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A Qualitative Study of the Effects of Teacher-Coach Role Conflict

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A Qualitative Study of the Effects of Teacher-Coach Role Conflict

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Abstract

The problem addressed in this study was how the multiple responsibilities of being a teacher and a coach create role conflict for individuals in the teacher-coach (TC) profession. This role conflict causes burnout, exhaustion, and turnover among teacher/coaches. Resolving this problem is critical due to the amount of influence teacher/coaches have upon their student-athletes. The purpose of this study was to identify causes of teacher-coach role conflict and to identify possible solutions to the problem. Research was conducted through qualitative interviews with active male Texas high school football teacher-coaches in order to address the conflicting literature regarding the workability of the teacher-coach model. Data were gathered in order to address the causes and effects of teacher-coach role conflict on their students, athletes, and themselves. Possible solutions were also obtained through the interviews. The majority of the participants in the study claimed to experience at least a minimal amount of role conflict during football season. Several themes emerged from the findings such as preparation, exhaustion, time management, communication and support. The participants also identified several potential solutions to role conflict such as proper scheduling, planning, and time management. The primary conclusion drawn from this study was that the teacher-coach model is workable without role conflict. However, time management, communication, and planning skills are required for the teacher/coach to make the dual roles work without role conflict. A secondary conclusion drawn from this study was that there is a need for follow-up studies for teacher-coaches in sports other than football. The majority of the participants reported experiencing more role conflict in spring sports because of travel and standardized testing schedules.

Keywords: role conflict, role ambiguity, teacher-coach, TC burnout, role preference

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Chapter 1: Introduction

More than 40% of all full-time secondary educators have some coaching responsibility (Fletcher, 2013). These educators are referred to as teacher-coaches (TCs). They are required to fulfill dual roles of both teaching and coaching. This combined role causes conflict within their profession (Richards & Templin, 2012). These dual roles cause the TCs to choose a singular role on which to focus causing the other role to suffer (Millslagle & Morley, 2004). The stress involved in this dual responsibility can result in burnout and role conflict (Drake & Herbert, 2002).

Some of the factors that contribute to role conflict include role ambiguity and lack of time to effectively handle both roles (Richards & Templin, 2012). This study will contribute to the body of knowledge that addresses these problems by identifying ways in which TCs can learn to resolve their interrole conflict and may also promote change in the ways schools address role conflict.

A deeper understanding of this problem can benefit communities with a high school football team. The players from the football team have an influence on the behaviors on people within the town and the community. Identifying ways to resolve role conflict for the TCs in every program can help them to avoid burnout and allow them to focus by allotting their time based on the need of their primary role (Figone, 1994b). The result can be not only success on the football field, but also success in creating leaders in the classroom and within the community.

This chapter contains the statement of the problem, the purpose of the study, the study's research questions, the definition of key terms, limitations and delimitations of the study, and a summary of Chapter 1.

Statement of the Problem

The problem of the TC dual role is the negative manner in which it impacts TCs. The role conflict prevents TCs from being able to perform their duties to the best of their abilities due to the stress they are experiencing (Drake & Herbert, 2002). TC role conflict can cause TCs to focus more heavily on one of their roles, which can result in their performance suffering in the other role. TCs have a major influence on their students' and athletes' lives. However, they can have a negative impact on their school and the students' athletic experiences if they become burned out due to stress (Garcia, 2015). A deeper understanding of this problem is important because of the influence TCs have upon students and the impact student-athletes have within their respective communities (Boekel et al., 2016). How these professionals act can influence how student-athletes behave in the classroom, within the community and the example they set for their peers (Steinfeldt & Vaughan, 2016). The burnout resulting from the role conflict can cause TCs to leave the profession and increase the turnover that student-athletes experience (Jones, 1999). A deeper understanding of the causes and effects of TC role conflict can provide the blueprint for possible solutions to this problem as well as an explanation for why some TCs experience role conflict while others do not (Lin et al., 2014).

Purpose of Study

The reason for conducting this research is to study a problem that is adversely affecting TCs' ability to perform their jobs. TCs have a major influence on the lives of the student-athletes they teach and coach (Garcia, 2015). There is conflicting literature regarding whether the TC model is workable without experiencing role conflict (Figone, 1994a). The conflicting literature suggests that TCs do not always experience role conflict (Richards, Templin, Levesque-Bristol, & Blankenship, 2014). The intended goal of this research was to gain a deeper

understanding of the causes and effects of TC role conflict in secondary education and to identify solutions to the problem.

Background

The key components of this study are role conflict and role ambiguity. Role conflict is defined as a conflict due to expectations placed on an individual to perform multiple incompatible roles (Richards & Templin, 2012). Role ambiguity is defined as a lack of clarity for role expectations and priorities (Leo, Gonzalez-Ponce, Sanchez-Miguel, Ivarsson, & Garcia, 2015). Drake and Herbert (2002) stated that role conflict and role ambiguity cause stress and burnout among TCs. This stress can result in intragroup conflict, which is a conflict between multiple people in an organization (Kerwin, Walker, & Bopp, 2016). There is conflicting literature regarding whether the TC model is workable without the presence of role conflict (Figone, 1994a). Existing literature recommends a deeper understanding of the causes of TC role conflict so that that possible solutions can be derived (Konukman et al., 2010).

Research about this problem began over 30 years ago with pioneers in the field when Templin, Richards, and Levesque-Bristol (1980) studied TCs' perceptions of the reasons role conflict occurs. The purpose of their research was to determine the reasons role conflict occurs and to measure the conflict's level of intensity. Templin et al. (1980) conducted a quantitative study that gathered data through surveys of individuals who had experienced the dual roles of teacher and coach. The study concluded that role conflict occurs when administrators set unrealistic expectations for TCs. The authors identified the issue of coaches having inadequate time to realistically perform both teaching and coaching duties. They also found issues of TC being assigned teaching duties outside their areas of expertise.

Bain and Wendt (1983) continued the research in this area with their study of the role of conflict. The purpose of their study was to determine the perceptions of coaching majors that had the dual role of a TC. The authors used quantitative methodology and surveyed college students majoring in coaching. They concluded that students' perception of the role was positive and that the majority did not foresee a conflict with their dual roles (Bain & Wendt, 1983). In addition, Bain and Wendt concluded that students were not prepared for the conflict their dual roles could cause. They recommended future research on how students can be better prepared for the challenges the dual role of teaching and coaching could present.

Sage (1987) was also a pioneer in the field of TC role conflict and expounded on the existing research with his study. The purpose of the study was to identify the main factors in role conflict and role overload for high school TCs. The study proved validity through the credibility of the publisher and the in-depth analysis of over 50 formal interviews. Sage used qualitative methodology to compile data and conduct observations and formal interviews over a five-month period and created several research questions that were centered around the reasons TCs experience role conflict and role overload and how they cope with it. The strength of Sage's study was that it had a substantial number of participants. Sage identified the need for research in the field of TC role conflict and also provided recommendations for how to resolve this issue.

Figone (1994a) addressed the origins of TC role conflict with a study of TC role conflict. Figone hypothesized that the TC model was unworkable due to the inter-role conflict each TC exhibits. He used a mixed-methods approach combining both qualitative and quantitative methods. Figone reviewed existing literature, TC interviews, and academic data to reach a conclusion. The results of his study indicated that the TC model was unworkable because TCs

will always prioritize their coaching duties over teaching. Figone identified the existing problem of role conflict and portrayed the need for more research in this area.

Richards et al. (2014) conducted research that compared the burnout, role stressors, and resilience between TCs and non-coaching teachers. The researchers used quantitative methods to obtain data primarily through a survey. The goal of the study was to determine if TCs experienced more role stress and burnout that non-coaching teachers. Richards et al. concluded that there was not a distinguishable difference of burnout between TCs and non-coaching teachers. This disproved their initial hypothesis and they concluded that assumptions should not be made that TCs experience more role conflict. They recommended future research to determine why TCs did not experience more role conflict than non-coaching teachers.

The existing literature over the past 30 years points to the aforementioned problem of role ambiguity, a primary cause of role conflict for TCs. This study adds to existing literature by investigating the effects of TC role conflict on TCs and their student-athletes. This study also adds to the existing literature by researching possible solutions for TC role conflict. Some administrators are focused on coaches' performance as a teacher while others are only concerned about their performance as a coach (Camire, Trudel, & Bernard, 2013). These conflicting expectations prevent TCs from achieving success in both areas (Drake & Herbert, 2002).

There are many factors such as role ambiguity and lack of time, which contribute to the problem of role conflict and prevent coaches from effectively handling both roles (Richards et al., 2014). This study contributes to the body of knowledge that aims to identify ways in which TCs can learn to resolve their inter-role conflict. The results of this study may promote change in the way schools address role conflict.

Research Questions

The research questions are based on identifying existing TC role conflict and possible solutions.

Q1. What are the effects of TC role assignments according to the perception of coaches?

Q1a. What are the effects of TC roles on the TC according to the perception of coaches?

Q1b. What are the effects of the TC roles on the students according to the perception of coaches?

Q1c. What are the effects of the TC roles on the athletes according to the perception of coaches?

Q1c. What are the solutions to the possible TC dual role conflict according to the perception of coaches?

The research was conducted using qualitative methodology with phenomenological elements. Data collected consisted of conducting telephone interviews with Texas head high school football coaching staff regarding TC role conflict within their respective staff.

Qualitative research focuses on collecting data within a natural setting. As Creswell (2014) has stated, "researchers tend to collect data in the field at the site where participants experience the issue or problem of the study" (p. 185). This research was not conducted within a lab; it was conducted through telephone interviews. This allowed for personal interaction, which is a major component of qualitative research (Creswell, 2014). This research investigated conflict, and conflict is a behavioral process. Identifying the reasons behind the conflict is best achieved through personal interaction, which is best achieved through qualitative methodology. Another reason qualitative research was appropriate for this study is that it aligns with the strengths of the researcher.

Definition of Terms

Burnout. Burnout is lack of motivation in a person's job due to a negative experience (Richards et al., 2014).

Role ambiguity. Role ambiguity is lack of clarity is one's job duties (Drake & Herbert, 2002).

Role conflict. Role conflict is caused by a person having to perform incompatible roles (Figone, 1994b).

Role stressors. Role stressors include negative aspects of an individual's role that cause stress and conflict (Konukman et al., 2010).

Teacher-coach assignment. Teacher-coaches are individuals who have teaching and coaching duties simultaneously (Millslagle & Morley, 2004).

Teacher-coach role (dual role). Teacher-coach roles include the required duties that are part of both teaching and coaching (Richards & Templin, 2012).

Limitations and Delimitations

The study was limited by location and participants. The research was conducted via telephone interviews with individual TCs. This method was appropriate for the study because the research was conducted with TCs in schools with vastly different demographics, which add further credibility to the research.

This study was restricted to high school football TCs who are currently teaching and coaching. The participants were also limited by the requirement of a minimum of three years in the field.

The scope of this study was limited to TCs' perception of existing TC role conflict within the school. The schools were chosen based on their diverse student populations and TCs' willingness to participate in the interviews.

The findings of this study are subject to the following limitations:

1. Limited geographical sample, selecting only schools from Texas.

2. The limited size of samples of participating schools.

3. Limited objectivity as a result of only public schools being interviewed.

4. Limited to only interviewing high school TCs.

5. Limited to only interviewing football TCs.

6. Limited to male participants.

Interviews were coded to ensure confidentiality of each participant's school and personal identity. One delimitation of the study was the exclusion of non-high school TCs and non-football TCs. Due to time and geographical limitations, TCs from other sports, teaching levels, and states were excluded from the study. The final location information for data analysis consisted of high schools from central and north Texas.

Summary

Identifying a method to address TC role conflict may limit the negative effects it has on TCs and their student-athletes. TC role conflict causes burnout and turnover within the profession, which negatively affects the students and athletes they mentor. Identifying stressors that cause TC role conflict could assist TCs to address the issue more effectively.

This study is organized into five chapters. Chapter 2 contains a review of literature that focuses on TC role conflict and role ambiguity. Chapter 3 contains the methodology of the study by detailing the design, sample and population, and data collection procedures. The results of

the study and an analysis of the data are highlighted in Chapter 4 and Chapter 5, which include a summary, conclusions, and recommendations.

Chapter 2: Literature Review

Teaching and coaching at the high school level is a challenge, particularly when the two roles are combined. The result of this dual role can negatively impact students, athletes and TCs. The incompatibility of these roles results in role conflict for TCs, thereby producing negative outcomes such as burnout and role preference (Jones, 1999). This burnout also affects students who are not athletes. It also affects the academic as well as personal lives of student-athletes (Mobley, 2005). Coping with the effects of dual role assignment is a challenge for those involved (Brown & Sieben, 2013).

