Acknowledging the Elephant in the Room: A Multiple-Case Study Exploring the Experiences of Social Studies Teacher-Coaches

Caroline J. Conner

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The Dissertation Advisory Committee and the student’s Department Chairperson, as representatives of the faculty, certify that this dissertation has met all standards of excellence and scholarship as determined by the faculty. The Dean of the College of Education concurs.

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ACKNOWLEDGING THE ELEPHANT IN THE ROOM:  
A MULTIPLE-CASE STUDY EXPLORING THE EXPERIENCES OF  
SOCIAL STUDIES TEACHER-COACHES  

by  

CAROLINE J. CONNER  

Under the Direction of Chara H. Bohan, Ph.D.  

ABSTRACT  

Social studies teachers are frequently athletic coaches, yet little educational research attends to the experiences of social studies teacher-coaches (SSTCs). Research in role conflict theory, however, suggests that TCs, those who occupy dual professional roles of academic teacher and athletic coach simultaneously, often face increased levels of stress, which can lead to role strain, burnout and/or role retreatism. Through a multiple-case study of three football SSTCs in a large, metropolitan county in the Southeastern United States, the researcher explored participants’ experiences over the course of the 2013-2014 school year. Conducting a series of interviews with each participant, the researcher investigated how balancing dual roles affected SSTCs personally and professionally, and ways in which they combated role conflict. The researcher triangulated interview data with relevant documents and participants’ responses to the Maslach Burnout Inventory
Educators’ Survey (MBI-ES). Throughout the research process, the investigator utilized constant comparative analysis and cross-case synthesis to provide a rich, thorough account of both the unique and shared experiences of selected SSTCs. Results indicated that the role of SSTC is complex, replete with both benefits and challenges. SSTCs accentuated four types of teacher-coach role satisfaction (TCRS): personal fulfillment TCRS, relationship TCRS, status TCRS, and skill enhancement TCRS. Despite these benefits, participants battled moderate to high levels of role conflict (RC). While eight types of RC emerged, each participant indicated the highest levels of role overload and work-family role conflict. In spite of RC, each SSTC indicated low levels of burnout on the MBI-ES. Participants contended that contextual factors such as community support and individual coping mechanisms allowed them to avoid high levels of burnout despite RC. Findings suggested that for SSTCs to successfully balance dual professional roles, certain administrative accommodations might be necessary. Furthermore, participants proposed that mentors, organizational strategies, and personal releases helped alleviate stress and enhance their performance in each role. While the current study provided a solid foundation for research on SSTCs, further investigation is needed to determine how to better support SSTCs in order to positively impact their students and athletes.

INDEX WORDS: Burnout, Social studies teacher-coach, Role conflict, Teacher-coach role satisfaction, Role retreatism.
ACKNOWLEDGING THE ELEPHANT IN THE ROOM: 
A MULTIPLE-CASE STUDY EXPLORING THE EXPERIENCES OF 
SOCIAL STUDIES TEACHER-COACHES

by

CAROLINE J. CONNER

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<td>DP</td>
<td>Depersonalization</td>
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1 THE SOCIAL STUDIES TEACHER-COACH

What is the first name of every social studies teacher in the U.S.? “Coach.”

This joke typecasting social studies teachers as athletic coaches is so popular it even made it into the introduction of a recent primary education textbook (Duplass, 2010). In her nine years of experience as a social studies teacher, the researcher has experienced the pervasiveness of such a stereotype. When identified as a social studies teacher, the next question is almost invariably, “So what do you coach?” The assumption held by many outsiders to the field is that not only do social studies teachers coach, but also that they are ineffective teachers. Throughout her professional experience, the researcher has heard SSTCs referred to as the “coaches who sometimes teach” or those “dumb jocks.” These negative assumptions are so widespread, in fact, that Texas educators Bill Shuttlesworth and William Edgington felt compelled to create what they call the Coaching History Playbook—designed to “help teacher-coaches in Texas understand effective teaching of history in terms and parlance with which they can identify; namely, football” (Shuttlesworth & Edgington, 2005). Despite these glaring stereotypes, little educational research actually attends to this prevalent phenomenon: the social studies teacher-coach (SSTC). Like the elephant in the room, educational researchers know that SSTCs exist, but rarely do they validate their existence through scholarship.

While educational researchers have largely ignored the SSTC, researchers in the fields of health, physical education, sport and kinesiology allude to the prevalence of the phenomenon. For example, Miller, Lutz, Shim, Fredenburg, and Miller (2006) conducted a national study investigating why many high school coaching contracts are not renewed. Demographic data that they collected demonstrated that almost thirty percent (29.8%) of surveyed coaches taught social studies (including history)—second only to physical education (PE) teachers. While Miller et al.
confirms the prevalence of SSTCs, researchers do little to elaborate upon their existence. Questions such as why do so many social studies teachers coach and what is the impact of balancing dual roles on SSTCs are not addressed in the literature.

Researchers of role conflict theory, on the other hand, have determined that TCs frequently experience conflict due to simultaneously occupying two distinct, and often competing, occupational roles—that of a teacher and a coach (Locke & Massengale, 1978; Massengale, 1977; Sage, 1987). Particularly, role conflict has become a common term to describe problems experienced by people occupying dual role positions of coaching a sport and teaching PE (Ha et al., 2011; Konukman et al., 2010). While theorists identify various types of role conflict, the primary characteristic of each type is incompatibility (Chermis, 1980; Felder & Wishneitsky, 1990; Ha et al., 2011; Konukman et al., 2010; Massengale, 1987; Pitney et al., 2008; Ryan, 2008; Sage, 1987). Researchers have found that role conflict can lead to higher levels of stress, sometimes referred to as role strain, and burnout in TCs (Brown & Roloff, 2011; Capel et al., 1987; Felder & Wishniesky, 1990; Hardy & Conway, 1978; Pitney et al., 2008). Moreover, researchers have determined that to manage role conflict, TCs may choose to focus on one role (usually coaching) at the expense of the other—a phenomenon which researchers refer to as role retreatism (Brown & Roloff, 2011; Grace, 1972; Massengale, 1980; Millslagle & Morley, 2004; Sage, 1987; Staffo, 1992). Subsequently, to assist SSTCs in avoiding both role retreatism and burnout, researchers have begun to investigate ways to manage role conflict (Brown & Roloff, 2011; Drake & Herbert, 2004).

While significant gains have been made in role conflict research, studies largely focus on TCs broadly or PETCs specifically—largely overlooking the SSTC. Felder and Wishnietsky (1990), however, found that coaches who taught non-PE courses experienced more role conflict
and subsequently more burnout; they further postulated that teaching non-PE courses exacerbates the stressors associated with role conflict due to heightened incompatibility. Therefore, the current researcher assumes that SSTCs experience role conflict; in fact, she assumes that the impact of role conflict on SSTCs is more profound because the social studies curriculum, unlike the PE curriculum, is completely distinct from the training, skill, and content knowledge needed to serve as an athletic coach. Furthermore, unlike PE, social studies is a core discipline, which is tested under current No Child Left Behind (NCLB) legislation. In increasingly more states, teacher evaluation and compensation are determined by student performance on state-mandated standardized tests. Thus, SSTCs very well may experience more pressure in their role as teacher and less preparation in their role as coach in comparison to PETCs.

The purpose of the current research study was to understand the experiences of SSTCs in order to find ways to assist them in effectively managing role conflict and succeeding in two distinct, and often competing, roles. The current investigation not only acknowledged the presence of the elephant in the room—the SSTC—but it also validated SSTCs’ experiences through an exploratory case study. Specifically, the researcher investigated both the unique and shared experiences of three SSTCs, to determine how balancing dual roles impacted them both personally and professionally.

**Research Questions**

Through a multiple-case study, the researcher sought to answer the following research questions:

- How does balancing the dual roles of social studies teacher and athletic coach affect SSTCs both personally and professionally?
  - What are SSTCs’ experiences (if any) with teacher-coach role satisfaction (TCRS)?
  - What are SSTCs’ experiences (if any) with role conflict (RC)?
What are SSTCs’ experiences (if any) with burnout?

• How do SSTCs manage (or avoid) role conflict?

Theoretical Framework

Grounded in role conflict theory, the current study was guided by prior literature on role conflict in TCs. The researcher’s theoretical framework itself was rooted in constructionist epistemology. Constructionism, commonly referred to as interpretivism, is a paradigm rooted in the philosophies of both Lev Vygotsky and Max Weber (Merriam, 2009). According to Crotty (1998), a constructionist believes that “all knowledge…is constructed in and out of interaction between human beings and their world…within an essentially social context (p. 42)”. Lather and St. Pierre (2005) further contend that according to the interpretivist paradigm, social reality is subjective and constructed; discourse creates reality; research seeks to understand; and communication is studied as the transaction of meaning. Both the researcher’s theoretical framework and epistemology invariably influenced the methodology chosen, as she utilized qualitative research methods to gather rich, descriptive data from participants within the population she sought to understand: SSTCs (Merriam, 2009; Yin, 2009).

Pragmatism

Like a true pragmatist, the current investigator let the research questions direct the theoretical framework. Pragmatism is a philosophy largely attributed to Charles Pierce (1905), William James (1906), and John Dewey (1938) that takes a practical approach to problems, research, and education. Pragmatists “stress the priority of action over doctrine, of experience over fixed principles, and hold that ideas borrow their meanings from their consequences and their truths from their verification (Britannica, 2014).” According to James (1906), “Pragmatism is willing to take anything, to follow either logic or the senses and to count the humblest and most personal experiences...[it] will entertain any hypothesis, [it] will consider any evidence...[it] is at a great
advantage over positivistic empiricism...” Thus, employing a pragmatic approach, the researcher sought the theoretical framework, research design, and methodology most suitable to investigate the current research problem.

Wilhelm Windelband and Heinrich Rickert argue that there is no real distinction between natural and social reality, but there is a logical distinction between the two resulting in different purposes for research and divergent methodologies. As Kant (2002) contends, “Nature is the existence of things, insofar as [sofern] that existence is determined according to universal laws” (p. 89). Rickert (1986) adds that individuality “fixes the limits of natural scientific concept formation” (p. 40). Thus, understanding human behavior, perceptions, or emotions requires dissimilar research methods than those employed in a traditional experimental design. As Windelband (1894) suggests, “The diversity of [the objects of study] has the following consequence: the specialized methods for identifying and verifying facts [and] the methods for the inductive use of facts...are very different (p. 174). In other words, natural science, which is nomothetic, is generalizable while human/social science, which is idiographic, is not, resulting in divergent research designs (Crotty, 1998, p. 67).

As a pragmatist, the current investigator contends that the research questions themselves determine the appropriate methodology utilized in a particular study. For example, a study investigating the impact of a new drug on cancer patients lends itself to experimental design as it seeks to be generalizable to other patients. On the other hand, a study investigating the experiences of SSTCs lends itself to case study design as it seeks to understand the socially constructed realities of individuals. Therefore, because the researcher sought to understand the experiences of SSTCs rather than generalize them, she utilized a qualitative case study rooted in a constructionist epistemology.
Constructionism

A researcher’s epistemology or “theory of knowledge” determines what kinds of knowledge are possible and forms the philosophical foundation of research; it provides the lens through which an investigator views the world and the participants in a study. Consequently, the researcher’s constructionist epistemology guided the methodology and the interpretation of the data collected in the current study. Crotty (1998) applies the term constructivism to “epistemological considerations focusing exclusively on the meaning-making activity of the individual mind” and uses constructionism “where the focus includes the collective generation and transmission of meaning” (p. 58). Based on this distinction, the epistemology that directed the current study was constructionist in nature. In other words, the methodology selected is grounded in the belief that meaning is not discovered, but constructed; it emerges through human and social interaction with the environment.

As Crotty (1998) defends, constructionism is similar to realism in ontology due to the assumption that “the world without a mind is not” (p. 11). In other words, the world itself exists, but without the human mind to interpret it, it would be merely “worldstuff” (p. 43). This implies that the world exists outside of the human mind, but it has no meaning without it. However, meanings are both socially constructed and real. For example, money is socially constructed—essentially it has value only because we, as a society, accept that it has value—but it is also a real, tangible object that physically exists. Meanings are continuously constructed and reconstructed through interpretative strategies. The objects themselves may be meaningless, but they play an essential role in the generation of meanings. For example, a list of numbers may be essentially random but their order, placement, structure, context, etc. provide various meanings to those who interpret it (i.e. a phone number or social security number).
Likewise, while there are certain “truths” or absolutes such as the date Japan attacked Pearl Harbor (December 7, 1941), individuals’ interpretations of that infamous date are invariably shaped by their social interactions with their environment. To some, December 7th signifies the cause of the United States’ entrance into WWII, to others it represents the day they lost a loved one, and to others it symbolizes the moment they surrendered their rights as Japanese-Americans. Thus, in the context of social realities or personal experiences, the researcher believes there is no objective “Truth,” but instead a multiplicity of truths contingent upon many social factors. “It all depends on where you are sitting, how things look to you” (Bogdan and Biklen, 2007, p. 25). People can have very different interpretations of the same phenomena, and each interpretation is a different version of the truth. In other words, social realities are not absolute; they are relative.

Levi-Strauss (1966) considers a constructionist to be a *bricoleur*, one who is “musing over objects, engaged with objects outside of [oneself] in order to see the possibilities the object has to offer” (Crotty, 1998. p.50). Like a bricoleur, the current investigator approached her research with the assumption that meanings are created through social interaction; they are socially constructed (Levi-Strauss, 1966). Culture guides behavior and thoughts, and it teaches humans how to see objects (or whether to see them at all). Consequently, the current research study was rooted in a constructionist epistemology as the social realities of SSTCs are relative to interpretation. The researcher did not seek generalizable “Truth”; instead, she sought to understand a social phenomenon by gathering data from the context in which it already existed. The investigator did not wish to manipulate the environment or determine causal relationships; hence, she used qualitative research methods to gather data from participants within the population she was seeking to understand: SSTCs. Subsequently, the researcher gathered rich, descriptive data from SSTCs
themselves and together, they co-constructed an interpretation of participants’ experiences as SSTCs (Merriam, 2009; Yin, 2009).

**Interpretivism**

A constructionist epistemology provided the foundation for the researcher’s theoretical perspective, or the philosophical stance guiding her methodology. A theoretical perspective is like a *paradigm*, which Bogdan and Biklen (2007) defines as “a loose collection of logic, related assumptions, concepts, or proposals that orient thinking and/or research” (p. 24). The investigator’s theoretical perspective provided the context for her research questions, the foundation for her methodology, and the logical interpretations of her data. In the present study, the guiding theoretical perspective was interpretivism, which is deeply entrenched in a constructionist epistemology.

According to Crotty (1998), “[The interpretivist approach] looks for culturally derived and historically situated interpretations of the social life-world” (p. 67). Lather and St. Pierre (2005) contend that according to the interpretivist paradigm, truth is subjective as social interaction and dialogue create reality. Interpretivism seeks to understand participants’ social realities, to understand how rules, regulations, norms, etc. are defined and used in specific situations (Bogdan & Biklen, 2007). Individuals’ perceptions, beliefs, and values emerge from social interactions within their respective contexts. Max Weber (1949), a researcher and scholar frequently associated with interpretivism, distinguishes between “natural science” and “human science.” He contends that human science is concerned with understanding through interpretation (Weber, 1949).

**Symbolic Interactionism.** Within the broad theoretical perspective of interpretivism, the researcher’s philosophical stance is most closely aligned with symbolic interactionism. Though
he never used the term symbolic interactionism, George Herbert Mead (1934) outlined the philosophical underpinnings of this paradigm. He proposed that every person is socially constructed in that people become “humans” through their interactions with the social world. The concept of “self” is constructed from the “generalized other,” or how a person is seen (or is believed to be seen) through the eyes of others (Mead, 1934). Symbolic interactionist researchers study the functional relationship between self-definition, interpersonal perceptions, and the generalized other. Thus, human behavior is social in origin. The primary focus is to understand social reality from the perspective of actors who interpret their world through social interaction. Research aligned with this philosophy typically seeks to explain the set of underlying principles or symbols that give meaning to people’s interactions.

Herbert Blumer (1969) defends that humans act toward the world on biases based on subjective meanings that have been constructed through social interaction and modified and acted upon by humans. Blumer (1969) outlines three basic assumptions of symbolic interactionism:

1. Human beings act toward things on the basis of meanings that these things have for them.
2. The meaning of such things is derived from, and arises out of, the social interaction that one has with one’s fellows.
3. These meanings are handled in, and modified through, an interpretive process used by the person in dealing with the things he encounters (p. 2).

According to Blumer (1969), experience and culture are almost interchangeable. Mead (1934) further attributes humanness to social forces that shape behavior. Thus, human behavior is learned by imitating the roles of others.

This role taking is an “interaction” which is “symbolic” because language and other symbols are used and shared by humans to communicate and construct meaning. As Crotty (1998) asserts, “It is only through dialogue that one can become aware of the perceptions, feelings, and attitudes of others and interpret their meanings and intent” (p. 75-76). Thus, the current research-
er needed to communicate directly with her participants through dialogue in order to gain a better understanding of their social realities. She could not merely observe them as SSTCs; instead, she needed to interact with them through language to construct a rich interpretation of their experiences. Consequently, the investigator conducted a series of interviews with each participant to explore their perceptions of their role as a TC and their experiences as SSTCs. The SSTCs were treated as collaborators in the research process as they co-constructed the interpretation of the data collected.

**Methodological Overview**

As a pragmatist, the researcher allowed the research questions to guide her methodology. Understanding the participants’ experiences of balancing dual professional roles of social studies teacher and athletic coach required an in-depth analysis of a distinct phenomenon—the essence of case study design (Yin, 2009, p. 18). The researcher investigated a contemporary phenomenon. Her primary research questions were exploratory in nature as the researcher sought to understand their experiences. Relevant behaviors could not be manipulated nor controlled, which made experimentation or quasi-experimentation inappropriate. Furthermore, the investigator recognized the inability to extract SSTCs from their respective contexts—further removing the plausibility of conducting an experimental design (Yin, 2009).

Thus, the researcher chose to use a case study research design rooted in an interpretivist theoretical perspective. Merriam (2009) defines case study as an “in-depth analysis of a bounded system” (p. 38). A bounded system is a single entity—a unit that has limits. A case can be a single program, an organization, a classroom, a group of people, or even an individual person. To qualify as a case, there must be a limit to the number of people or organizations involved within that system. The purpose of a case study is to unveil the significant factors characteristic of the phenomenon under investigation (Yin, 2009).
Case studies are typically qualitative in nature as they emphasize the importance of context in determining social realities. Qualitative research naturally embodies a constructivist orientation towards knowledge (Merriam, 2009; Stake, 1995; Yin, 2009). According to Preissle-Geotz and LeCompte (1991), qualitative research is “a loosely defined category of research or models, all of which elicit verbal, visual, tactile, olfactory, and/or gustatory data” (p. 56). Qualitative studies aim to “explain complex phenomena through...descriptions rather than testing hypotheses with numerical values” (Sutter, 2006, p. 41).

Qualitative methodologies differ from quantitative methodologies in that hypotheses and constructs are loosely defined. Interactions between people and contexts are essential, and inferences are necessary since social realities are relative. Validity is obtained through triangulation rather than through the control of extraneous variables, and data is based on a variety of sources ranging from the collection of artifacts, to observations, to interviews of participants. Narrative descriptions of data are provided resulting in a holistic account of complex phenomena. Researchers are frequently answering the question of “how” things occur in a particular context/environment rather than attempting to generalize effects to other populations (Denzin, N. & Lincoln, Y., 2005; Merriam, 2009; Preissle-Geotz & LeCompte, 1991; Sutter, 2006).

**Subjectivities**

The researcher is a social studies teacher-coach. The fact that she has experienced first-hand the obstacles of balancing the dual roles of a social studies teacher and an athletic coach provided both advantages and disadvantages to the research process. There are many researchers such as Bogden and Biklen (2007) who warn that researchers “should not study something in which they are directly involved” (p. 57). Skeptics further argue, “Subjectivity can be equated with bad research, and only an outsider who has distance can observe and analyze clearly” (Johnson & Bailey, 2004, p. 133). In contrast, Collins (1999) contends, “Only someone who has
walked in the same cultural shoes can speak for the culture” (p. 131). In many ways, the researcher is a part of the culture under analysis—she is a SSTC; however, she is also an outsider in that she coaches a dissimilar sport in a different county.

Johnson-Bailey (2004) uses the terms subjectivity and positionality interchangeably to mean the relationship between the researcher and his/her research population. As Agar states (2007), “‘emic’ and ‘etic’ have become shorthand terms, especially in anthropology, for an ‘insider’ versus an ‘outsider’ view of a particular social world.” The investigator is a white female SSTC of a spring sport in a large, metropolitan county in the Southeastern United States; she conducted a study of three white male SSTCs of fall sports in a neighboring metropolitan county in the Southeastern United States.

There are many ways in which the researcher was internal, or emic, to the population investigated. In other words, she was an “indigenous-insider” because she shared many of the same experiences as the population of TCs (Banks, 1998). For example, the selected TCs shared the researcher’s race, socioeconomic status, and professional role as a SSTC. Likewise, they shared similar educational backgrounds in that all participants had graduate degrees. The researcher’s position as a SSTC further provided her with an insider-look at the impact of balancing dual professional roles—it also offered her the advantage of experience. She had heard the stereotypes, and had felt the perceived secondary status of social studies teachers among faculty members. Moreover, the investigator’s position as a veteran SSTC in a neighboring school district assisted her in collecting data from athletic directors and coaches through established professional relationships. Consequently, participants may have been more willing to divulge their true feelings and reveal details of their experiences due to commonalities with the researcher.
Even though the investigator is a SSTC, there are many ways in which she was external, or etic, to the research population. In other words, she was also what Banks (1998) coined as an “indigenous-outsider” (p. 130). For one, the researcher is female, while all three participants were male (Carroll et al., 1980; Fitchett, 2010; Miller et al., 2006). Consequently, she had to be careful not to let gender differences affect her interpretations of male SSTCs’ responses to interview questions. As noted by Johnson-Bailey (2004), the investigator had to be responsive to the “implied communication differences that might exist between the researcher and the researched” (p. 126). The researcher’s femininity may have caused some participants to view her as an outsider despite their shared professional role. Moreover, she works in a different county with divergent demands. Her school district is smaller and contains a far larger minority student population. The county under investigation, on the other hand, is not only larger but also more competitive both academically and athletically. Consequently, such differences may have hindered the researcher’s ability to make connections and obtain candid responses from SSTCs.

Thus, within the current study the investigator was both an insider (emic) and an outsider (etic) to the research population. She was indigenous in that she was a part of the broader population of SSTCs, yet she was foreign in that she did not necessarily share the same experiences as the research population. As Collins (1999) suggested, the researcher selected a population in which she shared many of the same experiences, which assisted her in interpreting their social realities; however, she also heeded to the advice of Bogden and Biklen (2007) and Johnson-Bailey (2004) by creating distance between the research population and herself. The investigator purposely chose SSTCs in a different county so that she could distinguish between their experiences and her own; thus, decreasing researcher bias.
As a constructionist, the researcher believes that qualitative research is subjective in that all researchers inevitably impact their participants and vice versa. If truth lies in the eyes of the beholder, it was the investigator’s responsibility to try to construct a story that best represented the unique experiences of each selected SSTC. Results are not generalizable, nor should they be, as the purpose of this study was to gain knowledge of SSTCs’ perceptions of their experiences balancing dual professional roles. However, by including multiple TCs the researcher increased reliability and validity by comparing SSTCs’ experiences across cases. Moreover, through member checks, she intended to reduce researcher bias and to ensure that interpretations were accurate representations of TCs’ unique and shared experiences.

While obstacles arose because the researcher was a member of the general population investigated, in this case, the advantages outweighed the disadvantages. The investigator already had existing professional relationships within the district, which facilitated meaningful dialogue. Moreover, she chose TCs who worked in a different county to safeguard against an overreliance on her own experiences as a SSTC. Above all, the researcher tried to provide a sense of agency to participants by treating them as collaborators. By granting the participants the right to self-define and constantly reflecting upon her impact on the research conducted, the investigator used her positionality within the community to her advantage. Furthermore, her use of member checks throughout the research study, including a final debriefing session with each participant, intended to strengthen both the validity and reliability of the researcher’s findings.

**Overview of Study**

To answer the current research questions, the investigator conducted a multiple-case study of three SSTCs within a large, metropolitan county in the Southeastern United States. She used purposeful sampling combined with snowball sampling (Patton, 2002) to select SSTCs of
fall sports currently employed in either a public or private school in the county selected. Throughout the 2013-2014 school year, the researcher collected data from three football SSTCs employed at different schools. The researcher relied primarily on interview data, which was triangulated with document analyses and participants’ responses on the Maslach Burnout Inventory Educators’ survey (MBI-ES); the MBI-ES is a nationally recognized measurement of educators’ experienced level of burnout. The investigator employed the constant comparative data analysis technique by coding, memoing, and analyzing data as it was collected in order to guide subsequent interview questions and data collection techniques (Glaser & Strauss, 1967). While data analysis was ongoing, the final data analysis allowed triangulation of data within each case and across cases in a cross-case synthesis (Yin, 2009). Thus, the final report presents both the individual, unique experiences of each case as well as a cross-case synthesis highlighting the shared experiences between selected SSTCs.

Overview of Chapters

In the subsequent chapter, the researcher provides a thorough literature review of role conflict theory broadly and an analysis of research pertaining to SSTCs specifically. Through her review of prior research, the investigator evaluates the strengths and weaknesses of relevant studies and identifies gaps in the literature—gaps which this study sought to fill. In Chapter Three, the researcher provides an account of her methodology to include a rationale for using a qualitative multiple-case study design and a detailed explanation of the process of participant selection, data collection, and data analysis. Subsequently, in Chapters Four, Five, and Six, the investigator provides a rich description of each case, presents the results for each case separately by research question, and offers a cross-case synthesis, otherwise known as a multiple case comparative analysis. Lastly, in Chapter Seven, the researcher presents a summary of the study and analyzes
the findings in regards to the original research questions; she further provides both implications for action in the field and suggestions for future educational research.

Definition of Terms

**Burnout:** “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do ‘people work’ of some kind” (Maslash, Jackson, & Leiter, 1986, p. 1).

- **Emotional exhaustion:** the feeling that one’s emotional resources are expended.
- **Depersonalization:** the feeling of being distant from others.
- **Diminished personal accomplishment:** a decline in feelings of job competence and/or achievement.

**Case:** an individual, program, group, or organization to which there are limits, or clear boundaries, also known as a bounded system (Merriam, 2009; Yin, 2009).

**Case study:** an in-depth analysis of a bounded system (Merriam, 2009).

**Categories:** an abstract construct derived from the data capturing a recurring pattern, which permeates the data (Merriam, 2009).

**Coding:** “the process of making notations next to bits of data that strike you as potentially relevant for answering your research questions” (Merriam, 2009, p. 178).

- **Open coding:** coding in which the researcher is open to any theme, pattern, or category that may emerge from the data.
- **Analytical coding:** coding in which the researcher groups similar data together to construct abstract categories.
**Constant comparative method:** a data analysis technique in which categories inductively emerge and are deductively revised as the researcher continuously compares themes, or patterns, in the data (Merriam, 2009; Glaser & Strauss, 1967).

**Constructionism/Interpretivism:** an epistemology that contends that knowledge is socially constructed through human beings’ interactions with their world resulting in many interpretations of social reality (Crotty, 1998; Lather and St. Pierre, 2005; Merriam, 2009).

**Cross-case synthesis:** a data analysis technique in which each case is treated as a separate study—then findings are aggregated across the separate cases (Yin, 2009).

**Maximum variation sampling:** a sampling technique in which the researcher identifies participants by looking for individuals with the most dissimilarity (Glaser and Strauss, 1967).

**Multiple-case study design:** an in-depth analysis of more than one individual, program, group, or organization to which there are limits, or clear boundaries (Yin, 2009).

**Nonprobability sampling:** a method of identifying research participants that does not use random sampling (Merriam, 2009).

**Pragmatism:** a philosophy largely attributed to Charles Pierce (1905), William James (1906), and John Dewey (1938) that takes a practical approach to problems, research, and education.

**Psychological contract fulfillment:** “the perception of both parties to the employment relationship, organizational and individual, of the reciprocal promises and obligations implied in that relationship” (Guest & Conway, 2002, p. 22).

**Purposeful sampling:** a method of identifying research participants by selecting individuals, programs, groups, or organizations from which the most information can be learned (Patton, 2002).
**Qualitative research:** “a loosely defined category of research or models, all of which elicit verbal, visual, tactile, olfactory, and gustatory data” (Preissle-Geotz & LeCompte, 1991, p. 56).

**Role ambiguity:** stress that may arise when expectations or demands associated with a professional role are unclear or vague (Pitney et al., 2008).

**Role conflict (RC):** stress that may arise when role expectations or responsibilities of one or more social roles compete with one another and/or are incompatible.

- **Inter-role conflict:** stress that may arise when an individual occupies two or more roles that demand incompatible, or competing, attitudes or behaviors (Locke & Massengale, 1978).
- **Intra-role conflict:** stress that may arise when an individual occupies a single role for which people demand incompatible attitudes or behaviors (Locke & Massengale, 1978).

**Role incompetence:** stress that may arise when an individual does not have the necessary skills or knowledge to perform a role he/she occupies (Pitney et al., 2008).

**Role misconception:** stress that may arise when outsiders to a role belittle, misconstrue, or misconceive the expectations, demands, and/or significance of a professional role.

**Role overload:** stress that may arise when the role expectations are too complex, too demanding, or too time consuming for the time and energy one has available (Pitney et al, 2008).

**Role retreatism:** when one role of a teacher-coach becomes dominate at the expense of a second role (Millslagle and Morley, 2004).

**Role satisfaction:** the fulfillment and contentment that may arise from occupying a professional role.
**Role strain**: “a subjective state of emotional arousal in response to the external conditions of social stress that occurs when role obligations are vague, irritating, difficult, conflicting, or impossible to meet” (Hardy & Hardy, 1988, p. 165).

**Role under-compensation**: stress that may arise when an individual feels he/she is not adequately compensated for one or more professional roles that he/she occupies.

**Snowball sampling**: also known as network or chain sampling, it is a method of identifying research participants that involves locating a few individuals who meet the criteria established for participation in the study and asking them to refer the researcher to other participants (Merriam, 2009; Patton, 2002).

**Social studies teacher**: an individual who instructs students in the social sciences, which include but are not limited to history, geography, civics/government, economics, and the behavioral sciences (psychology, sociology, anthropology, etc.).

**Stress**: a reaction to a stimulus (or stressor) that disturbs one’s physical or mental equilibrium.

**Symbolic interactionism**: a theoretical framework, rooted in principles outlined by Herbert Mead, which seeks to understand social reality from the perspective of actors who interpret their world through social interaction.

**Teacher-coach (TC)**: an individual who occupies the dual role of an academic teacher and athletic coach simultaneously.

**Teacher-coach role conflict (TCRC)**: stress that teacher-coaches may experience when the expectations or responsibilities of dual roles compete with one another and/or are incompatible.

**Teacher-coach role satisfaction (TCRS)**: the fulfillment and contentment that may arise from occupying the role of teacher and coach simultaneously.
- **Personal fulfillment TCRS**: the general enjoyment, satisfaction and/or personal accomplishment experienced by an individual due to occupying the dual role of SSTC.

- **Relationship TCRS**: the perceived benefit that occupying the dual role of SSTC has in fostering student-teacher relationships and providing mentorship/guidance to students and athletes.

- **Status TCRS**: the perceived leadership, authority, and respect afforded to those who occupy dual role of SSTC.

- **Skill enhancement TCRS**: the perceived enhancement of professional skills to promote student and athlete success due to the occupation of the dual role of SSTC.

**Work-family role conflict**: stress that arises when work roles are incompatible, or compete, with family roles (Sage, 1987).

### 2 REVIEW OF THE LITERATURE

Social studies teacher-coaches (SSTCs) are often referred to as “dumb jocks” or as the “coaches who sometimes teach.” Despite these stereotypes, educational researchers have conducted very few studies to determine if social studies teachers are disproportionately in coaching roles or if coaching positively or negatively impacts the teaching of social studies. Moreover, research largely conducted in the field of health, physical education, sport, and kinesiology suggests that TCs frequently face role conflict as they try to balance two demanding professional roles simultaneously (Locke & Massengale, 1978; Massengale, 1977; Sage, 1987). Though social studies teachers account for the majority of non-PETCs, very little research exists to investigate their experiences occupying dual roles (Miller et al., 2006). The following chapter not only defines role conflict (RC), but also provides a summary of the factors contributing to its occur-
rence, the impact it appears to have on TCs, and strategies used by TCs to manage RC to avoid burnout. The chapter concludes with an overview of how the current study on SSTCs builds upon the existing literature on RC.

Prevalence of Social Studies Teacher-Coaches

What is a Teacher-Coach?

A teacher-coach is one who occupies the dual roles of an academic teacher and athletic coach simultaneously. Figone (1994) presents a concise history of the evolution of the TC phenomenon. He argues that prior to the 1900s, physical educators focused on the sole purpose of contributing to students’ health through hygiene and physiology; instruction concentrated largely on fitness exercises and gymnastics. But as the “athletics are educational” movement progressed during the early 20th century, the dual role of teacher-coach emerged. Throughout the early half of the 20th century, coaching became an integral part of the role of the physical educator. The popularity of sports grew immensely throughout the 1900s, and sports are currently infused throughout school programs from the elementary level through the collegiate level. In fact, the growth and popularity of female sports following Title IX legislation in 1972 has caused a shortage of qualified physical education (PE) teacher-coaches (Frost, 1995); thus, the TC is not a dual role confined to PE teachers—more and more, coaches of other subject-area disciplines are hired as coaches.

What do Teacher-Coaches Teach?

While educational researchers have largely ignored the SSTC, they have conducted various studies that allude to their prevalence (Carroll et al., 1980; Fitchett, 2010; Miller et al., 2006). Miller et al. (2006) conducted a national study investigating why many high school coaching contracts are not renewed. Surveys asked coaches (N = 25,693) and athletic directors
(N = 11,451) a series of demographic questions such as age, gender, and ethnicity followed by personal questions about teacher certification and coaching preparation. The overwhelming majority of coaches had some type of teaching certification (81.9%) with the most common certifications in physical education (36.1%), health (18.8%), social studies (that includes history), (29.8%), and science (13.1%). In total, almost thirty percent of surveyed coaches taught social studies—second only to PE teachers. While not the focus of their study, the national demographic data collected by Miller et al. illuminates the prevalence of SSTCs.

Gender correlation. Prior researchers such as Carroll et al. (1980) describe the prevalence of SSTCs; however, they fail to provide demographic data to validate their claims of a correlation between coaching and teaching social studies. The fact that such a claim was made twenty-six years before Miller et al. (2006) suggests that the SSTC may not be a new phenomenon. Carroll et al. (1980) conducted a statewide survey to provide an overview of secondary history teachers in Iowa. In their report, Carroll et al. (1980) indicated that eighty-seven percent of Iowa history teachers were male; they further suggested that the disproportionate amount of males directly related to the close relationship between teaching history and coaching athletics. Despite this inference, researchers did not investigate the correlation between teaching history and coaching athletics.

Fitchett (2010) provided an updated profile of social studies teachers as compared to teachers of other disciplines. Fitchett (2010) used data from the National Center for Educational Statistics Schools and Staffing Survey to compare secondary social studies teachers with teachers of other core subjects (math, science, and English) in demographics, academic credentials, and workplace perceptions. Results of the study support the findings of Carroll et al. (1980) in that social studies teachers were predominantly male despite the fact that the majority of k-12 teach-
ers were female. Science teachers were also predominantly male (53.8%) but there was a greater gender disparity in social studies, which was 67% male-dominated. Interestingly, through their national study, Miller et al. (2006) found that following social studies teachers, science teachers were the next most common TCs; this evidence suggests that Carroll et al.’s (1980) assumption about a correlation between gender and coaching may be valid.

Fitchett’s (2010) results indicated that little has changed in the social studies teacher profile over the past thirty years; social studies teachers still tend to be predominately and disproportionately male when compared to teachers of other subjects. Like Carroll et al. (1980), Fitchett (2010) reported statistical significance but did not explore why differences existed between teachers of various core disciplines. For example, Fitchett (2010) indicated that social studies teachers were predominantly male but omitted an analysis of why this gender correlation might occur. Moreover, there was no comparison of the incidence of coaching between social studies teachers and teachers of other core disciplines.

**Administrative hiring practices.** Carroll et al. (1980) charged that administrators should reevaluate their hiring practices and specifically stop considering the ability to coach a sport as the most important criterion in the hiring of a history teacher. Researchers then called for a major study of the role of athletics in Iowa high schools to be undertaken; however, no such study has been completed, or the results have not yet been published. Several questions remain unanswered by Miller et al. (2006), Carroll et al. (1980) and Fitchett (2010). Are coaches naturally drawn to social studies positions or do administrators actively seek out social studies teachers who are willing and able to coach? Further research is needed to determine why the ability to coach a sport is such an important criterion in hiring social studies teachers and whether or not this expectation to coach is disproportionately placed on social studies teachers. Likewise, Carroll et al.
(1980) criticized administrators for placing an emphasis on coaching as a criterion for hiring history teachers yet provided no evidence that social studies teachers who coach are less effective than non-coaching social studies teachers.

In fact, no recent study appears to investigate the hiring practices of social studies teachers at the local, state, or national level. Researchers investigating the hiring of TCs appear to focus solely on PE teacher candidates. For example, Stier and Schneider (2007) conducted a national survey to determine high school principals’ hiring practices of PE teachers. While researchers sought to provide PE teacher candidates a broad overview of the hiring practices of principals, the last section of the survey focused on whether or not principals preferred PE teacher candidates who were willing and able to coach. The results of their national survey indicate that almost half (47.9%) of principals felt that it was “highly desirable” but “should not be mandated” for PE teachers to coach. Likewise, 21.4% of principals indicated that coaching was “moderately desirable” but “should not be mandated.” Moreover, 18.8% of the principals surveyed felt that candidates “should not be hired as a physical education teacher unless they coach.” The remaining 11.9% of principals reported that PE teachers should be “allowed” to coach but it “should not be mandated.” Results indicated that the vast majority of principals preferred a PE teacher who could coach; consequently, Stier and Schneider (2007) suggested that PE teacher candidates’ willingness and ability to coach might help them obtain employment as a teacher. No similar studies on whether high school principals prefer social studies candidates who are willing to coach were found. If social studies teachers are commonly coaches, principals’ hiring practices of social studies teacher candidates should be analyzed to determine if they prefer, or even expect, social studies teachers to coach.
Shortage of athletic coaches. Perhaps contributing to the need for social studies teachers to coach, is the growing shortage of athletic coaches. Frost (1995) suggests that the shortage of quality coaches in high school athletics can be attributed to several factors. For one, the mean age for a teacher has increased and younger teachers are more likely to coach. Frost (1995) suggested that due to economic trends, social studies teachers are remaining in the teaching profession longer, and older teachers are less likely to coach due to familial responsibilities and/or physical demands. Likewise, due to Title IX legislation, there are more female sports offered, which has led to an increase in the number of coaches needed. For example, the explosive growth in popularity of sports such as girls’ soccer has contributed to the coaching shortage. Lastly, while the majority of coaches are young, Frost found that fewer novice teachers are willing to coach; he postulates that meager athletic budgets fail to attract new coaches.

While Frost contends that a shortage of coaches exists, Maetozo (1971) argues that even within the population of coaches, there is a shortage of coaches with formal preparation in coaching. According to Maetozo, principals reported the challenge of a growth in the number of sports offered coupled with a limited number of PE teachers; principals explained the necessity of using teachers of other disciplines, who most likely have no formal training in kinesiology, physiology, or coaching, to fill vacant coaching positions. Maetozo reported that less than one out of every four head coaches of junior high or high school teams had formal preparation in coaching. While Maetozo suggests that administrators are forced to look for coaches outside of the PE department to fill the growing number of coaching vacancies, no analysis was included to determine which teachers are likely candidates. It is possible that social studies teachers are sought more frequently to fill such coaching vacancies.
Contributing to the shortage of coaches is the number of coaches who quit. Research studies have been conducted to determine why high school coaches quit and/or are dismissed by athletic directors or principals (Lackey, 1977; Miller et al., 2006; Konukman, 2010; Sisley et al., 1987). As stated previously, Miller et al. (2006) conducted a national study on why many high school coaches’ contracts are not renewed. High school athletic directors and coaches were surveyed to determine the reasons for dismissals, dismissal trends, and various stressors coaches faced. The overwhelming majority of coaches had some type of teaching certification (81.9%) with the most common certifications in PE, followed by social studies (including history), health, and science respectively. Miller et al. (2006) indicated that on average just less than one coach per school was dismissed a year. Not all coaches who left their positions were dismissed; many left voluntarily. These findings demonstrate that the amount of coaches that left voluntarily was essentially equal to the number that were dismissed—a little less than one per year per school (.96). While not discussed in their results, it is possible that TCs voluntarily withdrew from coaching due to their inability to manage stress and/or burnout resulting from balancing dual roles simultaneously.

Effectiveness of Social Studies Teacher-Coaches

Not only are social studies teachers assumed to be coaches, but they are also perceived to be ineffective teachers. As evidenced by the creation of a manual to teach football coaches how to teach social studies in Texas (Shuttlesworth & Edgington, 2005), the common perception is that SSTCs care more about coaching than teaching; but is there validity in the assumption that coaching negatively impacts teaching? Could it be that coaching actually improves teaching? While findings are extremely limited, two studies that focused on the effectiveness of SSTCs generated contradictory results (Fouts, 1989; Van Deraa & Schug, 1993). Specifically, both studies investigated whether or not the classroom environments of SSTCs were significantly different.
from the classroom environments of non-coaching social studies teachers. Fouts (1989) conclud-
ed that the additional time and planning required of SSTCs may create less desirable social stud-
ies classrooms, while Van Deraa and Schug (1993) concluded that SSTCs tend to be more inno-
vative than non-coaches.

Fouts (1989) used a random sample of 47 social studies classrooms (27 high school and
20 middle school) from a large, suburban area on the West Coast. Honors and remedial classes
were excluded from the study. Thirteen classes were taught by coaches and 34 were taught by
non-coaches. Based on the theory that students’ perceptions of the classroom environment are
fairly accurate predictors of both achievement and attitude, Fouts (1989) used the Classroom En-
vironment Scale (CES) instrument to assess students’ perceptions of their classroom environ-
ments. The 1,180 students selected for the study completed the CES in group settings adminis-
trated by the researchers over a span of two months. Teacher and coach demographic data was
gathered from the district’s central office or by the individual school principals. Coaches includ-
ed head coaches and assistant coaches of one or more sports. Classroom means, standard devia-
tions, and effect sizes were calculated and compared on each of the nine scales included in the
CES. There were four dimensions in the CES each containing the following measurement scales:
(a) relationship (involvement, affiliation, and teacher support), (b) personal development (task
orientation and competition), (c) system maintenance (order and organization, rule clarity, and
teacher control), and (d) system change (innovation).

On eight out of the nine scales of measurement no significant difference was found be-
tween the non-coaches and the coaches. Specifically, for each scale in the relationship, personal
development, and system maintenance dimension, no significant differences were found. Results
indicate, however, that a statistically significant difference in favor of non-coaches existed on the
system change dimension as measured by the innovation scale. In fact, an inverse relationship was found between the amount of coaching assignments and classroom innovation ratings. In other words, non-coaches appeared to be more innovative, which supports the negative assumption that SSTCs are less effective than non-coaches. Data indicated that TCs tended to rely more heavily on a few teaching strategies leading to an increase in the level of boredom reported by students. Fouts (1989) provided two possible explanations for why TCs may be less innovative: (a) they had less time and energy to devote to planning due to coaching responsibilities and (b) they may have been more interested in coaching than teaching.

While non-coaches tended to be more innovative than coaches, social studies teachers in general had low scores in the innovative category due to an overreliance on a few teaching strategies. While results on the system maintenance dimension were not statistically significant, results did indicate that coaches tend to have more regulated and structured learning environments. Despite the non-significant findings on eight of the nine scales, Fouts (1989) warned administrators that forcing social studies teachers to coach may in fact negatively impact their classroom environments. The study results in their entirety, however, suggest there is not a significant difference between the classrooms of non-coaching social studies teachers and those of SSTCs.

There were several limitations identified in the study. For one, while a large sample size was included, the sample was disproportionate in that it included 13 classes taught by coaches and 34 taught by non-coaches. Likewise, out of the 47 classrooms studied some had the same teacher. To be exact, two classrooms from three different teachers were counted in the sample. It is also unclear whether the sample was drawn from public schools, private schools, or a combination of both. Fouts (1989) did not differentiate between head coaches and assistant coaches despite the varying level of commitment required, nor were results disaggregated based on the
gender of the TC or the type of sport that they coached. Fouts did not attempt to explain why coaches scored lower on the relationship dimension and higher on the system maintenance dimension. Likewise, as Fouts noted, the findings were limited to the constructs measured by the CES; other measurements of classroom effectiveness or teacher quality were omitted. The voices of the TCs themselves were also absent.

Van Deraa and Schug (1993) replicated the study conducted by Fouts, with conflicting results. Researchers mirrored Fouts’ methodology by using a random sample of 51 classrooms (35 high school and 16 middle school), excluding honors and remedial classes, in a large suburban area in the Midwest. Twenty-three of the classrooms were taught by TCs while 28 were taught by a non-coach, providing a more balanced sample than Fouts (1989). The Classroom Environment Scale (CES) was utilized to assess whether or not SSTCs’ classroom environments were significantly different from non-coaching social studies teachers’ classroom environments. Administered in group settings, the CES was overseen by students’ own teachers, who were monitored by a school contact person who had been trained by the researchers. Demographic data about teachers and coaches was collected by school districts, principals, administrative offices, or by the non-teaching contact person. Like Fouts (1989), coaches were defined by Van Deraa and Schug’s (1993) as head coaches or assistant coaches of one or more sports.

Fouts (1989) found no significant difference between the two groups concerning the extraneous variables of class size, teacher age, and years of teaching experience; however, Van Deraa and Schug (1993) found that coaches were significantly younger and had less teaching experience than non-coaches. Similar to Fouts (1989), no statistical significance was found on seven of the nine scales of the environmental scale dimensions of the CES. However, for teacher support (relationship dimension) and innovation (system change dimension) significant differ-
ences were found in favor of TCs. In other words, Van Deraa and Schug (1993) and Fouts (1989) produced reciprocal results. According to Van Deraa and Schug, coaches tended to be more innovative and provided more supportive classroom environments than their non-coaching counterparts; both Fouts (1989) and Van Deraa and Schug (1993) found that social studies teachers were rated low in innovation.

As Van Deraa and Schug (1993) discussed, the inconsistency in the results indicates that coaching alone may not significantly impact the classroom environment positively or negatively. Another explanation provided was that the two samples were significantly different and thus could not be compared. The coaches in Van Deraa and Schug’s (1993) study were significantly younger than the non-coaches, which could have contributed to the differences found; it may be that younger teachers tended to be more supportive and more innovative than veteran teachers. The results of Van Deraa and Schug (1993) indicated that the assumption that social studies teachers are “dumb jocks” may be a misnomer. The studies did not, however, consider the impact of RC on the effectiveness of TCs, nor did they include the perceptions of SSTCs themselves.

Limitations of Van Deraa and Schurg’s study include a sample drawn exclusively from a suburban area and a lack of differentiation between head coaches and assistant coaches. While Fouts (1989) disaggregated the data by the amount of coaching assignments, Van Deraa and Schug (1993) did not; thus, it is unclear if the amount of coaching assignments impacted the level of innovation or teacher support afforded to students. Likewise, it is unclear if the gender of the coach and/or the type of sport coached impacted the results. Once again, other extracurricular activities that teachers sponsored were not included. Furthermore, no voice was given to the TCs to shed light on their perceptions of how coaching impacted their teaching.
Role Conflict

Role Conflict Defined

It is possible that SSTCs suffer from role conflict (RC), which may impact their effectiveness as both teachers and coaches. Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) contend that role conflict can occur any time a person occupies two or more different social roles at the same time. Locke and Massengale (1978) define a social role as “a pattern of expected behaviors common to everyone who holds a specific position in society” (p. 162). They assert that role conflict may arise “when one person occupies several roles that demand incompatible behavior (inter-role conflict)” or “when a person occupies a single role for which different groups demand incompatible behavior (intra-role conflict)” (p. 162). Locke and Massengale argue that within the school, the dual roles of teacher and coach clearly meet the definition of social roles; moreover, the unique demands of coaching apart from teaching may exacerbate the inter-role conflict experienced by TCs.

Specifically, role conflict has become a common term to describe problems experienced by people occupying dual role positions in coaching a sport and teaching physical education (Ha, Hums, & Greenwell, 2011). Cherniss (1980) provides three sources of role conflict: (a) inter-role conflict (occupying different roles which demand incompatible behaviors), (b) intra-role conflict (occupying one role from which different groups/individuals expect incompatible behaviors), and (c) person-role conflict (occupying a role which requires certain behaviors that are inconsistent with players’ motivations, abilities, morals, or attitudes). Sage (1987) adds work-family conflict, which he contends occurs when work roles are incompatible with family roles. According to Ha et al. (2011) the primary characteristic of role conflict is incompatibility; in other words, individuals deal simultaneously with several different roles that demand incompatible behavior.
Locke and Massengale (1978) conducted the first of many studies to explicitly investigate the intensity of five particular types of role conflict among TCs: (a) Value Conflict, (b) Status Conflict, (c) Self/other Conflict, (d) Load Conflict, and (e) Teacher/Coach Conflict. Researchers define Value Conflict as “incompatibility between the values coaches are expected to uphold with students and those that are currently upheld by society”; Status Conflict as “vulnerability of the coaching role to the fact that coaches are often not treated as full professional equals within educational organizations”; Self/other Conflict as “tension among motives for personal career advancement and the ethical commitment to act as an educator”; Load Conflict as “incompatible expectations deriving from the combined work loads of teaching and coaching”; and Teacher/Coach Conflict as “differences in role skills and attitudinal dispositions demanded in coaching and those required in teaching” (p. 164). Locke and Massengale collected survey data from 201 TCs from the elementary school level through the collegiate level to measure their levels of perceived and experienced role conflict in the five types of role conflict noted previously.

Locke and Massengale’s results indicated that TCs perceived and experienced the most Load Conflict as they were particularly susceptible to role overload. Results further indicated that those with the highest level of personal investment experienced the most role overload. Female subjects reported significantly higher perceived conflict in all categories; however, males and females had nearly equivalent scores in experienced role conflict. Surprisingly, a comparison between PETCs and non-PETCs demonstrated that PETCs reported significantly higher Teacher/Coach Conflict scores. Higher aspiration and drive for career achievement were factors also associated with higher conflict scores—especially in the case of Teacher/Coach Conflict. Likewise, TCs working in lower-socioeconomic-level schools reported significantly more Teacher/Coach conflict. In sum, Teacher/Coach Conflict provided the basis for variant reports by sub-
groups such as males and females or PE teachers and non-PE teachers. Many TCs, in follow-up interviews, explained that they were “distressed by the feeling that their interest and abilities are not well matched to the demand of teaching” (p. 173)—others even admitted to worrying that their teaching performance was compromised by the added demands of coaching.

