An examination of the dual role of teacher-coaches in Ontario and their perceptions of student-athlete's life skill development through high school sport.

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MASTER'S THESIS

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Rock On!

Abstract

Within Canada, high school sport is the most popular extracurricular activity in which youth engage (Statistics Canada, 2008). In the province of Ontario alone there are over 16,000 teachers who volunteer their time to ensure the youth have the opportunity to participate in high school sport. Previous research has found that teachers who take additional roles may increase their chances of role conflict and occupational dissatisfaction (Konukman, Agbuğa, Erdoğan, Sorba, Demirhan & Yılmaz, 2010; Richards & Templin, 2012). However, to date, little research has examined the dual-role of teacher-coaches and the motivations they have for taking on the added responsibilities of coaching. Further, researchers assert that high school sport can be a suitable context for life skill development as high school sport associations often have mission statements that emphasize development (Camiré, & Trudel, 2010; Danish, Forneris, and Wallace, 2005). The purpose of this Master's thesis was to gain a more in-depth understanding of the dual-role of the teacher-coach as well as the perceptions of teacher-coaches related positive youth development. The results of the research are presented in two articles. The first article examines teacher-coaches motives for taking on a dual role position. The second article examines the perceptions teacher-coaches have related to the impact participation in high school sport has on the development of student-athletes. Overall, the results produced a rich insight into the world of volunteer teacher-coaches and student-athlete development based on participation in high school sport.

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Introduction

Historically, high school sport has been a valued activity and a favourite extracurricular among students (Gould & Carson, 2008; Statistics Canada, 2008). However, researchers assert that sport programs must be appropriately structured to provide youth with the opportunity to develop positive developmental outcomes (Danish, Forneris, Hodge, & Heke, 2004; Gould & Carson, 2008). Petitpas, Cornelius, Van Raalte & Jones (2005) as well as Gould and Carson (2008) have developed frameworks to explain how sport programs can foster the psychosocial development of youth. In both of these frameworks it was identified that youth need to be surrounded by adult mentors that exhibit an encouraging, supportive attitude. Further, work by Bailey and Morley (2006) revealed that school sport can foster social, academic, and cognitive development when coaches are prepared and deliver their lessons effectively. As a result it appears that coaches may play an important role in the development of student-athletes. In Ontario the majority of coaches within high school are teachers who volunteer their time to an athletic team. As such these individuals are known as teacher-coaches.

Although teacher-coaches are an important stakeholder within the context of high school sport little research has been conducted, particularly in Canada, on the dual role of the teacher-coach. In addition very little research has examined the perceived impact of high school sport on student-athlete development from the perspective of teacher-coaches. Therefore, the purpose of this research was two-fold. First, to examine the motives teachers have for taking on the dual role. The second was to examine the perceptions teacher-coaches have related to the impact participation in high school sport has on the development of student-athletes.

Review of Literature

High School Sport

School is an important context throughout adolescence (Gould & Carson, 2008). According to the Ontario Ministry of Education (O.M.E., 2011), there are over 700 000 adolescents enrolled in high schools across the province. Moreover, as mentioned above, high school sport is one of the most popular extracurricular activities with 16 000 teacher-coaches and nearly 270 000 student athletes participating across the province of Ontario alone (OFSAA, 2011).

Research has shown that with a proper environment, high school sport can provide a unique opportunity for youth to enhance the development of life skills (Camiré & Trudel, 2010) and athletic skills while maintaining the integrity of the educational mission of schools (Danish, Forneris, & Wallace, 2005). However, mere participation in high school sport does not ensure positive developmental outcomes. The sport must be taught, facilitated and implemented by coaches who create a positive developmental context. Researchers assert that for optimal student-athlete development to occur, coaches need to encompass a number of skills apart from having the knowledge about the sport itself (Danish, Forneris, Hodge & Heke, 2004). Coaches need to have effective communication skills, both verbal and non-verbal, as well as provide support and encouragement to their athletes (Danish et al., 2004; Ewing, Gano-Overway, Branta & Seefeldt, 2002).

In Ontario, the vast majority of high school sport coaches are also teachers in the schools in which they coach. Although we know that the coach has an important influence on the athlete very little research has been conducted on understanding the dual role of the

teacher-coach and how this dual-role may have an impact on their responsibilities as a teacher and as a coach, their job satisfaction or student-athlete development.

Dual Role of Teacher-Coach

The dual role of teacher-coach has been in existence since 1906 with the introduction of the "athletics are educational" movement (Lewis, 1969). This dual-role encompasses a number of various responsibilities. For example, teachers are responsible for preparing and delivering lessons, evaluating student work, interacting with parents, contributing to different activities in the school environment and committee work (Konukman, Agbuğa, Erdoğan, Sorba, Demirhan & Yılmaz, 2010). Teachers who volunteer their time to coach an athletic team take on additional responsibilities including organizing students for practices, planning practices, attending games and/or competitions, organizing travel to and from competitions, and various administration duties related to organizing the sport season (Konukman et al., 2010). As a result the dual role of teacher-coach is viewed as having "multifaceted responsibilities with various activities and out of school trips" (Konukman et al., 2010).

Little research has been conducted to explore the role of the teacher-coach, however, in the 1970's and 80's a number a studies examined the relationship between the demands of the job and stress for teachers (Sutton, 1984). Past work in this area has described stress as any characteristic of the environment that poses a threat to the individual that could lead to experiencing strain (Caplan, 1972; Caplan, Cobb, French, Harrison, & Pinneau, 1975; French and Kahn, 1962; LaRocco, House, & French, 1980). Moreover, strain has been described as any adverse behavioral, psychological, or physiological outcome due to stress (Sutton, 1984). A more recent study by Travers and Cooper (1993) explored the stresses teachers experience within the United Kingdom. Teachers ranked lack of support from the government, constant changes taking place within the profession, lack of information on how the changes are to be

made, and the lack of respect toward the profession among the top stressors in their position. In addition, female teachers were found to perceive more stress than male teachers, especially towards; management and structure of schools, overcrowding in school, appraisal in teachers and job security. Furthermore, a study by Kyriacou (2010), found that dealing with misbehaviours of students and constant time constraints were found to develop burnout towards their occupation. Although, some research has attempted to develop an understanding of teacher role discrepancies and job satisfaction, as mentioned above, less work has investigated the dual role of the teacher-coach.

Occupational Socialization Theory

Of the research conducted on teacher-coaches, two theories have primarily dominated this research. The first theory, occupational socialization theory, has been developed to help explain the process of becoming a teacher-coach. From this theory it is believed that socialization can be facilitated through interactions with other humans, socializing experiences, agents and the context (Pooley, 1975). More specifically, this theory posits that individuals are socialized into the roles they adopt through three career phases: acculturation, professional socialization, and organizational socialization (Lawson, 1983).

The first phase, acculturation, begins at birth and ends once an individual enters some form of professional preparation program. This phase is described as an observational phase. The individual observes the various socializing agents with whom they interact. This phase may is also when individuals develop an ideology which is described as the basic values and beliefs of a particular role (Lawson, 1983). For example, prospective teachers would have observed and interacted with teachers, coaches, and parents and formed definitions of what it meant to be a teacher and a coach during their athletic and educational experiences and these. In addition, individuals may develop an ideology that the competitive nature of sports can be

a beneficial experience throughout life. During this phase individuals also learn strategies and dispositions that they take into their own careers (Schempp, 1989). Work by Richards and Templin (2012) speculated that acculturation is an essential role in the socialization of new teacher-coaches as they create an outline of what they will need to accomplish in order for them to feel like a successful teacher-coach. For example, Individuals may use the coaches with whom they had the more respect as models for what they define as a successful teacher-coach. Previous work has shown that many teacher-coaches explain how it was their love of sport, the influence of previous coaches and physical education teachers as well as their desire to continue their own involvement in this type of environment that directed them into field of teaching (Armour & Jones, 1998; Bain & Wendt, 1983; Devany & Sikes, 1988; Doolittle, Dodds, & Placek, 1993; Stroot, Faucette, & Schwager, 1993; Templin & Anthrop, 1982; Templin, Sparks, Grant & Schempp, 1994).

The second phase, professional socialization, begins once a future teacher-coach enters into some form of professional training such as a teaching college to acquire knowledge of the position. Professional socialization is the process in which "an individual is taught and learns what behaviours and perspectives are customary and desirable within a professional role' (Van Maanen & Schein, 1979, p.212). This consists of the values, skills, sensitivities and knowledge that are deemed necessary for their position of teacher-coach. This phase also involves the integration of assumptions and expectations developed in the first phase with the expectations and interactions being experienced in the professional training program. During this phase as the individual develops a better understanding of the role responsibilities they begin to recognize whether this position or role is one they want to pursue. With regard to teaching, prospective teachers enter teachers' college before they can enter the work force to develop certain skills toward dealing with different age groups,

curriculum requirements, and other helpful skills. However, it is important to recognize that there is very limited course material in teachers' college directed toward physical activity, let alone coaching extracurricular high school sports. Therefore, although teachers have the opportunity to experience professional socialization related to their teaching responsibilities, they may not have any similar training toward their responsibilities undertaking extracurricular high school sport and the dual role of teacher-coach. As a result, if teachers have not sought out educational opportunities related to coaching, such as the National Coaching Certification Program (NCCP) in Canada, they may not have the opportunity to develop an understanding of the responsibilities and expectations related to the role of coach. Research has shown that if the assumptions and expectations developed in both phase one and phase two are consistent then individuals begin to immerse themselves within the role. However, if the assumptions and expectations are not consistent then individuals can begin to experience role conflict (Chu, 1984; Schempp, 1989).

The third phase, organizational socialization, refers to socialization that takes place on the job, for example, in the context of schools. This phase can be described as the on-site experience, where the individual is thrust into the occupational world and is interacting with many other colleagues and mentors while developing a finalized personal definition of role requirements and expectations for success (Blankenship & Coleman, 2009). Richards and Templin (2012) assert that this phase of socialization can also contribute to role conflict and disappointment in their future career as a teacher-coach if their preconceived expectations of teacher-coach responsibilities are far from the actual job requirements. However, researchers have also found that it may only be in this phase where individuals first encounter the idea of becoming a teacher-coach (Konukman et al., 2010). For example, it is well known that, in many cases, there is pressure from administrators and colleagues to take on coaching

responsibilities in addition to their teaching role which can lead to these individuals perceiving coaching "as an expected extracurricular professional commitment" (Konukman et al., 2010, p. 19). As such many individuals who had not previously thought of themselves as adopting a dual role may have difficulty coping with the added requirements of coaching and can feel overwhelmed. This can ultimately result in experiencing increased stress as well as role conflict (Schempp et al., 1993).

Role Theory

The second theory, role theory, focuses primarily on understanding the various expectations of the roles with which individuals ascribe as well as the impact of having competing expectations from different roles. Role theory was first posited to help explain how individuals in specific social positions are expected to act and how they expect others to act (Hindin, 2007). The assumption within this theory is that individuals will behave in predictable ways based on the situation as well as their social identity. Furthermore, the individual conforms to the expectations and behaviours of the organization in which the individual is operating (Biddle, 1986).

Often, role theory is described using the metaphor of a theater actor performing a role within a play. The performer will engage in certain expected behaviours deemed by the character they are portraying. This example describes structural role theory, where roles in the work place are parts performed by employees which society has written the script for (Hindin, 2007). Just as actors can participate in more than one character in a play, research has shown that in many contexts individuals can take on more than one role, such as a dual role teacher-coach position. When people occupy more roles than they have the time, energy, or resources for, role overload may occur (Hindin, 2007).

