or formerly employed at ███████████████. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the study about and why is it being done?

The purpose of the study is to solve the problem of retention of assistant football coaches that teach on the school's faculty.

What will happen if you take part in this study?

If you agree to be in this study, I would ask you to do the following things:
1. Participate in an online survey of ten questions. No names will be recorded, and all responses will be anonymous. The estimated completion time is between 10 and 20 minutes.
2. Participate in an anonymous online discussion board and answer five questions. Completion time is estimated between 10 and 20 questions.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from being in this study.

This study may help identify mitigation strategies to help coaches avoid role overload and burnout due to time management conflicts and family commitment conflicts.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. Data collected from you may be shared for use in future research studies or with other researchers. If data collected from you is shared, any information that could identify you, if applicable, will be removed before the data is shared.

- Participant responses to the survey and online discussion board will be anonymous.

- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, simply do not complete and submit the survey or do not participate in the discussion board. Because both procedures are anonymous, the researcher will not be able to identify and remove data for participants.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Jerry Sarchet. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at ▮▮▮▮▮▮▮▮ or at jlsarchet@liberty.edu. You may also contact the researcher's faculty sponsor, Dr. David Nelson, at dcnelson3@liberty.edu.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu

Appendix E – Principal Interview

1. How many years have you been principal?

2. What is your view of the role of athletics in high school?

3. How do coaches aid student-athletes in the overall high school experience?

4. Do you view teaching and coaching as a singular or separate entity? Please elaborate.

5. In your words, what is role-conflict that a teacher-coach faces?

6. In what ways do you prevent role-conflict?

7. What support system do you offer teacher-coaches if they have to leave school early for away game travel?

8. Do you see any difference in the instructional methods of teacher-coaches in season versus out of season?

9. Describe the benefits of social capital gained by the teacher-coach.

10. Do you prefer the assistant coaches on the varsity football staff if they are teachers in the building or if they come from the community?

11. What do you attribute to the lack of retention of assistant football coaches?

Appendix F – Athletic Director Interview

1. How long have you been the AD?

2. Were you a coach before taking over this role?

3. What role does athletics play in the high school experience for a student-athlete?

4. Please describe the role-conflicts that teacher-coaches face.

5. What are the differences in responsibilities that a teacher-coach faces compared to other members of the faculty?

6. In what ways do you prevent role-conflict?

7. What support do you offer teacher-coaches if they have to leave school early for away game travel?

8. What support do you offer to help teachers that coach with role-conflict in their personal lives?

9. What should your teachers that coach hold as their main emphasis? Do wins and losses play a factor in their ability to maintain their coaching status in your program?

