

ABSTRACT

CAULEY, WILLIAM ROBERT, III. Beginning Teachers that Coach High School Athletics: A Case Study. (Under the direction of Dr. Lance Fusarelli.)

The author entered the teaching profession with content knowledge in history. Coaching interscholastic athletics helped the author relate content knowledge to students. Coaching made the author a better teacher, and helped the author stay in the profession, and coaching may help others remain in education as well.

This qualitative case study will examine the experiences of six teacher-coaches in North Carolina Public Schools. These teachers are in their first five years of coaching and teaching in North Carolina. The study will address the issue of teacher recruitment and retention and how athletic coaching influences the decision of beginning teachers to remain in the teaching profession. Individual interviews and field observations will be conducted to target the experiences of these teacher-coaches on the athletic fields and in the classroom. Responses will be coded in order to establish commonalities among the experiences of these beginning teachers.

Beginning Teachers that Coach High School Athletics: A Case Study

by
William Robert Cauley III

A dissertation submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the degree of
Doctor of Education

Educational Leadership

Raleigh, North Carolina

2011

APPROVED BY:

Lance D. Fusarelli, Ph.D.
Chair of Advisory Committee

Kenneth H. Brinson, Jnr., Ph.D.

Kevin P. Brady, Ph.D.

V. William DeLuca, Ed.D.

DEDICATION

This project is dedicated first and foremost to my wife, Sheryl, and my three kids, Caitlin, Will, and Erin. In the words of Bryan Adams, “Everything I do, I do for you.” I also dedicate this to all the interscholastic coaches who toil tirelessly in anonymity while trying to provide for their students. Finally, this is for the student-athletes that are positively impacted by their experiences on the playing fields of high school athletics.

BIOGRAPHY

Robbie Cauley grew up in eastern North Carolina and graduated from Dixon High School in Onslow County. Robbie earned a B.A. degree from North Carolina State University. He attended the University of North Carolina at Wilmington to obtain teacher licensure in secondary social studies. He obtained a M.Ed. from the University of North Carolina at Wilmington. Robbie has worked in education as a teacher, coach, school administrator, and curriculum director during a career that has spanned three districts in North Carolina. He is married to the former Sheryl English and they have three adult children, all of whom attended North Carolina State University.

ACKNOWLEDGEMENTS

This project has been accomplished with the additional help and support of many individuals. Each person provided support in various capacities, including financial, moral support, direction, and knowledge.

The faculty of North Carolina State University has always been supportive and gracious with their time and knowledge. I especially thank Dr. Lance Fusarelli, Dr. Kevin Brady, Dr. Kenneth Brinson, Dr. William DeLuca, Dr. Tamara Young, and Dr. Bonnie Fusarelli.

The faculty and staff at Burgaw Middle School, Pender High School, and Pender Early College High School have been kind and understanding while I have been “gone to Raleigh again.” I am grateful for the efforts of Donna Redinger, Henry Roberson, Kenny Keith, Darren LaFon, and Emily Baker.

My family has paid for all of this with cash contributions in addition to the sacrifices made while I was slowly typing away, either at home or at school, and while I was driving back and forth to campus for the last several years. They have not stopped believing, so I have been able to move forward. I could not have completed this without their help. My family members, who I am proud to acknowledge, include Sheryl, Caitlin, Will, and Erin Cauley, Bill and Brenda Cauley, Teresa Cauley, W.C. and Helen English, Waitus and Kathy English, Vann and Angela English, and Ivey, Clancey, Elizabeth, and Sarah.

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION	1
Introduction.....	1
Purpose of the Study.....	9
Definition of Terms	9
Significance of the Study.....	10
Overview of Approach	11
Organization of the Study.....	12
CHAPTER TWO: LITERATURE REVIEW.....	14
Introduction.....	14
Teacher Recruitment and Retention.....	16
Beginning Teachers.....	27
Athletics.....	31
Summary.....	39
Introduction to Methodology	40
CHAPTER THREE: METHODOLOGY	41
Introduction.....	41
Research Approach	41
Research Question.....	43
Theoretical Perspective	43
Case Study Methodology.....	45
Site Selection and Sample	46
Data Collection and Analysis.....	49
Research Validity and Reliability	52
IRB Issues	54
Subjectivity Statement.....	54
Limitations of the Study	56

Summary of Chapter	58
CHAPTER FOUR: FINDINGS AND ANALYSIS.....	59
Introduction.....	59
Overview of Sample.....	60
Coach Lynn.....	63
Coach Carroll.....	68
Coach Roberts.....	76
Coach Vann.....	83
Coach Morley.....	91
Coach Earle.....	97
Field Observations.....	104
Future Plans	108
Summary.....	110
CHAPTER FIVE: SUMMARY AND IMPLICATIONS	112
Introduction.....	112
Discussion and Analysis of Key Findings of the Study	113
Discussion in Relation to Extant Research.....	121
Implications for Future Research	124
Implications for Practice.....	129
Conclusion	131
REFERENCES.....	133
APPENDICES	138
Appendix A Teacher Interview Questions	139
Appendix B Observation Checklist.....	140

Appendix C Institutional Review Board for the Use of Human Subjects in
Research 141

CHAPTER ONE: INTRODUCTION

Introduction

Teacher recruitment and retention is a topic that is of concern to education professionals. In 2008-2009, 12,595 North Carolina teachers left their districts for a system turnover rate of 12.72 percent. 2,747 teachers left their position to take a teaching position in another location. This represents 21.81 percent of the teachers that left. This is an enormous cost to local districts in hiring, training, and staff development. During the 2007-2008 school year, the turnover rate was even higher; 13.85 percent of teachers in North Carolina left the teaching profession. This equates to 13,432 teachers (Teacher Turnover Report, 2009). In addition, almost 65 percent, that is 8117 teachers, leaving their positions did not have tenure. The majority of non-tenured teachers are those in the first five years of their teaching career, as it takes at least four years to achieve tenure in most North Carolina school systems.

There are many reasons why teachers leave the profession, and the North Carolina Department of Public Instruction publishes an annual list of these reasons (Teacher Turnover Report, 2009). In a report issued by the Department of Public Instruction, eight reasons for leaving are identified as those where systems can work to reduce turnover. These reasons include moving to another teaching position in North Carolina, moving to a teaching position in another state, dissatisfaction with teaching, seeking a career change, retiring with reduced benefits, resigning for unknown or unspecified reasons, moving to teach in a non-public school, or moving to a non-teaching position within public schools. With the exception of moving to another teaching position in North Carolina and moving into a non-teaching

position within the public schools of North Carolina, the North Carolina Department of Public Instruction has identified these areas where it is possible to reduce turnover. These areas represent 51 percent of the total number of teachers that leave their positions. In order to attack this issue, I believe that educators must look for reasons that teachers stay in the profession. Positive experiences that can be developed are the key to retaining good teachers. Participating in extra-curricular activities has been shown to be beneficial to students; I believe that it may be also beneficial to teachers.

The teachers that will be studied in this research work in one school district in Southeastern North Carolina. In this district, 70 teachers left the district in the 2008-2009 school year. This represents 13.06% of all teachers, which is just above the state average. Of these 70 teachers, only 26 (37%) had achieved tenure. Seventeen teachers left for reasons that were within the control of the school system and are areas in which turnover may be reduced (Teacher Turnover Report, 2009). This school district has three comprehensive high schools. There are 166 professional teaching staff employed between the three schools. Of these, 37 staff members (22%) are involved in athletic coaching. There are thirty beginning teachers employed by the three high schools. Nine of these coaching staff members are teachers who are in their first five years of teaching. There are 98 coaching positions available between the three schools. The 37 staff members have to combine with non-faculty volunteers and staff from elementary and middle schools to fill the positions. Schools strive to have no non-faculty head coaches based on North Carolina High School Athletic Association guidelines, supervision and oversight of faculty employees, consistency in rules interpretation and enforcement, and athlete safety guidelines.

I entered teaching in order to remain close to athletics. During my first three years in education, I coached football, softball, basketball, and baseball. I discovered that I loved teaching and being involved in school. Coaching young student-athletes was a major component of my growth and development as an educator. Coaching allowed me to extend my teaching and interaction with young people into another arena. On the athletic field, I developed relationships with students and their parents that furthered their education and my own job satisfaction. I learned as much or more about teaching while I was on the athletic field as I did in any teacher preparation coursework. As a beginning teacher, I had an assigned mentor. In fact, I had two mentors during my first three years of teaching due to a reorganization of the grade levels of the school in which I worked. These mentors provided assistance with time management, the business organization of the school, and dealing with parents and the school community. I had several unofficial mentors while I was on the athletic fields. These teachers helped me learn about relationships. I watched and experienced first-hand relationships with other teachers, parents, administrators, and students. I learned that the way I approached my craft on the athletic field could be carried over into the classroom. By taking advantage of the coaching situations and the mentors I sought out during that time, I became a better teacher. I entered the teaching profession with a fair amount of content knowledge in history, which was my subject area. Coaching helped me learn how to relate my knowledge to my students. By close interaction with students on the athletic field, I learned their interests, their strengths, and their weaknesses. Coaching made me a better teacher, and it helped me stay in the profession. I believe that coaching may help others stay in the profession as well.

The changing nature of high school athletics creates a constant demand for qualified coaches. However, the demands on a teacher's time prevent many of them from being able to assume the extra duties of coaching an interscholastic athletic team. In an interview with Phil Weaver, Executive Director of the North Carolina Coaches Association, he echoed those sentiments. Weaver stated, "There are not as many long-time coaches. Its not a career for as many teachers any longer, and there are not as many multi-sport coaches as there used to be." When asked about reasons why, Weaver replied, "Parental support has changed 180 degrees from thirty years ago. Coaches don't get salary increases; their supplements are falling. There are also issues like private schools, home schools, and pay-for-play." Still, Weaver sounded an optimistic note when he said that, "Those that enjoy coaching stay in teaching. They don't experiment with coaching and then quit of just coach in order to get hired." Serving as the head coach of a high school team has the potential to add twenty to thirty hours per week to the work schedule, not to mention the increased public scrutiny that comes with the position. This creates an environment where finding coaches may become problematic. Furthermore, the increased interests of students have created a need for more coaches as more sports are demanded by the students. For instance, the district that was the basis for this study has had to add two cross-country coaches, two indoor track coaches, a wrestling coach, a swimming coach, two soccer coaches, two tennis coaches, and a lacrosse coach in the last five years. That creates greater strain on an already strained coaching and teaching staff.

In order to meet the increased demand, many schools resort to volunteer non-faculty coaches. Each of the three high schools in the featured district utilizes non-faculty coaches.

While these coaches are well-meaning and have the best of intentions, they usually leave as soon as their children are no longer in the program, which only creates more turnover. In addition, non-faculty coaches do not have the training or experience in working with adolescents that teachers have. Non-faculty coaches are also unable to interact with student-athletes during the day and are often not as familiar with the mission and vision of the school. They are unable to see the school as much more than an athletic entity. This creates the potential for problems for the school athletic department and the school administration. Therefore, it is important to recruit, train, and retain qualified faculty coaches.

Perhaps the greatest supporter of interscholastic athletics in North Carolina is Charlie Adams of Chapel Hill. Adams began his career in 1960 in Delaware, then moved to North Carolina where he worked in high school athletics until his retirement in February 2010. He served forty-two years with the North Carolina High School Athletic Association, including 22 years as Executive Director. He said, “There are many not going into coaching because of the time demands- the schedule, the money, and family duties. Young teachers used to go into it for the love of the game. For those that do, the positives far outweigh the negatives. I’d bet that 95% of coaches report positive experiences and coaching is the reason they stay in teaching.” Following that response, I asked Mr. Adams what he suggested administrators could do to promote teaching and coaching. He stated, “We have to promote our program more. We are too low key. We have to sell our programs and coaching. We have a great product that we don’t sell. We load young coaches down with so many extra responsibilities that they get discouraged. If we did a better job of understanding the jobs and demands on coaches, we could do a better job of keeping them. If we keep someone ten years, we’ll keep

them for life.” Perhaps his greatest statement came with his last one in our talk, when he said, “If I had the opportunity, I’d go back and do it all again.”

The North Carolina State Board of Education and the North Carolina Department of Public Instruction recognize the need to recruit, train, and retain quality teachers. State Board of Education Policy QP-A-004 delineates policies that are used for the support and development of new teachers. The policy contains provisions designed to assist teachers develop within the profession. These provisions include a mandatory orientation, an assigned mentor, an individualized growth plan, and a set of optimum working conditions. One of these optimum conditions is that a new teacher does not engage in extracurricular assignments unless they specifically request to participate in extracurricular duties. While not having these duties allows a new teacher to focus on the development of their teaching practice, it may also limit the teacher’s interaction with the school community and deny the teacher an opportunity for professional growth in parental and student communication. In addition, this provision limits the coaching applicant pool for high schools and creates a burden on the school to find qualified coaches.

Finding and developing these coaches is a challenge to public high schools across North Carolina. As it has been stated, increased accountability on teachers for student performance demands that teachers spend many extra hours per week in lesson preparation, assessment analysis, professional development, and fostering home-school relationships. These pressures are in the form of federal performance guidelines under the No Child Left Behind Act of 2001, the North Carolina Performance Based Accountability Program, commonly known as the “ABCs,” and the North Carolina Teacher Performance Appraisal

System. Teachers, especially novice teachers, experience a myriad of on-the-job pressures that would preclude any work responsibilities beyond the regular classroom. Many young teachers cannot, in their minds, justify the extra knowledge of students that comes with coaching as being superior to the time commitment to deliver instruction and still have time to deal with the pressures of family and home. Nevertheless, many young teachers are involved in coaching. They are not involved for the monetary benefits. As it has been stated, high school coaches can work up to thirty hours per week extra during their sports season. However, if this problem was so simple that spending more money on coaches would solve it, it would have been done several years ago. Teachers that work in high school athletics coach for more than a paycheck. If salary were the dominant factor, then beginning teachers could earn more money by taking a second job in a variety of non-education fields such as retail or food service. In fact, there are probably very few coaches that rely on the supplement paid to them for coaching for substantial income.

Although coaches at the high school level are compensated, it is no more than a stipend that recognizes the coach- it does not equate to the time and effort that is expended. The district in this study pays coaches a percentage of their teaching salary. This percentage depends upon the sport that is being coached. Golf and tennis pay a three percent supplement, while varsity basketball and football pay seven percent. This amount is increased by the years of classroom experience that the teacher has. In the case of a beginning teacher, this supplement can range from just over \$1000 to approximately \$2500. With a sport season typically lasting from three to five months with games or practices four to five days per week, the supplemented amount is small, to say the least. This study will

investigate why these novice teachers are involved in athletics and will attempt to glean information that will be beneficial to the retention of these professionals as teachers and as coaches.

While it is agreed that beginning teachers benefit from not having extra duties that take away from time in to prepare for classes, coaching is an exercise that assists teachers to prepare for class (North Carolina State Board of Education, n.d.). The basics of successful coaching form the basics of successful teaching. Coaches have to be experts at time management and goal setting. Coaches have to be able to effectively teach a multitude of separate skills in order for students to master a sport. Coaches have to be organized and able to plan effective practices. Coaches have to be able to communicate with other stakeholders in the educational environment, most notably with parents. All of these skills are key components to effective classroom teaching.

In addition, coaches are graded by their team's performance every time they take the field in competition. This pressure and accountability is not unlike the accountability measures of the state testing program. Much as the state testing program measures growth and proficiency; game results do as well. Teachers that are successful in the coaching field may be successful in the classroom. When the skills learned on the athletic field transfer into the classroom, teachers may experience increased job satisfaction. Research shows that when teachers are happy with their performance, they are more likely to remain in education (Teacher Turnover Report, 2009). Teacher recruitment and retention is an issue in North Carolina. Over 13,000 teachers left the teaching profession in North Carolina during the 2008-2009 school term (Teacher Turnover Report, 2009). Replacing almost 14% of the

workforce on an annual basis is expensive and time-consuming. This study demonstrated one possible way to improve teacher retention.

Purpose of the Study

The purpose of this case study is to understand the impact that coaching athletics has on the career of beginning teachers, why beginning teachers choose to become high school coaches, and their likelihood to remain in the teaching profession. North Carolina State Board of Education Policy QP-A-004 strongly recommends that beginning teachers do not engage in extra-curricular activities, including coaching, unless the teacher requests to do so in writing. This consideration is in place so beginning teachers will have the opportunity to learn and grow as professionals without the additional burdens that extra assignments entail. According to the policy manual, “These working conditions prohibit on-the-job training and negatively influence teacher job satisfaction” (North Carolina State Board of Education, n.d.). This study offers insight as to the impact of coaching on teacher retention and examines the following research question: “In what ways does coaching at the high school level play a role in teacher retention for beginning teachers?”

Definition of Terms

1. Beginning teacher- A beginning teacher is defined in this study as a teacher with five or less years of cumulative teaching experience.
2. Coach- A coach is a teacher who serves in a paid capacity as a head coach or assistant coach of a varsity or junior varsity high school interscholastic athletic team that participates in athletics as governed by the North Carolina High School Athletic Association.

3. Recruitment and retention- The ability to identify, hire, train, grow, develop, and maintain high quality education professionals.

Significance of the Study

This study is significant in that it will add to the knowledge base of teacher recruitment and retention. The goal of basic research is knowledge for knowledge's sake (Patton, 2002). This study will be by design basic research; the search for truth that will add to what is known about beginning teachers who also coach and why they choose to remain teachers. In addition, this study will have policy implications for North Carolina public schools. As stated above, teacher recruitment and retention is a key issue for school administrators. This study will show how involvement in extra-curricular activities may help increase teacher retention rates. School administrators are faced with teacher shortages on an annual basis. Principals and human resource professionals are tasked to hire, train, develop, and retain quality teachers. In a volatile economic market, it is imperative that schools find and retain the best possible teachers. Retention of dedicated, qualified and effective teachers is a major goal of every school administrator.

The study is also significant for there is little existing research on how coaching may increase teacher retention. This is a very specific area in this field of research. Both the Whitley (1997) and the Overton (2001) studies examined the effect that interscholastic athletics have on students including attendance, grade point average, and graduation rate. In each of these areas, students that participated in athletics were found to perform better than their non-involved peers. This study will examine the other side of the equation- the teacher-coaches. A review of the literature shows that much has been studied about teacher

recruitment and retention, but there is little research that ties athletics to this subject. This study does not purport to be ground-breaking, but it does shed some light in this aspect of the teaching profession and hopefully serve as a foundation for future study.

In fact, the North Carolina Department of Public Instruction demonstrates the value of teacher retention so much that it requires administrators to complete continuing education units in teacher recruitment and retention in order to maintain a current administrative license. This study examines how coaching an athletic team while teaching impacts a teacher's decision to stay in the field. Educators posit that teachers stay when they are provided support and staff development in addition to a positive working environment. This study is important for it shows how involvement in extracurricular activities may help to create a more positive working environment.

Overview of Approach

This study is a qualitative research study that will utilize a case study approach. Creswell (2007) describes case study as a methodology:

On which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. (p. 73)

This approach will be effective because there are clearly identifiable cases; that is, there are many beginning teachers who serve as athletic coaches. The data collection information sources of interviews, observations, and written documentation will allow the researcher an

opportunity to provide an in-depth understanding of the cases as related to coaching and teacher retention (Creswell, 2007).

The research question guides this study, and the case study approach will provide the best method to answer the question. The study will identify beginning teachers that serve as athletic coaches. Interviews will be conducted with the research subjects. Through the data collection process, the researcher frames each teacher's perspective on their teaching and coaching experience through their first five years in the field. The bounded system in this study is the coaching and teaching combination; it is the common ground that the case subjects share. The data collection process will capture teacher perceptions of their job performance and satisfaction, thus enabling the researcher to determine if the coaching experiences of these participants will likely result in their remaining in the education field.

Organization of the Study

The next chapter of this study will be a review of pertinent research literature. Research will be examined in the field of teacher recruitment and retention as well as the field of athletic coaching at the scholastic level. The literature review will provide a background on the subject and create a framework in which the new study will contribute to the existing body of knowledge.

Chapter three will detail the methodology to be used in the study. This chapter will include a comprehensive overview of the case study model. Within this model will be the data collection process. The data collection process will list the interview questions that will be utilized in order to collect information about the coaching experiences of beginning teachers. In addition, the components of the observation process and the document gathering

will be explained. Member checks will be conducted to guarantee accuracy and to ensure that the interview subjects are represented fairly.

Framing the case study will provide the impetus for chapter four, which will discuss the findings of the research. As the case study unfolds, data will be coded and summarized to answer the central research question. This chapter will explain and detail the beliefs of beginning teachers as they relate their experiences coaching high school athletics.