Expanding upon the findings of Locke and Massengale (1978), Sage (1987) conducted a qualitative field study based largely on observational and interview data of TCs. Sage used the data collected to explore the complexity and pervasiveness of role overload and interrole conflict in TCs. Sage provided the diagram depicted in Figure 2.1 to represent the interaction between interrole conflict, role overload, role stress, and role strain (Sage, 1987, p. 217):

Figure 2.1. Interaction between interrole conflict and role strain. This figure provides an illustration of how balancing dual professional roles can increase role strain.

Sage defined role stress as “a social structural condition in which role obligations are difficult, conflicting, or irritating.” Such stress could lead to role strain, which he defined as “the subjective distress experienced by someone exposed to role stress.” Sage argues that while one can experience role overload, role stress, and role strain in the role of teacher or coach independently,
occupying the dual role of teacher and coach simultaneously can create interrole conflict resulting from competing demands; consequently such role conflict can exacerbate the amount of role overload, role stress, and role strain experienced by an individual. Sage contends that the demands for athletics and the expectations of coaches differ from the demands placed on teachers who sponsor other extracurricular activities. In other words, Sage posits that the pressures placed on coaches are unique to the other extracurricular roles teachers may occupy. Coaches, he explains, experience intense daily work over several months, they perform in public, they are judged publicly by their performance (wins/losses) and their job security is often dependent on the success of their team. Moreover, he contends that the expectations for coaching and teaching are often incompatible and this unique phenomenon may lead to interrole conflict, role stress, and role strain.

After spending five months observing TCs at six high schools in the same athletic conference (one of the best in the state) and conducting interviews with fifty high school TCs, Sage provides a descriptive analysis of TCs’ experiences. Sage found that role overload was pervasive and intense as TCs, on average, reported at 7:30 a.m. and left 10 to 12 hours later. Likewise, most TCs taught five to six classes a day with an average of 25 students per class (125 students per day). Typically, they had five minutes between classes and a single planning period ranging from 45 to 90 minutes depending on the type of school schedule. Following their teaching duties, coaches were then expected to attend all practices, which lasted between two and three hours per day, and all athletic contests. Teachers reported feeling as if they were hurrying at all times, often sacrificing lunch time and planning periods to meet additional demands of occupying dual roles. They reported consistently feeling rushed and overwhelmed; consequently, role overload was experienced in both roles.
Sage also found that interrole conflict, which he defined as pressure resulting from incompatible expectations associated with different roles, made it difficult for TCs to conform to teaching and coaching expectations concurrently. He found that expectations of teachers include, but are not limited to: transmission of subject matter (teaching), evaluation of student progress (grading), preparation for classes (lesson planning), development of pedagogy (professional development), service on committees, attendance at meetings/conferences, etc. Expectations of coaches, on the other hand, included, but were not limited to: planning practices, supervising practices, scheduling games, preparing for games, coaching during games, watching film/scouting opponents, arranging transportation/field preparations, etc. Moreover, coaches were expected to be successful and they were often evaluated publically by their win/loss record. Many TCs reported feeling that if they did not win that it would impact their job security and/or coaching mobility. Sage provides a thorough examination of both the pervasiveness and intensity of interrole conflict and a theoretical model for how it leads to role stress and role strain; however, he does not focus on antecedents to TCRC nor ways to combat it. Likewise, he does not compare TCRC among TCs of different disciplines.

Factors Contributing to Role Conflict

Massengale (1977) posits that there are two primary sources of TCRC: (a) school organization expectations and (b) personal professional expectations. Massengale argues that discrepancies between expectations of the school organization and personal professional expectations place the TC in an unavoidable conflict situation. Teacher-coaches are part of the school organization, expected to uphold the same standards of behavior as other non-coaches, and yet they are held to different standards. For example, TCs are rarely fired for teaching inadequacy but are routinely fired for losing records; thus, TCs participate in an “unequal reward system” that is typ-
ically ignored by other members of the school organization (p. 64). Subsequently, TCs often prioritize winning thus causing them to redefine their role within the school organization. Further conflict arises as coaches try to gain control over their role as coach and insist on no interference from others within the organization. Since they are given total accountability for winning, they demand authority for decisions needed to ensure success. As a result, Massengale argues that TCs often ignore some school policies, procedures, and regulations, which can lead to open opposition by non-coaching faculty. This opposition leads to alienation and polarization, which intensifies the role conflict experienced. Stereotypes held by non-coaching faculty members portray TCs as authoritarian, impersonal, and insensitive. Teacher-coaches, on the other hand, often view faculty and administrators as indecisive, submissive, and weak. As TCs feel little loyalty to the organization and more loyalty to their identity as coaches, they tend to focus on their coaching careers (Massengale, 1977).

Massengale further contends that personal professional expectations, which have been ingrained in TCs as part of their socialization as TCs, exacerbate the role conflict experienced. Coaches, more often than not, are educated in physical education programs in which they are socialized to certain attitudes and behaviors. For example, PE teacher-education students quickly learn that good coaching positions are normally attained through close professional relationships with others within the occupational subculture. Coaches, thus, tend to conform to expectations of the coaching subculture early in their teaching career. Teacher-coaches are socialized through grading systems, evaluation systems, hiring practices, and promotion policies. As TCs fail to resolve their occupational role conflict due to incompatible school organization expectations and personal professional expectations, they attempt to withdrawal from the problem and place a
larger commitment on their coaching role. Grace (1972) refers to this withdrawal from one role to another as “role retreatism” (p. 69).

While Massengale (1977) provided a largely theoretical basis for the causes of TCRC, researchers have since conducted studies investigating what factors contribute to role conflict. Ryan (2008) conducted a study that compared specific antecedents to interrole conflict. Ryan defined interrole conflict as “the simultaneous occurrence of two or more sets of pressures or expectations such that compliance with one would make compliance with the other difficult” (p. 59). He predicted that the following antecedents would predict the likelihood of interrole conflict: (a) the school size, (b) the age of the teacher coach, (c) the role preference of the teacher coach, and (d) the number of coaching jobs. He provided the diagram replicated in Figure 2.2 to depict his hypotheses (Ryan, 2008, p. 5):

**Figure 2.2. Antecedents of role conflict.** This figure depicts the antecedents used to predict the likelihood of interrole conflict.

Ryan (2008) hypothesized that TCs in smaller schools would experience more interrole conflict as they would tend to have more teaching responsibilities, more extracurricular responsibilities,
and less support staff. Ryan conjectured that younger TCs would experience more interrole conflict as they would be more likely to create lesson plans and game plans from scratch; thus, less experience would require more time and effort in each role. Ryan posited that TCs who had an imbalanced preference between roles—preferring one role over the other—would also experience more conflict as they saw the secondary role as competing for their time to allocate to their primary role. Finally, Ryan hypothesized that the more coaching jobs a teacher occupied during a given school year, the more conflict they would experience due to role overload. Results from a linear regression analysis of TCs’ responses to a web survey indicated that there was, in fact, a significant relationship between each of the antecedents and interrole conflict; however, the number of coaching roles impacted the experience of conflict in the opposite direction than predicted. In other words, those with multiple coaching roles experienced less role conflict. Results were not disaggregated by the discipline taught by the TC nor their status as a head or assistant coach.

While Ryan (2008) focused on factors contributing to role conflict in TCs irrespective of subjects taught, Konukman, Agbuga, Erdogan, Zorba, Demirhan, and Yilmaz (2010) demonstrated the challenges specifically faced by PETCs. Researchers argue that teaching and coaching have unique stressors associated with each occupational role; those independent stressors are compounded when one is both a teacher and a coach simultaneously. Locke and Massengale (1978) posit that role conflict in PETCs results from competing expectations of teaching PE and coaching an athletic team. Konukman et al. (2010) provided a literature review analyzing the contextual factors that promote TCRC specifically for PE teachers. Konukman et al. outlined four main contextual factors that appeared to promote TCRC in PETCs at the collegiate level:
• Background of PE majors: Many PE majors come from competitive secondary athletic programs; thus, their expectations for PE are varied.

• Design of physical education programs: Traditionally, PE programs focused on preparing coaches rather than teachers.

• Expectation of schools: PE teachers are expected to coach due to their affinity for athletics.

• Career objectives and job satisfaction: When PE teachers are hired for extracurricular experiences, they may find more success and personal satisfaction in their coaching roles as compared to their teaching roles.

According to Konukman et al., many administrators saw coaching and teaching PE as compatible—dual roles with overlapping responsibilities; however, researchers argue administrators oversimplified the occupational roles of teaching and coaching. Through an extensive literature review of role conflict experienced by PETCs, Konukman et al. demonstrates administrators’ faulty assumptions, which contributed to increased levels of role conflict in PETCs. First, administrators underestimated the vast amount of time required of teaching and coaching. Second, administrators failed to realize the unique aspects of each occupational role such as varying instructional standards, varying levels of student motivation, and varying levels of student ability. Third, administrators assumed that TCs were equally motivated to perform in both roles. Konukman et al. noted that TCRC frequently arose due to the fact that TCs were rewarded more for their performance as coaches than their performance as teachers; administrators tended to place more value on them as coaches while their teaching abilities were largely ignored. Consequently, many TCs placed a higher value on their coaching role than their teaching role.
Paiement and Payment (2011) further elaborated that inadequate administrative support often contributes to role conflict. Specifically, researchers found that TCs often faced an additional demand of event management during sport contests, which compounded the stressors associated with occupying dual roles. High school sport games frequently occur simultaneously across the same campus; thus, TCs often have to set-up, manage, and break down the event. In other words, TCs face the additional burden of supervising the events, which they are simultaneously expected to coach. The potential hazards of supervising a sporting event are far more cumbersome than a classroom and yet the coach is expected to control the event while coaching. Paiement and Payment stressed the need for coaches to be skilled risk managers and crowd controllers, two additional stressful roles, which are expected and often required of TCs. Event management is an additional expectation of TCs, which may prove to be incompatible with the demands of teaching and coaching.

Beyond incompatible expectations and responsibilities, both Sage (1987) and Pitney et al. (2008) contend that time constraints appear to be the biggest contributor to role conflict and subsequent role strain. According to Pitney et al. (2008), the number of hours worked per week in the coaching/training role was the only significant predictor of role strain. Sage (1987) postulates that time constraints exasperate the incompatibility of dual roles causing many TCs to prioritize one role (usually coaching) over the other. Sage further notes that many TCs reported family roles as also competing for their time (work-family conflict). In other words, TCs who were married and had children appeared to experience more role conflict than those who were single with no children. Many participants indicated that they experienced feelings of guilt and remorse for missing their own children’s extracurricular activities due to their coaching role. Participants also
indicated an increased level of stress placed on their relationships as they tried to balance their personal life with their professional life.

The impact of time constraint appears to be more cumbersome for females, as studies indicate that female coaches tend to experience higher stress levels than male coaches. Bradford and Keshock (2009) conducted a literature review of job related stress and attrition in female coaches. They reported that since the establishment of Title IX in 1972 the number of female athletic teams has increased substantially; ironically, however, the percentage of female coaches has drastically declined. Bradford and Keshock posit that one plausible explanation is females’ tendency to experience higher levels of role strain (or stress) which leads to increased levels of attrition from coaching positions. Bradford and Keshock report that research findings consistently demonstrate that women due, in fact, suffer from higher levels of burnout and subsequently, are more likely to quit coaching (Caccese & Mayerberg, 1984; Hart, B. A., Hasbrook, C. A., & Mathes, S. A., 1986; Kelley, 1994; Kelley and Gill, 1993; Vealey, Udry, Zimmerman, and Soliday, 1992). Bradford and Keshock further note that research indicates that female coaches tend to experience higher levels of stress—sometimes referred to as role strain or role conflict (Frey, 2007; Kelley, 1994; Kelley, B. C., Eklund, R. C., & Ritter-Taylor, M., 1999; Kelley & Gill, 1993).

Subsequently, gender roles appear to impact the level of role conflict that coaches experience. Knoppers (1987) submitted that female coaches face dissimilar opportunities, resources, and working conditions than their male colleagues. Knoppers found that there are three structural determinants that cause women to leave the field more often than men: (a) opportunity, (b) power to mobilize one’s resources, and (c) proportion. While men were frequently hired to coach female teams; women were rarely, if ever, hired to coach male teams. Likewise, women were sel-
promoted to administrative positions, which limited their professional mobility. Male coaches were also provided more autonomy and lighter teaching loads. Lastly, there were more men in the profession, which left women feeling voiceless or incapable of changing the existing power structure in the field of coaching.

Felder and Wishnietsky (1990) conducted a similar study to investigate why female coaches quit coaching more often than their male counterparts. Researchers used a questionnaire measuring TCs’ symptoms of teacher burnout. Results indicated that both male and female coaches: (a) are bothered by the low pay coaches receive, (b) are aware of today's athletes' lack of dedication, (c) lose patience with athletes who show little or no improvement, (d) feel on certain occasions that officials are favoring other teams, and (e) blame themselves when things go wrong” (Felder & Wishnietsky, 1990, p. 7). However, females reported higher symptoms in every burnout category. Moreover, role conflict was indicated as a leading cause of female TC burnout in that 70% of females answered yes to the symptom “falls behind with teaching responsibilities.” Interestingly, only 40% of male TCs answered “yes” to the same symptom. In fact, this was the largest reported disparity in male and female burnout symptoms. Researchers use Massengale’s (1981) theory of role conflict to explain this disparity; female teachers were more likely to suffer from role conflict due to their heavier teaching loads and the incompatibility of the subjects they taught with the sports they coached. Male coaches predominantly taught PE courses, which are assumed more compatible with their coaching responsibilities. Female coaches, however, were more likely to teach non-PE courses such as social studies, science, and English. Researchers found that coaches who taught non-PE courses experienced more role conflict and subsequently more burnout; thus, it appears that teaching non-PE courses exacerbates the stresses associated with TCRC. Because more female coaches taught core disciplines than their
male counterparts, it is understandable that more female coaches perceived that they were falling behind in their teaching responsibilities. Again, results were not disaggregated by the discipline taught by TCs.

**Impact of Role Conflict**

**Role strain.** Evidence suggests that many TCs have a difficult time balancing the roles of teaching and coaching, which can lead to heightened levels of stress, role strain, and burnout. Hardy and Hardy (1988) define *role strain* as “a subjective state of emotional arousal in response to the external conditions of social stress” and contend that it occurs when “role obligations are vague, irritating, difficult, conflicting, or impossible to meet” (p. 165). Role strain is caused by various factors such as role conflict, role ambiguity, role incongruity, and role incompetence (Pitney, Stuart, & Parker, 2008). Role strain can subsequently lead to increased levels of work dissatisfaction, low self-esteem, anxiety, absenteeism, poor teaching, quitting, and burnout (Hardy & Conway, 1978; Pitney et al., 2008). While researchers sometimes use role conflict and role strain interchangeably, Sage (1987) and Pitney et al. (2008) distinguish between them. Role strain is a heightened level of emotional arousal due to the stress caused by the expectations/demands of a social role(s). In other words, role conflict within a social role or between social roles can lead to role strain. One need not occupy multiple roles to experience role conflict nor role strain; however, Sage (1987) and Pitney et al. (2008) contend that occupying dual roles increases the likelihood of and the pervasiveness of experienced role strain due to interrole conflict, or the competition between the demands of two or more professional roles.

Specifically, Pitney et al. (2008) investigated which factors (role conflict, role ambiguity, role incongruity, and role incompetence) best predict role strain in teachers who were also athletic trainers; thus, they provided definitions of each factor:
• **Role conflict** occurs “when role expectations are clear but compete with one another and/or are incompatible”

• **Role ambiguity** occurs “when expectations or demands associated with a professional role are unclear or vague”

• **Role overload** occurs “when the role expectations are too complex, too demanding, or too time consuming for the time and energy an individual has available”

• **Role incongruity** occurs “when the expectations and/or demands of a professional role are incompatible with the individual’s disposition, attitudes, values, or beliefs”

• **Role incompetence** occurs “when a person in the role does not have the necessary skills or knowledge to perform the role” (Pitney et al., 2008, p. 3).

These definitions provided by Pitney et al. served as the guiding categories for types of conflict experienced by SSTCs in the current study.

Through a mixed methods study, Pitney et al. (2008) investigated the impact of role conflict, role ambiguity, role incongruity, and role incompetence to determine which had the most significant impact on role strain and teacher burnout in teachers who were also athletic trainers. Researchers found that role conflict followed by role incongruity and role overload were the most prominent components contributing to role strain. As for demographic variables, the number of hours worked per week as a trainer was the most significant predictor of role strain. Over 40% of teachers occupying dual roles of teacher and trainer reported experiencing moderate to high levels of role strain. Pitney et al. (2008) found that role conflict was the most pervasive factor in determining the level of role strain experienced by teacher-trainers balancing dual roles; thus, their findings suggest that role conflict is a primary factor contributing to role strain. Although the experiences of athletic trainers are presumably different from the experiences of ath-
letic coaches, the occupation of dual professional roles of any kind can cause role conflict and subsequently, role strain. Consequently, the current research questions focused on investigating role conflict experienced by SSTCs.

**Burnout.** Researchers contend that role conflict is not only a primary contributor to role strain but also to teacher burnout. Maslash, Jackson, and Leiter (1986) define burnout as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do ‘people work’ of some kind” (p. 1). Capel, Sisley, and Desertrain (1987) summarize burnout as “a response to chronic job-related stress for some people in the helping/service profession” (p. 106). Capel et al. further explain that burnout is the result of demands exceeding an individual’s endurance and/or ability to cope, which can lead to anger, hostility, apathy, frustration, resentment, and physical illness. Capel et al. postulate that TCs are susceptible to burnout due to the increased levels of stress associated with both “helping” roles. Researchers conducted a study to determine the relationship between role conflict, role ambiguity, and six demographic variables on teacher burnout in high school basketball coaches. The six demographic variables included: (a) school enrollment, (b) number of boys’ sports teams, (c) number of girls’ sports teams, (d) years as a head coach, (e) years as an assistant coach, and (f) number of sports coached. Questionnaires were sent to all head basketball coaches in the largest high schools in six western states. Multiple regression analyses were then conducted to determine the predictive influence of the eight independent variables on the (a) frequency and intensity of burnout and (b) emotional exhaustion, depersonalization, and personal accomplishment. Role conflict had the biggest impact on all burnout indicators except for depersonalization (which was best explained by role ambiguity) and personal accomplishment (which was
best explained by number of years as a head coach). In sum, the researchers’ findings indicated that high levels of role conflict were consistently related to high levels of teacher burnout.

Results from a study conducted by Brown and Roloff (2011) further demonstrate the impact role conflict has on teacher burnout. Using the conservation of resources (COR) theory, researchers contend that individuals strive to acquire and retain resources they value and that psychological distress occurs when resources are threatened, lost, or not sufficiently provided to match an individual’s investment. For teachers who occupy multiple occupational roles, researchers stipulate that time, as a resource, is increasingly scarce which can cause individuals to suffer negative consequences to their physical, social, and psychological well-being. Research indicates that an excess of 48-56 hours of work per week is harmful to one’s health (Harrington, 1994) and Savery (1986) indicates that individuals who continue to work at home after leaving work have even higher levels of stress. On average, teachers work over 1,913 hours over 36 weeks—53.14 hours per week (Organization for Economic Co-operation and Development, 2009), while the average full-time employee works 1,932 hours over 48 weeks—40.25 hours per week (Fleck, 2009); subsequently, teachers appear to work, on average, 13 more hours a week than other full-time employees—and this estimate does not include time teachers provide to extra role activities such as coaching.

Brown and Roloff (2011) indicate that extra role activities such as coaching or sponsoring an extracurricular organization encroach upon the time needed to replenish lost resources or invest in other activities. They contend that extra role time (ERT) increases the risk of health problems because it requires additional hours of work and results in further resource depletion. Brown and Roloff hypothesized that those with higher ERT would have high rates of burnout, which they define as a type of physical distress resulting from day-to-day work stressors that
take a toll on employees. They posit that there are three components to teacher burnout: (a) emotional exhaustion, (b) depersonalization, and (c) diminished personal accomplishment. Moreover, they postulate that many teachers occupying additional extracurricular roles use accommodating coping strategies such as downgrading goals and reframing outcomes to prevent conflict. To conserve resources, researchers argue that teachers need to adapt and replenish resources, gain new resources, receive social support, and have decision-making input. Researchers suggest that psychological contract fulfillment, which is defined as “the perception of both parties to the employment relationship, organizational and individual, of the reciprocal promises and obligations implied in that relationship” (Guest & Conway, 2002, p. 22), can offset teacher burnout. In other words, if teachers perceive that administrators “keep promises” by fostering supportive environments, providing them with adequate resources, and respecting and rewarding them for their efforts, it will decrease the likelihood of burnout resulting from ERT.

Researchers collected survey data from teachers who were also speech/debate coaches; surveys measured the following: (a) ERT time, (b) burnout, (c) psychological contract fulfillment, (e) commitment to teaching, and (f) covariates (salary for coaching, number of years coaching, and gender). Results indicated that the higher the ERT, the higher the burnout, and the lower the commitment to teaching; however, when teachers also reported high levels of fulfillment of the psychological contract, the impact of high ERT on teacher burnout and commitment to teaching was no longer significant. These findings suggest that administrators providing a supportive environment and “keeping promises” can offset much of the negative stress associated with the additional time required to occupy dual occupational roles. Although the current researcher recognizes that the role of athletic coach is divergent from the role of speech/debate
coach, the relationship between ERT and psychological contract fulfilment is presumably the same regardless of the professional role(s) occupied.

**Role retreatism.** As stated previously, Brown and Roloff (2011) suggest that it is natural for individuals to downgrade goals or reframe outcomes in order to conserve resources. Further evidence suggests that TCs may prioritize one role at the expense of the other as a coping mechanism to deal with the stress of two competing occupational roles—Grace (1972) refers to this phenomenon as “role retreatism”. TCs tend to cope with role conflict through differential commitments to each role—placing one role (usually coaching) over the other (Sage, 1987). In other words, individuals combat role conflict by selecting one primary role (Massengale, 1980). Staffo (1992) posits that TCs make a stronger commitment to coaching over teaching as they perceive coaching to be their “real responsibility.” Furthermore, many TCs perceive they would not have a job without winning, causing them to prioritize the coaching role. TCs often formulate a coaching identity as they receive more social support and intrinsic and extrinsic rewards for coaching (Sage, 1987). Subsequently, TCs tend to retreat from the teaching role as they feel more rewarded for their accomplishments as coaches (Massengale, 1980). Moreover, Sage (1987) postulates that coaches who cannot cope with role conflict and role overload simply withdraw from the coaching role completely.

Millslagle and Morley (2004) investigated whether or not role retreatism, the domination of one role (usually coaching) over the other, occurs in TCs. Researchers measured retreatism behavior in three areas: (a) professional involvement, (b) commitment, and (c) job perception. Through a national survey, researchers measured outcomes in four categories: (a) teacher/coach demographics, (b) professional involvement, (c) professional commitment, and (d) job perception of the professional role. Results of the survey indicated that the majority (60%) of the TCs
surveyed experienced role retreatism behaviors; however, 40% of TCs surveyed experienced no role retreatism in any of the three categories. Professional involvement was lacking across the board; one-third of the participants indicated no professional involvement in either role. Out of the TCs who did attend a professional conference, most attended such a conference at the local or state level rather than regionally, nationally, or internationally. Participants indicated higher levels of membership in professional coaching organizations than teaching organizations along with higher levels of participation in such organizations. Role retreatism toward the coaching role appeared to exist as measured by professional involvement.

Commitment was measured by the perceived time allotted to each role, the value of each role, the enjoyment of each role, and the effort toward each role during the coaching season and the off-season. During coaching season, the time allotted towards teaching dropped from 72% to 34% and the effort towards teaching dropped from 57% to 22%. Teachers perceived a higher value placed on their coaching ability in-season and a higher value on their teaching ability off-season. Similarly, coaches reported more enjoyment for coaching in-season and equal enjoyment of coaching and teaching during the off-season. The decrease in time allotted to, value placed on, and effort towards teaching during coaching seasons all suggest the existence of role retreatism during the coaching season. A potential contributing factor to role retreatism was illuminated by subjects’ responses in the job perception category, which measured subjects’ self-concepts about the dual role of TC. Forty percent indicated that their perception was similar for both roles; however, 60 percent indicated that they were more motivated by, received more satisfaction from, and experienced higher goal attainment in coaching than in teaching. In sum, role retreatism was experienced by the majority of TCs in favor of the coaching role; furthermore, those that experienced role retreatism behavior also tended to retreat towards the coaching role at the expense of
the teaching role. Data was not disaggregated by sport, gender, nor by subject taught. The study also lacked an analysis of why 60% percentage of TCs did not experience role retreatism; thus, many TCs are able to successfully adapt to dual roles. How is it that some teachers adapt to role conflict, while others cannot?

**Combating Role Conflict**

Ryan (2008) suggests that one way to avoid role conflict and role retreatism is for administrators to hire individuals who have strong commitments to both roles. In other words, he posits that administrators should not hire individuals who already have a strong preference for one role over the other. Researchers provide further suggestions for how to alleviate role conflict and reduce subsequent role strain and burnout. Pitney et al. (2008) found that TCs experiencing less role strain discussed high levels of administrative support and social support. They also found that participants who experienced less role strain clarified their roles with administrators; in other words, they were proactive with administrators in determining what was expected of them and honest about their ability to meet those expectations. Those participants who experienced more role strain, on the other hand, tended to exhibit role accommodation; they suffered silently as they were reluctant to vocalize their concerns to administrators. Researchers contend that administrators must be explicit about their expectations; likewise, TCs should be honest about what they can handle and vocalize their concerns to their administrators before they feel the negative impacts of role strain. Moreover, administrators should be realistic about time commitments required of coaches, provide clear job descriptions during the hiring process, and provide administrative support to offset role conflict and role overload. Sage (1987) and Pitney et al. (2008) suggest reducing role conflict and overload will decrease levels of role strain and burnout experienced by TCs.
Administrators can further offset the stressors associated with extra role time required of TCs by fulfilling the psychological contract (Brown and Roloff, 2011). They can fulfill this contract by “keeping promises” such as providing necessary resources, respecting and rewarding TCs for their time and efforts, and fostering supportive working environments. Sage (1987) provides further suggestions for administrators: provide better training and preparation for coaches, alleviate some of the time demands, and look into hiring full time coaches. Many TCs outside of psychical education do not receive any formal training to be coaches. Thus, administrators may need to provide training during coaches’ off-seasons to improve their coaching pedagogy. Moreover, younger TCs and TCs at small schools appear to need additional assistance, support, and mentoring as they are more likely to suffer from role conflict (Ryan, 2008).

While most researchers made suggestions to reduce role conflict through administrative accommodations, Drake and Herbert (2002) investigated coping mechanisms utilized by TCs to avoid role conflict. Researchers conducted a case study of two experienced, high performing female TCs experiencing low to moderate burnout to explore how they were able to cope with stressors associated with occupying dual roles. Both teachers were selected because they were highly successful TCs who, on a preliminary survey, demonstrated low to moderate levels of burnout. One of the selected teachers was a social studies teacher while the other was a PE teacher who also taught Biology. Both teachers reported experiencing intra-role conflict due to coaching multiple sports per year early in their careers. Interestingly, both reported that they felt as if their hiring was contingent upon agreeing to coach more than one sport and that coaching multiple sports, especially if seasons overlapped, resulted in extremely high levels of stress. Both TCs also indicated experiencing intra-role conflict related to parental expectations. Some parents demanded all players receive the same playing time while others demanded that the best players
play in order to increase the likelihood of winning. Both TCs also reported role conflict between the demands and expectations of coaching and teaching roles. They noted long workdays as the predominant cause of such conflict—reporting 10 to 12 hour workdays during coaching seasons. Participants further noted that stressors were more pervasive in their first years of teaching and coaching. One of the two teachers also reported work-family conflict as she was married with two young children and struggled to balance work demands with the desire to spend time with her family.

Drake and Herbert (2002) indicated that several factors impacted the level of stress and burnout experienced by TCs such as years of experience, point of time during the academic year, school context, and personal life. Both TCs reported high levels of stress in the early years of their career. Stress levels during the academic year appeared to be cyclical in nature reaching their highest points mid-coaching season or when two coaching seasons overlapped. School contexts impacted their respective levels of interrole conflict as administrators varied in their levels of support for teaching and coaching roles. One school context emphasized academics while the other emphasized athletics; however, both TCs reported high levels of commitment to both roles and attempted to excel in each. Lastly, one TC experienced more work-family conflict as she was married with two kids while the other participant was single. Thus, the amount of stress associated with balancing personal and professional lives varied between the two participants as one had more time to commit to work than the other.

Despite experiencing high levels of role conflict, both participants reported a variety of coping strategies, which researchers grouped into three broad categories: (a) personal releases, (b) organizational skills, and (c) mentors. The personal release strategy was a way for the TCs to separate themselves mentally or physically from work. Examples including exercising, partaking
in various hobbies, spending time with family, watching movies, etc. Such personal releases were used intermittently throughout their careers. Both women also reported that they learned early on that to survive in dual roles they must be extremely organized. Making schedules to balance time commitments and adhering to them was crucial. Lastly, both TCs reported the importance of TC mentors. They indicated that they learned by observing their mentors and by discussing work-related problems with them. Through these close mentor relationships they gained teaching and coaching strategies which helped them develop their own teaching/coaching philosophies and styles. Drake and Herbert (2002) suggest that TCs experience unique stressors based on their respective contexts, however, all TCs can benefit from utilizing coping mechanisms such as personal releases, organization skills, and mentor relationships. While Drake and Herbert provide descriptive examples of how two TCs combat role conflict, they provide very little insight into the ways in which schools, administrators, or districts can aid TCs in balancing dual roles. Moreover, researchers ignore the potential advantages and disadvantages of occupying the dual role of social studies teacher and athletic coach in particular.

**Gaps in the Literature**

Researchers of role conflict theory have determined that PETCs frequently experience high levels of stress due to two overlapping yet distinct, and often competing, occupational roles—that of a teacher and a coach. Research indicates that PETCs are prone to role conflict, which can lead to role strain, burnout, and/or role retreatism. Findings further indicate that there is a shortage of athletic coaches, which has resulted in the recruitment of teachers outside of physical education to fill coaching vacancies. Many of these non-PETCs lack formal preparation in coaching. Moreover, research indicates that social studies teachers are commonly TCs.

The research on SSTCs, the second most common TCs, is virtually nonexistent. In fact, studies on the impact of coaching on SSTCs’ classroom environments found contradictory re-
sults. The impact of RC specifically on SSTCs remains uncertain. In designing the current study, the researcher assumed that SSTCs also experience role conflict; in fact, she assumed SSTCs may experience more TCRC because social studies is a core discipline. In increasingly more states, teacher evaluations and teacher compensation are contingent upon student performance on state-mandated standardized tests. Likewise, the social studies curriculum, unlike the PE curriculum, is completely distinct from the training, skill, and content knowledge needed to serve as an athletic coach. Thus, social studies teachers very well may experience more pressure in the role of teaching and less preparation in the role of coaching as compared to PETCs. Moreover, many social studies teachers at the high school level teach multiple subjects within the social studies discipline (U.S. History, World History, Economics, Civics, World Geography, etc.), while many social studies teachers at the middle school level are dually certified in (and thus expected to teach) reading and/or science in addition to social studies. Consequently, SSTCS may frequently prepare to teach more than one subject in addition to preparing for their coaching role(s).

Since social studies teachers are commonly athletic coaches, research is needed to determine the impact of coaching on SSTCs. Thus, in the current study, the researcher conducted a multiple-case study of SSTCs to explore their experiences with RC, their ability to manage it, and its impact on them personally and professionally. The researcher intended to explore both the positive and negative consequences of occupying dual roles simultaneously according to SSTCs. She further hoped to discover coping mechanisms utilized by SSTCs to reduce role conflict and avoid burnout. Moreover, the experiences of selected TCs may demonstrate a need to modify the hiring practices of social studies teachers, the training of TCs, and the support systems provided to TCs. As an educational researcher, the investigator’s goal is to improve the quality of education that social studies students experience by supporting social studies teachers,
who are frequently athletic coaches. Consequently, in order to effectively support SSTCs in providing both quality educational and athletic experiences to students, it was necessary to investigate their experiences as SSTCs.

3 METHODOLOGY

In the current study, the researcher utilized a case study research design, which is typically qualitative in nature; thus, understanding the purpose and characteristics of qualitative research is imperative to comprehending case study design. Qualitative research embodies a constructionist orientation towards knowledge (Crotty, 1998; Merriam, 2009; Stake, 1995; Yin, 2009). According to constructionism, “Truth” is relative, ever changing, and unknowable and biases or “extraneous variables” can never be completely eliminated from research (Crotty, 1998; Merriam, 2009; Preissle-Geotz & LeCompte, 1991). Qualitative methods differ from quantitative methods in that hypotheses and constructs are loosely defined. Interactions between people and contexts are essential and inferences are necessary since social realities are subjective.

Qualitative researchers seek to understand an environment as it is rather than change it; therefore, researchers do their best not to manipulate the environment that they are studying while recognizing that they themselves impact the environment merely by studying it. Validity is obtained through triangulation rather than through the control of extraneous variables and data is based on a variety of sources ranging from the collection of artifacts, to observations, to interviews of participants. Narrative descriptions of data are typically provided resulting in a holistic account of complex phenomena. Qualitative researchers are often answering the question of “how” phenomena occur in a particular context/environment rather than attempting to generalize effects to other populations (Crotty, 1998; Denzin, N. & Lincoln, Y., 2005; Merriam, 2009; Preissle-Geotz & LeCompte, 1991; Sutter, 2006).
Qualitative research illuminates the unique aspects of an environment. In comparison to quantitative research, qualitative research provides a more holistic picture of a particular context due to the in-depth collection and reporting of descriptive data. Qualitative researchers often spend a longer time in an environment, which allows them to gain a better sense of both the participants and the context that they are studying (Merriam, 2009; Yin, 2009). Qualitative researchers are often able to provide a voice to their participants through their subjects’ active participation in the research process. As Preissle-Goetz and LeCompte suggest (1991), there are “no quick fixes” to educational problems (p. 63). Moreover, due to the thorough and descriptive nature of qualitative research, practitioners can draw from qualitative findings to better understand their own educational contexts.

Case Study Design

Case Study Defined

Case studies are typically qualitative in nature as they emphasize the importance of context in determining social realities (Yin, 2009). Merriam (2009) defines case study as an “in-depth analysis of a bounded system” (p. 38). A bounded system is a single entity, a unit that has limits. A case could be a single program, an organization, a classroom, a group of people, or even an individual person. To qualify as a case, there must be a limit to the number of people or organizations involved within that system. The purpose of the case study is to unveil the significant factors characteristic of the phenomenon under investigation. Typically, a case study seeks to determine “how” or “why” some social phenomenon exists (Yin, 2009, p. 4).

Case study design can be used for three purposes of research: exploration, description, or explanation of a phenomenon (Yin, 2009). A case study is typically preferred when studying contemporary events and when behaviors cannot be manipulated. Data collection can include an array of methods—both qualitative and quantitative in nature; however, interviews and partici-
pant observation are the most commonly employed techniques in a case study (Merriam, 2009). Case studies recognize the importance of context, thus the case descriptions are holistic in nature. Like other forms of qualitative research, a case study seeks for meaning and understanding of social phenomena. Moreover, the researcher is the primary instrument of data collection and analysis and the final product is descriptive in nature (Merriam, 2009, p. 39).

Merriam (2009) posits that there are three key features of a case study; it is particularistic, descriptive, and heuristic. By particularistic, Merriam explains that a case study focuses on a particular person, phenomenon, event, organization, etc. The purpose is not necessarily to generalize to other situations but to gain an in-depth understanding of a particular phenomenon. By descriptive, Merriam suggests that a case study is a rich, thick description of the system under investigation. In other words, case studies include various forms of data and a thorough description of both context and the multiple variables interacting within that context. The end product is usually considered holistic, creative, and explanatory. By heuristic, Merriam explains that case studies “illuminate the readers’ understanding of the phenomenon under study” (p. 44). This process can bring enlightenment, revelation, or confirmation about what is already known about a subject.

Case studies can focus on a single site or multiple sites (Merriam, 2009; Stake, 1995; Yin, 2009). A single site case study analyzes a particular context without comparing it to other cases. Single site case study design is typical when it is an extreme/unique case, a representative/typical case, a longitudinal case, a biographical case, or a pilot case for future case studies. Single case studies are often criticized for their lack of generalizability. A multiple site case study is also referred to as a collective case study, which involves collecting and analyzing data from several cases and/or subunits of the original case. Typically, the cases within a collective case study share some common characteristic, or they may be categorically bounded together.
Multiple site studies are generally preferable because data gleaned is assumed more generalizable; however, generalizability is not a major goal in case studies as researchers seek to understand a unique phenomenon within a particular context. Both single case studies and multiple site studies can either be holistic or embedded. Holistic case studies are those in which no distinct subunits are identified while embedded case studies identify distinct subunits within a case, which are analyzed separately (Merriam, 2009; Stake, 1995; Yin, 2009).

**Case Study Rationale**

“The [research] question can provide an important clue regarding the appropriate research method to be used” (Yin, 2009, p. 10-11); thus, the investigator reverted to the purpose of the study: to understand the experiences of SSTCs to find ways to assist SSTCs in succeeding in two distinct, and often competing, professional roles. Consequently, to answer the research questions, it required an in-depth analysis of a distinct phenomenon, the SSTC—the essence of case study design (Yin, 2009, p. 18). Yin posits that for a case study, “a ‘how’ or ‘why’ question is asked about a contemporary set of events, over which the investigator has little or no control” (p. 13). As Yin suggests, the current researcher investigated a contemporary phenomenon, which made a case study more appropriate than other research designs. Moreover, the primary research questions were exploratory in nature as they sought to explore the experiences SSTCs had with role conflict and role satisfaction. Likewise, relevant behaviors could not be manipulated nor controlled which made experimentation or quasi-experimentation inappropriate. Furthermore, case study design emphasizes the importance of context and the researcher recognized the inability to extract TCs from their respective contexts—further removing the plausibility of conducting an experimental design (Yin, 2009).
Multiple-Case Defense

Multiple-case study design is an in-depth analysis of more than one case, while a single case study is an in-depth analysis of one case. Yin (2009) suggests that evidence from multiple case study designs is more compelling than single case designs because there is the possibility of direct replication resulting in powerful analytical conclusions. In multiple-case study design, the researcher replicates the research process for each case separately. While the current researcher recognized that all SSTCs’ experiences are unique, they do share the experience of balancing the dual roles of teaching and coaching simultaneously. Thus, diversity in regards to school, years of experience, subject taught, coaching position (head or assistant), etc. provided a fuller synthesis of the experiences of SSTCs within the selected population. Despite their unique contexts, SSTCs were expected to share some experiences due to the fact that they were all social studies teachers and athletic coaches. Subsequently, using multiple cases of SSTCs increased both reliability and validity by providing a variety of experiences from which to draw conclusions (Merriam, 2009; Yin, 2009). Thus, the current study included multiple cases (SSTCs) for which the researcher replicated the research process. Multiple cases of SSTCs working in different schools allowed comparisons between the experiences of SSTCs under different demands. Furthermore, the investigator was able to conduct a cross-case analysis to provide a synthesis of the shared experiences of selected SSTCs (Merriam, 2009; Yin, 2009).

Participant Selection

Due to the nature of the research questions and the purpose of the study, the researcher used nonprobability sampling, a method of selecting participants that does not use random sampling. Nonprobability sampling, which does not rely on randomization, is the most common sampling method in qualitative research as generalization in a statistical sense is not a goal (Merriam, 2009). Honigmann (1982) suggests that nonprobability sampling is “logical…to solve
qualitative problems, such as discovering what occurs, the implications of what occurs, and the relationships linking occurrences.” Since the investigator sought to understand the experiences of SSTCs and the implications of balancing dual roles, nonprobability sampling was the most rational sampling method to select cases.

Specifically, the researcher engaged in what Patton (2002) refers to as purposeful sampling, which is sampling “based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (Merriam, 2009, p. 77). Purposeful sampling was logical because the investigator desired information-rich cases to study in depth (Patton, 2002). In purposeful sampling, Merriam (2009) suggests first determining selection criteria to identify potential participants for the study. LeCompte and Preissle (1993) refer to this process as “criterion-based selection” and suggest making a list of attributes related to the purpose of the study that will serve as a guide to identify information-rich cases (Merriam, 2009). The purpose of the current study was to understand the experiences of SSTCs in order to find ways to assist them succeeding in two distinct, and often competing, roles; this purpose served as a guide in determining the proceeding participant selection criteria.

School District Criteria

Cases were drawn from the population of SSTCs within a large metropolitan county located in the Southeastern United States. The particular county was selected not only because of its geographic proximity, but also because it contains one of the largest public school districts in the Southeastern U.S., which afforded the biggest population of TCs from which to draw cases. Additionally, the selected school district is competitive both academically and athletically, which allowed the researcher to analyze the impact of coaching in an extremely competitive athletic conference. The investigator purposely did not choose the county in which she was employed as
a SSTC in order to provide some distance between the researcher and the participants. Furthermore, the researcher did not know any of the teacher-coaches in the selected county prior to the study, which minimized selection bias.

**School Sites Criteria**

Participants were selected from a variety of high schools—both public and private—throughout the county selected. High schools were chosen because the researcher was specifically investigating the experiences of high school SSTCs. High school TCs were selected as it is assumed that their coaching expectations and responsibilities exceed that of elementary or middle school coaches due to the longer coaching seasons and the heightened pressure associated with coaching at the high school level. The particular high schools used in the study depended largely on each school’s availability of social studies teachers who currently coached an athletic team and who were both willing and permitted (by their principals) to participate in the study.

**Case Selection Criteria**

Within the population of high schools in the identified county, the investigator used the following criteria to identify specific cases:

- **Teacher-coach.** A teacher-coach (TC) as an individual who occupies the dual role of an academic teacher and an athletic coach simultaneously.

- **Social studies teacher.** A social studies teacher as an individual who instructs students in the social sciences, which include but are not limited to: history, geography, civics/government, economics, and the behavioral sciences (psychology, sociology, anthropology, etc.).

- **High school teacher-coach.** A high school TC is an individual who teaches and coaches at the high school level concurrently.
• **Fall teacher-coach.** A fall TC is an individual who coaches a sport during the fall athletic season (typically between August and November).

**Case Selection**

Having gained IRB approval, the researcher contacted all high school principals within the selected county to gain their permission to conduct the current study at their schools. Once permission was granted, the investigator began what Merriam (2009) refers to as snowball, chain, or network sampling, which involved locating a few individuals who met the criteria established for participation in the study and asking them to refer her to other participants. “By asking a number of people who else to talk with, the snowball gets bigger and bigger as you accumulate new information-rich cases” (Patton, 2002, p. 237). Thus, the researcher contacted principals, athletic directors, social studies/history department chairs, and colleagues who worked in high schools in the county under investigation. She specifically asked contacts to provide current SSTCs a recruitment flyer, which contained a brief overview of the study and her contact information (see appendix A).

Out of the social studies TCs who expressed a willingness to participate in the study, the investigator planned to select three to five SSTCs of fall sports to participate in the study. If necessary, the researcher planned to limit the study to five participants due to the desire to conduct an in-depth analysis of each individual TC’s experience throughout his/her coaching season (Merriam, 2009; Yin, 2009). Feasibly, to gain rich extensive data about each participant as the sole researcher, the investigator needed to limit the study to a manageable number of participants. Using what Glaser and Strauss (1967) coined as *maximum variation sampling*, the investigator attempted to find a variety of cases within the population of SSTCs identified through the snowball sampling technique. Specifically, the researcher sought at least one TC of each primary
fall sport: cross country, football, softball, and volleyball as the demands and expectations of each sport were expected to vary. Despite the desire to maximize variation of TCs, only seven coaches responded to the recruitment flyer—four of whom were football coaches, one of whom was a volleyball coach, two of whom were spring coaches, and all of whom were male. It should be noted that the disproportionate ratio of male to female SSTCs in the research population made the recruitment of female subjects in the current study difficult. Consequently, only five of the coaches fit the original selection criteria. Because four of five potential participants were football coaches, the researcher chose to limit the study to football SSTCs to prevent an imbalanced sample. Once the researcher identified participants who met the criteria for selection in the case study, she sought informed consent from each TC before collecting any data. One of the four football SSTCs, however, failed to provide informed consent once he realized the time commitment it would require; thus, the researcher conducted a multiple-case study of the three remaining football SSTCs, all of whom were employed at different high schools within the same county.

**Data Collection**

Yin (2009) provides three principles to which a researcher should adhere when collecting data for a case study. For one, a researcher should use multiple sources of evidence to allow the investigator to reach a broader range of historical and behavior issues. Triangulation of data increases validity in that support for a researcher’s conclusions is provided by more than one source of evidence. Second, Yin suggests that a researcher create a case study database, which is both formal and presentable, to increase the reliability of the case study. Third, a case study researcher should maintain a chain of evidence, which will also increase the reliability of findings. Yin suggests that the written report should allow an external observer (the reader) to trace the researcher’s steps from the question formation to the conclusions drawn from the data.
The researcher abided by Yin’s principles by collecting multiple sources of data to allow for triangulation, which increased the validity of the findings. As is typical of case study research, the researcher was the primary instrument of data collection and analysis (Merriam, 2009; Stake, 1995; Yin 2009). Over the span of a the 2013-2014 school year, the investigator collected data from each participant, analyzed the experiences of each SSTC separately, and performed a cross-case analysis to explore both the unique and shared experiences of selected SSTCs. To triangulate data for each SSTC, the investigator used multiple forms of evidence. Specifically, the researcher conducted three interviews over the course of each participant’s coaching season, gathered relevant documents such as teaching and coaching schedules, administered the Maslach Burnout Inventory-Educator’s Survey (MBI-ES) to measure participants’ experienced levels of burnout, and participated in ongoing email correspondence. Below, the researcher outlined the specific steps taken in data collection.

**Documents**

After the investigator gained permission from principals to conduct the study at their respective sites and informed consent from each participant, the researcher contacted each participant through email to gather basic demographic data such as: age, gender, years of teaching experience, years of coaching experience, subject(s) currently teaching, sport(s) currently coaching, teacher certification status, and coaching certification status. Subsequently, the researcher solicited and gathered relevant documents from each participant such as: teaching schedules, pre-season conditioning schedules, practice schedules, and game schedules. These documents provided insight into the amount of time each SSTC allocated to each role and provided relevant demographic data about each SSTC and his school context. Throughout the research process, the researcher participated in email correspondence (or “check-ins”) with SSTCs to gain insight into
both their experiences and their level of RC, role strain, burnout, and/or role retreatism. These relevant documents and email correspondence with participants provided a deeper understanding of the demands placed upon participants, the context in which they work, and their unique experiences with RC and TCRS.

**Interviews**

The primary method of data collection utilized was a series of interviews conducted over the course of each participant’s coaching season. According to Merriam (2009), interviews are the best method to use when conducting intensive studies about a few selected individuals. Patton (2002) adds that interviews are frequently utilized when the researcher wants to determine what “is in and on someone else’s mind” (341). “We cannot observe feelings, thoughts and intentions…the purpose of interviewing, then, is to allow us to enter into the other person’s perspective” (Patton, 2002, p. 340-341). The researcher sought to understand the experiences and perceptions of TCs, which could not be easily observed; subsequently, dialogue with participants provided the greatest insight into their perceptions as TCs. Likewise, interviews assisted the investigator in assessing participants’ levels of RC, TCRS, and/or burnout—all of which are typically internal, emotional responses to environmental stimuli.

As the sole investigator, the researcher conducted and audio recorded all interviews. Specifically, she conducted interviews at the beginning, middle, and end of the participants’ coaching seasons to gauge their experiences with RC and TCRS at various points in their coaching season. The rationale for conducting multiple interviews over the course of SSTCs’ coaching seasons stemmed from the results of a case study conducted by Drake and Herbert (2002) suggesting that the point of time during the academic year impacts the level of role conflict experi-
enced by SSTCs. In preparing for the interviews, the researcher adhered to the following guidelines described by Roulston (2010).

Roulston (2010) provides strategies for conducting a “good interview.” She suggests that an interviewer create at least 3-5 open-ended, relevant questions before the interview to serve as a guideline. Consequently, prior to the research process the researcher created interview protocols that were used as guides throughout the interview process (see appendix C). Roulston also advises to select a location with limited distractions and interruptions that is comfortable for both parties. Thus, the investigator traveled to participants’ schools or personal homes outside of school hours. Meeting times and dates were chosen by participants to ensure convenience and decrease the likelihood of disruptions. Roulston further recommends that an interviewer use a funnel structure in which he/she starts with easy questions, builds to hard questions, and ends with easy questions. Therefore, the investigator began with basic demographic questions and built to more personal and probing questions; this strategy intended to relax participants and allow the researcher to elicit descriptive data.

Specifically, initial interview questions focused on gathering background information about the participants themselves and the context in which they work—only then could the investigator begin to understand their experiences as SSTCs. Research questions generated responses about the training and preparation participants received in teaching and coaching, the perceived expectations of their dual occupational roles, and the accommodations or support afforded them by their school/district. The researcher elicited participants’ motivations for becoming SSTCs and the perceived benefits and challenges of managing dual roles. Moreover, the interviewer asked them to provide a picture of what a typical week looked like in-season including how much time was required to perform both roles. Lastly, the researcher asked SSTCs about
their perceived ability to balance both roles and its impact on them personally and professionally; this assisted the researcher in assessing their levels of RS, TCRS, and burnout.

In formulating research questions, the researcher also followed the advice of Roulston in creating “good interview questions.” A good question is short, concise, and open-ended. An interviewer should refrain from using binary or leading questions or using multiple-questions-in-one. Moreover, interviewers should clarify terms used by the interviewee, ask probing questions, and use the interviewee’s words in subsequent questions. Thus, the researcher heeded Roulston’s advice by creating guiding interview questions for each interview. Interview questions were short, concise, and open-ended as Roulston suggests. Likewise, the interviewer refrained from using multiple-questions-in-one and created probing questions, which elicited thick, rich stories from participants. For example, Merriam (2009) recommends using questions which begin with phrases such as “Tell me about...” and avoiding yes-or-no questions in order to elicit stories from participants. For the most part, the researcher avoided binary questions; however, questions gauging the participants’ experiences with role retreatism (i.e. questions that asked SSTCs to compare the time, energy, effort, and value they attribute to each role) were binary as the researcher sought to understand if participants prioritized one role over the other role. Moreover, the binary questions listed on each interview protocol were adapted from a survey created and utilized by Millslagle and Morsley (2004) to measure role retreatism in TCs; Millslagle provided the survey to the researcher via email and granted her permission to replicate or adapt the survey for use in the current study.