Studies examining role overload have found that individuals are capable of managing overload, particularly when there are benefits that arise from taking on multiple roles (Richards & Templin, 2012). However, research has also shown that in many cases individuals are not able to cope effectively with role overload and this leads to role conflict (Richards & Templin, 2012; Turner, 2001). Role conflict is most likely to occur when an individual is experiencing conflicting sets of role expectations which makes fulfillment of both roles not possible. As such role conflict has been associated with decreased job performance, decreased commitment, and increased drop out (Biddle, 1986; Hom & Kinicki, 2001; Stryker & Macke, 1978).

What may play a role in whether role-conflict is experience is the amount of overlap in the expectations or job descriptions of teacher and coach. While some research suggests that teaching and coaching are distinctly different professions (e.g., Coté, Salmela, Trudel, Baria, & Russell, 1995; Figone, 1994) other research has shown that there is some degree of overlap between the roles of teacher and coach (Gilbert, 2010; O'Connor & Macdonald, 2002). Historically, coaching has been described as the activity of developing physical skills and competitive performance through training, while teaching was differentiated as more focused on development of educational processes (Bergmann Drewe, 2000). In addition, the two roles are different with regards to the degree to which participation by youth is voluntary, motivation of the youth, the size and heterogeneity of the group, role of performance outcomes in career advancement, and public evaluation and accountability (Chelladurai & Kuga, 1996; Konukman et al., 2010; Locke & Messengale, 1978; O'Connor & Macdonald, 2002). To elaborate, coaches usually deal with smaller groups consisting of youth who voluntarily participate, are usually skilled to some degree in the activity they are

participating in and are subjected to greater forms of public evaluation and accountability (O'Connor & MacDonald, 2002).

However, it is the instruction aspect of coaching that begins to create similarities with teaching (Jones, 2007). Both roles have a focus on teaching, skill instruction, and extensive contact with youth (Gilbert, 2010; O'Connor & Macdonald, 2002). High school sport in Ontario, which is the context for this research, attempts to establish a person centered approach in high school sport with an emphasis on facilitating the potential of the individual (OFSAA, 2011). It has been advocated by researchers that coaching should integrate a person-centered approach (Nelson, Cushion, Potrac, & Groom, 2012) and if teacher-coaches use this person-centered approach in both their role as teacher and coach they may not experience a great deal of role conflict.

Although past research has shown that teacher-coaches can experience role conflict (Konukman et al., 2010; Richards & Templin, 2012; Templin & Anthrop, 1982) O'Connor and Macdonald (2002) found that negative consequences of experiencing role conflict were decreased when the teacher-coaches perceived their workplace as positive and rewarding. Moreover, a few studies have found that teacher-coaches are able to effectively cope with the challenge of adopting multiple roles and develop a level of resiliency to role conflict (Napper-Owen & Phillips, 1995; O'Connor & Macdonald, 2002). As a result, it may be that whether a teacher-coach experiences role conflict is dependent on the individual's perceptions of this dual role, their workplace as well as their own coping mechanisms.

As mentioned above, coaching high school sport requires a fairly demanding time requirement as coaches are responsible not only for practices and competitions but for organizing transportation to and from competitions, obtaining consent forms and medical forms, meetings with parents, in addition to many other tasks (Konukman et al., 2010).

Previous research has adopted role theory and occupational socialization theory as a means to describe the dual role of the teacher-coach (Figone, 1994). Within both theories it is recognized that teacher-coaches have the potential to experience role conflict and to date, the majority of research with teacher-coaches has focused on such role conflict (Konukman et al., 2010; Richards & Templin, 2012; Yalçin, 2000). Findings from this research indicate that teacher-coaches do indeed experience role conflict but that teacher-coaches are also able to successfully cope with role conflict when they perceive their workplace as positive. Little research has examined the motivations for becoming a teacher-coach and also how having a dual role may impact job satisfaction. Therefore, one purpose of this research was to examine the motives teachers have for taking on a dual role.

Positive Youth Development and Sport

Adolescence has been described as an important time period for in which youth should be provided opportunities to develop the skills needed for future challenges (Erikson, 1959; Marcia, 1966). In recent years, a number of developmental researchers, have been examining the transitional period of adolescence in an attempt to develop an understanding of how to best prepare youth for the various changes they experience during adolescence as well as how to prepare them for their future (Lerner, 2005; Damon, 2004). This work has evolved into a field of study known as Positive Youth Development (PYD). Pioneers of PYD research believe that youth can be shaped into positive contributing members of society that are able to avoid behaviours that lead to negative outcomes (Damon, 2004; Lerner, Fisher, & Weinberg, 2000; Roth, Brooks-Gunn, Murray & Foster, 1998).

The context of sport has been viewed by many as having the potential to facilitate PYD (Holt, 2008; Petitpas et al., 2005). In a study by Côté and Fraser-Thomas (2007), sport was found to potentially facilitate three developmental objectives in their youth participants.

First of all, youth participate and develop an understanding toward physical activity, which in turn can lead to healthier lifestyle choices. Youth who increase their physical activity have been shown to develop cardiovascular fitness, weight control, muscular strength and endurance, as well as contribute to better flexibility and bone structure (Bar-Or, 1983; Taylor, Sallis, & Needle, 1985, Wankel & Berger, 1990). Secondly, sport provides youth with unique psychosocial interactions which have shown to develop important skills such as leadership, teamwork, discipline and self control. This area of sport has gained a lot of attention in research, with some researchers emphasizing the importance of learning life skills more so than learning sport skills, and considering overall development to be the primary goal of sport participation (Perkins & Noam, 2007). Finally, Côté and Fraser-Thomas (2007) discussed the obvious opportunity to develop motor skills through their participation in sport. Therefore in theory, it is believed that youth sport programs should lead to physical health, psychosocial developments, and lifelong recreational or professional participation (Côté & Fraser-Thomas, 2007). However, mere participation in sport does not lead to positive outcomes. Researchers assert that sport must be structured in a way that supports the facilitation of such positive outcomes (Petitpas & Champagne, 2000; Smoll & Smith, 2002). In 2005, Petitpas and colleagues created a framework to help explain how sport programs should be structured in order to facilitate the psychosocial development of youth. This framework consists of four main components and proposes that psychosocial development is most likely to occur when young people are (a) actively engaged in desired activities within appropriate contexts, (b) surrounded by adult mentors or peers that exhibit an encouraging, supportive attitude, (c) are intentionally taught life skills for managing situations they will face throughout life, and (d) when the program can be improved through the use of proper program evaluation (Petitpas et al., 2005). This framework is therefore

made up of four components which are labeled: context, external assets, internal assets, and evaluations and research.

According to this framework it is important to provide youth with an environment where they can be active, feel valued by their peers, and develop a sense of initiative. High school sport represents a voluntary activity that provides a context with set rules and expectations in which youth play an active role. Previous work has shown that youth value the context of sport and that participation is associated with increased intrinsic motivation (Csikszentmihalyi, Rathunde, & Whalen, 1993; Petitpas & Champagne, 2000).

Although the context in which youth practice sport it is important to recognize that this context is often shaped and determined by the adults involved including administrators, coaches and parents. Petitpas et al. (2005) assert that what matters more than the program content itself is the quality of social interactions that take place within the program. It is also suggested that rather than try to deter youth from negative behaviors (e.g., drug use), support networks should focus on the development of positive behaviours and enhancing confidence in their abilities and decision-making (Danish, Petitpas & Hale, 1993). Furthermore, it is important that these social relationships remain consistent and occur over a period of time (Petitpas et al., 2005). Therefore, in sport programs designed to foster the development of youth, an emphasis should be placed on the quality and density of the social interactions with caring adults as well as peers (Bernard, 1997; Petitpas, Danish, & Giges, 1999).

As external assets are concerned with the relationships and interactions youth will encounter during their participation in the program, internal assets are focused on what is being taught and how it is being facilitated. Originally, youth programs were focused on the reduction of high risk behaviours such as drinking, drug use, and risky sexual encounters (Roth & Brooks-Gunn, 2003), however, researchers recognized that this approach did not

help prepare youth for the future (Danish et al., 2004). According to Petitpas et al. (2005) effective programs should aim to teach a variety of life skills and foster a sense of identity. These researchers also assert that in order for internal assets, such as life skills, to be effective in enhancing overall development, the individual needs to be aware that the life skills learned within the context of sport can be transferred into other life domains. Therefore, it is an essential that programs help youth identify and develop transferrable life skills, create opportunities to use those life skills, and provide support and encouragement to use the life skills in everyday situations (Petitpas et al., 2005).

The final component of this framework emphasizes the importance of continued program evaluation and research to further understand the impact of youth development programs, to understand how programs can be improved to further enhance the psychosocial development of youth and to advance theories related to PYD.

The overall aim of Canadian high school sport is to enhance the holistic development of youth. The mission statements of various school sport organizations support this assertion. For example, the Canadian School Sport Federation states that its purpose is to "encourage, promote and be an advocate for good sportsmanship, citizenship and the total development of student athletes through interscholastic sport" (CSSF, 2004, p.4). The Ontario Federation of School Athletics Association is a high school organization dedicated to the philosophy of education through sport (OFSAA, 2011). Its mission is "to advocate and enhance education through school sport" (OFSAA, 2011). As a result, the context of high school sport may potentially be a context that has a positive influence on the development of students, particularly given that research has found that with the proper environment high school sport can facilitate the development of life skills that enable youth to succeed as adults (Camiré & Trudel, 2010; Danish et al., 2005). A study by Camiré and Trudel (2010) examined how

youth perceive life skill development within the context of high school sport. The results of this study showed that many of these youth athletes believed various life skills can be developed through school sport participation, such as the development of time management and social skills, the enhancement of personal dispositions such as self-efficacy, and the expansion of their social network. They also believed that these life skills can be transferred to other life domains, such as school. Other research has shown that high school sport can provide opportunities for youth to increase their ability to regulate emotions, set and attain goals, develop self-knowledge and nurture the development of their social skills while working with others (Hansen, Larson, & Dworkin, 2003; Marsh & Kleitman, 2003).

Although research to date has shown that high school sport can be a context to facilitate positive youth outcomes very little is known about the teacher-coaches, the external assets, who facilitate participation in this context. Teacher-coaches are an important stakeholder within the context of high school sport but little research has been conducted, particularly in Canada, on the dual role of the teacher-coach. In addition very little research has examined the perceived impact of high school sport on student-athlete development from the perspective of these teacher-coaches. Therefore, the purpose of this research was two-fold. First, to examine the motives teachers have for taking on the dual role. Second, to examine the perceptions teacher-coaches have related to the impact participation in high school sport has on the development of student-athletes.

Articles

The results of the research are presented in two articles. The first article examines teacher-coaches motives for taking on a dual role position, as well as their perceptions the dual role has toward their overall job satisfaction. The second article examines teacher-coach perceptions of student-athlete development through participating in high school sport. Overall, the results produced a rich insight into the world of volunteer teacher-coaches, as well as their perceptions regarding student-athlete development based on participation in high school sport.

Article 1

Understanding the Motivations of Taking on the Dual Role of Teacher-Coach.

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Abstract

In the province of Ontario alone there are over 16,000 teachers who volunteer their time to ensure that youth have the opportunity to participate in high school sport. However, when teachers take on extracurricular activities like high school sport they add a number of responsibilities in addition to their demanding schedule as a teacher. Previous work has found that individuals who take additional roles can increase their chances of role conflict and occupational dissatisfaction (Konukman, Agbuga, Erdogan, Zorba, & Demirhan, 2010; Richards & Templin, 2012). The purpose of this study was to examine the motives teacher-coaches have for taking on a dual role. Semi-structured interviews were conducted with twelve teacher-coaches. Five themes emerged from the data analysis. First, high school sport was a pivotal experience in their lives. Second, teacher-coaches discussed a variety of motivations for becoming a teacher-coach. Third, the teacher-coaches discussed experiencing an increased sense of overall job satisfaction due to taking on a coaching role. Fourth, teacher-coaches shared that they have had to make sacrifices in their personal lives in order to properly facilitate their additional extracurricular responsibilities. Fifth, teacher-coaches have parallel teaching and coaching philosophies which may help explain increased job satisfaction and decreased role conflict experienced by the teacher-coaches in this study.