The final chapter will provide implications and recommendations derived from the research, including recommendations for future research and practice (Wolcott, 2009). This chapter will serve as a potential springboard for future study as well as contribute to the existing body of knowledge. The final chapter will offer recommendations for practitioners and policymakers.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This study details the experiences of beginning high school teachers that work as athletic coaches. The research question that will guide the study is, “What are the experiences of high school beginning teacher/coaches that influence them to continue their teaching career?” With a teacher turnover rate in North Carolina of 13.85 percent for 2007-2008 (Teacher Turnover Report, 2008), educators must look for reasons that teachers stay in the profession. Positive experiences that can be developed in the workplace are the key to retaining good teachers. Participating in extra-curricular activities has been shown to be beneficial to students; I believe that it may also be beneficial to teachers. From my own personal experience as a teacher and administrator, teachers who become involved in school activities outside of the classroom tend to bond with the school and community. When that happens, they are more likely to stay in the profession.

Principals and human resource professionals are tasked to hire, train, develop, and retain quality teachers. This study will examine how coaching an athletic team while teaching impacts a teacher’s decision to stay in the profession. Retaining teachers and coaches is important to any organization. As Ryan and Sagas (2009) explain,

“Employee exits disrupt the effectiveness of an organization as the departing member takes assets, such as experience and expertise, with them upon departure.

Additionally, in a profession such as coaching, which relies on the recruitment of athletes into the organization, broken relationships can be costly” (p. 130).

Wagner (2008) found that public schools in the United States do not teach the skills that are necessary for students to be successful in a global economy. In his suggestions for educational improvement, he dedicates much research to improving the teacher workforce through professional development, training, and support. He writes, “A better understanding of how educators are prepared for their profession and how they learn and interact with colleagues in their work is a precondition for transforming public education” (p. 132). An interview subject relayed to Wagner (2008) that,

“Teaching is by far and away the most challenging job I’ve ever had. In business, almost nothing has to get done in the next ten minutes, but in teaching you have to be there and be prepared. The definition of a nanosecond is how long it takes for kids to figure out you’re not prepared” (p. 142).

Participating in athletic coaching may assist new teachers in developing skills in organization and planning that will help them develop their own teaching ability. Athletic coaching forces teachers to interact with colleagues, engage the students and their parents, and to reflect upon their work through practice and game evaluation. All of these skills are those that Wagner (2008) found to be beneficial to teacher development.

There are many beginning teachers that serve as athletic coaches. While North Carolina State Board of Education policy QP-A-004 strongly recommends that beginning teachers not engage in extra-curricular activities, beginning teachers may, in writing, request to have athletic coaching duties. Through interviews, observations, and written documentation, I will have the opportunity to gain an in-depth understanding of beginning teachers that coach and their likelihood to remain in the teaching profession due to their

coaching experience. The data collection process will capture teacher perceptions of their job performance and satisfaction.

The review of the pertinent research in this chapter will establish the theoretical framework of this study. The literature review will provide a background on the subject and create a framework in which the new study will contribute to the existing body of knowledge. In addition, this study will be able to provide policy implications for teacher recruitment and retention. Due to the importance of teacher recruitment and retention, there exists an extensive body of research on this topic. Therefore, the literature review for this study will have a heavy emphasis on teacher recruitment and retention and related subtopics. In addition, there is another body of academic research on high school athletics and the role of athletics within the public school system. While much of this research considers teacher retention and athletics as mutually exclusive, I consider them linked. Therefore, this chapter will delineate literature in both of these areas and sub-areas and will serve to create a framework that shows the connection between teacher retention and high school athletics.

Teacher Recruitment and Retention

Teacher recruitment and retention is a topic that receives a large amount of attention, both in research and in practice. A search of the library collection at North Carolina State University reveals numerous journal articles on the topic. The North Carolina Department of Public Instruction releases an extensive report on the subject on an annual basis. This report includes teacher attrition numbers for each district across the state, accompanied by the reason the teacher left their position. Many local districts conduct exit interviews with each teacher in order to compile data on teachers who leave the school district. With nearly

13,000 teachers leaving their positions in North Carolina annually, the issue of teacher recruitment and retention remains on the agendas of educators and policy makers.

New teachers leave the profession at a high rate. With the dedication to teaching that many beginning teachers have at the outset of their careers, it can be alarming that many choose to leave. A study of soon to be teachers in a teacher preparation program reported that these aspiring professionals wanted to teach because of reasons that were satisfying, varied, and interesting (Teacher Turnover Report, 2009). New teachers expect to gain both extrinsic and intrinsic rewards from teaching (Watt & Richardson, 2008). If these teachers are so hopeful at the outset of their careers, then what happens that changes that outlook after only a short period of time? Watt and Richardson (2008) note, “Teacher education and teacher employing authorities need to take seriously the different types of beginning teachers having different levels of engagement and planned career trajectories” (p. 426). The authors continue to delineate their point by adding, “For beginning teachers, their different profiles of goals, commitments, plans and aspirations will inevitably lead to different pathways of professional identity and development” (p. 426). In order to keep new teachers in the profession, it is important to understand the factors that have an impact on these new educators. These teachers are the most vulnerable to working conditions. These conditions may impact new teachers’ commitment and intentions to stay. Schools that face constant turnover will soon have issues with the quality of teaching and learning itself (Weiss, 1999). Shen (1997) supports the position that beginning teachers leave early in their careers, usually within the first three years. This is also emphasized in research by Ingersoll (2001) who found that, “The relationship between teachers’ age and their turnover follows a U-shaped

curve. Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of turnover” (p. 502).

Research has provided many reasons why beginning teachers leave the profession. Many experienced teachers just believe that young teachers need to give their career more time to develop, but that notion does not permeate through the teaching ranks of the new teacher. Increased mobility of the population as a whole helps create a feeling that there is another job, another career, or another place to work. Teachers are more likely to leave schools that are socially disadvantaged (Shen, 1997). This same study posits that teachers will stay in the profession when they work in schools where administrators understand and support young teachers, teachers are empowered, and administrators appreciate the intrinsic value in teaching.

Weiss (1999) lists several reasons that impact a young teacher’s decision to stay or leave the profession, including school organization and climate, school leadership, teacher autonomy, student behavior, salary, field and level of assignment, alternative career opportunities, and school demographics. Barmby’s (2006) study of 246 new teachers in the United Kingdom revealed similar findings. Teachers leave due to excessive workload, stress, exhaustion, student behavior, and family demands. In addition, one Massachusetts study of fifty beginning teachers revealed that twenty-two of the teachers did not stay in their teaching position after three years. These teachers left due to perceived lack of success in the classroom or due to a change in career goals brought on by the teaching experience (Johnson & Birkeland, 2003). Research by Murnane and Olsen (1990) and Mont and Rees (1996) support the findings that teachers leave to pursue a wide variety of career choices. Murnane

and Olsen (1990) studied 13,890 teachers in North Carolina. Their findings explain that while salary increases do not increase the academic ability of the teaching force, each \$1,000 in increase equates to a two to three year increase in length of stay in teaching. However, teachers in “demand” fields such as chemistry and physics are more likely to leave to work in the private sector due to salary differences. Mont and Rees (1996) support the Murnane and Olsen study with results gathered from 525 teachers in areas of New York not in New York City. The researchers conclude that younger teachers are more likely to leave the profession than older teachers, and as better-paying opportunities arise in their areas, they are even more likely to leave teaching.

Academically talented women and minorities, once limited to careers in teaching, are also finding greater opportunities outside of education (Case, Shive, Ingebretson, & Spiegel, 1988). The authors offered solutions that are similar to those found in other studies. They stated, “Member institutions should consider new policies aimed at the recruitment and retention of teacher education candidates. These include much earlier identification, more personal recruitment methods, adequate support services, and exit criteria that do not rely so heavily on standardized testing” (p. 57). Teachers with high opportunity costs such as the ability to find a higher paying job in their subject field or the pressure caused by test scores, are also likely to leave teaching (Murnane & Olsen, 1990). In North Carolina, 12,595 teachers left the classroom during 2008-2009. Of those, 375 left due to a career change, 166 were dissatisfied with teaching, 290 left due to the end of a teaching contractual agreement such as Teach for America, 665 left due to an end to an interim contract, 604 left to teach in another state or a non-public school, and 891 left the classroom but took a non-teaching job

in a school district. These are the teachers that recruitment and retention strategies can impact, unlike the other teachers in this list, who left due to military orders, retirement, disciplinary action, licensure issues, or a move to another district within the state (Teacher Turnover Report, 2009). These are positions that are expensive to replace and professionals which schools need to retain.

Mulvey and Cooper (2009) studied cases from the New York City school system in order to develop essential steps to recruit and retain teachers. The authors list these six steps: “(1) recruiting quality new teachers; (2) responding to their needs; (3) reviews that are helpful; (4) rewarding and recognizing teachers who have grown in their work; (5) renewing their spirit and skills to build stronger confidence and understanding; and (6) retaining quality teachers in schools” (p. 39). Mulvey and Cooper (2009) state that overcoming student apathy is a major component to retaining new teachers. “The heroes of our education system, those who motivate and dispel attitudes of apathy, are the inward seekers who have the care and dedication to teach and learn” (p. 62). In addition, teacher retention is aided by effective classroom management. After all, “classroom management is really about being with students, getting them into the room, settled down, focused, and engaged” (p. 67).

Other factors that Mulvey and Cooper (2009) find essential to retaining quality teachers include sufficient resources, effective and supportive leadership, peer collegiality, and enthusiasm for learning. It is this last component where athletic coaching may be beneficial. Students and teachers that have positive athletic experiences build enthusiasm for their school. When this occurs, the framework for learning is put in place. Enthusiasm helps develop collegiality, classroom management, and community support

Mulvey and Cooper (2009) detail two case studies where teachers in schools that have aging facilities still are successful due to teacher dedication and determination. These are schools where teachers are willing to “go the extra mile” and spend additional time as needed with their students. Athletic teams, by design, create these opportunities. Mulvey and Cooper (2009) state,

“Enthusiasm for a school, its students, and the community is a direct result of the principal who understands her community and insists her new teachers do the same. She is informative, supportive, and communicative, and provides feedback both positive and negative to assist in the growth of the new teacher. Even without adequate supplies or extra monies, realistic motivation can be infectious and result in teachers remaining to do the work they first dedicated themselves to” (p. 86).

Interscholastic athletics may serve as a tool through which school leaders can develop this enthusiasm in new teachers for their school, their craft, and their students.

On the opposite side of the teacher recruitment and retention issue are studies that determine why teachers stay in the profession. These studies often research the reasons that teachers leave as well, but in doing so detail the qualities and characteristics of teaching that cause beginning educators to remain in the field. Horng (2009) lists seven reasons that teachers stay: salary, class size, administrative support, school facilities, commute time, input on school-wide decisions, and resources for students. These are all factors pertaining to teacher working conditions. Other factors that contribute to teachers staying in the profession include student quality and number of classes taught (Mont & Rees, 1996). In a longitudinal study of almost 14,000 teachers in North Carolina, Murnane and Olsen (1990)

concluded that teachers that were paid more stay longer in the profession. In addition, this study found that teachers with high test scores were not influenced by their salary as much as teachers with lower test scores. Teachers with higher test scores were found to be able to easily find jobs in non-teaching fields when compared to their peers with lower scores.

There is also an existing body of research that examines teacher recruitment. Successful teacher recruitment will result in a workforce of quality teachers who will be more likely to stay in the profession. School districts employ a variety of methods to recruit, train, develop, and maintain a high quality workforce. These methods have met with mixed levels of success; therefore, school systems continue to strive to improve in this area. One study reached the conclusion that recruiting teachers would be made easier if the process were streamlined to change the way the teacher workforce is allocated (Gorard, et al., 2007). The authors posit that teacher certification requirements should be relaxed so that individuals in related fields could acquire teacher licensure in certain areas. For example, engineers and economists could be licensed to teach mathematics. In addition, student to teacher ratios could be streamlined in order to reduce teacher demand. While not necessarily agreeing with all of these findings, it does bear notice that there are many common findings on the issue of teacher recruitment and retention.

Many states choose to raise teacher salaries in an effort to attract a more capable workforce. In North Carolina, many local districts augment the state salary with signing bonuses, moving assistance, and salary supplements. However, Ballou and Podgursky (1995) found that across the board raises only produce modest improvements in the work force, and even cause a decline in some instances. Their work offers some proof to the old adage that

simply throwing money at a problem will make it better may not be true. In many areas, the concept of raising teacher salaries is not economically feasible. Many rural school districts, such as the one that is the focus of this study, lack the financial resources to simply pay teachers higher salaries. It does not offer signing bonuses, not because the subject has not been examined, but because it cannot afford to within its current budget constraints.

Monk (2007) asserts that hard-to-staff rural districts have to address key economic indicators in order to compete for teachers. Among these are the need for economic growth through industrial and business development and infrastructure improvements that focus on improved telecommunications and computing technologies. Through a grant from the National Science Foundation, Queens College in New York City instituted the TIME 2000 Program as a teacher recruitment initiative (Artzt & Curcio, 2008). This was another project to recruit and retain teachers in hard to staff areas. In this case, the area was secondary mathematics. High school students with excellent mathematics skills were recruited and placed into a teacher training cohort at Queens College. Students had no teaching commitment until their third year of undergraduate study. They were trained in small classes and were given intensive instruction in mathematics and education. A program of this type deserves consideration for the program had graduated 68 students and as of publication only three had left teaching.

Using the adage that every child deserves a high-quality teacher who is committed to provide the best instruction to students, Kearney (2008) details recommendations for teacher recruitment and retention in public schools. This study was aimed at providing methods to identify, hire, and keep minority teachers; however, the recommendations work for all

teachers. Suggestions include offering contracts on the spot at interviews, providing a competitive salary, and giving benefits such as financial assistance for higher education. These strategies, according to the author's research, have been successful in not only hiring teachers but in keeping them in the district. It is added that care and consideration must be given to proper placement of newly hired teachers in order to best utilize each teacher's particular skills and talents. Much of what is read and researched in literature about teacher retention can be summarized in Kearney's (2008) final comments,

“School districts should critically analyze what teachers have to say on issues related to teaching. This information will be valuable in building policy recommendations and directing future changes for the teaching environment of schools. This positive approach to recruiting and maintaining teachers will provide continuity and direction for future generations of students” (p. 626).

Following this advice could help develop coaches for high school athletic teams as potential coaches are identified during the recruiting process and placed in positions where they can continue to develop not only as teachers, but as coaches as well.

Guarino, Santibanez, and Daley (2006) conducted a lengthy empirical literature review on teacher recruitment and retention. Based on searching for an answer to the question, “What strategies promote the recruitment and retention of teachers?” the authors gathered information on policies that attempt to recruit and retain teachers. Their work was based on the labor theory of supply and demand, where demand for teachers is the number of teaching positions offered at a given level of compensation and the supply of teachers is the number of qualified teachers willing to work at a given level of compensation. This works in

concert with the perception that teaching is the most attractive alternative available in terms of compensation, working conditions, and intrinsic rewards. Unfortunately, the authors could not settle on the recruitment and retention of quality teachers because, “(a) it is difficult to establish an agreed-upon definition of teacher quality, and (b) few sources of data exist that permit researchers to identify effective teachers and examine the factors that promote their recruitment and retention” (p. 176). The authors posit that high school teaching positions may offer more attractive extrinsic and intrinsic rewards than elementary school positions.

Among the findings of Guarino, Santibanez, and Daley (2006) is the reporting that attrition is high for young or new teachers and lower for more experienced teachers. This statement supports the position that retention efforts have to be concentrated on beginning teachers. In addition, high school teachers are more likely to leave teaching than elementary teachers, and higher ability teachers were more likely to leave than less-able counterparts. High school teachers have more specialized subject-area training, and teachers with expertise in areas such as mathematics, physics, and chemistry often find excellent job opportunities outside of education. Schools with higher proportions of minority, low-income, and low-performing students also have higher attrition rates. This coincides with the belief that working conditions work together with salary to determine teacher retention. If salary is not the only motivator to teacher retention, then factors that influence working conditions have to be considered. At the high school level, interscholastic athletics has the potential to be one of those factors.

Guarino, Santibanez, and Daley (2006) were also able to detail research on policies that would assist in the recruitment and retention of teachers. The report summarized these strategies into three categories-- compensation policies, pre-service policies, and in-service policies. The review found that higher salaries were associated with lower attrition. That stands to reason, since lower salaries would not assist in teacher retention. Teachers are responsive to salaries in other professions and in other districts. Two policies on teacher education were analyzed as the pre-service category. The authors found that alternative licensure programs helped to lower the barriers to entry into teaching, thus assisting districts with recruitment efforts. Conversely, increased teacher testing regimens increased barriers to education, which hurt efforts to recruit teachers. Since these were the only two characteristics of pre-service activities in which there was extensive research, the authors encouraged more study in this area. Guarino, Santibanez, and Daley (2006) concluded that school systems that provided mentoring and induction programs as in-service activities had lower teacher attrition among beginning teachers. In addition, schools that provided teachers with more autonomy and administrative support had lower levels of teacher attrition. At no point in this particular review was athletic coaching reported, which leads to the need to research this as a potential topic that may impact teacher recruitment and retention. Teacher recruitment and retention remains an important topic, both for the economic impact it has on school systems and the educational impact on children and achievement. Today's new teachers need mentoring and support structures, have more professional experience than their predecessors, and have higher expectations of their employers (Moore Johnson, 2004). That

creates added pressure on school districts to work to find ways to retain quality teachers. All possible areas, ideas, and methods deserve study. Interscholastic athletics is no exception.

Beginning Teachers

Like any career move, a beginning teacher is faced with numerous challenges and hurdles. The demands of a teaching career cause many beginning teachers to leave the profession after three years or less. For the economic impact on the school district and for the continued educational advancement of students, school and district administrators must be concerned with the development of beginning teachers. It is a moral imperative- for the development of the beginning teacher, and more importantly, for the growth of the student. Teachers will feel successful when they work in schools that are organized to support them as they learn their craft. Schools that provide collegial interaction, opportunities for growth, appropriate workloads, and adequate resources are schools that are more likely to retain and develop quality teachers (Johnson & Birkeland, 2003). In short, schools must mentor beginning teachers. There is a mentoring process in place, whether formal or informal, in almost every workplace. The nature of teaching, where the teacher is often alone with a large number of students, requires a mentoring program whereby the novice teacher can continue to learn.

Many factors have been studied as to their impact on teacher attrition. These include age, gender, socio-economic, ethnic, and marital status of teachers, the amount and adequacy of teacher preparation programs, the extent of their professional integration into teaching, job satisfaction, and stress. In each of these circumstances, effective mentoring can help address some of these factors (Odell & Ferraro, 1992). Odell and Ferraro reported on a mentoring

program involving 160 beginning elementary teachers over a two year period. Each of these beginning teachers received guidance from a trained, experienced mentor teacher. The mentors had the advantage of not having classroom responsibilities during the period of the mentorship; they were paid to be full-time mentors. Survey data revealed that more than 80% of the teachers would still be teaching after ten years. The beginning teachers cited the emotional support provided by the mentors as the area of greatest benefit, followed by instructional support and resource obtaining. The beginning teachers placed less value on mentoring support in dealing with classroom management issues.

Formal mentoring programs have been established for a variety of reasons. Research has shown that programs have been established to help increase the supply of teachers, to support the initial learning of teachers, and to encourage the retention of teachers by attempting to mitigate the “reality shock” that many new teachers experience when they enter the classroom (Hobson, et al., 2009). Many benefits have been revealed through studies of the mentoring process. Among these benefits are reduced feelings of isolation, increased confidence and self-esteem, professional growth, and improved self-reflection and problem solving abilities (Hobson, et al., 2009). Hobson’s article expands this list by including reports of findings that mentoring also provides emotional and psychological support which helps boost the confidence of beginning teachers, thus “enabling them to put difficult experiences into perspective, and increasing their morale and job satisfaction” (p. 209). There is also research that shows mentoring can have a positive impact on beginning teachers’ classroom management skills and time management abilities. Furthermore, mentoring can help beginning teachers adapt to the norms, standards, and expectations of the

school and school community. Even with these reports, the authors report that the effects of mentoring on a teacher's actual teaching skill have been difficult to measure. This is an aspect that interscholastic athletic involvement could impact. As others have noted, teaching is about developing relationships with students, and athletic coaching affords the opportunity for beginning teachers to develop positive relationships with students and their parents.

One survey by McCann and Johannessen (2008) of eleven beginning high school English teachers revealed a contrast in the teachers' perceptions of the workload they would encounter and the amount the actual workload entailed. Interviews with beginning teachers after the administration of the survey showed that the crushing workload was a factor that caused the greatest concern. This study also found that beginning teachers were more concerned with emphasizing classroom rules than ensuring student learning, which led to the frustration of the new teacher. The authors suggest a need for experienced teacher mentors to help guide new teachers in the early stages of their career.

This reality points to the need for mentor teachers. Experienced teachers can help the beginner budget time throughout the year. It was noted, "Experienced teachers were less concerned with emphasizing rules that would guide the orderly operation of the classroom and were more concerned with how to develop positive relationships that would influence students' investment in their learning" (p. 91). McCann and Johannessen (2008) also noted that discussions with teachers and their mentors may lend itself to an encouragement of future involvement in interscholastic athletics. The authors state, "Will you ever get out of your room? Teaching can be an isolating experience unless you connect yourself and your efforts to the community of professionals who share a common goal" (p. 91). This means

more than having a relationship with a mentor teacher. It means developing relationships with the teaching staff in all aspects of the school, inside and outside the classroom. Nevertheless, mentoring is important in the early stages of the beginning teacher's career.