All interview questions were informally piloted using colleagues at the researcher’s school who were SSTCs; consequently, potential follow-up questions were provided beneath original questions in the protocol. These secondary questions assisted the researcher in gathering
additional data from mock participants and were frequently used in subsequent interviews with research participants. Overall, the researcher conducted what Merriam (2009) refers to as *semistructured* interviews as she assumed that each TC would define his experiences in a unique way. Thus, the interview questions provided in the protocol served as a guide rather than a script, as questions emerged based on participants’ responses to both interview and survey questions.

**MBI-Educators Survey**

Following the initial interview, the investigator administered the Maslach Burnout Inventory-Educators Survey (MBI-ES), a 22-item questionnaire measuring participants’ experienced level of burnout (see appendix D). The Maslach Burnout Inventory (MBI) created by Christina Maslach, Susan E. Jackson, Michael P. Leiter, Wilmar B. Schaufeli, & Richard L. Schwab (1986) has been recognized for over a decade as the leading measurement of burnout (Maslach et al., 2010). The MBI incorporates over 25 years of extensive research in burnout. Maslach et al. (1986; 2010) defines burnout as, “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity (p. 4).” Thus, the MBI survey addresses the following three burnout subscales: *emotional exhaustion* (feeling one’s emotional resources are expended), *depersonalization* (feeling distant from others), and *diminished personal accomplishment* (a decline in feelings of job competence and/or achievement). Burnout “is conceptualized as a continuous variable, ranging from low to moderate to high degrees of experienced feeling” rather than as “a dichotomous variable which is either present or absent” (Maslach et al., 1986; 2010, p. 5). Thus, the following categories were used to determine a TCs level of burnout:

- **A high degree of burnout.** Reflected by high scores on the Emotional Exhaustion and Depersonalization subscales and low scores on the Personal Accomplishment subscale.
- **An average degree of burnout.** Reflected in average scores on the three subscales.

- **A low degree of burnout.** Reflected in low scores on the Emotional Exhaustion and Depersonalization subscales and a high score on the Personal Accomplishment subscale.

Scores are considered “high” if they are in the upper third of the normal distribution, “average” if they are in the middle third, and “low” if they are in the lower third (Maslach, 1986; 2010, p. 5). Numerical cut-offs are provided in appendix D.

Researchers of role conflict have consistently utilized versions of the MBI survey to measure burnout in TCs. Such researchers include, but are not limited to: Brown and Roloff (2011); Capel et al. (1987); Drake and Herbert (2002); Ha et al. (2011); and Kosa (1990). Moreover, many researchers have conducted studies to assess the reliability and validity of the MBI survey. Such researchers include, but are not limited to: Lahoz & Mason (1989); Maslach & Jackson (1981); Pierce & Molloy (1989); and Rafferty, Lemkau, Purdy, & Rudisill (1986). Overwhelming, these researchers have reported that MBI results and measurements are both reliable and valid. Maslach et al. (1986; 2010) estimates reliability using Cronbach’s coefficient alpha (n = 1, 316). They report the following reliability coefficients for each subscale: .90 for Emotional Exhaustion, .79 for Depersonalization, and .71 for Personal Accomplishment. They further report that the standard error of measurement for each subscale is as follows: 3.80 for Emotional Exhaustion, 3.16 for Depersonalization, and 3.73 for Personal Accomplishment.

At least five studies have investigated the test-retest reliability of the MBI-HSS (Health Science Survey) and while coefficients range, they are all significant beyond the .001 level (Jackson, Schwab, & Schuler, 1986; Lee & Ashforth, 1994; Leiter, 1990; Leiter & Durup, 1996; and Maslach & Jackson, 1981). In general, longitudinal studies of the MBI-HSS have found a high level of consistency within each subscale supporting the claim made by Maslach et al.
(1986; 2010) that the MBI-HSS measures an enduring state. Furthermore, Maslach et al. (1986; 2010) demonstrated validity by correlating individual’s MBI-HSS scores with behavioral ratings made by a person who knew the individual well such as a spouse or a co-worker. MBI-HSS scores were also correlated with the presence of job characteristics, which were expected to contribute to experienced burnout. Scores were further correlated with measures of various outcomes that were hypothesized to be related to burnout. All three sets of correlations provide substantial evidence for the validity of the MBI-HSS and are provided in appendix D.

There are three forms of the MBI which include: the MBI-Human Services Survey (the original measure that was designed for professionals in the human services), the MBI-Educators Survey (an adaptation of the original measure for use with educators), and the MBI-General Survey (a new version of the MBI designed for use with workers in other occupations). For the current study, the MBI-Educators Survey (MBI-ES) was utilized to measure the level of burnout in selected SSTCs. The only modification of items in the MBI-ES from the MBI-HSS is to change the word “recipient” to “student” as students are the educators’ recipients. At least two known studies have substantiated the validity and reliability of such changes: Iwanicki and Schwab (1981) and Gold (1984). The results of Iwanicki & Schwab and Gold further validate the three-factor support structure of the MBI-ES. Moreover, Iwanicki and Schwab report Cronbach alpha estimates of .90 for Emotional Exhaustion, .76 for Depersonalization, and .76 for Personal Accomplishment; Gold reports estimates of .88, .74, and .72, respectively.

Thus, under the assumption that the MBI survey is both a valid and reliable measure of burnout, the researcher utilized the MBI-ES to gauge the level of experienced burnout for individual SSTCs by assessing their levels of emotional exhaustion, depersonalization, and diminished personal accomplishment. The MBI-ES was purchased from the online provider, Mind
Garden, Inc. and was administered through a virtual link, which the provider sent to the researcher via email to distribute to the participants. Individual SSTCs accessed the survey through an emailed link and results were sent to both the researcher and to Statistics Solutions. Statistics Solutions consists of a team of Ph.D. research methodologists and statisticians specializing in psychological survey instruments, research design, data analysis, sample size, conducting the appropriate statistics and formulating the results. Statistics Solutions provided the researcher with the statistical analysis of the results as well as the raw data itself. Furthermore, scoring guides and instructions (see appendix D) were provided to the researcher in the MBI Manual (Maslach et al., 1986; 2010). While the researcher compared levels of burnout between SSTCs, the results were not generalized to the general population of SSTCs as the sample size was too small and the researcher used nonprobability sampling. Instead, MBI-ES results served two main functions: triangulation of RC data and stimulation of subsequent interview questions.

**Follow-up Interviews**

After the researcher analyzed the MBI-ES results, a second interview was conducted mid-season. Interview questions were guided by the “mid-season questions” listed in the interview protocol but additional questions emerged based on participants’ initial interview responses, the results of the MBI-ES, document analysis, and ongoing email correspondence. Essentially, mid-season interview questions asked participants to tell the researcher about their school year thus far. She asked TCs about their classes, their team, and their lives outside of work. For example, the researcher asked participants to walk her through a typical day in their shoes and analyze the amount of time they spend at work and the amount of time they spend preparing for work outside of school. She used participants’ responses to initial interview questions as well the MBI-ES results to elicit thick, rich stories about their experiences. The researcher then utilized
survey questions provided by Millslagle to gauge participant’s experiences with role retreatism. The investigator also asked participants to clarify any questions that arose during data analysis; moreover, she elicited examples of emerging categories, or themes, based upon initial interview data and MBI-ES results.

Following the analysis of mid-season interview questions, the investigator conducted a third interview after the coaching season. Guided by the “post-season interview questions” listed in appendix C, the researcher asked participants to reflect upon their semester including both triumphs and challenges. She asked them to assess how well they managed dual roles, how they coped with challenges, and what (if anything) could have helped them to be more successful in each role. Additional questions emerged based on their responses to the mid-season interview questions and their semester reflections. The researcher further asked participants to compare how their lives changed in the off-season and if they planned to continue in their role as a SSTC. The investigator also asked SSTCs to provide advice to those interested in becoming SSTCs.

The researcher debriefed each participant by providing him with a tentative analysis of the data. She asked participants to verify her interpretations of their experiences and presented them with the tentative categories, or answers to her research questions. Treating participants as collaborators, the researcher allowed participants to modify, add, or delete information as they saw fit. Typically, they offered additional examples to support categories. Additional member checks with participants were employed via email to clarify questions that arose or discrepancies that were found during data analysis.

Data Management

As both Merriam (2009) and Yin (2009) suggest, a data management plan is necessary to keep data organized so that it can be easily accessed during both the analysis and writing pro-
cess. The first management technique the researcher utilized was to identify each piece of data by the case from which it was collected. She used the initials of SSTCs to identify each case (Example: JW). She also coded each piece of data by type and date collected (Ex: JW_interview_10.11.12). All data was then organized into an electronic case study database containing a detailed case study inventory. Every time a new piece of data was collected it was added to both the database and the inventory. The data itself was organized into electronic folders representing each individual case (Example: JW). A folder named CC_MEMOS was also created to hold cross-case memos. Memos are the researcher’s notes written during the data analysis process. Within each individual case folder, subfolders differentiating each type of data were created and labeled: survey, interview, document, and memos (Ex: JW_survey). The database was electronic and saved to the researcher’s firewall- and password-protected personal computer.

As Yin (2009) suggests, the investigator included a thorough narrative account of each individual case in the written report including direct quotes to support interpretations of the data. The case study database assisted the researcher in creating such a narrative while simultaneously organizing data for data analysis.

**Data Analysis**

According to Merriam (2009), “data analysis is the process of making sense of the data” (p. 175). This meaning making process involved consolidating, sorting, and interpreting what SSTCs said in interviews and emails, the documents they provided, and their survey responses. In other words, the data analysis process is the method of determining the answers to the research questions. In qualitative research, data collection and analysis are typically a simultaneous process (Merriam, 2009); thus, the researcher analyzed data as it was collected and such analysis affected the type of data collected in the subsequent stage of data collection. Merriam contends that all qualitative data analysis is primarily inductive and comparative and draws heavily from
the constant comparative method of data analysis first proposed by Glaser and Strauss (1967). While Glaser and Strauss used constant comparative method as a means for developing grounded theory, Merriam (2009) contends it is an analysis technique easily adapted and frequently used in qualitative research of all kinds. The constant comparative method allows the researcher to construct and revise categories by continuously comparing patterns and themes emerging out of the data. In the current study, the researcher’s constant comparison of themes and patterns within each case and between cases ultimately led to a deeper understanding of the experiences of SSTCs.

According to Merriam (2009), the initial step of data analysis is to break down the data into smaller segments so that each unit can be compared to similar units; ultimately, these small units are brought back together to illuminate the answers to the research questions. For example, a single interview was divided into various sections such as a segment on work-family role conflict and another on role retreatism; these units of data were then compared to similar data segments in subsequent interviews or documents. The names of these units of data are often referred to as categories, themes, or patterns—or even the answers to research questions. Merriam defines categories as “conceptual elements that ‘cover’ or span many individual examples of the category” (p.181). In other words, a category is not the data itself but an abstract construct derived from the data capturing a recurring pattern that permeates the data. Throughout the research process, original categories may merge into a broader category or become subcategories. Once initial categories have been created, Marshall and Rossman (2006) visualize the categories as “buckets into which segments of text are placed” (p. 159). The process of creating categories is inductive as the researcher must begin with data, break it into segments, cluster similar segments together, and name the cluster. As the investigator collected and analyzed data, however, the process be-
came more deductive as she determined if new data fit into the tentative categories that she previously created. Saturation occurred when “no new information, insights, or understandings [were] forthcoming” (Merriam, 2009, p. 183).

The names of categories were derived from one of three places: the researcher, the participants, or prior literature (Merriam, 2009). While Merriam warns that “borrowed classifications” from prior literature may hinder the generation of new categories, they served as a guide for naming categories in the current study. For example, the researcher “borrowed” certain categories from prior research such as TCRC (Locke and Massengale, 1978), role overload, role ambiguity, role incompetence, role incongruity (Pitney et al, 2008), role retreatism (Millslagle and Morley, 2004), and work-family conflict (Sage, 1987). Additional categories, however, such as role under-compensation and role misconception emerged from the coding of data throughout the study. Categories constructed during data analysis met the criteria prescribed by Merriam (2009) in that categories were: a) responsive to the research questions through alignment of categories with the research purpose, b) as sensitive to the data as possible by illuminating the nature of the data included, c) exhaustive enough to encompass all relevant data, d) mutually exclusive in that a relevant unit of data could be placed in only one category, and e) conceptually congruent in that all categories were at the same conceptual level (p. 186).

**Constant Comparative Analysis**

Before data could be categorized it had to be coded by the researcher. First, data was labeled and sorted into the data management system (Yin, 2009). As stated previously, the researcher kept a case study database and a case study data inventory. Each time new data was collected, it was added to both the database and the inventory. For example, after initial documents such as teaching and coaching schedules were collected, the investigator began analyzing the
documents by writing notes in the margin—a process which is often referred to as “coding.” According to Merriam (2009), coding is “the process of making notations next to bits of data that strike you as potentially relevant for answering your research questions” (p. 178). Coding allowed the researcher to capture thoughts, stimulate ideas, and formulate further questions to ask during interviews. The purpose of coding was to create categories, or themes, in which subsequent data could be sorted.

In the beginning stage of data collection and analysis, the researcher engaged in what is referred to as “open coding” as she was open to any possible answer, pattern, or theme that may have emerged in the data. Assigning open codes led to the construction of categories, which allowed the researcher to group comments and survey responses that seemed to fit together—Merriam (2009) refers to this grouping of similar codes as “analytical coding.” As more data was collected, coding became increasingly analytical. Merriam further suggested creating a running list of code groupings, which the investigator kept on a separate memo labeled TC_CODES. Moreover, the initial document analysis allowed the investigator to begin to quantify the amount of time each SSTC allotted to each professional role (teaching and coaching). Such knowledge influenced subsequent interview questions about time management and the balancing of dual roles. Likewise, initial email correspondence with participants allowed the investigator to gather relevant demographic data such as gender, years of experience, subjects taught and sports coached, etc.; demographic data also influenced the types of questions asked in follow-up interviews.

Following the initial round of interviews, the researcher transcribed the data and saved it to her case study database and inventory. Following transcription, she continued the process of coding the data. As indicated previously, the investigator first coded each piece of data collected
by the participants’ initials, type of data, and date collected (JW_survey_10.10.13); this coding system allowed her to retrieve specific types of data quickly and easily. Second, the researcher read each SSTC’s interview data several times, making notes in the margins and commenting on the data. In addition, the investigator wrote case memos, or reflections, for each SSTC that indicated emerging patterns, themes, or categories and identified areas to pursue in the next round of interviews. Memos were identified by the case and the date in which they were written (JW_memo_10.10.13). In addition, the researcher wrote a cross-case memo (labeled as CCmemo_10.10.13), which allowed her to reflect upon patterns or themes emerging across cases. Cross-case memos were kept in a separate folder in the database entitled CC_MEMOS. Constant comparative analysis both within and across cases strengthened both the internal validity and reliability of the researcher’s claims and assisted her in the final data analysis (Merriam, 2009; Yin, 2009).

After the MBI-ES was administered, the investigator analyzed the results of the survey for each participant individually. Specifically, survey results indicated the experienced burnout level for each SSTC and disaggregated the data into the level of emotional exhaustion, depersonalization, and diminished personal accomplishment experienced by each TC. SSTCs were categorized as experiencing a high degree of burnout, an average degree of burnout, or a low degree of burnout in each category. As the researcher analyzed the MBI-ES results, she continued to code the data. Additionally, the researcher’s analysis of individual SSTCs’ experienced level of burnout in each subscale guided subsequent interview questions for individual SSTCs. The investigator wrote individual case memos to reassess and revise prior categories and formulate or elicit subsequent interview questions for each case. Finally, the researcher composed another cross-case memo, which compared survey results across SSTCs to test prior theories, hunches, or
propositions. All memos were coded and added to the case study database as indicated previous-
ly.

Following each subsequent interview, the investigator repeated the coding process indicated above. The final number of research categories depended largely on the data that emerged. Adhering to the requirements for categories outlined by Merriam (2009), a large number of categories emerged in the beginning, but were later combined with similar categories or made into subcategories beneath broader themes as more data was collected. In sum, the researcher constantly compared new data to prior findings to reevaluate and revise patterns, themes, and categories. Constant comparative analysis allowed the investigator to organize and refine emerging categories throughout the research study—a process that undoubtedly assisted in the final data analysis. As Merriam (2009) contends, “without ongoing analysis, the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed”; however, “data that has been analyzed while collected is both parsimonious and illuminating” (p. 171).

**Cross-Case Synthesis**

Yin (2009) argues that a researcher needs a predetermined analytical strategy before case study data is analyzed; such a strategy guides the researcher in crafting the story of each case by treating the evidence fairly, producing analytic conclusions, and ruling out alternative interpretations. Yin posits that there are four general analytic strategies that can be used in any combination: relying on theoretical propositions, developing a case description, using both qualitative and quantitative data, and examining rival explanations. The guiding strategy for this case study relied on theoretical propositions as the research questions were grounded in role conflict theory and related to research on role strain, burnout, and role retreatism in TCs. Thus, the researcher’s
data analysis led to categories, or themes, relevant to these theoretical propositions. However, the investigator simultaneously developed case descriptions, which provided a holistic narrative account of each case. Contextual factors were thoroughly described in each case description as they were inextricably related to the experiences of each SSTC. Likewise, the investigator examined rival explanations throughout the analysis process by continuously comparing data against categories that emerged. Moreover, while the researcher relied heavily on qualitative data, the MBI survey did quantify the level of burnout experienced by each SSTC; while the sample size was too small to generalize to the population of SSTCs, survey results did allow the investigator to assess the individual SSTCs’ level of burnout.

Once an analytic strategy is chosen, Yin (2009) suggests that there are five analytic techniques typically utilized in case study research: pattern matching, explanation building, time-series analysis, logic models, and cross-case synthesis. Because an exploratory multiple-case study was conducted, the researcher chose to use the cross-case synthesis analytical technique. In the cross-case synthesis technique, each case is treated as a separate study, and then findings are aggregated across the separate cases (Yin, 2009). Thus, the investigator analyzed each unique case to determine the answers to the research questions. In other words, she explored each SSTC’s individual experience with role satisfaction and role conflict, how occupying dual roles impacted each SSTC personally and professionally, and how each SSTC managed role conflict. Moreover, the researcher theorized ways in which schools and/or school districts could better support each individual SSTC. In large part, the investigator used the individual case memos and the running code list to assist her in further sorting individual data into categories by the codes that emerged throughout the constant comparative analysis process. Categories served as the answers to the research questions for each case. An individual case analysis was then written for
each TC, labeled (JW_caseanalysis_10.10.13), and saved to the case study database and inventory.

After the researcher analyzed each case individually, she conducted a cross-case synthesis in order to determine if there were common themes, or explanations, to answer the research questions. In large part, the investigator utilized the cross-case memos and the individual case analyses to compare and contrast the experiences of SSTCs. In other words, she used the individual case analyses to compare the categories, or answers to research questions, within and across each case. Subsequently, answers to research questions were synthesized across SSTCs. As Yin (2009) suggests, the researcher used visual diagrams to assist her in both sorting data and drawing cross-case conclusions. She created a theoretical model, which linked the categories together in a meaningful way (Merriam, 2009).

Through cross-case analysis, the researcher was able to provide a synthesis of selected SSTCs’ experiences balancing dual roles. While this synthesis is by no means generalizable to all SSTCs, this multiple-case study provides and in-depth description of both the unique experiences of selected SSTCs and similarities between their experiences. Research questions were answered for each TC individually and synthesized across cases. This cross-case synthesis served as comparison of both the unique and the shared experiences of SSTCs; only through such exploration can educational researchers determine ways to support SSTCs in effectively managing dual professional roles. Assisting SSTCs in combating RC and role strain will likely improve the quality of their instruction both in the classroom and on the field, so-to-speak.

Ethics

Ethics include, but are not limited to, the protection of subjects from harm and the protections of subjects’ right to privacy; for example, researchers should obtain informed consent before data is collected and use minimal deception throughout the research process. First and fore-
most, the current researcher gained informed consent in writing from all participants (see appendix B) before any data was collected; in other words, participants were provided the purpose of the study and an overview of the research process so that they could make an informed decision about whether or not to participate in the study. The investigator verbally explained the sustained commitment required of participants to gather meaningful data, but also reminded participants that they could withdraw from the study at any time.

To protect participants’ right to privacy, confidentiality was maintained throughout the research process. First, the researcher masked the identities of both schools and participants by using pseudonyms on all data files and documents. All data was first coded and then stored to the researcher’s personal password-locked, firewall-protected computer; the code sheet identifying participants and their school sites was kept separate from the data and stored in a locked file cabinet in the researcher’s personal office. All identifying documents including, but not limited to audio recordings were destroyed upon completion of the study resulting in only de-identified data.

While the investigator inevitably impacted the environments that she studied, the desire was to minimize any negative effects. Consequently, the researcher carefully considered how the purpose of the study, the collection techniques, the analysis, and the presentation of data would ultimately portray individuals or communities. The purpose of the current study was to find ways to assist SSTCs in successfully balancing dual professional; thus, through the use of interviews and member checks, the researcher provided SSTCs the opportunity to explain their experiences for themselves—providing them a sense of agency and an outlet to voice their concerns. Moreover, the investigator minimized researcher bias by investigating a county other than the one in which she worked as a SSTC, providing distance between the research study and the researcher.
Likewise, she provided a thorough account of her subjectivities in Chapter One and remained vigilant in her effort to separate her personal experiences and perceptions from those of the participants.

In order to promote ethics further, member checks were employed to ensure that interpretations made by the researcher were in fact, plausible. Specifically, the researcher used member checks through email and the final interview to clarify or elaborate upon findings as needed. Consequently, participants acted as collaborators throughout the research process. By employing Merriam’s (2009) strategies of triangulation, member checks, multiple cases, and rich, thick case descriptions, the investigator promoted validity and reliability of the current findings. Above all, the researcher kept the participants’ best interests in mind and credited them for their time, effort, and input.

**Limitations**

Qualitative case study research is typically more time consuming and more expensive than quantitative research due to its longitudinal nature and the need to gather rich, thick data through multiple sources (Merriam, 2009; Stake, 1995; Yin, 2009). Likewise, it relies heavily on the cooperation and commitment of both researchers and participants for extended points of times (Preissle-Goetz and LeCompte, 1991). For example, while the researcher originally wanted to maximize the variation of cases by including both males and females and by selecting SSTCs of different sports, the limited number of participants willing and able to participate in the study forced her to adjust the selection criteria. Likely, the amount of time needed for the researcher to gain a comprehensive account of SSTCs’ experiences throughout their coaching season prevented many SSTCs from joining the study. However, football coaches appear to be one of the only (if not the only) high school sports that practice year-round, which provided great insight into the experiences of a year-round SSTCs.
Moreover, the present investigation may be criticized because results are not generalizable to all SSTCs as each TC’s experience is invariably dependent upon his/her context. While reliability and validity concerns often arise in case study research due to its qualitative nature, the use of multiple cases, the triangulation of data, and the employment of member checks decreased such limitations in the current study. The research results may not generalize to all SSTCs’ experiences; however, the current study results expand upon and augment the prior research literature on role conflict in TCs by focusing on SSTCs. Subsequently, results of this study hope to stimulate a discussion about additional training, accommodations, and/or support systems that may be needed to assist SSTCs in successfully balancing dual occupational roles. Additional research is still needed to investigate how some TCs are able to combat role conflict, withstand burnout, and avoid role retreatism altogether. Likewise, researchers should further investigate the hiring practices of administrators and the administrative support and/or accommodations needed to assist SSTCs occupying dual professional roles simultaneously.

Summary

In the current chapter, the investigator provided a descriptive account of the research design, participant selection, data collection, and data analysis process. Specifically, the researcher conducted a multiple-case study of three SSTCs in a large county located in the Southeastern United States. Participants were selected based on a set of predetermined selection criteria (current high school social studies teacher-coaches of a fall sport) and recruited through a flyer that was disseminated to principals, athletic directors, department chairs, and other school contacts. After providing informed consent to partake in the study, participants engaged in three interviews throughout the course of their coaching season and completed the MBI-ES. Through constant comparative analysis and cross-case synthesis techniques, data was continuously coded and
added to the electronic database. Moreover, data was continually analyzed in light of emerging categories, or themes, which served as tentative answers to the research questions; subsequently, these categories were modified throughout the research process.

The following three chapters provide the results of the research study. Specifically, Chapter Four presents rich, thorough case descriptions of each SSTC and his school site. Chapter Five provides the results to the first research question, while Chapter Six presents the results to the second research question. Within each results chapter, the researcher presents a detailed analysis of each case individually; subsequently, the researcher provides a cross-case comparison of all three SSTCs, which synthesizes the individual case analyses for each research question. Lastly, in Chapter Seven the investigator discusses the implications of the research findings, strengths and limitations of the current study, and suggestions for additional research needed in the field.

4 RESULTS: CASE DESCRIPTIONS

The researcher’s purpose in conducting this study was to explore the experiences of social studies teacher-coaches (SSTCs) over the course of a coaching season. More specifically, the investigator aimed to explore the personal and professional impact of balancing dual professional roles simultaneously. Prior research indicates that TCs, particularly Physical Education TCs (PETCs) often experience what is referred to as role conflict and a heightened level of stress, strain, or burnout due to the incompatibility of occupying two professional roles concurrently. Very few such studies focus on the unique experiences of SSTCs; likewise, researchers often disregard the perceived benefits that accompany the occupation of dual roles. Other aims of the researcher were to explore how SSTCs manage role conflict and avoid burnout, as well as to unveil
their perceptions of how schools and/or districts can assist SSTCs is successfully balancing both professional roles.

In the current study, the researcher conducted an exploratory case study of three SSTCs in the same large suburban county in a southeastern U.S. state. SSTCs were selected who occupied both a high school social studies position and a fall coaching position for the 2013-2014 school year. After gaining IRB approval from both the university and the school district and receiving site approval from administrators, emails that included an attached participant recruitment flyer were sent to all athletic directors and social studies department chairs in the county under study. Five SSTCs who met the selection criteria responded to the flyer. All of the potential participants were male and four of them were football coaches. The fifth interested participant was a varsity volleyball and eighth grade basketball coach. Due to the disproportional selection of potential participants, the researcher decided to limit the study to football coaches as it represented the vast majority of available participants. Limiting the study to football SSTCs allowed the researcher to make comparisons across coaches of the same sport working at different schools within the same county. Before data collection commenced, the researcher gained informed consent from three of the four participants. The fourth potential participant opted out of the study because of time constraints associated with his role as head football coach at a Title I (economically disadvantaged) school in a highly competitive athletic district.

The remaining three participants comprised a multiple-case study of varsity football coaches who taught high school social studies. For each participant, the researcher conducted a series of interviews, collected various documents, and administered the Maslach Burnout Investigator-Educators Survey (MBI-ES). Specifically, three semi-structured interviews were conducted with each SSTC individually. The first interview was conducted at the beginning of the football
season, the second was conducted mid-season, and the last was conducted post-football season. The investigator administered the MBI-ES following the first interview; survey results, which guided proceeding interview questions, served to gauge each SSTC’s experienced level of burnout. The researcher also collected documents such as teaching schedules, coaching schedules, lesson plans, and practice plans throughout the interview process. Email correspondence with participants provided the investigator member checks to clarify interview responses and afforded further explanation of participants’ responses to survey questions. Throughout the data collection process, the researcher used the constant comparative method to analyze data as it was collected, which influenced succeeding interview questions.

While data was collected, the researcher conducted both a within-case analysis of each individual case study and a cross-case synthesis of participants’ experiences. She wrote within-case memos and cross-case memos after each step in the research process. In the following three results chapters, the investigator provided an overview of each case study and both a within-case analysis and cross-case synthesis of the data pertaining to each research question. Specifically, in Chapter Four, the researcher provides a thorough overview of each SSTC, his personal and professional background, an analysis of his school environment, and an overview of his teaching and coaching schedule during the 2013-2014 school year. In Chapter Five, the researcher presents the results for research question one, which pertained to the personal and professional impact of balancing dual professional roles on SSTCs. In Chapter Six, the investigator offers the results for research question two, which related to the ways in which SSTCs managed role conflict to avoid burnout.

**Case Study Overview**

In this section, the researcher provides a general overview of the participants and their school environments. All participants met the following selection criteria as identified in Chapter Three.
In other words, participants were social studies teachers who coached a varsity sport during the 2013-2014 fall athletic season (from August through November/December). In addition to meeting the noted selection criteria, participants shared several characteristics. All three participants were Caucasian males who coached varsity football and taught social studies at a high school in the same county during the 2013-2014 school year. Each participant had at least five years of experience as a SSTC and at least one graduate degree. Moreover, all three SSTCs were married with children. Despite these similarities, each participant worked in a different high school in a unique school community. Likewise, each participant differed in his professional background, years of experience, subjects taught, and position coached. The investigator provided a profile of participants in Table 4.1. Participants and their school sites were assigned pseudonyms to protect their anonymity.

**Table 4.1**

**Participant Profiles**

<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Degree</th>
<th>Teaching Experience*</th>
<th>Coaching Experience*</th>
<th>Subjects Taught</th>
<th>Coaching Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td>Ed.S. in Curriculum and Instruction</td>
<td>6</td>
<td>6</td>
<td>Law (CP) &amp; World Geography (CP)</td>
<td>Assistant varsity football coach (defensive lineman &amp; equipment coach)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jason</td>
<td>Ed.S. in Curriculum and Instruction</td>
<td>20</td>
<td>20</td>
<td>US History (CP, ESOL, &amp; Honors)</td>
<td>Assistant varsity football coach (runningback &amp; equipment coach)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fredrick</td>
<td>MA in Business Administration</td>
<td>18</td>
<td>18</td>
<td>Economics (CP &amp; Honors)</td>
<td>Head varsity football coach</td>
</tr>
</tbody>
</table>

*Experience: Number of years teaching/coaching including the 2013-2014 school year.

All participants were employed at high schools located in suburban communities in the same county located in a southeastern U.S. state. A profile of each participant’s school site was presented in Table 4.2. Two of the school sites (Northridge and Pine River) were public, serving over 3,000 students, while one school site (Walden) was private, serving under 500 high school
students. Schools differed by enrollment, demographic composition of the student population, and amount of students receiving Title I, ESOL, and Special Education services.

**Table 4.2**

**School Site Profiles**

<table>
<thead>
<tr>
<th>Participant</th>
<th>School</th>
<th>Public/Private</th>
<th>Location**</th>
<th>Enrollment*</th>
<th>Title I***</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td>Pine River</td>
<td>Public</td>
<td>Suburban</td>
<td>3,208</td>
<td>34%</td>
</tr>
<tr>
<td>Jason</td>
<td>Northridge</td>
<td>Public</td>
<td>Suburban</td>
<td>3,397</td>
<td>65%</td>
</tr>
<tr>
<td>Fredrick</td>
<td>Walden</td>
<td>Private</td>
<td>Suburban</td>
<td>455</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Enrollment: the total number of high school students in attendance during the 2013-2014 school year.
**Location: the location of the school in a suburban, urban, or rural community.
***Title I: the percentage of students who are eligible to receive free or reduced lunch based on their household income as determined by the federal government for the 2013-2014 school year.

In the following sections, the researcher provides a thorough description of each participant and his school site.

**David/Pine River High School**

David earned a BA in history, a secondary teacher certification in social studies, a MA in Health Studies, and an Ed.S in Curriculum and Instruction. He majored in history and played five years of Division I college football. Following his student teaching experience, he accepted a teaching and coaching position at Pine River High School, a public school that was located in the community in which he grew up and currently lived. David had coached football and taught social studies at Pine River for six years including the 2013-2014 school year. David currently taught College Preparatory (CP) World Geography to freshmen and Introduction to Law to seniors. College Preparatory is a term used by the state to describe core courses that all students are required to complete to receive a college preparatory high school diploma, which prepares them for matriculation into a post-secondary institution. David was an assistant varsity football coach who specialized as the defensive lineman coach and the equipment manager. David completed
both his master’s degree and specialist degree online while he was teaching and coaching at Pine River. He was married with two kids, aged three and six.

**Table 4.3**

**David’s Work Schedule**

<table>
<thead>
<tr>
<th>Day</th>
<th>Schedule</th>
<th>Teaching Hrs</th>
<th>Coaching Hrs</th>
<th>Total Hrs</th>
</tr>
</thead>
</table>
| Mondays | 6:30 AM: Arrival  
7:00 AM - 12:00 PM: Teaching  
12:00 PM - 12:30 PM: Lunch  
12:30 PM - 6:30/7 PM: Coaching responsibilities (Laundry, practice preparation, introduce opponent: scouting report & film, & coach practice) | 5            | 6.5          | 11.5      |
| Tuesdays| 6:30 AM: Arrival  
7:00 AM - 12:00 PM: Teaching  
12:00 PM - 12:30 PM: Lunch  
12:30 PM - 6:30/7 PM: Coaching responsibilities (Practice preparation, coach practice, view/critique practice film) | 5            | 6.5          | 11.5      |
| Wednesdays | 6:30 AM: Arrival  
7:00 AM - 12:00 PM: Teaching  
12:00 PM - 12:30 PM: Lunch  
12:30 PM - 2 PM: Planning (Create lesson plans & grade)  
2 PM - 6:30/7 PM: Coaching responsibilities (Practice preparation, coach practice, view/critique practice film) | 6.5         | 5            | 11.5      |
| Thursdays | 6:30 AM: Arrival  
7:00 AM - 12:00 PM: Teaching  
12:00 PM - 12:30 PM: Lunch  
12:30 PM - 8:30 PM: Coaching Responsibilities (Practice preparation, coach practice, view/critique practice film, watch JV football game) | 5           | 8            | 13        |
| Fridays | 6:00 AM: Arrival (makes copies)  
7:00 AM - 12:00 PM: Teaching  
12:00 PM - 12:30 PM: Lunch  
12:30 PM – 1 AM: Coaching responsibilities (Game preparation/travel, coach Varsity football game, travel/debrief, input/code game film) | 6           | 12.5         | 18.5      |
| Saturdays | 7:30 AM: Arrival  
8 AM - 1:30/2 PM: Coaching responsibilities (Coach players’ workouts, view/critique game film, do laundry, attend coaches’ meeting, input/breakdown upcoming opponent’s film) | 0            | 6            | 6         |
| Sundays | Coaches’ responsibilities (Attend coaches’ meeting, do laundry, create scouting report, create script) | 0            | 6            | 6         |

**Total Hours Spent Weekly in Each Role:** 27.5 50.5 78

**Percentage of Time Spent in Each Role:** 35.3% 64.7%
An overview of David’s teaching and coaching schedule during the fall 2013-2014 school year, including the amount of hours spent weekly in each role, is presented in Table 4.3. During the fall semester, David worked approximately 78 hours per week, 27.5 of which were spent in his teaching role and 50.5 of which were spent in his coaching role. In other words, he allotted approximately 35% of his time towards his teaching role and 65% of his time towards his coaching role.

Pine River was a large public high school located in a suburban community in a large county in a southeastern U.S. state. It served approximately 3,208 students with a fairly equal distribution of males (52%) and females (48%). The student body was ethnically diverse with 33% of the student population identified as white, 26% as black, 24% as Asian, 13% as Hispanic, and 3% as other. Approximately 34% of the student body was eligible for free and reduced lunch (Title I), 1% of the student body was classified as ESOL (English to Speakers of Other Languages), and 9% of the student body received special education (SPED) services. Pine River’s Career and College Readiness Performance Indicator (CCRPI) score in 2012-2013 was 88.8 (out of 100), their students’ average SAT score was 1572, and their students’ average ACT score was 23.

Pine River operated on a four by four 90-minute block schedule, which meant that full-time teachers such as David taught three 90-minute classes per day with one 90-minute planning period. Because they saw the same students daily for 90 minutes, non-Advanced Placement courses like those that David taught ended at the semester break. In the spring, David would teach a new group of students. The average number of students per section enrolled in David’s social studies classes was 32, which meant he taught approximately 96 students per semester. During the fall semester, he taught two World Geography classes and one Law class (and vice
versa in the spring). There were 23 social studies teachers at Pine River, 15 of whom were male (52.2%) and eight of whom were female (34.8%). Of the 23 social studies teachers, eight of them coached a varsity athletic sport; in other words, 34.8% of social studies teachers at Pine River were SSTCs. An analysis of the social studies department by gender is presented in Table 4.4.

**Table 4.4**

**Social Studies Department Analysis by Gender (PR)**

<table>
<thead>
<tr>
<th></th>
<th>Coaches</th>
<th>Non-Coaches</th>
<th>Percent Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td>7</td>
<td>8</td>
<td>46.7%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>1</td>
<td>7</td>
<td>1.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8</td>
<td>15</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

At Pine River, there appeared to be a strong correlation between gender and SSTCs as 46.7% of male social studies teachers were varsity athletic coaches while only 1.3% of females were such.

**Table 4.5**

**Athletic Staff by Discipline Taught (PR)**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Head Coaches</th>
<th>Assistant Coaches</th>
<th>Total Coaches</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4.1%</td>
</tr>
<tr>
<td>MATH</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>10.2%</td>
</tr>
<tr>
<td>SCI</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6.1%</td>
</tr>
<tr>
<td>SS</td>
<td>5</td>
<td>6</td>
<td>11</td>
<td>22.4%</td>
</tr>
<tr>
<td>PE</td>
<td>6</td>
<td>6</td>
<td>12</td>
<td>22.5%</td>
</tr>
<tr>
<td>FL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SPED</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>10.2%</td>
</tr>
<tr>
<td>OTHER**</td>
<td>2</td>
<td>9</td>
<td>11</td>
<td>22.4%</td>
</tr>
</tbody>
</table>

*Percentage: The percentage of total coaches from each discipline
**Other: Coaches who are not designated as teachers (community/lay coaches, administrators, support staff, etc.)

An analysis of the Pine River’s athletic staff by discipline taught is presented in Table 4.5 and demonstrated that social studies teachers accounted for 22.4% of all varsity athletic coaches, se-
cond only to physical education (PE) teachers (22.5%). Community coaches (non-TCs) accounted for the most common assistant coaches followed by SSTCs and PETCs.

Further analysis of the football coaching staff is presented in Table 4.6. Findings demonstrated that 35.7% of the football staff was a SSTC, which accounted for the majority of football coaches. In fact, no teachers of other core disciplines (math, science, English, or foreign language) served as football TCs. The head football coach along with four of 13 assistant coaches taught social studies; of the remaining nine coaches, three taught PE, two taught special education (SPED), and four were community coaches (non-TCs).

**Table 4.6**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Head Coach</th>
<th>Assistant Coaches</th>
<th>Total Coaches</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MATH</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SCI</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SS</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>35.7%</td>
</tr>
<tr>
<td>PE</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>21.4%</td>
</tr>
<tr>
<td>FL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SPED</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>14.3%</td>
</tr>
<tr>
<td>OTHER**</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>28.5%</td>
</tr>
</tbody>
</table>

*Percentage: The percentage of total coaches from each discipline

**Other: Coaches who are not designated as teachers (community/lay coaches, administrators, support staff, etc.)

Due to its student population, Pine River competed in the state’s largest athletic region along with 63 other schools. The 2013-2014 school year was Pine River’s twelfth year competing in this region. In the past 11 seasons, they had won one state championship title and competed for a second title but lost. They had also made it to the quarterfinals once and frequently competed in the early rounds of the state playoffs. In sum, the Pine River football team was competi-
tive in their region with a 2013-2014 season record of 8-4-0, losing in the second round of the playoffs.

**Jason/Northridge High School**

Jason earned a BA and MA in Secondary Social Studies Education and an Ed.S in Curriculum and Instruction. He had a secondary teacher certification in social studies, ESOL, and driver’s education. Following his student teaching experience, there was a hiring freeze in the county in which he wished to teach; however, the school in which he student taught had a paraprofessional opening that he accepted for one year. In 1996-1997, he accepted a part-time teaching and full-time coaching position at Dalton High School, where he taught College Preparatory (CP) Economics and coached track. The following school year (1997-1998) Jason was hired at Northridge High School as a part-time social studies teacher, an in-school suspension supervisor, and a full-time coach; in fact, he was the head ninth grade football coach, the head ninth grade basketball coach, and the assistant varsity track and field coach. Both Dalton and Northridge were in the same school district in which Jason grew up and currently lived; however, Northridge was about 20 miles from his present home. The following school year (1998-1999), Jason was hired as a full-time social studies teacher at Northridge, and he was promoted from head ninth grade football coach to assistant varsity football coach; consequently, he stopped coaching basketball, but he continued coaching track until 2005. At the time of the current study, Jason had coached football and taught social studies at Northridge for 18 years (including the 2013-2014 school year). Jason taught three levels of United States’ history to juniors—CP, ESOL, and Honors; he also taught driver’s education in the off-season. He was an assistant varsity football coach who specialized as the runningbacks’ coach and the equipment manager. Jason completed his ESOL certification, driver’s education certification, master’s degree, and specialist
degree while he was teaching and coaching at Northridge. He was married with two children both aged six.

Like Pine River, Northridge was a large public high school located in a suburban community in a large county in a southeastern U.S. state. It served approximately 3,397 students with a fairly even distribution of males (52.5%) and females (47.5%). The student body was ethnically diverse with 22% of the student population identified as white, 32% as black, 8% as Asian, 35% as Hispanic, and 3% as other. Approximately 65% of the student body was eligible for free and reduced lunch (Title I), 4% of the student body was classified as ESOL, and 10% of the student body received special education (SPED) services. Due to the large number of students eligible to receive free and reduced lunch, Northridge was classified as a Title I school and received federal funding to assist its students who were considered “economically disadvantaged.” Northridge’s Career and College Readiness Performance Indicator (CCRPI) score in 2012-2013 was 72.5 (out of 100), their students’ average SAT score was 1513, and their students’ average ACT score was 22.

An overview of Jason’s teaching and coaching schedule during the fall 2013-2014 school year, including the amount of hours spent weekly in each role, is presented in Table 4.7. During the fall semester, Jason worked approximately 68 hours per week, 33 of which were spent in his teaching role and 35 of which were spent in his coaching role. In other words, Jason allotted approximately 48.5% of his time towards his teaching role and 51.5% of his time towards his coaching role.

Northridge operated on a 55-minute traditional schedule, which meant that full-time teachers taught six 55-minute classes per day with one 55-minute planning period. Jason taught five periods of U.S. History and monitored one period of guided study.
### TABLE 4.7  
**JASON’S WORK SCHEDULE**

<table>
<thead>
<tr>
<th>Day</th>
<th>Schedule</th>
<th>Teaching Hrs</th>
<th>Coaching Hrs</th>
<th>Total Hrs</th>
</tr>
</thead>
</table>
| Mondays   | 6:00 AM: Arrival  
6:00 AM - 7:00 AM: Exercises, Showers, Dresses  
7:00 AM - 12:30 PM: Teaching  
12:30 PM - 1 PM: Monitors Guided Study  
1 PM - 1:30 PM: Lunch  
1:30 PM - 2:30 PM: Planning (spent on coaching & teaching)  
2:30 PM - 6:30 PM: Coaching responsibilities (Practice preparation, introduce opponent: scouting report & film, coach practice & run scout team, view/critique practice film) | 6.5          | 4.5          | 11        |
| Tuesdays  | 6:00 AM: Arrival  
6:00 AM - 7:00 AM: Exercises, Showers, Dresses  
7:00 AM - 12:30 PM: Teaching  
12:30 PM - 1 PM: Monitors Guided Study  
1 PM - 1:30 PM: Lunch  
1:30 PM - 2:30 PM: Planning (spent on coaching & teaching)  
2:30 PM - 6:30 PM: Coaching responsibilities (Practice preparation, coach practice & run scout team, view/critique practice film) | 6.5          | 4.5          | 11        |
| Wednesdays | 6:00 AM: Arrival  
6:00 AM - 7:00 AM: Exercises, Showers, Dresses  
7:00 AM - 12:30 PM: Teaching  
12:30 PM - 1 PM: Monitors Guided Study  
1 PM - 1:30 PM: Lunch  
1:30 - 2:30: Planning (spent on coaching & teaching)  
2:30 PM - 3 PM: SS Department Curriculum Meeting  
3 PM - 7 PM: Coaching responsibilities (Laundry, practice preparation, coach practice & run scout team, view/critique practice film, “late night” duties) | 7            | 4.5          | 11.5      |
| Thursdays | 6:00 AM: Arrival  
6:00 AM - 7:00 AM: Exercises, Showers, Dresses  
7:00 AM - 12:30 PM: Teaching  
12:30 PM - 1 PM: Monitors Guided Study  
1 PM - 1:30 PM: Lunch  
1:30 PM - 2:30 PM: Planning (spent on coaching & teaching)  
2:30 PM - 8:30 PM: Coaching responsibilities (Preparation, coach practice & run scout team, view/critique practice film, coach JV games) | 6.5          | 6.5          | 13        |
| Fridays   | 6:00 AM: Arrival  
6:00 AM - 7:00 AM: Exercises, Showers, Dresses  
7:00 AM - 12:30 PM: Teaching  
12:30 PM - 1 PM: Monitors Guided Study  
1 PM - 1:30 PM: Lunch  
1:30 PM - 2:30 PM: Planning (spent on coaching & teaching)  
2:30 PM - 12:30/1 AM: Coaching responsibilities (Game preparation/travel, coach Varsity games, input/code game film) | 6.5          | 11           | 17.5      |
| Saturdays | Input/code film & scout teams preparation | 0            | 4            | 4         |
| Sundays   | No longer reports (other varsity coaches do) | 0            | 0            | 0         |
| **TOTAL HOURS SPENT WEEKLY IN EACH ROLE:** | 33 | 35 | 68 |
| **PERCENTAGE OF TIME SPENT IN EACH ROLE:** | 48.5% | 51.5% |
The average number of students per section enrolled in Jason’s social studies classes was 31; in total, he taught approximately 155 students during the 2013-2014 school year. There were currently 28 social studies teachers at Northridge, 18 of whom were male (64.3%) and 10 of whom were female (35.7%). Of the 28 social studies teachers, 13 of them coached a varsity athletic sport; in other words, 47.3% of social studies teachers at Northridge were SSTCs. Further analysis of the social studies department by gender is presented in Table 4.8. Much like Pine River, more male social studies teachers coached (52.6%) at Northridge as compared to their female counterparts (40%).

**Table 4.8**  
**Social Studies Department Analysis by Gender (N)**

<table>
<thead>
<tr>
<th></th>
<th>Coaches</th>
<th>Non-Coaches</th>
<th>Percent Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td>10</td>
<td>9</td>
<td>52.6%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>4</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
<td>15</td>
<td>48.3%</td>
</tr>
</tbody>
</table>

An analysis of the Northridge athletic staff by discipline taught was presented in Table 4.9. The data demonstrated that social studies teachers accounted for 25.5% of varsity athletic coaches; moreover, SSTCs were the most common varsity coaches at Northridge followed by PETCs (23.6%). Math TCs accounted for the second most common core TCs (18.2%).

Further analysis of the football coaching staff demonstrated that 33% were SSTCs, which along with PETCs (33%), accounted for the majority of football coaches. An analysis of the football coaching staff by discipline taught is presented in Table 4.10. The head coach at Northridge was the In-school Suspension (ISS) supervisor; four of the 11 assistant coaches
taught social studies, four taught PE, two taught math, and one was a community coach (non-TCs).

**Table 4.9**

**Athletic Staff by Discipline Taught (N)**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Head Coaches</th>
<th>Assistant Coaches</th>
<th>Total Coaches</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3.6%</td>
</tr>
<tr>
<td>MATH</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>18.2%</td>
</tr>
<tr>
<td>SCI</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>9.1%</td>
</tr>
<tr>
<td>SS</td>
<td>6</td>
<td>8</td>
<td>14</td>
<td>25.5%</td>
</tr>
<tr>
<td>PE</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>23.6%</td>
</tr>
<tr>
<td>FL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SPED</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3.6%</td>
</tr>
<tr>
<td>OTHER**</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>16.4%</td>
</tr>
</tbody>
</table>

*Percentage: The percentage of total coaches from each discipline
**Other: Coaches who are not designated as teachers (community/lay coaches, administrators, support staff, etc.)

**Table 4.10**

**Varsity Football Staff by Discipline Taught (N)**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Head Coaches</th>
<th>Assistant Coaches</th>
<th>Total Coaches</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MATH</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>16.7%</td>
</tr>
<tr>
<td>SCI</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SS</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>33.3%</td>
</tr>
<tr>
<td>PE</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>33.3%</td>
</tr>
<tr>
<td>FL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SPED</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>OTHER**</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

*Percentage: The percentage of total coaches from each discipline
**Other: Coaches who are not designated as teachers (community/lay coaches, administrators, support staff, etc.)
Like Pine River, Northridge also competed in the state’s largest athletic region along with 63 other schools. Their football team was extremely competitive in the region, as they had not endured a losing season since 1999. Their record during the 2013-2014 season was 14-2-0; furthermore, they had been state champions two years in a row, including the 2013-2014 school year.

**Fredrick/Walden**

Fredrick earned a BA in American History and Economics and a MA in Business Administration. Following graduation from college, he decided to try teaching and coaching before he pursued a career in law. Accepting a job as a social studies teacher and coach at Atlas Academy, a secular private school located in the county in which he attended college, he taught seventh grade American History and one section of PE (his first year only). He also served as the head varsity football coach, an assistant football coach, and an assistant baseball coach. He originally planned to teach and coach for two years and then apply to law school; however, he fell in love with his dual role. Consequently, he stayed at Atlas Academy for four years, married a young woman from Atlas, and decided to apply to MBA programs instead of law school. His wife was accepted into graduate school in a different city, so they relocated and he found a job as the assistant athletic director and football coach at Lane, a private secular school located in the city in which he was born and raised. He worked at Lane for two years during which he began attending MBA classes. In 1997, he accepted a job as a social studies teacher and the varsity football defensive coordinator at Walden, the small Christian private school at which he currently taught and coached. Upon completion of his MBA program two years later, he accepted a job offer in the corporate arena as the Director of Learning and Educational Development for a large advertising agency. Though he enjoyed the higher salary, he missed his role as a SSTC and returned to Walden in 2003 as a social studies teacher and varsity football defensive coordinator. At the time
of the current study, Fredrick had coached football and taught social studies for a total of 18 years (including the 2013-2014 school year), 12 of which had been at Walden. In 2006, he was promoted to head varsity football coach. Fredrick currently taught both CP Economics and Honors Economics to seniors and served as the head varsity football coach. An overview of Fredrick’s teaching and coaching schedule during the fall 2013-2014 school year, including the amount of hours spent weekly in each role, is presented in Table 4.11. During the fall semester, Fredrick worked approximately 76.5 hours per week, 27.5 of which were spent in his teaching role and 49 of which were spent in his coaching role. In other words, he allotted approximately 36% of his time towards his teaching role and 64% of his time towards his coaching role.