Keywords: dual role, teacher-coach, job satisfaction, role conflict

Teachers have a number of responsibilities, many of which require their attention long after classes are finished for the day. One such responsibility is involvement in extracurricular activities (Ojeme, 1988). Within Canada sport is the most popular extracurricular activity (Statistics Canada, 2008) and within Ontario alone there are over 16,000 teachers who volunteer their time to ensure the youth have the opportunity to participate in sport. Teachers have played a dual role of teacher-coach since 1906 when the "athletics are educational" movement was introduced in the American education system (Lewis, 1969). However, despite such a long history, little research has examined the experience of teachers taking on the dual role of teacher-coach.

Some research on teaching and coaching suggests that these are two distinctly different professions (e.g., Cote, Salmela, Trudel, Baria, & Russell, 1995; Figone, 1994) while other research has shown that there is a degree of overlap between the roles of teacher and coach (Gilbert, 2010; O'Connor & Macdonald, 2002). For example, both roles have a focus on teaching, skill instruction, and extensive contact with youth (Gilbert, 2010; O'Connor & Macdonald, 2002). On the other hand, these roles are different with regards to the degree to which participation by youth is voluntary, motivation of the youth, the size of the group, the role of performance outcomes in career advancement, and public evaluation and accountability (Chelladurai & Kuga, 1996; Locke & Messengale, 1978, Konukman et al., 2010; O'Connor & Macdonald, 2002). To elaborate, coaches usually deal with smaller groups consisting of youth who voluntarily participate, are usually skilled to some degree in the activity in which they are participating and coaches are subjected to greater forms of public evaluation and accountability compared to teachers (O'Connor & MacDonald, 2002).

Two theories have primarily dominated the research that has been conducted on teacher-coaches. The first theory, occupational socialization theory, has been utilized to help explain the process of becoming a teacher-coach. This theory posits that individuals are socialized into the roles they adopt through three career phases: acculturation, professional socialization, and organizational socialization (Lawson, 1983). The first phase, acculturation, begins at birth and ends once an individual enters some form of professional preparation program. This phase is described as an observational phase. The individual observes various socializing agents with whom they interact. For example, those who have become teacher-coaches would have most likely observed and interacted with teachers and coaches as well as teacher-coaches and formed definitions of what it meant to be a teacher and a coach (Lortie, 1975). During this phase individuals also learn strategies and dispositions related to their roles that they take into their own careers (Schempp, 1989). Richards and Templin (2012) believe that acculturation is an essential role in the socialization of new teacher-coaches as it is during this phase that they create a vision of what they will need to accomplish in order for them to feel like a successful teacher-coach. Previous research has shown that many teacher-coaches explain how it was their love of sport, the influence of previous coaches and physical education teachers as well as their desire to continue their own involvement in this type of environment that directed them into the field of teaching (Armour & Jones, 1998; Bain & Wendt, 1983; Doolittle, Dodds & Placek, 1993; Stroot, Faucette, & Schwager, 1993; Templin & Anthrop., 1982; Winchester, Culver & Camiré, 2011). .

The second phase, professional socialization, begins once an individual enters into some form of professional training such as a teaching college. Professional socialization is the process in which "an individual is taught and learns what behaviours and perspectives are customary and desirable within a professional role' (Van Maanen & Schein, 1979, p.212).

This phase also involves the integration of assumptions and expectations developed in the first phase with the expectations and interactions being experienced while in the professional training program. Research has shown that when the assumptions formed in phase one are not consistent with expectations in phase two, role conflict can occur (Chu, 1984; Schempp, 1989).

The third phase, organizational socialization, refers to socialization that takes place on the job, for example, in the context of schools. This phase can be described as the on-site experience, where the individual is thrust into the occupational world and is interacting with many other colleagues and mentors while developing a finalized personal definition of role requirements and expectations for success (Blankenship & Coleman, 2009). Richard and Templin (2012) assert that this phase of socialization can also contribute to role conflict and disappointment if their preconceived notions of teacher-coach responsibilities are not consistent with the actual job requirements. It is also recognized that it may only be in this phase where individuals first encounter the idea of becoming a teacher-coach (Konukman et al., 2010). For example, it is well known that, in many cases, there is pressure from administrators and colleagues to take on coaching responsibilities in addition to their teaching role which can lead to these individuals perceiving coaching "as an expected extracurricular professional commitment" (Konukman et al., 2010, p. 19; Winchester et al., 2011). As such, many individuals who had not previously thought of themselves as adopting a dual role may have difficulty coping with the added requirements of coaching and can feel overwhelmed which can ultimately result in experiencing role conflict (Schempp, Sparks, & Templin, 1993).

The second theory, role theory, focuses primarily on understanding the various expectations of the roles with which individuals ascribe as well as the impact of having

competing expectations. Role theory was first posited to help explain how individuals in specific social positions are expected to act and how they expect others to act (Hindin, 2007). The assumption within this theory is that individuals will behave in predictable ways based on their social identity and the context. In other words, the individual conforms to the expectations and behaviours of the organization in which the individual is operating (Biddle, 1986). Research has shown that in many contexts individuals can take on more than one role, such as a teacher-coach role. However, when people occupy more roles than they have the time, energy, or resources for, role overload may occur (Hindin, 2007). Research has shown that in many cases when individuals, including teacher-coaches experience role overload and are not able to cope effectively with this overload they can experience role conflict (Konukman et al., 2010; Richards & Templin, 2012; Templin & Anthrop, 1982; Turner, 2001). This role conflict is most likely to occur when an individual is experiencing conflicting sets of role expectations which makes fulfillment of both roles difficult and has been associated with decreased job performance, decreased commitment, and increased drop out (Biddle, 1986; Hom & Kinicki, 2001; Stryker & Macke, 1978).

On the other hand, studies have also found that individuals are capable of managing role overload, particularly when there are benefits that arise through taking on multiple roles (Napper-Owen & Phillips, 1995; O'Connor & Macdonald, 2002; Richards & Templin, 2012). O'Connor and Macdonald (2002) found that negative consequences of experiencing role conflict were decreased when the teacher-coaches perceived their workplace as positive and rewarding. As a result, it may be that whether a teacher-coach experiences role conflict is dependent on the individual's perceptions and expectations that may be a result of their socialization into the role, their experience as they enter the workplace as well as their own coping mechanisms.

In sum, coaching high school sport requires a fairly demanding time requirement as coaches are responsible not only for practices and competitions but for organizing transportation to and from competitions, obtaining consent forms and medical forms, meetings with parents, in addition to many other tasks. Previous research has adopted role theory and occupational socialization theory as a means to describe the dual role of the teacher-coach (Figone, 1994). Within both theories it is recognized that teacher-coaches have the potential to experience role conflict and to date, the majority of research with teacher-coaches has focused on such role conflict (Konukman et al., 2010; Richard & Templin, 2012; Yalçin, 2000). Findings from this research indicate that teacher-coaches do indeed experience role conflict but that teacher-coaches are also able to successfully cope with role conflict when they perceive their workplace as positive. To date, little research has examined the motivations for becoming a teacher-coach and also how having a dual role may impact job satisfaction. Therefore, the purpose of this study was to gain an understanding of the motivations of high school teacher coaches for taking on such a dual-role.

Method

Participants

Twelve high school teacher-coaches (6 women; 6 men) were recruited from high schools across the province of Ontario. The teacher-coaches were on average 45 years of age (range = 32-60) with an average of 26 years of high school coaching experience. Eight of the coaches received degrees in Physical Education or Kinesiology and nine of the coaches had completed certifications through the National Coaching Certification Program (NCCP). In addition, the teacher-coaches coached a variety of team and individual sports (e.g., soccer, basketball, volleyball, football, track and field, badminton). Although the majority of the participants were currently coaching at least one high school sport, two of the participants

were recently retired teacher-coaches who were included due to their wealth of experience in being a teacher-coach.

Procedure

Teacher-coaches were recruited by contacting the Ontario Federation of School Athletics Association (OFSAA) which encompasses 18 regions throughout Ontario. OFSAA granted permission to speak with teacher-coaches and agreed to forward an email from the researcher describing the research process to the teacher-coaches. This introductory email outlined the purpose of the research as well as the procedures involved. Specifically, it was explained that participation in the study would involve one individual interview that would be audio-recorded and last approximately between 45-60 minutes. The potential participants were also informed that the interview could take place in person or over the phone at a time that was convenient for them. In addition, it was explained that participation was completely voluntary and that the interview could be stopped at any time. Ten of the interviews were held over the phone as participants lived in various locations across Ontario. However, two interviews took place face-to-face as they were located in the same city as the researcher. All participants completed consent forms and all procedures were approved by the Ethics board at the university.

This research was guided by a social constructivist paradigm using a multiple case study approach. The social constructivist paradigm holds the assumption that individuals develop subjective meanings toward their experiences (Creswell, 2009). As the goal of the interview was to have each of the participants (each case) to express their own views and share their experiences being a teacher-coach this approach was deemed appropriate.

The interview guide was constructed using a semi-structured format. The interview guide was initially developed for a larger study on the teacher-coach experience in high

school sport and consisted of three main sections. This study in particular focused on questions from Section A and Section C. The beginning of the interview (Section A) focused on obtaining various demographic details such as age, years spent teaching and coaching as well as gaining an understanding their past high school sport experience. For example, participants were asked about whether they participated in high school sport, their past personal experience participating in high school sport, their experience with their past coaches, and whether they believe their high school sport experiences had any type of impact on their current job as a teacher-coach. This section ended by asking teacher-coaches about what motivated them to take on the dual-role of teacher-coach. The remainder of the interview (Section C) focused on current experience as a teacher-coach. Participants were asked about their coaching and teaching philosophies, how long they had held a dual role, their experience of balancing teaching and coaching and how they perceived their dual-role to impact their job satisfaction. As mentioned above, the interviews were semi-structured which allowed the researcher to follow-up responses with probing questions that would facilitate increased discussion and elaboration of the topic being discussed.

Data Analysis

To analyze the data the researcher performed an inductive content analysis (Burke & Christensen, 2004). This type of analysis allows the researcher to immerse himself in the "details and specifics of the data to discover important patterns, themes and interrelationships" (Burke & Christensen, 2004, p. 362) that are emerging from the interviews. After all of the interviews were transcribed verbatim the researcher used a four step process to conduct the inductive content analysis. First, the transcripts were read through a first time to become familiar with the data. Second, the transcripts were read through a second time and notes were made on the transcripts to note and highlight responses directed

toward the research question. Third, the researcher read through the transcripts with the purpose of identifying the larger themes that appeared to be emerging from the data. Fourth, all transcripts were then downloaded into the software Microsoft Excel to organize the themes with supporting quotations.

To enhance the trustworthiness of the data an external evaluator reviewed the data and the data analysis notes to determine whether the same conclusions were drawn as compared to the initial analysis (Neuman & Robson, 2012). The external evaluator in this research was a professor familiar with qualitative analysis. Based on the analysis there were no discrepancies observed. Identification codes were created to guarantee confidentiality of participants' identity. Each teacher-coach was identified by order of the interview. For example, a teacher-coach that was interviewed third was denoted as Teacher-coach C.

Results

Five themes emerged from the data analysis. First, teacher-coaches shared how high school sport was a pivotal experience in their life when they were youth. Second, teacher-coaches discussed a number of motivators that led them to adopt the dual-role of teacher coach. Third, the teacher-coaches discussed experiencing an increased sense of overall job satisfaction as a teacher-coach. Fourth, teachers recognized that although being a teacher-coach was rewarding they had to make sacrifices in their personal lives in order to properly facilitate their additional extracurricular responsibilities. Fifth, the teacher-coaches have parallel philosophies for both teaching and coaching. Each of these themes are discussed in more detail below.