While teacher mentors are an important component of a beginning teacher's initial experience, the school administration also plays an important role. As new teachers enter the profession, it is the principal of the school who can steer beginning teachers to peers that will provide positive influence as well as being the person to whom new teachers can turn for initial support and encouragement. Beginning teachers turn to principals for assistance. The principal is often the first person that the new teacher meets. The principal is the authority figure in the school. Beginning teachers that are only four or five years removed from their own high school experiences will no doubt understand the position and responsibility of the principal from their own experience as a student. Beginning teachers see principals as, "Knowledgeable of quality teaching not only because they originated in the classroom and have teaching experience, but also because principals are the chief teacher appraisers and make judgments on the novice teacher's ability to teach" (Roberson and Roberson, 2008).

In order for principals to be effective mentors for new teachers, Roberson and Roberson (2008) suggest two strategies for new teachers. These strategies are to establish regular professional development meetings with new teachers and to provide new teachers with meaningful, instructive feedback. It is important that principals take an active role in the development of beginning teachers. Without that component, principals will spend more time hiring teachers to replace the ones that leave instead of retaining the teachers that are hired. In the interest of fairness, Roberson and Roberson (2008) do state that principals

should avoid assigning beginning teachers extracurricular activities. This would include athletic coaching responsibilities. While I am not opposed to this position, I believe that beginning teachers who seek these opportunities can quickly become successful, career oriented teachers.

There is relatively little doubt that formal mentoring programs can have a wide range of benefits for mentees, mentors, and schools. However, the relatively new concept of formal mentoring programs has limited the amount of detailed research that has been carried out on the subject (Hobson, et al., 2009). There are formal and informal mentoring programs; there is a wide variance in the amount of training mentors receive; there is a similar variance in the amount of contact mentors and mentees have; and there are wide variances on the outcomes of mentoring. These outcomes can include teacher retention, teacher quality, teacher development, and teacher involvement (Hobson, et al., 2009). For this study, the mentoring aspect of interscholastic coaching may shed additional light in this area.

Athletics

Interscholastic athletics have been a part of high schools since the turn of the last century. In North Carolina, the North Carolina High School Athletic Association has been in existence as a governing body for high school athletics since 1913. The benefits of sports for students have also been detailed, most notably in North Carolina by Whitley (1997) and Overton (2001) who tracked the test scores, attendance, and graduation rates of student athletes. Whitley (1997) tracked the performance of 126,700 students in North Carolina high schools from 1993 to 1996. During the time of study, the mean grade point average for a

student that participated in athletics was 2.86, which compares favorably to the 1.96 of non-athletes. In addition, athletes were absent an average of 6.52 days per year while non-athletes missed 12.57 days. Furthermore, athletes had a five percent higher graduation rate and a dropout rate that was eight percent lower than non-athletes. Overton (2001) built on the Whitley study by utilizing similar student data from the 1999-2000 school year in North Carolina. His findings were similar in comparisons utilizing grade point average, attendance, graduation, and dropouts. Both of these studies have been utilized in North Carolina to state the case for high school athletics. In times when budgetary restrictions are in place, many interested parties identify athletics as an expendable line item. Whitley (1997) and Overton (2001) show the positive impact that athletics have on high school students. This study will look at positive impacts that athletics can have on the teacher workforce. There are costs associated with recruiting and training new teachers to replace those that leave, just as there are costs associated with students that are not successful. In order to remain effective, and in fact in order to remain relevant, public schools must, like businesses, look for ways to maximize productivity. Whitley (1997) and Overton (2001) researched this productivity based on athletics based on student impacts. This study will use the same avenue to look at productivity based on teacher impacts. Budig (2007) explains, "Nothing is more popular than Friday night high school football. High school athletic programs have become a principal source of community pride and competitiveness. Athletic programs are central to the modern secondary school" (p. 284). Stevenson (2007) writes, "Sports are directly productive--it adds to the human capital of students by fostering the development of skills valued by the market. Athletics may teach leadership, teamwork, discipline and endurance.

Sports may also contribute to adolescent development by giving students greater access to adults” (p. 501). These adults are, for the most part, the teacher-coaches in the high schools. Studies of coaches, however, have been limited. This review will synthesize the results of these studies and provide insight into the need to review athletic coaching as a tool for teacher retention.

There are over seven million participants in high school interscholastic athletics each year. This number represents over 53% of high school students nationwide. There are 3 million female athletes and 4.2 million males participating in athletics. Since the enactment of Title IX legislation in 1972, the number of sports teams has also increased, especially in girl’s sports, as one might assume. There are substantial increases in teams in sports such as soccer, softball, girl’s basketball, golf, tennis, volleyball, and cross-country (Stevenson, 2007). With these increases in the number of teams, the demand for coaches has increased as well. The ranks of these coaches come from the teaching faculties at individual schools. There are non-faculty coaches and parent volunteers, but the impact on student growth and development may be greatest when the coach is also a teacher. In order for that to happen, there have to be more teachers that are willing and capable of being athletic coaches. Title IX has increased access to high school sports for millions of students. The natural follow-up to that is the increased demand for coaches, both male and female, for this new generation of participants.

Evidence into the importance of high school coaching can be derived from an examination of the research on coaching efficacy scales. This scale has been developed and re-designed in order to determine efficacy among high school coaches (Myers, et al., 2008).

In this study, the authors detail the development of a quantitative scale to measure coaching efficacy--that is, "The extent to which a coach believes he or she has the capacity to affect the learning and performance of his or her athletes. Like the role of teacher efficacy in fuller models of effective teaching, coaching efficacy occupies a central place in broader models of coaching effectiveness" (p. 1060). As coaches are teachers, then the importance of coaching to the development of students can be considered similar to the role of teachers in the classroom. The terms used in this study for measures of coaching efficacy are similar to those that are used to measure teaching efficacy. If a high school teacher-coach can exhibit this efficacy on the athletic field, then it is logical to assume that they may demonstrate the same efficacy in the classroom. Therefore, it stands to reason that effective coaches have greater potential to be effective teachers. These operational definitions and terms include motivation, strategy, technique, character building, and physical conditioning. With the exception of physical conditioning, each of these terms can easily translate into classroom abilities.

Interscholastic coaches perform various duties in the development of their athletic teams. They provide guided practice for skills, give instruction and feedback, and monitor learning, skill acquisition, and performance (Carter & Bloom, 2009). These skills relate very closely to those that a classroom teacher must possess. In addition, like classroom teachers, coaches acquire knowledge through professional development, workshops, observation of others in the profession, and self-reflection. Indeed, the job descriptions of athletic coach and classroom teacher on the high school level contain many similarities. Carter and Bloom's (2009) study involved in-depth interviews with successful college coaches that were

not elite athletes. The responses showed many characteristics that are similar to those found in high school coaches and teachers. For instance, the coaches all agreed that the process of learning through experience was ongoing and did not stop even after they were established as coaches. This is similar to ongoing staff development for teachers. All of the participants in this study stated that elite coaches required excellent teaching skills in order to be successful. The study presented proof that elite coaches do not have to have been elite athletes. Through the discussion with the participants, it also showed that elite coaches also must be excellent teachers and must be interested in life-long acquisition of knowledge. That demonstrates the interconnectivity that is possible between teaching and coaching for beginning teachers and the advantages that they may have when they serve as athletic coaches.

This does not mean that everything is perfect when it comes to teachers serving in these dual roles. There are conflicts that arise that can strain the teaching and coaching aspect of the job. Millslagle and Morley (2004) call this action “role retreatism.” They examined whether or not one role became dominant over the other over time. They found that 60% of the teachers they surveyed exhibited behavior that caused them to retreat from their role as teacher in favor of the coaching aspect of their job. This behavior was seen as originating based on three factors. These factors were lack of professional involvement, perceived value as a teacher in the classroom, and enjoyment of teaching during the sports season as compared to teaching during the off-season (Millslagle & Morley, 2004). Of the coaches surveyed, barely 50 percent had participated in a state or local conference for either teaching or coaching during the previous five years. In addition, only one-third of the subjects felt they spent enough time on teaching during the season. Furthermore, two-thirds

of the respondents felt that others outside of the coaching ranks thought that coaching abilities and results were at least as important if not more so than their teaching results. Coaches admitted that winning games was a prerequisite in their minds to continued employment. There was also a feeling that teachers that are not involved in coaching harbor resentment towards those that coach. This potentially polarizing behavior can have an adverse effect on the school and the teaching staff (Millslagle & Morley, 2004). This is a study that deserves attention, for the intent of interscholastic athletics is to foster positive development among all participants, including the adults. If teacher-coaches feel that their value as a teacher is less than that of their coaching that could be a factor in teacher attrition or an exit from athletics. Neither of these scenarios is ideal. A balance must be struck so that the teacher-coach equally values their dual role, as do others in the school community. School leaders must work to identify beginning teachers that exhibit “role retreating” behaviors and offer assistance so that teacher withdrawal does not occur.

Another study of the conflict between teaching and coaching was conducted by Timothy Ryan (2008). Ryan (2008) conducted a study based on four hypotheses on inter-role conflict for teacher-coaches. Inter-role conflict is the personal turmoil that a person experiences while trying to maintain dual roles of teacher and coach. These were: (1) the size of the school will be related to the amount of inter-role conflict for the teacher-coach; (2) the number of coaching duties will cause more inter-role conflict; (3) the age and experience of a teacher-coach will have an impact on inter-role conflict; and (4) teacher-coaches who remain balanced in their perceptions of their job roles will have less conflict. In total, 147 coaches were surveyed in this study. The findings revealed that many of the author’s

hypotheses were correct. The smaller the school, the more duties within the school the teacher-coach has to assume, and the more potential conflict between the dual roles of teacher and coach. Coaches with less experience were more likely to have conflict within the dual positions. Short of issuing a blanket statement, however, Ryan (2008) offers ideas for assistance to these coaches in smaller schools and those that are younger and have less experience.

Taken collectively, the results indicate some suggestions for theory building and practical application. For athletic directors and principals, little can be done to control school size and the age of an individual. However, it is important to be aware that younger teachers may benefit from extra assistance, including mentorship. Also, the results suggest that some individuals are certainly able to continue coaching multiple sports, while others are unable to do so. Additionally, it is common practice in high schools for coaches who are out of season to assist other sports (e.g. weight room supervision, crowd control, or scoreboard operator). Yet, it is important to realize that out of season coaches may not be able to fulfill all these duties. Finally, it is important to hire individuals with a strong commitment to both roles and to educate teacher-coaches of the importance of both roles within the educational system. Overemphasis on the coaching role, or belittlement of the coaching role, will likely lead to

more conflict between the two roles. The most practical benefit these results suggest is the importance of role balance. (p. 64)

There are many positive benefits to the dual role of coach and teacher for the beginning teacher. However, the beginning teacher must be treated as such so that they are allowed to grow and develop as an accomplished educator in both roles. When this is done, teacher retention should improve. According to Green and Reese, “School board members and administrators should recognize that the dual roles of coaching-teaching or coaching-administrator can be rewarding but at the same time fraught with overpowering duties and responsibilities. A unified force of school professionals can provide a continuous evaluation of their specific concerns and formulate workable solutions” (p. 320).

According to Ryan and Sagas (2009), “The effects of voluntary turnover within sport organizations and teams are rarely, if ever, calculated. However, these ‘costs’ would include loss of expertise, experience, knowledge and relationships” (p. 129). This study investigated three reasons why coaches leave the profession. These three reasons were satisfaction with pay, work-family conflict, and the intention to leave coaching at some point in their career. In a compilation of survey responses from 346 head coaches, all three of the aforementioned reasons were found to have a significant impact on coaching turnover. In addition, pay and work-family conflict were found to have an impact on the decision to leave coaching earlier rather than later in the path of the respondents’ careers. This is one more study that provides evidence of the challenging nature of balancing teaching and coaching and the need for assistance and mentoring for those individuals so that the positive aspects of participation will outweigh the negative.

Drake and Hebert (2002) presented a study on occupational stress for teacher-coaches that provided strategies for coaches to utilize in order to avoid burnout. The authors conducted a case study of two high school teacher-coaches that are not unlike many in the profession today. These teacher-coaches taught full academic class loads while coaching from one to three sports within an academic year. The coaches were interviewed over a four-month period to gain insight into the ebb and flow of stress during different times of the year. The authors found that the coaches did experience stress, and both had considered career changes at some point in their experiences. However, both coaches formulated coping strategies in order to alleviate stress and allow them to focus on the job. These strategies included taking time to escape from job-related tasks, developing time and organization management skills, and participating with and learning from mentors. Each of these strategies has been pointed out through this review of literature. The potential impact of an effective mentoring program can be paramount to teacher-coach retention.

Summary

This literature review shed some light on the issue of teacher recruitment and retention in public schools and how interscholastic athletics can play a role in increasing teacher retention. In addition, literature was examined to determine the role that interscholastic athletics may play in the development of quality teachers at the high school level. The literature showed that an effective mentoring program for beginning teacher-coaches may play a vital role in the retention of those teachers and in the development of beginning teacher-coaches into veteran, high-quality education professionals. The impact of high school athletics on high schools is undeniable. It is the task of teachers and

administrators to emphasize the positive impact, and to use the lessons learned from athletics in order to improve schools. This can be accomplished by creating a supportive environment where the beginning teacher-coach can hone their skills and learn the same lessons of cooperation, teamwork, discipline, and accomplishment that their athletes receive from interscholastic athletics. As Budig (2007) explains, “Modern-day athletic programs are complex and defy simplistic remedies. In truth, they are a combination of academics, business and sports, and they always stir emotions on many sides, from the most zealous fans to the most cerebral professors. Those entrusted with secondary education must be vigilant and learn from the athletic excesses of colleges and universities” (p. 284).

Introduction to Methodology

The following chapter will detail the research methodology to be used in this study. There will be a comprehensive review of the case study model, the data collection process, and the research questions. The theoretical framework noted in Chapter Two will serve as the basis for the qualitative nature of the study and why it is appropriate for this research.

CHAPTER THREE:

METHODOLOGY

Introduction

The purpose of this study is to understand the impact that coaching athletics has on the career of beginning teachers and their likelihood to remain in the teaching profession. North Carolina State Board of Education Policy QP-A-004 strongly recommends that beginning teachers not engage in extracurricular activities. This policy is in place for beginning teachers to have the opportunity to learn and grow as professionals without the additional burdens that extra assignments cause. The policy manual states, “These working conditions prohibit on-the-job training and negatively influence teacher job satisfaction” (North Carolina State Board of Education, n.d.). This study determines whether or not coaching duties create growth opportunities within education from which beginning teachers can benefit. Indeed, these coaching experiences may assist teachers in staying in the field of education as they learn from their coaching duties.

Research Approach

This study was completed utilizing a case study approach within a qualitative framework. A qualitative approach will work best for this study because the primary research question is, “What are the experiences of high school beginning teacher coaches that influence them to continue their teaching career?” In order to get at the heart of this question, a qualitative approach is required. Teachers will have to respond in detail to questions that will address the research question. A survey that asks for answers on a Likert scale will not suffice. This type of quantitative approach will create statistical data, but this

study is not interested in statistics. This is a social science study, and as such the human element is paramount.

According to Patton (2002), “The case study approach to qualitative analysis constitutes a specific way of collecting, organizing, and analyzing data. The purpose is to gather comprehensive, systematic, and in-depth information about each case of interest” (p. 447). As each beginning teacher’s story is molded into a case, the problem that the research question proposes will come into focus. If beginning teachers have positive experiences in coaching that influence them to remain in education, then the analysis of the case studies as presented will have implications for educators and policy makers. Likewise, negative experiences will solidify the statements that are already in existing policy. The meaning of the cases as reported will demonstrate the lessons learned from the research (Creswell, 1998).

I have a background in athletics at the scholastic level and have been involved in athletics in various roles for almost twenty years. The researcher is the instrument of the research, and as the researcher I will be able to bring my experience into this qualitative study (Maxwell, 2005). A case study approach in this study is the most appropriate research design. According to Creswell (1998), “A case study is a good approach when the inquirer has clearly identifiable cases with boundaries and seeks to provide an in-depth understanding of the cases” (p. 74). With my experience in athletics, I was able to identify beginning teachers that are involved in athletic coaching. In addition, my background and interest in this area of education facilitated access to research subjects.

As education professionals continue to work to enhance teacher development and retention, I believe that the area of coaching may be left out or glossed over. There is an

emphasis, and deservedly so, on classroom teaching and learning. The continued pressures on teachers created by legislation such as No Child Left Behind and the North Carolina accountability program mandate that administrators work with their teachers to provide positive learning environments. Athletics is then treated as a secondary activity. However, studies have shown that high school athletes outperform their non-athlete classmates (Overton, 2001; Whitley, 1997). With this in mind, it becomes important to examine the role that athletics have on the teachers who serve as the coaches of these students. Teachers who have positive coaching experiences may be more likely to stay in education. This concept presents a gap in the research. These beginning teachers have a story to tell, and case studies will allow them to tell that story. There is knowledge to be transferred from the subject to the researcher to the reader and a case study approach will most successfully transfer that knowledge (Stake, 2000).

Research Question

This study explored if beginning teachers actually value their coaching experience and whether it impacts their decision to stay in the education profession. To that end, the research question to be studied is, “What are the experiences of high school beginning teacher coaches that influence them to continue their teaching career?”

Theoretical Perspective

Within the framework of qualitative inquiry, many notions of epistemological stances have been delineated. Many researchers and experts have discussed and explained views including objectivist, constructionist, and subjectivist. I take a reality-oriented approach to research. Patton (2002) states that reality-oriented theory seeks to answer questions that exist

in the real world. He states, “The presumption is that there is a real world with verifiable patterns that can be observed and predicted- that reality exists and truth is worth striving for. Reality can be elusive and truth can be difficult to determine, but describing reality and determining truth are the appropriate goals of scientific inquiry” (p. 91). This approach utilizes these foundational questions:

- What’s really going on in the real world?
- What can we establish with some degree of certainty?
- What are plausible explanations for verifiable patterns?
- What’s the truth insofar as we can get at it?
- How can we study a phenomenon so that our feelings correspond, insofar as it’s possible, to the real world? (p.91).

This study sought to obtain real-world answers. Teacher retention is a key issue in schools today. Even though some subjectivity and judgment may enter in, this reality-based approach will seek to provide practical answers to a real issue that impacts teaching and learning. Involvement in athletics is also an issue that permeates today’s high schools. There are policy implications and educational implications with this study. Positive experiences by beginning teachers may lead policy makers to reconsider the current State Board policy of limiting teacher involvement in non-classroom duties. Beginning teachers are encouraged by North Carolina State Board of Education policy not to participate in extra-curricular activities, including coaching. This study examined the benefits of this participation. That is a real world approach. It answers the foundational question that is proposed by Patton; that is, “What’s really going on in the real world?” (p. 134).

Case Study Methodology

According to Stake (2000), “Case studies have become one of the most common ways to do qualitative inquiry, but they are neither new nor essentially qualitative. Case study is not a methodological choice but a choice of what is to be studied” (p. 435). This methodology fits this study because the researcher has chosen to study particular teachers that coach scholastic athletics. The development of a case study hinges on the ability of the researcher to identify the case. When the case is clearly identifiable, case study is a good approach. This approach may lend itself to developing an in-depth understanding of the case (Creswell, 2007). This case is clearly identifiable. There are beginning teachers that coach interscholastic athletics. These teachers may or may not have entered the teaching profession in order to coach interscholastic athletics. They may or may not remain in the teaching profession based on their individual experiences in interscholastic athletics. The challenge of this research is to work to clarify the answers that this case presents and to open up the possibilities that this research could lead to more research into this topic.

Creswell (2007) details five qualitative research methods--narrative research, phenomenology, grounded theory, ethnography, and case study. Each method has research problems for which it is best suited. Based on this set of comparisons, case study research is the best way to address this particular issue. Case study research will provide an in-depth understanding of more than one individual of a particular characteristic--in this case, scholastic coaches. The researcher uses multiple sources of data, including interviews and observations. From this, a detailed analysis will be possible. Researchers have identified this analysis as the key element for case study methodology.

Stake (2000) also helps identify this issue as a problem for case study. “It is not undertaken primarily because the case represents other cases or because it illustrates a particular trait or problem, but because, in all its particularity and ordinariness, the case itself is of interest” (p. 437). As an educator with experience in scholastic athletics, mentoring beginning teachers, and teacher recruitment and retention, this research is of particular interest. It is an issue that is believed to be important, but it has not been examined on a local level throughout the researcher’s professional career. This case study can add to the body of knowledge on the topics of teacher recruitment and retention and scholastic athletics.