The existing literature on the topic of TC role conflict provides insight into its causes and effects on TCs and their student-athletes. The review of the literature provides a framework for this study and helps shape the research questions to address a lack of understanding regarding the issue of TC role conflict. The specific central qualitative research question was: What are the effects of teacher/coach role assignments according to the perception of coaches? The sub-questions to this central question were:

1. What are the effects of teacher/coach assignments on the teacher-coach according to the perception of coaches?

2. What are the effects of the teacher/coach assignment on the students according to the perception of coaches?

3. What are the effects of the teacher/coach assignment on the athletes according to the perception of coaches?

4. What is the solution to the possible TC dual role conflict according to the perception of coaches?

This review of the literature provides an in-depth knowledge of the causes of TC role conflict. There are conflicting views within the literature as to which cause is the most dominant, but there is a consensus that role strain, role ambiguity, and differing expectations are the primary causes of TC role conflict. The existing literature provides a glimpse into the factors that cause TC role conflict and touches on the effects of TC role conflict on TCs. There are conflicts within the literature regarding whether the TC dual role can exist without role conflict and whether the effects are always negative. The literature does not specify how some TCs can manage their dual role without experiencing role conflict and why some can avoid the negative effects. A portion of the literature suggests ways for TCs to cope with the effects of TC role conflict but does not provide in-depth solutions.

A thorough search was conducted for credible studies and literature within various electronic databases such as the Texas A&M University library, Google search engine, Questia, Google Scholar and the Abilene Christian University library. Keywords and phrases used in the search were *role conflict, role ambiguity, teacher-coach, TC burnout, role preference*.

This review of literature first addresses the theoretical framework of the study. The history of the research related to TC role conflict is then presented, followed by the influence these studies had upon this study. The next section focuses on studies that address the effects of TC role conflict upon TCs and their student-athletes. Implications of the existing research and possible solutions are then presented, followed by studies that identify a lack of understanding of the issue of TC role conflict. The research questions for the study are then presented, and a detailed summary of the literature review is then articulated.

Theoretical Framework

The theoretical framework is based on role theory and cognitive dissonance. Both theories relate directly to the study because of the roles, beliefs, and actions of TCs.

Role theory is based on people and their behaviors. This study focuses on coaches and teachers and the behaviors generated by the TC role they have been assigned. Role theory is a science concerned with the study of behaviors that are characteristic of persons within contexts and with various processes that presumably produce, explain, or are affected by those behaviors (Biddle, 1979). The fundamental idea of role theory focuses on the notion that individuals have various roles in life and that these roles originate with prescriptions on how individuals should behave (Van de Horst, 2016). Role theory explains roles by presuming that persons are members of social positions and hold expectations for their behaviors and those of other persons. In addition, according to Biddle (1979):

Role theory is based on five several 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 imbedded 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. (p. 8)

According to the literature, these propositions are closely related to the TC role in schools. Teachers and Coaches have their own personal expectations and are given specific expectations by the administration. A TC is expected to perform both roles and meet those expectations. If

TCs are not trained by their administrators they learn their behaviors, both good and bad, from colleagues. This situation is reflected in the role theory proposition. One of the main assumptions of role theory is that people form expectations about the roles that they and others will play (Merton, 1957).

Role theory connects to this study since TCs have multiple roles and the expectations for their performance in both roles. Teaching roles differ greatly from coaching roles in expectations, skillsets and time commitments, frequently creating conflict between the roles. Utilizing role theory as the framework for this study allowed for the thorough examination of both roles and the expectations and duties that stem from each individual role. Role theory is applicable to the TC model because there are two separate roles the TCs are expected to perform.

Within the context of this study, TC role conflict is described as conflict derived from the stress of having multiple conflicting roles (Figone, 1994b). These dual roles cause the TC to choose a singular role on which to focus, causing the other role to suffer (Millslagle & Morley, 2004). The stress involved in this dual responsibility can result in burnout and role conflict (Drake & Herbert, 2002).

The issue of TC role conflict affects not only TCs but also student-athletes. Drake and Herbert (2002) stated that "teacher coach role conflict can negatively affect student-athletes because TCs are not able to perform their duties to the best of their abilities due to the stress they are experiencing" (p. 12). Researchers and school districts share the common goal of resolving TC role conflict. Specifically, Staffici (1992) identified possible solutions and recommendations for school districts to resolve TC role conflict. Staffici concluded that "role ambiguity is the main reason for interrole conflict and due to budget restrictions this issue will be difficult to resolve" (p. 5). Role theory applies to TCs because they are required to perform multiple roles.

The previously mentioned studies connect role ambiguity to role conflict, which stems from lack of clarity regarding TCs' duties associated with each role.

As originally proposed by Festinger (1957), cognitive dissonance refers to inconsistencies between an individual's beliefs and actions. The theory suggests that people have an inner drive to hold all their attitudes and beliefs in harmony and avoid disharmony. The theory proposes that if individuals have inconsistencies between their beliefs and behaviors, the result can be psychological discomfort (Festinger, 1962). Based on this theory, Festinger (1962) proposes that individuals who want to alleviate the discomfort can reduce the inconsistency (dissonance) in order to achieve consistency (consonance). This means that if an individual is dealing with an inconsistency between what she believes and how she acts, there must be some sort of change in order to bring her beliefs and actions back into harmony.

An example of cognitive dissonance is when people smoke (behavior) and they know smoking causes cancer (cognition) (Festinger, 1962). There is an inconsistency between the behavior (smoking) and the belief of the consequence of smoking (cancer). According to Festinger (1962), in order to eliminate this inconsistency, a person is likely to either stop smoking or justify that smoking is not that detrimental. The smoking example refers to the three basic ways that dissonance can be resolved: change in belief, change in actions, or change of the perception of the action (Festinger, 1957).

Cognitive theory was chosen as a framework of this study because TCs feel inconsistencies when their beliefs and actions are inconsistent. An example of this is when TCs spend classroom time working on coaching strategies. Their belief tells them they should be teaching, but the pressures of coaching encourage them to find ways to increase their athletes' performance in the upcoming game. Their response would be to stop the action and not work on

coaching duties during teaching time or change their belief and continue working on coaching activities during class time. This would result in dissonance being resolved since their actions would align with their beliefs by focusing on one role at a time.

The cognitive dissonance theory was an appropriate theoretical framework for this study because of the three major assumptions of the theory. These assumptions focus on belief inconsistencies, recognition of dissonance, and motivation to resolve dissonance (Festinger, 1957).

The first assumption of cognitive dissonance theory is that inconsistency between actions and beliefs causes conflict and discomfort (Festinger, 1957). According to Festinger (1957), TCs experience dissonance when their actions as a teacher or coach fail to align with their beliefs of what they should be doing in each role. An example of this dissonance is when TCs are so consumed with both roles they feel guilty for neglecting their families. Their actions spending time throughout the evening and weekend on coaching duties clashes with their belief that they should be spending more quality time with their families. This inconsistency causes discomfort for the TCs that can only be resolved through changing of action or changing their beliefs about family time. In this example, the TC can resolve the cognitive dissonance by changing the action and spending fewer hours on their dual roles, or by changing their belief that they should spend more time with their family.

The second assumption of cognitive dissonance is the recognition that inconsistency causes dissonance and motivates people to resolve the dissonance (Festinger, 1957). The assumption of this theory is that the TCs who recognize cognitive dissonance consciously or unconsciously seek consonance to relieve the dissonance. Festinger (1957) places emphasis on the efforts by TCs and administration to reconcile the dissonance through trainings or the

elimination of additional duties. The implementation of programs to resolve the dissonance support the assumption of Festinger's theory; when dissonance is recognized, individuals take steps to resolve it.

The final assumption of cognitive dissonance is that dissonance can be resolved through changing beliefs, changing actions, or changing perceptions of actions (Festinger, 1957). The literature gave the example of TCs attempting to resolve dissonance by changing their beliefs under the pressure that athletic directors or administrators place on them (Figone, 1994). Figone (1994) also provided examples of TCs burning out and deciding to leave the profession because of their unwillingness to compromise their beliefs. The turnover within the profession highlights all three of the assumptions within this theory. Consciously, or subconsciously, TCs often exhibit the change action of leaving the profession in order to reconcile their dissonance before they change their beliefs (Figone, 1994).

The cognitive dissonance theory was chosen as a framework for this study based on the existing literature (Kosa, 1990) surrounding the discomfort associated with the dual roles of the TC due to their beliefs and actions. The premise of this theory is that conflicting beliefs and actions can cause individuals discomfort due to the priorities of one belief conflicting with one's actions. The existing literature identifies the discomfort felt by TCs, which is a major component of the cognitive dissonance theory.

History of Teacher Coach Role Conflict

Templin, Richards, and Levesque-Bristol (1980) were pioneers in the field of teacher-coach role conflict research. The purpose of their study was to determine TCs' perception regarding the reasons role conflict occurs in their profession and the conflict's level of intensity. Templin et al. (1980) conducted a quantitative study that gathered data by surveying individuals

who had experienced the dual roles of teacher and coach. The researchers concluded that role conflict occurs within the profession due to unrealistic expectations set for the TC and the lack of time TCs have to complete the assigned duties for each role. Templin et al. (1980) identified the issue of coaches not having enough time to realistically perform both duties as well as the issue of teaching assignments being outside the coach's area of expertise.

Bain and Wendt (1983) continued the research on TC role conflict by analyzing the expectations of coaching and teaching majors and the role their perception had on the role conflict they experienced. The purpose of the study was to determine how the perceptions of coaching majors influenced the dual role of a TC. They concluded that students' perception of the role was positive and that the majority did not foresee a conflict with the dual roles. They also concluded that students were not prepared for the conflict the dual roles could cause. Bain and Wendt (1983) recommended future research into how students can be better prepared for the challenges of the dual role. This study was different from the Templin, et al. (1980) study because it investigated the problem of TC role conflict from the perspective of future TCs rather than from current TCs. Templin et al. focused on the perception of the dual roles and whether students thought they would cause role conflict.

Sage (1987) contributed to TC role conflict research by conducting a study to identify the main factors in role conflict and role overload for high school TCs. Sage (1987) used qualitative methodology to compile data and conducted observations and formal interviews over a five-month period. Sage identified several research questions centered on why TCs experience role conflict and role overload and how they cope with it. Sage recognized the need for research in the field of TC role conflict and provided recommendations on how to resolve this issue. Sage's (1987) study was different from Bain and Wendt's (1983), but very similar to Richards et al.

(1980) study, which focused on the cause of TC role conflict. Sage (1987) expanded on

Richards et al. (1980) research to dig deeper into the factors that cause TC role conflict.

The purpose of Sisley, Capel, Gloria, and Desertrain's (1987) research was to determine

the relationship between role conflict and role ambiguity to burnout in head high school

basketball coaches. Sisley et al. (1987) used qualitative methodology to survey 255 coaches and

concluded through regression analysis that role conflict and role ambiguity were the only two

variables consistently related to burnout among TCs. The researchers found that role conflict

explained the most variance in all burnout scores and that role conflict is directly correlated to

burnout. They also recommend follow-up studies on other factors that may relate to burnout or

may contribute to role conflict and role ambiguity. The implications of their study were that TC

role conflict and TC burnout are directly correlated, and were the first to tie TC role conflict to

burnout. The authors focused on the effects of TC role conflict while previous literature focused

more on the causes.

The purpose of Kosa's (1990) study was to find the causes of TC burnout and to identify

the coping strategies that best allow TCs to avoid the negative effects of burnout. The

researchers found that burnout correlates with symptoms of stress such as addiction to alcohol,

cases of mental illness, marital problems, and in extreme cases, suicide. They also identified TC

turnover and absenteeism as negative effects of burnout, and that TC burnout resulted in a

decline in the quality of teaching as well as a decline in the quality of TCs' personal life. The

researchers found that the dual role of teacher-coaches in the public schools is unworkable due to

the incompatible goals associated with each role, which can cause burnout. They concluded that

the teacher-coach must acknowledge that they are susceptible to burnout and incorporate coping

strategies into their routine. They also identified intervention programs and cooperation with the

school health personnel as the best coping strategies to prevent TC burnout, and recommend future research into new strategies for TCs to cope with burnout once it occurred.

Figone (1994a) addressed the origins of TCs role conflict with the purpose of examining the history of the TC role and prove the unworkability of the TC model. Figone hypothesized that the TC model was unworkable due to the inter-role conflict TCs exhibit. Figone concluded the TC model was unworkable because TCs often prioritize their coaching duties over teaching. His study was tied closely to Templin, et al.'s, (1980) in that they both focused on the origins of TC role conflict. The studies differed in that Figone (1994b) concluded there would always be role conflict among TCs because the model is unworkable.

The purpose of Staffici's (1992) review of literature and research was to identify the reasons behind high school TC role conflict and to provide a guide for resolving this critical problem. Staffici used a qualitative methodology to identify the main reason interrole conflict exists in the profession and to identify solutions to the problem. Staffici concluded that role ambiguity is the main cause of TC role conflict and recommended future research on how role ambiguity could be mitigated in the TC profession. This was important to this study because the researcher identified one of the main causes of TC role conflict. Staffici's study was similar to previous literature because it focused on the causes of TC role conflict, but it was different in that it identified role ambiguity as the main cause.

The purpose of Jones' (1999) research was to examine role conflict among physical education TCs and hypothesized that the role conflict among TCs was caused by differing expectations. He concluded that TCs exhibited more hustle behaviors when coaching and significantly more questioning, management, and positive modeling behaviors when teaching. The implications of this research are that TCs exhibit differing behaviors when teaching or

coaching. Jones also concluded that these different behaviors cause role strain among TCs.

Jones recommended future research investigating the reasons TCs exhibit different behaviors

when teaching or coaching. The study was different from previous literature because it focused

on the behavior of TCs due to role conflict rather than on the causes or effects of the conflict.

