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Teacher-coaches' influence on the global development of student-athletes:  
An examination of perceived dual role benefits and challenges

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Insight Development Grant

Special Thanks:



Teacher-Coaches

Teachers, by profession, who voluntarily take on a coaching roles at their school



## Two Phases

1. Exploratory Qualitative Study
2. Survey Study



## Phase One

25 teacher-coaches

Gender	Males (n = 20)	Females (n = 5)
Age	R = 25 – 56 years	M = 37 years
Teaching Experience	R = 1 – 30 years	M = 11.4 years
Coaching Experience	R = 2 – 25 years	M = 11.1 years



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 ORIGINAL RESEARCH

### Examining High School Teacher-Coaches' Perspective on Relationship Building With Student-Athletes

Martin Camiré  
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Adult leaders in sport can exert considerable influence on young athletes' development but this influence is mediated by the quality of the relationship that is formed between both parties. The purpose of the current study was to examine high school teacher-coaches' perspective on relationship building with student-athletes. Teacher-coaches (20 men, 5 women, Mage = 37.0 years, age range = 25–56 years) from Canada took part in semistructured interviews. Results indicated how the participants believed being both a teacher and a coach was advantageous because it allowed them to interact regularly with student-athletes. The teacher-coaches devised a number of strategies (e.g., early-season tournaments, regular team meetings) to nurture relationships and believed their recurrent interactions allowed them to exert a more positive influence on student-athletes than adult leaders in a single role. In terms of outcomes, the teacher-coaches believed their dual role helped increase their job satisfaction, positively influenced their identity, and allowed them to help student-athletes through critical family (e.g., alcoholism, divorce) and personal issues (e.g., suicide). The current study suggests that the dual role of teacher-coach is beneficial to both teacher-coaches and student-athletes. However, future work is needed, paying attention to how teacher-coaches can further nurture quality relationships with student-athletes.

Keywords: school, sport, job satisfaction, identity, development

## Intrinsic Motivation for Sport

"It's a different relationship, it's a bit closer. We're working hard together [in sport] because we want to. Kids have to take classes. No one has to play sport. They want to play sport. I don't have to coach, I want to coach"



### Increased Job Satisfaction

"On my birthday, my football players bought a cake that said 'happy birthday coach'. They had me wear a helmet and shoulder pads and sang me happy birthday. You know, they're the most testosterone guys in the school and they thought about getting me a cake. I had tears in my eyes because I never expected that"



### Crisis Prevention

"I had to go to the Children's Aid Society this weekend. I met with social workers who told me 'Listen, this kid is always talking about you, how do you think we can help him?' It blew me away. I didn't realize the impact I could have"



### Parental Figure

"I'm aware of at least six kids I know the father is not present. I can't tell you how many times it slipped and some kids called me dad by accident"



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Being a Teacher-Coach in Ontario High Schools:  
Challenges and Recommendations

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### Time Issues

"I coached girls' basketball, boys' basketball and they overlapped. I remember days showing up for practice at 6:45 and then having practice after school until 18:30. It's November so it's dark, I never saw the sunlight, it's really draining. I used to always get really sick at that time and it's all because of fatigue".



### Administrative Issues

"Coaching is becoming harder; it's just stupid red tape bull shit. Now it's a freaking package that is 16-17 pages thick. I've got to send it off and get it approved by the superintendent. It's just been mounting paperwork"



### Phase Two

National Survey of High School Teacher-Coaches



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Human Kinetics  
 ORIGINAL RESEARCH

### Profiling the Canadian High School Teacher-Coach: A National Survey

Martin Camiré, Meredith Rocchi, and Kelsey Kendellen  
 University of Ottawa

Each academic year, a large number of teachers voluntarily assume coaching positions in Canadian high schools and thus undertake the dual role of teacher-coach. To date, much of the scholarship on teacher-coaches has been conducted with small samples of participants and as such, the conclusions that can be drawn about the status of the Canadian teacher-coach are limited. The purpose of the current study was to profile the Canadian high school teacher-coach using a national sample. A total of 3062 teacher-coaches (males = 2046, 67%) emanating from all Canadian provinces and territories completed a questionnaire examining personal background and work conditions. Results indicated that aspects of teacher-coaches' personal background significantly influenced the benefits and challenges they perceived from coaching as well as the recommendations they suggested to improve their coaching experience. The recommendations put forth by the teacher-coaches to improve their work conditions must be earnestly considered by school administrators to ensure the long-term viability of the Canadian high school sport system, which is largely sustained by dedicated volunteers.