Fredrick was married with three kids, aged 8, 11, and 13.

Walden was a small, k-12 Christian private school located in a suburban community in the same county as both Northridge High School and Pine River High School. Walden served approximately 1,149 students total; 455 members of the student body were high school students. The gender breakdown for Walden was not reported; however, Fredrick indicated that it was fairly evenly distributed between males and females. The student body was predominately white with 90% of the student population identified as white, 4% as black, 2% as Asian, 2% as Hispanic, and 2% as other. The cost of attendance for high school students was $21,185 per year; need-based financial aid was granted to some qualifying students with an average financial aid grant of 65% of the tuition. Students, regardless of financial need, were not eligible to receive free and reduced lunch because Walden was a privately funded school. No students at Walden were classified as ESOL nor were students in attendance who required special education services. The middle 50% of Walden’s students scored between 1680 and 2010 on the SAT, and between 24 and 30 on the ACT in 2012-2013.
### Table 4.11

**Fredrick’s Work Schedule**

<table>
<thead>
<tr>
<th>Day</th>
<th>Schedule</th>
<th>Teaching Hrs</th>
<th>Coaching Hrs</th>
<th>Total Hrs</th>
</tr>
</thead>
</table>
| **Mondays** | 6:15 AM: Arrival  
6:30 AM - 7:30 AM: Football workout  
8:00 AM – 3 PM: School day (rotating schedule)  
3 hrs: Teaching Economics  
1 hr: Proctoring Study Hall  
3 hrs: Planning/Lunch (1 hr teaching/2 hrs coaching)  
3:00 PM - 3:30 PM: Extra Help (Econ tutorial)  
3:30 PM - 9PM: Coaching responsibilities (Practice preparation, introduce opponent: scouting report & film, coach practice, staff dinner/meeting, film analysis) | 5.5          | 8.5          | 14        |
| **Tuesdays** | 7:30 AM: Arrival  
8:00 AM – 3 PM: School day (rotating schedule)  
3 hrs: Teaching Economics  
1 hr: Proctoring Study Hall  
3 hrs: Planning/Lunch (1 hr teaching/2 hrs coaching)  
3:00 PM - 3:30 PM: Extra Help (Econ tutorial)  
3:30 PM - 8 PM: Coaching responsibilities (Practice preparation, coach practice, film analysis) | 5.5          | 6.5          | 12        |
| **Wednesdays** | 7:15 AM: Arrival  
7:30 AM - 8 AM: Faculty meeting  
8:00 AM – 3 PM: School day (rotating schedule)  
3 hrs: Teaching Economics  
1 hr: Proctoring Study Hall  
3 hrs: Planning/Lunch (1 hr teaching/2 hrs coaching)  
3:00 PM - 3:30 PM: Extra Help (Econ tutorial)  
3:30 PM - 7 PM: Coaching responsibilities (Practice preparation, coach practice, film analysis) | 6            | 5.5          | 11.5      |
| **Thursdays** | 7:30 AM: Arrival  
8:00 AM – 3 PM: School day (rotating schedule)  
3 hrs: Teaching Economics  
1 hr: Proctoring Study Hall  
3 hrs: Planning/Lunch (1 hr teaching/2 hr coaching)  
3:00 PM - 3:30 PM: Extra Help (Econ tutorial)  
3:30 PM - 8:30 PM: Coaching responsibilities (Practice preparation, facilitate walk-through & film analysis, Watch JV/subVarsity games) | 5.5          | 7            | 12.5      |
| **Fridays** | 7:30 AM: Arrival  
8:00 AM – 3 PM: School day (rotating schedule)  
3 hrs: Teaching Economics  
1 hr: Proctoring Study Hall  
3 hrs: Planning/Lunch (1 hr teaching/1 hr coaching)  
3:30 PM - 12 PM/1 AM: Coaching responsibilities (Game preparation/travel, coach Varsity games, debrief/travel) | 5            | 11.5         | 16.5      |
| **Saturdays** | Family Day                                                                                                                                                | 0            | 0            | 0         |
| **Sundays** | 12 PM – 10 PM: Coaching responsibilities (Watch/input/code film, create scouting reports, create scripts)                                                | 0            | 10           | 10        |

**Total Hours Spent Weekly in Each Role:** 27.5 49 76.5

**Percentage of Time Spent in Each Role:** 36% 64%

Walden operated on a 55-minute rotating schedule, which meant that full-time teachers taught five 55-minute classes per day (six classes in total) with one 55-minute lunch/homeroom
period and one 55-minute planning period. Because of his administrative duties and responsibilities as the head football coach, Fredrick had a reduced teaching load. Fredrick taught four of seven periods per semester; he taught three periods of Economics (two CP and one Honors level in the fall and vice versa in the spring) and proctored one period of study hall per semester. The average number of students enrolled in each of Fredrick’s economics classes was 18, which meant he taught a total of 54 students per semester. There were currently 15 high school social studies teachers at Walden, 12 of whom were male (80%) and three of whom were female (20%). Of the 15 social studies teachers, 12 of them coached an athletic sport; in other words, 80% of social studies teachers at Walden were SSTCs. Further analysis of the social studies department by gender is presented in Table 4.12. Much like Pine River and Northridge, more male social studies teachers coached (91.7%) at Walden as compared to their female counterparts (33.3%).

**Table 4.12**

**Social Studies Department Analysis (W)**

<table>
<thead>
<tr>
<th></th>
<th>Coaches</th>
<th>Non-Coaches</th>
<th>Percent Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Males</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>1</td>
<td>91.7%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>3</td>
<td>80%</td>
</tr>
</tbody>
</table>

An analysis of the Walden athletic staff by discipline taught is presented in Table 4.13. The data demonstrates that social studies teachers accounted for 23.9% of all varsity athletic coaches, which made SSTCs the most common varsity TCs at Walden (along with community coaches) followed by PETCs (17.9%). SSTCs were the most common head coaches, while community coaches (non-TCs) were the most common assistant coaches.


**Table 4.13**

**Athletic Staff by Discipline Taught (W)**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Head Coaches</th>
<th>Assistant Coaches</th>
<th>Total Coaches</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>MATH</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>9%</td>
</tr>
<tr>
<td>SCI</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>9%</td>
</tr>
<tr>
<td>SS</td>
<td>6</td>
<td>10</td>
<td>16</td>
<td>23.9%</td>
</tr>
<tr>
<td>PE</td>
<td>3</td>
<td>9</td>
<td>12</td>
<td>17.9%</td>
</tr>
<tr>
<td>FL</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>SPED</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>OTHER**</td>
<td>1</td>
<td>15</td>
<td>16</td>
<td>23.9%</td>
</tr>
</tbody>
</table>

*Percentage: The percentage of total coaches from each discipline
**Other: Coaches who are not designated as teachers (community/lay coaches, administrators, support staff, etc.)

Further analysis of the football coaching staff by discipline taught is presented in Table 4.14.

Findings demonstrate that 30% of football coaches were SSTCs, 30% were PETCs, 30% were community coaches, and 10% were math TCs.

**Table 4.14**

**Varsity Football Staff by Discipline Taught (W)**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Head Coaches</th>
<th>Assistant Coaches</th>
<th>Total Coaches</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MATH</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>SCI</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SS</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>PE</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>FL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SPED</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>OTHER**</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Percentage: The percentage of total coaches from each discipline
**Other: Coaches who are not designated as teachers (community/lay coaches, administrators, support staff, etc.)
Specifically, the head coach at Walden taught social studies as did two of the nine assistant coaches. Of the remaining seven assistant football coaches, three taught PE, one taught math, one was the athletic director, and two were community coaches. Because of its student population, Walden competed in the state’s second smallest athletic region along with 57 other schools. Under Fredrick’s leadership, the Walden football team experienced six back-to-back winning seasons from 2006-2011, peaking in 2009 with a record of 12-1-0. For the past two years, however, they had endured losing seasons; in the 2013-2014 season they finished 2-9-0.

Summary

The researcher conducted a multiple-case study of three SSTCs (David, Jason, and Fredrick) who worked in a large school district in the southeastern United States. The current chapter included an overview of each case, to include a description of each participant, his professional background, his work schedule, and his school environment. Similarities between SSTCs and their school sites existed. Each participant taught high school social studies and coached varsity football during the 2013-2014 school year. Each participant had at least one graduate degree and five years of professional experience as a SSTC. All three participants were Caucasian males who were married with children. Despite these similarities, differences between participants abounded. SSTCs worked in different school environments, taught dissimilar social studies subjects, and coached diverse football positions. Moreover, school sites (Pine River, Northridge, and Walden) differed by student enrollment, demographics, and performance. Differences in the personal and professional lives of participants as well as their school environments likely influenced their experiences during the 2013-2014 school year. In the subsequent chapter, the researcher presents the data related to the first research question regarding how occupying dual professional roles impacted SSTCs personally and professionally.
5 RESULTS: RESEARCH QUESTION #1

In this chapter, the researcher provides data answering the first research question pertaining to the impact of balancing dual roles on SSTCs personally and professionally. The chapter is divided into three subsections based on secondary research questions: the participants’ experiences with teacher-coach role satisfaction (TCRS), role conflict (RC), and burnout, which were defined as follows:

- **TCRS**: the fulfillment and contentment that may arise from occupying the role of teacher and coach simultaneously.
- **RC**: stress that may arise when role expectations or responsibilities of one or more social roles compete with one another and/or are incompatible.
- **Burnout**: “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind” (Maslash, Jackson, & Leiter, 1986, p. 1).

In each subsection, the research provides a within-case analysis of data pertaining to each SSTC individually (David, Jason, and Fredrick) followed by a cross-case synthesis, in which results are compared across cases.

**Teacher-Coach Role Satisfaction**

According to participants, there were many benefits to teaching social studies and coaching football simultaneously. Benefits of occupying the role of SSTC extended beyond personal accomplishments to the perceived betterment of students, athletes, and the broader school community. During data analysis, four primary categories, or types of TCRS, emerged from SSTCs’ responses to interview and survey questions: personal fulfillment TCRS, relationship TCRS, status TCRS, and skill enhancement TCRS. The researcher defined these categories as follows:
• **Personal fulfillment TCRS:** the general enjoyment, satisfaction and/or personal accomplishment experienced by an individual due to occupying the dual role of SSTC.

• **Relationship TCRS:** the perceived benefit that occupying the dual role of SSTC has in fostering student-teacher relationships and providing mentorship/guidance to students and athletes.

• **Status TCRS:** the perceived leadership, authority, and respect afforded to those who occupy the dual role of SSTC.

• **Skill enhancement TCRS:** the perceived enhancement of professional skills to promote student and athlete success due to the occupation of the dual role of SSTC.

**Within-Case Analyses**

In this subsection, the researcher presents the experiences of each SSTC individually. The investigator organizes each SSTC’s data by type of TCRS. Each participant exhibited high levels of each type of TCRS during the 2013-2014 school year.

**David.** Throughout the research process, David remained extremely optimistic and enthusiastic about his role as a SSTC. He accentuated the advantages of his role and downplayed the disadvantages. He exhibited high levels of personal fulfillment, relationship, status, and skill enhancement TCRS during the 2013-2014 school year. Subsequently, the researcher provided a detailed analysis of David’s experienced TCRS by type.

**Personal fulfillment TCRS.** David frequently indicated a passion for both his teaching and coaching role and took pride in excelling in each. He repeatedly explained the significance of teaching and coaching in the community in which he was raised and currently resided.

I love it (my role as SSTC). As for one, this is *my* community; I care about these kids... and it’s a deal where I like seeing these kids grow up. I’ve been here six years so I have seen a full class graduate, and I like watching them mature—and be successful.
He alluded to both the excitement and the personal fulfillment associated with both roles. “Like when we won a few weeks ago in the Dome and on TV, now that’s exciting; it’s fun when you’re winning,” he explained. He added,

I like my content... like I found this article a couple of days ago on child brides, so it’s stuff that I find that I’m interested in... I am constantly reading about what’s going on in the world because I’m interested in it.

Moreover, on the MBI-ES, he indicated that he “frequently feels he has accomplished many worthwhile things in his job.” In a follow-up interview, he elaborated that he feels accomplished,

When we have a good season. And hopefully next time we talk we will have made a deep playoff run. And you feel like what you have put into it was worth it. I guess on an individual level, last year I got the Talley Johnson award, which was Assistant Coach of the Year.

As far as the extensive amount of time and energy he exuded into his role as football coach, he explained that he worked at Pine River because it was a “topnotch football program” with high expectations and intense coaching demands. Instead of complaining, he stated that he “would not have it any other way.” He elaborated,

I mean it’s what you sign up for. Like if I did not want to do this then I need to go to Westchester or Wall county or Henry and get my a$$ kicked. I mean I don’t want to be a part of anything that isn’t first-class. So this is what I signed up for; it’s not like I am like uggghhh I gotta work 15 hours today, because I wanted it. I enjoy it.

While he admitted that the expectations and demands of occupying dual roles at his school, which is competitive both academically and athletically, are extensive, he enthusiastically and proudly remarked that the benefits outweighed the costs. He provided examples of the personal gratification he experienced when “kids come back and see you—former players and former students—and that’s what makes it fun.” Furthermore, when asked about whether or not he felt valued in his roles he explained, “Yeah, I mean I have no complaints. I love my job.” In sum, David
genuinely appeared to enjoy both professional roles—finding fulfillment, satisfaction, and personal accomplishment in each.

**Relationship TCRS.** David explained that one of the aspects he enjoyed most about his role as a SSTC was the ability it afforded him to establish deep relationships with both students and athletes. He argued that relationships with athletes were strengthened by teaching them in the classroom, as were relationships with students who he coached on the field. He contended, “Teaching and coaching makes it (relationship building) easier. And going from Geography to Law I get a lot of repeat kids so I’ve already got a lot of relationships with those older kids. So that’s helped.” On the MBI-ES, he indicated that he can “easily understand how students feel about things.” In a follow-up interview question, he explained that teaching and coaching in the community in which he grew up helped him foster relationships with students. He stated,

I am not that far removed. I feel like I have got a lot in common with these kids. Like I tell them I was running up and down and raising hell on some of the same streets y’all are. Ya know, I think I can empathize with them about more than anyone else in the building. Just because I have never been a part of a school, minus college, that wasn’t within nine miles of Pine River.

David also suggested that football itself helped foster a positive community at his school and his dual role allowed him to contribute in that process. He explained,

Well it’s like our principal said, it’s (football) the most visible thing our school does... there is no other event that our school does that will bring that amount of people to the school. Period. And some people do not like that, but that’s the way it is.

When probed as to why he believed being a SSTC helped him form relationships, David explained,

‘Cause they (students-athletes) see you in a different role; they see me outside of school, the classroom. They get to know me better as a human being, just like I get to know them better. They see more of my personality... a different side of me that they don’t see in the classroom.
He attested that coaching helped build trust, a trust that was fostered beginning in the off-season. Even in the off-season, David frequently attended basketball, baseball, and lacrosse games not only because he enjoyed it, but also because he supported the football players who played other sports. He explained, “It means something to the kids. This is the time of year when kids learn how to trust us. Now; not during football season, but now. And that’s why you try to start building that trust in January up until the season.” When asked to provide an example of how that teach-coach relationship had positively impacted a student he replied,

I mean just to see them succeed... especially a lot of these football players who come from some rough family situations... I have two defensive lineman who are living in hotels right now and I think our football program, not just me, has provided stability for some of these kids. I mean they do not even know where they are going to be living.

David later stated that Pine River had a large group of football players sign to play college football in 2014-2015. His pride in his players’ success was apparent as he remarked,

We had a lot of kids, 13 or 14 sign. And three of mine were defensive lineman. Here I can show you the film... See there are a lot of kids up there and they are all going to play in college... but it takes a lot of work to get to this point. There’s the new principal, this is a big deal, this is in the auditorium and it’s filled up; it’s a big deal and we’re proud of these kids and they’re moving on.

Being both a social studies teacher and a football coach allowed David to form deeper connections with both students and players—relationships that appeared to have a positive impact on the lives of many student-athletes. David suggested that his role allowed him to serve as a mentor and role model to more kids than he would reach if he only served in one occupational role.

*Status TCRS.* David contended that coaching also helped him maintain authority in the classroom and garnish respect in the school community. He asserted, “Coaching helps with classroom management. I don’t put up with any horse$%*$! The kids and parents respect me.” He also stated that he felt he had slightly more control in his classroom because “he is the boss in there” as opposed to an assistant coach on the football field; however, he suggested that coaching
provided him credence in the classroom. “The kids automatically see me as an authority figure,” he contested. He further explained that good coaches tended to make the best administrators, as they are generally adept community leaders. For example, he stated, “In my opinion, coaches make the best administrators; I mean you know how to lead people, you’re not afraid to talk to parents, you’re not afraid to support teachers…” The status of football coach appeared to influence the perception of him in the school community as both a positive leader and an authority figure—an image that aided in his classroom management and served to eliminate disruptive student behavior.

Skill enhancement TCRS. Throughout the interview process, David attested that “Coaching is teaching” and explained that “to be good at one you must be good at the other.” He remarked, “The people that are well prepared as coaches are gonna be well prepared in the classroom.” He argued that negative stereotypes of SSTCs existed because there are some coaches who are hired to coach and “they don’t do a whole lot else.” He adamantly defended he was not one of “those coaches.” In fact, he frequently argued that coaching made him a better teacher and vice versa.

I think coaching helps me become a better teacher just like being a parent has helped me become a better teacher. Coaching is teaching. If you look around our building, if you are a good coach, you’ll be a good teacher. If you are not a good coach, it works hand in hand, or at least I’ve seen that. I mean the guys that are there to just coach are generally not very good coaches; that’s been my experience.

He further contended that skills such as classroom management, communication, and organization were strengthened by occupying dual professional roles simultaneously. “You have to be organized to survive,” he explained. He also professed, “I think being a good teacher helps you communicate on the field.” He added that accountability for student success in the classroom was aided by coaching football. For example,
Teachers, or at least most of the ones I work with, are very quick to blame students... I think most coaches, good coaches anyway, will take accountability for failures... I mean sometimes you line up against someone and they are better than you are, but I always take the accountability.

David clearly enjoyed his role as a SSTC and suggested that a plethora of benefits existed that stemmed directly from his occupation of dual professional roles. He suggested that being a SSTC had positively impacted his students, his players, the school community, and himself.

**Jason.** Like David, Jason exhibited high levels of TCRS throughout the 2013-2014 school year. He believed wholeheartedly that his role was positively affecting the school community; in fact, because many of Jason’s student-athletes were economically disadvantaged, he argued that his role as a SSTC at a Title I school was even more rewarding. In this section, the researcher provides a thorough analysis of Jason’s experiences with TCRS by type.

**Personal fulfillment TCRS.** Above all else, Jason genuinely seemed to enjoy his job. In fact, he explained that he loved his roles equally and appreciated the impact both had on his students’ lives. He remarked,

> I mean, I do enjoy teaching. I enjoy U.S. History, I enjoy the subject. And then I enjoy seeing the kids respond to what you are doing and learning... like today we were talking about Fredrick Douglass and I was talking about little kids have a thirst to learn and here’s Fredrick Douglass who knew that the ticket to freedom was to educate himself... and sometimes we forget about that... and so I get excited explaining that because there might be a kid sitting there that goes “Oh yeah, yeah I need to do this, I need to go to college or I’m gonna be a dishwasher...” And so that whole message excites me and I can relate real life to history every day. That’s what I love to do, so that’s what excites me. And I love football. I mean, it teaches so many life lessons. And Friday nights are so fun.

When asked why he became a SSTC, Jason explained that he desired the “powerful impact a SSTC could have on kids’ lives.” To the MBI-ES question “I feel I’m positively influencing other people’s lives through my work,” he responded “Every day.” When asked to elaborate he replied,
I think football plays such a huge role in this school. And I think the other sports do, too, but I mean we’ve got 200 kids in this program. So we’ve got a lot of kids in this program and those kids are accountable to us and they know that, so there’s a certain behavior code, there’s a certain standard...

He continued,

I think that’s a big part of why this school has had success is that the football program has been stable since the coach has been here. Since ‘99 we haven’t had a losing season. And that’s big for the culture of the school.

Jason provided specific examples of the vital role sports played in his students’ lives. He stated,

For one thing, some of these kids wouldn’t be in school if it wasn’t for sports. Sports keeps these kids in line and off the streets...

Jason later explained how rewarding this season had been in particular, stating, “Everybody doesn’t win one state championship, but even fewer people win two in a row... so that was neat.”

The investigator later asked Jason for examples of successes in the classroom. In response, he provided specific instances of how he had reached a few students who were originally apathetic and at risk for failing his class or even dropping out completely. He explained that those same students had persevered and passed both the class and the standardized state exam. He beamed, “Then one of the girls left a note on the wall that said ‘thanks coach for never givin’ up on us,’ and that probably meant more to me than anything...” Similarly, he elaborated that the football season was especially rewarding because of the challenges the team had overcome. He explained,

And then with the football thing, it was a different season this year because we really had to fight to win... and then those games we lost... we really had to re-group and bring everybody back together.... and that was a challenge... and it meant a lot to be able to overcome those obstacles and be able to win another state championship.

Jason clearly cared about his kids deeply and liked his role immensely. For example, when probed as to why he enjoyed his role he responded,

I like the platform that you have. I like that you can possibly help change somebody’s life, day, or week or whatever it might be. On the flip side of that, there are a lot of kids
who will use not having a dad or being poor or whatever as an excuse, so I like to teach that lesson; you can make excuses the rest of your life or you can make something with the rest of your life... I like that platform that I might be able to change someone’s life, and I will never give up on a kid.

Jason elaborated that he always accepted late work because even if a kid only got a 70 it taught him “that it was never too late to believe in himself.” His personal satisfaction appeared to be directly related to his belief that he was positively impacting student-athletes.

**Relationship TCRS.** Jason’s sense of personal fulfillment stemmed from his perceived ability to positively influence students’ lives through mentorship and guidance. On the MBI-ES he further indicated that “a few times a week” he felt “I have accomplished many worthwhile things in this job.” When asked for instances of such accomplishments he provided several examples of lasting relationships formed with students. A former player had even asked him to be in his wedding. Seeing his student-athletes succeed provided him a sense of personal achievement. He further explained that relationships were especially important for the students he served on the football team. “At a school like this, like our school, being a Title I school, we are big brothers and dads to so many of these kids...” He remarked that kids at other schools “did not need the coaches the same way.” He elaborated, “In a place like this, where the relationship with the coach is so important because that kid doesn’t have a dad at home saying ‘look you gotta go do your homework and if you don’t do your homework, these are the consequences’...” He mentioned the deplorable conditions in which many of his student-athletes lived including examples of poverty and domestic violence. Jason continued,

I think that a lot of the kids would rather be here than be at home... some of this kids have a rough home life and we’re Title I so they come here and 65% of them get a free lunch. Ya know they get to eat here, they’re in a nice building, it’s safe, it’s a good environment.

Jason believed that football provided his students, many of whom came from broken homes, a healthy outlet. The coaches, he argued, were more than just coaches; to many players they were
the only positive male role models that students encountered on a daily basis. He explained that his role as a SSTC allowed students to open up to him more. In fact, on the MBI-ES he responded that “A few times a week” he “can easily understand how my students feel about things.”

When inquired as to whether he believed his role as a SSTC influenced his ability to empathize, he replied,

Yes. Definitely. I mean just the amount of people you work with, I mean you get to know kids that you coach differently than the kids that you teach, so you get to know kids better... I don’t really live in district, but I have taken kids home, I’ve been in some of their homes, I’ve seen where they live and the lifestyle they live, and that gives you a little better perspective of where they’re coming from, what they’re going through... Sometimes these kids are fighting to get food on the table; they could care less about Abraham Lincoln or whoever it is you are trying to teach them about. And so I think the kids know that I care about them... and I think I understand them...

Jason felt his role allowed him to empathize with students, and his willingness to accommodate their needs meant that they were more likely to try in his class. He argued that coaching not only helped him foster relationships, but also ensured his student-athletes kept up with their schoolwork. He explained,

We have accountability groups, which means each coach has a certain amount of players that he’s responsible for and they’re accountable to him... and you know we check their grades and do all sorts of stuff...

Jason once more emphasized the significant bond between student and teacher and athlete and coach. He reiterated, “I love being in the classroom and I love coaching because I love the relationship I have with the kids.” Jason not only spoke of the relationships with his students and athletes, but he also accentuated the friendships with his fellow colleagues. For example, in explaining why he had not accepted other coaching offers, he stated,

I mean I’m a loyal person and I really didn’t have a reason to leave. There was nothing here I didn’t like... I am waiting for our head coach to retire... I’ve been with him for 15 years, maybe 16 years... ya know all these coaches, we have a very tight bond and they’re like family and brothers and so to me the work environment is important, and I love the kids too...
To Jason, relationship TCRS was paramount to his desire to remain a SSTC despite personal and professional challenges associated with the occupation of dual roles concurrently.

**Status TCRS.** Not only did Jason indicate that his role assisted him in forming relationships, but he remarked that it also established him as a respected leader in the school community. He felt that community support stemmed from the success he had experienced both on the football field and in the classroom. He elaborated, “I have never had any problems with people in the community… that’s another reason I have been here so long, because I haven’t felt like I had to leave because I wasn’t liked or supported.”

Jason further indicated that he felt his role garnished a certain level of respect from students before they even entered his class; he perceived that this reputation assisted his classroom management.

“I think I already have a reputation here and not every kid knows you but everybody for the most part knows a little bit about you. I’ve taught brothers and sisters… and I think that helps. I don’t have discipline problems… and my personality probably has something to do with that too… I don’t think I’ve written up a kid in four years and I’ve probably written up five kids in 16 or 17 years…”

He elaborated that it was his students’ perception of him as a caring SSTC that kept them from acting out in his classroom.

“I think this is probably true anywhere but it’s that old saying, “people don’t care what you know, they care about how much you care about them…” Those kids don’t care a rats rear-end about what I know about U.S. History as much as they care about “does he really want me to succeed?” and I think my kids know that I want them to succeed.

Similarly, on the MBI-ES he responded “A few times a week” to the question “I can easily create a relaxed atmosphere with my students.” When the researcher probed, he explained, “I am not usually going to embarrass a kid. I think they know that, so there is nobody in there on the edge of their seat…” Jason clarified that his role as a football coach, and perhaps his gender itself, also gained him authority in the classroom. He further remarked that managing a classroom is a bal-
ancing act, which was aided by his image in the community as a leader. Moreover, Jason believed that occupying dual roles fostered deeper connections with students, which decreased disruptive behavior in the classroom.

**Skill enhancement TCRS.** Other than classroom management, Jason mentioned several other skills that he felt were enhanced due to the occupation of dual roles. When asked what he felt the impact of coaching was on his teaching ability, he explained:

> I think that one can make you better at the other a lot of times ‘cause you take strategies or theories from each. Like for example, on the field... I am not lecturing on the football field; they are running group plays, and I might hold up the card or remind them how to do it, but then they physically go do it. And I think that’s important to do in the classroom. Because it helps you learn it. And that’s made me a better teacher. And then just having to be so organized in the classroom has made me a better coach, too. Because you have a schedule just like you have a lesson plan and if you’ve ever seen our practice it is structured. I mean we go from one period to the other and there’s no walking... the kids will get a break but it’s like boom, boom, boom. And I use that in the classroom...

One coaching strategy Jason used in the classroom was timing class activities with a stopwatch. He explained that it kept class moving efficiently and eliminated wasted time just as it did on the football field. “I time everything. I mean everything,” he stated emphatically. Jason believed organization, time management, and instructional practices were strengthened by being a SSTC.

**Fredrick.** Like Jason and David, Fredrick loved his role and emphasized his ability to provide guidance and stability in young people’s lives. Despite enduring a losing football season, Fredrick remained optimistic and positive about his role as a SSTC. He indicated a high level of each type of TCRS. In this section, the researcher provides a thorough analysis of Fredrick’s experiences with TCRS organized by type.

**Personal fulfillment TCRS.** Fredrick appeared to enjoy his job and his work environment immensely stating, “Really I love what I do and I love where I do it.” He went as far as to say that even if he did not need the money that he would continue to teach and coach. He asserted,
Whenever my wife and I are driving up and down the highway and we see the big lottery sign, the big powerball sign, and it’s umpteenmillion dollars it’s a fun conversation... like well what would we do with that much money? And I don’t think I would quit. A lot of people say, oh I’d quit my job tomorrow, and I don’t think I’d do that... I really like to do what I do.

Despite the love he demonstrated for his occupation, Fredrick did not always plan to be a SSTC. Originally, Fredrick intended to teach and coach for a few years before law school, but ultimately he found that he enjoyed his role too much to leave. At one point Fredrick even left to try a job in the corporate world, but he found that he missed his role as a SSTC. Specifically, he stated, “I missed being on the football field a lot...”

When asked what he found rewarding about teaching he responded, “I enjoy being in the classroom. The classroom is invigorating... it’s fun.” He also claimed to love the content and the grade level he was able to teach, stating, “I currently teach, which is really my favorite, standard and honors level economics to 12-graders. So I get all the seniors, I get them right before they leave; so fun.” In particular, Jason felt that teaching Economics was fulfilling because of its real-world applications and his ability to get students engaged in the content. When the investigator asked how his classes were going during the fall 2013-2014 semester he replied,

Econ is going well. We are taking about investing versus banking, securities, stocks and mutual funds...and so they certainly seem to be dialed in and excited. So I am really enjoying this crop of seniors. They work hard, which is good.

In reflecting upon his semester in the classroom his personal fulfillment was apparent. He stated, “The classroom was great. No complaints. Good kids.” Not only did Jason seem to enjoy his teaching role, but he also loved the thrill of coaching football in the South. When asked why he chose to specialize in football when he originally coached three sports he remarked,

I think the reason I got excited about football is because of the mystic of Friday night... and what high school football can do to a school community in a small town in the deep South is truly a special thing. And basketball may do that in other parts of the country, but it doesn’t quite rise to that level for me...
He further explained the personal satisfaction that came from coaching stating, “As a coach, you’re the puzzle builder, you’re the artist that puts everything together.” While he also found enjoyment from winning football games, he admitted that winning was not his primary objective. He stated, “Winning, ya know, is not our god, here...I’m not a slave to the scoreboard.” Even though his team experienced success in the past, Fredrick admitted that this season was challenging. He lamented, “We had a really rough football season; we did not win a lot of games.” Despite their losses, he felt fulfilled in his coaching role over the course of the 2013-2014 season. Fredrick admitted the challenges that accompany a losing season but indicated that he felt as if he had done the best he could considering the circumstances. Moreover, the team’s record did not seem to discourage his feelings of fulfillment. On the MBI-ES, for example, Fredrick responded that he daily felt as if he had “accomplished many worthwhile things at my job.” When asked to provide specific examples he remarked, 

One of the most rewarding things is when I see a kid that came to us at a low level of confidence, a low level of ability, of work ethic, and has really transformed by the time they get out of here. When I can see that transformation, that’s really rewarding.

He explained that seeing his students succeed was extremely fulfilling. It appeared as if Fredrick’s personal fulfillment largely stemmed from his ability to impact the lives of his student-athletes. Overall, he expressed enthusiasm for his role as a SSTC and emphasized how rewarding it was to be a mentor to young people. In the debriefing interview the researcher asked if there was anything else Fredrick thought she should know about his experience, to which he replied, “No, it’s a great life. But you know that... you’re in it.”

**Relationship TCRS.** Fredrick’s professional satisfaction was clearly dependent on his belief that he was positively influencing the lives of the children he served. When inquired as to what he enjoyed most about his role as a SSTC he quickly responded, “Relationships, without a
doubt. With my students and players and my colleagues.” Fredrick emphasized how his role fos-
tered such relationships with those around him, stating,

I mean you take those guys right there (coaches)... I’m with them every day all day, I mean Sam he’s brand new here, and we have a connection because we both love the same thing, and the coaching staff is very much a brotherhood as much as anything else... as much as the team is... so it’s just really important to try and nurture great relationships. And sometimes our kids will leave here and they’ll want to stay in touch and I love that...

Fredrick particularly enjoyed the connections he made with students. He expressed the joy he felt when former players emailed or called him to share their success stories. He remarked,

We got a couple of players playing Division I SEC football and after their big win last week I had two of them call me after the game in the stadium, and that’s really neat; I really appreciate them wanting to share the joy of their life with me and feeling like right or wrong, that I had something to do with that. So that’s neat.

He further commented that he had even been asked to be in a few weddings of former players.

Fredrick recognized the tremendous influence he had on their lives, remarking,

When you’re dealing with kids, particularly teenagers, and that’s boys and girls, and they pay tremendous attention in my experience to everything I do... kids are starved to make connections... whether they come from a great home or a broken home, they’re starved to make connections...

As a teacher, he specifically enjoyed being a role model and instilling Christian values in his stu-
dents. He elaborated,

So in my economics class we talk a lot about good stewardship, living within your means, we talk about it from a scriptural standpoint... what I teach them is how to think, and I encourage them to make independent judgments based on what they see, and judge, and observe, and sense, not on what someone else tells them they ought to see or think.

Fredrick believed he was nurturing independent, critical thinkers through his economics class.

He felt he was positively influencing their lives by teaching them such life lessons. Fredrick fur-
ther explained that his role as a SSTC allowed him to impact more people, stating,

If all I did was coach, that’s six kids out of 85, out of the senior class, that I would know... and no girls. So I get a chance to connect, to cast a much wider net ‘cause if rela-
tionships are most important to me, then I cast a much wider net as a teacher and a coach...

Not only did his feel that his role as a SSTC facilitated relationships, but he believed it fostered deeper relationships with his students. On the MBI-ES, he indicated that he could “easily understand how students feel about things.” When the researcher inquired as to why he thought that was possible he replied, “I get a much broader view of who they are... I’m also a dad myself and that helps. I just feel like I walk in their shoes...” Fredrick argued that his dual role helped him understand them, stating,

I get to have relationships with kids in a lot of different ways... I teach all of the senior boys that I coach... so I get to see them in the classroom and on the football field and that gives us a unique, multifaceted relationship. And I think it shows them that I don’t measure their worth, or I don’t measure our relationship, strictly on what they do on the football field. I get to see them in a very positive way in the classroom even when they are not playing well on the field.

Fredrick also indicated that he frequently felt that he dealt well with students’ problems. When asked to provide an example, he explained that a current player was having a hard time with his parents’ divorce and had confided in Fredrick, his coach, to help him navigate his life post-divorce. On the MBI-ES, Fredrick further indicated that he daily felt he was positively influencing people’s lives. When probed as to how, he replied,

As a mentor and as a guide and as someone who tries to disciple. I think that by encouraging our players to do hard things, and encouraging them when they do the right things... and holding them accountable when they do the wrong things. And I think all that is positive, and that’s what I do every day.

This ability to provide mentorship and guidance through relationships fueled Fredrick’s desire to remain a SSTC despite other job opportunities. In fact, when asked what advice he would give to someone who was interested in becoming a SSTC he remarked,

I would ask them, “Why? Do they have a passion for their content, for their material, subject, or sport? Great. Do they have a passion for mentoring and being a positive influence?” Is this a person that wants to have a positive impact on the lives of young people
and help them to reach their potential? And be unafraid to push... just be an insightful, caring force in their life? Because you never know when someone might need that in their life.

Fredrick considered his job a calling and found fulfillment in his ability to form positive relationships with student-athletes. Moreover, Fredrick believed that such relationships should be the chief concern of every SSTC.

**Status TCRS.** Another reason Fredrick found satisfaction in his role as a SSTC was the position of authority it provided him in the community. He remarked,

I think it (coaching) gives me a greater command presence; I know that it means that I don’t have any discipline problems in my class... I never have; that has a lot to do with my height I guess... it (coaching) gains me a certain amount of notoriety, which I appreciate. People seem to know who I am before they meet me...

The title of SSTC, particularly of head football coach, appeared to garnish Fredrick a certain level of respect, which he naturally enjoyed. Such respect, he believed, was partially responsible for the lack of discipline problems in his classroom. He believed that being a teacher of a core subject also established him as a professional. He explained,

I also think I get a lot more respect from my colleagues because I am not *just* a coach... I pride myself on acting like it and not being the stereotypical meathead football coach. So it (teaching social studies) gives me a greater voice and more influence with my colleagues, and I think my peers and my students’ parents.

He elaborated that being a SSTC provided him a higher status than most of his counterparts, who were PETCs. In fact, Fredrick made a point to differentiate himself from PETCs. He believed the fact that he taught social studies provided him a certain level of credence. For example, he remarked,

I think they (the community) also realize that I’m a lot smarter than the stereotypical football coach... because they see me in a classroom, they see me being academic, they see me being a great educator, and they say wait a minute, he’s more than just the dumb jock. Because I don’t ever want to be characterized like that.
**Skill enhancement TCRS.** Classroom management was not the only skill Fredrick believed was strengthened by his role as a SSTC. When inquired as to how he felt coaching impacted him as a teacher, he replied,

> I think it makes me a better communicator; it gives me a lot of confidence. And it also helps me talk a language because football is really important to our student body. Even to the guys who don’t play. So it gives me a language; I don’t know, it’s almost like they want to hear what I have to say now...

Fredrick felt his role as a football coach positively affected his ability to communicate with his students. He also believed that teaching allowed him to foster deeper relationships with his student-athletes, stating, “It (coaching) helps me make a better individual connection with my players, those that I teach. Like I said, a broader scope of their lives.” All in all, Fredrick passionately believed his role as a SSTC was personally satisfying and professionally fulfilling. He felt his occupational roles complimented one other and facilitated his ability to make connections with student-athletes that would positively influence their lives.

**Cross-Case Synthesis**

All participants exuded high levels of teacher-coach role satisfaction (TCRS) during the 2013-2014 school year; each SSTC reported that he thoroughly enjoyed his dual role and felt professionally satisfied in his career. Each participant noted instances of *personal fulfilment TCRS*; for example, they all mentioned the “thrill of Friday night lights” and emphasized the social impact that teaching social studies and coaching football had on students’ lives. All participants accentuated *relationship TCRS*; each perceived that his role as SSTC fostered deeper relationships with students, athletes, and colleagues. Likewise, participants perceived that such relationships allowed them to provide positive guidance and mentorship for student-athletes. Each SSTC further noted that skills such as communication, organization, and time management were strengthened by occupying dual roles resulting in positive outcomes for students (*skill enhance*
In particular, all three SSTCs emphasized the positive impact that occupying dual roles had on classroom management. Each participant believed that the role of football SSTC garnished him a certain level of respect and authority (status TCRS), which students were unlikely to challenge. While SSTCs emphasized the benefits of their jobs, they admitted that challenges abounded. The subsequent section presents the data illustrating the obstacles that SSTCs experienced due to the occupancy of dual roles concurrently.

**Role Conflict**

While participants were personally satisfied in their roles as SSTCs, they battled feelings of role conflict (RC) as they attempted to manage dual professional roles in addition to their personal lives. The investigator defined role conflict as “stress that may arise when role expectations or responsibilities of one or more social roles compete with one another and/or are incompatible.” During data analysis, the researcher organized SSTCs responses to interview and survey responses into the following types of RC: role ambiguity, role incompetence, role incongruity, role misconception, role overload, role under-compensation, teacher-coach role conflict (TCRC), and work-family role conflict (WFRC). Most of these categories were borrowed from prior research literature while others emerged from the open-coding process of data analysis. Specifically, role ambiguity, role incompetence, role incongruity, and role overload were categories borrowed from Pitney et al. (2008), while work-family role conflict was borrowed from Sage (1987). Teacher-coach role conflict is a term defined by the current researcher but based on similar definitions found throughout role conflict literature. Role misconception and role under-compensation, however, emerged from the current data. Specifically, the researcher defines the types of RC experienced by SSTCs as follows:

- **Role ambiguity**: stress that may arise when expectations or demands associated with a professional role are unclear or vague (Pitney et al., 2008).
• **Role incompetence**: stress that may arise when an individual does not have the necessary skills or knowledge to perform a role he/she occupies (Pitney et al., 2008).

• **Role incongruity**: stress that may arise when the expectations and/or demands of a professional role are incompatible with the individual’s disposition, attitudes, values, or beliefs (Pitney et al., 2008).

• **Role misconception**: stress that may arise when outsiders to a role belittle, misconstrue, or misconceive the expectations, demands, and/or significance of a professional role.

• **Role overload**: stress that may arise when the role expectations are too complex, too demanding, or too time consuming for the time and energy one has available (Pitney et al., 2008).

• **Role under-compensation**: stress that may arise when an individual feels he/she is not adequately compensated for one or more professional roles that he/she occupies.

• **Teacher-coach role conflict (TCRC)**: stress that teacher-coaches may experience when the expectations or responsibilities of dual roles compete with one another and/or are incompatible.

• **Work-family conflict**: stress that arises when work roles are incompatible, or compete, with family roles (Sage, 1987).

Based on participants’ interview and survey data, the investigator further characterized SSTCs’ experienced level of each type of RC as either low, moderate, or high. In the proceeding section, the researcher provided an analysis of each SSTCs’ individual experience with each type of RC followed by a cross-case synthesis of participants’ experiences with RC.

**Within-Case Analyses**
In this subsection, the researcher presents the experiences of each SSTC individually. The investigator organized each SSTC’s data by type of RC. Each participant exhibited moderate to high levels of RC during the 2013-2014 school year.

**David.** The 2013-2014 school was especially challenging for David, as his wife suffered a serious car accident at the beginning of the school year. She was hospitalized for over a month and endured multiple surgeries as a result of the accident. Consequently, David experienced heightened stress levels throughout the school year. In Table 6.1, the investigator provided an assessment of each type of RC David experienced during the 2013-2014 school year.

**Table 6.1**

*LEVEL OF RC EXPERIENCED BY TYPE (D)*

<table>
<thead>
<tr>
<th>Role Conflict Type</th>
<th>Experienced Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Ambiguity</td>
<td>Low</td>
</tr>
<tr>
<td>Role Incompetence</td>
<td>Low</td>
</tr>
<tr>
<td>Role Incongruity</td>
<td>Low</td>
</tr>
<tr>
<td>Role Misconception</td>
<td>High</td>
</tr>
<tr>
<td>Role Overload</td>
<td>High</td>
</tr>
<tr>
<td>Role Under-compensation</td>
<td>Moderate</td>
</tr>
<tr>
<td>Teacher-Coach Role Conflict</td>
<td>High</td>
</tr>
<tr>
<td>Work-Family Role Conflict</td>
<td>High</td>
</tr>
</tbody>
</table>

In the following section, the researcher provides a deeper analysis of each type of RC David experienced.

**Role ambiguity.** David experienced a low level of role ambiguity over the course of the 2013-2014 school year. He insisted that demands and expectations for both his role as a social studies teacher and an assistant football coach were clearly articulated by administrators, super-
visors, and district leaders. He further commended both his school and district leaders for maintaining high standards in both the classroom and athletics, which motivated him to excel in each professional arena. He stated,

The expectations here are extremely high. Pine River is not a place where you’re there to coach football. They expect me to teach. I teach three classes a day, and they come in there and observe me all the time, and they expect me to be teaching during teaching time… it’s a real high expectation.

He supported the school administration’s goals, remarking,

I mean ask anyone if I teach. But that’s the expectation at Pine River. And I embrace that. I mean if I didn’t want it, I could go to a place where there wasn’t that expectation, and it would be a whole lot easier… but I mean I wouldn’t want it any other way.

David commended the principal for his efforts to create and maintain a positive school atmosphere of high expectations. He explained,

Our principal has done a great job of creating that climate. He’s a great leader. I mean he expects that, and they come in and observe us a whole lot, and this new evaluation system really isn’t all that different than what we have already been going through at Pine anyway…

When prompted about the broader school district David asserted,

I think the superintendent set a culture of high performance. I mean just because I have heard that in other counties, like where I did my student teaching, there was not a lot of pressure on you in the classroom. I mean you basically shut your door and did whatever you wanted to do and no one said anything to you. That would never happen here.

He further insisted, “They are very supportive. I’m a fan of Gadsden County. It’s the only school system I’ve ever been a part of as a student or a teacher.” Expectations were clear and communicated effectively for both of David’s professional roles, resulting in a low level of role ambiguity.

**Role incompetence.** In addition to perceiving that demands for his role were clearly defined, David was confident in his ability to meet administrative expectations. The researcher assessed David’s level of role incompetence to be low in both his teaching and coaching role. He
appeared to be competent, assured, and respected in both professional capacities. His administrative evaluations during the 2013-2014 were strong as were his student perception evaluations—both of which were part of the new teacher evaluation system for the state. After six years of teaching he assessed, “I feel confident that I could teach any class social studies wise.” He boasted of his success inside and outside of the classroom:

I only had about five kids fail my classes; I was proud of that... and then on the field we had three of my defensive lineman sign scholarships, and anytime to get to see them move on I am really proud of that... we also won a playoff game for the first time in four years... so that was kind of a monkey off our back.

David took pride in making his lessons engaging so that students would enjoy his class and reasoned, “I create a relaxed atmosphere with my students... I think kids enjoy being in my class. I try to, I really try to find things that I think I would have been interested in...” He asserted that one reason he had experienced success is his ability to motive students and to see matters from their point of view. He stated, “But the big thing is, and it doesn’t matter if I was teaching math or whatever, is you got to try to build a relationship with the kids and they need to know that they can trust you.” On the MBI-ES survey, he further indicated that he could “deal effectively with the problems of his students.” When asked to clarify, he remarked,

I just think problem solving is one of my strengths. I told you I am the equipment coach. I learned a very valuable lesson my first year... the first head coach I worked for... he wasn’t super organized but I went up to him and I said, “Coach, we are missing this or we are missing that” and he said, “David, I am not the equipment coach.” And that made me really think... he’s got me doing this ‘cause he doesn’t want to deal with it. So I better figure it out. And that was a great work lesson: figure it out; I will take that with me the rest of my career. I am going to figure out how to solve a problem somehow someway. And one of the reasons I think I have been effective is that in anything that I do I try to make is so the administration doesn’t have to do my job...

While currently he exuded confidence in his ability to manage both roles effectively, David admitted that he struggled early in his career, particularly with classroom management. He reminisced,
And you need to let them know what the boundaries are at the first week of the class... and establish those... and I feel like if you create that culture early then you will be a lot better off... that’s something I have learned. It’s like a wise old teacher told me, you can loosen up but you can’t tighten up... and I got in that trouble I guess the first semester that I taught... I guess I was probably more worried about if the kids liked me or not and by the end of the semester, I had let them run all over me. I didn’t do a good job with that.

He further indicated that his first time teaching Law, which was assigned to him unexpectedly, was disastrous. He lamented, “I just opened the book up and said I guess we are doing this today. I had no idea what I was doing.” While he admitted experiencing feelings of role incompetence in both professional roles in the first two years of his career, David appeared to know what he was doing six year later. His own personal assessment as well as his administrative and student evaluations indicated that he was both a competent social studies teacher and football coach.

Role incongruity. The researcher further assessed David’s experienced level of role incongruity to be low, as he appeared to share most of the same dispositions, values, and beliefs with administrators, faculty, and community members. David did admit, however, that the first head football coach under whom he worked for three years, differed drastically in his approach to coaching.

Well the other guy has won a lot of football games, over 100 games, he’s just got a different method... He just wasted a lot of time; it was more like, let’s show how many hours we are putting in instead of how much work we are actually doing.

He further explained that under the prior leadership, “We just wasted so much time. We didn’t get as much done.” Under the current head coach, however, David felt much more congruency. He remarked, “This is just more of the college model, this is what I was used to in college.” He elaborated,

The teams that go the farthest are the ones generally that are the freshest and not tired of playing. That’s our philosophy—we don’t believe in overworking the kids... now some coaches are totally different. The first head coach I had he liked to practice for four hours and that is nothing like what I am used to... I had come from the college level and that’s not how you do things... this is how we do things.
Overall, he seems satisfied with the current football leadership, however, on the MBI-ES survey he admitted that once a month or less “I feel frustrated by my job.” When asked to explain he stated, “I generally feel that way when I think things could have been done better and I don’t have control over them.” When asked to elaborate he replied,

> For example, like last night, this annoys the hell out of me. When our kids wear different colored socks. That’s individualism, it’s selfish... everybody should look exactly the same. But if the head coach isn’t going to do anything about it then there is nothing that is gonna be done about it. I don’t have any control over it.

While David experienced frustration due to some of the head coach’s policies, he retorted that, “99% of us are on the same page.” He admitted that he wished “we could get a few more coaches who are willing to do a bit more... take the load off me, but ya know with any organization 20% of the people do mostly 80% of the work, and that’s the way it is around Pine River.” When asked to compare his level of frustration in the classroom he stated, “Vary rarely do I feel frustrated in the classroom. I’ve got really good kids I guess.” He continued,

> Any time I feel frustrated in the classroom it’s when ya know I feel like I got a kid that I just don’t feel like I am reaching... for whatever reason I can’t get through to him... maybe he needs to be thrown up against a wall and I am not allowed to do that so... also, I get frustrated in the classroom when I care more about the grade than the kid does. And it’s like I tell them, I have already passed Geography.

For the most part, David explained that administrators, teachers, parents, and students shared a common vision; however, occasionally he had a parent who expected different treatment for his/her child. For example, when a student of David’s was caught assisting another child on an assessment, the assister’s parent felt it was unfair to give him a zero on the exam. Despite several isolated examples of incongruity, David felt like he was “on the same page” with the faculty, administration, and community in both roles.

**Role misconception.** Even though David assured the researcher that most of the school community supported him, on numerous occasions he mentioned negative stereotypes that ac-
companied the title of SSTC; thus, the researcher assessed his experienced level of role miscon-
ception as high. He frequently admitted to feeling undervalued or misunderstood because outsid-
ers made negative assumptions about him simply because he coached football. He lamented, “A lot of times around the building there’s a negative stereotype with coaches. I have really gone out of my way to show people I am not your traditional, stereotypical kind of coach.” David made a concerted effort to dispel these stereotypes while maintaining that he did not care what others thought as long as he was successful in both roles. He frequently commented that the social stud-
ies department socialized a lot. “It’s a very tight department.” He assured the researcher that the people with whom he worked in both the social studies department and in the coaching staff were his closest friends; however, outsiders often give him a hard time.

I mean people will say, “Oh those football coaches, I mean they just don’t have to go to department meetings…” And it’s like yeah, I don’t go to a 30 minute meeting sometimes ‘cause I am here ‘till 9 o’clock. Ya know? I mean, $&!%...

David occasionally felt animosity to what non-TCs perceived as “special treatment” that football coaches received. He perceived that the resentment from other faculty members was “mainly from getting out of stuff—a meeting that ends at 3:01 pm, and I’m there until 7 pm.” When asked to explain why he thought negative perceptions of SSTCs existed, he explained that most people do not understand how much time, energy, and skill is required in the coaching role. He rationalized that “They (non-TCs) don’t have a clue. They have no idea. They think we go down to the fieldhouse and hangout.” He further explained,

There is a jealousy factor there too. “Well David can do this,” but I am also gonna be here until two a.m. I think it is a combination of jealousy and misunderstanding. They just don’t understand. And I don’t try to make them understand. I am not on a quest to make people feel sorry for me. And then there have been coaches who have been hired to coach and they don’t do a whole lot else, so that creates a bad stereotype for all of us.