Jones (1999) was among the first in the literature to hypothesize role retreatism is caused by role

conflict.

　　　O'Connor and MacDonald (2002) tested the prevailing theory that teaching and coaching

caused role conflict. O'Connor and MacDonald conducted five case studies with TCs and their

student athletes to determine if role conflict existed and if it had a negative effect on the TC and

their student-athletes. O'Connor and MacDonald concluded that the dual roles created a positive

and rewarding experience for the TC and those they teach and coach. The implications of this

study were that TC role conflict does not always have a negative effect and if managed properly,

it can create a positive environment. The authors recommend future research on how TC role

conflict can be managed to create a positive effect on the students and athletes (O'Connor &

MacDonald, 2002). The study contradicted previous literature, particularly Figone's (1994b)

findings. O'Connor and MacDonald (2002) were among the first to conclude that the TC model

was workable and that TC role conflict could be managed, which was contrary to previous

findings in the literature.

　　　Wirszyla (2002) conducted a study to identify the hindrances that prevented teachers

from implementing performance indicators. Wirszyla identified factors that facilitated or

hindered implementing the performance indicators and examined the extent to which teachers

were hindered from completing their assigned tasks. Data were collected through interviews,

document analysis, and videotaping lessons. Wirszyla concluded that the teaching/coaching role

conflict was the main hindrance for teachers. The implication of this study is that TC role conflict was identified as a problem that prevents TCs from performing their duties. The researchers recommended future research on how TC role conflict can be addressed by school districts Wirszyla (2002). The study was similar to Figone (1994b) and Templin et al.'s (1980) studies because each concluded that TC role conflict was a problem that needed to be resolved. However, the study built upon these previous studies because it focused on the effects TC role conflict had upon TCs' teaching ability.

The purpose of Childs and Harold's (2003) study was to determine the effect of selected variables upon role conflict as perceived and experienced by TCs. Childs and Harold considered two types of role conflict: interrole conflict due to differing expectations and role-overload due to the intense demands of the two roles. Childs and Harold surveyed 250 TCs to determine the most common form of role conflict experienced by TCs. The researchers concluded that role-overload was the most common cause of role conflict in this profession and recommended future research to determine the causes of role-overload and possible solutions to the problem (Childs & Harold, 2003). The study was similar to previous literature that focused on the causes of TC role conflict, but the study differed in that it identified role-overload as the main cause of TC role conflict.

The purpose of Mobley's (2005) research was to study the effect age, gender, and experience had upon the level of burnout a TC experienced. Mobley also measured role conflict and role strain of the TCs using the Maslach Burnout Inventory (MBI) and The Role Conflict and Role Ambiguity Scale. He then used a regression analysis to determine the relationship between burnout and role conflict and role ambiguity. Mobley concluded that there was a positive correlation between the level of role conflict and the level of burnout a TC experienced.

The implications of this research were that role conflict causes burnout among TCs. Mobley recommends future research into possible solutions for burnout. The study was similar to Dissertrain's et al. (1987) study because both studies focused on TC burnout caused by role conflict. The study built upon previous literature in this area by providing detailed measurements of the amount of role conflict TCs experience due to their dual roles. The study confirmed TC burnout is caused by role conflict.

Related Literature

Richards, Templin, Levesque-Bristol, and Blankenship (2014) continued to address the problem 34 years after their initial study by comparing the burnout, role stressors, and resilience between TCs and non-coaching teachers. The researchers used the quantitative methodology to obtain data, primarily through a major survey to determine if TCs experienced more role stress and burnout than non-coaching teachers. The strength of the study was in the substantial number or participants in the survey that included 433 teachers. Richards et al. (2014) concluded that there was not a distinguishable difference of burnout between TCs and non-coaching teachers. This contradicted their initial hypothesis as they concluded that the assumption should not be made that TCs experience more role conflict. They recommended future research to determine why some TCs do not experience more role conflict than non-coaching teachers. This study conflicted with existing literature regarding TC role conflict primarily because the researchers concluded that not all TCs experience role conflict. This study concluded that TCs do not necessarily experience more role conflict than teachers who do not coach, and that not all TCs experience role conflict. The study provided a contradiction to previous literature, including Templin et al.'s (1980) previous study. The authors concluded that not all TCs experience role conflict, which deviates from the results of most of the studies on the subject.

Boekel et al. (2016) concluded that a positive effect for students of TCs was student participation in school sports was associated with a higher GPA, and hypothesized the positive effect on student GPA was a result of the influence the TCs had on their athlete's academic performance.

Ritter, Matthews, Ford, and Henderson (2016) studied the correlation between role conflict and job satisfaction. The researchers studied the effect role conflict had upon job satisfaction among employees, and hypothesized that increased role clarity would reduce role conflict. The authors used role theory as a theoretical framework for the study and collected data at three different points from 534 respondents. The researchers concluded that increased role clarity led to a decrease in role conflict. Additionally, the researchers also concluded that employee training programs and detailed job descriptions were the best way to accomplish role clarity. Ritter's et al. (2016) study was conducted based upon Saffici's (2015) study, which emphasized the importance of role clarity in minimizing role conflict.

Walker et al. (2016) analyzed the relationship between task conflict and role conflict within organizations. The authors concluded that social identity plays a major role in the progression of task conflict into relational conflict. The authors also concluded that members within sports organizations tend to self-identify as a part of a larger group, which can cause both task and relational conflict. The authors identified stress due to diverse priorities as a major factor in causing task and relational conflicts within sports organizations.

Locke and Massengale (2013) identified role overload as a major factor in TC role conflict. The purpose of this study was to measure the extent and intensity of TC role conflict, the degree to which TCs share conflicts common among classroom teachers, and the degree to which selected variables are associated with the occurrence of conflict. Locke and Massengale

provided a survey to TCs from colleges, secondary schools, middle schools, and elementary schools designed to record their perceived and experienced role conflict. They concluded that the primary cause of TC role conflict was role-overload and that female TCs experienced more role conflict than their male counterparts. The researchers concluded that female TCs experience more role conflict than male TCs and that role-overload is the main cause of TC role conflict. The authors recommended further research into why female TCs experience more role conflict than male TCs and possible solutions to role-overload.

Johnson, Pas, and Bradshaw (2016) recently addressed the issue of TC role conflict with their study. The purpose of this research was to measure the level of coach-teacher alliance within schools. The researchers examined the relationship between the teacher and coach to determine the extent to which their goals were aligned. The authors gathered quantitative data from 147 teachers and coaches who completed a questionnaire measuring their alliance. The researchers concluded that the majority of coaches do not consider their coaching goals aligned with their teaching goals. The researchers concluded that more than 40% of educators have some form of coaching responsibility. The research concluded that the goals of a teacher do not align with that of a coach, which can cause conflict for those that are required to fulfill both roles. They recommended further research on how coaches and teachers can better align their goals to avoid conflict. The study was similar to existing literature in that it confirmed TCs experience role conflict due to their dual roles. However, it differed from existing literature in that it focused on the relationship between teaching and coaching duties. The study contributed to previous literature by illuminating the differences in the expectations and duties associated with each role.

Factors That Contribute to Role Conflict for Teacher Coaches

There are many factors identified through existing research that contribute to TC role conflict. It is important to identify the causes of a problem in order to identify possible solutions (Sisley et al., 1987). Existing researchers in this field provided conflicting answers as to the causes of TC role conflict. However, researchers agree that multiple factors contribute to the problem of TC role conflict.

Sage's (1987) study focused on identifying the main factors in role conflict and role overload for high school TCs. The researcher gathered data for the study from in-depth interviews and concluded that the lack of time to perform both roles was a major contributing factor in TC role conflict. This classification of lack of time as a factor in TC role conflict is a further supported by more recent literature.

Richards and Templin (2012) conducted a study that identified factors of TC role conflict, which focused specifically on how the roles of a TC are conflicting, and the results of these conflicting roles. Richards and Templin stated:

> The roles of teacher and coach also require very different characteristics and abilities. There are inconsistencies in the role performance to career advancement; the amount of preparation that is required; evaluation and accountability; consensus as to what constitutes desirable performance. (p. 173)

The authors concluded that the role of the teacher and coach are incompatible because each role requires different set of abilities to complete each job successfully. They identified lack of clarity in the requirements of each job as a major contributing factor in TC role conflict. The implications of this research to this study is that the researchers identified a contributing factor to TC role conflict and recommended further research into how this factor can be addressed by school districts.

One of the most influential sources identified for this study was Saffci (2015). The purpose of Saffici's research was to identify the causes of TC role conflict. He used quantitative methodology to study role conflict among high school and junior high TCs. Saffici researched teachers that also had coaching duties and articulated the problems that were associated with role conflict in this profession. The researcher also provided quantitative data regarding the roles of the TC and pointed out the difficult choices that the TC has to make in regards to their time and energy. Saffici identified different priorities for teachers and coaches as a primary factor in TC role conflict. His point that the priorities of these TCs vary was crucial because it identified the lack of clarity in their role. He concluded that TCs do not have the time or energy to effectively handle both roles and tend to prioritize coaching over teaching when faced with external pressure. This can prove detrimental to the students who have a teacher that is also a coach. Saffici identified external pressure for TCs to perform their coaching duties well as the primary reason for TC role conflict. Saffici emphasized that effective coaching requires more time than teaching. He discussed the amount of stress TCs face from attempting to handle the rigors of both teaching and coaching roles and identified time as one of the main contributing factors to TC role conflict and to TCs inability to perform both roles effectively. The main implication of this finding is that the contributing factor of time is difficult for school districts to address unless they increase TCs' work hours, which could lead to TC burnout.

The existing literature identified lack of time, role ambiguity, and lack of support systems as the primary factors that cause TC role conflict. These are the factors that drive TC role conflict and are responsible for the negative effects on the TCs, students, and athletes discussed in the next section. The existing literature also pointed out the role gender plays in role conflict.

By having a better understanding of the factors that create TC role conflict, school districts have a higher chance of identifying ways to mitigate these factors.

The Effects of Dual Role Conflict on Teacher-Coaches

Existing literature details several effects role conflict has upon TCs. Many of the effects cause TCs' performance of their teaching and coaching duties to decline (Locke & Massengale, 2013). Teacher-coach role conflict can also have a negative effect on the TCs' personal life and job satisfaction (Kosa, 1990). The literature in this section also recommends future research on additional effects of TC role conflict.

Sage (1987) identified several effects of TC role conflict on TCs. The first negative effect identified by the study is the pressure role conflict places upon TCs' families due to the time required by them to complete their required duties. The second negative effect identified by the study as associated with TC role conflict is their low teaching performance. The author hypothesized that this negative teaching performance was the result of lack of time for TCs to adequately perform their duties in the classroom. The findings in Sage's study directly related to this study because they included multiple effects TC role conflict has on TCs.

Saffici's (2015) research discussed how the role conflict drained the TCs of motivation to complete both teaching and coaching tasks to their highest ability. The results of the research led to the conclusion that schools need to be more specific with the job descriptions of each role. Saffici argues that the majority of the stress comes from the TCs' lack of clarity regarding their role; role ambiguity caused misunderstandings that eventually caused burnout among TCs.

Drake and Herbert's (2002) study concluded that TC role conflict causes role strain and results in burnout among TCs. The purpose of the study was to analyze the coping strategies TCs use to handle the stress of role conflict and role strain. They conducted a qualitative study

using in-depth interviews with TCs to determine the cause of their role conflict and burnout. The results of the survey showed that TCs experience role conflict when dealing with time constraints of teaching and coaching and stress when coaching multiple sports. The participants admitted to coping by not putting as much effort into their teaching on game days. The authors concluded that the main effect of TC role conflict on the TCs was that it caused them to prioritize coaching over teaching. Drake and Herbert (2002) recommended further research on stress-reduction approaches for TCs who experience this conflict. The study identified the problem of role conflict among TCs and recommended further research on strategies for coping with this issue.

Ryan (2008) conducted a study that focused on the causes and effects of TC role conflict that were generated by lack of clarity regarding the role of a TC. As Ryan (2008) argued:

> Because of the unique pressures and commitments involved in teaching and coaching, high school TCs report high levels of interrole role conflict. It is not surprising that high amount of TCs express a desire to leave either the coaching role, teaching role, or both. Therefore, it is beneficial to examine possible antecedents to interrole conflict. (p. 59)

Ryan (2008) addressed the issue of TCs becoming burned out and resigning because of stress caused by conflict in their roles. The main implication of this study's findings was the positive correlation between role conflict and TC turnover. Teacher-coach role conflict causes TCs to resign and leave the field, which is a problem for school districts due to the negative effect a TC's resignation can have on students and athletes.

Millslagle and Morley (2004) identified role retreatism, the focus on one role at the expense of another, as an effect TC role conflict has on TCs. The authors concluded that 60% of TCs surveyed showed a decrease in time and commitment toward their teaching role, which led to the conclusion that role retreatism is a factor in TC role conflict. Millslagle and Morley found that this was due to the time and pressure associated with TCs' coaching role; also, there was a perception that coaching offered more glamor than teaching positions. They reached this

conclusion because teachers are seldom fired for their performance while coaches are fired more frequently. The researchers concluded that role retreatism as an effect TCs expereience as a result of role conflict.