The justification and explanation for adopting this type of research for this particular problem is described by Stake (2000). He states that, “The bulk of case study work is done by individuals who have intrinsic interest in the case and little interest in the advance of science. Their designs aim the inquiry toward understanding of what is important about that case within its own world, which is seldom the same as the worlds of researchers and theorists” (p. 439). This inquiry has a place in its own world of research into teacher recruitment and retention within the scope of interscholastic athletics. It may be a small step toward a larger generalization. That would be a grand ultimate goal of research. In and of itself, however, the research will address an issue of intrinsic interest that may offer insight into improving teacher quality, which in turn will improve education quality.

Site Selection and Sample

In order to provide real world answers to real world questions, I identified beginning teachers that are coaches in Southeastern North Carolina. In my role as an active practitioner, I can obtain access to these teachers, even though I am not in a supervisory role

over them. These teachers have a story to tell. There is more to this sample selection than ease of access, though. In order to make a difference in teacher retention and recruitment in this particular part of the state, teachers that are in this part of the state have to be the research subjects. Their stories give the information that is needed to make this study one that has a positive impact on education in Southeastern North Carolina.

In order to be identified as an interview candidate, teachers had to meet three criteria. First, they must be North Carolina licensed teachers working in a traditional high school and they must be in their first five years of teaching experience. In addition, they must be actively serving as an assistant or head varsity or junior varsity coach of an interscholastic athletic team. These teams must compete in North Carolina High School Athletic Association sponsored events. This will limit the study to coaches of high school teams and exclude coaches of club sports, intramural, or recreational teams.

Research subjects were identified and asked to participate on a voluntary basis. They were informed of the study and the criteria by which they were chosen. Interviews took place at a site that was convenient to the subject. With the flexibility of travel that is available to me, it was be more functional to the study if I met the subjects at a location of their choice. With coaching responsibilities, their time is extremely valuable; I attempted to strive to infringe upon that time as little as possible. I attempted to have multiple interview subjects from a single school district. This school district contains three comprehensive high schools. Two of the high schools are rural and have less than 700 students; the third is a coastal high school of more than 1000 students. Each of the high schools offers multiple athletic programs. The variety of the schools and staff within this district will allow for a

relatively broad cross-section of beginning teachers without becoming so unwieldy as to make the study impractical. It will also allow for ease of data collection as travel will be kept to a minimum. In addition, this district does not have the resources to provide the same level of beginning teacher support that larger, more metropolitan districts have. Research in this district may be beneficial to districts that may struggle to retain new teachers due to limited resources. Since there were at least two coaches from any one school that are utilized in the study, then I was able to triangulate data to check for accuracy and reliability as the subjects describe their particular coaching and teaching experience. A total of six research subjects is the target of this study. An analysis of the school district as detailed in chapter one revealed that there are only nine eligible teachers within the schools that are being used for the study. Therefore, there are not many potential research subjects from which to choose. When a researcher chooses multiple cases, the issue becomes one of how many. Typically, researchers do not choose more than four or five subjects (Creswell, 2007). Fewer than six subjects may not present enough information to develop an in-depth study which will show the value of the cases. A sample of six subjects will allow for interviews, observations, and member checks. In addition, according to Bogdan and Biklen (2003), "If you cannot see everything and talk to everybody, you want to make sure that you sample widely enough so that a diversity of types are explored" (p. 61). Following that logic, the sample selection will address coaches that represent various demographics. From eligible teacher-coaches, subjects will be identified that represent different groups. Subjects were sought to include male and female, African-American and White, and revenue and non-revenue sports. Revenue sports at the high school level are basketball and football. Other sports are

considered non-revenue. This criterion was utilized to narrow the field from eligible subjects. In order to be as inclusive as possible, there will be no more than two from any particular demographic. If there are multiple subjects that would fit a similar category, then the teacher with the least teaching experience was identified. This assisted in maintaining the closest definition of beginning teacher. This sample size will allow for results that show a diversity of types and provide the high quality data that is required.

Data Collection and Analysis

The primary means of data collection was through personal interviews with the research subjects. The interviews were conducted using an interview guide. This guide will ensure “the same basic lines of inquiry are pursued with each person interviewed” (Patton, 2000, p. 342). There were questions that were prepared and used for each interview. This allowed the interview to remain focused, limit wasted time, and will serve to assist in data analysis (Patton, 2002). The list of the interview questions is included in Appendix A. Interview questions included basic demographic questions and subject-specific demographic questions such as, “What sports do you or have you coached?” In addition, there are open-ended questions that include:

- Given the difficulties of being a new, beginning teacher, why did you decide to assume the additional responsibilities of becoming a high school coach?
- Apart from wins and losses, describe your feelings about coaching.
- How does coaching on the field relate to teaching in the classroom?
- Do you plan to stay in scholastic coaching?
- Do you plan to stay in teaching at the high school level?

- Describe the rewarding aspects of your coaching position.
- Describe the challenging aspects of your coaching position.
- Does your coaching impact your teaching?
- As a new, beginning teacher, what is your level of stress, and does coaching add to it?
- How do you manage the demands of being a new teacher and a new coach? How do you handle learning two jobs at once and how does that impact you life?
- What else would you like to tell me about your coaching experience?
- Where do you see yourself or what do you see yourself doing in five years? In ten years?

The development of the questions is a key task, especially in an interview guide framework. After reviewing literature on qualitative interviewing as detailed in Chapter Two, these questions were developed based on my experience in the field of interscholastic athletics. I have first-hand experience in this field that spans twenty years. This experience includes coaching four different sports, serving as a school athletic director, serving as a school administrator, and seven years as a district-level athletic administrator. The questions listed will serve to gather the data required to study the research question. As Seidman (2006) writes, “There is no recipe for the effective question. The truly effective question flows from the interviewer’s concentrated listening, engaged interest in what is being said, and purpose in moving forward” (p. 93). These questions will move forward and gather the information in context.

I used two tape recorders to record interview data. I used a digital recorder and a traditional cassette recorder to ensure that data is secure. I also completed my own

transcriptions. While this may be extremely time consuming, past experience has proven to me that this method assists in my own understanding of the data. I did my own transcriptions for my master's thesis in 1995. Transcribing the interview data will also allow me to formulate my data analysis. I was able to spot trends, commonalities, and differences. All responses were kept confidential and all recordings, transcriptions, and coding were scheduled to be destroyed after the study is completed.

Data was gathered through personal observation. I observed each of the research subjects during practices and games. By observing each coach at a minimum of one practice and one game, data was collected that represented at least six practice sessions and six games. I combined these observations with at least one classroom observation of each teacher. This created a total of three observations per teacher. As a former coach and athletic administrator, I was able to watch the proceedings to see the beginning coach's interactions with their athletes as well as their capacity as teachers on the athletic field. Patton (2002) explains, "Direct, personal contact with and observations of a setting have several advantages. Through direct observations the inquirer is better able to understand and capture the context within which people interact. Firsthand experience with a setting and the people in the setting allows an inquirer to be open, discovery oriented, and inductive" (p. 262). These observations will allow me as the researcher to check the validity of claims that teachers make in their interviews. I was able to judge firsthand their positive and negative experiences in athletic coaching and in teaching. In order to remain consistent throughout the observation process, I used a consistent observation model. The standards to be observed will be taken from the North Carolina Teacher Evaluation Process, approved in August 2008

by the North Carolina State Board of Education and published in 2009 in cooperation with the North Carolina Professional Teaching Standards Commission. This model is detailed in Appendix B. It is based on five core standards developed by the Professional Teaching Standards Commission to move from the checklist of observable traits under the former system to a more reflective model that encourages teachers to assess and react to their practice.

Research Validity and Reliability

From a qualitative perspective, reliability is the extent to which the measure produces the same results when used repeatedly to measure the same thing (Rossi, et. al., 2004). I safeguarded the reliability of this study by utilizing a standardized interview format. By deviating only for follow-up or probing questions, the data collection process was consistent and reliable.

Validity is the extent to which a measure measures what it is intended to measure (Rossi, et. al., 2004). It is difficult in a qualitative study to guarantee validity, for the researcher must rely upon the interview subjects for valid measures. A variation in answers depending on the feelings or mood of the subject could have an adverse impact on research validity. I worked to enhance validity by utilizing a scripted interview process. I was also able to monitor validity by doing my own transcription work. As the work was transcribed verbatim, I was able to judge if the interview questions are uncovering the information that they are intended to uncover. In addition, I was able to check validity by ensuring that I interviewed at least two people from any particular school. There are three comprehensive high schools in the district. Interviewing at least two from each school will serve to reach the

targeted goal of six subjects. If the majority of the interview subjects are from the same school, the data may reflect little more than a teacher working conditions survey of an individual school and not reveal each teacher's feelings and perceptions about coaching and teaching.

Furthermore, I conducted member checks with the interview subjects. Each subject will have the opportunity to review their interview statements to ensure that what is recorded is what they meant to say and is a reflection of their true feelings and intentions. After the interview transcriptions are completed, I contacted the teachers to confirm their statements and intentions. The rigor and trustworthiness of this study is paramount; if it is to assist in teacher retention or even policy change, it has to be reliable and valid.

Qualitative research of this type and design is often discussed in conjunction with the concept of triangulation. Triangulation is a term utilized to explain how the qualitative researcher works to ensure research validity. Triangulation is a term that originates from surveying or navigation. It is based on the premise that one cannot determine their location by simply referencing one point. In order to determine the exact location, one must relate location to at least two points, thus creating a triangle. The triangle is the world's strongest geometric shape. Therefore, strong qualitative research must utilize a similar method of triangulation. In order to develop reliable data (a strong sense of location), one must use multiple forms of research collection (more than one point of location) (Bogdan & Biklen, 2003; Patton, 2002). There was more than one source of information collected in this study. The researcher conducted subject interviews as well as perform classroom and field observations. Triangulation of data will reduce the likelihood that information is

misinterpreted. The confirmation provided by the use of multiple data sources will help guarantee accuracy and a realistic picture of the data collected. It will clarify meaning, thus verifying the repeatability of an observation or interpretation (Stake, 2000).

IRB Issues

The University Institutional Review Board was presented with the information necessary to safeguard the human subjects in this study. By utilizing the initial chapters of the proposed study, I was able to describe the aims of the research, the nature of the participants, and the research methodology (Seidman, 2006). I will also maintain confidentiality of the subjects by using pseudonyms for the interview subjects and will keep their schools' names out of the study. All subjects were provided with informed consent forms, were ensured of their privacy, and were safeguarded against risky practices (Piantanida & Garman, 1999).

Subjectivity Statement

I entered teaching in 1989 so I could remain close to athletics. As a new teacher, I coached two sports and assisted with another. I even coached middle school baseball during my student teaching experience. Even though I was a good student throughout high school, my involvement in athletics is what allowed me to enjoy my high school experience as much as I did. Throughout my teaching career, I have worked to transfer that love for athletics and for school to my students and, in later years, to my teachers. I see young coaches going through the same triumphs and tribulations that I faced when I was in their position. I know that they have days when they wished work was easier, and there are days when they see their non-coaching colleagues going home while they are working on a game plan for the

next week in addition to lesson plans for three classes. Nevertheless, at the end of the day, the experience makes them a stronger professional, and coaching is something from which they receive a benefit. That is my experience. I know that it still exists in our public schools for some young teachers. I believe that athletics leads to positive learning experiences. It has worked for me, and I am sure that it will continue to work for others. That love for athletics creates my interest in this study; it also creates possible bias in the research.

This study was strengthened by my background in athletics. Through twenty years of experience, I have witnessed and participated in a wide variety of athletic and teaching events, both positive and negative. I have the same general background that my research subjects have. I am able to understand the language of scholastic athletics and am able to relate to what I discover in the data collection process. Based on my career in education, I knew what I was looking for and what I saw in the research. This enabled me to synthesize the data succinctly yet thoroughly.

On the other hand, my deep affection for athletics could have introduced a bias into the study that I may have had to overcome. My passion for athletics and my firm belief that athletics create positive school experiences could have caused my interpretations of data to be skewed or one-sided. To borrow a term from athletics, I have been a cheerleader for scholastic athletics throughout my entire career. I have coached, played, and even reported on athletics through local media outlets. I accounted for this bias by interviewing more than one subject at the same school as well as utilizing more than one school in the research. I also conducted member checks to verify what I transcribed and observed. I also conducted

observations of the interview subjects as they carried out their coaching duties. This helped ensure an objective, informative study that will be useful for practitioners and policy makers.

Limitations of the Study

On the heels of the Whitley (1997) and Overton (2001) studies, this study examined teacher retention from the perspective of high school athletics. Previous studies have documented the benefits that athletic participation has for students. This study looked at potential benefits for teachers. Since teacher recruitment and retention is an important issue in North Carolina and nationwide, research that provides insight into keeping teachers in the field will be welcome. That was the aim of this study.

There are limitations to this study, however. The case study nature of this research will provide information for school leaders and policymakers in one region of North Carolina. Results may be different if the study is undertaken in places other than southeastern North Carolina, or in multiple schools and school types--including urban, suburban and rural schools throughout the state. In order to have policy implications that cover the entire state, policymakers may wish to see data from other areas. In addition, although the body of research on teacher retention is extensive, there has not been as much research conducted on teacher retention as it relates to athletic coaching. This may make convincing policymakers difficult as they will desire to see more studies that just this one.

The small sample size of the study is another limitation. Qualitative research often results in ambiguity of findings, and sample sizes can have an impact on that ambiguity. The chosen sample size for this study--six to nine subjects--was made to provide a cross-section of data from the district that is studied, while not creating a data set that would be unwieldy

or beyond the scope of this project. The sample size will represent a proportionate number of beginning teacher-coaches, as coaches make up a relatively small number of staff at any comprehensive high school, and beginning teachers are usually a small number of the athletic coaches.

In addition, the data gathering techniques involved in qualitative research have their own set of limitations. According to Patton (2002), “Limitations of observations include the possibility that the observer may affect the situation being observed in unknown ways, program staff and participants may behave in some atypical fashion when they know they are being observed, and the selective perception of the observer may distort the data” (p. 306). These limitations are just on the side of observations. This study will utilize interview data, which comes with its own set of limitations. Patton (2002) continues, “Interview data limitations include possibly distorted responses due to personal bias, anger, anxiety, politics, and simple lack of awareness. Interview data are also subject to recall error, reactivity, of the interviewee to the interviewer, and self-serving responses” (p. 306).

The issue of bias in qualitative research has been wrestled with for years. The effects of the subjectivity of the researcher may have an influence on the data. The issue of reporting what is observed and not what is wanted to be observed is a component of bias in this type of research. The goal, therefore, is to objectively study the subjects while compiling a large amount of data. The research findings were not based on a cursory set of interviews, but on interviews and observations that were checked against each other and with participants for accuracy. That will then assist with the primary goal of this research, which

is to add to the existing body of knowledge, not to pass judgment on a series of events (Bogdan & Biklen, 2002).

Summary of Chapter

In this chapter, I have detailed the methodology of this study. I utilized a reality-oriented approach to develop a case study of beginning teachers who serve as athletic coaches. Through a comprehensive interview guide, I collected data that served to answer the research question of whether or not the experiences of high school coaching have helped retain young teachers. I also utilized observation and member checks to verify the data that is collected. The triangulation of multiple data sources worked to ensure reliability. The next chapter will detail the findings of this study.

CHAPTER FOUR: FINDINGS AND ANALYSIS

Introduction

This exploratory case study was designed to analyze whether coaching high school athletics is influential on teacher retention. The study seeks to understand the impact that coaching athletics has on the careers of beginning teachers, why beginning teachers choose to become high school coaches, and their likelihood to remain in the teaching profession. The literature suggests that interscholastic athletics can play a role in increasing teacher retention. In addition, literature further suggests teacher retention can be improved by creating a supportive environment where the beginning teacher-coach can develop their skills and learn the same lessons of cooperation, teamwork, discipline, and accomplishment that students learn from participation in interscholastic athletics.

During this study, each research subject's approach and feelings about their role as beginning teachers and coaches was examined. This was accomplished through a personal interview (Appendix A) and teacher classroom and practice and game observation (Appendix B). The qualitative data gathered from these sources was used to determine if coaching athletics had an influence on beginning teachers to remain in the education profession as classroom teachers. This exploratory case study was guided by the following research question: "What are the experiences of high school beginning teacher coaches that influence them to continue their teaching career?"

Overview of Sample

Research subjects were identified and asked to participate on a voluntary basis. Potential candidates must meet several criteria. They have to be North Carolina licensed teachers working in a traditional high school in southeastern North Carolina. They must be listed as having five years or less teaching experience. They also must be serving as an assistant or head coach of a varsity or junior varsity interscholastic athletic team. These teams must compete in North Carolina High School Athletic Association sponsored events.

Participants were informed about the study and the criteria by which they were chosen. Participants were also informed that the study had the approval of the school district in which they work as well as the North Carolina State University Institutional Review Board. Seven potential participants were identified by utilizing the previously mentioned criteria. In the initial analysis of the school district, there were nine potential participants. However, two of this pool of potential subjects no longer met the criteria at the time of Institutional Review Board approval. One potential participant no longer coaches at the high school level as the previous coaching assignment was done until a full-time coach could be secured; the other had too many years of teaching experience from another state to qualify as a beginning teacher under the guidelines of this study. Six agreed to participate; the seventh did not respond to an e-mailed request.

The six participants that agreed to take part in the study filled the quota required by the research design. The candidates were offered their convenience of interview locations. Five of the subjects were interviewed at their school, the sixth arranged for an interview at the local community college center as it was close to the subject's residence. Each subject

was presented with fifteen interview questions (Appendix A). Each person also consented to a classroom observation. Those observations were conducted in accordance with standards adopted from the North Carolina Teacher Evaluation Process (Appendix B). In addition, each participant was observed in either game or practice conditions while they were actively coaching. All names are pseudonyms in order to protect the confidentiality and privacy of the participants in accordance with North Carolina State University's Institutional Review Board.

The six coaches have a commonality in that all are in their first five years of experience and all can thusly be classified as beginning teachers for the purposes of this study. However, the six research subjects bring a diversity of demographic backgrounds into the teaching profession. Three of the coaches are female. One of the six coaches is African-American, which is consistent with the percentage of African-American teachers within the district. Three of the subjects are products of the same school district in which they work, though none of them teach at the school they attended. One of the subjects is from another location within North Carolina. One subject is from the Midwestern United States, and one is from the Mid-Atlantic region of the United States. Two of the subjects teach health and physical education. Three teach in core academic areas, and one teaches in the career and technical education field. Three subjects attended a university local to the district. The other three attended schools outside of North Carolina. Four of the subjects majored in education as undergraduates. One entered teaching through a lateral-entry program. One coach started in private industry and then returned to school to obtain a teaching license. One subject has obtained an advanced degree. Four of the coaches attended college on athletic scholarships.

One coach attended college on a teaching scholarship. One of the coaches was actually drafted into a professional sport, but did not sign a professional contract. In total, the six coaches currently are varsity head coaches in track and field, cross-country, indoor track, softball, wrestling, tennis, and baseball. They work as assistants in volleyball, athletic training, track and field, and football. All of the coaches have at least one year of teaching experience in public schools; none have more than five years. Of the six coaches, four have taught at the same school for the duration of their careers. The other two have taught at two schools. One of the six is teaching at the same school where they completed their student teaching internship.

The study also addresses the related topic of teaching at the high school level. Sometimes people outside of the school environment may assume that coaches are teachers at the school. While this is certainly true on some level, there are also coaches that come to the school from outside jobs as well as coaches that teach at other schools than the one at which they coach. In addition, there are some in the general public that believe that, for a variety of reasons, that the coach is hired to coach first and teach second, if at all. While this may be true in some instances, in the selected school district employees that are hired as teachers and choose to coach do so in addition to maintaining a regular teaching load. The only coaches that may see a reduction in teaching load are the high school athletic directors, who receive a class period per day to work in athletics administration. This reduces their teaching load by one-third. All other teacher/coaches maintain a full teaching load that is equivalent to their colleagues that do not take on extra-curricular responsibilities.

Coach Lynn

Coach Lynn attended a North Carolina-- based university on a teaching scholarship. After graduating with a certification in a high school core subject area, Coach Lynn obtained a position at a rural high school. Coach Lynn has coached two varsity sports and one junior varsity sport. One of the sports was a start-up at the school, while the other had a recent tradition of success, including several conference championships and state playoff appearances. Coach Lynn has coached each year while teaching. Coach Lynn considers coaching as a part of the job. "When I became a teacher, it was another duty, or another responsibility, something that I enjoyed doing that adds to my day," Coach Lynn said during the interview.

The North Carolina State Board of Education does not require beginning teachers to engage in extra-curricular activities. In fact, it is highly discouraged to the point that beginning teachers have to sign an agreement that they take on those duties without being compelled to do so as a part of continued employment. Therefore, it is important to investigate why a beginning teacher would be willing to take on those duties. For Coach Lynn, it was a result of having played sports while a high school student. The coach said, "It was something that I wanted to do-- get into coaching." When approached about the stress that adding the coaching responsibility to what could already be an overwhelming class load for a beginning teacher, Coach Lynn commented, "It has its stressful times, long hours, but overall though, I guess-- you've had any negative parts to it, but the good definitely outweighs the bad. It's another way to build relationships with students and if you can build those then, they can perform better for you in the classroom."