He provided the following example to demonstrate a lack of understanding about how much time and energy is required of teaching and coaching football simultaneously:
Like I usually get to work between 6 and 6:30 am, but like yesterday, I didn’t get there until like 7 and some Math teacher who teaches next to me said, “Well thanks for showing up.” And I was thinking like you b!%@&, but I said, “Alright I’ll make up for it; I will be here until two a.m.” So it’s like that kind of stuff that pisses me off. I mean I was actually there on time. I usually get there earlier, but school starts at 7:10. So I was like, I will make up for it; I will stay ’till two a.m. tonight. Don’t worry. She’s probably going home at like 2:11 pm.

David’s experienced role misconception was paramount when he defended his fellow coaches stating, “I mean we have a lot of really smart men working their a$$e$ off. And Castle Hill and Melton are doing the same thing... it’s competitive.” David even felt the need to justify the significance of his coaching role to the researcher stating, “We are not as dumb as you might have thought before...” When the researcher assured him that she felt no such condemnation as she was a SSTC herself he commented, “Right, right. Well, I mean, people that don’t know would probably be amazed.”

**Role overload.** One reason David felt SSTCs were negatively perceived by non-TCs was a lack of knowledge about the amount of time that is demanded in the coaching role. Throughout the research process, he explained in detail the multitude of responsibilities associated with being an effective assistant football coach. He often reported feelings of exhaustion, fatigue, and weariness due to “simply not having enough hours in the day to get everything done.” The researcher assessed his experienced level of role overload as high during the 2013-2014 school year. On the MBI-ES, he indicated, “I occasionally feel emotionally drained,” and when asked to clarify he remarked, “I mean too much on the plate... that was emotionally draining. I guess it was specific to this semester. You just have to do so much that sometimes... I’m just exhausted.” In describing the utter fatigue towards the end of the season, he explained,

Yeah there are days when I wake up and like yesterday, I didn’t know how I was going to do a 20 hour day. I took my blanket and threw it into the back of the truck ‘cause I thought for sure I was just gonna go to sleep during my planning period. And we start so early... but after the first block you start feeling a little better. That happens a lot. Just knowing I am going to be here until 11, 12, 1 a.m. and then be back at 7, ya know?
When asked to quantify how much time he allocated to each role, David stated that he worked between 80 hours a week during football season—about 25 of which went to teaching. When asked what he felt was most challenging about his role as SSTC he replied, “There’s a lot, but I would say probably the amount of things I have to get done on a daily basis.” He emphasized the competitive nature of coaching football in Gadsden County stating,

Yeah I mean I’m telling you in Gadsden county it’s not that much different than college. I mean I played at the Division I level and the difference is they don’t have to teach three classes, but as far as the time we put in, it’s not a whole lot different.

In comparing what his responsibilities were to those of people coaching other sports he stated,

I mean it’s hard to judge or compare; they work hard at what they do. But there’s nobody out there doing what we do... I’ll challenge anybody to say they work as many hours as we do ‘cause it doesn’t happen.

David further explained that on top of his teaching and coaching responsibilities, he “also gets the wonderful title of equipment coach...which means you manage 150 players’ worth of equipment. And so you got to do all that laundry... I’m talking laundry!” In the off-season he said the amount of time he worked dropped to around 50 hours a week with time split fairly evenly between the two roles. In comparing life in the off-season he stated,

It’s a little less crazy. A little less hectic. But I mean we are still working really hard, we are already starting on next year. We have already ordered all kinds of equipment, we’ve started going to clinics and working the kids out... I mean it just slows down a little bit but there is still a lot to be done.

While David’s level of experienced role overload waned substantially in the off-season, during the peak of his coaching season its impact on him personally and professionally was pervasive. 

Role under-compensation. According to David, one cause of conflict for many TCs was a belief that they were not being adequately compensated for their time, energy, and expertise in one or more of their professional roles. In assessing why he enjoyed his role as a SSTC David lamented, “It’s definitely not for the money (laughs)...” Due to the frequency of such comments
alluding to the under-compensation of SSTCs, particularly in the coaching role, the researcher assessed David’s level of experienced role under-compensation to be moderate. While David seemed fairly satisfied financially, he admitted that it would be hard to make ends meet without his wife’s salary and without the pay raises earned from attaining both his MA in Health Studies and his Ed.S in Curriculum and Instruction. When asked to assess how well he felt compensated in his role he stated,

I think I mean you’re not gonna make a ton of money as a teacher, but we’ve done some things like get a specialist degree, things like that. As far as the hours we put in coaching wise we do not make very much money, but compared to some other places we are paid pretty well compared to other programs and things like that.

He added that football coaches were paid more than coaches of other sports explaining, “Our booster club pays us, too. I mean it’s pretty competitive in Gadsden County. It’s gonna be a deal where you are not gonna keep good people if they don’t pay pretty decent... but it’s not as much as we deserve.” When asked how much he believed assistant football coaches should be paid he responded, “I would say fair would be about $10,000. And I probably make 6 or 7.” As for “fair” teacher compensation he argued it was difficult to group all teachers together, but admitted that the current system of pay was inadequate. He commented,

Well I mean any government employee, it’s kinda hard to get rid of them. I mean there are some teachers sitting there with their doctorates who don’t do a whole lot. And if I were in charge of the world I would move them right on, ya know? And I understand why teachers don’t make a lot, especially back in the day with women not making as much and that kinda deal, but I wouldn’t mind negotiating my salary. I would feel confident doing that.

He further remarked that a pay for performance method would not scare him. “If I had to com-pete against the people I work with I would be totally fine. I’ve told them that before. That doesn’t scare me. In fact, the younger people would probably benefit.” While he criticized some teachers for getting degrees just for the pay raise he admitted,
...That’s why we went and got our degrees. And I have heard people that are not in the education field say well you get 6 or 7,000 for your masters and my question to them is, “Well do you think I am overpaid? Do you have problem with that? Do you think I am overpaid?”

While he argued that SSTCs who were effective in both roles deserved more money, he assured the researcher that he was financially secure.

**Teacher-coach role conflict (TCRC).** While David highlighted the compatibility of his two professional roles, he admitted that the demands competed with one another. For example, while he believed his job as a teacher was secure, he felt his job as a football coach was dependent on winning. David explained that stakes were high for coaching football in Gadsden County, which added additional stress. He suggested, “It’s (coaching) unstable; Either you do well and move on or you don’t do well and you move on. And in Gadsden County it is very competitive. If you do not win you will be replaced.” He further admitted that he was subject to much more public scrutiny on the football field than in the classroom.

Such pressures likely led him to prioritize his coaching role. For example, David admitted to spending more than twice as much time in his coaching role than his teaching role during football season despite the fact that he was paid five times more for his teaching role. He also admitted that in order to get everything done he occasionally used class time stating,

Yeah there are some times during football when I have to give the kids a worksheet so I can get some stuff done. And that’s not good but I ain’t gonna get it done. And I try not to do that but sometimes I have to and a lot of times when I do that, put a video in or give ‘em a worksheet, it’s because I am grading something, it’s not generally for football but it’s like I gotta get this grading done so I can be done with this when I walk out of the classroom...

He allotted only one planning period a week (Wednesdays) to lesson planning, while he spent four planning periods and at least ten hours each weekend preparing for football. He argued that practices conflicted with faculty and committee meetings, which he typically missed for football.
David also admitted that he did not assign projects or papers due to his limited time to grade due to football demands. In fact, while he included essays on his exams he explained, “They have a few sentences to impress me because I don’t have time to read the whole thing...” David likewise tended to rely on instructional practices that limited the amount of paperwork he had to collect. This resulted in instruction based primarily on videos, lectures and discussion, worksheets, and multiple-choice exams.

While David admitted that such teaching shortcuts were necessary due to time constraints, he never slighted his coaching responsibilities. It appeared that expectations at David’s school were higher for his coaching role than his teaching role, which likely justified his prioritization. In general, the role overload David experienced appeared to be exacerbated by his competing teaching and coaching demands. “There just aren’t enough hours in the day to get it all done,” he explained. To compensate, David appeared to prioritize his coaching role during football season, which prior researchers refer to as role retreatism. Further discussion of role retreatism is discussed in Chapter Six.

**Work-family role conflict.** In describing his first semester of the 2013-2014 school year, David admitted that the stress of occupying dual roles was intensified by his familial responsibilities. Early in the semester, his wife was hit by a drunk driver and nearly killed, which required him to be “Mr. Mom” to their two children and caregiver for his recuperating wife. Consequently, the researcher assessed David’s level of experienced work-family role conflict (WFRC) as high during the 2013-2014 school year. David explained that in prior years balancing work and family was easier. David further explained how hard it was to juggle all of his responsibilities after his wife’s accident. He stated, “Being a single dad at the moment is interesting. Man was not made to do that.” He added, “It’s truly been a tough semester.” In reflecting on his early
years as a SSTC, he also indicated that it was hard to juggle teaching, coaching, his master’s program, and a newborn. He reminisced, “We would just put Mary (his firstborn) in that little blue thing, and she would scream and we would work ‘till like 11 o’clock every night. Then we were dumb enough to go right into the specialist program and have another baby at the same time...” When asked to reflect on specific challenges faced during the 2013-2014 season he reiterated the pervasiveness of WFRC stating, “That was the major challenge and was probably the hardest thing that I have ever dealt with, just having to work so much and take care of the kids and try to be there for her... and that kind of deal.”

Overall, David appeared to experience higher levels of RC in the semester he was coaching and lower levels of RC in the off-season. His level of experienced RC varied by type. Specifically, he experienced low levels of role ambiguity, role incompetence, and role incongruity; a moderate level of role under-compensation; and high levels of role misconception, role overload, teacher-coach role conflict and work-family role conflict. Despite the additional challenge of his wife’s accident, he assessed that his ability to balance dual roles effectively had improved with each year of additional teaching-coaching experience.

Jason. While Jason did not endure a family tragedy, he also experienced moderate to high levels of RC during the 2013-2014 school year. Jason believed that working in a Title I school was extremely rewarding, but he also argued it was extremely challenging. For example, more of his students appeared to struggle academically, which required him to accommodate by spending more time in his teaching role. Also, Jason’s children were older than David’s and had recently begun vocalizing their desire to see their father more. Guilt from being away from his sons heightened Jason’s feelings of RC. In Table 6.2, the researcher provides an evaluation of Jason’s experienced level of RC during the 2013-2014 school year organized by type.
Table 6.2  
**Level of RC Experienced by Type (J)**

<table>
<thead>
<tr>
<th>Role Conflict Type</th>
<th>Experienced Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Ambiguity</td>
<td>Low</td>
</tr>
<tr>
<td>Role Incompetence</td>
<td>Low</td>
</tr>
<tr>
<td>Role Incongruity</td>
<td>Moderate</td>
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<tr>
<td>Role Misconception</td>
<td>Low</td>
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<tr>
<td>Role Overload</td>
<td>High</td>
</tr>
<tr>
<td>Role Under-compensation</td>
<td>High</td>
</tr>
<tr>
<td>Teacher-Coach Role Conflict</td>
<td>Moderate</td>
</tr>
<tr>
<td>Work-Family Conflict</td>
<td>High</td>
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The researcher subsequently provides a thorough analysis of each type of RC Jason experienced.

**Role ambiguity.** Jason experienced a low level of role ambiguity over the course of the 2013-2014 school year. Overall, he seemed pleased with the level of support he received at the school and district level stating, “… The administration is outstanding. I mean there’s a reason I’ve been here for 17 years… the coaching staff is outstanding.” He continued, “We’ve had not just good administrators but good principals.” Not only did he feel that the administration was supportive, but he also mentioned that the demands for each role were clearly communicated to teachers and coaches. He stated, “The expectations are set and you know what the demands are... And you better do your job in the classroom and on the field... that’s how it is here... so you know what the expectations are...” As for his coaching demands he further explained, “Each coach has his role and the expectations are clear as to what his responsibilities are...” In general, there did not appear to be any confusion as to his duties or responsibilities in either professional role.
Role incompetence. Similarly, Jason experienced a low level of role incompetence over the course of the 2013-2014 school year. He seemed confident in each role, explaining that his performance improved each year. When asked to evaluate his performance over the course of the 2013-2014 school year he remarked,

I feel good about it... ya know I feel like my students are doing well—and we won’t really know ‘till the end of the semester—but I think the kids I teach feel like I am doing what I am supposed to do... and I feel coaching wise, I feel the same way about the group that I coach. But these guys work hard, they really respond to what I’m trying to get them to do. I think I’m probably doing a better job than I did last year with ‘em.

While not one to boast about his accomplishments, Jason’s football team won their second consecutive state championship in football and more than 10 players were recruited to play Division I college football for the 2014-2015 school year. In the classroom, he also experienced success. His principal recently asked him to get AP certified. Likewise, his administrative and student evaluations appeared to be strong, and he was well respected by his principal. For example he remarked, “I’ve been observed so many times, and I always do well on my observations.” Despite his success, he admitted that many of his College Preparatory students still struggled. He explained,

I am frustrated with the test scores... first of all because they are 40 percent of their grade.... that’s the county policy... I would like them to be better. I got some in the 30s and stuff like that, and that’s what is frustrating ‘cause I am like how can they sit here and be in this class every day and still get at 30? Ya know? But it happens.

In general, it appeared that he experienced the most role incompetence when he felt like his students or players were not meeting their potential. “When we lose, it’s tough... It makes you question, ya know, are we not any good?” Though he experienced moments of self-doubt, it was apparent that Jason felt confident in his ability to perform successfully in both professional roles.

Role incongruity. Not only did he feel competent in his role as a SSTC, but Jason also felt that he was generally on the same page with colleagues and administrators. He frequently
mentioned the close bond with his fellow football coaches, often referring to them as brothers. He also remarked that the social studies department collaborated well together through their weekly curriculum meetings. While the staff and administration were congruent in their expectations, he explained that not all students, nor their parents, shared the Northridge mission. Thus, the researcher assessed that Jason experienced a moderate level of role incongruity over the course of the 2013-2014 school year. For example, he remarked,

“There’s a lot of kids that just don’t care. There are those that you care more than they do… and that’s sad in a lot of ways, but that’s life. So that’s a challenge. So many of these kids, I mean 65% of them are on free and reduced lunch, which means they are poor, which a lot of times means education is not reinforced; they don’t have a dad and ya know that’s a huge obstacle.

He further elaborated that many students lacked motivation. He stated,

My first and second periods really struggle; I mean they’re not very highly motivated; a lot of times they don’t do their work; they almost always score low on tests... but there are not behavior issues. They just don’t work very hard....

Instead of blaming students, he admitted that a lack of parental reinforcement was often to blame, explaining, “A lot of times because those are the kind of kids that don’t always have the reinforcement at home and so these kids are a little bit more challenging and you have to motivate them...” Jason provided additional examples of the administration having to “deal” with certain behavior issues harshly, stating,

And another thing I think our administration does a good job of is they get the kids out of here that aren’t here to learn. If there are kids here for the wrong reasons they will figure out who they are real quick, they’ll get them on a Rule 12, get ‘em paneled, and they get them out.

He elaborated by providing an example of a student in his class who was caught with a large amount of marijuana at school, sent to tribunal and expelled from Northridge, and currently awaiting felony charges. While he felt some students and parents failed to buy into the academic
and athletic mission embraced by the staff and administration of Northridge, he remarked that
the majority of the community supported their efforts and respected his role as a SSTC.

**Role misconception.** Due to his perception of strong community support, the researcher
assessed that Jason experienced a low level of role misconception over the course of the 2013-
2014 school year. He did not battle the negative stereotypes of SSTCs as described by David. In
fact, he remarked, “I have never had any problems with people in the community…” Moreover,
he felt respected both as a social studies teacher and as a football coach. Jason later admitted,
however, that the respect he garnished as a SSTC might be at least partially attributed to
Northridge’s success on the football field. “Football is a big deal here,” he explained; yet, he re-
iterated that he felt valued by the community in both roles.

**Role overload.** Even though he felt valued, Jason often felt overwhelmed due to his many
competing responsibilities. Thus, the investigator analyzed that Jason experienced a high level of
role overload over the course of the 2013-2014 school year. Jason taught five periods of U.S.
History and proctored a guided study period. He also coached football and taught driver’s educa-
tion courses year-round. He even taught additional Title I programs for struggling students. In
other words, because many of his students were behind academically, Jason’s teaching responsi-
bilities often extended beyond those of a typical classroom teacher. He explained that in addition
to his regular teaching hours, he participated in weekend academic “bootcamps” to prepare stu-
dents for state and district exams and/or to help students recover from failed courses through
“credit recovery.”

As for his coaching responsibilities, Jason explained that his coaching demands were
more intense early in his career. He originally coached three sports: ninth grade football, ninth
grade basketball, and varsity boys’ track. He described the difficulty of managing coaching sea-

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sons that overlapped. He expressed resentment from assistant coaches when he entered the sea-
son late due to his competing coaching roles. Jason further elaborated about the difficulty of get-
ting his graduate degrees while coaching multiple sports. He explained that one reason he pur-
sued an online degree was so that he could complete the coursework on his own schedule.

Though he currently coached only one sport, Jason argued it still required annual responsibilities.

Right now I am just coaching football. I don’t coach any other sports, but football is
kinda a yearlong thing, so we have things going on all year long… like last year we
played the state championship in December and then went on Christmas break… came
back and a week after Christmas break our off-season workouts started, which are every
Tuesday and Thursday… until May when we work-out four days a week.

Jason indicated that during the football season he worked approximately 70 hours a week, well
above the average employee who worked 40.25 hours (Fleck, 2009). He provided a detailed
overview of his schedule, which was provided in Chapter Four. When asked to detail his coach-
ing responsibilities he remarked,

Ok so I am the runningbacks’ coach. I am also, all coaches are also JV coaches, so we
coach Thursday night games and of course Friday night games, and we all do the out of
season stuff… And you’d think that they wouldn’t make the guy who has been here for
17 years do the laundry…

He further described his role as equipment manager, which included keeping track of the foot-
balls, helmets, pads, and uniforms—uniforms that he had to wash weekly. He was also individu-
ally responsible for organizing picture day and snacks for summer work-outs. He further expand-
ed upon his role as the runningbacks’ coach, scout team coordinator, and JV coach. He explained
that all coaches were also expected to fundraise, supervise study hall, and attend all coaches’
meetings. Additionally, each coach watched and “graded film” for his accountability group.

When asked to elaborate upon “grading film” he explained,

I am responsible for two players and I will look at every play that we run and if the kid
fulfills his responsibility then that is passing on that particular play. And so if we run 60
plays and he has a passing on 60 percent of those, than that’s his score. If he misses a
block, or misses an assignment, or goes the wrong way, or does something like, then he gets a minus for that play, and a failure for that play and then you tally up failures... One game could take an hour or longer to grade...

Each coach was also assigned a “late night duty” to stay and clear the campus, as kids often had to wait for parents to get off work. Jason multi-tasked by completing his laundry responsibilities on Wednesdays after practice.

The researcher also asked Jason to describe his coaching demands in the off-season to which he replied, “Yeah I mean for me there’s not really an off-season.” In describing the spring season, however, he stated.

Once we get into January it’s two days a week... In the morning agilities, and lifting in the afternoon for guys who don’t have it during the day as a class, which is usually only ninth graders and a handful of other kids...

When the investigator implored about summer practice he remarked,

...Starting the day after, the Tuesday after Memorial Day, our summer workouts begin. We have two workouts: 6:30 to 8:30 and 8:30 to 10:30. And what I’ll do is ‘cause the 6:30 is the younger kids is I’ll leave about 9 a.m. to start teaching either the behind the wheel driver’s ed. part or the class…

He explained that driver’s ed. ended between 4 PM and 7 PM depending on the day. This schedule continued throughout the summer except for the week of July 4th. He emphasized that “Practice doesn’t end once it starts...” He continued, “...this is a yearly job. We are up here four hours in the morning over the summer every Monday through Thursday... and sometimes longer.” In describing the 2013-2014 off-season in particular, Jason replied, “What off-season?” He remarked that driver’s ed. had started on top of football workouts. He elaborated that beginning in January, the team had morning agilities twice a week and coaches’ meetings throughout the week. After school, they had begun eighth grade workouts twice a week and coaches’ were already busy fundraising for the next season. As for driver’s ed., he explained that they offered after-school and weekend spring courses, but that summer courses were the most popular. He fur-
ther explained that in all honesty, driver’s ed. was a yearlong responsibility just like football—though their “peak seasons alternated.” Moreover, role overload experienced by Jason appeared to be compounded by financial strain resulting from inadequate compensation in his coaching role.

**Role under-compensation.** Jason’s primary reason for teaching driver’s education was financial. In fact, he explained that personal finance was one of the biggest sources of stress in his life. He admitted that while he enjoyed coaching immensely, “It did not pay the bills.” Jason appeared to be exasperated by the under-compensation he perceived in his coaching role; thus, the researcher assessed that he experienced a high level of role under-compensation over the course of the 2013-2014 school year. When the researcher asked if he felt well compensated for his role as a football coach, Jason explained,

> I mean you don’t get paid enough… I think my JV stipend was $327 dollars a month… a month… Now the booster club will compensate us as much as they can, but it’s not a whole lot...

As for his teaching role, he felt more adequately compensated, stating,

> I mean I think teachers are paid decently... I probably make 300 dollars a day teaching and I might make 10 dollars a day coaching... Ya know, I think they are not gonna pay teachers any more than they do when they are giving them the time off that they do... I think that is fair because of the number of days and weeks off, but I do think that it’s bad that we haven’t had a raise. I do think teachers should be getting raises. I mean I haven’t gotten a raise in five years… And the way I make up for it is by busting my butt teaching driver’s ed. all summer...

He further explained that his motivation for teaching driver’s ed. was to compensate for the money he does not make teaching and coaching.

> I mean I think I’ve talked about this, but for football I mean the time you put into it you just don’t make a lot of money, and you don’t get into it at least at the high school level for money... but driver’s ed. pays pretty well... I’m doing that so we can pay our bills...
Jason then elaborated that the poor pay drove many football coaches out of coaching. He re-marked,

And I think that if not now, you eventually lose good coaches... and that mentor role that a coach has with a player no matter what the sport is so important, and by not paying coaches better, you lose them because they get out of it... because at some point or another you gotta pay your bills... so a lot of them leave, and I think that’s a shame that they can’t figure out a way to pay coaches better so that you don’t put people in that position where for financial reasons that have to get out of it...

He then provided three recent examples of talented young coaches who had left the profession due to inadequate pay. When inquired as to why he remained in a role for which he felt under-compensated he replied,

… I didn’t quit coaching because I don’t want to do that to the kids, but I got to the point where I couldn’t afford to coach because I’m sitting here making a few pennies an hour where I could be sittin’ in that driver’s ed. car making 25 dollars an hour. Or I could be in the classroom teaching in that Title 1 program in the fall making 32.50 an hour. So I’m giving up money in a lot of ways to coach. But I believe in what coaching does for kids. I do enjoy it, but it’s a lot of time and not a lot of money. And it runs people off, it really does.

Finally, the researcher asked what Jason felt would be adequate pay for football coaches to which he responded,

I would say that whatever it is they should probably double it... and ya know they still would probably not even be paying a lot of them for what they do, especially at a school like this, like our school, being a Title I school, where we are big brothers and dads to so many of these kids...

Role under-compensation appeared not only to cause Jason to take on additional roles (such as driver’s ed. instructor) to compensate financially, but it also caused conflict in his personal life. He explained the stress of “living paycheck to paycheck” and the difficulty of saving for his sons’ future college expenses. Moreover, while his wife had not worked for the past four years to raise their twin boys, she was returning to work to supplement the family income.
**Teacher-coach role conflict.** While Jason recognized the financial burden resulting from under compensation in his coaching role, he argued that his role as SSTC was too important to sacrifice. Like David, he felt that his skills as both a teacher and a coach were enhanced by occupying dual roles; however, he admitted that balancing both his teaching and coaching responsibilities was extremely difficult. Specifically, his professional responsibilities in each role competed for his time and energy. For example, he stated,

> I’ve done this schedule for about five years, and it’s too much. I mean it is too much. I mean God, ya know you get to the point where you feel like you can’t do anything really well because you are so overspread… but ya know that’s the nature of the beast sometimes.

Consequently, the researcher assessed that his level of experienced TCRC was high during the 2013-2014 school year. The effects of role overload appeared to be compounded by competing demands of coaching and teaching. “Sometimes I feel like a chicken running around with its head cut-off... other times like I am just going through the motions.” He continued,

> What I’ve told some of my friends that are in business is it’s like giving a business speech, giving a presentation or a sales pitch all day... not that I lecture all day, but I’m in charge all day of whoever it is, kids in this class, that class, this group on the field, ya know, so you gotta be “on” all day long and that is physically and mentally exhausting, and you just have to be ready for that...

Jason further explained that the demands were so excessive in fact, that many coaches quit after a few years. “I think young teachers are getting out of coaching because it’s so hard. I think it is not easy between grading papers and doing what you have to do with football… it isn’t easy.” Jason elaborated how the demands of a SSTC surpassed those of other typical coaches. He remarked,

> And it’s not like, and nothing against PE teachers, but I think it’s harder for social studies, math, and science teachers... ya know ‘cause there is so much lesson planning, so much grading... I probably got 155 students right now, same as last year, and that makes things difficult.
He continued, “But there are days when you just get so bogged down with paperwork that... sometimes I wish I was a PE teacher (laughs).” When the investigator asked Jason to elaborate on what he meant by paperwork he stated, “You have to read essays and that takes time, that’s probably the biggest thing... 155 students’ worth of work.” Jason, like David, admitted that he did not assign papers or projects due to limited time for grading. He collected only two assignments per unit and graded both for completion.

Unlike David, however, it did not appear that assistant football SSTCs at Northridge were excused from any teaching responsibilities. For example, unlike the head coach, assistants were required to attend all faculty and departmental meetings. Jason also divided his planning time fairly evenly between his coaching and teaching roles and participated in after-school tutorials for students that needed recovery. While Jason did not appear to prioritize his coaching role to the same degree that David did, he admitted that it was his familial obligations, not his teaching duties, which had caused him to reduce his coaching responsibilities. He explained that before the birth of his twin boys, he spent twice as much time in his coaching role than he did currently. Likewise, when the researcher inquired as to whether he felt his job security was dependent on winning he replied, “Probably for football. I mean I don’t think I would get fired from teaching if we were losing, but if we weren’t winning they would probably start looking for some new coaches.” While Jason loved his job, he admitted that his stamina was waning as he got older and his familial responsibilities increased.

*Work-family role conflict.* Jason further explained that it was increasingly difficult to justify being away from his wife and sons so long.

When I’m not at home and it’s a coaching thing, I mean don’t get me wrong I do get paid extra to coach, but there comes a point where you’re not making enough to justify being gone from your children that long...
Due to the frequency of such comments, the researcher assessed that Jason experienced a high level of work-family role conflict (WFRC) over the course of the 2013-2014 school year. Role overload also appeared to cause him strain at home. He remarked, “The thing to me is that when I come home I mean I’ve got nothing left hardly... for my kids...”

Jason further explained that it became harder to balance his roles once he started a family. He remarked, “Before I was married and before I had kids, I coached three sports, and even when I wasn’t coaching, I was going to basketball games and stuff like that...” He elaborated about how life changed when he had kids, stating,

And so before I was a little bit more involved outside of my duties... so in some ways I feel like maybe I was a little bit more influential in the past, but part of that is because of my family...

In fact, Jason remarked that he had dropped some of his coaching responsibilities recently to spend more time with his kids.

The varsity coaches usually meet on Sundays, and I stopped doing that last year... I went to him (the head coach) because my schedule was so bad that my kid actually went to me enough times and started given me the ya know, “Daddy when are we gonna see you?” kinda thing, and it was just breaking my heart, so I said “Coach, I mean something’s gotta change...”

To justify his retreat from such coaching duties he continued,

You sometimes get to the point where you’re like, I’m helping raise all these other kids, but what about mine? There are 20 coaches on this staff and there’s only one dad in my house... I need to be there more...

When later asked to explain how he managed to balance his personal and professional life he elaborated,

Well one of the things I have had to do is change my work life. I have had to ask to basically drop down with my coaching responsibilities because it did come down to family or football and I had to go with family obviously. My son being vocal was what made me say I gotta change something... so Sundays and Saturdays are family days...
He also explained that for the past five years his wife had stayed home with the boys, which re-
quired him to do extra jobs to earn more money to support them. He later remarked that she had just gone back to work as a teacher. “I’ve had to do more at home,” he explained. He continued, “Next semester when football is over, there may be some of the Title I things that I don’t do be-
cause I’m gonna have to go home to pick up my kids…”

While Jason loved working at Northridge, in the initial interview, he remarked that dis-
tance from his family remained a chief concern. He explained, “I will probably leave at some point to get closer to home…” Interestingly, in the final interview, Jason explained that after 17 years at Northridge he had actually accepted a SSTC position at a different school for the follow-
ing school year. When asked why he was leaving, he replied,

Ultimately it’s in the district that my kids are in, the commute is closer, the school system can bus my kids from the elementary school to the high school after school so I don’t have to have a babysitter... I mean it just simplifies everything.

He further elaborated,

When my wife wasn’t working and I had to do these extra jobs, ya know it was just like I didn’t want to turn around and my sons be ten and me miss out. So to me, this is gonna make it neater because we will really be in the community now... we will get to go to some events because they can come with me, so it’ll be a family thing...

The researcher could tell Jason felt torn about his decision to leave as he repeatedly said how much he would miss the students and coaching staff at Northridge, but ultimately he lamented, “I love them, but I love my children, my sons more…”

In sum, Jason combatted feelings of RC throughout the 2013-2014 school year. While he felt less stress in his coaching role in the off-season, he argued it was merely replaced by the de-
mands of driver’s ed. Like David, Jason experienced varying levels of each type of RC. In par-
ticular, he experienced low levels of role ambiguity, role incompetence, and role misconception; high levels of role overload, role under-compensation, and work-family role conflict; and moder-
ate levels of role incongruity and TCRC. Despite battling feelings of TCRC throughout the school year, Jason perceived that his ability to balance dual roles had improved each year as he gained more expertise.

**Fredrick.** Unlike David and Jason, Fredrick was the head football coach at his school, which meant he was in the limelight, so to speak. The football team’s success or failure began and ended with him. In other words, preparing the team to win football games was ultimately his responsibility. Thus, his role as head coach required a unique set of demands and pressures. Moreover, Fredrick expressed the heightened stress associated with being the head coach during a losing season. Additionally, Fredrick’s children, who were older than both Jason and David’s, participated in extracurricular activities of their own, which he frequently missed due to his coaching responsibilities. Consequently, guilt ailed Fredrick as he spent more time with other people’s children than his own. In Table 6.3, the researcher provides an assessment of Fredrick’s experienced level of RC during the 2013-2014 school year organized by type.

**Table 6.3**

<table>
<thead>
<tr>
<th>Role Conflict Type</th>
<th>Experienced Level</th>
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<tr>
<td>Role Ambiguity</td>
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<td>Role Incongruity</td>
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<tr>
<td>Role Misconception</td>
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<tr>
<td>Role Overload</td>
<td>High</td>
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<tr>
<td>Role Under-compensation</td>
<td>Moderate</td>
</tr>
<tr>
<td>Teacher-Coach Role Conflict</td>
<td>High</td>
</tr>
<tr>
<td>Work-Family Conflict</td>
<td>High</td>
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</tbody>
</table>
In the proceeding section, the investigator offers a detailed analysis of each type of RC Fredrick experienced during the 2013-2014 school year.

**Role ambiguity.** Fredrick spoke positively of his school’s administration at all times; his responses to interview questions demonstrated a clear understanding of his duties and responsibilities. Thus, the researcher assessed his experienced level of role ambiguity to be low during the 2013-2014 school year. According to Fredrick, promoting Christian values was the top priority. He explained,

> We’ve done a great job keeping our faith the main thing; we have very strict standards for our faculty. I mean we have strict standards obviously for their professional ability and for the academic achievement, and their ability in the classroom or on the field, or any extracurricular arena... but we all have different gifts and the faculty is very diverse in that regard, but the one thing that brings us all together obviously is our Christian faith. And we do sign a statement of faith, so it’s very formalized.

Fredrick elaborated that the administration expected its teachers to sponsor at least one extracurricular activity. In general, it appeared as if the administration was very upfront about the expectations of teachers. When asked to explain such expectations, Fredrick responded,

> The expectation is simple. That I fulfill our Christ-centered mission, that I meet that standard in everything that I do, and that I provide a challenging and enriching academic environment. That it is the best that it can be. I’m expected to be flexible. I am expected to hold fast to certain standards, certain absolutes...

He further indicated that all teachers were expected to accentuate critical thinking, oral and written communication skills, and to integrate Biblical teachings. The emphasis on instilling Christian values was further demonstrated by Fredrick’s response to what the expectations were of coaches. He stated,

> Very similar. ...the ministry we have here in our football team is to impact these guys for Christ, and to impact their character, and build men that are honorable and that are godly, and we’re doing that. And that’s our priority and *most* people will support that, and those who don’t, they typically don’t stay.
Fredrick also demonstrated a clear understanding of his duties and responsibilities as the head football coach, explaining,

As the head football coach at Walden obviously the varsity is my top priority; I am supposed to outline, implement, and communicate a vision for our football program that is in line with the school’s mission. I am supposed to manage all of the resources, both human, financial, as well as equipment of the program. So I’m the equipment manager, I am the coaches’ coach, I am a publicist... I am in charge of all of the college recruiting... I liaise with our admissions people, I am in charge of psychologically molding our kids and our coaches to set a tone for a season, a game, a whatever. I am the press secretary. Ya know, you communicate with parents; I am a policy maker, everything from dress to conduct to academics to conflict resolution to hydration and nutrition...

He further explained that he was responsible for writing and maintaining the coaches’ handbook and assisting in the hiring process. In addition to his responsibilities in the classroom and on the field, Fredrick asserted that there was an expectation for TCs to engage in continual professional development. He elaborated that every five years teachers were expected to have at least six hours of continuing education. Throughout the research process, Fredrick emphasized the united mission of the administration, faculty, and staff. Duties and responsibilities for TCs appeared to be clearly communicated by administrators, which likely reduced experienced role ambiguity.

**Role incompetence.** Not only did Fredrick seem to comprehend the expectations of each professional role, but he exuded confidence in his ability to fulfill them. His level of experienced role incompetence during the 2013-2014 school year was low. Even though he was not a state certified teacher, Fredrick felt that his education provided him adequate preparation in teaching. He graduated from a prestigious liberal arts university with a double major in Economics and American History and a minor in French. He believed his master’s degree in Business Administration further aided his ability to teach Economics. Like many TCs, Fredrick was also a former student-athlete, which he believed prepared him for his coaching role. He played football, basketball, and ran track in high school and continued as a basketball player at a Division III univer-
sity. In addition to his personal experience as an athlete, Fredrick explained that it was his coaching mentors who had taught him the necessary skills to be an effective coach.

Though Fredrick felt confident in his teaching and coaching abilities, he admitted that he experienced more role incompetence as a novice teacher. He remarked,

The first year was tough really ‘cause I’d never done it before—it was really more like learning to manage a classroom. Learning lessons like having more planned then you think you will need... that kind of thing. And finding ways to be innovative...

Despite his feelings of competence as a SSTC, role incompetence was amplified by the appearance of failure to others. He explained,

...the football season has been challenging... we have only won two games... but we did find a way to make it to the playoffs, which sounds crazy, but true. And so it’s been challenging for our six seniors... it’s not great but we are improving...

He further elaborated, “Ya know, a tough football season is stressful... the stress of being an in-season football coach during a season that is not very successful on the outside, on paper, is frustrating...” Notwithstanding his abysmal football record during the 2013-2014 school year, Fredrick maintained an overall level of confidence in his ability to turn things around for the following season.

Role incongruity. Fredrick also demonstrated a low level of role incongruity during the 2013-2014 school year. He emphasized that administrators, faculty, staff, and community stakeholders generally shared the same values. His continual use of “we” when explaining his school’s mission, goals, and expectations demonstrated such feelings of congruency. When describing the expectations of him as a SSTC he demonstrated a general level of agreement. He mentioned no feelings of incongruity in the classroom, but did indicate occasional frustration resulting from disgruntled parents and students. When asked to provide examples, he remarked,

I think if something doesn’t go right for a kid that has big expectations for himself... ya know, they don’t get a starting position, or they don’t get to play enough, or they don’t
get a college scholarship they want, absolutely yeah I get blamed. No doubt... doesn’t happen a lot, or often, but it does happen.

The only other time Fredrick mentioned frustration with his coaching role was when he believed there was something he could have done better but was out of his control:

One of my coaches was looking for a fulltime job here and it doesn’t look like he’s gonna get it... that’s frustrating to me; he was a great fit. When my AD gives me a hard time about expenditures, that frustrates me. So yeah, I get frustrated.

While occasionally frustrated by these isolated incidences of role incongruence, Fredrick emphasized a united community mission to emphasize Christian values and promote academic and athletic excellence. He never complained about the administrative expectations of SSTCs and appeared to share their value system. Overall, both Fredrick’s interview and survey responses indicated a general level of congruence with the administrative expectations of his teaching and coaching roles.

Role misconception. While Fredrick felt confident and competent in his abilities as both a teacher and coach, he often combatted the community perception of him as a “meathead;” in other words, he experienced a high level of role misconception throughout the 2013-2014 school year. He explained,

Sometimes, I feel like my academic colleagues think that we are just stereotypical football coaches... ya know, I think I surprise a lot of people when I can put a coherent sentence together... I feel that way certainly. In the community, without a doubt... oh, you’re a football coach? Wow... and I can see the wheels turning in the back of their head... it’s like immediately they picture their high school football coach, who probably was a meathead, ya know? And that’s not who we are; I mean everybody on our staff has advanced degrees and is professional, and accomplished, and well-educated and all that stuff... we just happen to also coach football.

Fredrick defended his teaching credibility by distinguishing his role from that of other TCs, stating,

I teach economics, which isn’t PE, and I’m glad for that, but the way that football coaching works in the South... is a lot of what these good ‘ole boys want to do is roll a ball out
during the day and do ISS or something like that; they don’t engage in the classroom, and that’s a point of pride for me to distinguish myself from the guys that just want to come in and teach PE...

When the researcher asked him to explain what he felt made his role dissimilar than that of a PETC, he replied,

I mean I think that when it comes to preparation outside of the classroom I think that there is a huge difference... it doesn’t take as much to plan a week in a PE classroom as it does for my economics classroom... if I designed the activity well they come upon moments in the activity when they have choices to make and they have to think through things and make inferences, they have to see beyond what is in front of them... and I don’t think that type of critical thinking occurs in a PE class. I think it’s, let’s go play basketball, which I love, but I just don’t think it’s the same thing...

He continued,

There’s far more, a higher standard of performance in teaching my economics class, particular my honors classes... these are the sharpest kids on campus and they expect to be challenged and they expect to be engaged and compelled. And it’s not rolling a ball out and saying let’s play four-square... which I know that sounds condescending and I don’t mean it to be but honestly, the PE curriculum takes less effort and less expertise to execute. It just does. Just like I don’t think my class is as tough as AP Calculus. I just don’t; it’s just not. But I certainly think it’s challenging and compelling and relevant and rewarding and so yeah, if that makes me a snob it makes me a snob, but my class is tougher to teach than a PE class... They don’t have anything to take home with them, it’s based on participation, nothing has to be done at night...

Fredrick also felt that the public misunderstood the true commitment required of a SSTC. He argued that it was a 12-month commitment; summer vacation, he argued, was an illusion. He explained,

Summer? I am here four days a week... from eight until noon with our summer workout program... Summer for me, I mean I work, not as much as I do during the school year, but I am still on campus getting ready for football season five or six hours a day... I don’t feel like it’s a vacation. It’s a good deal, don’t get me wrong... but this idea, you know you’re a teacher, but this idea that people think we leave Memorial Day and don’t come back until Labor Day... that’s crazy, I mean I don’t know anybody like that.

Fredrick continuously defended his role against such role misconception, arguing that the demands of a SSTC exceeded those of a PETC as did the responsibilities of a football coach com-
pared to the demands of coaches of other sports. He took further pride in the fact that he was not a stereotypical football coach, perceiving himself as both an academic and an athlete.

**Role overload.** In addition to feelings of role misconception, Fredrick experienced high levels of role overload. He further explained that the time commitment of football alone prevented him from enjoying additional hobbies. He stated,

I don’t seem to have much going on outside of my job… when I’m not here I like to be with my family. I’m not a golfer… I love to play golf, but I don’t have the time; I’m not a fisherman… I love to fish, but I don’t have time…

He argued that he did not have much of a social life during football season, reasoning,

... Saturday is really just all about my kids and my family as much as I can make it, and so is Sunday up until after church... I don’t go out much... we are big college football fans and we support our team, but we will tailgate in our own house...

Throughout the interview process, Fredrick emphasized the amount of hours that coaching required—including significant hours on weekends. He indicated that he spent approximately 80 hours working per week; he spent approximately 50 hours per week in his coaching role, compared to approximately 28 hours per week in his teaching role. He elaborated that coaches worked from noon until ten p.m. on Sundays watching film and game planning for the upcoming week. Game days appeared to be his longest days, as he remarked, “Fridays, if we are on the road, we could be gone ‘till the wee hours of the morning, so that’s another 15, 16, 17 hour day...” He also provided the following example of role overload: “We leave at 2:15 p.m. and I expect we won’t be back until after midnight. So it’s a long day...”

Fredrick also admitted that trying to get his MBA while teaching and coaching proved difficult due to limited hours in the day. He remarked, “So from January to July I was in school at night, which was a hassle, a real hassle.” Role overload appeared to be most pervasive for Fredrick during the last month of football season and during times in his career when he had to
balance his roles with additional responsibilities. In describing life during football season he remarked, “There’s just not enough hours in the day sometimes.”

**Role under-compensation.** According to Fredrick, while the hours were long, the pay was mediocre. He experienced a moderate level of role under-compensation during the 2013-2014 school year. When describing advice he would give to an individual seeking employment as a SSTC, he warned one must “see rewards that go far beyond a monetary basis; if you’re thinking it’s a great way to make money, you’re not gonna do that...” Despite his recognition of role under-compensation, Fredrick remarked that he felt well paid compared to other TCs. He explained,

Well, for the market I feel extremely well compensated... if you were to look at the numbers what I make here in my role is as impressive as anybody else in my position, with my experience... and I’m grateful for that. But I’m not making “private sector money.” ...I just drive an 8-year old truck with 150,000 miles on it and not a BMW, which there’s nothing wrong with a BMW, but it’s just not where I am and I’m okay with that...

While he felt well-compensated compared to other TCs, Fredrick emphasized the financial constraints resulting from his pay as a SSTC. He stated,

You’re just praying that your car doesn’t break down. Ya know, or something else. And that’s a huge challenge. And even I, who have been around for a long time and make a fine wage and I’m really very, very comfortable... but we live paycheck to paycheck and we don’t have a very big rainy day fund, and we are a broken transmission or a hole in the roof away from being in some trouble... whatever we save we save for college, but we will still have to borrow money to send our kids to college, and I’m okay with that.

When asked why he felt SSTCs were underpaid, Fredrick replied, “Well industry standards are low in that regards... the public perception of teachers is that we are all wonderful people and poor as dirt, and I don’t think that’s necessarily far off...” The researcher then asked Fredrick what he felt was adequate pay for someone in his position, to which he remarked that teachers and coaches alike should be able to negotiate their salaries—a pay for performance type method.
Fredrick further explained that his wife worked to supplement their family’s income, which may have reduced the financial strain he experienced from role under-compensation.

**Teacher-coach role conflict.** Fredrick emphasized that he felt far higher levels of stress during football season due to the difficulty of managing his teaching and coaching responsibilities. As to how he balanced the two roles Fredrick succinctly replied, “It’s very hard... because I mean this is a job that requires an awful lot, as you know... a lot of time and a lot of energy...” In fact, on the MBI-ES, Fredrick indicted that once a month he felt like “I am working too hard on my job.” When the researcher probed for an example, he responded,

Yeah, like tomorrow. When I got a full day of school... and then I gotta go be at the touchdown club for three hours... and then I get home late and I gotta get up in the morning and go to a game that’s gonna last all night... I mean I get to Saturday morning and I don’t even remember my name. The hours get really, really long particularly when you are not having success; it makes you reflect back on, gosh this is hard...

Role overload appeared to be exacerbated by the necessity to perform at high levels in both roles at all times. “It’s like you have to be on all the time—you’re in charge in the classroom and on the field so there is no down time. There is no time to recoup.”

Fredrick, like David, spent more than twice as much time in his coaching role as compared to his teaching role. He spent his weekends and the majority of his planning periods each day preparing for football. He recognized that “the community cares far more about what I do on Friday nights than about what I do in the classroom...” which fueled his desire to win football games. Winning football games, however, required an extensive amount of time and energy—some of which was sacrificed from his teaching role. In fact, the administration compensated by granting Fredrick a reduced teaching load during football season. Fredrick further admitted to relying heavily on current events, which reduced the amount of daily preparation required for his teaching role. Despite these examples of role retreatism, Fredrick’s desire to be an effective
teacher and coach likely increased his level of TCRC as he pushed himself to excel in both roles despite limited hours in the day.

While Fredrick experienced high levels of TCRC during the 2013-2014 school year, he argued that it was far worse for novice teachers. He explained, “Schools take a lot out of their first year teachers. I mean especially if you’re single, and I was... and so I coached three sports and I taught seventh grade American History and PE.” When the researcher implored as to how he managed to balance coaching three sports and teaching two subjects his first few years he replied, “Well I know I wasn’t home very much... but my biggest issue with coaching three sports was that I didn’t have much of a life outside of campus...” While Fredrick no longer coached three sports, he empathized with his colleagues who did, stating,

I am the only guy on the staff other than the Athletic Director that doesn’t coach anything else. So those other guys are going to swimming, wrestling, lacrosse, and track... so their days are full, they really are, so it’s tough.

Like Jason and David, Fredrick felt as if his dual roles complimented one other; however, the excessive hours required of balancing his coaching and teaching demands simultaneously clearly led to heightened feelings of stress.

**Work-family role conflict.** Balancing his work duties and his family responsibilities appeared to be the biggest challenge Fredrick faced; thus, the researcher assessed that he experienced a high level of work-family role conflict (WFRC) during the 2013-2014 school year. When asked how he balanced his role as a SSTC with his home life, Fredrick explained, “My life away from here... what there is of it? I like to be the best that I can... I like to be everything to everybody and that’s a wonderful dream but it’s not a reality...” He further explained that he often felt that even when he was home he was distracted, stating,
My time at home is very, very important. But I also, I’ve got grading to do... so sometimes I get home and I don’t feel like I’m exactly home, ‘cause I’m grading at the kitchen table, but at least I am at the kitchen table...

He argued that his long work hours drained the energy he needed to give his family what they deserved, explaining,

When I get home, I’m done... which is one of the reasons why I gotta find different ways to touch base with my kids and my wife... and I want, and they deserve for me to bring home a big part of me, and I do in the off-season, but this time of year it’s hard for me to have a lot left and that’s sad.

Fredrick elaborated that his job prevented him from spending adequate time with his wife. He remarked,

I’m never at home and I don’t get to see my wife... I mean we’ve had three quick flybys today... and that to me is hard. Ya know because, we are very close, and I don’t like that. I mean, by the time I get home tonight she’ll be exhausted, I’ll be exhausted, another fly-by, maybe a quick dinner but that’s it... and I won’t see her again until Saturday really.

He further emphasized how he often felt he spent more time with other people’s children than his own. He lamented,

I want to be the best that I can be for these kids, but now my own kids need me... and I realize that I spend more time with other people’s kids than I do my own children and that’s not okay with me...

When the investigator asked about his kids, Fredrick responded,

They are all doing really well. But ya know Anthony (his oldest son) got cut from the basketball team this year and I feel responsible for that because I wasn’t around to shoot with him or help him... and so this is just one of those days where I feel like I am spending more time coaching other people’s kids and not enough time coaching my own. So I am having a little bit of a crisis of conscience over that.

In a later interview, the researcher implored as to how he felt he was balancing work-family roles, to which he remarked,

Not great at the moment. Ya know, my son had his first two wrestling matches of his life today, and I was on the practice field... so it’s probably not a good time for me to answer that question. I don’t feel like I did well today...
In general, Fredrick explained that what he loved about his role as a SSTC was also the most challenging aspect—maintaining relationships. When asked to provide an example, he replied, 

... If I have any regrets it’s also relationships... in that it’s hard to keep up with a lot of the relationships that I have... it’s almost like if you are not in my daily life... then I am afraid we are gonna lose touch. It’s not that you’re not important to me, it’s not that I don’t care... it’s just that I’m just so consumed with what I do.

Despite experiencing a high level of WFRC during football season, Fredrick explained that it was easier to balance his roles during the off-season. In describing the difference between spring and fall semester he remarked, “Life normalizes again and I’m at home more—that’s the biggest difference.” He continued, “Like I said, I’m much more engaged; I feel much more involved...I get to be more present at home during the difficult hours of four to seven.” Fredrick explained that the spring allowed him time to decompress and rejuvenate for the following season; however, he maintained that being the head football coach was a yearlong commitment. While his level of RC dissipated in the off-season, Fredrick experienced varying levels of each type of RC throughout the 2013-2014 school year. Specifically, he experienced a high level of teacher-coach role conflict, work-family role conflict, and role overload, a moderate level of role under-compensation and misconception, and a low level of role ambiguity, incompetence, and incongruity.

Cross-Case Synthesis

While participants emphasized TCRS, they each exhibited recurrent examples of role conflict (RC) throughout the 2013-2014 school year. In Table 6.4, the researcher provided a synthesis of participants’ experienced levels of RC by type. All three participants experienced low levels of role ambiguity and role incompetence. Each SSTC perceived that expectations for coaching and teaching were explicit and felt adequately supported by academic and athletic ad-
ministrators. Likewise, participants were confident and competent in their abilities to perform at high levels in each professional role.

**Table 6.4**

*CROSS-CASE SYNTHESIS OF EXPERIENCED RC BY TYPE*

<table>
<thead>
<tr>
<th>Role Conflict Type</th>
<th>David</th>
<th>Jason</th>
<th>Fredrick</th>
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<tr>
<td>Role Ambiguity</td>
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While all participants experienced low levels of role ambiguity and incompetence, they exhibited varying levels of role incongruity. Jason experienced a moderate level of role incongruity, while David and Fredrick exhibited low levels. Jason, who taught at a Title I school, emphasized that many students and parents failed to “buy in to the Northridge mission.” All participants felt that their administration and staff shared the same values; however, moments of role incongruity occurred when coaches felt as if something negative happened that was out of their control. Likewise, each SSTC mentioned occasional examples of disgruntled parents or students who disagreed with participants’ teaching or coaching principles.