Throughout the latter part of their study, Richards and Templin (2012) identified what happened when a TC experiences conflicting roles. They propose, "role conflict often results in role retreatism, which involves devoting additional time and commitment to one role at the expense of others" (p. 165). They concluded that the conflict generated from TCs' roles results in one of the TCs' duties suffering. Richards and Templin concluded that the majority of the time the teaching performance of the TC suffers because TCs typically prioritize coaching over teaching. This study identified role retreatism as a primary effect TC role conflict has on TCs.

Effects of Teacher-Coach Role Conflict on Students and Athletes

Teacher-coach role conflict negatively affects not only TCs, but also their student-athletes. Teacher-coach role conflict negatively affects the team due to TC turnover. Role preference causes TCs to prioritize coaching over teaching, which causes students to experience inferior teaching quality in the classroom (Johnson et al., 2016).

Brown and Sieben (2013) conducted research that identified several effects TC role conflict on both TCs and their student-athletes. The authors concluded that many new teachers take on coaching jobs "without ever realizing just how extensive, and at times unbearable, the workload can become" (p. 7). The authors concluded that this assumption by new teachers causes role conflict among TCs because the expectations differ from the actual workload. The researchers also found that although it was possible for both roles to complement each other, many coaches prioritize coaching over teaching because of pressure from schools. Brown and Sieben (2003) explained the negative effect TC role conflict on TCs' students:

An influx of core content area teacher-coaches with coaching orientations may have a profoundly negative effect on the academic rigor of core content area classes as a result of missed or ineffective learning experiences for students in need of knowledge and skills for future success in college and the workplace. (p.118)

Brown and Sieben (2003) concluded that role conflict causes the majority of TCs to prioritize coaching over teaching, which has a negative effect on the learning experience of the students they teach. They recommended further research on this topic because this problem has an immediate negative effect on schools.

Teacher-coach turnover is a result of role conflict. Soebbing and Washington (2011) conducted a study that addressed the causes of coaching turnover and the effects turnover had on organizations. The authors concluded that the primary reasons behind coaching turnover were burnout, role conflict among the coaching staff, and a lack of performance. The researchers also found that TC turnover has a negative effect on teams' athletic performance and that teams with less TC turnover experience a higher rate of team success. The implications of this study are that coaching turnover negatively affects the athletes the TCs coach and that TC role conflict is a primary cause of TC turnover.

Silliker and Quirk (1997) also conducted a study that found positive effects for students of TCs. Their quantitative study attempted to determine the correlation between student-athletes' grade point average (GPA) and their participation in high school athletics. Silliker and Quirk used a quantitative methodology to compile academic data of the student athletes. The GPA of the students was measured when they were in season and when they were in the offseason. The results of the study indicated that students' GPA improved when they were in season and declined when they were in the off-season. Silliker and Quirk theorized this was the result of the structure and influence provided by the coach during the season. The study

elucidated the effect TCs can have upon student-athletes within a season and identified the need for TCs to perform both of their roles at a high standard for student-athletes to be successful.

Leo et al. (2015) identified the effect TC role conflict on teams' success or failure. The purpose of the study was to examine the effects of role ambiguity and role conflict on the performance of a sports team. The goal of the study was to determine if role conflict had an effect on the success or failure of the team. The secondary goal of the study was to determine the correlation between role ambiguity and success of the team. The authors concluded that role conflict directly correlates to the efficacy of the team. The researchers found that the higher the role conflict among the TCs, the worse the team performed. The reverse also proved true in that a lack of role conflict resulted in greater success for the team. The authors recommended further research on the degree to which role conflict can affect the success or failure of a team. They also recommend research on how TCs can effectively manage TC role conflict during the season.

The purpose of Figone's (1994a) study was to measure the effects of TC role conflicts on student-athletes. The author reviewed historical data, existing literature, teacher-coach interviews, and student-athlete academic performance. The researcher concluded that the time constraints placed on the TC are directly passed down to student-athletes and that these time constraints prevented student-athletes from spending the necessary time to succeed in the classroom. The researcher concluded that TC role conflict causes students to not succeed in the classroom at their highest potential, and students are directly affected by TC role conflict in a negative way.

Teacher-Coach Conflict Solutions

The existing literature surrounding TC role conflict provides solutions that will help alleviate the negative effects of TC conflict. The literature identifies several strategies both TCs

and school districts can use to resolve or mitigate TC role conflict. The limitations of such solutions are also discussed in the literature.

Konukman et al. (2010) conducted a study that identified a possible solution for TC role conflict. The purpose of the study was to identify factors that contribute to role conflict for TCs. The study identified TC background, the design of the educational program, expectations of schools, and career objectives as the major reasons for TC role conflict. The authors concluded that TC role conflict is an international problem. The authors suggested that proper training of TCs in how to handle role conflict would result in TCs increasing their ability to resolve role conflict, but they did not research if proper training of TCs on how to handle role conflict would be a solution to the problem of TC role conflict. The authors recommend further research on the types of training that would be the most successful in minimizing TC role conflict.

Camire et al.'s (2013) study identified, but did not research, multiple solutions to the problem of TC role conflict. The authors identified the problem of practice as the difficulty high school coaches and administrators face when attempting to handle multiple roles adequately. The authors concluded that many different factors cause role conflict between TCs and administrators including lack of funding, pressure to win, and conflicting goals within the program due to TC role conflict. The results of the study were that coaches and administrators could minimize the negative effects of role conflict through effective communication and improved alignment of the organization's goals. However, the authors hypothesized that the issue of role conflict among high school TCs cannot be easily resolved because of the financial cost this solution would have for school districts. The authors recommended further research on the impact organizations can have by creating clearer goals for coaches and administrators and by helping TCs focus on effective communication and time management.

Staffici (1992) provided a possible solution to TC role conflict in his study. He concluded that role ambiguity was the main reason for TC role conflict and that because of budget restrictions, the issue would be difficult to resolve. Staffici concluded that the best way for TCs to respond to role ambiguity is to exhibit a positive leadership style that can influence their players and students. This conclusion provided major implications for this study because it provided a solution to the problem of TC role conflict. The author recommended future research on what leadership styles help a TC minimize role conflict and how TCs could be trained to exhibit these styles.

Leadership styles, training, and time management were all possible solutions identified by existing literature. The common limitation identified by the researchers was the lack of funding for school districts to implement these solutions. The literature recommends future research on how these solutions can be implemented in a way school districts can afford.

Literature Related to Methodology

Quantitative and qualitative studies have been conducted to research the concept TC role conflict. Templin et al. (1980) conducted a quantitative study that gathered data by surveying individuals who had experienced the dual roles of teacher and coach. The study concluded that role conflict occurs within the profession due to unrealistic expectations for the TC. Bain and Wendt (1983) used quantitative methodology in their study. The authors used quantitative methodology and surveyed college students majoring in coaching to determine their perceptions of TC role conflict. Richards et al (2014) also used quantitative methodology in their study. The researchers used quantitative methodology to determine if TCs experienced more role stress and burnout that non-coaching teachers. The quantitative approach was not used in this study because it is not the best fit to address the phenomenon of TC role conflict.

Although there are a substantial amount of studies in this area that used quantitative methodology, there are also many studies that used qualitative methods to research TC role conflict. Sage (1987) used qualitative methods in his study. The author used qualitative methods to compile data and conduct observations and formal interviews over a five-month period. Sisley, et al. (1987) used qualitative methods to survey 255 coaches and to determine the relationship between role conflict and TC burnout. Qualitative methods were also used in this study to gain a deeper understanding of the causes and effects of TC role conflict, and to identify possible solutions.

Literature Review Themes

The existing literature on the subject of TC role conflict has three major themes. The first theme presented is that TC role conflict is caused by the conflicting duties associated with dual roles. The subsections of this theme are that role-overload, role-ambiguity, and role-strain are the main causes of role conflict. The second theme presented is that TC role conflict causes TC burnout and has a negative effect on TCs' students and athletes. The third theme is the contradiction in the literature that not all TCs experience role conflict. This theme contradicts previous themes because it indicates that not all TCs experience role conflict. This contradiction points to a lack of understanding in the literature of what the true causes and effects of TC role conflict are and what the possible solutions could be.

Conflicting Literature

There are several scholarly articles that contribute to the gap in the literature that is the basis for the need for this study. The problem of TC role conflict is identified and researched in these studies, but each recommended a need for more research on how the problem of TC role conflict can be resolved. Several of these studies also recommend more research on the effects

of TC role conflict on student-athletes. Studies point to a lack of understanding regarding the effects of TC role conflict on students and athletes. There is also lack of possible solutions.

Brown and Sieben (2013) conducted research that pointed to a gap in the literature addressing what solutions could help mitigate TC role conflict for TCs that teach core content areas. Brown and Sieben discussed TCs that experience role conflict, but there is a lack of research regarding how TCs that have a heavy workload because they teach a core content area can cope with the resulting role conflict. The main implication of this research was the recommendation by the authors that future research is needed. As Brown and Sieben explain, "this conception of how teacher-coaches from core content areas balance these diverse roles would benefit from further examination, particularly through the use of more qualitative approaches" (p. 7).

Figone (1994a) identified a lack of understanding in the literature in his study. The purpose of the study was to examine the history of the TC role and to prove the unworkability of the TC model. The author hypothesized that the TC model was unworkable due to interrole conflict each TC exhibits (Figone, 1994a). The results of this study concluded that the TC model is unworkable because TCs always prioritize their coaching duties over teaching. The major gap in this study was the problem of TCs prioritizing coaching over teaching, but the author concluded that a solution to the problem is not known (Figone, 1994a). Boekel et al. (2016) concluded that TCs could prioritize teaching and coaching. The lack of understanding in the literature is that the solution for how TCs can successfully fulfill dual roles is not known.

Leo et al. (2015) identified a gap in the literature regarding TC role conflict. The problem the study identified was the lack of research on how TCs can successfully manage role conflict during the season. This lack of understanding points to the need for research on how

TCs can effectively manage role conflict when they are required to perform both duties at a high level.

Millslagale and Morley (2004) identified a lack of understanding in the literature regarding the level of role retreatism in specific conflict situations for TCs. The authors also identified a lack of understanding regarding the effects of TC role retreatism due to role conflict on student-athletes. The final gap the study identified was the effects of TC role retreatism due to role conflict on TCs.

Richards et al. (2014) identified a lack of understanding in literature finding that some TCs did not experience a high level of role conflict in their profession, while other TCs in the same study experienced a high amount. Richards et al. pointed to the lack of understanding in the literature addressing why some TCs experience role conflict while others do not. Richards et al. findings held significant implications for this study because it identified a lack of understanding that requires possible solutions for TC role conflict since it was proven in their study that some TCs could effectively handle the dual roles.

Summary

Teacher-coach role conflict can have negative effects on TCs. These negative effects include role retreatism, burnout, and lack of performance (Ryan, 2008). The negative effects on TCs can also affect their student-athletes (Figone, 1994a). The main factors that contribute to TC role conflict are role ambiguity, lack of time, and role overload (Locke & Massengale, 2013). Although I used a variety of methodologies to research TC role conflict, I identified several gaps in the literature that illustrate the need for research in key areas. The main gaps identified in the literature were lack of specific solutions for role conflict in TCs (Brown & Sieben, 2013). The second lack of understanding identified was the lack of research on the reasons some TCs

experience role conflict while others do not (Richards et al., 2014). This illustrates the need for research into possible solutions for TC role conflict since some TCs can complete both roles with no conflict. I also looked at role conflict from a different perspective, but none adequately addressed the concept of training TCs on how to handle role conflict. The goal of this research was to extend the literature regarding TC role conflict and to identify ways in which role conflict can be reduced or altogether eliminated and to further research the effects of TC role conflict upon TCs and their student-athletes. This study contributes to the body of knowledge to address the problem of TC role conflict by identifying ways in which TCs can learn to resolve the inter-role conflict. The study also aims to promote change in the way schools address TC role conflict.

Chapter 3: Research Method

The purpose of this qualitative study was to identify the effects of teacher-coach (TC) role conflict on TCs and their student-athletes. The other purpose of the study was to identify possible solutions to the problem of TC role conflict. One central research question guided the study: What is the effect of teacher-coach role assignments according to the perception of coaches? Specific criteria were used to obtain interview participants for the study. The proposed sample participants were TCs from different school districts who currently had teaching and coaching duties. Each participant was asked specific questions during telephone interviews.

Under the framework of phenomenology, the responses of the TCs provided information regarding the effects of TC role conflict. With the knowledge gained through the telephone interviews conducted with the TCs, possible solutions to the TCs' existing role conflict were identified.

This chapter begins with a brief discussion of the methodology of the research, followed by an in-depth description of the study design. After the discussion and analysis, the sources of data collection are presented, including a review of the coding process. The chapter ends with a summary.

Research Design

This study used a qualitative design with phenomenological elements to identify the effects of TC role conflict on TCs and student-athletes. The secondary purpose of the study was to determine possible solutions to TC role conflict. Qualitative research is defined as an inquiry process to explore a social or human problem (Creswell, 2014). A qualitative methodology allowed for the exploration of human emotions surrounding the problem in a way other methods would not, and therefore this methodology is the best fit for the because it was a human problem

involving TCs and their student-athletes. As Parry, Mumford, Bower, and Watts (2014) have stated, "qualitative research is a cover-all term for a wide range of research strategies, paradigms, parent disciplines, sources of data, and methods of analysis for them" (p. 134). This research investigated conflict and identified the reasons conflict requires personal interaction.