High School Sport is a Pivotal Life Experience

Whether it was the relationships they developed with peers or the support they experienced from their past teacher-coaches, the participants in this study discussed how

their past high school athletic experience was a positive influence in their life. As one coach stated “probably the best memories of I have of high school” (Teacher-coach B). A number of teacher-coaches discussed the positive relationships they developed due to their involvement in high school sport. “The camaraderie of being part of that team. Twenty years later, you may not remember what you were doing, but you will remember the people” (Teacher-coach F). Others reported that these relationships are those that you have for your life. “Well, you made some lasting relationships, any of the friends that I do keep in touch with are those that I ran with. So, I think that’s important...It’s the after school experiences that you tend to remember.” (Teacher-coach B)

In addition, many of the teacher-coaches further explained the impact their coaches had on them both personally and professionally.

> “It just wasn't as structured as the classroom, and I looked up to those coaches that helped me, you know the opportunities and encouragement they gave you, and they helped push me into situations with a positive light to get you to push yourself and improve to get better. To me it was very positive. (Teacher-coach H).

Another teacher-coach discussed the important role his coach played in his life. “I left home when I was 16, those people became very important in my life, and became the ‘go-to’ people in my life, whether I was struggling either with school or monetarily. Those people were key.” (Teacher-coach D). Finally, another teacher-coach discussed how his past coach had an influence on him in pursuing a career in physical education and ultimately becoming a teacher-coach.

> I would say, two of them had a very large impact on me going into phys. ed. as a career. The one coach that I'm still in touch with, a lot of discussions with, and talking about her own back ground, and why she got into phys. ed. through the back

door with a different degree, and that she had a couple of options to teach, but she said, you either need to go the back door or the front door, so I chose the front and went through phys. ed. (Teacher-coach J).

Multiple Motivations for Taking on a Dual Role

The teacher-coaches discussed a number of motivations for taking on a dual role. These motivations included wanting to be able to give back to the high school sport community in some way, to experience a greater sense of community and relationships within the school, the desire to make an impact on student's lives, and job security. The majority of teacher-coaches discussed having a need or a desire to give back to the school system or community the same way high school sport had helped them in the past. It seems that some coaches may feel a debt towards what high school sport had given them. "I don't see it as cumbersome because I'm trying to affect the lives of these students the same way I was affected when I was a student. I see it as 'it's what I owe'" (Teacher-coach F). Another teacher-coach shared that it is "the connection with kids, seeing teachers in a different light. Also, giving back, I had a lot of great opportunities and I would love to provide the same thing to the kids in the school system now" (Teacher-coach E).

Similar to the feeling of wanting to give back the majority of the teacher-coaches, if not all, discussed the relationships that you are able to build with students as being an important influence on taking on the dual-role. "The same reason why I got into teaching. I like working with kids, and I like working in areas I love, so I love to coach swimming" (Teacher-coach I). Another teacher-coach explained:

"You can develop different kinds of relationships with the students. Classrooms tend to be a lot more formal, but on a team, because it's a smaller group, the experiences

are a little different. And those are the things that really keep me wanting to keep coming back and doing those types of things" (Teacher-coach G).

Another teacher-coach discussed how being a coach at the school helped him feel connected to students, even those not involved in sport.

> It's about the kids, not the winning, the kids and how they interact, and how you interact with people and people being there because they want to be. It also gives me something to connect with the students with as I walk through the halls, even those that I don't coach come up to me and want to talk, and it gives me something to connect and discuss with. It's a really neat aspect of it (Teacher-coach J).

The teacher-coaches also discussed the desire they had to have a positive impact on the lives of the student-athletes as a big motivator in being a coach. As one teacher-coach explained:

> Yeah, it's not based on championships, but it's based on, if the student comes back the next year after working with them, that's a big gratification. To be honest, it is exciting to 'discover an athlete'. For example, there was a basketball player that I thought had a lot of potential in running, and I got him to be in track, and after school he went on a full scholarship to the states... I'm trying to give them an opportunity to belong to something, to give them a common direction. To be successful, and again, not meaning championships, but to improve each year and to have that lifelong desire to compete or participate. Some will compete; others will just want to participate" (Teacher-coach H).

Another teacher-coach also shared similar motivations:

> I'm not there to win. It sounds so awful as a coach, but our school has a high population of students with learning disabilities and spend a lot of my time working

with those students. So, I end up with a lot of those students on my swim team. The mini-meets are not so much to win, but to have the kids who have never had a chance to compete to get in there and have a chance to swim with the clubs kids. So, you can give them the feeling of being part of this hard core team, and have a mentorship with the club swimmers" (Teacher-coach I).

Finally, a few teacher-coaches also discussed how they took on the dual-role to make a good impression and for job security. As one teacher-coach shared:

> It was probably in order to keep a job and for the kids. At the beginning you are very very busy just keeping ahead of things. But you are trying to make an impression to a principal and I wanted Phys. Ed. so I had to prove myself through coaching (Teacher-coach K).

Increased Job Satisfaction

All of the teacher-coaches acknowledged that being able to coach high school sport has increased their overall job satisfaction. The most unanimous response during the interviews occurred when teacher-coaches were asked whether their coaching experience is something they look forward to during their day: "Absolutely, best part of the day. It makes everything better, the pride you have toward the school, and the pride the kids have because we won, or know that we have a good team, you see it" (Teacher-coach F).

Another coached shared how coaching was their highlight of the day.

> I think the highlight of each day is coaching the kids after school, and that's not because I don't like teaching the classes. And I think it's because a lot of the times the kids are there because they want to be there, where as in class, they sometimes have to take the classes because they have to, not because they want to. (Teacher-coach H).

Furthermore, one teacher-coach explained how coaching helped him feel young and as a result he was involved in coaching more than one sport. “As soon as one sport is done, I'm already looking forward to the next sport. Being around kids really helps keep me feeling young. I really love the opportunity to help kids learn” (Teacher-Coach G).

Another teacher-coach expressed the frustration when labour unrests have led to taking away opportunities to coach as this is the part of her job she most enjoy.

> One of the difficulties with having taught for so long is that I've been through so many labour unrests, and the first weapon is coaching. To tell me that I can't coach, and yet you won't acknowledge that it’s all volunteer, but they tell you you can't volunteer, it gets to be really irksome. It’s a positive in my day because the kids are there because they want to be. You get to see the looks on their faces, the excitement, the quiet kid coming out of their shell. (Teacher-coach J).

Personal Sacrifice

Although the teacher-coaches discussed the increased satisfaction they had from their job by taking on this dual role, they also recognized that this dual role is not always easy due to the increased time requirements and responsibilities. When discussing the difficulties of managing their schedule, the majority of teacher-coaches emphasize that it is most difficult for new teacher-coaches, as they have limited experience with both their teaching position and coaching position: “As a young teacher, the time demand to be prepared for the classroom, and be prepared for all of the after school stuff was a challenge” (Teacher-coach G).

Another teacher expanded on the time requirements needed to for running an athletic team or club and how support at home is really important.

> There is a time commitment, but I've gotten better preparing for lesson plans from where I was in the beginning. But you gain the experience knowing what I need to do having that amount of time. You have to handle a lot of things when coaching. You need teaching skills, but there is ordering uniforms, collecting money, rides after game, are all the kids safe, permissions forms... you need support at home. If you don't have support at home about your schedule is, and commitments are it won't be easy. (Teacher-coach K).

The teacher-coaches also discussed the personal sacrifices that come along with such a commitment.

> I have never married because I was coaching too much. In a small high school where I started out of 320 students, you coached until 7pm at night. There are times where I unlocked the school in the morning to practice, and to find someone to handle my schedule and my commitment to "my kids". And they are "my kids", people tease me for saying that but they are in a way, I'm spending more time with them then their parents often do. So I don't do very well, I don't have a balanced life in that respect." (Teacher-coach J)

Teacher-coaches also mentioned the stress the added responsibility can place on family relationships.

> Where it becomes difficult, is when you add your family life. I have a son and daughter, and it becomes difficult when you are gone a lot. It was difficult on my wife, even though she knew what I was going to be doing and wasn't going to change, but it's a lot harder on her. (Teacher-coaches F)

Another coach contributed: “It’s a very delicate balance between family, school, and the teams. Sometimes family suffers because you're spending more time with other peoples kids then your own family” (Teacher-coach E).

Although teacher-coaches believe that with the additional responsibilities there is an increased chance of stress on the teacher’s life, their passion for coaching and being part of student development keeps them returning year after year: “It’s personally something I look forward to every day... it can be stressful if you don’t handle it properly, but it can be a stress reliever if you can” (Teacher-coach D). Another coach shared: “Overall, it’s a good experience or I wouldn't have continued” (Teacher-coach K).

Parallel Teaching and Coaching Philosophies

Although the overall purpose of this study was not to examine teaching and coaching philosophies specifically we believe that the potential overlap in the two philosophies could possibly help explain other themes that would emerge. Although the participants were asked about their coaching philosophy and teaching philosophy separately at different times in the interview it was clear that the majority of teacher-coaches have the same overall approach in both contexts, to motivate students to be the best they can be whether it is in the classroom or on the playing field. Additional overlap in the philosophies included building confidence and creating an environment that is respectful. One teacher-coach stated:

> I'm all for doing your best and getting people to work hard to attain personal bests. I want to instill that work ethic, that if you work for something, you can see the improvement that you are making... I think it’s very similar to my coaching philosophy. Do your best, try your best. (Teacher-coach K).

Another teacher-coach contributed.

> I think that its' consistent with how I teach phys. ed,, and how I coach is that...I'm focused to the kids I coach and teach, I'm always looking to build confidence. And that it's an experience for everybody, not just the best athletes. I do take a lot of students that are not the best on my teams so that I can build confidence, both in teaching and coaching. (Teacher-coach J).

As mentioned above another common theme between teaching and coaching philosophies was "the promotion of respectful learning environment" (Teacher-coach F). As a teacher-coach explained:

> Treating them fairly, and most importantly, treating them with the most respect and dignity that I can provide. Again, I would never ever, ever cut down a kid or tell them their worthless, or get in their face. To me that solves nothing. To build that positive relationship with them (Teacher-coach H).

Discussion

This research sought to examine the motivations teacher-coaches have for taking on a dual role as well we their perceptions about this dual role may impact job satisfaction. The teacher-coaches in this study discussed how the positive impact their high school sport experience had on their life and many of them considered their high school sport participation as a pivotal moment in their life. More specifically, the teacher-coaches shared that this life experience led to the development of positive relationships with peers and positive mentoring relationships with coaches. In addition, when discussing their own career paths for taking on a dual role they referenced how past teacher-coaches had influenced their decisions with regards to post-secondary education. These results support the acculturation phase of occupational socialization theory in which past interactions with past teacher-coaches and the experience of being involved in high school sport influenced their career

paths (Lortie, 1975). Furthermore, this finding is also supported by the recent work of Winchester et al., (2011) who found that current high school coaches were greatly influenced by their past coaches.

The teacher-coaches in this study also discussed a number of motivations for taking on their dual role. The majority of the teacher-coaches explained that they wanted to give back to high school sport because it had been such a positive and contributing experience in their own lives. Similar to the drive to give back, the teacher-coaches also wanted to develop stronger relationships with students and to create a sense of community at the school. In addition, the teacher-coaches wanted to have a positive impact in the lives of the students. Although there were a number of different motives for taking on a dual role many of them appear to stem for the desire to make a positive contribution to the school and the student-athletes. This is a positive finding as it relates to the context of high school sport and how this context may be one that can facilitate the development of youth. Moreover, the teacher-coaches in this study were less concerned about their win-loss record and more about providing youth an opportunity to belong and to challenge themselves to improve.