**Keywords:** coaches, youth sport, development, working conditions

Coaches play an integral role in the personal development of young athletes, a notion recently emphasized as an extracurricular activity, therefore undertaking the dual role of teacher-coach at their school (School Sport in the International Olympic Committee's consensus Canada, 2013). As such, a high school teacher-coach

*Descriptive Statistics for Personal Background Information*

Measure	Frequencies	
	n	%
<b>N = 3062</b>		
Age		
20s	392	13%
30s	962	32%
40s	1004	33%
50+	654	22%
Gender		
Male	2046	67%
Female	998	33%
Province		
Alberta	611	20%
British Columbia	439	14%
Manitoba	365	12%
New Brunswick	166	5%
Newfoundland and Labrador	82	3%
Nova Scotia	72	2%
Ontario	870	28%
Prince Edward Island	23	1%
Quebec	123	4%
Saskatchewan	300	10%
Territories	11	<1%

*Descriptive Statistics for Coaching Background Variables*

Measure	Categorical Variables	
	n	%
NCCP Trained		
Yes	2194	72%
No	790	26%
I don't know	78	3%
Reduced Teaching Load		
Yes	92	3%
No	2945	97%
Types of Team(s) Coached		
Boys	798	27%
Girls	628	21%
Both	1121	37%
Co-Ed	468	16%

*Note.* Percentages are the valid percentages for each frequency. Percentages are rounded, so they may not add up to 100.

*Descriptive Statistics for Perceived Teacher-Coach Benefits*

Benefits	Continuous Variables	
	M	SD
More Opportunities to Interact with Students	6.53	0.97
Get to Know More Students	6.08	1.33
Enhances Credibility Among Students	5.70	1.37
Affords High Level of Respect from Students	5.53	1.39
Maintains Productive Class Atmosphere	5.35	1.54
Gives a "Cool" Factor	4.87	1.69

*Note.* Range (1.00 - 7.00)

*Descriptive Statistics for Perceived Teacher-Coach Challenges*

Challenge	Is this a challenge?		Extent of Challenge	
	n (yes)	% (yes)	M	SD
Meeting Family Obligations	2412	90	5.80	1.43
Managing Time	2444	91	5.57	1.47
Managing Administrative Duties	2404	90	5.71	1.41
Arranging Transportation	2222	83	5.39	1.64
Maintaining Discipline	1829	68	4.85	1.81
Competing Against Community Teams	1724	64	5.01	1.90
Competing Against Sport Schools	1765	66	5.09	1.90
Cutting Students	2116	79	5.18	1.76
Dealing with Students Considered Entitled	2304	86	5.18	1.61
Dealing with Parents	2343	87	5.05	1.63
Accessing Coach Education	2149	80	4.79	1.70
Receiving Recognition	2155	81	4.71	1.83
Receiving Support from Colleagues	2233	84	4.60	1.88
Receiving Support from the School	2210	82	4.69	1.76
Students Crossing Professional Boundaries	2010	75	4.24	1.71

*Note.* The frequencies and percentages under "is this a challenge" refer to the percentage that endorsed that it was (said yes). Range for the extent of challenge (1.00 - 7.00)

*Descriptive Statistics for Teacher-Coach Recommendations*

Initiative	Usefulness of Recommendation	
	M	SD
Having Schools Cover Coach Education Fees	6.45	1.08
Recognizing Coach Education as PD	6.28	1.27
Having PA Days for Coach Education	6.26	1.27
Being Compensated in Time	6.00	1.58
Receiving more Resources from School Boards	5.87	1.59
Designating Sport Administrative Assistants	5.61	1.74
Integrating Sport in the School Curriculum	5.47	1.74
Accessing Internet Coach Education	5.40	1.82
Reducing Administrative Duties	5.35	1.78
Being Compensated Financially	5.31	1.99
Having a Daycare on School Premises	3.54	2.39

Note. PD = Professional Development; PA = Professional Activity; Range (1.00 - 7.00).