The design of inquiry for this qualitative study was with phenomenological elements. Patton (2015) explained that qualitative research focuses on describing and understanding a phenomenon. Phenomenological research is a design of inquiry that allows the researcher to describe the lived experiences of individuals with a phenomenon (Creswell, 2014). The phenomenon addressed in this study was role conflict and role ambiguity of TCs. It was critical to choose an approach that was the best fit for answering the research questions (Willis, Sullivan-Bolyai, Knafl & Cohen, 2016). This design had strong philosophical underpinnings, which worked well with interviews such as those in this study (Giorgi, 2009). Interviews provided the opportunity to dig deeper into the responses of the TCs rather than a survey-based quantitative study would provide. Interviews provided the opportunity to ask in-depth follow-up questions based on participant responses. The ability to ask follow-up questions was a good fit for this study because of conflicting literature on whether all TCs experience role conflict.

The phenomenological elements fit well with the qualitative research design of this study based on the research questions (Willis et al., 2016). Patton (2015) has explained that in qualitative research, a whole phenomenon is under study and the problem cannot be accurately reduced to several variables. A qualitative methodology is required to research the phenomenon of role conflict and role ambiguity of TCs because of the multitude of variables that relate to the problem. This research focused on understanding and describing the phenomenon of role

conflict of TCs. The research strategy provided a roadmap for designing a study that addressed the goals and research questions of the study.

This qualitative research study required fieldwork. Patton (2015) defined fieldwork as the investigator having direct contact with the people involved in a phenomenon within the natural setting of the phenomenon. The research was descriptive and focused on describing and understanding a phenomenon. This required coding and transcribing skills to ensure an accurate interpretation of the data.

To justify the need for the study, an exhaustive literature review of academic publications on the topic of TC role conflict was conducted. Existing research points to the need for a deeper understanding of the effects of TC role conflict on students and athletes as well as the need for research into possible solutions for TC role conflict. Sufficient data was collected to address the primary research question and the four sub-questions through extensive interviews with the participants.

Population and Setting

The setting for this qualitative study was interviewing TCs in public high schools in North, Central, and West Texas. In order to maintain confidentiality, the high schools were assigned pseudonyms. The schools selected have staff of TCs with current dual responsibilities of teaching and coaching. This study addressed the TCs' perception of role conflict within their program, including the effects conflict has had on them, their students, and their athletes. This study also addressed the possibility of solutions to TCs' existing role conflict.

Participants for this study were from public high schools in the state of Texas. The high schools chosen for this study were from different classifications to gain a more encompassing perspective. In Texas, high school football is a passion for the community, players, and coaches.

Using purposeful sampling, I chose to research TC role conflict with football coaches because of the pressure they face in Texas. The reason the study is limited to Texas football coaching staff is that it allowed time for in-depth interviews with the football TCs. The research design consisted of interviewing Texas head high school football teacher-coaches to gather data regarding TC role conflict.

The decision to select the schools for the study was also influenced by convenience sampling and my ability to gain access to participants. A list of all current TCs with both teaching and football coaching duties was requested from the head football coach. Once permission was obtained on a signed consent form, the participants were contacted by email to inform them about study, to explain the requirements for participation, and to gain their agreement to participate in the study. Participants who met the requirements and gave consent to be interviewed received consent forms explaining the purpose of the research, the interview process, and the procedures followed for ethical considerations. The participants then signed the consent form and returned it by mail or fax to the investigator. Once the investigator received the signed informed consent form, the participants were contacted to set up a time for a personal telephone interview.

The confidentiality of the participants' data was protected at all times by assigning a coded number to each participant interviewed in place of the participant's name and keeping the transcribed responses completely confidential. All transcribed data will be destroyed five years after the completion of this study to ensure additional confidentiality.

Validity and Trustworthiness

As with all scholarly studies, the research is insignificant if its validity or trustworthiness is in question. The onus for proving validity is on the researcher, and there are a variety of

different ways this can be accomplished. Creswell (2014) posited that validity does not carry the

same meaning in qualitative research as in quantitative research. Ivankova (2014) defined

validity as providing credibility to a study through establishing trust. The goal of this study was

to provide a clear and valid depiction of TCs who live in this phenomenon every day. Trust was

established through the quality of the research, the lack of bias in the study, and the strict

confidentiality of the study participants.

Creswell (2014) has recommended three distinct ways qualitative researchers can ensure

reliability: checking transcripts to ensure they do not have errors, making sure there is not a

misunderstanding regarding the meaning of the codes, and cross-checking the results to prevent

errors. I implemented all three of these recommendations to establish the trustworthiness of the

study.

Validity was secured by using three validity strategies for ensuring rigor as recommended

by Seale and Silverman (1997). The first strategy was testing hypothesis in data analysis through

grounded theory to ensure that generalizations were supported by evidence (Seale & Silverman,

1997). The second strategy was through the use of computer programs to collect and code the

qualitative data in order to limit human error. The final strategy was to transcribe the data

objectively by audiotapes. Seale and Silverman (1997) make the point that no techniques can

solve all problems of rigor in qualitative research, but these techniques used with a firm

understanding of their limitations can help establish strong rigor.

The internal credibility of the study was established by interviewing TCs who were

currently experiencing the dual roles of teaching and coaching. Gaining the perception of active

TCs delivered credibility to the study's raw data. The investigator gained external validity

through strict confidentiality and uniform questions. The strict confidentiality of the study

prevented the responses from being influenced by any outside sources. The uniform questions for each participant prevented researcher bias from influencing the study in any way.

Materials

The primary data collection method for this study was semi-structured telephone interviews lasting approximately 45 minutes. The interview sessions were documented using an audio recording device to capture all of the dialogue from the interview. The interviews consisted of open-ended questions and the use of probing to gain the most detailed information possible from the participants. I completed IRB training and followed all of the IRB protocols regarding interview questions. The interviews were semi-structured and were conducted by telephone. The central research question that guided the study was: What is the effect of teacher/coach role assignments according to the perception of coaches? The first research sub-question #1 was: What are the effects of teacher/coach assignments on the teacher/coach according to the perception of coaches? Related interview questions were as follows:

1. Do you experience role conflict due to your dual roles as a teacher/coach?

2. If no to Interview Question 1, how do you prevent the duties from both of your roles from causing role conflict?

3. What are the effects of the dual roles on your work hours?

4. What are the effects of the dual roles on your family life?

5. How do the dual roles affect your energy level towards the end of the school year?

The second research sub-question was: What are the effects of the teacher/coach assignment on the students according to the perception of coaches? Related interview questions were as follows:

1. What do you do with your classes on game days?

2. What is different about your lesson plans when you are in-season?

3. How do you find time to grade assignments in-season?

The third research sub-question was: What are the effects of the TC assignment on the athletes according to the perception of coaches? Related interview questions were as follows:

1. How do your practices differ during the months leading up to standardize testing?

2. How you balance the practice schedules around your academic requirements?

3. How do you handle your schedule and classes when you have to travel for a game during a school day?

The fourth research sub-question was: What is the solution to the possible TC dual role conflict according to the perception of coaches? Related interview questions were as follows:

1. What would you recommend TCs do to balance their dual roles on game days?

2. What are ways school districts could help alleviate TC role conflict?

3. What are ways athletic directors could help alleviate TC role conflict?

The documents used in this study consisted of the written consent forms signed by the participants, the field notes of the investigator, and the transcribed data from the audio recordings. The written consent forms followed the IRB and Abilene Christian University's protocols to ensure the participants had an understanding of their agreement. This study also followed IRB ethical guidelines when crafting the written consent form to ensure that the study did not result in any ethical violations.

The data were transcribed into Microsoft Word using an independent transcriber to limit bias. Field notes were also taken by the researcher to monitor the participants' behavior during the interview process. Records of the transcribed data and field notes were viewed only by the investigator to maintain confidentiality, and will destroyed after five years.

Field-testing is a critical component of the development of the interview protocol (Terrell, 2016). The investigator utilized an expert panel to review this study's research questions and to provide feedback. Often others can see glaring mistakes that researchers overlook in their studies. An expert panel can provide unbiased feedback because they can take a step back and view the questions in a way the investigator cannot.

Assumptions

Terrell (2016) has explained that participants need to feel an allegiance to the organization to be motivated to participate in an interview. The assumption of the investigator was that the TCs felt allegiance to the program, which motivated them to participate.

The primary goal of the investigator was to encourage open and honest responses to the interview questions in order to obtain valid data. The steps of this research were to obtain written consent to conduct the study from the participants, perform interviews with the participants, and analyze the data through a phenomenological lens. Terrell (2016) has warned against researcher bias as it can taint the validity of the study. With the participants' permission, the investigator recorded the responses of the participants and transcribed their words. The investigator ensured the participants' responses were transcribed without error by hiring a professional transcriber.

Phenomenological researchers gather data by conducting in-depth interviews, using a special kind of listening during the process (Seidman, 1991). According to multiple researchers, listening is active, constructive and the most important skill in interviewing (Arksey & Knight, 1999; Gundmundsdottir, 1996; Seidman, 1991). The greatest challenge for interviewers is to keep quiet and listen actively (Seidman, 1991). When using prepared interview questions, researchers must avoid manipulating participants to respond to each question and imposing their

interests on the response of the participant (Seidman, 2013). One of the ways bias can affect the study is in the interview questions themselves. If the interview questions are biased and assume that TCs experience role conflict, the answers could be invalid due to the influence of the researcher. The interview questions were crafted in a way that did not influence the participants' response. To accomplish this, the investigator did his best to bracket his views and biases when crafting the interview questions.

A key portion of the study involved the inclusion of TCs in head football coaches' staff. The study hinged on the responses of the TCs to determine if role conflict exists in their schools, and if so, what the effects of TC role conflict were on students and athletes. The study also relied on TCs responses to create possible solutions to the problem of role conflict.

Procedures for Data Collection and Analysis

In this study, telephone interviews were the primary source of data collection. Asking open-ended interview questions allowed the collection of the maximum amount of data. According to Patton (2015), "a truly open-ended question does not presuppose which thought will be salient for the interviewee. The truly open-ended question allows the person being interviewed to select from among that person's full repertoire of possible responses" (p. 354). Asking truly open-ended questions allowed the investigator to obtain detailed answers. The participants' answers to the interview questions provided crucial data in answering the study's research questions. I am a trained mediator who has had extensive training in crafting and asking open-ended questions, which helped me ensure the interview questions were truly open-ended. I have also received feedback on the interview questions from published researchers in order to ensure they were truly open-ended.

In order to successfully obtain data through interviews, the questions were crafted in a way to obtain the maximum amount of useful data. Crafting the right interview questions is an art that requires practice and skill. Roberts (2010) explained, "a question well stated is a question half answered" (p. 136). Identifying an appropriate research question is crucial for solving a problem of practice because it is the basis of data collection (Patton, 2015). The research questions directly affect all interviews because each interview question is geared towards answering a research question.

Data Collection

Semi-structured interviews were used to collect data for this study. Once informed written consent was obtained from the participants of the study, I scheduled personal telephone interviews with the participants. Interview sessions were scheduled based on the availability of the participants, and the sessions lasted approximately 45 minutes each. The audio from the sessions was recorded using an audio recorder. Field notes were also taken during the interviews.

The structure of these interviews allowed for participants to provide detailed and honest responses. The confidentiality of the process allowed the participants the opportunity to be forthright. If additional information was needed during the interviews, the respondents were asked to elaborate on their responses. If a participant did not address existing role conflict in their profession, a follow-up question was asked to encourage them to elaborate on how they handled the dual roles of a TC.

The telephone interviews were recorded by the investigator using an audio recorder and the responses were transcribed into Microsoft Word by an independent transcriber. The raw data obtained from the typed responses were then coded using phenomenological analysis.

Data Analysis

Data were organized by the coding process. As Patton (2015) explained "developing some manageable classification or coding scheme is the first step in analysis" (p. 463). A large amount of data gleaned from multiple interviews would be useless without the ability to organize the data into readable categories. Ivankova (2014) has defined coding as "a central strategy used in inductive qualitative data analysis that helps to distil units of meaning and then to combine them in a new way into groups or categories" (p. 239). Coding is essential in qualitative research because it applies a numerical value to qualitative data (Patton, 2015). Since this study is qualitative in nature, coding was a crucial part of the process.

Open coding. The first form of coding used was open coding, which is defined as "breaking down the data into first level concepts, or master headings, and second-level categories, or subheadings" (Biddix, 2009). This form of coding is simply summarizing the main points of the responses from the respondent. The main points are broken down into categories that make it easier for the investigator to understand. This form of coding requires a firm attention to detail. The attention to detail can prevent mistakes because the investigator must refer to the transcript constantly to make sure that the data is being broken down into the correct categories.

Axial coding. The second form of coding used was axial coding, which is confirming the concepts and categories accurately represent interview responses and exploring how the concepts and categories are related (Biddix, 2009). The benefit of this form of coding is that it is less time consuming than open coding. This form requires the investigator to identify open codes and break them down further into an overarching theme. This form of coding ties in well with open

coding, and allows the research to be broken down into major categories based on the open codes (Ivanka, 2014).