However, it should also be noted that a couple of the teacher-coaches discussed how they became a coach to increase job security and to make a good impression on the school administration. This finding supports the occupational socialization phase of socialization theory, as well as recent research on teacher-coaches showing that there is pressure from administrators and colleagues to take on coaching responsibilities (Konukman et al., 2010, Winchester et al., 2011).

Past research has demonstrated that teacher-coaches can experience role conflict due to the time requirement and additional responsibilities teachers encounter while facilitating extracurricular sport for their students (Konukman et al., 2010; Richards & Templin, 2012;

Yalçin, 2000). Although the teacher-coaches in this study recognize that holding a dual role is a balancing act of juggling the responsibilities of both teaching and coaching an interesting finding is that even with the increased time commitment and responsibilities coaching seems to brings a sense of increased joy and satisfaction to their occupation. For these teacher-coaches, coaching duties are not just a chance for students but also for them to get out of the classroom. Teacher-coaches admitted that being out of the traditional classroom setting allows both students and teachers to have fun and work together in a context where the students are motivated to participate. None of the teacher-coaches discussed experiencing role conflict. The lack of role conflict experienced by the teacher-coaches in this study may be explained by the overlap in the teaching and coaching philosophies.

Research has shown that coaches who have developed coaching philosophies have been found to have better success within their role (Camiré, Trudel & Forneris, 2012). As mentioned above, in this study, the teacher-coaches had parallel teaching and coaching philosophies. In both contexts they placed a strong emphasis on providing their students with opportunities to perform at their best capabilities, instill confidence into their students and to provide a respectful environment in which they interact with their students and athletes. The recent work by O'Connor & MacDonald (2002) may help explain these findings as they found that, in particular, role theory may not be the most appropriate theory to understand role conflict for teacher-coaches as it does not does not consider contextual cues, and more importantly, does not support situations where conflicting roles can be both mutually supportive. Given that the teacher-coaches in this study appear to be able to approach both their teaching role and their coaching role with the same philosophy it may be that they perceive these roles as supporting one another.

This large overlap in philosophies may be explained by the fact that teacher-coaches, in general, have a much stronger professional socialization, the second phase of the occupational socialization theory, with regard to teaching. The teacher-coaches in this study discussed bringing a teacher approach to their coaching philosophies which could be a result of their experience in teaching college. Teachers typically enter teachers' college in order to prepare for their position but there is limited course material in teachers' college directed toward coaching extracurricular high school sports. If teachers have not sought out additional educational opportunities related to coaching, such as the NCCP Canada, they may use their professional socialization as a teacher to develop their expectations and approach to coaching. However, it should be noted that this particular aspect was not specifically examined in this study and future research is needed to better understand whether teacher-coaches experience these different roles as supporting one another.

Although there did not appear to be role conflict between the role of teacher and the role of coach all of the teacher-coaches discussed the increased time demands required to run a successful high school sport program. Some of the teacher-coaches explained how this extra time commitment can have a negative impact on their family life. Therefore, according to these results there may not be role conflict between the role of teacher and coach but perhaps between teacher-coach and mother, father, or partner. Many teacher-coaches described the toll time away from their own family can take on their spousal relationship and the quality time they have with their own children. One teacher-coach discussed how taking on a dual role even had an impact on her getting married and having a family. This is an interesting finding in this study and future research is needed to gain more understanding of this potential role conflict.

Conclusion

Although this study provides insight into the dual role of teacher-coach the research was not without limitations. First of all, due to the requirements of the university's research ethics board OFSAA administration was responsible for identifying potential teacher-coaches to participate in the interviews. As a result they may have focused on identifying teacher-coaches who have balanced the dual role effectively and who support the mission of OFSAA. Second, the teacher-coaches in this study had a wealth of experience with the dual role and the majority of them had more than 20 years of experience coaching in high school sport. Therefore, this study may not be a good representation of young teacher-coaches just starting into the profession.

Despite these limitations, this study did produce some unique findings and provides a better understanding of the dual role of teacher-coaches. The first interesting finding pertains to the pivotal role that participating in high school sport had on the teacher-coaches and their decision to take on the dual role. The teacher-coaches want to give back to their students the positive experiences they had as student-athletes. Second, the teacher-coaches appear to have developed parallel teaching and coaching philosophies which may explain the lack of role conflict they reported between being a teacher and being a coach. Third, taking on a dual role does require personal sacrifice and therefore it may be that teacher-coaches experience role conflict with other roles, such as that of father, mother, partner. However, it is important to recognize that despite the additional time requirements and responsibilities, all of the teachers interviewed stated that their position coaching high school sports increases their overall job satisfaction. The teacher-coaches all seemed to believe there was little difference with regards to their teaching and coaching positions, and therefore did not perceive the additional duties outweighing the perceived benefits. Moreover, teacher-coaches unanimously agreed that coaching was something they looked forward to each day.

However, this point of view may be a product of the number of years our teacher-coach participants have been involved in high school sport. As veterans, they may have developed this positive outlook toward high school athletic coaching after having successfully navigating the potentially difficult first years of starting an athletic program. Therefore, as mentioned above, there is a need for more research on teachers starting their career in coaching high school athletics. In sum, it appears that, despite a few challenges, teacher-coaches receive a lot of enjoyment and experience a great deal of pride in helping students grow and develop into successful members of society.

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Article 2

Perceptions of Teacher-Coaches on the Impact High School Sport on Student-Athlete Development

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Abstract

Sport is a viable context for the facilitation of positive youth development (Danish, Forneris, Hodge, & Heke, 2004; Holt, 2008). Further, researchers assert that high school sport can be a suitable context for life skill development as high school sport associations often have mission statements that emphasize development (Camiré, & Trudel, 2010; Danish, Forneris, & Wallace, 2005). However, to date, little research has been directed toward understanding the context of high school sport and in particular the perceptions teacher-coaches have related to the impact of high school sport participation on student-athlete development. Therefore, the purpose of this study was to examine the perceptions teacher-coaches have related to the impact participation in high school sport has on the development of student-athletes. Semi-structured interviews were conducted with high school teacher-coaches (N=12). Five themes emerged from the inductive data analysis. First, high school sport provides an opportunity to experience success. Second, high school sport helps to build relationships and a sense of community. Third, the student is the priority in the student-athlete. Fourth, high school sport does lead to the development of a variety of life skills. Fifth, life skills learned in high school sport can be transferred to other domains. In sum, teacher-coaches perceive that having the opportunity to participate high school sport helps to enhance the overall development of students and enhances their overall high school educational experience.

Key words: Teacher-coach, positive youth development, life skills development, transference of life skills

Introduction

The field of Positive youth development (PYD) aims to promote positive behaviours as opposed to only focusing on decreasing negative or risky behaviours (Lerner, 2005; Lerner, Fisher, & Weinberg, 2000). Therefore, pioneers of PYD research believe that youth can be shaped into positive contributing members of society that are able to avoid behaviours that may lead to negative outcomes (Damon, 2004; Lerner et al. 2000; Roth, Brooks-Gunn, Murray & Foster, 1998). One context in which a number of PYD researchers have focused their attention has been the context of sport (Fraser-Thomas, Côté, & Deakin, 2005; Gould & Carson, 2008; Holt, 2008). The domain of sport has been seen as one of the preferred avenues for enhancing youth development, as the environment can be used as a vehicle for development to yield both physical *and* psychosocial benefits (Perkins & Noam, 2007). However, researchers assert that simply establishing an environment for youth to participate in sport does not necessarily yield positive outcomes (Danish et al., 2004; Gould & Carson, 2008; Holt, 2008). Sport programs and the surrounding environment must be appropriately structured to provide youth with the opportunity to develop positive outcomes (Danish et al., 2004; Gould & Carson, 2008).

Petitpas, Cornelius, Van Raalte and Jones (2005) have developed a framework to explain how sport programs can foster the psychosocial development of youth. This framework consists of four main components and proposes that psychosocial development is most likely to occur when young people are (a) actively engaged in desired activities within appropriate contexts, (b) surrounded by adult mentors or peers that exhibit an encouraging, supportive attitude, (c) intentionally taught life skills for managing situations they will face throughout life, and (d) when the program incorporates research so that the program can be

improved through the use of proper program evaluation (Petitpas et al., 2005). These four components have been labeled context, external assets, internal assets, and research and evaluation respectively.

School is an important context throughout adolescence. According to the Ontario Ministry of Education (O. M. E., 2011), there are over 700 000 adolescents enrolled in high school across the province. As students progress through high school they are faced with many challenges but also many opportunities, including extracurricular activities, that can influence their identity, their development and ultimately the decisions they will make regarding their future (Grossbard, Geisner, Mastroleo, Kilmer, Turrisi, & Larimer, 2009; Miller, 2009). High school sport is the number one extracurricular activity among Canadian youth (Statistics Canada, 2008). Consistent with the PYD approach, Canadian high school sport aims to enhance the overall development of youth, including the development of life skills. More specifically, the Canadian School Sport Federation (CSSF) states that its purpose is to "encourage, promote and be an advocate for good sportsmanship, citizenship and the total development of student athletes through interscholastic sport" (CSSF, 2004, p.4). Moreover, the Ontario Federation of School Athletics Association (OFSAA) is a high school organization dedicated to the philosophy of education through sport (OFSAA, 2011) and its mission statement supports this philosophy "to advocate and enhance education through school sport" (OFSAA, 2011). These mission statements suggest that high school sport in Canada may be a context that has a positive influence on the development of students.

Previous work has shown that with proper instruction and environment, high school sport can provide a unique opportunity for youth to learn how to regulate emotions, set and attain goals, develop self-knowledge and enhance their social skills (Hansen, Larson, &

Dworkin, 2003; Marsh & Kleitman, 2003). Furthermore, students who participate in high school sport are more likely to attend university and experience a greater sense of autonomy and satisfaction in their first occupational choice (Holt, Tink, Mandigo, & Fox, 2008). However, little research has examined the context of high school sport with regards to positive youth development in Canada. One study conducted in Quebec found that student-athletes believed they developed various life skills through their participation in school sports including time management skills, self-efficacy, social networking, and developing social skills (Camiré & Trudel, 2010).

OFSSA is a large high school sport association consisting of nearly 16 000 teacher-coaches. Teacher-coaches are an important stakeholder in high school sport and have an important role in the development of their student-athletes. Past studies have indicated that, apart from parents, teachers and coaches have the strongest influence on the behavior and belief systems of youth (Nation & LeUnes, 1983; Smokowski, Reynolds, & Bezruczko, 1999; Winfield, 1991). Therefore, when applying Petitpas et al.'s (1995) framework to high school sport, teacher-coaches are the key external assets with which the youth interact and as such, they have an influence on whether high school sport leads to positive youth outcomes for a number of reasons. First, the teacher-coaches have an impact on the context within which high school sport in practiced. Second, they can build relationships with the student-athletes and can shape those relationships so that they are supportive yet they help the student-athletes challenge themselves. Third, the teacher-coaches are the stakeholders who may be in the best position to foster the development of internal assets (e.g., life skills) in the student-athletes. However, although teacher-coaches are in an ideal position to enhance development very little research has been conducted to examine the perceptions of these key

external assets, the teacher-coaches, on how high school sport could play a role in facilitating positive youth development outcomes.

In sum, adolescence is an important time in the lifespan for development and high school sport is an important context in which this development takes place. Although previous work has provided evidence that high school sport is a proper environment for PYD programming and youth development, little research as focused on the volunteer teacher-coaches. Therefore, the purpose of this study was to examine the perceptions teacher-coaches have related to the impact participation in high school sport has on the development of student-athletes.