Participants also experienced varying levels of role misconception during the 2013-2014 school year. Specifically, David and Fredrick experienced a high level and Jason experienced a low level of role misconception. David and Fredrick both admitted to negative perceptions of
SSTCs as “meatheads” by colleagues and community members. David occasionally felt resented for being allowed to miss certain teaching duties, and both he and Fredrick admitted that SSTCs were often misunderstood by their non-coaching colleagues. Both David and Fredrick made a point to differentiate themselves from “stereotypical coaches” and strove to be perceived by others as academics. Each participant distinguished himself from PETCs and argued that teaching social studies required more planning, preparation, grading, and skill. Moreover, SSTCs felt that non-TCs were ignorant as to the time, energy, and talent necessary to balance the roles of a SSTC.

In fact, the excessive amount of time required to perform his duties caused each participant to exhibit high levels of role overload during the 2013-2014 school year. In particular, SSTCs emphasized the long hours required of coaching football and accentuated that football was a “12-month deal.” David and Fredrick mentioned that their weekend commitments limited their ability to “have a life” outside of work. All three SSTCs worked well above the average 40.25 hours per week (Fleck, 2009). David, the youngest and most inexperienced SSTC, spent the most hours a week working (78 hours), followed by Fredrick (76.5 hours), and tailed by Jason (68 hours). Though it appeared as if Jason worked approximately 8-10 hours less per week than David and Fredrick, the hours he spent teaching driver’s education were not included in his regular work schedule because they fluctuated based on the time of year and the supply and demand for courses.

Likewise, to various degrees, all participants experienced role under-compensation; Jason experienced a high level, while David and Fredrick exhibited moderate levels. All three SSTCs felt their teacher pay was “decent” due to low industry standards, yet each of them had earned at least one graduate degree in part because it increased his teacher compensation. On the other
hand, participants felt significantly underpaid in their coaching roles. In fact, each SSTC argued that football coaches deserved to be compensated substantially more for their role. Moreover, SSTCs admitted that it was essential that their wives work to supplement their family incomes. Fredrick and Jason specifically mentioned money being extremely “tight.” Jason exuded the highest level of role under-compensation and explained that the inadequate pay had caused him to take on a third professional role: driver’s education instructor.

In addition to role under-compensation, all participants experienced moderate to high levels of TCRC during the 2013-2014 school year. David and Fredrick exuded high levels of TCRC while Jason exhibited a moderate level. Specifically, they each emphasized that during football season, they struggled to balance their time and energy evenly between the two roles. Inevitably, they argued, more time was spent planning and preparing for football than for teaching. The sheer volume of hours required of coaching football, they contended, required them to reduce the amount of written tasks they assigned to students as there “was not enough time to grade all those papers.” Likewise, participants perceived that their job security was dependent on winning football games. They further emphasized that the community cared far more about their football record than their test scores. Fredrick and David compensated by placing far more time and energy into their coaching role during football season; however feelings of guilt and a desire to be perceived as both effective teachers and coaches lead to heightened levels of TCRC. In sum, stress resulting from role overload was enhanced due to the competition between teaching and coaching demands.

In addition to TCRC resulting from balancing dual professional roles, participants experienced high levels of work-family role conflict. In fact, they emphasized the difficulty of balancing their work life and family life more than they did their teaching role versus their coaching
role. They argued that the long hours required of coaching made it difficult to spend time with
their wives and children. Each participant further explained that his role changed significantly
once he married and had children. For example, both Fredrick and Jason reduced the number of
sports they coached after marriage. Likewise, Jason retreated further from his coaching role by
asking his head coach to allow him to skip weekend game-planning sessions so that he could
spend more time with his sons. All three participants mentioned combatting work-family role
conflict by incorporating their families into their work roles. For example, David and Fredrick
explained that they frequently attended school athletic functions together. Fredrick further
stressed the importance of his children attending the school in which he worked. Likewise, Jason
was changing schools for the 2014-2015 school year to be closer to his home, allowing him to
spend more time with his family.

In sum, each participant exhibited moderate to high levels of RC in five of eight types of
RC. Role ambiguity and incompetence were the lowest types of RC experienced, while role
overload and work-family role conflict were the most pervasive types of RC experienced. De-
spite experiencing RC, SSTCs were able to avoid burnout during the 2013-2014 school year. In
the following section, the researcher provides a thorough analysis of participants’ experiences
with burnout.

Burnout

Prior research suggested that RC was frequently associated with increased levels of burn-
out in TCs (Hardy & Hardy, 1998; Hardy & Conway, 1978; Pitney et al., 2008; and Capel et al.,
1987). In this section, the researcher presents the results to the secondary research question re-
garding SSTCs’ experiences with burnout. Each participant took the Maslach Burnout Inventory-
Educator’s Survey (MBI-ES), a nationally recognized assessment of educators’ experienced lev-
el of burnout. The MBI-ES measures burnout by assessing educators’ perceived levels of burnout
on three subscales: *emotional exhaustion* (the feeling that one’s emotional resources are expended), *depersonalization* (the feeling of being distant from others), and *diminished personal accomplishment* (a decline in feelings of job competence and/or achievement). The survey consists of 22 multiple-choice questions to which participants read a statement such as “I feel depressed at work” and respond by indicating how frequently they experienced the sentiment on the following Likert scale: 0=Never, 1=A few times a year or less, 2=Once a month or less, 3=A few times a month, 4=Once a week, 5=A few times a week, or 6= Every day. Rather than an overall rating of burnout, the MBI-ES disaggregated the data into three subscales of experienced burnout: emotional exhaustion (EE), depersonalization (DP), and diminished personal accomplishment (PA); consequently, an individual may experience burnout in some categories but not others.

For the emotional exhaustion subscale, educators who indicate a frequency score between 0-16 are considered low in EE burnout; those who indicate a frequency score between 17-26 are considered moderate in EE burnout; and those who indicate a frequency score of 27 or over are considered high in EE burnout. For the depersonalization (DP) subscale, educators who indicate a frequency score of 0-8 are considered low in DP burnout; those who indicate a frequency score of 9-13 are considered moderate in DP burnout; and those who indicate a frequency score of 14 or over are considered high in DP burnout. For the diminished personal accomplishment (PA) subscale, educators who indicate a frequency score of 37 or over are considered low in PA burnout; those who indicate a frequency score of 31-36 are considered moderate in PA burnout; and those who indicate a frequency score of 0-30 are considered high in PA burnout.

Following his initial interview, each SSTC took the MBI-ES online. The researcher utilized survey data as well as interview responses to assess each participant’s level of burnout during the 2013-2014 school year. In the following subsections, the investigator presents a within-
Within-Case Analyses

In this subsection, the researcher provides a within-case analysis of each individual participant’s MBI-ES results as well as examples of burnout found in SSTCs’ interview responses. Data was disaggregated by the three burnout categories noted previously: emotional exhaustion (EE), depersonalization (DP), and diminished personal accomplishment (PA).

David. Despite experiencing moderate to high levels of role misconception, role overload, role under-compensation, TCRC, and WFRC, David exhibited a low level of burnout on the MBI-ES. In fact, he scored low in all three burnout subscales. David scored the lowest in diminished personal accomplishment and highest in emotional exhaustion. In the proceeding section, the researcher provides a thorough analysis of David’s result in each burnout subscale.

Emotional exhaustion. According to the MBI-ES, David scored low in the EE burnout subscale with a frequency score of 12, falling within the indicated low range of 0-16. On the 13 questions used to determine an educator’s experienced level of EE, his average score was a 1.3 on the 6-point Likert scale. In other words, on average he responded to EE questions with a frequency between “1=A few times a year or less” and “2=Once a month or less.” This score indicates that despite the RC experienced throughout the 2013-2014 school year, David generally combatted feelings of emotional exhaustion. For example, he responded “0=Never” to the EE questions “I worry that this job is hardening me emotionally” and “I feel I’m working too hard on my job.” He indicated moderate levels of EE in his response to the question “I feel used up at the end of the workday” indicating a score of “2=A few times a year or less”. Similarly, he responded “3=A few times a month” to the question “I feel emotionally drained from my work.”
Moreover, he reported the highest level of EE in response to the question “I feel fatigued when I get up in the morning and have to face another day on the job,” indicating a frequency of “5=A few times a week.” When prompted about this particular response, David explained, “For me, this semester taking care of them two (points to kids), having a wife that is basically paralyzed... and teaching and coaching... that was emotionally draining.” He elaborated that most of his exhaustion is associated with the long hours, stating that at times he feels as if “there is no end in sight.” In comparing the emotional exhaustion experienced in each of his two professional roles, David indicated,

Football is a lot more emotional. There’s a lot more highs and lows... I mean winning in the Dome, you’re never gonna have that excitement in a social studies classroom. Ever. But it also can be extremely low. I mean you saw how much we put into Northridge, they won the state championship last year, and we lost; they scored with a minute left. We had a week off before so we had been working on Northridge for two weeks, probably put 100 hours into it, and we lose in the last minute. I mean that’s a low. So it’s just different.

Even though he scored low in EE, relative to the other two burnout categories, he experienced more EE than DP or diminished PA burnout.

*Depersonalization.* David also scored low in the DP burnout subscale with a frequency score of five, falling within the indicated low range of 0-8. On the 17 questions used to determine an educator’s experienced level of DP, his average score was one on the 6-point Likert scale. In other words, on average he responded to DP burnout questions with a frequency of “1=A few times a year or less.” This score indicated that despite the RC he experienced throughout the 2013-2014 school year, David generally maintained a positive disposition towards his students and athletes. A closer look at the data demonstrated that when asked to make generalizations about his relationships with students he indicated no feelings of DP burnout. For example, he indicated a frequency of “0=Never” to questions such as “I’ve become more callous toward people since I took this job” and “Working with people directly puts too much stress on me.”
However, when asked about the frequency of particular examples of depersonalization with students he indicated a slightly higher frequency. For example, he responded “1=A few times a year or less” to the question “I feel students blame me for some of their problems.” In the follow-up interview, he indicated “Oh yeah, it’s always ‘it’s Coach David’s fault.’” Likewise, he responded to the statement “I don’t really care what happens to some students” with a frequency of “1=A few times a year or less.” When asked to explain, he stated, “Yeah, ‘cause I am too busy. Like I am just sitting there at my computer and I am like whatever, just leave me alone. And again that’s bad, but that’s honest.” David indicated the highest level of DP in response to the question “I feel I treat some students as if they were impersonal object,” responding “3=A few times a month.” When prompted about this question in a follow-up interview, David responded, “’Cause I have got so much stuff to do that it’s just like, give me your assignment, whatever, I don’t even care. I mean just because I am so busy.” Despite these isolated examples of depersonalization, David asserted that he felt deeply connected to students and athletes through his role as a SSTC.

*Diminished personal accomplishment.* In the final burnout category, diminished personal accomplishment (PA), David indicated the lowest level of burnout as compared to EE and DP. With a frequency score of 47 on the diminished PA subscale, he scored well above the indicated low range of 37 or more. On the 14 questions used to measure an educator’s experienced level of diminished PA, his average PA score was 5.9 on the 6-point Likert scale. In other words, on average he responded to PA questions with a frequency between “5=A few times a week” and “6=Every day.” This score indicates that despite the RC he experienced during the 2013-2014 school year, David felt personally accomplished almost daily. He indicated a frequency of “6=Every day” to the following PA questions: “I can easily create a relaxed atmosphere with my students”; “In my work, I deal with emotional problems very calmly”; “I deal effectively with
the problems of my students”, “I feel I am positively influencing other people’s lives through my work”; “I have accomplished many worthwhile things in this job”; and “I feel exhilarated after working closely with my students.” The only moderate indication of diminished PA was found in his response to the question “I feel frustrated by my job” to which he indicated a frequency of “2=Once a month or less.” When prompted about this response in a follow-up interview, David explained that this frustration occurred “generally when I feel things could be done better and I don’t have control over them.” He explained that he felt that frustration in his coaching role more frequently than his teaching role, as he is the assistant on the field and the “boss in the classroom.”

Overall, it appeared as if David was able to adequately combat burnout despite the RC he experienced over the course of the 2013-2014 school year. He scored low in EE, DP, and diminished PA with the highest frequency of burnout in EE and the lowest frequency of burnout in diminished PA. Moreover, in response to MBI-ES questions used to assess the general level of burnout in an educator he scored extremely low. For example, he responded “0=Never” to the statements “Working with people all day is really a strain for me”; “I feel like I’m at the end of my rope”; and “I feel burned out from my work.” Furthermore, he indicated a frequency of “6=Every day” in response to “I feel very energetic.” When asked to assess the validity of his MBI-ES results he commented, “Yeah, I don’t think I am burned out. I really like my job. Yeah, that (analysis) doesn’t surprise me.” When the researcher explained that he scored the highest on the EE subscale he responded, “Yeah I would say that’s accurate. I mean I have had a tough semester with my wife’s accident, taking care of the kids by myself, and working seven days a week.” While David experienced low levels of burnout during the 2013-2014 school year, he
admitted that he felt far more exhaustion early in his career. He stated, “The first year that I was at Pine River, I mean by the end of the season I was absolutely exhausted…”

Jason. Like David, Jason indicated a low level of burnout during the 2013-2014 school year in spite of experiencing moderate to high levels of role incongruity, role overload, role under-compensation, TCRC, and WFRC. According to his MBI-ES results, Jason exhibited a low level of burnout on all three subscales. Jason scored the lowest in depersonalization and highest in emotional exhaustion. Using his survey results and interview responses, the researcher provides a thorough analysis of Jason’s results in each burnout subscale.

Emotional exhaustion. According to his MBI-ES results, Jason scored low in the EE burnout subscale with a frequency score 14, falling within the low frequency range of 0-16. On the 13 questions used to determine an educator’s experienced level of EE, his average score was a 1.6 on the 6-point Likert scale. In other words, on average he responded to EE questions with a frequency between “1=A few times a year or less” and “2=Once a month or less.” This score demonstrated that despite the RC experienced throughout the 2013-2014 school year, Jason generally combatted feelings of emotional exhaustion. For example, he responded “0=Never” to the following EE questions: “I worry that this job is hardening me emotionally”, “Working with people really puts too much stress on me”, and “I feel like I’m at the end of my rope.” He indicated moderate levels of EE burnout in his response of “3=A few times a month” to the following questions: “I feel emotionally drained from my work”, “I feel fatigued when I get up in the morning and have to face another day on the job”, and “I feel used up at the end of the workday.” When probed as to what he found emotionally draining about his coaching role, Jason responded, Sometimes it’s exhausting. Ya know early in the season, when you lose, it’s tough... I mean because you have put all this time and effort into it... When we lost that game to North Gadsden it was tough, because you are sitting there wondering are we not very good? What’s going on?
The investigator then inquired about EE experienced in the classroom to which he replied,

And then sometimes in the classroom... ya know it’s draining, too. Sometimes the kids don’t want to do any work so you are staying on top of them all day, and you get about 50 minutes to not even relax but to get something done, and then you gotta go coach and be intense doing that...

Jason continued, explaining that he felt the most emotionally drained at the beginning of the week. He stated, “I think early in the week, I mean Mondays are tough... coming off the weekend and having a little free time and knowing you got a long week ahead of you, a long day ahead of you... Mondays are tough for me.” When asked if there was anything that could have alleviated that drain, Jason replied,

Ya know, I just kind of think that it’s me... I am going to put a lot into it, so a lot of times at the end of the day I don’t have a lot left; it’s just working with people. I love working with kids and people but it is emotionally draining and it just wears you out, and I don’t know if it is because I am older, or because I have six-year-olds, but I am tired. When I get home, I am tired—this year especially.

Despite the emotional exhaustion he felt at times throughout the year, Jason did not exceed a frequency of “3=A few times a month” on any EE question. In comparing the emotional exhaustion experienced in each of his two professional roles, Jason indicated that he experienced more burnout in the coaching role due to the long hours and the emotional roller coaster experienced during football games. Although he scored low in EE, relative to the other two burnout categories, Jason experienced more EE than DP or diminished PA.

Depersonalization. Jason also scored low in the DP burnout subscale with a frequency score of one, falling within the low frequency range of 0-8. On the 17 questions used to determine an educator’s experienced level of DP, his average score was 0.2 on the 6-point Likert scale. In other words, on average he responded to DP questions with a frequency of either “0=Never” or “1=A few times a year or less.” This score demonstrated that despite the RC experienced throughout the 2013-2014 school year, Jason almost always maintained a positive dispo-
sition towards his students and athletes. For example, he indicated a frequency of “0=Never” to questions such as “I feel I treat some students as if they were impersonal objects”, “I don’t really care what happens to some students”, and “I feel students blame me for some of their problems.” He further recorded a frequency of “1=A few times a year or less” to the question “I’ve become more callous toward people since I took this job.” When the researcher inquired as to why he felt more callous towards people he responded,

Because sometimes you realize...like my first 1st, 2nd, 3rd maybe 4th year teaching you think you can save every single student. And I realize now that you can’t, and I don’t think that makes me a bad teacher, but I just realize that some of them you can’t, and so sometimes you get a kid in there and you judge them a little bit because you’ve seen that kind of behavior before, you’ve seen that kind of action before, and that’s not good...

Despite this isolated example of depersonalization, Jason did not indicate a frequency higher than “1=A few times a year or less” on any DP question. In fact, Jason scored lowest in the DP burnout subscale as compared to the EE and diminished PA subscales.

**Diminished personal accomplishment.** In the final burnout category, diminished personal accomplishment (PA), Jason indicated a total frequency score of 42, which is above the low frequency threshold of 37 or more. On the 14 questions used to measure an educator’s experienced level of diminished PA, his average PA score was 5.3 on the 6-point Likert scale. In other words, on average he responded to PA questions with a frequency between “5=A few times a week” and “6=Every day.” This score demonstrated that despite the RC experienced during the 2013-2014 school year, Jason felt personally accomplished weekly. For example, he responded “6=Every day” to the following PA questions: “I deal very effectively with the problems of my students” and “I feel I’m positively influencing other people’s lives through my work”. He further recorded a frequency of “5=A few times a week” to the following PA questions: “I can easily understand how my students feel about things”, “I can easily create a relaxed environment with my students”, “I feel exhilarated after working closely with my students”, “I have accom-
plished many worthwhile things in this job”, and “In my work, I deal with emotional problems very calmly.” Jason did not indicate a frequency less than “5=A few times a week” to any PA question.

In sum, it appeared as if Jason was able to adequately combat burnout despite the RC he experienced over the course of the 2013-2014 school year. He scored low in EE, DP, and diminished PA burnout with the highest frequency in EE and the lowest frequency in DP. In response to MBI-ES questions used to assess the general level of burnout in an educator, he also scored low. For example, he responded “0=Never” to the statement “I feel like I’m at the end of my rope.” Likewise, he responded “1=A few times a year or less” to the question “I feel frustrated by my job”. To the question “I feel burned out from my work” he indicated a moderate frequency of “2=Once a month or less.” Furthermore, he indicated a frequency of “5=A few times a week” in response to “I feel very energetic.” When asked to assess the validity of his MBI-ES results he commented, “Yeah, I would agree. There are times when I feel really burned out, but I get over it every time and then I don’t feel as burned out. So yeah, I’d say it’s accurate.” The researcher then explained to Jason that he scored highest in emotional exhaustion and lowest in depersonalization and inquired if those results surprised him. He replied, “No, that’s probably right, ’cause like I said, I love working with kids, but there are times when you are just emotionally drained...”

Fredrick. Compared to Jason and David, Fredrick experienced a slightly higher level of burnout during the 2013-2014 school year. However, in two of three burnout subscales he indicated a low level of burnout regardless of experiencing moderate to high levels of role misconception, role overload, role under-compensation, TCRC, and WFRC. According to his MBI-ES results, Fredrick exhibited a low level DP and diminished PA burnout and a moderate level EE
burnout. Fredrick scored the lowest in depersonalization and highest in emotional exhaustion. Utilizing his survey results and interview responses, the researcher provides a detailed analysis of Fredrick’s results in the subsequent section.

**Emotional exhaustion.** According to the MBI-ES, Fredrick scored moderate in EE burnout with a frequency score 17, falling within the indicated moderate range of 17-26. On the 13 questions used to determine an educator’s experienced level of EE, his average score was a 1.9 on the 6-point Likert scale. In other words, on average he responded to EE questions with a frequency between “1=A few times a year or less” and “2=Once a month or less.” This score indicated that Fredrick frequently combatted feelings of emotional exhaustion burnout; however, he felt emotionally exhausted many months of the school year. As to specific EE questions, he responded “0=Never” to the following: “Working with people all day is really a strain on me” and “I feel like I’m at the end of my rope.” He further indicated a frequency of “1=A few times a year or less” to the questions “I worry that this job is hardening me emotionally” and “Working with people directly puts too much stress on me.” To the question “I feel fatigued when I get up in the morning and have to face another day on the job,” Fredrick exhibited a moderate level of burnout in his response of “2=Once a month or less.” However, he indicated high levels of EE burnout in his responses of “4=Once a week” to the question “I feel emotionally drained from my work” and “5=A few times a week” to the question “I feel used up at the end of the workday.” When inquired as to how he felt his work was emotionally draining, Fredrick replied,

Every Friday night is an emotional rollercoaster for me and for my other coaches and kids... and I know it’s just a game but it’s not just a game for us. I mean we pour everything into this... I mean we get into the heat of battle on Friday night and especially this year when we are killing ourselves trying to be successful and we’re not, it’s very emotional, it’s very difficult... and on Friday night at about 10 o’clock I am just so exhausted that I can’t speak, and it’s difficult. And then even when you do win, there’s a time when you hit a wall and you crash because you just pour yourself into it and into it and into it and sometimes it’s just boom, you hit a wall and it’s a wall of exhaustion. You’re
done. And you just sit there and I get so keyed up on Friday nights that I can’t go to bed till two or three o’clock in the morning... It takes me that long to unwind; I’ve starting drinking herbal tea which that helps but ya know I gotta unwind a little bit... I mean every game is emotionally draining.

As to how he felt “used up at the end of the day” he further explained,

    Just the hours... I mean you gotta be “on” like the entire time, when you’re in the classroom or on the practice field, particularly in the classroom, you gotta be in charge and then I get to the football field and I’m in charge there too.

In comparing the emotional exhaustion experienced in each of his two professional roles,

Fredrick indicated less exhaustion and frustration in the classroom. Fredrick also indicated that his feelings of burnout reached their peak during the end of the regular football season. He explained, “The last two weeks of the regular season are probably the hardest. It is the grind of the regular season.” While Fredrick’s frequency score indicated that he experienced a moderate level of EE, he scored low on both the DP and diminished PA burnout subscales.

**Depersonalization.** Fredrick scored lowest on the DP burnout subscale with a frequency score of five, falling within the indicated low range of 0-8. On the 17 questions used to determine an educator’s experienced level of DP, his average score was one on the 6-point Likert scale. In other words, on average he responded to DP questions with a frequency of “1=A few times a year or less.” This score indicates that despite the RC experienced throughout the 2013-2014 school year, Fredrick generally maintained a positive disposition towards his students and athletes. For example, he indicated a frequency of “0=Never” to questions such as “I feel I treat some students as if they were impersonal objects” and “I don’t really care what happens to some students.” He further indicated a frequency of “1=A few times a year or less” to the question “I’ve become more callous toward people since I took this job.” Fredrick indicated a moderate level of DP to the question “I feel students blame me for some of their problems”—responding
with a frequency of “3=A few times a month.” When the researcher asked for an example he remarked,

Typically after I get yelled at by a parent. That’s what happens to me... or I hear a player say something to me that I know came from a parent and I’m like I know that you are hearing that at home... and that’s discouraging and a little bit defeating...

When asked as to whether or not he experienced this frustration in coaching or teaching. He replied, “Oh, it’s always in the football sense.” Despite his moderate response to one DP question, Fredrick scored lowest in the DP burnout as compared to the EE and diminished PA subscales.

**Diminished personal accomplishment.** In the final burnout category, diminished personal accomplishment (PA), Fredrick indicated a total frequency score of 37, falling within the indicated low range of 37 or more. On the 14 questions used to measure an educator’s experienced level of diminished PA, his average score was 4.6 on the 6-point Likert scale. In other words, on average he responded to PA questions with a frequency between “4=Once a week” and “5=A few times a week.” This score indicates that despite the RC experienced during the 2013-2014 school year, Fredrick felt personally accomplished weekly. For example, he responded “6=Every day” to the PA question “I feel I’m positively influencing other people’s lives through my work”. He further indicated a frequency of “5=A few times a week” to the following PA questions: “I deal effectively with the problems of my students”, “I can easily create a relaxed environment with my students”, “I feel exhilarated after working closely with my students”, and “I have accomplished many worthwhile things in this job.” Fredrick indicated a moderate level of diminished PA when he responded “3=A few times a month” to the questions “I can easily understand how my students feel about things” and “In my work, I deal with emotional problems very calmly.” Fredrick did not indicate a high level of burnout to any of the diminished PA questions.
Generally, it appeared as if Fredrick was able to adequately combat burnout despite the RC he experienced over the course of the 2013-2014 school year. He scored low both in DP and diminished PA, while he scored moderate in EE. Fredrick scored lowest in DP and highest in EE. In response to MBI-ES questions used to assess the general level of burnout in an educator he scored low. For example, he responded “0=Never” to the statement “I feel like I’m at the end of my rope.” Likewise, he responded “1=A few times a year or less” to the questions “I feel frustrated by my job” and “I feel burned out from my work.” Moreover, he indicated a frequency of “5=A few times a week” in response to “I feel very energetic.” When asked to assess the validity of his MBI-ES results he commented, “That sounds pretty accurate.” In the following section, the researcher provides an analysis of the experienced level of burnout across all three cases.

**Cross-Case Synthesis**

While participants experienced moderate to high levels of RC over the course of the 2013-2014 school year, all three SSTCs experienced low levels of burnout. According to their survey results, all three SSTCs scored low in depersonalization (DP) and diminished personal accomplishment (PA). More specifically, Jason and Fredrick scored lowest in DP burnout, while David scored lowest in diminished PA burnout. In contrast, all participants scored highest in EE burnout; Jason and David still indicated a low frequency, while Fredrick exuded a moderate frequency of EE. During debriefing, participants validated their respective survey results. Each SSTC acknowledged that role overload and work-family role conflict contributed heavily to feelings of emotional exhaustion. Participants further noted severe time constraints and elevated levels of stress during football season. Jason emphasized that role under-compensation also contributed to his feelings of burnout. Participants’ argued that their perceived levels of burnout increased when the football team lost (which for Fredrick was most of the season) and towards the
end of the regular season. Fredrick, the only coach who endured a losing season, scored the highest in all burnout categories; consequently, there appears to be a connection between losing football games and feelings of burnout.

**Summary**

In this chapter, the investigator presented the results related to research question one, regarding the personal and professional impact of balancing dual roles on SSTCs. Participants emphasized the benefits that resulted from occupying dual roles simultaneously, which the researcher categorized as TCRS. Four types of TCRS emerged from the data: personal fulfillment TCRS, relationship TCRS, status TCRS, and skill enhancement TCRS. Despite such benefits, SSTCs also experienced heightened levels of stress due to occupying dual roles concurrently, which the researcher categorized as types of RC. Specifically, participants exhibited moderate to high levels of role misconception, role overload, role under-compensation, TCRC, and work-family role conflict. Jason further indicated a moderate level of role incongruity. In spite of experiencing RC, participants were able to combat burnout during the 2013-2014 school year. On the MBI-ES, all three SSTCs scored low in DP and diminished PA. Fredrick indicated a moderate level of EE burnout, while Jason and David exhibited low levels of EE. In the subsequent chapter, the researcher analyzes ways in which SSTCs managed RC to avoid burnout.

**6 RESULTS: RESEARCH QUESTION #2**

The researcher explored the ways in which SSTCs managed RC over the course the 2013-2014 school year. In this chapter, the researcher presents an analysis of the strategies that individual SSTCs utilized to avoid role conflict, role strain, and burnout. Environmental factors coupled with personal coping mechanisms aided SSTCs in combating burnout despite high levels of RC. Findings were based largely on interview data collected throughout the research process.
Seven categories emerged during the open-coding process of data analysis: community support, mentors, organization, personal releases, professional experience, and role retreatism. The researcher defined these categories as follows:

- **Commitment**: the personal aspiration of a SSTC to excel in both professional roles.
- **Community support**: the care, aid, and assistance provided to SSTCs by community stakeholders such as administrators, colleagues, parents, and family members.
- **Mentors**: advisors or role models who served to instill core values, teach professional skills, and guide effective decision making in SSTCs.
- **Organization**: the preparation, formulation, and maintenance of an effective logistical system to structure and manage the roles and responsibilities associated with occupying the dual role of SSTC.
- **Personal releases**: individual stress relievers utilized by SSTCs to manage RC and avoid burnout.
- **Professional experience**: professional knowledge, skills, and expertise gained through personal experience as a social studies teacher and an athletic coach.
- **Role retreatism**: when one role of a teacher-coach becomes dominant at the expense of a second role (Millslagle and Morley, 2004).

The researcher presents a within-case analysis of each SSTC’s individual experiences managing RC followed by a cross-case synthesis of participants’ results.

**Within-Case Analyses**

In this subsection, the researcher provides a detailed analysis of each SSTC’s methods of managing RC to avoid burnout. Data was further organized by the seven management categories
noted previously: commitment, community support, mentors, organization, personal releases, professional experience, and role retreatism.

**David**

While David exhibited moderate to high levels of RC, he scored low in all three burnout subscales. It was apparent that he was able to effectively manage dual professional roles and avoid burnout. He noted that both environmental factors and personal coping strategies assisted him in maintaining his stamina. The following is a detailed analysis of each management category:

**Commitment.** One way prior researchers suggested combatting role retreatism (the act of TCs prioritizing one role at the expense of the other) was for administrators to hire TCs who were equally committed to both roles (Massengale, 1980; Sage, 1987; and Millslagle & Morely, 2004). David appeared to agree with such advice, arguing that SSTCs who solely focused on coaching were typically ineffective SSTCs. When asked if he believed that the administration should get rid of such coaches he remarked, “Yes. And I will tell you why. Because generally coaches that are like that in the classroom are like that on the field as well. That’s been my experience. You are either good at both or good at none.” He continued,

If you look around our building, if you are a good coach, you’ll be a good teacher. If you are not a good coach, it works hand in hand. Or at least I’ve seen that. I mean the guys that are there to just coach are generally not very good coaches...

David took pride in his image as both an effective social studies teacher and competent football coach. He made a concerted effort to demonstrate that he was not the “stereotypical football coach.” He remarked, “I don’t want to be defined by coaching. If I quit coaching tomorrow I would be okay; the sun would still come up. I really enjoy teaching as well. It’s a deal where I’ve made myself not defined by that.” David attempted to gain the respect of his social studies colleagues by upholding all of his teaching responsibilities and refraining from using coaching as an...
excuse not to get tasks completed punctually. It was apparent that he wanted his colleagues to see him as an equal; “I eat lunch with the social studies teachers every day, I don’t eat with the coaches.” He frequently referred to both his teaching and coaching colleagues as his “closest friends.”

Even though David admitted to putting more time and preparation into football during the season, he emphasized his equal commitment to both roles. For example, when asked if he felt he put more energy towards one role or the other, he responded,

> It’s all about what I am doing at the time. Like if I’m teaching, I can promise you that if you walk in there, I’m teaching my a$$ off, but once I leave and it’s time to go to football, I’m coaching my a$$ off… so no.

Likewise, when the researcher inquired as to if he felt more motivated in one role or the other he succinctly responded “No.” Moreover, when questioned if he enjoyed the two roles equally he stated, “Yes. I really do.” David demonstrated an admirable passion for both roles, which he argued maintained both his ability to balance the two effectively and avoid burnout. He also recognized the need for SSTCs to carry themselves as academics and to work hard in the classroom just as they did on the field. In fact, when probed as to the advice he would give to future SSTCs, he responded,

> The best advice I would give (to a new SSTC) is don’t go in there and act like you’re a stereotypical coach… don’t go in there and act like you’re there for coaching… that’s not gonna fly… at least not where I’m at; that will not be perceived very well. You better go in there and act like you are very serious about teaching. That’s probably the best advice and take everything seriously…. too many times you see guys come in and act like they’re only there to coach and that kinda deal drives me insane… It’s all about perception.

For David, a good football coach had to be a good teacher and vice versa. There simply were no exceptions. “I mean coaching is teaching, I don’t think there’s a difference,” he reasoned.

**Community Support.** According to David, he was successfully able to balance both roles partially due to the support of community stakeholders such as his school administrators,
district leaders, colleagues, and family members. He explained that stakeholders kept him motivated through their high expectations but also provided him a support network when he felt overwhelmed. When asked to assess the district’s level of support, he replied, “I think they (the district) are very supportive. I’m a fan of Gadsden County.” He provided the following example:

I don’t have any complaints. I was talking to my freshmen AP yesterday and Gadsden County has a transfer process where you can choose to put in for a transfer within the district if you’ve been there three years or whatnot... Well what she told me was that we have between 160 and 200 teachers, I don’t know the exact number, but we had two people apply for a transfer... and one of them was a counselor... and we’ve had 60 that have applied to come here to Pine River, so I think it’s a good place; I think it’s where people want to be.

The researcher then asked David about the administrative support for TCs specifically. He replied, “They (administration) take care of me. They do a good job.” When the investigator asked for examples, he stated, “I mean I had the classes I wanted... Oh and for example, I asked for fourth block (last period) planning. That’s something I need and they accommodated me. Just little stuff like that.” When asked about specific accommodations for the head football coach, David explained, “He teaches social studies also—one class in the fall and two in the spring. Econ. He has fourth block planning as well.” When the researcher asked if David felt the head coach needed a reduced teaching load he responded, “Oh absolutely. It’s a full time job in and of itself... much more administrative.” David went on to explain that he felt his principal went “above and beyond his administrative duties” after his wife’s accident. “They did my lesson plans for me, our principal brought us dinner a couple of times; I mean anything that we needed. I don’t have any complaints on that.”

Overall, David felt as if his school and district offered substantial support for SSTCs such as himself—at least to those who were willing to ask for needed accommodations. When asked if
he felt equally supported in each role, David responded, “Yeah I mean I have no complaints. I love my job.” He continued,

I’m supported. I put most of the pressure on myself more than any administrator, coach, or anything... now when I show you all this stuff, and again I am not trying to put myself on a pedestal... but every coach on the staff is not doing all this.... but the good ones are. Ya know, so I put the pressure on myself. And if I was not going to coach football the way I do, then I just wouldn’t do it at all...

The only thing David said would relieve some of his stress was “a raise maybe?!?”

Not only did David feel as though the administration was supportive, but he also raved about his colleagues on both the football coaching staff and the social studies teaching staff. “I like the people I work with a lot... football and teaching wise,” he explained. He went on to state,

I mean I’m telling you I’ve gotta just about every social studies teacher’s contact in my phone and I love them; we have a unique department...I mean it’s a very tight department...That’s another reason I don’t want to leave. I mean I’ve told you before, the people in my department, I mean it would be just as hard for me to leave those people than my coaches.

When the researcher asked for examples of collegial support, he remarked, “They even help with the laundry. I mean I couldn’t do all that by myself.” As for tasks such as analyzing film, he explained that each coach has a specific role, which made it more efficient and less overwhelming for coaches; Pine River also swapped film with another school in order to prepare for upcoming opponents. As for his fellow social studies teachers he commented that “we share lessons, ideas, strategies... It’s a very collaborate group.” It was evident that while individuals outside of his closest colleagues may misunderstand or misjudge him, he felt supported by the social studies department and the football coaching staff.

In addition to his colleagues, David insisted that his family helped him keep his sanity during football season. “Now she (his wife) helps me a ton, I mean with the school work and the kids... she does all the healthcare, cooking, and all that so I don’t have to worry about stuff like
that...” He further explained that his wife understood his passion for coaching and demonstrated her support by attending his games and accompanying him to school events. He elaborated,

She’s (his wife) been 100% supportive; even before she had her accident, she came to every single game, and I always try to include them (his family). Like during the off season I go to most of the basketball games, most of the baseball games because it’s important for the kids to see you there, but I’ll never go alone... I’ll always have my kids with me. So Mary likes tagging along. Really it’s like our life. That’s what it’s like.

He clarified that instead of keeping his family isolated from his work, he has tried to make his family a part of it. He remarked, “We try to do things together... I try to put my family first...” As for the unique strain of his wife’s accident during football season he stated, “Thank God both of our parents live here and our babysitter is great. She lets me drop them off with her at like 6:15.”

David humbly explained that without his family, colleagues, and administrators he would not be as successful at managing dual professional roles—especially during football season.

**Mentors.** David also emphasized support in the form of mentors, both current and former, in his teaching and coaching career. Such guidance, he explained, had motivated him to be effective in both roles and assisted him in gaining the necessary skills, techniques, and strategies to perform at a high level. In describing his professional background David stated, “I played five years of Division I football and I had excellent coaches at the college level, and I would classify a lot of them as my mentors.” When asked to provide examples of such mentors, he replied,

My head coach in college, my offensive coordinator, and my offensive line coach. I would say those are the three... it’s like I have a vision of what a football program should look like and it’s mainly what I developed up there. Because I watched how well they did. And another way they have influenced me is that they have all been there 20 plus years... and you see coaches move around a lot and that is something that has impacted me... I am here six years later and don’t plan on leaving... I’d like to be here at least 10 years... and kinda build a life here.

The researcher then asked if he had teaching mentors as well, to which he responded,

Yeah, I had some really good ones (mentors). Definitely more in coaching... I consider my principal to be a mentor... I got advice from people, yeah but I would say I had more
mentors as far as coaching than teaching. And some of the things we learned in our specialist class helped. I consider Dr. Swantic a mentor, I learned a lot of stuff from her.

One thing that David also mentioned throughout the interview process was collaboration with other SSTCs. For example, in describing his first year as a teacher he stated, “I did have a guy, he was a coach at Chester Hill, he sent me a bunch of stuff—lesson plans, resources.... So I did kinda use his stuff as a framework.” He spoke of clinics as an important example of collaboration with other coaches. He explained,

The defense that we run, there’s a lot of coaches that run the same one and we come together and kinda talk about how we practice, how we do things, how we defend things... so it’s kind of like a collaborative effort.

Influence of past mentors and collaboration with current SSTCs appeared to have a significant impact on both David’s desire to be a respected SSTC and his ability to excel in each role.

Organization. The strategy that David mentioned most frequently as assisting him in avoiding burnout was organization. He explained that preparation, structure, and routines in coaching and teaching kept him organized, efficient, and energized. He stated that to manage the two roles “you just got to have some time management and organization to get everything done.” He elaborated, “I have a schedule so I know I have to get this done on Mondays and this done on Tuesdays... and you’ve got to have a regimented schedule or you’ll never get your responsibilities done...”

When probed for examples of such organization, David inserted his flashdrive into his laptop to demonstrate how he prepared for Geography and Law. The World Geography folder was seven gigabytes of information and the Law folder was 10 gigabytes. Each course folder contained subfolders labeled by units. Each subfolder contained every resource he needed for the entire semester. When the investigator remarked that he seemed extremely organized, he remarked matter-of-factly, “You have to be.” He continued, “I only know how to do things like
this... where it's absolutely organized. And this takes a long time, so I don’t want to do this for another couple of years if you know what I’m saying...” He explained that he spends summers creating lessons, modifying tests, downloading videos, gathering readings, etc. The researcher then asked what type of preparation towards teaching he did during the school year. He replied that he did create weekly “lesson plans,” which were really more like guides for him because he was not required to submit them to an administrator. When probed as to when he created these plans, he explained,

I do it on Wednesdays. Here and I’ll show you. I put this together every Wednesday. I make a grid and I have to do this... as I said I can’t go day by day... so here is what I am doing next Monday through Friday and this is Geography and I have one for Law as well... and then I get here at 6 a.m. on Fridays to run all my copies... So like generally Wednesday is my lesson plan day and I put a template together for Law and Geography every week.

When asked about grading student work. David explained, “I try to do grading at school. We have a share drive so students can submit work; basically everything I do is on the computer so everything they submit is through that.” He appeared to have an organized system, a grading routine, which allowed him to leave his schoolwork at school. He elaborated,

Basically what I do is take homework up on Fridays, ‘cause I don’t have time to deal with it. I take it up and if they do it, I pretty much just give them a 100. And I hold them accountable on the test, so if they want to just write whatever down then that’s fine but they’re getting a test on it. And then the tests are scantrons and they always have a writing prompt so I do have to read all the essays and I do it Friday, usually during fourth block ‘cause I give tests on Fridays. And it better be really good because they get a couple of sentences to impress me...

While David’s organizational system for teaching was impressive, his system for coaching was even more intricate. Much like teaching, preparation began in the off-season, which for football began right after winter break, in January. He explained that not all coaches at every school start that early, but the successful ones do. The playbook David showed to the investigator was 200 PowerPoint slides long, which included a description and diagram of every play,
every defensive formation; he also embedded film clips to introduce each play or formation. As the researcher acknowledged the amount of time and energy it must have taken to create such a document, he replied,

Yeah but I don’t know how I would operate, I mean seriously function, if I wasn’t this organized. I mean I’d do it but I wouldn’t be very good at it... I mean like this playbook takes forever to create but once it’s there we can just tweek it for the following year... I mean it’s almost like an art form really...”

When asked to walk the researcher through his preparation for football in the off-season, David explained that they divided the off-season into three phases—each one becoming more intense until the season officially began in mid-July. Each phase built upon the one before it, starting with agilities and weights, adding instructional time to learn defensive and offensive plays, and concluding with “spring season” in May in full pads; the off-season culminated with an inner-squad scrimmage. Summer season was just as organized with structured practices four days a week with the addition of both team and individual camps; players and coaches took a total of two weeks off in the summer.

The researcher asked David to provide examples of organization, preparation, or routines during the football season. He replied, “I mean like I will show you, like for the script—everything that is done in practice we script on Sundays, so we tell the kids exactly what is coming. And this is what we do Mon, Tues, Wed...” David clarified that on Saturdays the players came and worked out their soreness and watched the previous night’s film with the coaches. While the players left, the coaches’ stayed to breakdown film of the upcoming opponent. On Sundays, the coaches created the script for the next opponent. David added, “We also create the scouting report on Sundays which we use on Mondays to introduce the opponent that week.”

The investigator then asked how practice was organized during the week. He responded,

Practice is, we divide, I’ll show you... we divide our practices into five-minute periods so a two hour practice is 24 periods. So if you look at the schedule, and this is pretty much
how everybody who is organized does it, you break down everything up into five minute periods so each one of these numbers is a five minute block... our philosophy is to actually practice less time but to do it really, really fast. Efficiently. And so we don’t do a whole lot of coaching in between plays, we take them back in and show them the film.

When the researcher asked him to clarify which film they watched, he explained that they watched the film of the practice they just had—correcting mistakes and pointing out jobs well done.

In the debriefing segment of the final interview, the researcher explained that she felt as if organization and preparation appeared to alleviate much of the RC that he experienced early in his career. He agreed, stating,

Yes. You try to mitigate some of that (burnout) by starting in January. I mean if we started this process in August we would have a lot of whatever that’s called (role conflict)... (laughs). We would be very confused. I mean when I started teaching Law two years ago, I started working on putting this file together in May because I knew come August I was not going to have time, but I think preparation mitigates a lot of that.

Throughout the research process, David’s level of organization, preparation, and time management was truly astounding; however, the researcher noted that it also appeared to require him to work laboriously seven days a week during football season.

**Personal Releases.** In addition to organization, prior research suggested that personal releases such as exercise, hobbies, music, family time, etc. helped TCs to avoid burnout (Drake & Herbert, 2002). David apparently agreed, as he contended that “knowing when to take a break” was an important stress reliever. For example, with the researcher asked how he maintained his energy level despite the long hours, David replied, “The biggest thing is learning how to pace yourself. And being efficient. You just gotta know when to take a break sometimes. Like look, I am not doing anything today.” He admitted the tradeoffs of taking the day off, but suggested,

I could probably be getting ahead, but in the longrun I will feel better, maintaining my stamina. You got to know how to pace yourself, and when I say pace yourself I don’t
mean not to be intense and not doing a good job, but you need to know that sometimes you need to step away. Sometimes you need to play with your family instead.

He gave another example, “Yesterday I came home at like two. I was exhausted, just tired, so I came home.” In his final analysis of how he managed the two roles effectively David surmised, “I think getting away is probably the biggest thing—having something to do outside of school...” Clearly personal releases allowed David to maintain stamina, keep his sanity, and re-energize. He added that “things slowdown in the off-season, which helps.” Without such escapes, or mental and physical breaks, he admitted that he would easily burnout mid-season.

**Professional Experience.** Throughout the interview process, David frequently mentioned how he believed it became easier to balance the two roles with each year of professional experience. He explained,

> You gotta understand... I am way better at this now... the first year I was at Pine River we played for the championship so we played the entire thing, we played ‘till December. I was exhausted by the end of it. I have learned that it is not a sprint but a marathon.

When asked to assess how well he balanced the two roles during the 2013-2014 year, he replied,

> I think all things considered I did pretty good. I think I get a little bit better at that every year... the first year that I was at Pine River I mean by the end of the season I mean I was absolutely exhausted, versus this year I was tired but I felt fine... I understand how to be organized and what I need to do each day to get the most out of my players, my students, and myself.

The researcher then asked David to elaborate upon balancing his dual roles the first couple of years of his career. He responded, “I didn’t do a great job... the first year I didn’t have a grasp about what needed to get done... I was working just as hard but wasn’t nearly as productive.” In response, the interviewer probed as to what lessons he had learned through his six years of experience. He remarked,

> The biggest thing I have learned how to do is pace myself and be more effective at what I am doing. I think the more experience you get doing a job you become more efficient at doing it. But if you don’t have the energy, I mean you are wasting your time. I mean the people that we are competing against are so competitive that you’re going to get beat.
While most of David’s examples dealt with becoming more efficient in his coaching role and time management in general, he did provide a few examples of reduced RC that resulted from experience in the classroom. For example, he described the first time he taught Law as follows: “I mean the first time I taught Law I just opened the book up and said I guess we are doing this today... I had no idea what I was doing.” Six years later, however, he demonstrated a considerable level of confidence in his teaching ability, adding, “I feel confident I could teach any class social studies wise...” He also mentioned that classroom management was something he learned with experience in the classroom.

As for the 2013-2014 season in particular, he mentioned how as the school year progressed, it became easier to balance the two roles. As his players and students gained experience, he argued, they were also able to be more productive. He elaborated, 

There is more of a routine. The kids know what to expect. Football-wise we can be a little bit more efficient moving forward. So we are getting off the field quicker ’cause the kids are in that routine, everybody is in that routine. And in the classroom I can be a little bit more efficient. As far as knowing what I have to get done the rest of the semester.

Professional experience appeared to increase David’s confidence, his level of perceived expertise in both professional roles, and his ability to balance dual roles to avoid burnout.

**Role Retreatism.** Prior research also suggests that in order to manage RC, TCs often prioritize one role (usually coaching) at the expense of the other role (Staffo, 1972; Massengale, 1980; Sage, 1987; and Millslagle & Morley, 2004). While David was extremely motivated in each role and committed to being the best teacher and coach he could possibly be, he did demonstrate some of the signs of role retreatism described by researchers. For example, David attended no teaching conferences during 2013-2014 but attended four coaching clinics; likewise, he was a member of the state athletic association but not a member of any professional teaching organizat-
Millslagle and Morley (2004) suggest that such findings indicate a deeper commitment to improving his skills in his coaching role. David also admitted to sometimes “cutting corners in the classroom” due to time constraints. He stated, “Yeah there are some times during football where I have to give the kids a worksheet so I can get some stuff done.”

Millslagle and Morley (2004) further proposed that the amount of time allotted towards each role can also measure a TCs level of role retreatism. When asked to compare the time David committed to each role in-season, he replied,

I would say I spend about two hours a week preparing—about 25 hours teaching. And that does not include my planning period every day because that is pretty much spent in football except for one day a week, like I told you, Wednesdays I will do lesson plans. So I would say I work between 80 and 90 hours a week—25 of which go to teaching.

During football season, David spent considerably more time in his coaching role as he did in his teaching role. However, when asked to compare his time spent in each role in the off-season he responded, “It cuts down to about 50 hours a week—it would probably be about equal (between the two roles).” Results indicated that his level of role retreatism was far more pronounced during football season as compared to the off-season.

In the final interview, the researcher asked David to compare his commitment level between the two roles over the course of the 2013-2014 season. He responded, “I mean when I am in the classroom I am in the classroom. But as far as time, I spend a lot more time on football.”

When the interviewer later asked about his plans for the following school year, David announced that he may be teaching less social studies classes in 2014-2015 because he had gained certification to teach PE.

I took the state certification exam in PE in February and I passed it. And I’m not technically trying to get out of teaching social studies, but what they may give me next year is like one weight training class and a couple of social studies classes...
While David admitted that teaching a period of weight training would take him away from his social studies role, he recognized that it would allow him to work with his players in the weight room during school hours (rather than after school). It would also reduce his grading responsibilities. David reassured the researcher that he was not leaving social studies altogether, stating,

“There are some coaches that are itching to get out of teaching social studies, but I really enjoy what I’m doing... but if I could get one weight training class and two social studies classes, that would be like a dream schedule...

David appeared to be a committed teacher and coach and took pride in this fact; however, evidence suggested to some extent he did prioritize his coaching role over his teaching role.

**Jason**

Like David, Jason experienced moderate to high levels of RC during the 2013-2014 school year, but scored low in all three burnout subscales. It was evident that he was able to successfully manage dual roles and avoid burnout. He argued that both environmental factors and personal coping strategies assisted him in combating work-related stress. The following section provides a detailed analysis of each management category:

**Commitment.** Jason avoided burnout and managed RC partially through his deep commitment to both professional roles. In other words, to him the strain was worth it—he enjoyed his role as SSTC immensely and recognized its positive impact on student-athletes. For example, Jason explained, “I do enjoy teaching. I enjoy US History, I enjoy the subject ... And I love football. I mean, it teaches so many life lessons. And Friday nights are so fun.” He continued,

“I mean, my most important thing is to be a positive influence and to enjoy what I am doing because if either one of those things isn’t going on, then I am not doing my job and I am not happy. And that’s the most important thing for me because otherwise what’s the point? Everything else doesn’t matter. But that’s just me.
Jason not only enjoyed his role, but he recognized its positive impact on the community. Jason also recognized the importance of motivation, enthusiasm, and stamina in order to be successful in both roles. When asked what advice he would give to a new SSTC he replied,

"To be ready to work. It’s a challenge, you have to be motivated... there’s gonna be days, many days, if not most of the time, where your students don’t want to learn or be taught what you’re supposed to teach ‘em, so you better be enthusiastic, you better be a motivator..."