Since Coach Lynn referenced student relationships and the classroom, the interviewer asked about the similarities between coaching in the field and teaching in the classroom. “Coaching is teaching. You have to teach them the game. You have to break it down for them step by step and start with the basics and build off of the basics, you don’t really move on until everybody has a good foundation.” After Coach Lynn gave that explanation, the question was asked if coaching at the high school level was something that was planned for the future as the rest of the teaching career progressed. The question was met with a positive response. When asked to elaborate, the coach said, “Again, it’s something that I’ve been a part of that I enjoy, and again, the building relationships part with the students, when the kids see you out and about giving back to the school, and then they’re a part of it-- they just respond better to you I feel in the classroom than some of the ones that aren’t playing sports.” The follow-up to this had to address the related topic of teaching at the high school level. Again, the question was answered in the affirmative. “[The academic subject] is what I enjoy doing. I enjoy the teaching. I originally started out doing middle school, and I changed over just so that I could get into the coaching a little bit more. I found that I enjoyed it at the high school level, being a part of the athletics, and I just plan to stay in it.”

With a positive opinion towards the teaching and coaching profession, Coach Lynn was given the opportunity to open up about the rewarding aspects of the job, as well as parts of the job that presented challenges. It could be written about and described in any manner of detail, but the best way to illustrate the feelings of the coach is straight from the person. “When the kids get that victory and they’re all excited and it is because they feel like that’s an accomplishment to them, but, too, when you can point out to them, even when they lose

but they've done several things right that they didn't do the last time, you know you cut down on errors or you might get more hits, that opportunity to make the kids feel better about themselves." Even when things do not go as planned, the coach sees the positive when the players show improvement. That is the same kind of growth that school administrators look for in the classroom.

Everything is not perfect, however, in the coaching world just as it is not in the teaching arena. Coach Lynn was forthright in describing the challenging aspects of the job. Coach Lynn said, "The challenging part does come in when you're losing and you have to deal with parents. They obviously, well, they don't see the group as a team, they see their child and they don't understand a lot of times where you're pulling from and that you're not necessarily going to be the best in that they don't see that they think a lot of times its only about their kid." Coach Lynn commented on how not having any children on the team provides a different perspective and helps create different ideas about how the team should run or be conducted. While parents are a big challenge, Coach Lynn does not see them as the only one. The hours that the job requires creates a challenge as well. "Just staying on top of things can be a challenge when you don't get home until eleven o'clock and you have to turn around and be prepared the next day for a lesson and then do it all over and so, the hours you put in can be challenging sometimes."

When a person works multiple jobs, the thought arises that job performance might diminish due to fatigue, lack of concentration, or a variety of other possible factors. With a profession as important as teaching children, this possibility may have dire consequences for the effectiveness of the classroom. Coach Lynn, even as a teacher new to the profession, does

not see it that way. “I think that at this point, I feel like I’m pretty settled in because I’ve only been mainly teaching [a single subject], so I feel like I’ve gotten a good grasp of my curriculum, and I know what I’m doing. I mean obviously you have to make adjustments and what not, but for the most part I don’t feel like the time going into the coaching affects the teaching part of it.” In fact, Coach Lynn addressed the impact of coaching on teaching as something that improves teaching. Expanding on the idea that coaching is teaching, Coach Lynn said, “I think they go hand in hand at some point because in your classroom you have an established set of rules, what you expect out of your kids, and on the field you have your expectations and whether it is they don’t come to practice late, they don’t miss practice, if they’re going to want playing time, then the things that they do in the field, they go hand-in-hand.”

Stress is a part of any job. Perhaps, not unlike cholesterol, there is good stress and bad stress, but there is stress present. The North Carolina State Board of Education’s policy to keep new teachers from undertaking extra duties was designed to reduce stress while the new teacher became comfortable and proficient in their craft. To that end, Coach Lynn was asked about the level of stress associated with teaching and coaching. “At this point, it’s probably not what it was when I first started like my very first year, because the first year you’re more concerned about whether it is test scores, or how the kids respond to you initially. I don’t feel like I have a lot of stress at this point that I may have had my first year.” Since Coach Lynn is still a beginning teacher, even though not in the first year of work, the proposition that coaching would add to the stress level is a valid assumption, if nothing else because of the extra time involved. However, Coach Lynn did not want to even expound on this possibility,

stating simply that coaching did not add to stress. This may be a result of things that Coach Lynn referred to in other statements, such as stating that coaching was something that was a part of the job that was looked forward to; it was an assignment that was sought out instead of another task to complete.

No one teaches in isolation. There are many other members of the staff at any high school, even a small high school. However, any teacher could feel lonely, intimidated, or overwhelmed when the door closes and it is time to manage the classroom. At the high school level, the departmentalization of subject areas may exacerbate this feeling as teachers are linked by common subject areas as well as by geography of classes into small groups. Coaching may be no different, as the coaching staff, while it may cross several different academic areas, is a small group within the teaching faculty. This can be made to seem even smaller if the school utilizes non-faculty coaches, as most schools do, since these people are not seen on campus during the school day. Therefore, coaches need to rely on each other. Coach Lynn was asked to detail those professional relationships. “I think we have a pretty, where we’re at, a pretty tight-knit group of coaches. We all get along real well for the most part. We all respect each other’s seasons for the most part, and I think as far as that goes amongst the whole faculty. If they’re having problems with one of our athletes, then I think they know that they can come to us and try to get us to work with them to do what they’re supposed to. They are students first.” All beginning teachers are assigned a mentor for their first three years of teaching experience. Coach Lynn’s mentor has been a positive influence. The coach adds, “My mentor teacher and I are really close. We teach within the [same] department as well. We get along great and she would do anything for me.” Whereas

beginning teachers are assigned a mentor by the school and district, beginning coaches are not. Even so, Coach Lynn was asked about that possibility. “Well, not directly, but I have people within the coaching staff that I would consider personally mentors.” That observation coincides with the earlier quotes about the close relationships among the coaching staff at the school.

The research question of this study asks whether or not coaching helps keep teachers in the classroom. Coach Lynn answered that when the affirmations were given when asked about continuing in the education field as a teacher and coach. As a summation of the discussion of the job of being a teacher/coach in this area of North Carolina, Coach Lynn offers the following insight: “I think that [teaching and coaching] have a positive impact, they work really good for the benefit of the student-athlete. I say, jump in and do it, that’s where I found I have had some of the better relationships with students and have been able to get them to work, because before going into teaching that first season [my coaching assignment] started before school even started. The kids already knew who I was. I wasn’t this new teacher they thought they could walk all over or run over or whatever, I think they respected me a little bit more because they knew me in advance.”

Coach Carroll

Coach Carroll played a primary sport all through the formative years, into high school, and for four years at the highest collegiate level. Coach Carroll was an athlete who, after having played the sport and having played it for people who were thought of as good coaches, wanted to help the next generation of players learn the game and succeed the same way that had been made available to Coach Carroll. The coach was also complimentary of

college professors, fellow coaches, and the mentor teacher during the discussions with the researcher. The positive outlook on teaching and coaching for Coach Carroll was built upon having a series of caring education professionals during the formative years, which developed a desire to keep that sense of caring and dedication going for future students and players. Coach Carroll currently is the head coach of one varsity sport and an assistant in another.

Coach Carroll was asked to comment on the feelings about coaching that did not include winning and losing. Even in that, the competitive nature of the coach was evident as winning was the subject of the response. "It differs day-to-day and some days are good and some are bad but when you have a winning season it's a good feeling because you taught the guys something." The coach also went into detail about a particular team. "You know, that was a big achievement, and I could really tell something that they learned something and got better, so it was good." This was in reference to a team that earned a conference championship that had a core group of players that the coach had taught for two seasons. After Coach Carroll referenced the satisfaction of the players learning on the field, the coach addressed how learning on the field is similar to learning in the classroom. Coach Carroll stated, "You have to hold your kids and your students accountable for what they do-- their actions, whether it is on the field or off the field or in class- I try to have my players treated like my students and my students treated like my players. In essence, they're all the same."

With satisfaction gained from teaching and coaching, Coach Carroll was asked about his plans to stay in coaching and teaching. The initial response was interesting in that the response was a qualified affirmation. Coach Carroll stated that high school coaching was in

the plan unless a better opportunity came along. When pressed about what would constitute a better opportunity, Coach Carroll replied, "If some kind of college asked me to be a coach or something along those lines." Nevertheless, Coach Carroll sounded satisfied with the current role. "I plan on staying because I enjoy it-- these kids-- a lot of these kids that play high school sports, it's the last stop for them, and I was one of the lucky ones to be able to play at the college level and I'd like to see kids especially that I coach get to that point and continue their career." As a follow-up to that response, Coach Carroll was asked to comment on staying in the classroom at the high school level. The coach responded, "I like it, I enjoy the kids, they're a lot different from when I was growing up. A lot of the kids need a lot of guidance they don't get at home, and I just feel like trying to help them out as much as possible. One day they're going to be running the society."

The rewards and challenges of the job are key questions in this case study research project. If beginning teachers are going to remain in the profession long enough to become tenured, experienced teachers, the personal and professional results they gather will go a long way to that end. In order to gauge Coach Carroll's affinity for the intrinsic components of the career, the coach was asked about those aspects that may be rewarding or challenging. In the positive avenue, Coach Carroll replied, "Really seeing my players achieve something and learn something. From game-to-game or practice-to-game, make mistakes, then you talk about it, and then you go out there and see them do it right-- to do it the way it is supposed to be done. It is just like something clicks and they understand what they did wrong, and also when they do something wrong, and they know it, and they beat themselves up a little bit,

they know they did it wrong and they know how to correct it. It just takes time when that happens, and it becomes a joy for them and for me to coach.”

Of course, with any series of highlights there may be corresponding times that are trying. This is Coach Carroll’s perspective on what makes the job challenging. “Starting off, trying to make sure that all of the kids are on the same page. You know, it’s tough to start off if you’ve got a bunch of high level guys and you’ve got three or four guys that are really low level because you have to tend to them to try to get them up to speed-- to everyone else’s speed-- and then at the same time if you work too much with those people then your higher level kids just stay there and don’t progress further. I really think trying to get all the players on the same level and the same thought process about the game and how it’s supposed to be played.” Whether or not Coach Carroll realized it at the time, this issue is a common one in the classrooms of all teachers. The challenge to effectively differentiate instruction in order to maximize the learning of a diverse group of students is a task that can be as frustrating as it is rewarding. Coach Carroll’s explanation about differentiating instruction on the playing field provides a beginning teacher’s insight into a common issue in schools. This coach’s answer was unique among the research subjects in that respect. Coach Carroll expressed frustration at having players on different levels trying to work together as a team on the same level. It takes the concept of leveling the playing field out of the classroom onto the actual playing fields and then, possibly, back into the classroom as the need to have everyone progress through study and hard work becomes evident.

In order to remain in interscholastic coaching, the coach has to be successful as a teacher. With the lessons learned in coaching, there has to be a crossover into the teaching

area. Coach Carroll commented at length on how coaching in the field impacts what goes on in the classroom. “Like I said earlier I treat my players as students and my students as players.” The coach does not allow the subject area that is taught change the approach to classroom instruction. “Being a Health and PE teacher and weightlifting teacher a lot of people might say, ‘Well, you don’t have to teach your kids a lot.’ Well, you actually do, because with athletics you have to teach the players the fundamentals of the game and how to make a tackle or how to do a correct bunt or something like that. In Health and PE, or in PE class, you have to teach the kids; some kid might not know how to throw a Frisbee or doesn’t know the mechanics of shooting a basketball, I mean you have to teach them that kind of stuff. It’s the same with weightlifting; a lot of them are uncoordinated, and they just go in there and try to lift a lot of weight-- which can hurt them-- so we have to teach them how to do it correctly.” This summary statement says a lot about Coach Carroll’s teaching, just as the statements about differentiated instruction on the practice field explained. Coach Carroll recognizes the necessity of teaching component skills, and the positive results that come from establishing student competence in those areas. It is a teaching skill that transcends the field or court and carries over into the classroom.

When Coach Carroll feels the need to defend the instructional processes that take place in health and physical education classes, it would seem that would be a cause for an elevated stress level. However, Coach Carroll’s response did not seem to support that. When questioned about stress levels, Coach Carroll said, “I’ll say it’s fairly low. I really believe that when I did my student teaching that was the hardest position I’d been in. I enjoy coming to work every day. I couldn’t imagine sitting behind a desk for eight hours and getting up

and not being active and doing anything. I like interacting with the teenagers and everything, but as far as teaching and coaching I'll say it is very low. Some days are higher than others, but I'll say on average it is probably fairly low." To follow up on that reply, Coach Carroll was asked if coaching added to the stress level, since it is an extra duty that is not required of teachers and is actually discouraged for beginning teachers. The response was, "It does during the season. I mean, obviously if you're playing well and everything, then everything is good. But when you're not, you know, when you're struggling and having to coach more and more, it is going to make things more stressful."

When the coaching and teaching assignments are stressful, support from peers is important. Mentor teachers are assigned to beginning teachers in order to provide guidance to new teachers as they learn the profession. In addition, a collegial atmosphere among the school faculty is important. Beginning teachers that coach have an assigned faculty mentor, but they also have fellow subject-area department members and members of the coaching staff that may be available to provide guidance and support. In Coach Carroll's case, there is a sense of positive support from the faculty-- both those that coach and those that do not. The relationship to other members of the coaching staff was summed up by saying, "It's great! I think all of the coaches here, whether it is football, basketball, track, or whatever, a lot of us coach different sports, but it's great, because we're all on the same page. We all get along well and we try to compete to win and try to push our kids as much as possible." The relationships with teachers that do not coach were also seen as a positive. "I think the faculty here is pretty good. I think all our teachers interact well with our coaches. I think they realize that the coaches put in a lot of time, especially during their season, so I haven't heard any

negative remarks or anything like that.” The assigned mentor teacher is also an important part of the new teacher’s experience. An effective mentor can help make the beginning years much better. Coach Carroll concurred with that assessment. “Mine’s awesome. She is a [same subject teacher as Coach Carroll] also. When I did my internship, she was my internship teacher. We have a great relationship... we basically know what the other’s going to do before we do it.”

Coach Carroll commented previously that the internship, or student teaching, experience was the hardest part of the entire teaching experience. Since the mentor teacher is the same person as the internship teacher, a follow-up discussion was held in order to address what made the internship stressful. If an internship that stressful gives a negative impression of teaching in general, it may show to be a factor that would cause teacher/coaches to leave the profession at an early stage. Coach Carroll was willing to be candid about the internship process. “Well, one was the class sizes. I had two classes, and they were freshmen so they were immature, that were probably thirty-two to thirty-five students in each and it was third and fourth period. That is the worst time of the day. The kids are ready to get out of school and they’re kind of antsy. They started off trying to push my buttons because they wanted to see how far they could go so I really had to be strict with them. Another thing was that the teacher had a set curriculum that she liked to do with the kids, and would not be fair for me to make up what I wanted to do and leave her to figure out what I had done differently, so I had to learn all the material and re-read everything and figure out how to apply it to the students. It definitely wasn’t easy, but I figured that if I got through that I could get through anything.”

After being convincing in that Coach Carroll is glad to be involved in interscholastic athletics and sees a future in the education profession as a result, the coach was given the opportunity to express any other views on coaching and teaching at the high school level. An open-ended query of this sort can lead to a wide range of responses, from the expected to the unexpected. Of all interview subjects, Coach Carroll had the most to say in response to this question. Coach Carroll started off by offering an idea that was not discussed by anyone else. The coach suggested that not only should beginning teachers not be discouraged from coaching, they should be required to be involved in extra-curricular activities for at least a year of the beginning teacher cycle. The coach commented that getting that experience would allow all teachers to understand how much time and effort that coaches put into their teams above and beyond the normal school day. The coach also said, "I've learned so much through coaching that I've used in the classroom and stuff like that as far as discipline and managing my kids that it can be used in the classroom as well. I just think it would be a good experience for everybody to see what coaches go through day in and day out." When asked about how to convince beginning teachers to take on the added responsibilities, Coach Carroll replied, "That's a tough question. For me it was the experience, whether you hate it or like it, you don't know you're going to like something unless you try it. I love [the primary sport coached] and always have and I know I wanted to be a coach so it was easy for me to just step in and do it. It was still a challenge during the first year."

Coach Carroll is certainly a teacher that planned on coaching from the outset. The positive experiences that were gathered as a student and athlete were something that led the coach to want to help provide a similar feeling to the next generation of students. Coach

Carroll is an example of a teacher that might not have made that career choice if coaching was not an option during the beginning teacher phase of the teaching career. From the interview, it is evident that nothing has happened to deter the coach from continuing on this career path, and Coach Carroll has indicated a desire to remain in the field as a career choice.

Coach Roberts

Coach Roberts, along with Coach Lynn, is the youngest of the research subjects. Coach Roberts actually began teaching in the elementary school setting while coaching, and then transitioned to high school as a position became available. Coach Roberts has also helped coach at the middle school level. These assignments have given the coach the rare opportunity to work in schools ranging from kindergarten to high school while in the beginning teacher career phase. Coach Roberts has had to basically start over in a new school while a beginning teacher, which is not unlike being a beginning teacher twice; this has the potential to make the coaching aspect an even bigger burden to an already difficult assignment. Coach Roberts' discussion of the beginning teacher experience nevertheless was one of optimism and encouraged progress. Coach Roberts started coaching before entering teaching, working with athletes while in college and during summers. Therefore, it was almost a natural extension to continue coaching after starting teaching. Coach Roberts teaches Health and Physical Education, which is a common field from which high school coaches are drawn.

Coach Roberts attended college on an athletic scholarship, and participated in college athletics for four years. The coach's particular athletic specialty is pole-vaulting. It is not as common in some areas of North Carolina as others, and many smaller high schools do not

offer the sport. However, the coach has found an opportunity to coach related sports at the high school level in order to draw upon the college-learned expertise. In addition, the coach also obtained an undergraduate degree in exercise science in addition to earning teaching licensure.

Coach Roberts was asked to weigh in on opinions and feelings about coaching. The coach responded, "I enjoy coaching. It's one of the things that you put a lot of time into, and you don't get paid a whole lot for it, especially as a first year teacher, but I enjoy seeing them grow. I enjoy watching them get something that they've been working on for a long period of time, and they finally get it and then the excitement of it. I enjoy introducing kids to a sport that they have never done before, and seeing them get excited about it." The common thread throughout that response is the term "enjoy." The coach admits there is little in the way of financial compensation, but it is obvious that the intrinsic rewards that the coach receives far outnumber any extrinsic rewards.

This response is similar to ones that teachers sometimes relate when they discuss learning in terms of a "light bulb going off" in a student. With that in mind, Coach Roberts was asked to relate the coaching experience to classroom teaching. "Motivating students is important, especially because physical education is pretty parallel to athletic coaching. The cues, giving the athletes and the students cues, giving them real-life experiences, being able to say, 'this might work for one person, this might work for you,' so it's important to recognize different styles of students with different abilities." Like Coach Carroll, Coach Roberts recognizes the need to differentiate instruction for students on the athletic field as well as in the classroom. This denotes a student-centered approach to education in which the

teacher identifies the abilities of each student and works to help them develop their skills.

The parallels that both coaches identify help them see the correlation between their teaching assignment and their extra-curricular assignment, and may help encourage them to remain in both fields within the education realm.

Since the supposition was made that Coach Roberts would stay in teaching and coaching, the question was asked very directly, and was answered just as directly. Coach Roberts provided a succinct, “Yes,” to queries about intent to remain in teaching and coaching. The coach was asked to explain why those answers were issued with such confidence. “I think it is a part of me. The biggest influences in my life were my coaches. I went to [college] because my coach told me that was probably one of the best things for me to do. I have a learning disability and the only thing I did excel at was PE and sports, and that was basically what got me to college.” A similar response was given about staying in teaching. “I enjoy the athletic ability, I enjoy going to this level and helping kids that are at a very basic level. I enjoy getting down and breaking the skills down for them.” Once again, Coach Roberts used the term “enjoy” to describe the approach to teaching and coaching.

Since Coach Roberts enjoys the teaching and said so as part of responses to inquiries, the coach was asked about the rewarding aspects of the coaching position. This seems like a “loaded” question, but it does help to examine the details that make the job enjoyable. Coach Roberts was not hesitant to provide details. “I think the biggest thing is the relationships you build with the kids. It helps me more in my classes. It helps me as far as classroom management and I think the fact that I am a coach, they kind of expect a little bit tougher set of rules and they do a pretty good job of following them.” Coach Roberts also talked about

how developing relationships with students helps to develop relationships with even more students as students learn that the coach is somebody that can be seen as caring about a student's progress and their personal well-being. The coach related that other students have come to talk because they were referred by athletes or other students from a previous class because they know that the coach cares and will listen and help.