Method

Participants & Procedure

Twelve high school coaches were recruited from high schools in southern and eastern Ontario. Teacher-coaches (6 men; 6 women) were on average 45 years of age (range 32-60) with an average of 26 years of high school coaching experience (range 3-35). Eight of the coaches received degrees in Physical Education or Kinesiology and nine of the coaches had received training certifications from the National Coaching Certification Program (NCCP). In addition, the teacher-coaches coached a variety of sports including soccer, basketball, volley ball, football, track and field, and badminton. Although the majority of the participants were current teacher-coaches two of the participants were recently retired teacher-coaches who were included due to their wealth of experience being a teacher-coach.

The teacher-coaches were recruited through OFSAA. The director of forwarded an email from the researcher describing the research process to the teacher-coaches. This introductory email outlined the purpose of the research as well as the procedures involved. Once interested participants contacted the researcher a time was set for the interview. Two of

the interviews were conducted face to face while the remaining ten were conducted over the phone as participants were located in various cities and towns across southern and eastern Ontario. Participants were informed that their participation was completely voluntary, and that they could stop at any point during the interview and request that their data not be used. Prior to the beginning of each interview, teacher-coaches were informed that the interviews would be audio-recorded. All of the teacher-coaches completed consent forms and all procedures were approved by the Ethics Review Board of the University.

This research was guided by a social constructivist paradigm using a multiple case study approach. The social constructivist paradigm holds the assumption that individuals develop subjective meanings toward their experiences (Creswell, 2009). As the goal of the interview was to have each of the participants (each case) to express their own views and share their experiences being a teacher-coach this approach was deemed appropriate.

Interview Guide

An interview guide was constructed in a semi-structured format with the purpose of gathering insight into the teacher-coach experience, as well teacher-coach perspectives on youth development through high school sport. The interview guide used in this study was developed for a larger study which included three sections. The interview for this specific study focused on questions in the first two sections. The first section (Section A) was comprised of questions related to demographics and background, such as age, years spent teaching, past high school sport experience. The second section (Section B) included questions about the sports they were currently coaching or had coached in the past, coaching certification, coaching philosophy and perceptions of student-athlete development through sport.

Data Analysis

All of the interviews were transcribed verbatim and subjected to an inductive-deductive content analysis (Miles & Huberman, 1994). This type of analysis allows researchers to identify themes which have been identified in past research, while including the important ideas and themes that emerge inductively from the responses of the participants. Petitpas et al.'s (2005) framework was used to guide the deductive analysis. This framework was used in order to deduce whether or not teacher-coach responses share similarities with a positive youth development framework that has been shown to have success in the development of life skills in participating youth (Camiré, Trudel & Forneris, 2009). To complete the inductive-deductive content analysis an iterative process was used. The researcher first read through the transcripts to become familiar with the data. A second read of the transcripts was conducted and during this read the researcher wrote notes alongside the left hand margin to highlight responses related to the purpose of the research. A third read through was completed and throughout this read the researcher made notes regarding emerging themes. A fourth and final step was taken to organize the themes and incorporate the quotes to support the themes. To enhance the trustworthiness of the data a second researcher

To enhance the trustworthiness of the data an external evaluator reviewed the data and the data analysis notes to determine whether the same conclusions were drawn as compared to the initial analysis (Neuman & Robson, 2012). The external evaluator in this research was a professor familiar with qualitative analysis. Based on the analysis there were no discrepancies observed. Identification codes were created to guarantee confidentiality of participants' identity. Each teacher-coach was identified by order of the interview. For example, a teacher-coach that was interviewed third was denoted as Teacher-coach C.

Results

Five themes regarding teacher-coaches' perceptions of student-athlete development through participation in high school sport emerged from the data analysis. First, high school sport provides an opportunity for students to experience success. Second, high school sport helps to build relationships and a sense of community.the teacher-coaches build positive relationships with student-athletes. Third, high school sport can lead to an increased sense of community. Fourth, the 'student' in student-athlete is the priority and therefore the focus is on developing the person and not just the athlete. Fifth, teacher-coaches believed that the student-athletes learn a number of life skills through their experiences in high school sport. Finally, teacher-coaches recognized that the life skills learned in high school sport can be transferred to other contexts. Each of these themes is discussed in further detail below.

Opportunities for Success

A number of teacher-coaches discussed how they believe that the context of high school provides an opportunity in which students can engage and experience success. As one teacher-coach explained "My focus is more on the experience they have...it's high school sport, not an Olympic sport. I don't want to turn kids off of activity...I think it's very important to keep people engaged more than anything. (Teacher-coach J). Another teacher-coach elaborated on how he believes that high school sport allows for students to experience success:

> I think it's the best form of student success there is. The ministry can spend lots of money on studies and classroom initiative. Ultimately, student success is best shown on the field and in sports, in my mind. I mean you can make model citizens through a motley crew. You can teach them how to behave, excel, you can teach them team work. I mean it's more than what you can do in the classroom. (Teacher-coach E)

High school sport was also discussed as a context that allows students to put forth effort and the importance of creating an environment where students can feel comfortable enough to try but to also learn from mistakes.

> As long as you are willing to put in an effort and work hard, then there is a place on the team. It's not just about elite athletes, is about all athletes. Not just the club one, the true high school athlete is just as important, and what they put into it is what they'll get out of it. (Teacher-coach B)

Another teacher-coach further elaborated that she tries to create an environment in which the student-athletes can succeed as well as learn from mistakes as they prepare for their transition out of high school.

> Do your best, try your best. My goal is that they want to be at a certain place to get ready for the next step after high school, so I try and model what the next step is going to be like, but at the same time to give them a chance to fail, and repeat themselves to learn from the experience. (Teacher-coach K)

Furthermore, teacher-coaches discussed at length their belief in high school sport being a form of reward for effort in school and not only grades. Teacher-coaches believed that students having difficulty in school should not be removed from participation if they were still participating in class and completing their work. The rationale provided was that participation in sport is what, in most cases, was keeping the student engaged.

> We used to have some great arguments with some of the teachers because the teachers would say to a kid, ‘if you don’t pass this test then you won’t play basketball tonight.’ And then I would have to have a conversation with that teacher and say ‘One, that’s not your call. Two, that’s not true. If he’s going to class, and he’s handing in assignments, then he can play. Now, if there is a danger that he isn’t going

> to pass because of his basketball responsibilities, then we will have a talk, and adjust his basketball responsibilities.' I don't feel its right to take a student away from the only thing that he's successful at. And if you do that, then what hook have you got?" (Teacher-coach C)

Another teacher-coach further explained: "Students should be allowed to continue to participate in team functions in order for that student to continue to be able to benefit from the positive activities with positive peers and role models. This way students are kept engaged" (Teacher Coach A).

Teacher-coach responses provided insight of their belief in the importance of having struggling academic students to remain part of the team membership and be included in practices and games. Teacher-coaches contribute to this mentality through responses stating that it is within this athletic context these student-athletes would be surrounded by positive role models and could learn ways to enhance their own school performance.

> I'm a firm believer of the approach that kids who are student-athletes pick up good habits. It sounds funny, but they start hanging around like minded-kids. So, you'll have them sometimes do homework before practice, or on the road, if you're on a road trip (Teacher-Coach C)

Opportunities for Build Relationships and a Sense of Community

Many teacher-coaches expressed the importance of the extra time spent with students due to being a coach and that their role as a coach within the school allows students to interact with teachers outside the traditional classroom setting. "You get to know, and interact with students in the sports, and then you get to interact and know the students in the classroom as well" (Teacher-coach C). Teacher-coaches explained how "classrooms tend to be a lot more formal, on a team, because it's a smaller group, the experiences are a little

different" (Teacher-coach G).

Teacher-coaches believed that their willingness to volunteer to coach fosters stronger relationships with students: "I try to get to know my athletes a little better because, you can't treat everyone the same, because everyone comes from different backgrounds, so I try and get to know their backgrounds" (Teacher-coach F).

Teacher-coaches further explained the importance of building trust and creating a comfortable environment for their athletes and because of this trust be able to help students during difficult times. "I always believe that if you build those relationships...then they may be comfortable about bringing up issues in school, with girl friends, issues at home." (Teacher-coach D). Another teacher-coach explained:

> "I like to keep a really teacher/student relationship between them, but there have been times where students have needed to talk and we've sat down and discussed certain things and situations. It's been really good actually" (Teacher-coach G).

Many of the teacher-coaches talked about how high school sport is more than building individual relationships with student-athletes because it also fosters a sense of community. As one teacher-coach noted "Extracurricular activities are so valuable to the culture of the school" (Teacher-coach D). Later in the interview this teacher-coach further elaborated on how high school sport creates a sense of community within the school.

> You also develop a relationship with custodial people as well. You develop relationships with people of all levels throughout the school building.....you are connecting with a population that you might not get a chance to meet in the classroom or in the office...The pride of the building. Everyone in life needs to be able to identify with something. Sometimes kids struggle with "what do I identify

with?" and if you allow them the opportunity to be an athlete or a fan. It's amazing to the pride and culture to the school (Teacher-coach D).

Student is priority in Student-Athlete

The teacher-coaches in this study all shared the same vision that high school sport participants are "students first and athletes second." (Teacher-coach G). They believed that emphasizing this to students helps direct student focus on skill development over game outcome expectations. Teacher-coaches also explained that doing so helps fulfill a responsibility to ensure that the high school athletic program is contributing to their academic experience: "They (the students) need to know that they have to stay on top of their academics" (Teacher-coach G). Another teacher-coach expanded on how it is the teacher-coaches' responsibility to ensure that they prioritize student development over athlete development.

> You have to make it your business. That you are aware of their attendance, that you are aware of their behavior, whether you are aware that they are doing what they should be academically speaking. Student-athlete, not athlete-student. You have to take care of the student aspect first. Sometimes you need to say, 'as much as I need you today, I need you to take care of the student part first.'" (Teacher-coach D).

These teacher-coaches recognized the importance of the student-athletes academic achievement and worked with teachers to ensure students had extra support if they were failing in any of their classes: "We have a policy that if they are failing, they are usually suspended from team play, but they can come to practices. We have sessions after school where they can go to that room rather than practice so that they can get caught up" (Teacher-coach K).

It was also noted by some of the participants that teacher comes before coach. “I’m a firm believer in a ‘teacher-coach’ and a ‘student-athlete’ and I think they’re mutually supportive of each other from the approach with that perspective. You are a teacher first, and they are a student first” (Teacher-coach C). Another teacher-coach further explained:

> I guess because I'm their teacher before their coach. If you're not at school, don't come to my games. Its school first and then sports next. It’s extra-curricular. You know if a kid came up to me and said I can't come to practice because I've got a lot of school work, they won't get an argument from me (Teacher-coach J)

Opportunity to Develop Life Skills

Teacher-coaches perceived high school sport as a context that helps student-athletes develop a number of life skills. The following quote exemplifies many of the comments teacher-coaches made throughout their interviews.

> For me, sure winning is nice, and you don't like to lose, but it’s not as important as, are the kids learning, are they developing, and are you providing them the opportunity to develop individually. I think it just gives them so many opportunities to be part of a group, and learn group dynamics. You learn about commitment, dedication, teamwork. In the work place, teamwork nowadays is so important. Knowing what your role is, and for filling your roll. Helping others out when their having difficulties with theirs. Just learning the skills about being a good person. (Teacher-coach G)

With regards to specific skills teacher coaches discussed how they worked with their athletes to develop a number of skills such as commitment, leadership, time management, confidence, and respect.

> The other important thing is the concept of commitment. Regardless what you do in life, whether it's a course, or marriage, if you have developed the ability to commit and see things through, then great things will happen. Perseverance, there is no substitution for hard work. (Teacher-coach D)

Another teacher-coach shared:

> Once we have a good skills base, and a commitment to a set of goals for the team then we will start to worry about whether or not we are going to win anything. To the nth degree, you would like to have them show a commitment to doing things the proper way, and a commitment to the group. (Teacher-coach C)

Teacher-coaches also talked about leadership and providing opportunities to practice their leadership skills.