## Study 2

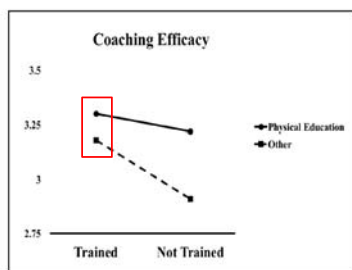
A Comparative Analysis of Physical Education and Non-Physical Education Teachers who Coach High School Sport Teams

(*International Journal of Sports Science & Coaching*, in press)



### NCCP Training ➡ Coaching Efficacy

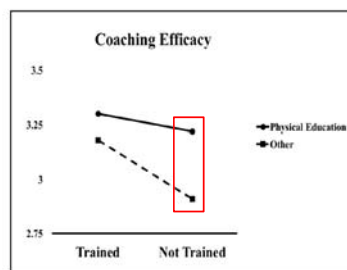
*Interaction between Teaching Area and NCCP Training Status on Coaching Efficacy*



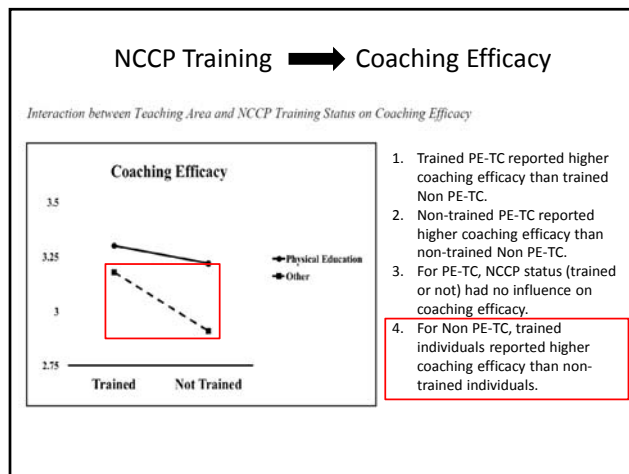
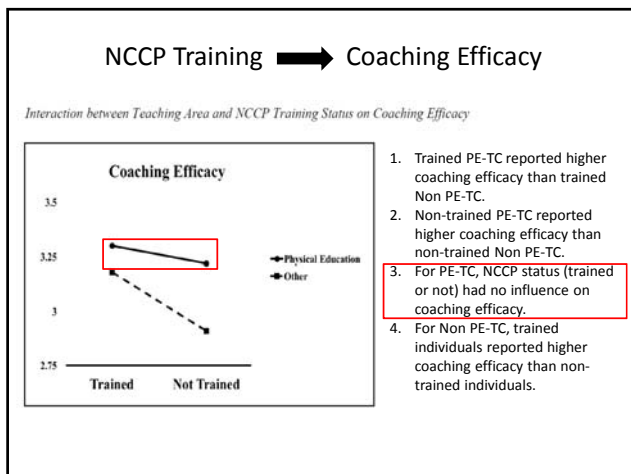
1. Trained PE-TC reported higher coaching efficacy than trained Non PE-TC.
2. Non-trained PE-TC reported higher coaching efficacy than non-trained Non PE-TC.
3. For PE-TC, NCCP status (trained or not) had no influence on coaching efficacy.
4. For Non PE-TC, trained individuals reported higher coaching efficacy than non-trained individuals.

### NCCP Training ➡ Coaching Efficacy

*Interaction between Teaching Area and NCCP Training Status on Coaching Efficacy*

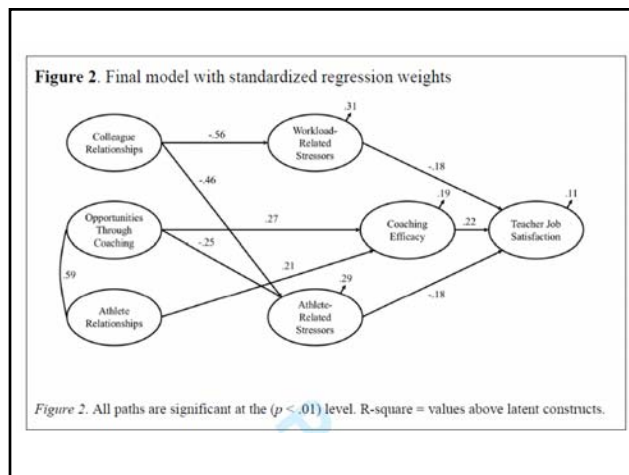


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## Study 3

The Contribution of Extracurricular Coaching on High School Teachers' Job Satisfaction  
*(Educational Psychology, submitted)*



### Implications



For high school teachers, coaching sports benefits relationship development with students.



Teachers feel more efficacious coaching when they are properly trained, especially those without a PE background.



For high school teachers, coaching sports creates new responsibilities and consequently new challenges to manage.





Despite the challenges, coaching high school sports increases teachers' overall job satisfaction.



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Thank You!

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