In order to provide a balanced approach to the inquiries, Coach Roberts was asked about the challenging aspects of the job. Even though the coach used the term "enjoy" repeatedly, even the most enthusiastic coach and teacher has moments that become burdensome. Like with other responses, the coach was open and candid with the answer. "I was here until 6:30 last night and that was my early night this week. On Monday I was here until 9:30, and tonight I'll probably be here until 8:30 if the game goes according to plan." The time commitment that is required is definitely a factor in being able to maintain positive job performance. "On Friday we have another game here, so you're going constantly except for the breaks in-between practices and in switching over between practices and games."

With the time commitment involved, there has to be concern about the impact on teaching. A quick addition of the time for the week in question indicated that Coach Roberts was going to work 58 hours in a five-day week at school alone. That does not leave a large amount of time for completing the tasks that teachers often mention go on outside of the classroom-- the lesson planning and grading of student work. When asked about the impact that coaching has on teaching, Coach Roberts responded, "I think only in terms of maybe doing paperwork preparation. I use the same presentations every semester, so once they're done they're done. But, maybe in terms of forgetting that a kid has [testing accommodations]

and I need to get them set so you usually end up doing that in the morning before they get here where some people tend to do it at night or when they're done for the day. I have to get a lot of stuff done on my planning period because I don't have that after school time."

From that descriptive reply, Coach Roberts was then questioned about the stress level that is encountered as a beginning teacher. "Last semester I would say it was high, only because I came in and was already coaching a sport when the school year started. I had never coached [the particular sport], and I also had never been a high school physical education teacher. I had done elementary PE and I had done [my preferred sport] which I was very well aware of and very well versed in. But, you know, this semester, in my sport and doing what I've already done once before, is much better." After that response, the coach was asked to respond in reference to how much coaching in particular added to the stress level. It is understandable about elevated stress when entering a subject that has never been taught. The stress added in due to extra-curricular activities is a factor in the North Carolina State Board of Education's policy that discourages coaching for beginning teachers. In reference to increased stress, Coach Roberts offered, "I think only in terms of when you think of how long your day's going to be, and you're already tired in the morning, and then you're a little short with the kids. It is like, 'You know what? I was here until 9:30 last night. Where were you?'"

Support structures in place are important for any beginning teacher. The relationships with colleagues can make the difference in a new teacher staying or leaving the profession, especially when stress levels are elevated. Coach Roberts weighed in with an outlook on other teachers and coaches at the school. "I think I have a good relationship with all the

coaches, some of them I don't interact with as much as [others] obviously. Most of the basketball coaches I see because they're in the gym which is where I live. The other coaches for track and softball and those areas I have a good relationship with. I'm also here for a lot of events, being a first responder and having sports medicine training. You tend to be here a lot and you tend to be helping out the coaches with their athletes and getting them back to playing." Coach Roberts also has a mentor teacher that has proven to be beneficial as the year has progressed. The coach related that although the mentor teacher is not a member of the coaching staff, the mentor is a veteran teacher that understands the demands on personal time that extra-curricular activities can cause. On a personal level, Coach Roberts enjoyed the opinions of the mentor teacher because the mentor was open and honest and would say what was meant and what needed to be said.

Coach Roberts was given the opportunity to offer any comments about teaching and coaching, and how the two components impacted the other. This is key to the primary research question, for remaining in the teaching field is posited to be based on good coaching experiences. Coach Roberts was open and honest about the things that were discouraging. "I don't have fourth period planning like most of the other coaches so I end up missing my fourth period class a lot. Last week I didn't see them because I had to go to [a feeder middle school] to give the athletics talk and then I had to go somewhere else for something else. We had our last [athletic event in a particular sport], so I missed them twice, so that was two days that they basically had a free day in the gym where they weren't doing something constructive as far as lifting weights or doing a cardio workout, but at least that class is not health and physical education. It's not one of the required electives." In addition to missing

class time, the coach mentioned the late hours involved as a negative consequence as well, which reiterated one of the coach's earlier comments. "Maybe not wanting to come in and teach at my full because I'm tired and I've been here so long. Sometimes, you know, I kind of let the day get to me. I have to remember that all these kids are not athletes and all these kids don't understand that I've been here for twelve hours."

A key component of the curriculum that the coach teaches is the health education piece of the course. North Carolina has re-emphasized the health curriculum as part of a larger initiative for healthy living. Since the coach was frank and honest about the physical education component, the coach was asked to respond about the health education component. Coach Roberts responded, "I enjoy the health part. The preparation last semester was the hardest part. I teach health education two days per week and that becomes two powerpoints, so while I was preparing them I had to do them when I got home and sometimes that was not until 9:00 or 9:30 at night, so I had to get it done at night or on my planning period or the weekend before. At the elementary school, I could just say, 'well, we're going to play dodge ball today.'"

Coach Roberts was open about the time commitment involved, and the comments about health education centered on the time involved, which simply echoed comments about other aspects of teaching and coaching in which time management is listed as the biggest factor. The coach has taken responsibility for the challenges that come with preparing lessons, delivering the curriculum, and keeping up with extra-curricular responsibilities. Although the coach commented on the time management aspect several times, the coach also stated that coaching was a part of their overall experience, and that the coach was a college

graduate as a result of athletics and personal coaches. Coach Roberts plans to stay in the profession as a career choice as a result of athletics.

Coach Vann

Coach Vann is, unlike four of the coaches in the study, from out-of-state and attended a state university in another part of the United States. Coach Vann came to North Carolina as a result of a wide-spread search for teaching employment upon graduation. The coach had experience working with young people while in college, having served as a summer camp counselor for youth for several years. Coach Vann did not attend college on an athletic scholarship, but still considers athletics to be an important part of the school experience. The coach participates in wrestling, which is a specialized sport that requires specific training. It is a major sport in North Carolina, but is not as emphasized as much in high school as some other activities are. In addition, the sport is much more in demand in other regions of the country, especially in the Northeast and Midwestern parts of the United States. However, the Coach's competitive nature has created a situation where there is a determination to get students involved in the sport and to help grow the sport in a rural area. While the coach admits that it has been a struggle, there have been successes and growth along the way.

The coach was asked why athletics was chosen as a field to enter as part of the teaching experience, especially since it was not required. "When I applied for the job, one of the discussions about me getting employment was that I was going to coach so it was actually one of the things that helped me get hired for the job. One of the reasons that I felt high school was something that I wanted to do was because I wanted to continue doing the

athletics. [My primary sport] has always been a big part of my life from middle school and high school. My heart is in it, and I certainly thought it would be a good way to relate to the kids. A lot of times you can get them to identify with you better if the athletics are there.”

Coach Vann’s response was interesting since the coach said that coaching was discussed as a part of the employment process. Even though beginning teachers cannot be required to coach, and in fact are encouraged by the North Carolina State Board of Education not to coach, beginning teachers realize that high schools have coaching vacancies to fill, and high school administrators have to look for teachers that have coaching ability. Not being able or willing to coach may hurt a beginning teacher’s ability to obtain a job. After all, Coach Vann moved to North Carolina from out of state in search of employment. Fortunately for Coach Vann, coaching was a viable and desired option in the search for employment.

Coach Vann was asked about the athletic and academic background that brought the coach into teaching and coaching at the interscholastic level. “On the athletic side of it I started as part of a team in the sixth grade and all the way through high school. I did not play in college, so all of my training was in middle school and high school. Academically-wise, I’m a secondary [core subject area] major from the [state university]. I don’t have a master’s degree or anything like that, just a bachelor’s degree in secondary math education.” Coach Vann has the background typical of many high school coaches. The coach has playing experience, a teaching license, and a love for the game. In fact, Coach Vann has been the coach of just that one sport during the entire coaching experience. Although the coach has had some playing experience in other sports, the focus has been on one activity.

With experience in coaching this one sport, Coach Vann was asked to talk about feelings about coaching at the high school level. “Well, it is good we’re not talking about wins and losses because I’ve always had a hard time filling out the team. We’ve certainly had a lot of positives and negatives; negatives because we’ve had a lot of team losses, but positives because individually, since [the sport that is coached] is such a good individual sport we’ve had guys like [a particular student/athlete] place in the state tournament, and guys like [two more student/athletes] make the state tournament. We’ve had a lot of individual success, but not a lot of team success.” The coach, even when asked to comment on the sport outside of winning and losing, talked about winning and losing in terms of student success.

The researcher felt it was important to learn the coach’s feelings about the involvement with the students in terms that did not include winning and losing. Coaching in a situation that does not produce many wins can become discouraging, even to the point of giving up the sport, or in extreme cases, the teaching profession. Therefore, Coach Vann was asked follow-up questions to get a better gauge of where the coach stands as far as the coaching experience serving as a catalyst for future employment in teaching and in athletics. Coach Vann offered, “I’m a little unhappy with how I’ve done because I would like to have a team where the team’s record is something that I could be real proud of, where I could look at it and say, ‘I’ve got a team that has won the conference.’ I do feel good because I think I’ve helped a lot of kids individually; they’ve certainly improved their mental state as well as athletically. They’re able to go out there and lose to somebody and be able to handle that, so I’m glad I’ve been able to help them grow as individuals.” That response seemed to be more

positive than Coach Vann's earlier explanation, as the coach did identify components of the job that yielded a positive result.

With a positive response from the coaching experience, Coach Vann was asked to relate how teaching and coaching are similar and how coaching impacts teaching in the classroom. Like other coaches in this study, Coach Vann immediately talked about the relationships with the students. "It is certainly a little bit different, not that you don't have a good relationship with the kids in the class, but you have a deeper relationship and understanding with people you've been out [at practice and games] with, and you spend a lot of time after school and on Saturdays with them. I can identify with those kids a little bit better; I guess it's a closer relationship being a coach than it is being a teacher." Coach Vann was asked if the experience of coaching had changed any plans about teaching or coaching. The coach responded that the plan was to remain at the high school level both as a teacher and as a coach. In fact, Coach Vann's response to staying in coaching was, "I don't see any reason why I would stop coaching. Certainly, it is a big time commitment, so the commitment can be a little overwhelming. I don't do it for the money; there isn't a whole lot of money. I do it because I do it for the kids and I love the sport. It's something I enjoy doing, so I don't see myself stopping."

Coach Vann was asked to offer aspects of the job that are rewarding, as well as those that are challenging. The coach talked about the difficulty in having a winning season, and how that can be discouraging. Nevertheless, the coach expressed with confidence a desire to remain in the field. Therefore, there have to be rewarding components that would cause someone to want to remain in a particular job. A dissatisfied teacher and coach would

potentially be examining other career options. Coach Vann easily recollected the characteristics of the job that make it appealing. “The individual achievement when you take someone who never [participated in the sport] before, I mean in their whole life, someone like [a particular student] that’s an athlete to begin with, to go up against in competition some guys who have participated since they were in middle school, and to have that individual achieve. I know that I had a lot of guys that felt real good about themselves just after a match or a season.”

As far as challenging aspects, the coach returns to wins and losses and student participation in the sport. “The biggest challenge is to be able to get people committed to the team enough to actually get out there. I don’t know if it’s because [other sports] is such a big thing in North Carolina and [my sport] isn’t. Maybe I’m not doing as good a job of trying to get people going out, but definitely one of the most difficult things for me is going out there knowing that we only have eight guys on the team. I have to try to view it as an individual thing instead of a team thing and that’s not how I want it, but that’s how it is, and it is disheartening.” Even though the coach stated it is disheartening, an observation of the coach in action at an event gave no outward indication that was the case. The coach was engaged with the student/athletes, and worked with them during the event as if they were competing for a state title. The coach’s love for the sport shone through whatever discouraging feelings that may have been present.

The coach was asked to describe the impact that coaching had on teaching. While Coach Roberts was quick to frequently use the term “enjoy,” Coach Vann referenced “relationships.” The coach, teaching in a core subject area, sees the value of establishing a

rapport with students in order to get the students to be successful in class. When asked about whether or not coaching impacted teaching, the coach responded, “I think it certainly does with the kids that are on the team that I also have in class, because I can certainly get on them a little bit better. We have a better relationship, and I guess its more motivation for them to do better in my class because they want to be seen as better in my eyes as a coach. They know that they have higher expectations of them from their coach.”

While this answered the impact issue with student/athletes that are in class, there are more students in classes that do not participate in sports. It is also important to examine how a beginning teacher relates to those students. Coach Vann sees the relationship as, “I do have tons of kids in class that aren’t on teams that call me ‘coach.’ They develop some sort of greater respect as you’re part of the school working extra and it’s not just teaching that you do.” This comment tends to support Coach Carroll’s idea that all beginning teachers should coach. According to Coach Vann, students treat coaches with a different level of respect than non-coaches. As beginning teachers strive to develop effective lesson planning and classroom management, anything that brings about that level of respect would be seen as a positive attribute.

As a beginning teacher, all professionals encounter job-related stress. Coach Vann was asked to talk about the level of stress encountered as a beginning teacher. “Certainly my very first year and even part of the second year I’m stressed just walking in the classroom. You go to college and they teach you how to teach but you don’t really learn until you get into the classroom. Not knowing how things are going to work is sort of stressful. You never know a student’s real issues coming in the door. It’s basically a thing where you’re not sure

how class is going to go because you're not sure of the mentality or mental state of the students." The stress that Coach Vann describes could be a description from any beginning teacher. There is going to be a degree of anxiety when a teacher enters a new situation. In addition to the stress caused by simply being a new teacher, there is the added stress that can be caused by coaching. Coach Vann's response to this query had little to do with the sport, and more to do with its impact on the classroom. That is intriguing, because the other interview subjects reflected on the actual coaching experience. Coach Vann said, "Coaching adds to my stress during the season because I would like to have tutoring time twice per week like I do when I'm not having a season. We don't have the opportunity to do that after school like we normally do. I know a lot of students I've had this semester couldn't come in early, so it is tough for us to get times for them to do make-up work and all of those sorts of things that they normally would do when they meet me after school. So, trying to juggle all of that can be a little stressful." Even as a coach admits to the stressors that occur during the job, the coach expresses a willingness to remain on the job. There is a balance between the positive experiences and the negative ones, and the research subjects tend to lean towards the positive side of the profession when discussion turns to remaining on the job.

As Coach Vann expressed a concern about developing relationships with students in order to have a successful classroom experience, it is also important to examine a beginning teacher's relationships with peers in the building. The peer group includes coaches and teachers that do not coach. Coach Vann talked about those relationships, as well as with coaches at other schools. Coach Vann said, "I wouldn't say I have any super close best friends, but I certainly have a positive relationship with most people. Sometimes I have a

little trouble trying to schedule events and things like that. I've had a whole lot of people trying to change their schedules or dropping out of matches. I would say I have an average to slightly above average relationship with most coaches and a positive relationship with teachers." Coach Vann is the only coach that responded with comments about competitors. After that answer, the coach was asked to express feelings about the coaches on the staff at the school. "I think generally we all have each other's back about things. I work well with other coaches and everybody about getting in the gym and things like that. I don't see any negatives."

Following the positive reaction about coaches on staff, Coach Vann was asked to comment on the mentor teacher from the school. The coach replied, "I forget which one it actually was, but it was basically [two teachers] and both of them have been an amazing help to me." That response is interesting, because each beginning teacher has an assigned mentor, and there are forms and paperwork that have to be filled out and kept on file. However, it is also encouraging that Coach Vann had two teachers carrying out the role of mentor simultaneously, for that means one of them was doing so voluntarily and was doing so in a fashion that seemed to Coach Vann to be equal to that of the assigned mentor. Having two colleagues take that much time to assist a beginning teacher probably stands out as a reason why a young teacher would feel encouraged to stay in the classroom. Coach Vann added, "I mean, if I needed to borrow a calculator, or if I had a question, or anything at all, they have done an amazing job in helping. I know that if I need anything they are there for me; I really have a top respect for them." That is the kind of mentor relationship that increases teacher retention.

Like the other coaches, Coach Vann was given the opportunity to add any extra comments that would better explain their particular thoughts and feelings about teaching and coaching. The coach added, “I just want to stress that I do feel like I have a more comfortable, or a better relationship with people that have been on a team because I’ve spent more time with them. I think that individuals on the team, certainly, I have become closer to them and they tend to perform better. They try more in the classroom that I’m in because they do want to show me that they’re doing well. Like I said earlier, I love it when people call me ‘coach’ and things like that. When the students see that you’re actually like a part of the school and not just a teacher in the classroom, that makes them have a more positive relationship.”

Coach Morley

Coach Morley came to teaching after beginning a career in another field. That is not unusual; another coach in the study came to education as a career after starting in another area. Coach Morley teaches in an area that requires state testing as well, which creates a different set of pressures than are seen with Health and Physical Education, which is seen as a traditional field for coaches. Coach Morley participated in athletics in college, and the connection to sports helped serve as motivation for an entry into teaching.

“I think coaching for me was the reason why I got into education, so from the very beginning it was something that I wanted to be involved in,” Coach Morley offered when asked about entering the education field. “I was a coach and a non-teacher before I went back to get my teaching degree, so for me it was just a given on why I wanted to be around young people.” Coach Morley, having expressed why teaching was a career aspiration, was asked to

talk about professional background and training-- the work that prepared the coach for teaching and coaching. Coach Morley said, "I started out in the non-teaching arena, leaving college with a bachelor of arts in accounting. I got my first coaching job while I [worked in the private sector], and I liked it so much that I went back and got my master of arts in teaching. I also have a master of business administration. My athletic career-- well, I was a runner through high school and through college. I went to [college] on a running scholarship and I have coached now for nine years." Those nine years also include time spent coaching while employed outside of the school environment, Coach Morley was quick to add. Since the coach has actually spent more time coaching than a typical beginning teacher, it was of interest to find out what sports had been coached during that time span. The coach listed four sports, including basketball and track and field among the list.

After nine years in coaching, including some years while outside of interscholastic athletics, Coach Morley was asked to comment on overall feelings about coaching. The coach replied, "I think it gives you another avenue to relate to kids on a more personal level. In the classroom you don't always get to know their personal side and be able to help them reach their goals that they may set. As a coach, it allows you to be more involved with the growth of the student/athlete." Following up with an inquiry to describe the correlation of coaching on the field to teaching in the classroom, Coach Morley volunteered, "The same things that you want them to experience in the classroom- discipline, commitment, time management, work ethic and all of that-- translates both athletically and in the classroom. It's a great correlation for these kids to be able to experience it, not just in the classroom, but also while competing." This response is significant in that it is similar to responses from research

subjects that started coaching simultaneously with teaching such as Coach Lynn and Coach Carroll, as well as those who were coaching prior to entering teaching such as Coach Roberts.

The important question as it relates to the study topic is the subject's stated desire to remain in teaching. After all, the premise of the investigation is to examine coaching as an impetus to teacher retention. Therefore, Coach Morley was asked about the stated intention to remain in teaching and coaching and to explain how that intention was developed. Coach Morley made the first response as it relates to the coaching side of the job. The coach explained an affirmative response with, "Probably for the love of the sport and I like what the kids get out of it. I have former athletes that have gone on to college, and if they're not still running, they still come back, have great things to say, and maybe are still continue to participate on a personal level." That answer was followed by a question asking about staying in teaching at the high school level. Coach Morley admitted to having spent time coaching outside of the interscholastic arena, so the possibility of returning to private industry and coaching as a second job from that perspective does exist. Nevertheless, Coach Morley expressed satisfaction with teaching and stated that teaching at the high school level was in the immediate plans for the future. When asked to explain that decision, Coach Morley said, "Middle school kids are too young and the college coaching lifestyle involves too much travel, so high school is the best fit." Even as brief as this response is, it indicates that leaving education for a return to industry is not an option or consideration.

Coach Morley was quick to answer several of the initial questions in the interview protocol, usually with concise, to-the-point answers. However, the coach was just as quick to

provide more in-depth answers to questions regarding the rewarding and challenging aspects of the job, as well as things that cause stressful situations. As far as rewarding aspects of the job, Coach Morley said, “Just seeing student success. Again, not only on the athletic field but in their personal lives- scholarships, helping them with a class that they’re struggling with, and having that relationship with them. To see them be successful and to see them be rewarded for goals they have set is the most rewarding.”

On the flip side of the rewarding aspects are the challenging aspects- the circumstances that can discourage a beginning teacher. Like any beginning teacher, Coach Morley has had challenging moments as well. “Balance- balance between your own personal life and being committed to the team and travelling with them,” was the first statement made by the coach. The coach then went into more detail about the idea of balance. “There is time away from your family, and then you have to find time to grade papers and have lesson plans ready in order to make everything where it needs to be.” When asked about the impact that coaching has on teaching, Coach Morley continued the conversation about the challenging aspects. “It can be somewhat demanding when you’re in season, if you have an [event] that day, especially if it is home. You might feel a little more stressed that day in trying to get everything done. If you’ve got an away game and you have to travel and you have a class, then you’ve got to find coverage and somebody to watch your class and make sure class is set up, so, yeah, it is a bit more challenging. You know, though, I definitely think that the rewards outweigh some of the hoops and hurdles that you have to go over.”