> Opportunities of leadership. Sometimes kids come in with a lot of experience and confidence in that field, while others not so much when it comes to taking on those roles. And I don't mean team captain, but I mean giving support and when the coach is done talking they're going on the floor, the kids will make comments to each other such as "you did great" and encourage each other. (Teacher-coach G)

On the other hand some teacher-coaches discussed the importance of time management skills.

> Time management. Kids at the start of the year say 'I can't do this, I can't do that' and I would say 'Yes you can'. You can manage your time and make everything will work... we would see that their marks were improving, because there would be improvements in their time management skills. (Teacher-coach D)

Furthermore, teacher-coaches talked quite a bit about confidence and building confidence; "You have to build confidence with them, because a lot of them are afraid to

compete or they get nervous. Encourage them to encourage each other. Not just on your own team, but on the other teams. That's just as important" (Teacher-coach B). Another teacher-coach shared how he really works to increase the confidence of the student-athletes.

> I find ways to get them to believe in themselves. I try and find ways to know that I have faith in what they are going to do. That I'm not going to be yelling at them if they make a mistake, to give them confidence and room to make mistakes, but that I do expect them to work hard and get better at what they do. (Teacher-coach G)

Ultimately, the majority of the teacher-coaches discussed developing respect. One teacher-coach explained that respect is the main life skill that he focuses on "Probably to be respectful. To officials, each other, other teams, classrooms. It can transcend into the class room and community and everything" (Teacher-coach E). This was supported by comments from another teacher-coach who shared "Respect. I say this at the beginning of every semester. Respect me, respect your classmates, and respect the school. The promotion of a respectful learning environment" (Teacher-coach F). Moreover, one teacher-coach discussed the importance of teaching respect but also about respecting the student-athlete in return.

> Being a competitor, but at the end, shaking everyone's hand and congratulating those who deserve it...I always make an extra effort to treat people with respect...One of the biggest things I discuss with my younger students is about respect. I make a conscious effort to get them to treat others with respect and for me to treat them the same way. (Teacher-coach H)

Related to development of the student-athletes, the majority of teacher-coaches also discussed how they wanted to create an environment that fostered lifelong sport participation as opposed to a focus only on athletic performance. One teacher-coach shared: "The whole thought of fitness is a life time activity. Fitness is a life style" (Teacher-coach B). While

another coach explained: “I’m definitely a CSFL (Canadian Sports For Life) mind set. I would rather see students develop into a life participant then try and make a national team (Teacher-coach C). A third teacher-coach recognized the balance of developing athletes with lifelong sport participants.

> I think people become better decision makers and better citizens through participating in sport. I believe that there is ongoing need for championships and developing athletes to be the best they can. But I also believe the value of promoting lifelong activity. We need to develop this idea that ‘activity should be part of your emotional, social, physical well being and life. (Teacher-coach D).

Transference of Life Skills

The teacher-coaches in this study recognized how the life skills learned in high school sport would help the student-athlete succeed in other contexts; “Whatever you are doing in life, this can be useful. Playing on a team, basketball, whatever, because you have to be prepared” (Teacher-coach F). Some teacher-coaches explained how they worked with the student-athletes to use the life skills, such as respect, in the classroom with their other teachers.

> I guess in a lot of cases it’s the respect thing. Like if they have to get out of class early, they have to be quiet and communicate with their teachers, who have come up to me and told me that they really appreciate...respect can transcend into the class room and community and everything. (Teacher-coach E)

However, few teacher-coaches stated that they intentionally teach student-athletes about how to transfer these life skills and that they hoped that the life skills learned would transfer on their own. As one teacher-coach noted, “It's about learning from your experiences

whether it be good or bad. Hopefully, they will take their messages with them into their future endeavors" (Teacher-coach B).

Discussion

This research study sought to gain an understanding of the perceptions teacher-coaches have regarding student-athlete development as a result of participating in high school sport. The results of the current study suggest that teacher-coaches have an understanding of how critical it is to create a positive context for their student-athletes in order to enhance their development. More specifically, teacher coaches seemed to emphasize the opportunities youth have to achieve success in high school sport, as well as social opportunities to develop a sense of belonging or community. The teacher-coaches also perceived to be able to develop positive relationships with student-athletes. In addition, teacher-coaches placed a very strong emphasis on the student in student-athlete and emphasize skill development over a win at all cost approach. Finally, the teacher-coaches discussed fostering the development of a variety of life skills and the potential for these life skills to transfer to other domains. These results are consistent with past research that has shown that high school sport can be a compatible context in which life skill development can be facilitated under the proper instruction and supervision (Camiré, Forneris, Trudel, & Bernard, 2011; Camiré, Trudel & Forneris, 2012). Moreover, it appears, based on the framework developed by Petitpas and colleagues (2005) it appears that the high school sport system in Ontario is perceived as fostering the psychosocial development of youth. The following sections provide a more in-depth discussion of the results in relation this framework and past research.

Context

Petitpas et al. (2005) assert that in order to enhance the psychosocial development of youth, program leaders and coaches need to provide youth with an environment in which they can participate freely and feel valued among the others involved in the program. The teacher-coaches in this study demonstrated an understanding of how important it is to provide a positive sport context and discussed how they worked to create an environment that helped the all student-athletes experience success. Many of the teacher-coaches explained that they intentionally try to engage as many students as they can in order to foster feelings of belongingness and confidence throughout their entire team. Teacher-coaches also stated that they strive to create a comfortable environment for student athletes to feel confident in their abilities enough to take risks, experience challenge, learn from mistakes and experience success. These findings are consistent with how other researchers suggest the sport context and how it should be tailored to enhance youth development (Danish et al., 2004; Petitpas & Champagne, 2000; Poinsett, 2006).

Unique to the context of high school sport is the relationship between sport participation and academic achievement. Many teacher-coaches stated that they feel it is counterproductive to take students who may be struggling in the classroom away from what may be the only context where they are having success. Many of the teacher-coaches explained being able to participate in school sport should be based on academic effort rather than grades, as for some students, athletics may be the only thing keeping them engaged in school. In addition, the teacher-coaches believed that the student-athletes on their teams who perform well in school are positive role models for those students who may be struggling and as a result the students can learn effective study habits from each other. The researchers are not aware of any research that has examined this issue. Therefore, it is recommended that future research explore how the opportunity to stay engaged in sport due to academic effort

as opposed to grades may lead to increased school engagement as well as how student-athletes can develop positive academic skills through their engagement in sport as a result of being surrounded by positive peer role-models.

External Assets

Although creating a positive context is central to youth development a number of researchers assert that without caring individuals and a sense of community it is unlikely that youth will thrive (Benard, 1997; Eccles & Barber, 1999; Perkins & Noam, 2007; Petitpas et al., 2005). Petitpas et al., 2005 assert that effective caring adults are those individuals who have positive expectations for youth and who maintain regular involvement in their lives over time. The teacher-coaches also talked a lot about the relationships they built with the student-athletes that went beyond sport and transcended into the classroom. The opportunity for numerous interactions in both sport and the classroom over the course of the school year was perceived as helping to strengthen the relationships and trust they developed with the student-athletes. It is believed that students are aware of their teacher counterparts volunteering their own time in order for them to have an athletic team, which in turn generates a sense of respect toward the teacher-coach which may not have developed through the classroom alone. Teacher-coaches also discussed developing a higher level of trust and comfort with their athletes where students have confided in their coaches during times of difficulty. As mentioned above such relationships are critical to facilitating positive youth development (Petitpas & Champagne, 2000).

Internal Assets

In the current study, teacher-coaches believed that high school sport should emphasize holistic development, which is consistent with the mission statement of OFSAA. Petitpas and colleagues (2005) outline that along with providing a safe and supportive

context that includes important external assets programs also need to teach life skills, internal assets, to foster development. It was evident from the teacher-coach interviews that they expect the student-athletes to make a commitment to both school and sport and that they hold high expectations for them to achieve in both of these settings.

In support of this focus on holistic development the teacher-coaches provided many examples of how they intentionally try to foster the development of various life skills such as teamwork, communication, commitment, leadership and respect. These findings are consistent with previous work in which student-athletes perceived the experience of high school sport as helping them develop a number of life skills (Camiré & Trudel, 2010; Camiré et al., 2012).

PYD researchers report that it is not enough to teach life skills; external assets in programs need to help youth transfer these life skills into other domains Danish et al, 2004; Holt, 2008; Petitpas et al., 2005). The teacher-coaches in this study did recognize the importance of having youth transfer the life skills they were learning and some of the teacher-coaches discussed how they tried to encourage the youth to transfer these skills, particularly respect. Many of the teacher-coaches explained how the communicated to their student-athletes the importance of being respectful within the sport context and also how that respect needs to transcend out of sport and in particular into the classroom. However many of the teacher-coaches did not develop specific opportunities to help student-athletes transfer life skills and hoped that they would transfer automatically. Therefore, it is recommended that more research as well as applied work focus on understanding mechanisms and strategies that teacher-coaches can use to help student-athletes transfer the life skills they learn through high school sport.

Limitations

Although this study provided insight into teacher-coaches perceptions of student-athlete development it is not without its limitations. First of all, due to the requirements of the ethics board, OFSAA administration was responsible for selecting the teacher-coaches to participate in the interviews and may therefore have been biased in seeking out teacher-coaches that support OFSAA's approach toward high school athletics. Second, the study focused on self-reported perceptions of student-athlete development and therefore more research is needed to examine actual developmental changes resulting from participation in high school sport. Third, this study only focused on the perspectives of teacher-coaches. Although there has been some initial research with other stakeholders within the context of high school sport (Camiré, Trudel & Forneris, 2012) further research is needed to gain a richer understanding of student-athletes development through their participation in high school sport.

Conclusion

Despite these limitations, this study did produce some unique findings towards a better understanding of student-athlete youth development through high school sport. High school sport was viewed as a context that allowed students the opportunity to experience success. Teacher-coaches place a strong emphasis on the development of the individual as opposed to the athlete and fostered this development by creating strong relationships with them and facilitating the development of a number of life skills. In sum, based on Petitpas et al.'s (2005) framework for sport programs that foster the psychosocial development of youth this research indicates that teacher-coaches are strong external assets for student-athletes who create a positive context and help student athletes develop a number of life skills.

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General Discussion and Conclusions

The general objective of this research project was to study the motives teacher-coaches have for taking on a dual role and their perceptions of student development through participation in high school sport. Qualitative interviews were used to acquire rich data and to provide teacher-coaches the ability to express their opinions and provide examples of their experiences.

One purpose of this research was to gain an understanding of the position of dual role teacher-coaches in Ontario. Results indicated that all teacher-coaches participated in high school athletics while growing up and consider this time as a pivotal life experience. Many of them shared that high school sport represents their fondest memories of their high school experience. The teacher-coaches emphasized the relationships they created with their peers, teacher-coaches, and other faculty members through their athletic participation. Furthermore, teacher-coaches explained that this pivotal life experience influenced their decisions to pursue a future in education and to become a teacher-coach.

The teacher-coaches in this study had a number of motives for taking on the dual role of teacher-coach, some of which are related to the positive influence of high school sport in their own lives. For example, many of the teacher-coaches wanted to take on a dual role because they wanted to give back to the high school sport community. They appear to have a sense of need to ensure that the opportunities afforded them through their participation in high school sport are still offered to today's students.