Although coding is an essential component of this study, the organization of the coding is just as crucial. Creswell (2014) has recommended using the coding to create a small number of themes that can be used to illustrate major findings and better organize the data. The themes from this study were created from the commonality of participants' responses from the interview and then interconnected to represent the findings of the study.

Ethical Considerations

My chief priority was to maintain inscrutable ethical standards throughout the study. The names of the schools used in the study were kept confidential by giving them pseudonyms. The confidentiality of the participants was achieved by giving the participants random numbers instead of names. This prevented the names of the schools and TCs from being identified, thereby maintaining confidentiality throughout the study.

Although these measures were taken to ensure confidentiality, there was never a complete guarantee that confidentiality would be achieved. Therefore, I took extra steps to ensure confidentiality by completing the NIH and ethical IRB training before beginning the study to ensure that I was trained to recognize potential ethical pitfalls. I also received approval from IRB regarding the interview questions before beginning the study, helping to mitigate any participant discomfort.

I also received signed consent forms from the participants of the study as well as from the head coaches before beginning the interview process. The consent forms indicated the minimal risk involved with the study and the participants' rights to leave the study at any time with no repercussions.

Once the written consent from the head coaches was obtained, I provided written information about the nature of the study and the risks of participation to the potential participants. The risk of exposure was carefully discussed with all participants before they began participating in the study. The investigator ensured all participant questions were answered before asking them to sign the consent form. The signed form was locked in a filing cabinet in my office and will remain there for five years. The form will then be shredded to further promote confidentiality. Once the consent form was signed, the participant was assigned a random number instead of a name. Under no circumstances was anyone other than the investigator allowed to know the names of the schools or participants in the study.

Conclusion

There are countless problems in society that need to be addressed through research. There are also many different methods researchers can use to solve these problems. The difficulty all researchers face is matching the right research method to the right problem. Many research studies have failed or not been effective because the investigator used the wrong method. When solving the problem of practice, it is critical to select an appropriate method of study. According to Ivankova (2014), "selecting an appropriate study design not only help[s] researchers choose appropriate methods, but also helps set the logic by which they make interpretations at the end of their studies" (p. 119). If the investigator selects the wrong method, she will waste valuable time asking the wrong questions.

In the existing literature on this topic, the authors used various methods of research. Kaye and Giulioni (2012) addressed the problem many researchers face: "here is a second, and equally important-caution: Don't forget to address the HOW altogether" (p. 83). To successfully answer the *how* question, the investigator must find the best methodology to address the

problem. Chapter 2 highlighted the critical need for both the effects of TC role conflict to be better identified and for possible solutions to the problem. These two aspects were the primary motivations for this research.

Chapter 3 began with a detailed description of the qualitative phenomenological design of the study, identified the central research question driving the study, and then outlined the design of the study. The data analysis procedures were then discussed, followed by the examples of how the study achieved validity and trustworthiness. The ethical considerations of the research and examples of how the study maintained a high ethical standard were described and discussed. The data collection methods and participants in the study were described, and the outline of the research design was addressed in detail.

The following chapter discusses the findings of the study as well as how the data was analyzed. The procedures for collecting, transcribing, and interpreting data are discussed as well. The outcomes of the data were interpreted using a phenomenological approach.

Chapter 4: Results

The purpose of this qualitative study with phenomenological elements was to gain a deeper understanding of the causes and effects of TC role conflict in secondary education and to identify solutions to the problem. The findings identified several factors that contribute to TC role conflict as well as potential solutions to the problem. The concept of role conflict among TCs was tested in active male high school football TCs throughout Texas. Twelve interviews were conducted. A connection was found to exist between TC role conflict and exhaustion, fatigue, tiredness, and conflicting priorities. The central research question was: What are the effects of TC role assignments according to the perception of coaches?

To obtain critical information regarding this central research question, I conducted 12 telephone interviews asking questions regarding their teaching-coaching experience. The questions are listed in figures below. The themes that emerged through the interviews were preparation, exhaustion, time management, communication, and support.

Presentation of the Findings

Twelve interviews were conducted and the following data were compiled and coded for each interview question. Multiple responses were given by several of the participants, which are presented in the corresponding tables.

The central research question that guided the study was: What is the effect of teacher-coach role assignments according to the perception of coaches? Interview Question 1 and Interview Question 2 were qualifying questions to determine a baseline for the remaining questions.

Table 1

Responses to Interview Question 1: "Do you Experience Role Conflict due to Your Dual Roles as a Teacher-Coach? (Select All That Apply)"

Response	*n*
No	5
Yes	5
Sometimes	2

Note. N = 12.

If respondents answered "No" or "Sometimes" to *Interview Question 1* they were asked to answer *Interview Question 2*. As evident in Table 2, preparation and communication were the most frequently mentioned with seven responses each, with time management playing a major part with four respondents.

Table 2

Responses to Interview Question 2: "If no to Interview Question 1, How Do You Prevent The Duties From Both of Your Roles From Causing Role Conflict? (Select all that apply)"

Response	*n*
Preparation	7
Communication	7
Time Management	4

Note. N = 12.

Responses to Interview Question 3, Interview Question 4, and Interview Question 5 are illustrated in the tables below and are related to the first sub-research question: What are the effects of teacher-coach assignments on the teacher-coach according to the perception of coaches?

Table 3

Responses to Interview Question 3: "What Are the Effects of the Dual Roles on Your Work Hours? (Select All That Apply)"

Response	*n*
Increased Hours	12
Exhausted	11
Stressful	9
Work Nights/Weekends	9
Lost Family Time	9
Health	8
Less Sleep	4

Note. N = 12.

The responses for *Interview Question 3* as seen in Table 3, brought up several issues and concerns. The first issue was the drastic increase in the total number of hours required during the season. The majority of the respondents mentioned working over 80 hours a week and nine of the participants discussed having to work on weekends. Exhaustion was a prevalent theme in this section with 11 of the 12 respondents admitting that they were exhausted during the season.

Table 4

Responses to Interview Question 4: "What Are the Effects Of The Dual Roles On Your Family Life? (Select All That Apply)"

Response	*n*
Support	5
Stress	4
Preparation	2
Time Management	2
No effect	1

Note. N = 12.

The results for *Interview Question 4* are shown in Table 4. A majority of the participants responded that having the support of a wife and family who were understanding of the time commitment required by the dual roles was crucial to having a successful family life in this profession. Unmarried participants and those with no children did mention seeing the stress and strain the extra hours put on families of other TCs. One TC provided a unique impact the dual roles had upon his family. He mentioned that his wife and children experience emotional stress during football season due to the negative comments they hear from fans during football games. He stated that fans direct negative comments regarding his coaching ability towards them during games, resulting in an adverse impact upon him and his family.

Table 5

Responses to Interview Question 5: "How Do The Dual Roles Effect Your Energy Level Towards The End Of The School Year? (Select All That Apply)"

Response	n
Exhaustion	12
Fatigue	12
Tiredness	12
Stress	12
Energized	4
Relief/Disappointment	1

Note. N = 12.

The results for *Interview Question 5* are shown in Table 5. Exhaustion, fatigue, tiredness, and stress were experienced by all of the participants toward the end of the football season. However, several TCs mentioned being energized towards the end of the school year knowing

that they had a break, but were fatigued when the season was actually over. One TC responded to feeling a mixture of relief and disappointment when football season ended.

Interview Question 6, Interview Question 7 and Interview Question 8 are related to the second sub-research question: What are the effects of the teacher-coach assignment on the students according to the perception of coaches?

Table 6

Responses to Interview Question 6: "What Do You Do With Your Classes on Game Days? (Select All That Apply)"

Response	*n*
Same Routine	12
Planning	12
Administer Tests	4
Group/Other Assignments	3

Note. N = 12.

Responses *to Interview Question 6* are shown in Table 6. The majority of participants conveyed that keeping the same weekly routine on game days was important for them as well as their students. Interestingly, a quarter of the participants give tests on game days. They set their curriculum schedule before the school year and treat a game day the same as any other. These participants explained how testing allowed them to focus on the game without giving the students a light day. They also mentioned that students do not retain the lesson as well over a weekend. Other TCs stated they prefer group assignments or busywork for the students on game days. All respondents emphasized that planning and a routine as the best way to handle classes on game days.

Table 7

Responses to Interview Question 7: "What Is Different About Your Lesson Plans When

You Are In-Season? (Select All That Apply)"

Response	n
Nothing	10
Preparation	2
Scheduling Change	1

Note. N = 12.

Responses to *Interview Question 7* are displayed in Table 7. The majority of the

participants indicated that their lesson plans never change throughout the year. Similar to their

feelings on game-day schedules, these participants expressed the importance of sticking to a

routine throughout the year. Several participants mentioned that changing a lesson plan in-

season can cause them to fall behind toward the end of the year and cause detrimental results

because of stress from playing catch up at the end of the year can be. One participant said that

he does not change his lesson plans during football season, but he does change them during track

season. One participant recommended having a weekly high and a low point of teaching

throughout football season. He described it as teaching new material heavily on Monday and

Tuesday and gradually slowing down throughout the week in terms of lecturing. Another

participant indicated that the size of the school determined whether he changed lesson plans in

season. He expressed that in smaller schools the TC is the department, therefore he has more

flexibility to plan his own teaching schedule, but in larger schools TCs are required to stick to

their department's curriculum schedule.

Table 8

Responses to Interview Question 8: "How Do You Find Time To Grade Assignments In-Season? (Select All That Apply)"

Response	*n*
Time Management	12
Conference Period Planning	4
Preparation	4

Note. N = 12.

Responses to *Interview Question 8* are displayed in Table 8. One quarter of the participants plan and prepare by grading assignments during their conference period. Many others utilize time management and choose to do primary grading at home in the evening or during the weekend. Several said they prefer to grade before school or during their lunch hour, and a small number of participants grade during class while students work on assignments. The overwhelming theme expressed by the participants in this section was time management. The participants repeatedly spoke of the importance of multitasking and doing whatever it takes to get their grading completed.

Interview Question 9, Interview Question 10, and Interview Question 11 are related to research sub-question 3: What are the effects of the teacher-coach assignment on the athletes according to the perception of coaches?

Table 9

Responses to Interview Question 9: "How Do Your Practices Differ In The Months

Leading Up To Standardized Testing? (Select All That Apply)"

Response	*n*
No Change	7
Some Change	3
Preparation	1
Time Management	1

  Note. N = 12.

The responses to *Interview Question 9* are displayed in Table 9. The months leading up

to standardized testing did not change practices for several of the participants. When asked why,

participants said that their subject does not have standardized testing. The remaining participants

who answered there was no change to their academic requirements said their students do not take

standardized tests in the fall. Teacher-coaches of spring sports are greatly affected by

standardized testing due to the state testing schedules. Practice schedules change due to

standardized testing for 25% of the participants and as a result, they often cut practice short or

cancel it. One TC said his administration dictates practice schedules around standardized testing.

Table 10

Responses to Interview Question 10: "How Do You Balance the Practice Schedules Around Your

Academic Requirements? (Select All That Apply)"

Response	*n*
No Effect	7
Time Management	4
Preparation	3

  Note. N = 12.

The responses to *Interview Question 10* are displayed in Table 10. The majority of the

participants answered that their practice schedules are not altered by academic requirements.

The participants expressed the primary reasons for this was the importance of a routine and the

fact that practice was after school. The remaining participants provided a variety of answers

centered around two major themes falling into the categories of preparation and time

management. The first theme was the importance of maximizing their time in order to get as

much coaching in as possible in a limited amount of time. A participant recommended

accomplishing this by getting the students on the field as soon as possible once class ended. The

second theme was that school comes first and practice needed to be adjusted to fit the academic

schedule of the school. An example provided by the participants was changing practice to

accommodate tutoring times during the end of the grading period. The final theme was

providing a good example for the students. Several participants believed the TCs should always

be early and stay late in order to show the students the importance of working hard.

Table 11

Responses to Interview Question 11: "How Do You Handle Your Schedule In Classes When You

Have To Travel To A Game During a School Day? (Select All That Apply)"

Response	*n*
Substitute Teacher	7
Blended Teaching	5
Group/Other Assignment	4
Change Athletic Period Time	3
Planning	10

Note. N = 12.

Responses to *Interview Question 11* are shown in Table 11. The majority of the participants prepare by requesting a substitute to cover their class on the game days they miss. These participants all recommended not having the substitute teach, but instead have him monitor tests and group assignments. One TC recommended teaching two lesson plans in one day earlier during the week when he knows he is going to miss Friday. This allows the TC to provide a group assignment or a test on Fridays without falling behind on the curriculum schedule. A small group answered that their school allows them to flip their athletic period to the afternoon, which keeps them from having to miss class on game days. These participants expressed the importance of being allowed this freedom because missing class creates more work due to the additional planning. The remaining indicated they use a blended form of co-teaching and technology on days that they have to miss class. Examples provided by these participants included showing a previously taped lecture and making arrangements for a co-teacher to be available during football season on the days TCs have to miss class. The overwhelming response of this section is to plan ahead with 10 of the respondents mentioning planning as a key component.