The conversation with Coach Morley moved to a discussion about stress. The coach was asked about the stress of being a beginning teacher and the stress of coaching. Coach

Morley had brief, concise answers to these queries. “It depends on the day. I probably would say it is moderate, not low, and not extremely high. Different situations are going to warrant different amounts of stress, but I don’t think that it is an unhealthy level of stress.” Coach Morley was then asked if the added pressure of coaching increased the level of stress. “It can at times. Again, I think it just depends on the day and the situation, but overall I would say that coaching sometimes would maybe help you relieve that everyday school stress as a release.” Although other coaches may have stated that the additional responsibility of coaching did not add measurably to their stress levels, Coach Morley was unique in stating that instead of adding to stress, coaching acts as a stress reducer.

Coach Morley referred to positive relationships with student/athletes when answering several of the interview questions. It appears that the coach derives more satisfaction from the success of and interaction with students than any other aspect of coaching. However, interaction with other teachers and coaches is part of the beginning teacher experience. Beginning teachers have assigned mentors, and coaches must work with other coaches as they prepare for games and practices. These interactions are the only times that a beginning teacher may speak to adults during a school day, so those conversations can be important to a beginning teacher’s state of mind and attitude about their job. Coach Morley, like the other coaches in the study, spoke highly of faculty peers, saying, “Definitely the coaching staff here I think is a big family. We all work together no matter what we’re coaching. We try to help each other out as much as possible, if we need class coverage or we need somebody to help mow a field or mark something out or in any way that anybody can be helpful. I think that’s a huge asset to this particular school. Faculty-- it gives them another way to relate to

you and to help those athletes that you might have that are struggling in their classes. You give them a better opportunity to relate to you and for you to help those specific kids.”

Since Coach Morley talked in a positive manner about the coaching staff and how they work together, it was a natural segue to ask about the relationship with the school appointed mentor teacher. Teachers often seek out peer relationships with colleagues in similar departments or with similar interests, but the mentor teacher is assigned as someone that has had training in working with beginning teachers as well as someone who has been successful in education in their own right. Regarding interaction with the assigned mentor teacher, Coach Morley said, “My mentor teacher was not in my specific department, so that made it a little tough. We did share the same lunch period, so we were able to communicate that way, or before school. We didn’t have the same planning period, so it was maybe not the ideal situation, but she was great. She was always willing to help with any answers to any questions that I had, so it was just, um, great!” While Coach Morley had a positive response to the question about the mentor teacher, this is not the first coach to comment that the mentor was from another academic department or that there were not convenient times within the school day to meet. That is an issue that may need further investigation.

At the conclusion of the interview, Coach Morley was offered the opportunity to express any other opinions or feelings about teaching and coaching. This sort of open-ended response often provides a good summation of the feelings of the beginning teacher as they reflect upon their work experience. Coach Morley took this opportunity to say, “I definitely think I wouldn’t be in teaching if it wasn’t for coaching. My mother is a teacher, and growing up I never wanted to be a teacher because I saw what she went through on a daily basis with

grading papers. That was elementary and middle school. High school definitely has a heavier workload that you're dealing with and the requirements of the students. If it wasn't for coaching and that aspect of the job I don't know if I would have ended up in teaching."

The honest answer from the coach, who also commented on how tiring the job can be, provides insight into the work of a beginning teacher. Teaching high school students is a full-time job. Coaching high school students is a full-time job as well. There are many challenges that schools face in order to provide academic and extra-curricular programming to students while working to develop and retain an outstanding faculty. A common thread from the interview subjects is the workload involved. Coach Morley is no exception. The coach loves the job and plans to stay in education, but can be burdened by the workload. That is an issue that may require further examination.

Coach Earle

Coach Earle is a beginning teacher that started in another career field before entering education. While this may be considered to be a non-traditional pathway into education, teachers who come to the field via another industry often bring a level of maturity that their fresh-out-of-college counterparts do not have. In addition, these teachers have "real-world" work experiences that they can share with student/athletes. Coach Earle entered teaching through an alternative licensing program, whereas Coach Morley obtained teaching licensure prior to entering education. In both cases, they were coaching before they were teaching. Coach Earle was asked why the career change was made, and how coaching became a part of the change. The coach replied, "A lot of times, saying that you will coach gives you some sort of job security. A lot of administrators are looking for teachers that are going to do more

than just teach. So, that was part of it.” That was a similar answer to that of Coach Vann.

Both coaches mentioned coaching as a way to get the teaching job from the beginning. Coach Earle continued, “Another reason was I was a sports-first kind of teacher. I got into teaching through coaching, and because I wanted to maintain my coaching job I decided to go ahead and get my teaching license and go forward that way.”

Since Coach Earle entered the field through the alternative licensing program known as lateral entry, the coach was asked about the background and training that served as preparation for the classroom and the playing field. Coach Earle responded in two parts, dividing training for the classroom and the athletic field. The coach said, “I was a lateral entry teacher. I worked in retail management before I began teaching, and that gave me a lot of classroom management skill because I think I might have been more mature than the average teacher coming out of college. I’d been in the workforce for a while already. As far as sports go, I played sports all through high school. I played college athletics. I always dreamt of being a coach, but I never really pursued it, mainly based on a matter of timing. My first day of work after college was on September 11th, 2001, so if you had a job you kept it, and I didn’t want to make that change at that time. Later, it all really kind of worked out together, and when I finally got a chance to coach I went right into teaching as well.” Coach Earle also stated that since becoming a teacher, coaching has been a three-sports-per-year vocation, involving football, basketball, and track and field.

Coach Earle admitted, like some of the other coaches in the study, to entering teaching in order to be able to participate in athletic coaching. The coach had also done some coaching before entering the teaching field. With some experience in the dual role, the coach

was asked about feeling toward coaching. Coach Earle responded, “Coaching and teaching pretty much go hand-in-hand. They both give you that reward of knowing that you’ve helped somebody get better. I don’t know many teachers that go in it for the money, unless you’re a beginning teacher and you’re getting those first couple of paychecks. Definitely coaching is the same way, it’s a lot of time with very little pay, but there’s that satisfaction of knowing that you’ve helped somebody get better in some particular way.” Even though the question dealt with feelings about coaching, Coach Earle focused on how teaching and coaching were related. When the interview question asked specifically about that relationship, the same theme continued. “It’s the same thing. You get results through repetition. You have an objective that you want to get done and you are teaching to see that objective come to life. In teaching and coaching you get to teach life lessons, things like work ethic, how to prepare, and how to put the finished product on the page or on the field.”

The coach’s responses were a clear sign of someone who enjoyed what they do and intend to continue in the profession. Although the coach did not use the term “enjoy” as precisely or as often as Coach Roberts did, it was evident through the responses that the intrinsic rewards of teaching and coaching were well worth the effort put forth by Coach Earle. When asked about staying in coaching, Coach Earle responded, “Definitely.” The exact same one word answer was used when the coach was asked about staying in teaching. This answer was an important part of the interview process in Coach Earle’s case, because the coach has already had the opportunity to coach without teaching. The responses indicate that the coach now considers the two tasks linked to the point of being the same job-- teaching young people. The coach was asked to expound upon the affirmative answers. “The

sports part of it is, well it's a big thing for me. I fell in love with helping these kids and the teaching is an added part of that; teaching helps my coaching. At the high school level I'm better prepared for a more mature student. It's not that they're any better behaved, but they're definitely more mature than middle school, and they're going through things that I know I can help them with."

Coach Earle expressed a desire to remain in education based on experiences with students. On more than one occasion, the coach mentioned being able to assist students with their growth and development as athletes and as learners. The coach was asked to detail the rewarding aspects of coaching in order to gain more insight into why this chosen field is preferable to one in the private sector. Coach Earle said, "The reward comes from kind of seeing that light bulb turn on. When you are coaching a kid and may not get it right the first couple of times and then there's just that moment where he figures out why he's doing what he's doing and then is able to play that much faster or he finally gets the whole big scheme figured out and becomes a better player."

At no point in any of Coach Earle's responses did the subject of winning and losing games emerge as a theme. All coaches are competitors and all of them like to win. Coach Carroll and Coach Vann both discussed at length the opportunity to win championships and the satisfaction that goes with winning, as well as the frustration that comes with losing. Coach Earle spoke in terms of the student/athlete and their individual learning processes. Coach Earle talked about achievement as far as developing young athletes and students, perhaps seeing winning and losing as a by-product of coaching and not as the focus of the job. Nevertheless, each coach, despite having a different perspective, expressed a desire to

stay in coaching and teaching. Coach Earle was asked to talk about the parts of coaching that are a challenge. Up until this point, almost all discussion had been about the rewarding aspects. Coach Earle responded, “Definitely the discipline. There’s a lot of discipline that comes with being a good athlete. You try to instill some of that in the classroom, as far as work ethic and getting things done in a timely manner, but I would say at least nowadays definitely the discipline is the hardest part.” Coach Earle referenced discipline in terms of teaching students self-discipline and not in terms of handing out disciplinary consequences. That is intriguing because it shows that the coach’s focus, inside and outside of the classroom, is on the improvement of the student/athlete.

This part of the interview was concluded with the coach discussing the impact that coaching has on performance in the classroom. The coach was honest and thoughtful in the response. “It can positively affect your teaching; you learn how to motivate kids, you learn different tactics and techniques that you can use both in the classroom and on the game field. It can have an adverse effect as well. It’s a lot of hours being put in when you coach and teach. It can have an effect- sometimes you’re just plain tired.”

When Coach Earle admitted to being tired, it provided a natural segue to talk about stress levels. The hours that are involved in teaching and coaching, as the interviewees attested to, can be long and can take a teacher-coach away from their families. When asked about the stress level of being a beginning teacher, Coach Earle said, “Luckily, teaching-wise, there wasn’t a lot of stress in the first year. I had a principal, even though he had great expectations, you always knew your teaching job came first. Coaching-wise, there was never an expectation of winning immediately. I had a chance to learn on the fly without any severe

consequences. If I didn't perform well I wasn't going to get fired as a coach or if I didn't have the greatest test scores immediately I wasn't going to get fired as a teacher. I'm not sure all beginning teachers have the same luxury because we are so test driven." Coach Earle clarified that beginning teachers in other schools may be under more pressure, not just those that did not coach. The reference continued to relate to the support given by the administration during the first year of teaching.

When asked how coaching specifically added to stress, Coach Earle laughed. That response was followed by a quick question to explain the laughter. Coach Earle responded, "As I've been doing this, I've noticed that I'm putting more pressure on myself. It's not necessarily from the administration or the school, but from myself to be successful in the classroom and on the field. I want to produce wins and I want to produce great test scores. I want to make sure every child learns everything they can, whether it be in the classroom or on the field, so I think the major stress has come more from my self-motivation than from anywhere else." Coach Earle certainly seems to be a coach that is motivated from within and not in need of being pushed or pressured from school administrators.

Coach Earle demonstrated through responses that pressure was not felt from the administration at the school. That led to a conversation about relationships within the school amongst the coach and teaching and coaching colleagues. The coach was forthcoming with praise for fellow teachers and coaches. "Luckily I've been at a school where the staff in sports and in the building with the teachers- well, everybody's worked together pretty much- everybody is fairly friendly, even family oriented. We always have each other's back, and actually it needs to be that way if you're going to have any kind of success in these areas."

The feeling is similar toward the district-assigned mentor teacher. Coach Earle said, “My mentor teacher was someone I was familiar with, and actually was one of my coaches in high school. It was easy to go to him and explain my problems and he always had a solution for me. Some things you try to figure out on your own, but he would tell me, ‘Alright, you have to figure out the best way that works for you to handle this problem.’ But, as far as gathering information or resources, he was more than helpful in getting everything for me.”

Coach Earle expressed a very positive approach towards teaching and coaching, turning even responses about potential negative influences into something that is used for growth in the profession. This is interesting because Coach Earle is the one research subject whose teacher preparation pathway went through an alternative licensure process. The coach’s on-the-job experiences seem to be a catalyst for staying in the profession. There may or may not be influences from coursework taken to prepare for teaching. With all of that in consideration, Coach Earle was asked if there were any summary comments that could benefit the study in regards to coaching and teaching. The coach responded, “Through coaching, I’m better. I’ve been better able to adapt to the situations that these kids are going to put me in. They sometimes see you as more of a friend than as an authority figure; in a way that’s good and in a way they can get a little too comfortable. It allows me to help these kids that most teachers would not have a good relationship with. They spend a lot more time with me, than sometimes with their parents during the week and definitely other teachers. I’m almost that second, third, or fourth parent for them.” Clearly, Coach Earle is someone that works in education for the growth and development of young people, whether or not they are

athletes. The field of athletics allows more doors to open for the coach to make a positive influence.

Field Observations

In addition to the interviews of each subject, each teacher was observed in class and on the athletic field or court. This data collection method is discussed in Chapter Three as part of the triangulation process that helps to ensure validity and reliability. Appendix B contains the Observation Checklist for the series of field and classroom observations. The checklist is adapted from the North Carolina Teacher Evaluation Process. The checklist contains fourteen items, ranging from “Establishes a safe and orderly environment” to “Encourages students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions.” As a check for reliability and validity of the claims that were made in the interviews, the field observations made evident that the six teachers are competent professionals who are passionate about the sports they coach and the students that they interact with on a daily basis.

Common themes that emerged from the field observations included planning, knowledge, and preparation. The observations backed up what the teachers said about caring for students and gaining satisfaction from seeing them succeed, both in the classroom and on the playing field. The coaches talked about the hours involved in having dual roles within the school, and the time constraints that made it difficult to plan for lessons, grade papers, and conduct practices and games at the same time. The term “tired” was a common theme among the coaches. The literature review in Chapter Two mentioned time commitments for beginning teachers; adding coaching responsibilities only add to the time commitment. In

order to be successful, the research subjects must be experts at preparation as well as committed to spending the time necessary to carry out both roles within the school effectively.

Coach Lynn exuded a calm confidence of the playing field. Never one to yell or be demonstrative, Coach Lynn's conduct of the observed game kept the players involved and encouraged. There were regular meetings with small groups and individuals. The team did not win the game that was observed, but Coach Lynn used the experience as a teaching moment about player development instead of dwelling on not winning. This reflects consistently with the comments from the interview about working for the players to get better.

In the classroom, Coach Lynn utilized teaching methods that can be seen as parallels to what goes on during an athletic practice. Students were offered opportunities to practice skills until mastery was demonstrated. Success on an athletic field is often a result of repetition through the completion of drills. During the classroom observation, Coach Lynn utilized this repetition of skills. Students were monitored and given the chance to ask questions as well. The coach also demonstrated a thorough knowledge of the content area by demonstrating the skill in a variety of ways and by being able to address all student questions effectively. This is similar to the trust that athletes have in a coach when they know the coach is competent in the sport.

Coach Carroll worked cooperatively with another teacher during the classroom observation. Two classes were working together on an activity. The students were engaged in the activity and were kept on task through encouragement from the teachers. During the

interview, Coach Carroll talked about the difficulty with a team when players were at different skill levels. The interview talked about the necessity to differentiate instruction in order to get all players at a competent level, or “on the same page” as the coach termed the issue. This was seen during the classroom observation as different students had different skill sets to use for the group activity. The game that was being played was set up in a way so that all students that participated could experience success. Transferring this idea to the practice field could bring a new measure of success to the team as it does in the classroom.

Coach Roberts was adapting “on the fly” on the day of the classroom observation. A computer malfunction had damaged the lesson plans and technology demonstration that was part of the planned presentation for that day. The students were engaged in a self-directed activity while the coach tended to an injured athlete. While this was probably not the best use of class time, it did demonstrate that the coach was able to adjust to circumstances and maintain composure when things do not go as planned. This is an important skill for a beginning teacher. The ability to handle difficult circumstances in the classroom and on the athletic field while maintaining decorum and professionalism will assist Coach Roberts as their career moves ahead.

Throughout the interview process, Coach Vann kept referring to lack of success in terms of winning and losing. Coach Vann expressed a desire to have more athletes participate in the sport. While the team was shorthanded, Coach Vann gave every possible bit of attention to the athletes as they competed. Athletes were constantly coached during their performance. Although the end result may not have been what Coach Vann described during the interview, it was plain that the coach was working with each athlete so that they could

improve. In the classroom, the coach talked about the respect that students had due to athletics. This was seen in the observation process. Students referred to Coach Vann as “coach” during class. There were no classroom management issues evident.

Coach Morley’s class was working on reviewing for a test. The school at which the coach works has instituted a concept where each daily instructional period works on remediation and enrichment on a rotating basis throughout the week by altering the daily schedule to allow for more class time. Coach Morley was utilizing this period for this class to review the concepts for the upcoming state assessment. During the observation period, the class reviews thirty-five questions from a common test bank of multiple-choice questions. As a class, the students are successful-- Coach Morley only had to give detailed explanations for two of the items. However, the class answered the questions as a group, so it was difficult to determine which students have mastery of the subject and which students are simply letting the others answer the questions. Throughout the lesson, it was evident that Coach Morley is competent in the details of the teaching profession. The classroom was orderly and conducive for learning, the lesson well planned and executed, and the coach had a thorough knowledge of the subject content. However, it appears as if the coach’s enthusiasm for the classroom is waning. The coach brought much more energy and optimism to the playing field. During practice, there was much more excitement and positive attitude displayed than what was seen during the classroom observation. It is obvious that Coach Morley loves coaching, but the teaching aspect seems to be treated as something that is necessary in order to be able to continue on the athletic field. In summary, although Coach Morley is a coach

that will likely stay in education due to the opportunities to be involved in athletics, there may be a cost in the classroom for the students.

During the interview, Coach Earle talked about how coaching is teaching. With that idea in mind, it is easy to see how the coach correlates the two activities. The classroom was a model of organization. Goals and objectives were posted in the classroom. The students followed the guidelines of the classroom to the letter. Coach Earle's lesson planning was evident as the lesson moved from segment to segment effortlessly. The lesson reminded one of a planned out football or basketball practice in which drills are broken down into ten to fifteen minute segments in which athletes transition from drill to drill at the sound of a whistle. Of course, Coach Earle did not utilize a whistle in class. However, the coach did transition between activities on a regular basis during the observation. The coach was actively engaged with the students during each segment of the class period. Under the North Carolina Teacher Evaluation Process, Coach Earle would have been rated at proficient or accomplished in every aspect of the lesson. The lesson as observed, as well as the observations of the coach in the athletic arena, clearly demonstrated that Coach Earle is a dedicated teacher and coach who works to help students improve their skills, whether it is on the field or in the classroom. This is consistent with the answers that the coach offered during the interview.

Future Plans

At the conclusion of the interviews and observations, each coach was asked to respond to one more question about their future plans. The research sought to determine if coaching will play a part in the retention of teachers. This question approached the research

topic is as direct a manner as possible. All of the coaches were asked about their plans for five and ten years into the future. Although each coach provided their own take on this question, in general each coach replied with an answer that indicates a plan to remain in education.

Coach Morley indicated an interest in moving into school administration. The coach has recently applied to enter a program to obtain administrative licensure. The coach said, “I feel that I am a long way from being a principal. However, I truly don’t feel I am at my best in the classroom. I love athletics and the job I am doing with that platform. I would really like to be a Career Development Coordinator and Athletic Director.” While Coach Morley wants to remain in education, a path that leads out of the classroom may be in the future.

Coach Lynn and Coach Roberts gave similar answers to the question. Both coaches stated a desire to remain in the classroom and at the same school at which they currently work. Both coaches listed ties to the community and an affinity for high school students when giving their responses. Each coach is satisfied with their current roles in the classroom and on the athletic field. Coach Lynn did express a desire to obtain an advanced degree in the future, but the coach did not provide a timeline for that process.

Coach Carroll and Coach Earle each indicated that they will remain in teaching and coaching. Both coaches were looking for an opportunity to coach at a larger school, or at a school that could provide more coaching responsibilities. While this may not be the best news for the particular district in which the coaches currently work, they are planning to stay in the field of education. In fact, during the period of time that the research was conducted, Coach Earle was presented with another coaching offer while Coach Carroll was named as a

person of interest in another coaching position. Even as beginning teachers, professionals who develop a positive reputation based on results in the classroom and on the field can be presented with opportunities to grow within their chosen field. Coaching can provide opportunities for career advancement that cannot be found within the classroom-- advancement within the classroom usually means a move into administration. Coach Carroll and Coach Earle are both receiving the opportunity for advancement through the coaching aspect of their jobs.

Coach Vann took a pragmatic approach to the question of future plans. The coach identified an uncertain budget as being something that could cause all teachers to be unable to make plans too far into the future. However, with everything being considered equal, Coach Vann expressed a desire to stay in education. Coach Vann did not indicate whether or not coaching would be part of that desire. Coach Vann's response was the only one that did not talk about future involvement in athletics. Coach Vann did mention that, while not being a native to North Carolina, the possibility did exist for a move out of state. Nevertheless, Coach Vann indicated that regardless of residency, teaching was in the future plans.