Another motivational factor teacher-coaches discussed was being able to foster relationships with students and contribute to a sense of community at the school. Interestingly this research showed that the opportunity to build stronger relationships with students was a motivator for becoming a teacher-coach but also a focus of their coaching

philosophies and perceptions related to positive youth development. The teacher-coaches in this study recognized the importance of developing respectful and trusting relationships with student-athletes. Furthermore, several teacher-coaches discussed that through coaching they develop a better understanding of the students they teach during the day, which can contribute to more successful communication both in the classroom and throughout the school. It was believed that ultimately these relationships led to an increased sense of community within the school and a greater respect and appreciation from students.

Based on the data it was evident that a strong, if not the strongest, motivator for these teacher-coaches for taking on a dual-role was to have a positive impact on student development. Similar to the focus on developing relationships with students, having an impact of student development was a motivator for becoming a teacher-coach but also a focus of their coaching philosophies. The teacher-coaches spoke many times throughout the interview that the development of the students was what was most important to them. They discussed how engaging the students, providing them opportunities for success, prioritizing student over athlete were more important than winning. Teacher-coaches recognized that their primary role was being an educator which supports the OFSSA mission statement of "Education Through Sport" (OFSSA, 20011). This development focus that the teacher-coaches had in this study helps to understand the perceptions the teacher-coaches had related to life skill development. The teacher-coaches discussed how they work to foster the development of a variety of life skills in their student-athletes such as confidence, teamwork, time management, commitment, leadership and respect.

Moreover, the findings discussed above may be explained by the fact that the teacher-coaches in this study had parallel teaching and coaching philosophies. The teacher-coaches explained the similarities between teaching and coaching and discussed maintaining an

educational emphasis in contrast to a more competitive win-at-all costs approach. More specifically, the themes of respect, commitment and building confidence were echoed between the coaching and teaching philosophies.

Another finding of this study was that teacher-coaches attribute a large part of their occupational enjoyment to their coaching responsibilities. Teacher-coaches explained that the opportunity to work with students outside of the classroom setting allows them to develop better communication strategies which in turn can creates a more comfortable environment in both the classroom and in the sport context. Teacher-coaches also discussed their delight with the opportunity to continue their own participation in athletics, as many describe being a driving factor for becoming a teacher. These unique opportunities seem to increase teachers overall job satisfaction, and in some cases, is the activity they look forward to the most in their day. This finding is contradictory to past research that has examined the dual role of teacher-coach using role theory and found that teacher-coaches can experience role conflict (Konukman et al., 2010; Richards & Templin, 2012; Templin & Anthrop, 1982). However, our findings do support recent findings from the work of O'Connor and MacDonald (2002) who found that role theory may not be the most appropriate theory to understand role conflict for teacher-coaches as it does not does not consider contextual cues, and more importantly, does not support situations where conflicting roles can be both mutually supportive. Given that the teacher-coaches in this study appear to be able to approach both their teaching role and their coaching role with the same philosophy it may be that they perceive these roles as supporting one another. However, it should be noted that this particular aspect was not specifically examined in this study and future research is needed to better understand whether teacher-coaches experience these different roles as supporting one another.

It was not surprising that the teacher-coaches discussed having to make personal sacrifices to manage the commitments of a dual-role. This supports some of the findings from past research related to role conflict. However, with the teacher-coaches in this research is appears that the role conflict and sacrifices are not between the two occupational roles of teacher and coach but are between the dual role of teacher-coach and personal roles such as spouse, partner, mother and/or father. This potential conflict requires further research and has emerged as a direction for future research.

A second purpose of this research was to understand teacher-coach perceptions on student development through participating in high school sport. Past research has focused on sport as a potential medium to facilitate positive youth development (Danish et al., 2004; Holt, 2008). The framework that guided this research was one developed by Petitpas and colleagues (2005) for sport programs that foster psychosocial development of youth. According to the results from this research high school sport is a context that can facilitate positive youth development. It appears that teacher-coaches from this study are focused on providing a positive context provide students an opportunity to experience success. In addition, the teacher-coaches explained that through their participation students interact with other peers, faculty and school employees and through doing so, teacher-coaches create a sense of community at the school.

According to Petitpas et al. (2005) youth need strong external assets with whom they can develop strong supportive relationships and who will provide appropriate opportunities and challenges for youth to develop. Based on the interviews with the teacher-coaches their priority as a coach was developing relationships with the students, helping to create a sense of community within the school and providing opportunities for the students to challenge themselves end experience success. Therefore, this research indicates that teacher-coaches

can be strong positive external assets and as explained above are creating a positive context through high school sport.

Teacher-coaches emphasized that the student be the focus in student-athlete. Interviewed participants elaborated on this theme by explaining that high school sport is still to be an educational experience, and that athletic domination is not the focus during their season. Teacher-coaches explain that although there is not a grade point average needed to be a member on a team, students do need to attend all classes and hand in all assignments in order to participate in game competitions. By instilling this rule, students are aware that they have a responsibility to their academics in order to continue participation on their athletic team/club. Teacher-coaches also provide examples where student-athletes begin to work together with their homework, and in some cases can develop better work habits toward their academics through participating with other high school athletes.

Petitpas et al. (2005) also emphasize that a positive context and strong external assets are not sufficient and that the external assets involved in sport programs must also intentionally teach life skills, internal assets. The results from this study did indicate that teacher-coaches believe that they are developing a number of life skills (e.g., confidence, time management, commitment, leadership). These results are consistent with past research that has found that high school sport can foster the development of life skills (Camiréb& Trudel, 2010; Hansen, Larson, & Dworkin, 2003; Marsh & Kleitman, 2003). However, in addition to teaching life skills researchers assert that youth need to be taught how to transfer the life skills to other domains (e.g., school, work) (Danish et al., 2004; Gould & Carson, 2008; Petitpas et al., 2005). Although the teacher-coaches in this study recognized the importance of the transference of life skills and had observed student-athletes transferring the skills only a couple of teacher-coaches shared that they intentionally teach transfer.

Therefore, future research is needed to understand how teacher-coaches may be able to facilitate this transfer of life skills.

Finally, Petitpas et al. (2005) include a fourth component in their framework which is research and evaluation. This research represents this last component and demonstrates how this component is critical in furthering our understanding of positive youth development through sport. Without such research it is difficult to understand how sport may or may not be fostering the development of youth and the areas in which both researchers and practitioners need to work to enhance sport as a developmental context.

This research has provided insight into the world of teacher-coaches, however, some limitations should be acknowledged. First, OFSAA administrators were responsible for the recruitment of the teacher-coaches who participated in the interviews. Those selected may have biases toward the OFSAA approach to high school athletics, which is directed toward the development of successful contributing members of society. Second, the teacher-coaches in this study had a wealth of experience with the dual role and the majority of them had more than 20 years of experience coaching in high school sport. Therefore, this study may not be a good representation of young teacher-coaches just starting into the profession. Third, this study focused on the perceptions of teacher-coaches and therefore future research that incorporates other methods such as observation and additional stakeholders may help provide a more comprehensive understanding of whether and how much the context of high school sport may be contributing to youth development. Fourth, a relatively small sample of participants (n=12) were asked to participate in the interviews which limits the ability to generalize the results.

In sum, this research did produce some unique findings related to the dual role of teacher-coach and a better understanding of student-athlete youth development through high

school sport. The first interesting finding pertained to the pivotal role that participating in high school sport had on the teacher-coaches and their decision to take on the dual role. This pivotal life experience may potentially begin a chain of events that leads teacher-coaches to enter the field of education and take on a dual role of teacher-coach and the desire to give back to the high school sport community by working to enhance the development of student-athletes. The teacher-coaches strongly emphasized the development and fostered this development by creating strong relationships with them and facilitating a number of life skills such as commitment, leadership, time management and respect. In sum, based on Petitpas et al.'s (2005) framework for sport programs that foster the psychosocial development of youth high school sport is an important context and it appears that teacher-coaches are strong external assets who create a positive context and place an emphasis on life skills development.

Furthermore, the focus on development may be partly explained by the parallel teaching and coaching philosophies that the teacher-coaches developed. These parallel philosophies may also explain the lack of role conflict they reported between being a teacher and being a coach. However, another type of role conflict may still be experienced by teacher-coaches and that is a conflict between being a teacher-coach and being a spouse, partner, mother and/or father. Although, it is important to recognize that despite the additional time requirements and responsibilities, all of the teachers interviewed stated that their position coaching high school sports increases their overall job satisfaction. Moreover, teacher-coaches unanimously agreed that coaching was something they looked forward to each day. In sum, it appears that, despite a few challenges, teacher-coaches receive a lot of enjoyment and experience a great deal of pride in helping students grow and develop into successful members of society.

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Appendix A
Teacher-coach Consent

Consent Form

Title of Project: An examination of student-athlete and coach experiences in high school sport

Researcher: Robert Williamson, Masters student, School of Human Kinetics, University of Ottawa, _____, _____.
Supervisor: Dr. Tanya Forneris, associate professor, School of Human Kinetics, University of Ottawa_____,
_____.

Purpose of the Study: The purpose of this research is to examine the perceptions of how having a dual role as a high school teacher-coach may have an impact on teacher and coach practices.

Participation: If you choose to participate in this study you will be invited to participate in an interview that will take approximately 40 minutes to complete.

Risks: I do not anticipate any negative effects during or following participation in this project.

Benefits: By expressing your own opinions about having a dual role as a teacher and coach we will be able to better understand how teacher-coaches balance the demands of this dual role and what resources might help teacher-coaches be effective in the classroom and with their athletes.

Confidentiality and Anonymity: Your anonymity will be protected. Apart from this consent form, your name will not be written on any documents. This consent form will be placed in a locked filing cabinet within a locked office. At the end of the project the data will be kept secure for a period of five years, after which all of the data will be destroyed.

Recording Procedures: The interviews will be recorded using a digital voice recorder. No identifying information, including individual names, will be recorded.

Voluntary Participation and Withdrawal: Your participation is completely voluntary. You may withdraw from the project at any time without penalty.

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If you have any questions regarding this research project you can contact me by e-mail at _____ or by phone at _____. For any questions regarding the ethical conduct of this project, you can contact the Protocol Officer for Ethics in Research, University of Ottawa, 550 rue Cumberland, Room 159, Ottawa, ON, K1N 6N5, (613) 562-5841 or ethics@uottawa.ca

Consent:

I have read this consent form and I understand the procedures of this research project. Also, I understand that my participation is completely voluntary and I may withdraw from the study at any time without penalty. My signature indicates my consent to participate.

_____
Name (Please Print)

_____
Date

_____
Signature

Appendix B

Teacher-Coach Interview Guide

Section A

1. When you were in high school did you participate in school sport? If yes, in general describe your experience.
2. How would you describe your experience with your coach?
3. Do you think your coach had an impact on you? In what ways? (Feel free to provide both positive and negative examples)
4. What would you say were the best/worst aspects of your high school sport experience?
5. Do you believe that your participation in high school sport contributed to your success as an adult? In what ways?
6. What led you or motivated you to coach high school sport?

Section B

7. What sports are you coaching currently?
8. In general describe your coaching experience? Years of coaching? Sports coached?
9. What skills/assets do you believe your athletes develop through their participation on your team(s)?
10. How do you think these skills/assets are developed?

Section C

11. Do you believe you have learned or improved any of your own skills be becoming a coach in high school sport? Explain.
12. How long have you been teaching at the high school level?

13. How long have you been teaching and coaching together?
14. What is it like to balance the demand of both schedules? In what ways?
15. What do you like about teaching and coaching at the same time?
16. What do you find difficult about teaching and coaching at the same time?
17. Does coaching increase the enjoyment of your teaching experience or vice versa? Explain.
18. In what ways has your experience has a coach impacted your effectiveness as a teacher in the classroom?
19. In what ways has your experience has a teacher impacted your effectiveness as a coach?
20. How do you think being a coach impacts the relationships you have with students in your classes?
21. How do you think being a teacher impacts the relationships you have with your athletes?
22. Any other comments, examples or ideas you would like to share?