10. What are the benefits of a teacher-coach compared to a peer that does not teach?

11. What does the school gain by having teachers that coach in your program?

12. How do teachers that coach assist your football program academically and athletically?

13. What do you attribute to the lack of retention of assistant football coaches?

Appendix G – Head Football Coach Interview

1. How many years have you been the head coach at this school?

2. How many years have you been coaching overall?

3. What are the expectations of your assistant coaches?

4. How many hours per week do you expect them to work on football?

5. Do you have supports in place for your assistant coaches that may have family issues due to the coaching obligations?

6. Describe the role conflict between teaching and coaching.

7. How does the time spent on teaching and coaching affect your personal life?

8. What are the effects of the dual roles of teaching and coaching on your work hours?

9. How does the dual role effect your energy level towards the end of the school year?

10. How do you balance practice schedules around your academic requirements?

11. Does your instructional practice differ in-season compared to out of season?

12. How do you grade assignments in-season?

13. How do you handle classroom instruction on game day?

14. Does your school provide you and your assistants support on game days when you have to leave school early?

15. How do you mentor new teachers that coach and the rigors of coaching?

16. How can your administration provide you more support?

17. What recommendations would you give to your administration and athletic director?

18. What do you attribute to the lack of retention of assistant football coaches?

Appendix H – Former Coaches Interview

Coach 1

1. Please describe your teaching and coaching background.

2. What made you interested in becoming a teacher-coach?

3. What made you decide to leave?

4. Would you consider returning to coaching?

5. Describe the advantages coaching has on teaching.

6. Describe the negatives coaching has on teaching

7. How did coaching impact your classroom and your instructional methods?

8. What recommendations would you make for anyone interested in becoming a teacher-coach?

9. What do you attribute to the lack of retention of assistant football coaches?

Coach 2

1. Please describe your teaching and coaching background.

2. What made you interested in becoming a teacher-coach?

3. What made you decide to leave?

4. Would you consider returning to coaching?

5. Describe the advantages coaching has on teaching.

6. Describe the negatives coaching has on teaching

7. How did coaching impact your classroom and your instructional methods?

8. What recommendations would you make for anyone interested in becoming a teacher-coach?

What do you attribute to the lack of retention of assistant football coaches?

Coach 3

1. Please describe your teaching and coaching background.

2. What made you interested in becoming a teacher-coach?

3. What made you decide to leave?

4. Would you consider returning to coaching?

5. Describe the advantages coaching has on teaching.

6. Describe the negatives coaching has on teaching

7. How did coaching impact your classroom and your instructional methods?

8. What recommendations would you make for anyone interested in becoming a teacher-coach?

9. What do you attribute to the lack of retention of assistant football coaches?

Appendix I – Quantitative Survey

The Likert Scale included a value of 1 for *Strongly Disagree*, 2 for *Disagree*, 3 for *Neutral*, 4 for

Agree, and 5 for *Strongly Agree*.

1. The overburden of classroom duties causes the teacher-coach to leave coaching.
   1. Strongly Disagree
   2. Disagree
   3. Neutral
   4. Agree
   5. Strongly Agree

2. The teacher-coach misses too much classroom time due to game schedules that cause them to leave coaching.
   1. Strongly Disagree
   2. Disagree
   3. Neutral
   4. Agree
   5. Strongly Agree

3. Parent relationships or their unreasonable expectations cause teacher-coach to leave coaching.
   1. Strongly Disagree
   2. Disagree
   3. Neutral
   4. Agree
   5. Strongly Agree

4. The coaching stipend is not enough compensation for the time spent in football causes teacher-coach to leave coaching.
   1. Strongly Disagree
   2. Disagree
   3. Neutral
   4. Agree
   5. Strongly Agree

5. The head coach does not provide enough autonomy to the assistant coach that causes the teacher-coach to reconsider their role on the coaching staff.
   1. Strongly Disagree
   2. Disagree
   3. Neutral
   4. Agree
   5. Strongly Agree

6. The off-season time commitment in professional development for coaching causes the teacher-coach to leave coaching.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

7. Family commitments of the teacher-coach cause them to leave coaching.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

8. Outside pressure to win is the cause for the teacher-coach to leave coaching.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

9. The expectations of the head coach for the assistant coaches cause the teacher-coach to leave coaching.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

10. The lack of support from the administration causes the teacher-coach to leave coaching.
    1. Strongly Disagree
    2. Disagree
    3. Neutral
    4. Agree
    5. Strongly Agree

Appendix J– Online Discussion Board Questions

1. What factors do you attribute to the attrition of coaches that serve on the faculty?

2. What mitigation techniques have been used to ease the teacher-coach conflict?

3. Describe the mentorship programs in place for novice teachers. What aspects from the novice-teacher program can be applied to novice-coaches?

4. What advice would you give to teachers that coach in order to aid in role conflict issues?

5. What professional development opportunities are available to coaches? How many days does the school provide the teacher-coach for professional leave to aid in their development?

Appendix K – Quantitative Survey Responses

The individual responses to each of the ten survey questions are presented below. The final

two rows presents the mean score for each question and the standard deviation to each question.

	1	2	3	4	5	6	7	8	9	10
Strongly Disagree	2	1	1	0	0	1	0	2	0	2
Disagree	9	17	4	5	5	9	0	6	10	7
Neutral	3	1	1	2	5	3	4	6	4	3
Agree	4	0	12	8	7	5	11	5	4	4
Strongly Agree	1	0	1	4	2	1	4	0	1	3
Mean Score	2.6	2.0	3.4	3.6	3.3	2.8	3.8	2.7	2.8	2.9
Standard Deviation	1.12	0.33	1.07	1.12	1.00	1.08	0.76	0.99	0.98	1.31