Above all, Jason emphasized the importance of a deep commitment to both the teaching and the coaching role, stating, “And you better do your job in the classroom and on the field...” Jason was fueled by the high administrative expectations and remarked that he thought it was essential that he did not slight one role for the other. Jason even appeared to have rethought his long-term professional goals due to his unwillingness to compromise either of his roles. For example, he remarked,

"I love being in the classroom and I love coaching because I love the relationship I have with the kids. And my only fear about getting into administration is you don’t have that relationship, and I probably wouldn’t be coaching..."

Ever since he regressed from his coaching role to spend more time with his own kids, Jason appeared to put an equal amount of time into both professional roles. Likewise, when probed as to in which role he put more energy he replied, “It’s probably equal—it’s just a different type of energy.”

**Community Support.** While Jason was personally committed to be an effective SSTC, he argued that much of his success could be attributed to the support of community stakeholders including his administrators and colleagues. When asked to evaluate the level of support he felt from the district, Jason replied, “They give us good support and I think our administrators do a great job supporting us.” He later elaborated,
I’ve worked for four different principals and they’re all different, and they’re all good, and the people around them, the assistant principals, are good and supportive, and I’ve never really had any problems with parents, and part of that is me, and part of that is the administration.

Jason insisted that high expectations from the administration kept TCs motivated and performing at high levels. He also argued that the support and respect he received could be partially attributed to the football team’s success. He elaborated,

... I think if we were not having success that we wouldn’t be supported as coaches... and that’s probably true of teaching... but we have been fortunate to, and I have had success at both... and so I have gotten support from both from the administration and the community.

When asked for specific examples of administrative support Jason explained that they did their best to accommodate his needs. For instance, Jason has received the teaching schedule he requested for the past 15 years. He remarked, “Basically I was like I want to teach U.S. History and if I didn’t have the teaching schedule that I wanted then I might have left, so they have been good to me in that sense...” Jason further explained that he had requested to have last period planning, which had been granted to him as well. When the researcher implored as to if that was standard for all coaches he remarked,

No. It’s not set and they’ve been good to me. It’s been available and they’ve given it to me. They do try to do that for you because that helps you transition from teaching to getting ready for practice ‘cause you can’t slop around there on the practice field either…

The investigator then inquired as to whether they reduced his teaching load to which he replied, “Well I teach five periods… and then a period of lunch/guided study… so it works for me ‘cause then by lunch time I am pretty much done at least with kids. So they do somewhat.” When asked if other coaches received lighter teaching loads, he explained

Some of them... they’ll give them two planning periods, now that helps ... There’s a few coaches that have two planning periods and not a guided study... and not a lunch... so that’s a little bit of a lighter load. Like the offensive coordinator, he has first and second period off first semester but not second semester...
He also remarked that his head coach did not teach any classes; his schedule consisted of “ISS, lunch duty... the easy life.”

In addition to administrative accommodations, Jason provided examples of district level support. He explained that Gadsden County provided two athletic trainers who came to every varsity game as well ninth grade and JV home games. The field and facilities were also well maintained by the county. Jason further explained that the district did a phenomenal job supporting new teachers. They offered a non-traditional certification program to people interested in teaching in Gadsden, a new teacher orientation program, and a mentoring program for novice teachers. Jason later provided an example of how the district supported its teachers who were parents. He explained,

The county will bus teachers’ kids to a designated school in their district, and then they have some PTA parents who watch them in the cafeteria until school is out and it’s cheap... for all Gadsden county teachers.

Such district level support helped Jason combat RC, as did the support he received from his colleagues. For example, he argued that his curriculum group worked well together and his department chair provided resources and mentoring to new teachers. Despite being a Title I school, Jason asserted that teachers in general seemed to “be on the same page.” As for why he had remained at Northridge despite other job opportunities Jason replied, “I mean I’m a loyal person and I really didn’t have a reason to leave. There was nothing here I didn’t like.” He elaborated that he considered the coaches to be family remarking, “They are like brothers to me.”

Jason later explained that while “kids come and go... there’s a whole lot of stability in this coaching staff...” Often referring to his colleagues as friends or family, he recognized the high level of support and respect that he enjoyed at Northridge. For example, he stated, “And we’ve had a lot of success in this football program and I’ve been here a long time so the other coaches know me
and respect me...” Jason continued to explain that the community at Northridge was extremely supportive of him as a SSTC. Jason also felt valued by the community for his success in the classroom. He provided the following example:

I remember our former principal was pushing me to get certified to teach AP and he said, “the community wants you to teach AP”... I didn’t want to go back and take the class, but I am flattered that he would say that and I am assuming that he was telling the truth.

In addition to support from his school and district, Jason stressed the aid he received from family and friends. For example, his wife had stayed home for four years to raise their boys so he could keep teaching and coaching. Now that his boys were in school she had returned to work; however, other family and friends helped accommodate their work schedules by providing childcare. Without the support of his family, friends, school, and district Jason argued that he might not have remained at Northridge for so long—likewise, he may have been forced to retreat further from his coaching role. However, the administration and the coaching staff had accommodated his teaching requests and allowed him to regress from his coaching responsibilities in order to provide for his family. In fact, the only real complaints Jason had were the size of his classes and the under-compensation for his coaching role.

**Mentors.** Jason believed that community support assisted him in combating burnout as did the guidance, motivation, and collaboration from mentors and colleagues. In fact, Jason attributed his motivation for becoming a SSTC to two of his former TCs, both of whom he considered mentors. When the investigator inquired as to why he became a TC, Jason responded,

I had some good social studies teachers in high school like my football coach Mark Lead... I looked at him and said what a neat guy he was and said wow he really makes this fun. I thought he was just a really good teacher; he had a big influence on my life. You could see what a powerful impact he had on kids’ lives and I wanted that. And then Russell Hughes, he was a math teacher and never one of my teachers, but he was my basketball coach, my track coach, my football coach, and he was like a big brother to me and I just idolized him...
As for why Jason had chosen to teach social studies in particular, he also alluded to the influence of both high school mentors. He remarked,

He (Mark Lead) was the teacher that really made me fall in love with social studies and his personality, too... if you saw Mark Lead and Russell Hughes you would see just two totally different… Mark Lead is the biggest goof ball in the world; now he can be real serious ‘cause he’s a coach, and then Russell Hughes was not that way at all; I mean he was very intense and so I think I’m a little bit of a combination of both of those guys… and they had a big impact on me and they were both different ends of the spectrum.

He commented that he modeled his teaching and coaching techniques after his two high school mentors; they remained in close contact to this day. He further elaborated that his decision to teach a core content area rather than PE stemmed from his desire to emulate his mentors. He elaborated,

Had he (Russell Hughes) been a PE teacher I mighta wanted to be a PE teacher, but I saw him dress like a professional every day teaching his subject, and I think I thought that’s what I want to do; I don’t want to come out in gym clothes, ya know? I want to teach kids something and look and be professional...

Jason’s early mentors motivated him to become a SSTC because of the impact they had on him personally. Such relationships with mentors not only inspired his career choice but also helped him find employment as a SSTC. His mentor contacts allowed him access to high schools that might otherwise have been denied. For example, he stated, “I just walked in a high school ‘cause I knew the county AD, and a lot of times I’d get to sit down with the principals.” Mentors appeared to inspire Jason to become a coach and helped him find a position as a SSTC once he graduated college. He also alluded to the need for mentorship from experienced TCs once hired.

Jason gave the following advice to new SSTCs:

Like I said, we have a good mentoring program put in place, but I would not just do that; I mean lean on the coaches; that’s another great thing—there are so many social studies teachers who are coaches and we all help each other out...
He further advised new SSTCs to “...really lean on the experienced teachers and use their re-
sources; don’t feel like you have to go reinvent the wheel... especially this day ‘n’ age... And
work with other coaches...” Collaboration with colleagues, he argued, was paramount to survival.
In fact, Jason argued that Gadsden County now required such collaboration by departments. He
explained,

They are kinda making us work together. Like for example, all of the U.S. History teach-
ers pretty much have to be on the same page... give about the same test on about the same
day and be covering the same material, and what that has made everybody do is really
collaborate.

Jason said his school required “sacred Wednesday” curriculum meetings to foster such collabora-
tion. When asked to describe what happened on sacred Wednesdays. Jason explained that his
curriculum group created weeklong lesson plans, discussed teaching strategies, and shared re-
sources. He clarified that their weekly meetings “keep everybody on the same page and create
the atmosphere for people to share...” According to Jason, all U.S. History teachers (except for
AP teachers) followed the same syllabus and administered identical exams during the same
week. While instructional methods varied by teacher, each department utilized the equivalent
scope and sequence. Such collaboration reduced time spent on lesson plans and test creation out-
side of school hours, which helped reduce RC.

**Organization.** Another important coping strategy Jason utilized to manage RC was the
establishment of rituals and routines to eliminate “wasted time.” One skill he transferred from
coaching to the classroom, for example, was timing tasks to keep students themselves from pro-
crastinating. In describing how he balanced his teaching and coaching roles, Jason emphasized
time management and routines he had established in the classroom. For example, he stated,

You have to use your time wisely. Like when you give a test, as soon as you can run it
through the machine, Run it through. Don’t procrastinate. And then have a schedule. Like
this year, we test on Tuesdays and we are in the lab on Wednesdays... and so when we
are in the lab I get them going and then I’ll put some grades in the computer... so I do it the smart way so at eight o’clock at night when I get home I am not grading papers…

Jason elaborated upon the importance of creating a grading system that kept him from taking work home. When inquired as to how much grading he did outside of school he responded,

Not too much. I got a good system. I spend maybe a few hours a week grading, but I do not get bogged down because we do use scantrons. Now you do have to read essays and that takes time; that’s probably the biggest thing... but a lot of the stuff I take up is a participation grade or completion...

He limited paperwork by only collecting what he believed to be the most important assignments to ensure student mastery of the content; moreover, he made students aware of his expectations in his syllabus. He remarked, “They know I always take up a vocabulary assignment and a test review—those are the two things they know I am always going to take up and they do a pretty good job turning that in.”

Jason further demonstrated his organizational skills by the maintenance of a teaching website, which included folders for each instructional unit; within each folder included PowerPoints, handouts, guided notes, etc. He explained how the website helped provide structure in his classes and allowed students to access course resources at home. He further utilized an online course calendar called Remind 101 that sent reminders to students of upcoming due dates. Jason also emphasized the use of his summers to prepare and plan for his classes. For example, he stated,

In the summer, we have some staff development where they actually paid us 15 bucks an hour to come up here, and we had I think 18 hours of planning, and we’ll create tests or we’ll change the tests or whatever, and we will come up with lesson plans in the summer...

As mentioned previously, weekly curriculum meetings were also held by his department throughout the school year to create lesson plans, modify exams, and monitor each teacher’s
progress towards learning objectives. Such organization and collaboration, Jason explained, helped keep everyone accountable in the classroom.

While Jason mainly highlighted the systems he created in the classroom, it was apparent that organizational systems also existed in his coaching role—though they were largely created and maintained by the head coach. For example, the head coach created a calendar for the fall, spring, and summer seasons, which outlined dates and designated coaching responsibilities. Practices themselves were divided into five-minute segments to maximize efficiency. Much like Jason’s classroom schedule, football practices followed a weekly routine. Mondays began with a team introduction to the opponent for that week as well as an overview of the game plan, which the coaches created the prior weekend. Practice on Mondays through Wednesdays included a warm-up, facilitation of scout teams and special teams, and an analysis of game film; Thursdays were walk-throughs and team meeting days, which also included a brief film analysis; Fridays were game days; and Sundays were game planning days for the coaching staff. While Jason was no longer game planning on Sundays, he still graded film for his accountability group. He explained that he typically graded film on Sunday afternoons (at home) or occasionally Friday nights after the game.

Coaching duties were also specialized by specific football positions—for Jason this included a responsibility for the runningbacks and managing the scout team. He, like all coaches, also analyzed game film, assisted with the JV responsibilities, helped with strength and agility workouts in the off-season, and aided in fundraising for the program. It was also apparent that each coach had specific non-coaching responsibilities—for Jason these included doing laundry, facilitating study hall, and coordinating snack provisions in the off-season. Coaches’ duties were specialized, routines were established, and schedules were explicit. All in all, organization ap-
peared crucial to Jason’s ability to manage RC and avoid burnout in both his teaching and coaching role.

**Personal Releases.** In addition to time management and organization, Jason argued that to avoid burnout, a SSTC needed to take mental and physical breaks from the job. For him, this was the only way to maintain his stamina and keep his sanity. He remarked, “You have to at some point have down time... whenever that is... whether it’s the weekend or some point in the off-season, or you will burn yourself out...” Personally, Jason used exercise to re-energize himself. He explained that he got to work early to exercise before school began. He elaborated,

> I exercise like a mad man so I think that helps... I think it’s the people who are stagnant that just don’t have energy... exercise gives you energy, you release endorphins and stuff... and so I think that is a huge part of it.

Jason also stressed the importance of the off-season, arguing that the lessened coaching responsibilities helped him stay invigorated. He stated, “...your weekend is different (in the off-season) which gives you time to recoup...” Jason further explained that the head coach recognized the need to give coaches and athletes breaks; thus, when possible, he gave them days off in addition to the weekends and school holidays. When possible, he kept practices short and efficient. Jason elaborated, “He has done a great job of giving us time off when we can have time off... like last week was our by-week, and he’s never done this before, but he gave the kids Monday and Tuesday off...” It appeared that personal releases such as exercise, family time, and down-time allowed Jason to maintain his level of enthusiasm for both his teaching and coaching role.

**Professional Experience.** Jason admitted that his ability to manage dual professional roles was strengthened through his years of experience. He described his preparation in college for each role. He majored in social studies education and did his student teaching at the school in which he was first hired. Additionally, he earned a master’s degree in social studies education
and a specialist degree in curriculum and instruction early in his career. As for his professional background in coaching he explained, “Well I mean I took some classes in college... like I took a football class, a wrestling class... and then I played sports in high school...” While specific training was not required for TCs he explained, “We have to go to a concussion clinic now. Oh and the rules clinic.” Clinics appeared to play an important role in the acquisition of coaching expertise; Jason stated that he typically attended three to four coaching clinics a year to keep abreast of current trends.

Jason reflected that balancing his teaching and coaching responsibilities was aided by his content expertise earned over 18 years of teaching the same subject. He explained, “I’ve taught U.S. History for a long time, and so I don’t have to do a lot of studying for the subject which helps.” He continued, “So I won’t walk into the class and say, ‘Now what did John Adams say?’ I mean I know the curriculum and the content from years of teaching it…” He further noted that classroom management was a skill that he had mastered over time. Specifically, he had learned to be assertive without being authoritarian. He elaborated that his years of experience also garnished him a certain level of respect in the classroom. Overall, Jason felt that his ability to get the most out of his students and athletes improved with each school year. When the investigator implored as to how he felt he had balanced the two roles over the course of the 2013-2014 school year, he reflected, “I think I’m probably doing a better job than I did last year with ‘em. Each year gets better.”

Jason’s professional experience, along with his success in both the classroom and on the field, largely attributed to why other schools were recruiting him to transfer. In describing the school in which he would work the following year he explained, “I will be one of the older guys on that staff, and I think that’s one of the reasons I was hired; I think they thought it would be
good to have a couple of older guys...” When asked why he thought experience was so im-
portant, he argued that it proved to the head coach that one could manage both roles effectively.
He believed the head coach also felt Jason could provide leadership and mentorship to the
younger TCs. He remarked that the fact that Northridge was a two-time state champion probably
did not hurt either.

**Role Retreatism.** While Jason was equally committed to each role and had 18 years of
professional experience, he admitted that in recent years he had reduced both his teaching and
coaching responsibilities. Prior researchers contend that such role retreatism is a natural coping
strategy to combat TCRC (Sage, 1987; Millslagle & Morely, 2004). While much of the prior lit-
erature suggests a retreat towards the coaching role, it appeared that Jason regressed more from
his coaching role towards his family role in order to combat work-family role conflict. However,
Jason did admit that he sometimes prioritized his coaching or driver’s education responsibilities
over his teaching duties. For example, he suggested that more planning went into coaching as did
time on the weekends and during summers. He also typically attended three to four coaching
clinics per year and no teaching conferences (unless they were required by the county). Moreo-
er, he was a member of one professional coaching association and no professional teaching or-
ganizations. Jason further stated that he was permitted to miss curriculum meetings for driver’s
ed. He also admitted that coaching required him to conserve energy in the classroom, remaking,
“When football is over, I will have more energy for teaching because you do save; you do realize
that I have to save some of this up, ‘cause I gotta go do this for another couple of hours...” Jason
further contended that he spent less time on writing in his class than he would like because the
time it would require competed with his other roles. He elaborated, “I could do a better job in
making them write more, but it is so time consuming to grade... that’s one of the things that I
probably haven’t done a good job with...” This season in particular, Jason had regressed from some of his Title I teaching duties. For example, he stated, “They needed somebody to work through their planning period; they were going to pay somebody to tutor... I did that last year, but I said nope. My wife is working now so that is part of it...” He had also recruited an ELA teacher to run study hall for his football players.

In addition to retreating from some of his teaching responsibilities, Jason had reduced his coaching commitments in recent years. When he began his career as a SSTC, he coached three sports—football, basketball, and track. After a few years, he narrowed his coaching duties to football and track before regressing to only coaching football in 2005. When inquired as to why he had reduced his coaching responsibilities, he responded,

Because I had gotten married and we were trying to start a family, and I was just gone all the time... and the other reason was that I wanted to be able to focus more on football and go to some of the clinics... and do more of the off-season stuff... so it was both of those reasons.

He continued to explain how his coaching role changed once he started a family, as he now attended far fewer athletic events in the off-season. In the debriefing interview, Jason reiterated that it was not his teaching duties but rather his family that pulled him away from his coaching responsibilities. In discussing how his role had changed over the years Jason reflected, “At some point you either have to give up a sport if your coaching multiple sports or you gotta get closer to home...” He elaborated,

That’s why I’ve regressed or retreated a little bit from my coaching responsibilities... and even if you were making more money doing it, it’s still time away and at some point or another every person has to decide what’s too much and what’s enough or not enough of being at home—and that to me as been the hardest balance...

Jason provided concrete examples of how he had retreated even further from his football duties. He explained, “The varsity coaches usually meet on Sundays and I stopped doing that last
year…” He continued, “I have had to change my work life. I have had to ask to basically drop down with my coaching responsibilities because it did come down to family or football and I had to go with family obviously.” He explained that his son asked him repeatedly when he was going to spend time with them and it had broken his heart. When probed as to what he missed by not attending Sundays he replied, “I’m just not game planning. That’s the only difference. I’m not here on Sunday saying let’s run this play… now I’m implementing the plays they come up with.” Jason later provided an example of how he had also retreated from his off-season coaching duties. He explained,

Oh and there is something I didn’t mention in the summers called Passing League, which is every Tuesday night... And so those are eight hours I was standing around not teaching driver’s ed., not making $25 per hour, not spending time with my family... so that was the other thing I told him. I said I gotta get out of Passing League... I either need to be teaching driver’s ed. or at home with my family... so that is really it. I had to change my role...

To Jason, teaching and football were equally important. Even though he admitted that his coaching and driver’s ed. responsibilities sometimes took away from his time and energy in the classroom, he was committed to being a strong SSTC. In fact, unlike prior research, which suggests coaches tend to retreat more from their teaching role, it appeared as if Jason regressed from his coaching role to spend more time with his family. In other words, it appeared as if Jason combated work-family role conflict through role retreatism.

Fredrick

Like his counterparts, Fredrick experienced moderate to high levels of RC during the 2013-2014 school year, but scored low in diminished PA and DP; however, he indicated a moderate level of EE. In spite of RC and emotional exhaustion, Fredrick was able to effectively manage dual roles and avoid high levels of burnout. Like Jason and David, he argued that both envi-
ronmental factors and personal coping strategies aided him in combating role strain and burnout. The following section provides a detailed analysis of each management category:

**Commitment.** One way Fredrick appeared to manage RC was through a strong commitment to both professional roles. He took pride in his image as academic and refuted stereotypes that portrayed TCs as “meatheads.” For Fredrick, teaching was just as rewarding as coaching. He elaborated, “My teaching is very important to me. I don’t think it’s important to every coach and I don’t think that coaching is important to every teacher... but I wouldn’t give up one for the other.” When asked if he felt like he got more personal satisfaction in one role or the other he replied matter-of-factly, “I don’t. I really enjoy both.” In assessing his level of motivation in each role he further indicated a balance, stating, “I try not to be (more motivated in one versus the other). It depends on the time of day. Before three o’clock I am motivated to be a great teacher. After three o’clock I’m motivated to be a great coach.” Similarly, to the question, “Do you feel more committed to one role versus the other?” Fredrick responded, “No, I like to be really good at both.” Furthermore, in assessing whether he enjoyed one role more than the other, he replied, “Not really... like I said, they are both really important to me.” Fredrick’s strong commitment to both his teaching and coaching role assisted him in preventing burnout by keeping him equally motivated in each role.

**Community Support.** In addition to personal commitment, the support Fredrick received from the community helped him combat RC. For one, he felt that the administration and the faculty at Walden shared a common mission. His frequent use of the pronoun “we” demonstrated his belief that he was an accepted member of the administrative body. Fredrick described the united mission of the school as follows:

It was our current headmaster, who is retiring after 18 years ... he’s the one, along with some very cooperative trustees, that had a vision for this place, to be what we’ve be-
come... I mean we have strict standards for our faculty... for their professional ability, for their ability in the classroom, or on the field, or any extracurricular arena... but we all have different gifts and the faculty is very diverse in that regard, but the one thing that brings us all together obviously is our Christian faith.

Fredrick explained that the administration’s expectation of him was to instill Christian values through coaching—winning was secondary. In fact, he believed that the community supported him despite his losing record during the 2013-2014 season. He elaborated,

We had a really rough football season, we did not win a lot of games, but I think looking back on it, the kids are feeling very positive; there’s a tremendous amount of optimism for the future... I think almost everybody realized and that goes for administrators and parents alike that we were getting the most out of our kids—it may have been our best coaching job, which is a bold statement, because I don’t know if we could have gotten more out of the kids than we did.

Community support extended beyond the administration to other key stakeholders in the community. Fredrick explained,

I’ve got an incredible staff. A lot of support. Got kids that have great attitudes. Parents that are willing to sacrifice anything to help us be successful and love what we are doing. So while it is a lot of work, I also get a lot of help; it’s very rewarding.

When the researcher inquired about any accommodations he received as a SSTC, Fredrick remarked,

As a head coach of a very labor intensive sport, I do teach a reduced load. I mean most of my colleagues will teach five, while I have three classes and a study hall that I proctor. But to be honest with you, I am not a PE teacher like a lot of my counterparts; I don’t have a role where I just proctor in-school suspension or something like that... I teach an honors level, very academic class; I mean it’s got math in it (laughs), so they understand and help me out so I get some time to prep. I can also have meetings during the day, talk to college coaches, I can watch film... so the school certainly understand and supports what I do, and they do that not just for me but for the head basketball coaches—both boys and girls... really the bigger programs... the programs that don’t run themselves.

When asked if he felt he needed additional assistance, he replied,

No, I’ve got everything I need. I’ve got a limited budget, but it’s generous. You can look around, we’ve got a great facility, great surfaces, I’ve got great coaches; for the most part we’ve got great parents and fantastic kids, even though they’re not always great athletes, so it really is an ideal place to coach.
When the researcher inquired about maintenance of the facilities, he explained, “I have incredible facilities people who do that for me, which is an incredible blessing and I take them for granted.” He also remarked that parents assisted him, providing the following example:

I turn over concessions to our team mothers... and they handle pregame meals and concessions; I run all communications with the parents through them... I got a nice little fiefdom that I like. I got team moms that handle everything off the field as far as parents are concerned; I got an AD secretary that will support me in maintaining the website and getting buses and everything, and I got a staff that actually coaches the team.

When probed as to whether or not he ran weight training, he explained that the school had a strength coach and was adding a weight lifting class the following school year. Such support from the community, particularly from the administration, allowed Fredrick to combat RC. Accommodations were vital, he explained, to his ability to manage both roles effectively. He stated,

Because of my coaching duties after school, Walden has acknowledged that honestly I don’t have time after 3:30 to do a whole lot of Econ work, so all of my curriculum development, all of the innovations that I want to implement, all of my grading... I do during the school day...

Fredrick felt the administration at Walden understood the time commitment required of SSTCs and compensated by reducing his teaching load; this accommodation allowed him to complete the majority of his teaching responsibilities during school hours, as much of his time after school was spent on coaching preparation.

**Mentors.** Fredrick further acknowledged the importance of mentors throughout his career. In fact, his early TC mentors inspired him to enter the profession. He remarked,

One of my high school coaches, who coincidentally is one of my assistant coaches here now and is our Athletic Director, he was in graduate school up in the same city in which I went to college, and he came over and we spent time together periodically, and he told me he thought I would be a great teacher and coach if I wanted to pursue that…

When Fredrick later contemplated leaving teaching to go to law school it was also a mentor who redirected him. His mentor asked him, “What do you really want to do? Why do you want to go
to law school?” Fredrick explained, “He asked that and ya know, that’s not really a question I had ever asked myself... So I made a mid-course correction...” The same mentor also influenced his decision to get an MBA instead of a MAT. Fredrick elaborated, “He encouraged me to go to business school instead. He said don’t get a master’s in education, go to business school; his rationale was that’s the way schools are gonna be run in the future, is on a business model...”

Mentors further assisted him in getting his job at Walden as the headmaster was a former teacher at his high school. Moreover, when the researcher inquired as to why he chose to coach football when he played basketball in college, Fredrick explained that he had better TC mentors in football than basketball early in his career. He elaborated, “I had a lot of great football coaches that I worked with in Atlas... there were three or four guys who took me under their wing, they taught me the game, and I didn’t have a basketball coach like that...” Mentors greatly influenced why Fredrick became a football SSTC and why he chose to work at Walden. Moreover, he argued that such mentors taught him the true difference between being a player and a coach.

**Organization.** Fredrick contended that the skills of organization, preparation, and time management were equally important to balancing dual roles effectively. He emphasized the importance of using planning periods to complete school tasks such as lesson planning and grading. Such organization prevented the additional strain of taking work home with him. Fredrick provided the following advice to novice SSTCs: “Use your planning periods. Don’t sit up there and look at ESPN or fill out your tournament bracket, and try to take as little school work home with you as possible.” Using school time wisely was important in Fredrick’s management of RC. Likewise, the creation and maintenance of a coaching handbook kept his coaches informed of expectations and abreast of plays and policies. Fredrick further explained that much of his job
was managing others, which required hiring competent people and delegating tasks. Such delega-
tion increased efficiency by encouraging specialization and promoting expertise. He elaborated,

On Friday nights I manage the game. I got people that I trust; I delegate. If I don’t dele-
gate it means I don’t trust the people that I hired which means I don’t trust myself. That’s
the way I look at it. So if I’m gonna hire somebody for a job to do then I’m gonna get the
heck out of their way.

Much of Fredrick’s preparation and organization for the upcoming football season oc-
curred in the off-season, beginning as soon as the current season ended. Spring semester allowed
Fredrick to focus on his administrative responsibilities and strategize for the following school
year. He explained,

Spring is a good time of year for me... there’s always administrative work to do... there’s
always kids in the weight room, kids on the field, individuals working in small groups or
pairs, plans to be made for the month of May and then into the summer when things real-
ly kick-start up again....

When probed about his specific off-season duties, Fredrick elaborated,

Well I manage several things. First of all, I am the equipment manager... so I gotta reha-
bilitate and replace all of our football equipment... and inventory it and make sure it’s
ready to go for next season... I always spend some time reevaluating my vision for the
program, where we are headed, and so I do a lot of thinking as far as a philosophical
standpoint... but really I spend most of my time getting our kids in the weight room so
they can develop physically... Recruiting is a big part of my job, helping our kids who
want to play in college get some exposure... I spend a lot of time with admissions... so re-
ally recruiting, admissions, and weight-room are the three biggest things I do in the off-
season...

Likewise, summers were utilized to get players mentally and physically prepared for the fall sea-
son. Coaches committed five to six hours a day, four days a week for the entire summer other
than two weeks off in July. According to Fredrick, efficient use of time during the season was
paramount to managing his role as a SSTC. In particular, the off-season must be utilized wisely
to adequately prepare for the upcoming coaching season.
**Personal Releases.** To manage stress, preparation was extremely important to Fredrick, as were personal releases. When discussing how he prevented burnout, Fredrick explained, “There’s got to be some boundaries. At some point you got to put it to bed. I try to take very little schoolwork home with me. That’s the first way I do it.” He continued, “You gotta draw boundaries. Otherwise the job will run you into the ground; you will burn out so fast…” When asked to provide examples of stress relievers, Fredrick emphasized exercise, family time, and faith. “[My faith] is primary; we have an active spiritual life and a great church and a great community of believers and we really rely on them for fellowship and also for support…” Moreover, while his career was extremely important to him, Fredrick remarked, “I am not afraid to go home…” When reflecting on how he could have more effectively managed his roles during the 2013-2014 season, Fredrick lamented, “A tough football season is stressful; I probably could have gotten out of here more and gotten more sleep; I think really some personal things like that.”

Despite frustration and stress endured during the football season, Fredrick explained that the off-season allowed him to recuperate. In describing the off-season he remarked, I feel that my mental health is a lot better. I am out of the limelight, which means I can really get some work done, and I’m not under the microscope so I can work with kids individually or in pairs or small groups... I can have a presence in the weight room, I can do things like take my daughter to practice; she is playing AAU basketball for the first time... I don’t feel the stress; I can get more exercise; those are all just real consequences of being out of season and having more time and not being under the microscope and not having a performance review every Friday night about what kind of professional I am...

The off-season appeared to provide Fredrick time for the personal releases he needed to prevent burnout and rejuvenate him for the following season. He elaborated, Maybe it’s because spring is a time of rebirth, but I’m feeling a little bit of a renaissance myself, emotionally and mentally, as I get a little more rest and we close the book on a difficult chapter in 2013 and are optimistic about the future.
Likewise, de-stressors such as exercise, family time, and faith helped Fredrick combat RC during the season.

**Professional Experience.** Fredrick further asserted that managing his two professional roles effectively was a skill acquired over time; thus, professional experience appeared to help him fight feelings of RC and burnout. When describing the first few years of his career, Fredrick explained the difficulty of coaching three sports, learning how to manage a classroom, and creating innovative lesson plans. He elaborated,

Really the hardest thing for me was getting into a routine of preparation. So the first year was tough really ‘cause I’d never done it before—it was really more like learning to manage a classroom. Learning lessons like having more planned then you think you will need... that kind of thing. And finding ways to be innovative... but my biggest issue with coaching three sports was that I didn’t have much of a life outside of campus...

While the first few years were difficult, Fredrick felt adequately prepared to teach the social studies content due to his undergraduate and graduate coursework. He graduated from a small liberal arts university with a double major in Economics and American History. He perceived that his double major along with his MBA allowed him to be a versatile social studies teacher. He argued,

My MBA really prepared me well for teaching an intro class to Economics, with Micro and Macroeconomics to twelfth graders... It was also my major, and I taught American History for four years so I was qualified for that...

The fact that Fredrick had taught economics frequently also attributed to his ability to manage RC. He explained,

It helps that I’ve taught econ so much. It helps that my class lends itself to current events; for instance, last spring with the fiscal cliff... wow, I just turned on CNN and FOX News and said hmm what I gotta teach today? It was great. So my class lends itself to “grabbing the headlines” to use a cliché.
As for coaching, he explained that experience taught him the art of watching film. He insisted that it was the quality of film analysis rather than the quantity of hours of film watched that mattered most. Grading film, he argued, was a skill he had acquired over many years.

Fredrick further argued that professional development opportunities in the form of coaching clinics helped him keep abreast of current trends and coaching techniques. He explained, “There are several professional development opportunities for football coaches; I mean there’s lots of clinics... the expectation is that the coaching staff is always looking for new and better ways to do things.” When the researcher inquired as to if he had attended any clinics in the past year, Fredrick described three coaching clinics and two webinars. Fredrick also stated that he attended a weeklong AP Economics seminar last summer. Fredrick’s twenty years of professional experience coupled with ongoing professional development appeared to aid him in avoiding burnout. He remarked, “At this point, I know what I am doing.”

**Role Retreatism.** While Fredrick was equally committed to being an effective teacher and coach, he admitted that he retreated towards his coaching role during the fall semester. He explained, “I would say that my time probably is not 50-50. It’s never 50-50. In season candidly I am probably 70-30 in favor of football and probably the opposite next semester... and I guess I am kinda embarrassed about that...” Fredrick also felt that he put more effort into his coaching role, stating,

I probably put more effort into coaching... The world is much more interested in what I do on Friday night than what I do on Tuesday morning... Certainly it’s more exciting on a Friday night, and they write articles in the newspaper about me about what happens on Friday night; they don’t really care that they are studying aggregate supply...

Similarly, when asked if he felt more valued in one role versus the other, he replied, “Definitely. Definitely coaching... Very rarely, I mean even on campus, does someone go, hey how did Econ go today? Or how’s your Econ class? But everyone wants to know, how does the football team
look?” The researcher then implored about whether he felt more opportunities for advancement in one role or the other, to which he responded,

Yeah I mean, coaching. If I were interested... In the last eight years of being a head coach I’ve had three opportunities to go somewhere else, and I’ve been offered more money... but I don’t even entertain them because that’s not where I have a calling to be. But no one’s offered me an opportunity because of my teaching. “I hear you’re a great Econ teacher, you want to come over here?” (laughs).

Fredrick was also a member of a professional coaching association, but not a member of any professional teaching associations. Likewise, he attended three coaching conferences and only one teaching conference in 2013. While teaching remained extremely important to Fredrick, he admitted that he spent far more time, effort, and energy both preparing for and serving in his coaching role. Moreover, he felt more valued by the community as a football coach and experienced more opportunities for advancement in athletics. Role retreatism towards the coaching role clearly aided Fredrick in combating RC; he simply prioritized the role for which he felt the community held him most accountable.

Cross-Case Synthesis

Despite experiencing RC during the 2013-2014 school year, participants were able to manage stress to prevent high levels of burnout. SSTCs explained that a combination of environmental factors and personal coping mechanisms aided them in maintaining their stamina. The researcher identified seven management categories utilized by each SSTC to combat RC and avoid burnout: commitment, community support, mentors, organization, professional experience, personal releases, and role retreatism. All participants reported a high level of commitment to both his teaching and coaching role. Specifically, SSTCs enjoyed teaching social studies content and believed coaching made them better teachers and vice versa. In fact, David and Fredrick adamantly defended their teaching abilities to disprove the negative assumption that football coaches are “meatheads.” Each SSTC was well respected by his administration for both his
teaching and coaching ability. Such admiration was reflected in David and Jason’s formal teaching evaluations. All participants had experienced success in both professional roles. For example, each coach had won state championships in the past and all three teams made it to the play-offs during the 2013-2014 football season.

In addition to high levels of personal commitment, each SSTC emphasized the importance of community support to his ability to manage dual roles effectively. In particular, they stressed administrative support including strong principals and solid coaching staffs. David and Jason further noted the support and collaboration of their respective social studies departments. Each SSTC also emphasized the importance of a family support network that included extended family, friends, and colleagues. Additionally, participants acknowledged administrative accommodations that aided them in their ability to reduce RC. At each participant’s respective school, head football coaches received reduced teaching loads in the form of two planning periods. Likewise, weight training was embedded into most players’ schedules, which reduced the amount of extra role time (ERT) required of SSTCs before or after school. All three participants enjoyed reduced teaching duties including, but not limited to, missing occasional faculty meetings. Moreover, David and Jason both argued that having last period planning was an important accommodation for which they both negotiated. Jason and Fredrick also admitted that monitoring one period of study hall rather than teaching an additional social studies class lessened their grading responsibilities. Lastly, each SSTC believed that his ability to teach the same subject every year reduced his RC because he was able to modify and reuse lesson plans and assessments.

Community support was particularly important to participants early in their careers. For example, each SSTC specifically discussed the significance of mentors in learning to manage
dual roles. Participants cited former TCs who influenced them to become SSTCs and even assisted them in the hiring process. They further emphasized the importance of collaboration and the sharing of teaching resources with experienced SSTCs. Such mentorship decreased feelings of role incompetence experienced early in each participant’s career.

Even with guidance from mentors, participants argued that burnout would likely result unless SSTCs were extremely organized. In particular, they each stressed using time wisely, especially during planning periods, to avoid taking work home with them. SSTCs further emphasized the importance of establishing schedules, routines, and grading systems to maximize efficiency. Jason and David noted that their head coaches assisted by delegating coaching roles and duties; similarly, as a head coach himself, Fredrick described such delegation and argued it helped him manage his own coaching responsibilities. Moreover, each SSTC argued that using summers to plan for the upcoming school year was an essential organizational strategy to reduce role overload during football season.

Although not specifically articulated by participants as a coping mechanism, it was evident through their interviews that professional experience similarly reduced their levels of RC and burnout. Each SSTC admitted that his ability to balance dual roles became easier as his career progressed. David argued he learned how to prioritize tasks and pace himself, and all three participants stated that classroom management improved with experience. With each year, SSTCs explained that their expertise in content knowledge developed, as did their ability to manage their time effectively. They admitted that such efficiency was partly a result of being able to reuse and tweak teaching and coaching materials each year.

Regardless of increased efficiency and competency, each SSTC remarked that “down time” or personal releases were imperative to manage stress. Participants argued that a TC must
“know when to take breaks” and be able to pace himself. David argued that football season was “a marathon not a sprint.” Fredrick stressed the importance of his faith and music, both he and Jason highlighted exercise, and all three SSTCs emphasized the importance of family time. While his type of personal release varied, each SSTC articulated the importance of mental and physical breaks from the stress of the job.

Role retreatism was another management technique utilized by each SSTC to combat burnout. For example, both Fredrick and Jason reduced coaching responsibilities from three sports to one in large part to diminish work-family role conflict. In fact, Jason reduced his football coaching responsibilities further as his children vocalized their desire to spend time with him; likewise, he decided to change schools to be able to spend more time with his family. All three SSTCs put more time into their coaching role than their teaching role during football season. Specifically, David spent approximately 35 percent of his time teaching and 65 percent of his time coaching; Jason spent approximately 48.5 percent of his time teaching and 51.5 percent of his time coaching; Fredrick spent approximately 36 percent of his time teaching and 64 percent of his time coaching. Jason admitted that until this year, he had spent far more time in his coaching role. Each SSTC spent his summer coaching but taught no social studies classes. Jason, however, did teach driver’s education in addition to coaching in the summer. Each participant was currently a member of a professional coaching association but not a professional teaching association. In fact, Jason and David attended no teaching conferences in 2013 while Fredrick attended one; in contrast, each SSTC attended at least three coaching clinics. Additionally, all participants felt more valued in his coaching role and experienced more opportunities for professional advancement in athletics. While all three SSTCs were committed to being effective social studies teachers, it was apparent that they felt the community held them more accountable in and
gave them more recognition for their coaching roles. Their levels of role retreatism dissipated during the off-season, but participants admitted that in general, more time and energy was spent planning for football as compared to teaching.

**Summary**

In this chapter, the researcher presented the results to research question two, pertaining to the ways in which SSTCs managed dual roles to combat RC. SSTCs expressed that both contextual factors and individual stress-relieving practices assisted them in combating RC and preventing burnout. The researcher identified seven RC management strategies exhibited by participants: commitment, community support, mentors, organization, professional experience, personal releases, and role retreatism. In particular, SSTCs emphasized the importance of community support, organization, and personal releases. In the following chapter, the researcher provides a deeper analysis of the results to both research questions, discusses the study’s relevance to prior literature, and offers recommendations for future research.

### 7 DISCUSSION

In this chapter, the researcher presents a summary of the current study and the conclusions drawn from the results provided in Chapters 4, 5 and 6. Subsequently, the researcher compares and contrasts the current results to those found in prior literature to reveal patterns and illuminate novel findings. Following a thorough analysis of the study’s results by research question, the researcher discusses implications for action in the field and recommendations for future research.
Study Overview

The social studies teacher-coach (SSTC) is frequently typecast as the “meathead” who cares more about winning football games than teaching history. These negative assumptions are so widespread, that Texas educators Bill Shuttlesworth and William Edgington felt compelled to create what they call the Coaching History Playbook—designed to teach SSTCs how to teach using football terminology and coaching techniques (Shuttlesworth & Edgington, 2005). Despite these glaring stereotypes, little educational research actually attends to this prevalent phenomenon: the social studies teacher-coach. Like the elephant in the room, everyone knows that SSTCs exist, but rarely do researchers validate their existence through scholarship.

Studies such as Miller et al. (2006), which found SSTCs to be the second most common TCs following PETCs, merely allude to the prevalence of SSTCs; they do little to elaborate upon their presence. Researchers of role conflict theory, however, have determined that TCs frequently experience conflict due to simultaneously occupying two distinct, and often competing, occupational roles—that of a teacher and that of a coach (Locke & Massengale, 1978; Massengale, 1977; Sage, 1987). Particularly, role conflict has become a common term to describe problems experienced by people occupying dual role positions of coaching a sport and teaching PE (Ha et al., 2011; Konukman et al., 2010). While theorists identify various types of role conflict, the primary characteristic of each type is incompatibility (Chermis, 1980; Felder & Wishniesky, 1990; Ha et al., 2011; Konukman et al., 2010; Massengale, 1987; Pitney et al., 2008; Ryan, 2008; Sage, 1987). Researchers have found that role conflict can lead to higher levels of stress, role strain, and burnout in TCs (Brown & Roloff, 2011; Capel et al., 1987; Felder & Wishniesky, 1990; Hardy & Conway, 1978; Pitney et al., 2008). Moreover, researchers have determined that to manage role conflict, TCs may choose to prioritize one role (usually coaching) at the expense of the other, which is referred to as role retreatism (Brown & Roloff, 2011; Grace, 1972;
Massengale, 1980; Millslagle & Morley, 2004; Sage, 1987; Staffo, 1992). Subsequently, researchers have begun to investigate ways to combat role conflict (Brown & Roloff, 2011; Drake & Herbert, 2004).

While significant gains have been made in role conflict research, studies largely focus on TCs broadly or Physical Education teacher-coaches (PETCs) specifically—largely ignoring the SSTC. Felder and Wishnietsky (1990), however, found that coaches who taught non-PE courses experienced more role conflict and subsequently more burnout; they further postulate that teaching non-PE courses exacerbates the stresses associated with role conflict due to heightened incompatibility. Thus, in the current study the assumption was made that SSTCs would experience some level of teacher-coach role conflict (TCRC). While prior research largely ignores the benefits that can result from occupying dual roles, the current researcher anticipated the revelation of perceived benefits of occupying the role of social studies teacher and athletic coach simultaneously; the researcher refers to such benefits as teacher-coach role satisfaction (TCRS).

The current study not only acknowledged the presence of the elephant in the room—the SSTC—but attempted to validate SSTCs’ experiences through an exploratory case study. Specifically, the study investigated both the unique and shared experiences of selected SSTCs to determine how balancing dual roles impacted them both personally and professionally. The investigator’s purpose in conducting the study was to understand the experiences of SSTCs in order to find ways to assist them in combating RC, preventing burnout, and succeeding in two distinct, and often competing, roles.

The researcher sought to answer the following research questions:

1. How does balancing dual professional roles impact social studies teacher-coaches (SSTCs) both personally and professionally?
a. What are SSTCs' experiences with teacher-coach role satisfaction (TCRS)?

b. What are SSTCs' experiences with role conflict (RC)?

c. What are SSTCs' experiences with burnout?

2. How do SSTCs manage role conflict?

Answering these research questions required an in-depth analysis of a distinct phenomenon—the SSTC—the essence of case study design (Yin, 2009, p. 18); thus, in the current study, the investigator utilized a qualitative case study research design. Using multiple cases allowed the researcher to replicate the research process for each SSTC and generate both within-case and cross-case conclusions to provide a richer analysis of the experiences of SSTCs. Cases were drawn from the population of SSTCs within a large metropolitan county located in the southeastern United States. Utilizing purposeful sampling techniques, the investigator created the following case selection criteria to generate participants from within the selected county: a high school SSTC of a fall sport during the 2013-2014 school year. Recruitment flyers soliciting such participants were sent to principals, social studies department chairs, and athletic directors at both private and public high schools within the selected county. Of the participants who replied to the flyer, five met the selection criteria; however, one was unable to commit to the time required to participate in the study. Of the remaining four potential participants, three SSTCs coached football while one SSTC coached volleyball; consequently, the researcher narrowed the study to football SSTCs as they were assumed to share more experiences, thus providing a deeper cross-case analysis.

Participants engaged in a series of three interviews—the first of which was conducted towards the beginning of the coaching season, the second of which was conducted late in the coaching season, and the last of which was conducted post-football season. Following the first
interview, each SSTC also completed the MBI-ES, a nationally recognized survey used to measure educators’ experienced level of burnout. Following each step of the research process, the researcher engaged in constant comparative data analysis by coding the data and creating both within-case and cross-case memos. Codes, or categories, were revised throughout the research process as new data was collected. During the final interview, the researcher shared her analysis of each respective participant’s data in order to validate her findings within each case. Upon completion of data collection and final member checks, the researcher engaged in a thorough within-case analysis and a cross-case analysis of the data in its entirety, both of which were presented in Chapters Five and Six.

Analysis of Results

Summary of Results

Research Questions 1: How does balancing dual professional roles impact social studies teacher-coaches both personally and professionally? For David, Jason, and Fredrick, the role of SSTC appeared to be complex, replete with both rewards and challenges. They each experienced teacher-coach role satisfaction (TCRS) and role conflict (RC) in each professional role, but managed to avoid high levels of burnout. A detailed analysis of SSTCs’ experiences with TCRS, RC and burnout are provided below.

Research Questions 1a: What are SSTCs’ experiences with teacher-coach role satisfaction (TCRS)? Participants exhibited four types of teacher-coach role satisfaction (TCRS): personal fulfillment TCRS, relationship TCRS, skill enhancement TCRS, and status TCRS. Participants felt as if their roles were meaningful to the lives of others and found personal and professional satisfaction in both teaching and coaching. They genuinely enjoyed their jobs and their respective school environments. All three SSTCs emphasized relationship TCRS as the most
gratifying aspect of their jobs—perceiving that the role of SSTC fostered deeper relationships and allowed them to positively influence more students’ lives through mentorship. Likewise, each SSTC believed that the roles of teacher and coach complimented one another, and that skills such as organization, communication, and management were enhanced by occupying dual roles. In particular, each SSTC stressed that the role of football SSTC in particular afforded him respect and authority in the community, which improved classroom management and rapport with both students and parents.

Research Question 1b: What are SSTCs experiences with role conflict (RC)? Despite the many benefits of occupying dual roles, the position of SSTC also had its challenges for participants. The researcher created a theoretical model, which is presented in Figure 6.1, to demonstrate the relationship between role conflict, role strain, and burnout participants’ experienced. Role conflict is defined as stress arising when expectations/demands for a social role compete and/or are incompatible. Role conflict can arise within a single role, such as a SSTC’s teaching role, or can result from the occupation of two or more social roles, like that of teacher and of coach. Teacher-coach role conflict (TCRC) is defined as the stress that may emerge from the occupation of the roles of athletic coach and academic teacher simultaneously. Similarly, work family role conflict is stress that may result from competing professional and familial roles. The heightened emotional arousal resulting from stress associated with role conflict is referred to as role strain; such strain may lead to burnout if it is pervasive and enduring.
David, Jason, and Fredrick experienced various types of role conflict (RC) during the 2013-2014 school year. In particular, role conflict emerged from ambiguity, incongruity, incompetence, misconception, under-compensation, and/or overload within one or more professional roles. Role conflict also resulted from occupying multiple professional roles concurrently and from competition between professional and familial responsibilities. Specifically, participants each experienced low levels of role ambiguity and incompetence. They maintained that expectations for each role were explicit and felt competent in their ability to meet administrative standards. David and Fredrick both exhibited low levels of role incongruity, while Jason indicated a
Each SSTC perceived that he shared similar values with his administrators, colleagues, and community members. However, participants experienced high levels of role overload and work-family role conflict. Working approximately 70-80 hours a week during football season took its toll on SSTCs both mentally and physically. SSTCs each admitted that far more time and energy was required in his coaching role. Teacher-coach role conflict (TCRC) exacerbated role overload as SSTCs attempted to balance teaching and coaching roles simultaneously. Jason experienced a moderate level of TCRC, while David and Fredrick both exhibited high levels of TCRC. Each participant struggled to meet the demand of each professional role due to limited time and energy; consequently, to varying degrees they prioritized the coaching role during football season. Each participant also experienced a high level of work-family role conflict as they struggled to manage their professional duties and their familial responsibilities. In particular, Jason and Fredrick experienced turmoil about not spending enough time with their children, while David struggled to manage the medical needs of his injured wife with his workload. Moreover, each participant exhibited various levels of role misconception; Jason experienced a low level, while Fredrick and David both experienced a high level of role misconception. Fredrick and David both battled perceived negative stereotypes of football coaches and all three SSTCs felt the need to distinguish himself from PETCs. Each argued that the time, skill, and energy required to plan and implement a social studies lesson surpassed the time, skill, and energy needed to successfully plan and implement a PE lesson. Furthermore, all three participants experienced a moderate to high level of role under-compensation. Specifically, each believed that football coaches deserved to be paid significantly more for the time and energy the role required. Jason even acquired an
additional professional role, that of a driver’s education instructor, to supplement his family’s income.

Research Questions 1c: What are SSTC’s experiences with burnout? Participants battled RC which led to heightened feelings of stress, referred to as role strain; however, they each managed to prevent high levels of burnout during the 2013-2014 school year. On the MBI-ES, each participant exhibited low levels of both depersonalization (DP) and diminished personal accomplishment (PA). Jason and David also experienced a low level of emotional exhaustion (EE), while Fredrick indicated a moderate level of EE. Overall, EE was the highest category of burnout experienced by each SSTC. Each participant exhibited higher levels of EE towards the end of the season and when they lost a football game. SSTCs also argued that their ability to manage burnout had increased with professional experience.

Research Questions 2: How do SSTCs manage RC? The researcher postulates that contextual factors coupled with SSTCs’ personal coping strategies allowed them to manage RC effectively. Specifically, SSTCs were able to manage role strain resulting from RC through personal commitment, community support, mentors, organization, professional experience, personal releases, and role retreatism. Each participant was equally committed to being an effective teacher and a coach. They also felt adequately supported by administrators, colleagues, and community members in each role. Likewise, they each had past and present mentors who not only inspired them to become SSTCs, but also helped them manage role incompetence by providing both guidance and resources. Mentors also helped participants secure their first jobs as SSTCs. Each SSTC further emphasized the importance of organizational skills such as time management, preparation during the off-season, and the establishment and maintenance of routines/systems. Similarly, participants felt as if managing dual roles became easier each year, as they learned
how to prioritize tasks and mastered their craft. SSTCs also argued that despite increasing expertise, personal releases such as family time and exercise were essential to cope with high levels of stress. Fredrick added prayer and music as important relaxation techniques. Lastly, each SSTC exhibited moderate to high levels of role retreatism towards the coaching role during football season; however, each perceived this retreatism as not only necessary, but also acknowledged and supported by community members.