Interview Question 12, Interview Question 13 and Interview Question 14 are related to the fourth and final sub-research question: What is the solution to the possible TC dual role conflict according to the perception of coaches?

Table 12

Responses to Interview Question 12: "What Would You Recommend Teacher-Coaches Do To

Balance Their Dual Roles On Game Day? (Select All That Apply)"

Response	*n*
Preparation	10
Time Management	3
Communication	2
Role Focus	2

Note. N = 12.

Responses to *Interview Question 12* are shown in Table 12. The majority response to

game day balance was to prepare in advance. Participants strongly recommended maximizing

their time on weeks they know they are going to miss class, and to prepare before the school year

on how missed classes will be handled. Another theme outside of preparation and time

management was the importance of communication and focusing on one role at a time.

Table 13

Responses to Interview Question 13: "What Are Ways School Districts Could Help Alleviate

Teacher-Coach Conflict? (Select All That Apply)"

Response	*n*
Time Management	10
Communication	6
Support	6
Clearly Defined Role	3
Identify Expectations	3

Note. N = 12.

Responses to *Interview Question 13* are shown in Table 13. According to most of the

participants, time management was the principle way school districts could help eliminate TC

role conflict. The participants provided examples of giving coordinators an extra conference period, and scheduling TCs conference periods in the afternoon so that they do not have to miss as much class on game days. According to half of the participants, understanding and support by the administration was a key to resolving TC role conflict. The participants clarified this response by giving examples of cutting out non-essential meetings for TCs during the season and assigning substitutes on days that they have to miss class for coaching duties. The remaining responses indicated that communicating a clearly defined role and proper expectations are the best way administration could eliminate role conflict for the TCs. The participants also expressed the need for administration to eliminate any gray areas in their required teaching duties and any role ambiguity.

Table 14

Responses to Interview Question 14: "What Are Ways Athletic Directors Could Help Alleviate Teacher-Coach Role Conflict? (Select All That Apply)"

Response	n
Support	11
Delegate Coaching Duties	7
Effectively Communicate	5

Note. N = 12.

Responses to *Interview Question 14* revealed multiple themes and are shown in Table 14. The first theme was that TCs found it invaluable to have a supportive administration and consider the positive impact of a preferred schedule for TCs. A preferred schedule included conference periods in the afternoon, not be required to attend non-essential trainings and meetings in-season, and the creation of additional conference periods for coordinators. The second theme was eliminating or delegating extra coaching duties during stressful academic

times, which is another form of support. Examples of extra duties were laundry duty, weight room duty, junior high game duty, and film duty. Lastly, communicating effectively with the TCs regarding their schedules and duties, specifically to ask for feedback from the TCs to determine their busiest academic times.

Themes From Findings

The themes for the study were derived from the literature and from the study's data collection in the form of interviews. These themes were burnout, role ambiguity, role overload, and unrelated and undefined outside duties.

Burnout. Steinfeldt and Vaughan (2016) addressed the commonness of burnout among TCs as a result of role conflict in a recent study. This study results support this with 100% of the TCs interviewed reporting they exhibited exhaustion, burnout, or stress as a result of their conflicting roles. The TCs' primary reason for burnout was the number of in-season work hours necessary to fulfill all of their responsibilities. The majority of the respondents said they averaged over 80 hours of work during football season from their dual roles. The extra work hours was the main reason participants reported feelings of exhaustion, irritability, and stress by the end of the season. Managing the dual roles and family time was a challenge for most respondents with nine discussing the loss of family time in-season. One of the primary effects of burnout was the loss of quality time with family during the season.

Role ambiguity. Another theme as a result of this study was the identification of role ambiguity as a result of TC role conflict. The literature review identified role ambiguity as a result of TC role conflict through Drake and Herbert's (2002) study. According to the TCs interviewed, the role ambiguity stemmed from a disconnect between financial compensation and the likeliness of termination as a result of a coaching role. A majority of the TCs expressed they

felt they would be terminated based on their coaching performance, not their teaching performance. However, several TCs expressed that the majority of their salary comes from their teaching role, which creates pressure to prioritize teaching over coaching.

Role overload. Sage (1987) identified role overload as a primary result of role conflict among TCs. Role overload stemmed from the TCs' required football duties that must be completed outside of the classroom. During the interview process, the TCs listed numerous football-related duties that are outside of their primary coaching role. These duties include time spent at junior high sporting events, locker room related duties, film breakdown, practice planning, and weight room duty. All of these duties have to be completed outside of their practice and game coaching requirements. All 12 of the coaches stated that they do not have time to complete these duties during the week or within a typical nine-hour working business day. In order to accomplish all of their assigned football-related duties, they have to spend time before school, during lunch, after practice, during their conference period, or on the weekend.

Unrelated and undefined duties. During the interview process, the TCs also mentioned required duties for their teaching role that are outside their required class time. These duties include grading, lesson planning, tutoring, and teacher training. All of the coaches felt that they do not have enough time during the school day to complete these duties. The TCs mentioned fulfilling these additional teaching-related duties during the summer, before school, during lunch, during their conference period, and on the weekend.

Several of the respondents mentioned they perform coaching-related duties during class due to the time constraints they feel from additional duties. These coaching duties included discussing game plans with football players during class, watching film during grading conference periods, and creating game plans during class. The majority of the TCs felt role

overload caused by the dual role conflict put pressure on the TCs to prioritize their coaching role over their teaching role on game days. This aligned with the theme or role preference identified in the previous literature review (Johnson et al., 2016). The disconnect between how TCs are compensated and what they are most likely to be terminated for is a driving force in TC role conflict.

Relationship of Theoretical Framework and Themes

Role theory. The themes of role ambiguity, role overload and unrelated and undefined duties all are linked to role theory. These themes from the findings aligned with role theory by confirming the primary assumption of role theory--people form expectations about the roles they and others will play (Merton, 1957). The findings indicated that administrators and athletic directors often have different expectations for the role of the TC and these differing expectations cause role conflict and role ambiguity for TCs.

The primary recommendation considering these themes was to improve communication between TCs and administration regarding role expectations. Teacher-coaches expressed that the lack of communication prevented administrators and athletic directors from obtaining valuable feedback from TCs. It was also recommended that all unrelated and undefined duties be eliminated from TCs' job description.

Cognitive dissonance. The theme of burnout connects directly to the theory of cognitive dissonance within this theoretical framework. Cognitive dissonance theory assumes that inconsistency in beliefs and actions cause discomfort and changing actions or beliefs are keys to resolving dissonance (Festinger, 1957). Teacher-coaches experienced cognitive dissonance due to the burnout they felt from their actions not aligning with their beliefs. This was due to the internal stress from being unable to align their beliefs with their actions. The findings indicate

that preparation and consistency are key areas in which TCs changed their actions to resolve their cognitive dissonance.

The first change in action was developing a set curriculum schedule prior to the start of the school year. The TCs expressed guilt and discomfort over changing their curriculum schedule to better accommodate their coaching duties because it diminished their value as a teacher in the classroom. This internal guilt stemmed from not providing what they felt was the best learning environment for their students. Teacher-coaches changed their actions by developing curriculum at the beginning of the year and remaining consistent throughout the entire season. This allowed TCs to focus on their teaching role when they were in the classroom and not to be tempted to do coaching duties at the same time. This change action resolved their cognitive dissonance because their actions as a teacher aligned with their belief that they should be the best teacher possible in the classroom.

Disconnect of theories. Cognitive dissonance relies heavily on intrapersonal conflict and focuses on the dissonance of TCs. One of the findings in this study was that TC role conflict also had a strong correlation to interpersonal relationships depending on the number of people the conflict affected.

Chapter 5: Discussion, Conclusions, and Recommendations

Chapter 5 focuses on the implications of the findings from the research as well as the study recommendations. The specific implications of each of the major themes of the study are applied to recommendations for action for administrators, TCs, and athletic directors.

Evaluation of Findings and Implications

This study is relevant to the field of teaching and coaching because more than 40% of all full-time secondary educators have some coaching responsibility (Fletcher, 2013). It is also applicable to TCs because of the influence they have on the students and athletes with whom they interact and the amount of influence the student-athletes have within their communities (Boekel et al., 2016). All TCs in this study spoke about the amount of time they spend with student-athletes and the responsibility they feel for each student. The experience of the coaches ranged from less than ten years of experience teaching and coaching to 38 years in the field. Specific solutions to the problem of TC role conflict were proposed by the TCs who participated in this study, which can have a tangible application to TCs in this field.

Implications for Change

The implications for change in TC role conflict stem primarily from the conflict in literature over whether the TC model is workable (Figone, 1994a). Templin et al. (2014) concluded that not all TCs experience role conflict, while Figone (1994a) and others concluded the model is unworkable due to the amount of role conflict. This conflict in the literature presented an opportunity to research potential solutions to TC role conflict by identifying why some TCs can effectively handle the dual role without conflict while others cannot. Ten of the participants in this study determined that they experience at least a minimal amount of role conflict in their profession as a TC. The remaining two TCs who did not experience role conflict

provide hope for change in the profession and potential solutions to the problem of TC role conflict. Those two TCs expressed that even though they did not experience role conflict themselves they had seen fellow TCs struggle with role conflict. A central theme of the responses from the TCs was first they had to be good teachers in order to be good coaches. The responses from the TCs included statements such as "I haven't met a good coach that is a crappy teacher," and "If you can coach you can teach." The TCs who participated in the study expressed pride in their dual roles and a willingness to work to better handle the stress and burnout associated with role conflict.

Recommendations for Action

The findings of this study indicate suggested recommendations relating to time management, preparation, family, game-day schedules, administration practices, athletic directors, lesson plans, and substitute days. These recommendations were placed into three primary categories: recommendations for TCs, administrators, and athletic directors.

Recommendations for TCs. Specific recommendations for TCs were broken down into six major categories. All recommendations were obtained from TC interview responses.

Preparation. Preparation was labeled by all of the participants as a crucial tool to combat potential role conflict. The findings included preparing lessons plans before the school year began so that TCs had a set curriculum to follow throughout the year. The TCs said that this helped them stay consistent with their teaching duties and helped prevent the temptation of changing the lessons plans to better accommodate their football schedules.

Football game days. The TCs found that game day schedules can disrupt the teaching environment due to travel, pep rallies, and additional coaching duties. Teacher-coaches

recommended planning game-day class schedules a minimum of three days in advance to avoid the temptation of showing a movie or having a "light lesson or learning day" on game days.

Travel days and the classroom. The third area where preparation was recommended was on game days where travel dictated the TC not be present for class. All of the study participants stated that a substitute teacher would take over the class if the TC could not be present, and they all recommended preparing in advance the specific duties for the substitute to execute in class. One TC strongly recommended against letting a substitute administer a test while another recommended against giving a substitute a lesson plan to teach. The common reasons for these recommendations was the fear of students cheating on an exam without the TC present and the possibility of covering the lesson for a second time if the students did not grasp the main concepts from the substitute. The common recommendation was for the TC to prepare an in-class assignment for the students to complete in class under the supervision of the substitute teacher. It was also recommended that the assignment be due at the end of class to ensure students worked diligently throughout the class period.

Time management. One of the most frequently recommended areas for TCs to focus on was time management. Effective time management was labeled by the TCs as a key component of successful managing of their dual roles. The primary recommendations regarding time management were effectively utilizing the conference period and using technology to better manage the duties of both roles. A common theme represented in this study was TCs using their free conference period to create lesson plans, fulfill film, duties and grade papers. Several TCs used their conference period as a time to grade. This allowed them to effectively use their time before and after school practice in order to fulfill their additional coaching duties.

Additional recommendations in this area were arriving before school and utilizing the lunch period as a time to grade papers or fulfill coaching duties such as breaking down game film. The majority of the TCs recommended maximizing time by prioritizing various duties and remaining focused on the initial task. One coach said that while he is at school, he is teaching and when he is on the field, he is coaching. Another commented that he does his best to separate his roles to maximize the time he has for each role.

Consistency. Consistency was also a common recommendation for TCs as a result of the findings of this study. According to the TCs, consistency in lesson plans and practice schedules help the students remain focused and help TCs better organize their roles. One coach commented that the students and players at his school do not do well with change and that the more regimented the schedule is, the better chance he has of reaching them. Another coach mentioned that consistency in his schedule helps him better manage his time.

Family. The final most common recommendation for TCs was in the area of family. TCs recommended planning specific time throughout the week designated solely to family. Another common recommendation was to incorporate family into their coaching schedule as much as possible. Examples of this would be bringing the TCs family to practice and games and bringing the kids on the bus to the away games. Another common theme was to marry someone who is understanding of the time requirements and being up front with a spouse about the amount of work hours required in-season.

Recommendations for administrators. The recommendations for administrators were grouped into four categories. All of the categories related to scheduling and communication, which TCs deemed essential for reducing role conflict in their profession.

Scheduling. The primary recommendation for administrators related to scheduling. Five of the participants said that administrators could help with scheduling, thereby alleviating TCs' dual role conflict. The TCs specifically deemed conference period scheduling as a tool administrators could use to keep their roles from conflict. The TCs recommended that administrators place their conference period in the afternoon primarily so that they would not have to miss class when traveling for game days. The majority of the TCs in the study said they only have to miss a minimum of one class period when traveling for football games in a season. They made the point that if their conference period was at the end of the day, then they would never miss class. This eliminates the extra duties of finding a substitute teacher and creating a special lesson plan both for the TCs and the school district. The majority of the participants in this study said that they do not have a substitute teacher lesson plan for their students. By scheduling the conference period for TCs at the end of the day, administrators can limit the amount of time TCs are out of the classroom. Indirectly, this can increase the number of lesson plans being taught to the students.