Findings Related to Literature

In a national survey study, Miller et al. (2006) found that social studies teachers accounted for 29.7 percent of all high school coaches, second only to PETCs (36.1%). The current study supported the typecast that social studies teachers are commonly athletic coaches. Specifically, SSTCs accounted for 22.4 percent of varsity coaches at Pine River, second only to PETCs (22.5%). SSTCs were actually the most common TCs at Northridge (25.5%), followed by PETCs (23.6%). SSTCs were also the most common TCs at Walden (23.9%), trailed by PETCs (17.9%). Interestingly, community coaches—or non-TCs—accounted for the majority of assistant coaches at all three schools. Further analysis of the football coaching staff showed a similar pattern, with SSTCs accounting for the most prevalent football coaches at Pine River (38.5%), and tied with PETCs as the most common football coaches at Northridge (33%) and Walden (30%). Thus, it appeared as if the correlation between teaching social studies and coaching a varsity athletic support was reinforced by the current study.

Prior researchers such as Carroll et al. (1980) and Fitchett (2010) suggest that one explanation for such a correlation is that the majority of social studies teachers appear to be male, and males account for the majority of varsity athletic coaches. In a statewide survey study, Carroll et al. (1980) found that 87% of Iowa history teachers were male. Similarly, in a national survey study, Fitchett (2010) found that 67% of social studies teachers were male, while the majority of
k-12 teachers remained female. In the current study, all three social studies departments were male-dominated. Males accounted for 65.2% of SS teachers at Pine River, 63.3% at Northridge, and 78.6% at Walden. Moreover, the correlation between teaching social studies and coaching appeared to be far stronger with male SS teachers compared to female SS teachers. For example, 46.7% of male SS teachers coached at Pine River, while only 1.25% of female SS teachers coached. At Walden, 91% of male SS teachers coached, while 33.3% of female SS teachers coached. Fredrick explained that to be a teacher at Walden, one was required to sponsor at least one extra-curricular activity, which may explain why so many male SSTCs coached a sport. While a similar pattern occurred at Northridge, there was less of a gender disparity; 47.3% of male SS teachers coached as did 40% of female SS teachers. At all three sites, however, the relationship between gender, teaching social studies, and coaching athletics was substantiated.

Another theory posited by Frost (1995) for why so many SS teachers coach is the shortage of coaches created by Title IX; in other words, there are not enough PE teachers to meet the coaching demands. Frost further contended that fewer novice teachers are willing to coach due to meager athletic budgets, and fewer experienced teachers are willing to coach due to familial responsibilities. The current researcher’s analysis confirmed that there were not enough PETCs at any of the selected schools to meet the demands of its athletic department. Likewise, the existence of moderate to high role under-compensation experienced by all three SSTCs in the current study suggests that Frost’s theory of meager athletic budgets has merit. In fact, Jason provided several examples of coaches who had quit due to inadequate pay. Likewise, the high levels of work-family role conflict experienced by each participant validate Frost’s theory that familial responsibilities may drive experienced coaches away. Jason and Fredrick both reduced their coaching loads due to familial obligations and all three mentioned the difficulty of balancing be-
ing a father and a coach. It appeared that work-family role conflict increased not only after a child’s birth, but also as the child grew older and became more vocal about his/her desire to spend time with his/her father.

Frost (1995), Stier and Schneder (2007), and Maetozo (1971) further suggest that due to the shortage of coaches and an insufficient number of PETCs, more non-PETCs are being asked to coach. Maetozo (1971) also found that because of the increased use of non-PETCs that one of four head coaches at the high school level had no formal preparation in coaching. In the current study, the size of the PE staff at each site was in fact insufficient to meet the demands of the athletic department. Moreover, all three participants felt that the strong correlation between coaching and teaching social studies was partially attributed to hiring practices by administrators. Fredrick, who participated in the hiring process, argued that it was easier to fill a coaching spot with a PETC or a SSTC suggesting that many coaches are drawn to social studies. Likewise, all three participants perceived that his desire to coach, and his willingness to coach multiple sports, helped him be hired initially. As Maetozo suggested, none of the participants had formal training in coaching prior to being hired. However, while Maetozo argues this lack of training causes SSTCs to be less effective as coaches, participants felt well prepared to coach due to their prior experiences as student-athletes and the support and guidance of coaching mentors.

Like Maetozo, researchers often assume SSTCs will be ineffective teachers and coaches. The social studies teaching manual made by Shuttlesworth and Edgington (2005) specifically for football coaches illuminates the prevalent assumption that SSTCs are unproductive teachers. While sparse literature on the effectiveness of SSTCs exists, Fouts (1989) and Van Deraa and Schug (1993) found contradictory results. Fouts’ (1989) findings suggest that SSTCs may have less desirable classrooms than SS non-TCs because SSTCs are less innovative; on the other
hand, Van Deraa and Schug (1993) found that SSTCs may have more desirable classrooms because they are more innovative and supportive than SS non-TCs. SSTCs also scored higher on the system maintenance subscale indicating that TCs had better classroom management skills than non-TCs. On seven of nine survey subscales, however, both studies found no significant difference between SSTCs’ classrooms and SS non-TCs’ classrooms. While assessing classroom environments of SSTCs was beyond the scope of the current study, parallels can be drawn to the results of Fouts (1989) and Van Deraa and Schug (1993). For one, David and Fredrick both experienced moderate to high levels of role misconception. In other words, they felt as if they had to prove their worth as teachers to their colleagues due to the prevailing assumption that they cared more about coaching football than teaching social studies. Moreover, all three participants felt competent in their role as both teacher and coach, and their teaching evaluations suggest they were well-respected teachers. Participants further emphasized their perception that occupying the role of teacher and coach simultaneously enhanced their effectiveness in each role due to skill enhancement TCRS, status TCRS, and relationship TCRS. Specifically, they each perceived that their classroom management skills were enhanced due to their role as a SSTC. Such results suggest that occupying dual roles may have a positive impact on classroom environments.

Despite the TCRS experienced by participants, the occupation of dual professional roles also appeared to cause varying levels of RC for each SSTC. While Locke and Massengale (1978) posit that TCRC results from the incompatibility between the role of teacher and the role of coach, all three participants believed that the two roles complimented one another. Instead of incompatibility of roles causing stress, it seemed competition for SSTC’s time and energy due to occupying dual professional roles contributed to TCRC. In a large survey study, Locke and Massengale (1978) found that such load conflict, which the current researcher defines as role
overload, was in fact the most pervasive type of role conflict experienced by TCs. In a qualitative field study largely based on interview data of TCs, Sage (1987) also found that role overload was persistent in TCs, reporting that the average TC arrived around 7:30 a.m. and left 10 to 12 hours later. Sage also offered a new type of conflict, which he referred to as work-family conflict, occurring when TCs struggled to balance their work duties with their familial responsibilities. The current study corroborated the findings of both Locke and Massengale (1978) and Sage (1987) in that all three participants experienced high levels of both role overload and work-family role conflict. SSTCs in this study arrived to work between 6 a.m. and 7:30 a.m. and on average, worked 11-13 hours Monday through Thursday and 16-18 hours on Fridays. Participants spent additional time on weekends preparing for their coaching roles—David averaging 12 hours per weekend, Fredrick averaging 10 hours per weekend, and Jason averaging 4 hours per weekend. The fact that all three SSTCs scored highest in emotional exhaustion on the MBI-ES further supported the existence of RC and role strain. Moreover, like the participants in Sage’s (1987) study, the current participants experienced more stress in their coaching role due to increased public scrutiny and the pressure to win. Likewise, both Jason and David felt that their job security in coaching was somewhat dependent on their team’s success on the football field. The sheer hours worked by each SSTC, however, appeared to have the most significant impact on his level of RC and role strain, which validated prior research by Pitney et al. (2008).

Pitney et al. conducted a survey study to explore the factors that contribute to role strain among teachers who were also athletic trainers. Their definitions of role ambiguity, role overload, role incompetence, and role incongruity were four of the guiding categories of role conflict identified in the current study. Pitney et al. found that role conflict followed by role incongruity and role overload were the most significant influences on role strain. Moreover, researchers
found that the only demographic variable that significantly influenced role strain was the number of hours worked per week. The current study confirmed that RC and role overload are related to heightened levels of stress, or role strain. Similarly, Harrington (1994) argued that working an excess of 48-56 hours a week was harmful to one’s health. Savery (1986) contended such health problems are exacerbated by jobs that require work done at home. According to Fleck (2009), the average teacher worked 53.14 hours per week, which was 13 more hours per week than the average employee (40.25). SSTCs, however, appear to work far more than even the average teacher. In fact, all three participants worked well over 53.14 hours a week during football season, with Jason averaging 68, Fredrick 76.5, and David 78 hours per week. In other words, respectively participants worked approximately 28, 37, and 38 more hours a week than the average employee. These long hours appeared to significantly impact the level of role overload experienced by SSTCs.

Based on the Conservation of Resources Theory, Brown and Roloff (2011) contend that Extra Role Time (ERT), such as the long hours required of coaching, increases the risk of health problems, because it impedes upon the time needed to replenish lost resources such as time and energy. They found that the higher the ERT, the higher the level of burnout experienced by participants. Hardy and Hardy (1998), Hardy and Conway (1978), Pitney et al. (2008), and Capel et al. (1987) further suggest that role conflict, role overload, and role strain significantly impact the level of burnout experienced by TCs. The current study confirms that ERT does appear to cause feelings of RC and emotional exhaustion in participants; however, each participant avoided high levels of burnout during the 2013-2014 school year. Their ability to combat burnout may be attributed to the lack of other antecedents shown to contribute to high levels of RC and burnout, support and accommodations by administrators and community members, along with manage-
ment strategies employed by the SSTC themselves. For example, Ryan (2008) found that TCs at smaller schools, younger TCs, TCs with a higher commitment to one role, and those who held fewer coaching jobs experienced higher levels of TCRC. Additionally, Locke and Massengale (1978) found that TCs working in lower-socioeconomic schools experienced more TCRC. Jason and David were assistant coaches in large schools and all three participants had at least five years of professional experience, which likely reduce their levels of role conflict and strain. Fredrick, on the other hand, was a head coach in a small school and experienced higher levels of burnout on all three subscales. Jason was the only coach who worked in a Title I school and while he managed to avoid burnout, he exhibited high levels of role overload and TCRC intensified by additional teaching and coaching responsibilities associated with serving an economically disadvantaged student population. Participants did admit to feeling higher levels of TCRC and role strain early in their careers, but during the 2013-2014 school year, they felt competent in both their teaching and coaching abilities. Likewise, each SSTC aimed to be equally committed to each role. Moreover, each participant highlighted supportive work environments and personal coping strategies as aiding him in stress management.

Researchers such as Bradford and Keshock (2009) and Felder and Wishnietsky (1980) suggest that gender may also be correlated to role conflict and subsequent feelings of burnout. Researchers found that female TCs experienced higher levels of TCRC and consequently more burnout than did their male counterparts. While the relationship between gender and burnout is beyond the scope of the current study, all three participants were male and experienced low to moderate feelings of burnout in each category. Interestingly, males dominated both the social studies departments and athletic departments at each school. In fact, no females responded to the
recruitment flyer, which suggests that they may have perceived that their schedules afforded them insufficient time to participate.

According to Massengale (1977), Konukman et al. (2010), Paiement and Payment (2011), and Pitney et al. (2008), contextual factors may also contribute to increased levels of RC, role strain, and burnout. Specifically, Massengale (1977) and Konukman et al. (2010) suggest that administrators’ incongruent, ambiguous, or incompatible expectations of TCs may cause feelings of TCRC. Paiement and Payment (2011) and Brown and Roloff (2011) add that inadequate support from administrators and a shortage of resources can further lead to the distress experienced by TCs. Fortunately for the current participants, all three felt as though administrators were not only clear in their expectations but also were extremely supportive of SSTCs. In fact, each participant listed accommodations made by administrators to assist them in managing dual roles. Such community support may partially explain why participants experienced RC but avoided high levels of burnout. Such findings substantiate claims made by Brown and Roloff (2011) that “psychological contract fulfillment” can offset feelings of burnout. More specifically, researchers argued that when participants felt that administrators “kept promises” through the creation of a supportive environment, the provision of adequate resources, and the affordance of respect and rewards, they were able to combat feelings of burnout despite ERT. Similarly, Pitney et al. (2008) found that less role strain was experienced when teacher-athletic trainers perceived high levels of administrative and social support, when resources were plentiful, and when role expectations were clear. Moreover, participants who vocalized their concerns and were proactive with administrators also experienced lower levels of role strain. In the current study, it appeared as if each SSTC felt that the “psychological contract,” as defined by Brown and Roloff (2011), was fulfilled; thus, “community support” was one of the seven categories created by the re-
searcher to describe how SSTCs avoided burnout. Likewise, teaching and coaching resources appeared to be plentiful at each site and SSTCs seemed proactive in seeking needed accommodations.

In addition to contextual factors, SSTCs emphasized personal coping mechanisms utilized to avoid burnout. In fact, the current results corroborated the findings of Drake and Herbert (2002), who conducted a case study exploring the ways in which two experienced TCs combated burnout. While both participants in Drake and Herbert’s (2002) study indicated low to moderate levels of burnout on the MBI-ES, they admitted to feelings of RC over the course of their careers. They originally felt that their hiring was contingent on coaching and each TC originally coached multiple sports. They both indicated that they experienced the highest levels of conflict mid-season and when two coaching seasons overlapped. Moreover, participants felt higher levels of burnout early in their careers. Both noted long hours (10 to 12 hour days) as causing high levels of stress. The one participant who was married with kids also exhibited high levels of work-family role conflict. In order to combat burnout and manage experienced RC, participants vocalized three main coping mechanisms: personal releases, organization, and mentors. In the current study, participants also indicated low to moderate levels of burnout on the MBI-ES despite experiencing RC during the 2013-2014 school year. Likewise, they each felt that their desire to coach, and their willingness to coach multiple sports, aided them in the hiring process. Each SSTC admitted to increased levels of RC and role strain early in their careers due to role incompetence. Moreover, each participant experienced a high level of role overload caused by extremely long hours, TCRC due to competing professional responsibilities, and work-family role conflict due to conflicting familial responsibilities. Furthermore, personal releases such as exercise and family time, organizational strategies such as the establishment of routines and systems, and guidance
and support from past and present mentors were coping strategies vocalized by each participant in the current study. Consequently, the current findings confirmed that personal releases, organization, and mentors were important management techniques utilized by SSTCs to prevent burnout.

Participants in the current study also utilized the coping strategy of prioritizing one role over the other during football season. Prior researchers refer to this phenomenon as role retreatism and posit that most TCs retreat towards the coaching role (Grace, 1972; Staffo, 1972; Massengale, 1980; Sage, 1987; Millslagle & Morely, 2004). Both Sage (1987) and Massengale (1980) contend that TCs prioritize the coaching role because they perceive more social support and experience more rewards in that role. While Jason, David, and Fredrick felt supported in both roles, they all admitted to feeling more valued in the coaching role; likewise, they felt more opportunities for professional advancement in coaching. All three participants spent substantially more time in preparing for their coaching role. Sage (1987) adds that when TCs cannot balance TCRC they tend to retreat completely from one role; in other words, they quit coaching or teaching. While participants had not quit coaching altogether, both Jason and Fredrick had cut back from coaching three sports to coaching one—each citing role overload and work-family role conflict as the primary reasons for his retreat. Moreover, Jason admitted that he recently retreated from his coaching responsibilities further by reducing his weekend commitment to game-planning.

Utilizing survey questions created by Millslagle and Morley (2004) to evaluate the extent of role retreatism each participant experienced, the researcher found that each participant exhibited moderate levels of role retreatism in professional involvement, commitment, and perception. Millslagle and Morley (2004) found that 60% of TCs surveyed experienced role retreatism to-
wards the coaching role. Like Millslagle and Morley (2004), current participants exhibited low professional involvement in the teaching role; they were all members in professional coaching organizations while none was a member in a professional teaching organization. Likewise, participants attended more professional development in coaching than they did in teaching. Fredrick was the only participant to attend a teaching conference in 2013, while all three SSTCs attended at least three coaching clinics. Similarly, Millslagle and Morley found that TCs were frequently more committed to coaching than they were to teaching during season; they measured commitment by assessing the time, energy, effort, and value placed on each role. During coaching season, Millslagle and Morley’s participants placed far more time and effort into coaching. They placed a higher value on coaching during season and higher value on teaching during the off-season. Moreover, they tended to enjoy coaching more than teaching during season and enjoyed coaching and teaching equally in the off-season. In the current study, the results on commitment role retreatism were mixed. For one, all three participants maintained that they were equally committed to each role. While they admitted to experiencing more excitement in coaching, they argued they enjoyed both roles equally. However, each SSTC put more time, effort, and energy in his coaching role as measured by the hours spent in each role along with the amount of planning, training, and reflection afforded to each role. While each SSTC appeared to value both roles equally, he admitted that he felt more valued by others in the coaching role, which alludes to the presence of what Millslagle and Morley refer to as perception role retreatism. More specifically, researchers found that TCs were more motivated by, received more satisfaction from, and experienced higher goal attainment in coaching. Correspondingly, participants in the current study argued they also received more rewards, community support, and goal attainment in coaching. While they appeared to be motivated and personally satisfied in each role, they admitted that
coaching was more “fun” and that the community was far more interested in what they did on Friday nights than what they did daily in the classroom. Thus, it seems as if role retreatism assisted participants in managing TCRC as such prioritization reduced the amount of role overload experienced. While the current study substantiated many of the claims made by prior researchers, it also illuminated the unique experiences of SSTCs, which are discussed in the subsequent section.

**Novel Findings**

The researcher identified several gaps in the literature, which were outlined in Chapter Two. For one, prior literature on teacher-coaches has largely focused on PETCs specifically or TCs broadly while seemingly overlooking the SSTC. The current study, on the other hand, lays a foundation for research specifically on SSTCs—presumably the second most common TCs at the secondary school level. In fact, as stated previously, results indicate that SSTCs accounted for the second most common TCs at Pine River and the most common TCs at Walden and Northridge. Moreover, SSTCs were the most common football TCs at all three schools involved in the study. Second, prior research on RC, burnout, and role retreatism has relied largely on survey data. The current study, however, relied heavily on interview data collected over the course of the 2013-2014 school year. Interview data provided a more in-depth analysis of the experiences of SSTCs throughout their coaching seasons. Moreover, the fact that the study included three football SSTCs provided groundwork for research on the shared experiences of football SSTCs specifically. Third, few studies have analyzed the benefits of occupying the dual roles of teacher and coach simultaneously, instead focusing heavily on the perceived negative effects it may have on students and TCs. In contrast, current findings suggested that participants genuinely found personal and professional satisfaction in their role as SSTC. Specifically, results demonstrate that
SSTCs enjoyed at least four types of teacher-coach role satisfaction: personal fulfillment TCRS, relationship TCRS, status TCRS, and skill enhancement TCRS—the most profound of which was relationship TCRS. The researcher added definitions for each type of TCRS to the existing literature on TCs:

- **Personal fulfillment TCRS**: the general enjoyment, satisfaction and/or personal accomplishment experienced by an individual due to occupying the dual role of SSTC.
- **Relationship TCRS**: the perceived benefit that occupying dual roles of SSTC has in fostering student-teacher relationships and providing mentorship/guidance to students and athletes.
- **Status TCRS**: the perceived leadership, authority, and respect afforded to those who occupy dual roles of SSTC.
- **Skill enhancement TCRS**: the perceived enhancement of professional skills to promote student and athlete success due to the occupation of the dual role of SSTC.

SSTCs experienced both contentment and enjoyment in their professional roles. They also believed that their dual role facilitated their ability to establish deep meaningful relationships with students and athletes. Likewise, they perceived that their dual role provided them a certain level of respect and authority, which improved their classroom and field management. Moreover, each participant perceived that occupying one role strengthened his effectiveness in the other role through the transference of skills such as communication, organization, and time management.

While SSTCs experienced profound benefits, results also indicate that they experienced significant RC over the course of the 2013-2014 school year. Similar to prior studies, the most pervasive types of RC participants experienced were role overload and work-family role conflict. They complained of extremely long hours and the difficulty of balancing their professional obli-
gations and their familial responsibilities. Participants also experienced moderate to high levels of TCRC as their roles as teacher and as coach competed for their time and energy. Results also suggested that two additional types of TCRC caused moderate to high levels of stress for participants: role misconception and role under-compensation. The researcher adds definitions for each new term to the existing body of literature on role conflict:

- **Role misconception:** stress that may arise when outsiders to a role belittle, misconstrue, or misconceive the expectations, demands, and/or significance of a professional role.

- **Role under-compensation:** stress that may arise when an individual feels they are not adequately compensated for one or more professional roles that they occupy.

SSTCs in the current study struggled to combat the negative perception of them as “meatheads.” Likewise, they battled financial strain resulting from the perceived inadequate pay received in their coaching role. Both role misconception and role under-compensation increased levels of role strain experienced by participants.

Despite experiencing RC during the 2013-2014 school year, all three participants indicated a low to moderate level of burnout. Findings demonstrated that contextual factors as well as personal coping mechanisms may alleviate stress resulting from balancing dual roles concurrently. As prior research suggested, participants highlighted that personal releases, organization, and mentors aided them in avoiding burnout. Likewise, role retreatism and community support through “psychological contract fulfillment” assisted SSTCs in coping with RC. Participants proposed two additional factors that contributed to their ability to manage RC: personal commitment and professional experience. The researcher added the following definitions to the existing literature on combating role conflict:

- **Commitment:** the personal aspiration of a SSTC to excel in both professional roles.
• **Professional experience**: professional knowledge, skills, and expertise gained through personal experience as a social studies teacher and an athletic coach.

Being equally committed to both the role of teacher and the role of coach appeared to contribute to SSTCs’ ability to avoid burnout. Years of professional experience also seemed to not only decrease role incompetence as SSTCs mastered their crafts, but it also increased their ability to combat burnout. Finally, community support in the form of administrative accommodations appeared to reduce burnout each SSTC experienced; such accommodations are discussed further in the next section.

**Implications and Recommendations**

**Implications for Action**

Results indicate that community support, especially from administrators and colleagues, is an important factor in reducing RC and assisting SSTCs in avoiding burnout. Participants suggest that the development of administrative support begins with the hiring process. They emphasized the need for administrators to hire individuals who are equally committed to both roles and avoid hiring those who demonstrate a strong preference towards the coaching role. Participants argued that such SSTCs not only perpetuated the negative perception of SSTCs, but also were ineffective SSTCs. SSTCs who demonstrate a strong preference toward one role may also be more likely to show high levels of role incompetence, role retreatism, and burnout. It may also behoove administrators to refrain from pressuring SSTCs into coaching more than one sport, as participants felt doing so led to higher levels of role overload. Likewise, findings suggest that it is important that administrators be explicit in their expectations for SSTCs in both roles, be realistic about such demands, and provide adequate resources to allow SSTCs to meet them. Necessary resources include, but are not limited to, ample equipment, well-maintained facilities, and
adequate support staff. It appears as if fulfilling the “psychological contract” between administrator and SSTC can reduce burnout despite role overload. Administrators can uphold the psychological contract by keeping their professional promises, providing adequate resources for teaching and for coaching, keeping an open line of communication, and respecting and rewarding SSTCs in both roles. Expressing value for and rewarding success in each role may also assist SSTCs in avoiding role misconception and role retreatism.

Administrators may also want to provide teaching and coaching mentors to new SSTCs and allow adequate time for collaboration between them. When feasible, they may also want to accommodate SSTCs’ teaching schedules. For example, participants indicated that having last period planning helped them transition smoothly between their teaching and coaching roles. Moreover, administrators may want to consider embedding weight-training classes into the master schedule to accommodate student-athletes and coaches; this reduces the amount of ERT required of SSTCs before and after school. SSTCs further emphasized the need for reduced teaching loads in the form of an additional planning period and/or the proctoring of study hall. While assistant football coaches felt that an additional planning period was not essential or even practical, they insisted that head football coaches and even defensive and offensive coordinators, needed that additional planning period to meet their intensive coaching demands. Participants further argued for reduced class sizes and fewer superfluous responsibilities such as monitoring lunch duty and doing the laundry. Districts and/or administrators can further assist SSTCs in avoiding role under-compensation, role retreatism, and burnout by increasing coaches’ pay and providing teacher raises and/or incentives. Additionally, colleagues can aid SSTCs by sharing resources and willingly collaborating with them. They can also help SSTCs avoid role misconception by being supportive and understanding rather than judgmental and condescending.
While community support appeared to be extremely important to SSTCs, they also emphasized personal coping strategies that aided them in balancing dual roles effectively. For one, each argued that before taking a job as a SSTC, an individual should reflect upon his commitment level to each role. Participants advocated that only individuals with a strong commitment to both roles should enter the field. Participants further expressed the need for SSTCs to be cognizant of the amount of time that is required of coaching and the accompanying financial compensation before accepting a position as a SSTC. Once hired, SSTCs advised new hires to be vocal and assertive in expressing their needs and concerns with administrators. Likewise, they recommended that SSTCs reach out to mentors and colleagues for support and resources. Participants further emphasized the need for SSTCs to be organized and to create a system that allows completion of work during the school day. Establishing schedules, systems, and routines in both the classroom and on the field appeared to aid SSTCs in reducing ERT by increasing their efficiency. Using summer break to plan for the upcoming year proved vital to managing role overload during the coaching season. Novice SSTCs may also find comfort in the fact that RC and role strain appear to dissipate with professional experience as role incompetence declines. Lastly, participants accentuated the need for SSTCs to find personal releases such as exercise to reduce stress levels during coaching season. Overall, the combination of a strong community support network and the utilization of personal coping mechanisms appeared to diminish both the level of RC and role strain SSTCs experienced; subsequently, all three participants managed to avoid burnout during the 2013-2014 school year.

Recommendations for Future Research

The current study provides a solid foundation for research on SSTCs, their experiences with both TCRS and RC, and their techniques for avoiding burnout; however, the study is just that—a foundation. More research is needed to build upon the existing literature on the experi-
ences of SSTCs and the experiences of football SSTCs in particular. First, a national study should be conducted to assess the prevalence of the SSTC phenomenon; in other words, are SSTCs as common as the current study suggests? Second, it would behoove researchers to investigate the hiring practices of administrators to determine if coaching is perceived as an expectation, or even a requirement, of SSTCs. If so, administrators may want to consider the importance of hiring individuals who are equally committed to each role and refrain from pressuring SSTCs to coach multiple sports. Third, studies such as Fouts (1989) and Van Deraa and Schug (1993) should be replicated to assess the effectiveness of SSTCs compared to non-SSTCs. Such studies should move beyond surveys, however, to include the voices of students, teachers, and administrators to assess the effectiveness of SSTCs adequately. Fourth, further research is necessary to substantiate the types of teacher-coach role satisfaction (TCRS) found in the current study. It is possible that more examples of TCRS exist that will further illuminate the benefits of occupying dual roles. Such knowledge could attract new SSTCs into the field and decrease assumptions about the negative impact of managing dual roles. Likewise, researchers should assess the validity of role under-compensation and role misconception, two novel types of role conflict experienced by participants in the current study. Further assessment of role under-compensation may demonstrate the need for schools/districts to increase compensation for SSTCs. Additional knowledge of the impact of role misconception may also dispel negative stereotypes of SSTCs by enlightening non-TCs about their experiences. Fifth, more research is needed to determine the types of community support and personal coping mechanisms utilized by SSTCs to avoid burnout; such examination may aid SSTCs in effectively managing dual roles and will likely improve their performance in both professional roles. Finally, as the current study was limited to male participants, researchers should investigate the unique and shared experiences of female SSTCs.
The current study suggests there are significantly less female TCs in the county under investigation—substantiating prior claims of a shortage of female coaches. Moreover, prior literature indicates that females tend to experience higher levels of RC, role strain, and burnout, which may partially explain why no females volunteered for the current study. From her personal experience as a female SSTC, the researcher posits that female SSTCs likely experience higher levels of work-family role conflict and role overload as a result of perceived societal pressures and increased familial obligations. Thus, researchers may want to explore the experiences of female SSTCs and determine what, if any, additional support and/or administrative accommodations may be necessary to assist them in effectively managing dual roles.

Summary

The purpose of this study was to explore the experiences of SSTCs in hopes to dispel the prevailing negative perception of SSTCs and to investigate ways in which to assist them in effectively balancing dual professional roles. The researcher conducted a multiple case study of three football SSTCs in a large southeastern county of the United States. Relying heavily on interview data conducted over the course of the 2013-2014 school year, results indicate that the role of SSTC is a complex one, replete with both benefits and challenges for individuals occupying dual roles concurrently. Throughout the study, participants accentuated the positive aspects of their jobs and experienced four types of teacher-coach role satisfaction: personal fulfillment TCRS, relationship TCRS, status TCRS, and skill enhancement TCRS. Participants not only genuinely enjoyed their role as a SSTC, but also perceived that both they and their student-athletes benefited from their dual status. The existence of TCRS challenges prior assumptions about the detrimental effects such dual status may have on SSTCs and their students.
Although benefits of occupying dual roles abounded, so too did challenges. As prior research suggested, SSTCs struggled to combat various types of role conflict (RC). While participants experienced low levels of role ambiguity and role incompetence, they experienced moderate to high levels of role incongruity, role overload, teacher-coach role conflict, work-family role conflict, role misconception, and role under-compensation. The most pervasive types of conflict experienced by participants were role overload and work-family role conflict due to the long hours required of coaching competing with familial responsibilities. TCRC increased levels of role strain as SSTCs attempted to balance demands of dual professional roles; likewise, familial responsibilities competed with professional duties. Role misconception describes stress experienced by SSTCs resulting from perceived negative stereotypes of SSTCs, while role under-compensation resulted from stress SSTCs experienced due to the perception of inadequate financial compensation in one or more of their professional roles.

Despite high levels of RC, according to participants’ responses on the MBI-ES, all three SSTCs avoided high levels of burnout over the course of the 2013-2014 school year. While one SSTC indicated a moderate level of emotional exhaustion (EE), all three participants scored low in depersonalization (DP) and diminished personal accomplishment (PA). Further analysis of the data suggested that community support, particularly from administrators and colleagues, as well as personal coping strategies assisted SSTCs in combating burnout. With an adequate support system, a strong personal commitment to both roles, and a reliance on coping mechanisms such as personal releases, organization, and collaboration, it appeared as if SSTCs could avoid burnout despite high levels of RC.

The current study has finally acknowledged the elephant in the room, and allowed SSTCs to begin to tell their story. The narrative must continue, however, as more research is necessary
to explore the benefits and challenges of occupying dual roles of social studies teacher and coach simultaneously. In particular, researchers should focus on female SSTCs to illuminate the impact that gender may play in SSTCs’ experiences of TCRS, RC, and burnout. Above all, researchers should continue to explore ways to dispel the negative image of SSTCs and find additional means to aid SSTCs in avoiding RC, role retreatism, and burnout; such knowledge will likely increase TCRS and promote the effectiveness of SSTCs in both professional roles—positively impacting both students and athletes.
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APPENDIX A: RECRUITMENT FLYER

Volunteers Needed for Research Study

We need participants for a research study entitled:

“Acknowledging the elephant in the room:
A multiple-case study exploring the experiences of social studies teacher-coaches balancing dual professional roles.”

Description of Project: The purpose of the study is to investigate the experiences of social studies teacher-coaches in order to help them be successful in both professional roles. Participation will include a 10-15 minute survey and 3 interviews lasting approximately 1-2 hours each over the course of your coaching season (3 to 4 months).

To Participate: You must currently be both a high school social studies teacher and an athletic coach of a fall sport.

To learn more, contact the student principal investigator of the study, Caroline Conner at 404-285-4702 or cjernigan2@student.gsu.edu.

This research is conducted under the supervision of Dr. Chara Bohan, Associate Professor in the Middle and Secondary Education Department at Georgia State University. This study has been reviewed and approved by both the Georgia State Institutional Review Board and the Gwinnett County Public Schools Institutional Review Board.
APPENDIX B: INFORMED CONSENT

Georgia State University
Department of Middle and Secondary Education
Informed Consent

Title: Acknowledging the elephant in the room: A multiple-case study exploring the experiences of social studies teacher-coaches.

Principal Investigator: Dr. Chara H. Bohan
Principal Student Investigator: Caroline J. Conner

I. Purpose:
You are invited to participate in a research study. The purpose of the study is to investigate the experiences of social studies teacher-coaches in order to help them be successful in both professional roles. You are invited to participate because you are both a high school social studies teacher and an athletic coach. A total of 4-12 participants will be recruited for this study. Participation will require approximately 4-10 hours of your time over the length of your coaching season (approximately 3-4 months).

II. Procedures:
If you decide to participate, you will partake in a 22-question online survey, which is expected to take 10-15 minutes to complete. You will also participate in three interviews with the principal investigator which are expected to take 1 to 2 hours each. Interviews will be audio recorded and conducted at a location agreed upon by yourself and the principal investigator. Interviews will take place toward the beginning, middle, and end of your coaching season; exact interview dates and times will be agreed upon by yourself and the principal investigator. You may be emailed by the principal investigator throughout the course of the study to clarify any questions that arise. The total amount of time expected for participation in the study is 4-10 hours over the span of your coaching season (approximately 3 to 4 months).

III. Risks:
In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:
Participation in this study may or may not benefit you personally. Overall, we hope to gain information about how to help social studies teacher-coaches be successful in both roles.

V. Voluntary Participation and Withdrawal:
Participation in research is voluntary. You do not have to be in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop participating at any time. Whatever you decide, you will not lose any benefits to which you are otherwise entitled.

VI. Confidentiality:
We will keep your records private to the extent allowed by law. Caroline J. Conner, the primary investigator, and her faculty advisor, Dr. Chara H. Bohan, will have access to the information you provide. Information may also be shared with those who make sure the study is done correctly (GCPS Institutional Review Board, GSU Institutional Review Board, or the Office for Human Research Protection (OHRP). We will use your initials rather than your name on study records. The information you provide will be stored in a locked cabinet and/or on a password- and firewall-protected computer. Audio recordings will be downloaded and stored on a password- and firewall-protected computer and destroyed upon completion of the study. Your name and other facts that might point to you will not appear when we present this study or publish its results. Neither you nor your school site will be identified personally.

VII. Contact Persons:

Contact Caroline Conner at 404-285-4702 or cjernigan2@student.gsu.edu if you have questions, concerns, or complaints about this study. You can also call if think you have been harmed by the study. Call Susan Vogtner in the Georgia State University Office of Research Integrity at 404-413-3513 or svogtner1@gsu.edu if you want to talk to someone who is not part of the study team. You can talk about questions, concerns, offer input, obtain information, or suggestions about the study. You can also call Susan Vogtner if you have questions or concerns about your rights in this study.

VIII. Copy of Consent Form to Subject:

We will give you a copy of this consent form to keep.

If you are willing to volunteer for this research and be audio recorded, please sign below.

__________________________________________ _________________
Participant’s Signature      Date

_________________________________________ _________________
Participant’s Printed Name     Date

__________________________________________________________
Principal Investigator      Date

APPENDIX C: INTERVIEW PROTOCOL

Appendix C.1: Initial Interview Guideline Questions

Note: Interviews will be semi-structured in order to gain a deep understanding of each participant’s unique experience as a social studies teacher-coach. Thus, the following questions will serve as a guide for the interviewer to follow; however, questions may change as needed and additional questions will likely emerge from the interviewees’ responses. Ultimately, my goal is to get a thorough account of each teacher-coaches experience throughout their coaching season by eliciting thick, rich data depicting their unique stories.
• Tell me about yourself…
• Tell me about your professional journey…
  o What kinds of preparation/training did you receive in teaching?
    ▪ … in coaching?
  o What motivated you to become a social studies teacher?
    ▪ … a coach?
• Tell me about your school…
  o Tell me about the expectations of you as a teacher?
    ▪ … as a coach?
  o What kind of accommodations, if any, does your school/district make for you as a teacher-coach?
  o How supportive do you feel your school/district is of teacher-coaches?
  o How well do you feel compensated for your role as a teacher-coach?
• Tell me about your role a teacher and a coach…
  o What do you enjoy about your role as a teacher-coach?
  o What do you find challenging about it?
  o How do you feel coaching impacts you as a teacher?
  o How do you feel teaching impacts you as a coach?
  o How do you perceive others view your role?
• Describe a typical week in the off-season.
  o … in season?
• Tell me about how you balance the roles of teacher and coach…
  o How do you allocate your time between the two roles in the off season? …in season?
  o Do you feel you put forth more time in one role over the other? If so, explain.
  o Do you feel you put forth more energy in one role over the other? If so, explain.
  o Do you find more personal satisfaction in one role over the other? If so, explain.
  o Do you feel more valued in one role over the other? If so, explain.
  o Do you feel more motivated in one role over the other? If so, explain.
  o Do you feel more committed to one role over the other? If so, explain.
  o Do you feel more opportunities for advancement in one role over the other? If so, explain.
  o Do you enjoy one role more than the other? If so, explain.
• Tell me about your life outside of work…
  o How does your role as a teacher-coach impact your life outside of work?
• Is there anything else you think I should know in order to understand your experiences as a teacher-coach better?

APPENDIX C.2: MID-SEASON INTERVIEW GUIDELINE QUESTIONS:
Note: Interview questions may change and additional questions will likely emerge from initial interview responses, participant’s responses on the MBI-ES survey, and ongoing email correspondence.

- How is the school year going so far?
  - Talk to me about your classes…
  - Talk to me about your season…
- Tell me about a typical week.
- Walk me through a day in your shoes.
  - What time do you usually get to work?
  - What time do you usually leave?
  - How much time do you spend on preparation outside of work?
- How well do you feel you are balancing the roles of teacher and coach?
  - Do you feel you are putting forth more time into one role over the other? If so, explain.
  - Do you feel you are putting forth more energy into one role over the other? If so, explain.
  - Are you finding more personal satisfaction in one role over the other? If so, explain.
  - Are you feeling more valued in one role over the other? If so, explain.
  - How supported do you feel by others? Explain.
  - Are you feeling more motivated in one role over the other? If so, explain.
  - Are you enjoying one role more than the other? If so, explain.
- Tell me about your life outside of work…
  - How is your role as a teacher-coach impacting life outside of work?
- Is there anything else you think I should know about your experience as a teacher-coach so far?

APPENDIX C.3: POST-SEASON INTERVIEW GUIDELINE QUESTIONS

Note: Interview questions may change and additional questions may emerge from participants’ responses in the mid-season interview and ongoing email correspondence.

- Overall, how did the semester go?
  - What were some triumphs?
  - What were some challenges?
  - How did you cope with them?
- How well do you feel you balanced the roles of teacher and coach?
  - Do you feel you put forth more time into one role over the other? If so, explain.
  - Do you feel you put forth more energy into one role over the other? If so, explain.
- Did you find more personal satisfaction in one role over the other? If so, explain.
- Did you feel more valued in one role over the other? If so, explain.
- Did you feel more motivated in one role over the other? If so, explain.
- Did you feel more committed to one role over the other? If so, explain.
- Did you feel more opportunities for advancement in one role over the other? If so, explain.
- Did you enjoy one role more than the other? If so, explain.

- What, if anything, could have made your semester better?
  - How could you have been better supported by your school or district?
- How will your life change next semester?
- Do you expect to coach again next year?
  - Why or why not?
- What advice would you give to someone interested in becoming a social studies teacher and a coach?
- Is there anything else you think I should know about your experience as a teacher-coach this semester?
APPENDIX D: MBI-EDUCATOR'S SURVEY

MBI-Educators Survey
Christina Maslach, Susan E. Jackson & Richard L. Schwab

The purpose of this survey is to discover how educators view their job and the people with whom they work closely.

Instructions: On the following pages are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write the number “0” (zero) in the space before the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. An example is shown below.

How often:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>A few times a year or less</td>
<td>Once a month or less</td>
<td>A few times a month</td>
<td>Once a week</td>
<td>A few times a week</td>
<td>Every day</td>
</tr>
</tbody>
</table>

Example:

How Often: 6-6
Statement:

1. __________ I feel depressed at work.

If you never feel depressed at work, you would write the number “0” (zero) under the heading “How Often.” If you rarely feel depressed at work (a few times a year or less), you would write the number “1.” If your feelings of depression are fairly frequent (a few times a week but not daily), you would write the number “5.”
# MBI-Educators Survey

<table>
<thead>
<tr>
<th>How often:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>A few times a year or less</td>
<td>Once a month or less</td>
<td>A few times a month</td>
<td>Once a week</td>
<td>A few times a week</td>
<td>Every day</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## How Often 0-8

<table>
<thead>
<tr>
<th>Statements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ________ I feel emotionally drained from my work.</td>
</tr>
<tr>
<td>2. ________ I feel used up at the end of the workday.</td>
</tr>
<tr>
<td>3. ________ I feel fatigued when I get up in the morning and have to face another day on the job.</td>
</tr>
<tr>
<td>4. ________ I can easily understand how my students feel about things.</td>
</tr>
<tr>
<td>5. ________ I feel I treat some students as if they were impersonal objects.</td>
</tr>
<tr>
<td>6. ________ Working with people all day is really a strain for me.</td>
</tr>
<tr>
<td>7. ________ I deal very effectively with the problems of my students.</td>
</tr>
<tr>
<td>8. ________ I feel burned out from my work.</td>
</tr>
<tr>
<td>9. ________ I feel I’m positively influencing other people’s lives through my work.</td>
</tr>
<tr>
<td>10. ________ I’ve become more callous toward people since I took this job.</td>
</tr>
<tr>
<td>11. ________ I worry that this job is hardening me emotionally.</td>
</tr>
<tr>
<td>12. ________ I feel very energetic.</td>
</tr>
<tr>
<td>13. ________ I feel frustrated by my job.</td>
</tr>
<tr>
<td>14. ________ I feel I’m working too hard on my job.</td>
</tr>
<tr>
<td>15. ________ I don’t really care what happens to some students.</td>
</tr>
<tr>
<td>16. ________ Working with people directly puts too much stress on me.</td>
</tr>
<tr>
<td>17. ________ I can easily create a relaxed atmosphere with my students.</td>
</tr>
<tr>
<td>18. ________ I feel exhilarated after working closely with my students.</td>
</tr>
<tr>
<td>19. ________ I have accomplished many worthwhile things in this job.</td>
</tr>
<tr>
<td>20. ________ I feel like I’m at the end of my rope.</td>
</tr>
<tr>
<td>21. ________ In my work, I deal with emotional problems very calmly.</td>
</tr>
<tr>
<td>22. ________ I feel students blame me for some of their problems.</td>
</tr>
</tbody>
</table>

(Administrative use only)

EE: ________ cat: ________  
DP: ________ cat: ________  
PA: ________ cat: ________
MBI—Human Services and Educators Scoring Key
Emotional Exhaustion (EE) Subscale

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the "How Often" column and enter the total in the "EE" space at the bottom of the survey form.

<table>
<thead>
<tr>
<th>How Often 0-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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<tr>
<td>11.</td>
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<tr>
<td>12.</td>
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<tr>
<td>13.</td>
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<tr>
<td>14.</td>
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<tr>
<td>15.</td>
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<tr>
<td>16.</td>
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<tr>
<td>17.</td>
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<tr>
<td>18.</td>
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<tr>
<td>19.</td>
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<tr>
<td>20.</td>
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<tr>
<td>21.</td>
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<tr>
<td>22.</td>
</tr>
</tbody>
</table>

Categorization: Emotional Exhaustion, Human Services & Educators Forms

<table>
<thead>
<tr>
<th>Frequency</th>
<th></th>
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<tbody>
<tr>
<td>High</td>
<td>27 or over</td>
</tr>
<tr>
<td>Moderate</td>
<td>17-25</td>
</tr>
<tr>
<td>Low</td>
<td>0-16</td>
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</tbody>
</table>

Note to Researchers: Research reports using the MBI—Human Services & Educators Forms usually report the average rating rather than the total. To determine the average rating for each subscale, divide the total by the number of items responded to. The Emotional Exhaustion scale contains 9 items.
MBI–Human Services and Educators Scoring Key
Depersonalization (DP) Subscale

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the "How Often" column and enter the total in the "DP" space at the bottom of the survey form.

<table>
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<tr>
<th>How Often</th>
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<td>1. _______</td>
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<td>9. _______</td>
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<td>10. _______</td>
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<td>11. _______</td>
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<td>21. _______</td>
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<td>22. _______</td>
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<th>Categorization: Depersonalization, Educators Form</th>
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<td>Frequency</td>
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<tr>
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<td>High</td>
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<tr>
<td>13 or over</td>
<td>14 or over</td>
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<td>Moderate</td>
<td>Moderate</td>
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<tr>
<td>7-12</td>
<td>9-13</td>
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<td>Low</td>
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<tr>
<td>0-6</td>
<td>0-8</td>
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Note to Researchers: Research reports using the MBI—Human Services & Educators Forms usually report the average rating rather than the total. To determine the average rating for each subscale, divide the total by the number of items responded to. The Depersonalization scale contains 5 items.
MBI–Human Services and Educators Scoring Key
Personal Accomplishment (PA) Subscale

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the “How Often” column and enter the total in the “PA” space at the bottom of the survey form.

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<td>5.</td>
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<td>6.</td>
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<td>14.</td>
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<td>15.</td>
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<td>16.</td>
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<tr>
<td>22.</td>
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<table>
<thead>
<tr>
<th>Categorization: Personal Accomplishment,*</th>
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</thead>
<tbody>
<tr>
<td>Human Services Form</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>High</td>
</tr>
<tr>
<td>0-31</td>
</tr>
<tr>
<td>Moderate</td>
</tr>
<tr>
<td>32-36</td>
</tr>
<tr>
<td>Low</td>
</tr>
<tr>
<td>39 or over</td>
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</table>

<table>
<thead>
<tr>
<th>Categorization: Personal Accomplishment,*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators Form</td>
</tr>
<tr>
<td>Frequency</td>
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</tr>
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</tr>
<tr>
<td>Moderate</td>
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<tr>
<td>31-36</td>
</tr>
<tr>
<td>Low</td>
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<tr>
<td>37 or over</td>
</tr>
</tbody>
</table>

*Interpreted in opposite direction from EE and DP.

Note to Researchers: Research reports using the MBI–Human Services & Educators Forms usually report the average rating rather than the total. To determine the average rating for each subscale, divide the total by the number of items responded to. The Personal Accomplishments scale contains 8 items.


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APPENDIX E: MBI VALIDITY MEASURES

Correlational Data for Convergent Validity of the MBI

<table>
<thead>
<tr>
<th>External validation of personal experience (peer ratings)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Mental health workers (n = 40)</td>
<td></td>
</tr>
<tr>
<td>higher Emotional Exhaustion</td>
<td>.38*</td>
</tr>
<tr>
<td>emotionally drained by job</td>
<td>.42**</td>
</tr>
<tr>
<td>physically fatigued</td>
<td></td>
</tr>
<tr>
<td>higher Depersonalization</td>
<td>.56***</td>
</tr>
<tr>
<td>emotionally drained by job</td>
<td>.55***</td>
</tr>
<tr>
<td>physically fatigued</td>
<td>.32*</td>
</tr>
<tr>
<td>complaints about clients</td>
<td></td>
</tr>
<tr>
<td>Police and spouses (n = 142)</td>
<td></td>
</tr>
<tr>
<td>higher Emotional Exhaustion</td>
<td>.34***</td>
</tr>
<tr>
<td>upset and angry</td>
<td>.27***</td>
</tr>
<tr>
<td>tense or anxious</td>
<td>.20**</td>
</tr>
<tr>
<td>physically exhausted</td>
<td>.26**</td>
</tr>
<tr>
<td>complaining about problems</td>
<td></td>
</tr>
<tr>
<td>higher Personal Accomplishment</td>
<td>.25*</td>
</tr>
<tr>
<td>cheerful or happy</td>
<td>.24**</td>
</tr>
<tr>
<td>work brings pride and prestige</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimensions of the job experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physicians (n = 43)</td>
<td></td>
</tr>
<tr>
<td>higher Emotional Exhaustion</td>
<td>.31*</td>
</tr>
<tr>
<td>more direct contact</td>
<td>-26*</td>
</tr>
<tr>
<td>less teaching</td>
<td>-21†</td>
</tr>
<tr>
<td>less administration</td>
<td></td>
</tr>
<tr>
<td>Social service and mental health workers (n = 91)</td>
<td></td>
</tr>
<tr>
<td>higher Emotional Exhaustion</td>
<td>-24*</td>
</tr>
<tr>
<td>less feedback from job</td>
<td>.15†</td>
</tr>
<tr>
<td>more dealing with others</td>
<td></td>
</tr>
<tr>
<td>higher Depersonalization</td>
<td>-.44****</td>
</tr>
<tr>
<td>less feedback from job</td>
<td></td>
</tr>
</tbody>
</table>
Dimensions of the job experience

<table>
<thead>
<tr>
<th>Personal outcomes: Nurses, social service, mental health workers (n = 180)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>higher Emotional Exhaustion</td>
<td>less growth satisfaction</td>
</tr>
<tr>
<td>higher Depersonalization</td>
<td>less growth satisfaction</td>
</tr>
<tr>
<td>higher Personal Accomplishment</td>
<td>more growth satisfaction</td>
</tr>
</tbody>
</table>

Social service and mental health workers (n = 91)

| higher Emotional Exhaustion | less knowledge of results | \(-.31**\) |
| higher Depersonalization | less meaningfulness of work | \(-.32***\) |
| higher Personal Accomplishment | more meaningfulness of work | \(.27**\) |
|more knowledge of results | \(.20*\) |

Physicians (n = 43)

| higher Emotional Exhaustion | want to get away from people | \(.27*\) |

Nurses, social service, mental health workers (n = 180)

| higher Emotional Exhaustion | less co-worker satisfaction | \(-.16*\) |
| higher Depersonalization | less co-worker satisfaction | \(.41***\) |
| higher Personal Accomplishment | more co-worker satisfaction | \(.40***\) |

Police officers and spouses (n = 142)

| higher Emotional Exhaustion | gets angry at family | \(.16*\) |
| wants to be alone, not with family | \(.16*\) |
| more insomnia | \(.24***\) |
| takes a drink | \(.24***\) |
| uses medications | \(.17*\) |
| higher Depersonalization | gets angry at family | \(.16*\) |
| sees children as emotionally distant | \(.32***\) |
| absent from family celebrations | \(.21**\) |
| fewer friends | \(.22**\) |
| officer and wife have different friends | \(.17*\) |

higher Personal Accomplishment

| sees children as emotionally close | \(.30***\) |
| fewer tranquilizers | \(-.10*\) |
| fewer medications | \(-.20**\) |

Note: All p values are two-tailed.

\*p < .05, \**p < .01, \***p < .001, \p < .10