Additional conference period. The TCs also recommended that administrators create an additional conference period for offensive and defensive coordinators. The explanation given by the TCs was centered around the extra hours coordinators have to spend on their coaching duties. Participants in the study who were coordinators (17%) stated they worked over 90 hours per week during football season. The extra conference period for the coordinators would give them time to complete a portion of their coaching duties during the school day and would help combat the tiredness, fatigue and exhaustion described by the TCs in this study.

Communication. Another area where TCs made recommendations for administrators was in the area of communication. Participants said that their administrators needed to communicate

better with their TCs in regards to their needs and suggestions. One TC stated, "Administration asks us questions, but never the right questions." Another TC recommended administrators and non-coaching teachers should shadow their TCs for a full workday during the football season to see the amount of work that they put in. Several TCs mentioned the lack of understanding from their administration as well as a conflict with non-coaching teachers. The TCs claimed this was primarily due to the lack of understanding by the administration and non-coaching teachers of the number of hours they spend on their dual roles. The TCs recommended more open communication with administrators to help resolve the misunderstanding issue. A specific recommendation by one TC was setting clear role expectations. He made the point that many TCs have seen a variety of ways to handle the role from working with previous administrations. He suggested defining the role and duties to avoid any grey areas. Eliminating any grey areas was a common theme among the TCs since it often leads to role ambiguity.

Extra duties. The final major recommendation from TCs to administrators was in the area of extra duties. The TCs said that there were several non-essential trainings that they were required to attend during the season. The TCs recommended only essential curriculum training be mandated during the football season.

Recommendations for athletic directors. The TC recommendations to the athletic directors included eliminating extra duties and prioritizing family and administrative support.

Rotate or eliminate extra duties. The first recommendation to athletic directors was for them to help rotate or eliminate some of the extra duties for the coaches on busy grading weeks. These duties included weight room duty, laundry duty, and junior high game duty.

Prioritizing family. The next area where the TCs recommended change for athletic directors was in prioritizing time with their families. One TC mentioned that his previous

athletic director had created opportunities for the TCs' families to spend time with them on the job. This included bringing their kids to practice or on bus rides as well as hosting events for the families to attend.

Administrative support. The final recommendation from TCs to the athletic directors was to advocate for them when dealing with administrators. Several TCs mentioned that they wanted their athletic director to explain to administration issues related to unnecessary training and missing time for games. Scheduling was a common theme for the TCs in regards to the effects it had upon their stress. They recommended their athletic directors pressure administration into being more in tune with the scheduling needs of the TCs. Specifically, they recommended that the athletic directors help fight for additional conference periods or the scheduling of those in the afternoon before practice.

Recommendations for Future Study

Several new concepts for future study emerged from the findings in this study. Several of these studies stem from the limitations of the research in this study such as gender, school type, and geographical location. However, several recommendations came from the participants in the study.

Role conflict. The research conducted for this study resulted in several potential topics being addressed by the TCs. Continued study of role conflict among TCs is necessary due to the influence TCs have on the students and athletes they coach. The primary recommendations for future study are for TC role conflict in sports outside of football, the role gender and geography play in role conflict, and whether role conflict differs for TCs in private school.

Travel and absence from classroom. An additional finding of the study was that role conflict was experienced by 67% of the TCs interviewed during track season and 83% addressed

role conflict they face in sports other than football. The TCs expressed two primary reasons for the role conflict they face in sports outside of football. The first was the travel and absence from class required by other sports. The TCs said that track required them to miss more school than football due to the extended coaching hours required for track. Other TCs spoke about the travel required for baseball and how the game times made them miss multiple days of school throughout the spring.

Standardized testing schedule. The other area brought up during the research was the standardized testing schedule. The majority of the TCs mentioned that in Texas, the majority of the standardized tests were administered in the spring. They talked about how the tests did not affect their schedules during the fall, but that it had a negative effect on their schedules when coaching their spring sports. Future studies are recommended to learn more about the effects of TC role conflict during spring sports as well as possible solutions to the role conflict they face.

Role of TC gender. The second area where future research is recommended is related to the role gender plays in TC role conflict. In this study, only male TCs were interviewed. The research for this study was also limited to Texas high schools. Future research is recommended to determine whether gender affects the role conflict TCs experience. Future research is also recommended to determine whether the level of TC role conflict differs in states outside of Texas.

Private vs. public schools. Future research is also recommended to learn whether TC role conflict differs in private schools since the research for this study was limited to only public Texas high schools.

Meaningful work. The concept of meaningful work for TCs is important because meaningful work allows TCs to better handle the stress and role conflict of their dual roles.

Teacher and coach conflict. The final area where future research is recommended is the area of teacher and coach conflict. Specifically, research is recommended to learn more about the conflict teachers and coaches have over scheduling, conference periods, and missing class.

Reflections

Preconceived conclusions could have been drawn from this study. Predictions that all TCs experienced role conflict would have aligned strongly with the previous literature review. The study demonstrated that not all TCs experience role conflict, but the majority of the TCs in this study admitted to experiencing some level of role conflict due to their dual roles. However, a number of the TCs stated that they did not experience any role conflict at this point during their careers. This was contrary to the original hypothesis that all TCs experience role conflict, but it did align with the conflicting research presented in the literature review.

There was no face-to-face contact with any participant. Therefore, the inability to read microexpressions and body language was a limitation of the study. At times throughout the interviewing process, it is possible the TCs would have opened up more in-person than over the telephone. However, due to their schedules during football season, interviewing over the phone was the only option. Gaining access to the TCs during the height of their potential role conflict was worth sacrificing the ability to interview them in-person.

In response to the findings in this study, several ideas for future studies emerged. Many original hypotheses were confirmed such as the fatigue and burnout TCs experience in-season. However, the possibility of TCs experiencing more role conflict in other sports was not hypothesized. Future study of effects of TC role conflict in other sports is strongly recommended as the vast majority of the TCs interviewed addressed the role conflict they face in other sports.

Study Conclusions

This qualitative study focused on potential role conflict male Texas high school football coaches experience due to their dual roles as a teacher and a coach. Teacher-coaches from every public high school classification were interviewed by telephone to determine whether they experienced TC role conflict as well as potential solutions to the problem.

Teacher-coach model is workable with protocols. The primary conclusion of this study was that the TC model is workable with minimal role conflict if TCs, administrators, and athletic directors follow certain protocols. Protocols for TCs include: having a routine, preparing lesson plans in advance, maximizing their time, grading during conference periods, and being up front with their family regarding their dual role expectations. The protocols for administration include leaving no gray area when defining the role and expectations for the TCs and scheduling TCs' conference periods in the afternoon before practice. These protocols could help eliminate role ambiguity for TCs and allow them to have a routine and set schedule. The protocols for athletic directors are similar to TCs because they both relate to role clarification. Additional recommendations for athletic directors include eliminating additional non-necessary duties during busy grading times and standing up to administrators. Clear communication with TCs was an additional recommendation for both athletic directors and administration.

Handling stress and long hours. The second conclusion drawn from this study was the motivation for the TCs to deal with the stress and long hours the dual roles require. Forty-two percent of the TCs mentioned that they do not do the job for the money, and all of the TCs addressed the reason for doing their work was to influence kids positively. The TCs interviewed deemed the stress and role conflict they experience as worthwhile hardships due to the relationships they can have with the student-athletes they teach and coach. One TC said, "The

feeling I have when a kid in my class graduates when they probably shouldn't have is worth all of the hours I put in." The conclusion drawn from this study is that the love for helping kids is the driving force behind why TCs do what they do.

Necessity of teacher-coach appreciation. The third conclusion drawn from this study was the feeling of under appreciation by the TCs. Several TCs mentioned how no one knows the amount of work and hours they put into each role. Several TCs also mentioned how teachers without coaching duties do not understand the amount of additional work this role requires. One TC recommended the teachers and administrators in his school shadow him for a day during football season so that they can see the work he does. The frustration that stems from being under appreciated causes stress for TCs and future studies on solutions to this problem are recommended.

Impact of school size. The fourth conclusion of this study was that the size of the school makes a difference in the amount and type of role conflict TCs experience. Participants of this study ranged from the smallest to the highest UIL classification in Texas. Participants from schools 3A and lower talked about the additional duties that stemmed from being at a smaller school. The duties mentioned were additional weight room duty due to a smaller number of coaches, additional laundry duty, and tutoring requirements due to a smaller number of teachers. Future studies of the differences in TC role conflict among smaller and larger schools are recommended.

Clarify expectations. The final conclusion of this study was that unclear expectations are the main cause of role conflict among TCs in football. Forty-two percent of the TCs interviewed said that they felt they were more likely to be fired for their coaching role than their teaching role. However, the majority said that they are paid primarily for their role as a teacher. The TCs

emphasized the confusion and role ambiguity relations this causes; it is difficult for them to know what role to prioritize when under time constraints. The solution presented by the TCs to this problem was clear communication from athletic directors and administrators regarding the specific duties each role entails. This would allow TCs to build a routine and maximize the little time they have to fulfill both roles.

Summary

The TC model is workable if TCs are willing to prepare to the extent that they can maximize their time during the season. Utilizing conference periods was a common theme throughout the study as well as the willingness to spend hours on the weekend for both roles. The overwhelming pride TCs take in their dual roles as well as the responsibility the TCs feel toward their student-athletes was evident throughout the interviews.

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Appendix A: IRB Approval Letter

ABILENE CHRISTIAN UNIVERSITY
Educating Students for Christian Service and Leadership Throughout the World

Office of Research and Sponsored Programs
320 Hardin Administration Building, ACU Box 29103, Abilene, Texas 79699-9103
325-674-2885

10/05/2017

James Guinn III

Department of Educational Leadership

P.O. Box 252 Wellborn, TX 77881

Abilene Christian University

Dear James,

On behalf of the Institutional Review Board, I am pleased to inform you that your
project titled **A Qualitative Study in the Effects and Solutions of Teacher/Coach Role
Conflict**

(IRB# 17-060   )is exempt from review under Federal Policy for the Protection of Human
Subjects (45 CFR 46.101(b)(1)).

If at any time the details of this project change, please resubmit to the IRB so the
committee can determine whether or not the exempt status is still applicable.

I wish you well with your work.

Sincerely,

Megan Roth, Ph.D.
Director of Research and Sponsored Programs

Appendix B: Invitation to Participate in a Research Study

Dear Colleague,

I am a doctoral student at Abilene Christian University. I will be conducting interviews regarding teacher/coach role conflict in Texas high schools in order to determine the level of role conflict teacher/coaches experience, as well as to possibly identify solutions.

Literature confirms that role conflict can negatively affect a person's ability to successfully fulfill their roles due to the stress and burnout role conflict can cause. I want to identify some of the factors that cause teacher/coach role conflict, and to identify possible solutions to the problem.

I would greatly appreciate your input through either an in-person or phone interview. Pseudonyms will be used for all participants and all data will be kept confidential at all times. Participants can drop out of the study at any time for any reason, and there will be no questions asked. Participants who agree to this study will be asked to complete an interview lasting approximately 45 minutes to discuss role conflict in their profession. Please return my email to let me know if you are interested in participating in this important study.

Thank you,

Jim Guinn

Appendix C: Interview Guide

Background Information on Interviewee

Date: _____

Name: _____

School: _____

Courses Taught: _____

Sport: _____

Review of Participant Rights Related to This Interview

Initial Statement of Inquiry: Before we begin with the interview questions, I would like to tell

you about my study (Tell the purpose.) To provide clarity of my topic, I would like to define

Teacher/Coach assignment. (Define T/C)_____

Tell me about your T/C assignment.

Central Research Question 1

What are the effects of teacher/coach assignments on the teacher/coach according to the

perception of coaches?

Related Interview Questions

- Do you experience role conflict due to your dual roles as a teacher/coach?

- If no, how do you prevent the duties from both of your roles from causing role conflict?

- If no, what are ways other TCs could mitigate the role conflict they face?

- What are the effects of the dual roles on your work hours?

- What are the effects of the dual roles on your family life?

- How do the dual roles affect your energy level towards the end of the school year?

Central Research Question 2

What are the effects of the teacher/coach assignment on the students according to the

perception of coaches?

Related Interview Questions

- What do you do with your classes on game days?

- What is different about your lesson plans when you are in-season?

- How do you find time to grade assignments in-season?

Central Research Question 3

What are the effects of the teacher/coach assignment on the athletes according to the perception

of coaches?

Related Interview Questions

- How do your practices differ during the months leading up to standardize testing?

- How you balance the practice schedules around your academic requirements?

- How do you handle your schedule and classes when you have to travel for a game during

  a school day?

Central Research Question 4

What is the solution to the possible TC dual role conflict according to the perception of coaches?

Related Interview Questions

- What would you recommend TCs do to balance their dual roles on game days?

- What are ways school districts could help alleviate TC role conflict?

- What are ways athletic directors could help alleviate TC role conflict?

Thank you very much for taking the time to participate in this interview.