Summary

Chapter Four of this exploratory case study addressed the findings which resulted from the research conducted. The analysis and findings were targeted at answering the research question, "What are the experiences of high school beginning teacher-coaches that influence them to continue their coaching career?" Each beginning teacher coach was asked a series of questions that allowed them to reflect upon their career as coaches and as teachers. The research subjects were able to talk about their professional background and training,

their current job assignments, the positive and negative aspects of their jobs, and the stress that arises from taking on additional responsibilities when the North Carolina State Board of Education recommends that beginning teachers do not take on coaching duties. The research subjects were also observed in the classroom and on the playing fields in order to provide additional information for the study.

Chapter Five will provide a summary of the study, discussion of key topics, implications for future research, policy and practice.

CHAPTER FIVE: SUMMARY AND IMPLICATIONS

Introduction

Do the experiences of high school beginning teacher coaches influence them to remain in the classroom as teachers? This is the guiding question that is the impetus of this study. Almost fourteen percent of teachers leave the classroom in North Carolina in any given year (Teacher Turnover Report, 2008). Teachers, like students, need to have reasons to enjoy coming to school. There are advantages in the learning process for all stakeholders in a school setting, and this includes classroom teachers. Consistency in a classroom setting is important to the long-term success of a school and its students. As stated in Chapter Two of this study, Ryan and Sagas (2009) explain, “Employee exits disrupt the effectiveness of an organization as the departing member takes assets, such as experience and expertise, with them upon departure” (p. 130). It is important to recruit and retain quality teachers. There are expenses associated with the hiring and training process; continually having to replace teachers is not fiscally sound in a limited budgetary situation.

In addition, the culture and climate of a school suffer when teacher turnover is a constant issue. Students and staff members need to be able to rely upon a consistent cadre of quality, caring teachers. Within this environment, school administrators must look into any available method that helps develop and retain quality classroom instructors. This is recognized by the North Carolina State Board of Education as evidenced by the fact that teacher recruitment and retention are components of the school administrator evaluation and

personal growth plan. The Board also releases a report detailing teacher turnover rates from each district within the state.

This study sought to examine high school interscholastic coaching as a method by which beginning teachers will grow to want to remain in education in general and the classroom in particular. The study proposes that athletic coaching could assist new teachers in developing skills in organization and planning. Beginning teacher coaches also learn to interact with students, colleagues, administrators, and parents in a variety of ways. Coaches also learn the skills of reflection and evaluation through participation in athletics. Wagner (2008) found these skills to be beneficial to teacher growth and development. This study focused on six teacher/coaches from a district in southeastern North Carolina. Their reflections on teaching and coaching through the beginning teacher years provide insight into the experiences that may serve to address the needs of recruitment and retention. These findings show a group of teachers that are satisfied with their first few years of teaching and coaching and plan to stay in the field of education for the immediate future. In addition, this study reveals implications for possible future study. These topics of study include the role of mentors and school administrators in the career of the beginning teacher/coach and the involvement of athletic directors, administrators, and human resources professionals in the recruiting process of teachers who are also able and willing to coach interscholastic athletics.

Discussion and Analysis of Key Findings of the Study

This exploratory case study sought to add to existing research concerning teacher recruitment and retention. Throughout this study, the research examined the experiences of beginning teachers that work with students through interscholastic athletics in addition to

their teaching responsibilities. As the teachers were interviewed and observed in the classroom and athletics settings, the focus of the primary research question served as the guiding principle for the study. That question is, “What are the experiences of high school beginning teacher coaches that influence them to continue their teaching career?” This discussion will examine five themes that emerged from the study and how the research subjects’ experiences within these themes influence them to remain in education. These themes include: the opportunity to enter teaching in order to be involved in athletics; positive classroom teaching experiences; positive outlooks on staying in the profession; good relationships with others within the teaching and coaching profession; and; the contributions of stress factors such as long hours and winning and losing.

All of the research subjects for this study stated that they entered education in order to be involved in athletics. It stands to reason that an individual with those kinds of goals will be inclined to dedicate the time necessary to be successful in coaching. The research subjects indicated that they had positive experiences as high school students, and that inspired them to want to be able to stay involved and help other high school students. Two of the teachers in the study did not participate in athletics in college, so it was their high school experience exclusively that led them to want to be involved in athletics. Of the four former college athletes, only one mentioned a desire to one day coach at the college level. High school is the level at which they want to be in order to be closely involved with young student-athletes.

Coach Carroll commented that all new teachers should coach something at some point in their high school teaching career. Beginning teachers cannot be forced to coach or sponsor extra-curricular activities by North Carolina statute; therefore, any participation

would have to be voluntary. Teachers that do not feel they have the requisite skill set necessary to coach may not want to participate. A willingness to learn may be the primary indicator on whether or not a new teacher agrees to coach. Coach Lynn worked as an assistant coach in a sport as preparation for more responsibility within athletics. That approach would seem to make sense. Teachers have a time of practice teaching under a partnership teacher; beginning coaches may need a similar time for practice. Nevertheless, this research has demonstrated that teachers who enter education in order to be involved in interscholastic athletics are willing to take the necessary steps to be successful in both coaching and teaching. When a teacher experiences success, it would follow that they would be more willing to remain in education.

Working in a high school classroom can be overwhelming for a new teacher. There is a tremendous time commitment involved in preparing and conducting lesson plans that meet state requirements. Coaches, by definition, are or should be experts at time management and goal setting. The addition of coaching to those responsibilities can add hours of commitment well in excess of what a teacher that does not coach works. Conducting practice and games each week can add four to five hours per day to the teacher's schedule. Coach Roberts commented that certain sports can extend the workday into the late night hours. Many administrators are concerned that this time commitment would take away from the time that the teacher spends preparing for class, therefore causing them to be less effective in the classroom. That could potentially lead to job dissatisfaction and ultimately leaving the education profession. Coach Roberts admitted going in to class not feeling at her very best.

Those concerns and responses justify the need of this study to conduct field observations of the research subjects.

All of the research subjects were observed in the classroom and while coaching. Expectations were that all coaching observations would be positive. After all, each of the six teachers talked in glowing terms about their coaching experience. Coach Morley commented that coaching was the reason for entering teaching, and that was the overall theme gathered from the interviews. It is easy to excel at something that one does willingly. The teachers did not disappoint; each of them demonstrated a desire to excel on the field of play. The teachers worked well with groups of players and with individuals. The practice fields and courts became demonstration sites for differentiated instruction as the teachers worked with individuals on developing skills. In addition, groups of athletes were put through a variety of practice drills that were specific to the sport being taught. During games, the teachers executed strategy and game management while dealing with athletes, the other team, and officials. All six of the subjects exhibited competence in the coaching arena.

If there were any areas where doubts may emerge, it was in the classroom. From the comments made by Coach Roberts that were detailed in the preceding paragraphs to the oft-repeated reputation that coaches were more interested in games than the classroom, suspicions can arise about a beginning teacher's desire to improve in the classroom. There was a pleasant surprise in that the beginning teachers scored at "proficient" or above in all areas of the classroom observation process. This score was derived from observing the teachers using the adopted North Carolina teacher evaluation model. Three of the teachers were observed teaching classes that require North Carolina End-of-Course Exams, while one

more was teaching a class that is evaluated by the state through a vocational education assessment. Even with that added pressure, the teachers worked with composure and professionalism. All of the teachers exhibited good classroom management skills. Each of them also demonstrated knowledge of the content they were teaching and an ability to convey that knowledge to the students. That became evident in one class as the students were completing a review exercise in which every question posed by the teacher was answered correctly. The researcher has posited a theory that coaches make the best teachers because they have to learn a variety of instructional methods in order to reach every member of a team. While certainly not a large enough sample to verify this, especially since that was not the focus of this particular research project, these observations seemed to bear out that idea. The teachers in this study were not compared to teachers that did not coach; however, each of them demonstrated dedication and excellence in the classroom.

The focus of this study centered on teacher retention. Each of the research subjects are teachers in the early stages of their career, and the challenge for administrators is to keep these teachers in the field. All six of the research subjects stated that they planned to stay in education. The interviews were conducted during the school year while the coaches were involved in classroom preparation as well as dealing with an athletic team. The opportunities for stressful experiences that could result in expressions of frustration with the job were not evident during the interviews. Two of the teachers expressed a desire to remain at their current school and in their current roles for the immediate future and beyond. Two more stated that they would be interested in looking at coaching jobs that required greater responsibility, but that they would remain in teaching nonetheless. One teacher stated that

education was going to be a long-term career; however, the coach stated that opportunities to teach in other parts of the United States were intriguing and a future possibility. The sixth teacher stated that while education was going to be the chosen career, a pathway into school administration was a desired goal. Even though school administration would result in leaving the coaching part of the job, this teacher stated that athletic administration was also a goal for the future. Summarily stated, the teachers in this study stated that they were going to stay in education. This positive outlook is required for teacher retention. At least in these instances, beginning teachers that coach are likely to have experiences that will help them decide to stay in the education profession.

At its core, teaching is about people. Teachers are professionals who like working with people. Some work with older students, and some work with younger students. The relationships that are established while teaching are the components that make the job rewarding. Teachers also establish relationships with adults they encounter during their careers as well. Relationships are established with other teachers, administrators, parents, and community members. Positive relationships with others can be instrumental in teacher satisfaction. These relationships were a key part of the discussions during this study.

The beginning teachers in this study were asked direct questions about relationships with mentor teachers and about other members of the teaching and coaching faculty. Each teacher responded with comments about their positive relationships with others. In fact, only Coach Vann said anything that could be construed as negative, and that was in relation to coaches at other schools. Even then, Coach Vann admitted that the coaches “get along,” even if they were not best friends. The coaches talked about being able to rely on other coaches

and teachers for assistance both in the classroom and on the playing field. More than one of the coaches used the colloquialism, “We have each other’s back,” when referring to other members of the coaching and teaching staff.

All of the beginning teachers had an assigned mentor teacher to assist with classroom issues. The teachers had positive responses about their relationships with the mentors, even though none of the mentors were athletic coaches and often times were in another academic department than the beginning teacher. This is a positive statement about the mentoring program that is required by the state; and is an argument for starting a mentoring program within interscholastic athletics. The teachers talked about numerous positive relationships with other coaches in a more informal setting. A mentoring program could help beginning teachers from “falling through the cracks” or not receiving the assistance they may need as they embark on a new career that has multiple component parts.

Beyond the mentoring aspects of coaching relationships, the beginning teachers in this study related positive relationships with other coaches at their schools, and those relationships help keep the beginning teacher moving forward in their career. The coaches discussed the working relationship with other coaches at their schools, and even the brotherhood of coaches in the same sports across several schools. These networks can form the basis of communication that helps teachers remain in the profession. More than any other aspect of this study, the positive relationships among peers was a vital part of teacher satisfaction, and that satisfaction can help keep teachers in the classroom and on the playing field.

With the prevalence of these types of responses, interpersonal communication became something to note during field observations. It was difficult to measure these relationships during classroom observations or during game situations, as these are times that the beginning teacher is either on their own or, in the case of a game, working with an assistant coach. During practices the beginning teachers' interactions with other coaches were easily observable. Two of the beginning teachers were observed working together with instruction at a practice. During breaks in practice the teachers discussed working at other sporting events, plans for upcoming practices, and social engagements. There was a sense of camaraderie evident during the observation. This camaraderie forms the relational building blocks that may help teachers remain in the profession. The extra time spent at school provides them an opportunity to associate with each other. During a regimented school day, teachers in different departments may never see one another, much less have time for meaningful conversation. This informal support structure may be hard to quantify into reportable terms, but it does stand to reason to be a characteristic that can help beginning teachers become career teachers.

Advocates of beginning teachers not coaching cite stress factors as reasoning behind that position. North Carolina State Board of Education policy cited earlier in this study strongly discourages beginning teachers from participating in any extra-curricular activities, including interscholastic athletics. Many career educators believe that new teachers should be given the opportunity to develop classroom acumen without additional stressors. There are others that think the rewards of extra-curricular activities outweigh the additional stress

that may be caused. In this study, the research subjects were cognizant of stress factors, and each beginning teacher talked about the stress created by coaching athletics.

The beginning teachers discussed stress factors including extra work hours, winning and losing games, increased parental expectations, and limited time to prepare for classes. All of these are valid concerns. These factors could cause beginning teachers to quickly become overwhelmed and frustrated, and that could lead to a premature leaving of the education field. Even though the teachers in this study listed those stress causing factors, none of them said that they were considering leaving teaching due to the stress factors brought on by coaching. They tended to look at the stressors as just part of the job, not unlike stress caused by students not doing assigned work or unannounced classroom visits by school administrators. To a person, the beginning teachers stated that the benefits of involvement in interscholastic athletics outweighed the additional stress. While this is not an exhaustive study, it does give some credence to Coach Carroll's thought that all beginning teachers should be involved in coaching at least once. After all, this study revealed six beginning teachers that fully intend to remain in education.

Discussion in Relation to Extant Research

While this exploratory case study has focused on teachers that are involved in interscholastic athletics, the overall theme centers on teacher retention. The success of public schools requires the hiring, developing, and retaining the best teaching staff possible for each school. The research in this study helps bring into focus other research on teacher recruitment and retention.

Studies by Weiss (1999) and Barmby (2006) detailed numerous reasons why teachers leave the profession, including school leadership, student behavior, family demands, salary, school demographics, field and level of assignment, stress, and workload. In addition, Johnson and Birkeland (2003) stated that teachers left the field based on a perceived lack of classroom success. Each of these topics was discussed by the six research subjects in this study. There were even pointed questions about stress asked of each respondent. In this study, the beginning coaches believed that their participation in athletics has helped them cope with factors such as student behavior, workload, and stress. The coaches in this study stated an intention to remain in the field.

Mulvey and Cooper (2009) listed, among other items, four essential factors to retaining quality teachers. These items are sufficient resources, effective and supportive leadership, peer collegiality, and enthusiasm for learning. Three of these reasons, with the exception being sufficient resources, were mentioned during interviews conducted for the current study. All of the research subjects commented on the support they received from fellow teachers, and all demonstrated enthusiasm for learning and coaching when they stated they planned to remain in education and in coaching for the immediate future. While the current research supports Mulvey and Cooper's work, it also further emphasizes the need to utilize whatever resources are available in order to retain teachers.

Guarino, Santibanez, and Daley (2006) conducted a lengthy empirical literature review on teacher recruitment and retention. This study detailed numerous studies on factors associated with teacher attrition, including teacher training, salary, and years of experience. Throughout this study, there was no reference to the role of athletics in teacher retention,

which helped give reason to conduct the present study. The findings of this study are similar in several ways to the findings of the empirical review. The coaches in the study discussed mentoring and administrative support as reasons for remaining in education. Odell and Ferraro (1992) also mentioned mentoring as a program for increased teacher retention. The findings of this study support that, and the creation of programs where coaches mentor other coaches is part of the recommendations brought forth from this study.

Studies conducted by Ryan (2008) and Millslagle and Morley (2004) investigated potential negative aspects of coaching and teaching. One study focused on what is termed as an “inter-role” conflict as teachers take on a dual role, while the second study discussed the conflicts that teachers find when they try to balance teaching and coaching in terms of time commitment and performance. Fortunately, the sample size in the current research did not find conflicts that will lead to an immediate separation of teachers from education. There were comments made that are consistent with the findings of Ryan (2008) and Millslagle and Morley (2004). Research subjects talked about the tiring aspects of coaching that sometimes have a negative impact on teaching performance. There are conflicts in the dual roles, and this was admitted by these six subjects just as the 147 subjects in Ryan’s (2008) study. However, the current teachers did not express an imminent desire to leave teaching or coaching.

This study has added to the body of research on teacher recruitment and retention. Interviews and observation of six beginning teachers that coach high school athletics offer insights and support to numerous other previous studies on the same subject. While all six research subjects have indicated that their beginning teaching and coaching experience have

led them to remain in education as a career, their reflections in comparison to other studies give justification to continue to research the role of interscholastic athletics in teacher recruitment and retention.

Implications for Future Research

This exploratory case study has sought to determine if the experiences of beginning teachers that coach interscholastic athletics have a positive effect on the teachers staying in the classroom. The study found that all of the interview subjects indicated a desire to stay in education. Five of the six subjects expressed plans to stay in the classroom, while the other indicated a wish to move into school administration. Two of the teachers stated they were satisfied at their current school and had no plans to leave. Two of the teachers talked about wanting to eventually move to larger schools where there may be an opportunity for growth as a coach. Only one of the coaches indicated that teaching outside of North Carolina was a future possibility. With this positive response, it would appear that coaching is an incentive to remain in teaching for beginning teachers. However, this study raised the possibility of other factors and research that could build upon the findings of this study.

This study based findings upon interviews and field observations of beginning teachers who coach high school athletics. As a matter of further study, school-based administrators should also be interviewed in regards to the recruitment and retention of coaches. School administrators, along with human resource personnel, are responsible for the staffing of schools. Due to the competitive nature of schools and increasing academic requirements, many administrators do not seek to hire beginning teachers. Teachers with a proven track record of success are a safe bet and a valuable commodity in public schools.

For that reason, many young teachers who want to be involved in athletics may not get the opportunities that they seek. Principals have to be willing to take a risk on a new teacher in order for them to get the opportunity. There is a high “risk and reward” approach to hiring beginning teachers. Many principals are not willing to take that risk. This applies to coaches as well. Administrators want coaches who have experience and a winning record if at all possible. After all, many times a coach with a winning record is assumed to be an excellent teacher. Conversely, a coach with a losing record may not get consideration for a position just as a coach with no experience may lose out on an opportunity. Therefore, it stands to reason that beginning teacher/coaches may only get opportunities that other, more experienced teachers turn down.

Although high schools have an employee designated as the athletic director, the hiring, training, evaluation and even termination of teachers is the responsibility of the principal. With that in mind, interviews with school based administrators may provide insight into how the role of athletics influences personnel decisions. Principals can be questioned about a variety of topics relating to personnel and athletics. Discussions and interviews can focus upon: the administrator’s philosophy about the importance of high school athletics; the make-up of a coaching staff; the challenges of matching teaching vacancies to coaching vacancies in order to find employees who are competent in both areas; and, the professional development and support needed for a teacher who is involved in athletics in addition to regular classroom responsibilities.

School administrators are required by North Carolina State Board of Education guidelines to obtain professional development in teacher recruitment and retention (Teacher

Turnover Report, 2009). Therefore, it makes sense to talk to administrators about their staff and those on that staff that coach in relation to their efforts to hire and retain the best of both. A focus group approach could be utilized in order to talk to several principals about a similar topic. In addition, Patton (2002) states, “[Focus groups] get a variety of perspectives and increase confidence in whatever patterns emerge” (p. 385). In this manner, the feelings of the coaches in this study could be used as a way to develop a springboard for feedback from administrators. The potential exchange of ideas can offer an avenue by which future retention efforts can be explored. For example, some of the coaches in this study made statements that indicated that their career in education was directly tied to interscholastic athletics. If these coaches entered the profession due to athletics and have proven to be effective teachers, then administrators may begin a process to actively recruit teachers that have interests in interscholastic athletics. Perhaps even teachers that participated in athletics as high school students may be viable teaching candidates even if they are not involved in coaching. Of course, those are topics for future research and discussion and are beyond the scope of the current study.

Another area for potential study is the teacher preparation programs that are provided by colleges and universities. An examination of these programs could determine if participation in athletics is an area that is mentioned, emphasized, or even avoided. Three of the subjects in this research study attended the same university. Two of the three were scholarship athletes at the school. While they were exposed to athletic coaching on a regular basis while they were completing their bachelor’s degree, the third was not. It would be worthwhile to learn the expectations of teacher preparation programs at a variety of

institutions of higher education. As a matter of experience, the researcher only knows about personal experiences within teacher preparation. At that time, there was no statement or policy on a new teacher entering any type of extra-curricular responsibility. In the years since, only the information from North Carolina law about beginning teachers being excluded from coaching is regularly conveyed to students. This is also gathered from experience and informal questions of many teachers from several North Carolina schools. It is possible that some coursework could include information on opportunities for new teachers to become involved with their schools and the benefits that may result from involvement. With teacher recruitment and retention an important topic in North Carolina, it makes sense that colleges and universities would utilize any practical method possible to help improve teacher retention.

The role that mentors play in the career of beginning teachers is also an area that could be examined based on the findings of this study. While North Carolina requires that beginning teachers have teacher mentors, coaches do not have to have assigned mentors. Each of the research subjects responded positively when asked about the impact that their teacher mentor had on their career. While this certainly helps as far as adapting to the classroom and to the academic side of high school, the beginning teachers did not express that they had coaching mentors. The closest thing to a mentor was comments such as, “We always have each other’s back,” or, “Everyone helps everyone on the coaching staff.” Similar statements could sometimes be said about teachers in the classroom as well. It may be time that high schools assign mentor coaches to beginning teachers that coach. These mentors should have similar training as classroom mentors. Of course, this will probably

have to be a local initiative, as the state discourages beginning teachers from coaching at all. To assign mentors would be a *de facto* approval of beginning teachers participating in extra-curricular activities.

Within coaching at the high school level, there are several other potential topics for future research. The time commitment required to coach could be impacted by additional responsibilities such as marriage and family. It stands to reason that teachers at the beginning of their career could also be in a position to start or maintain families, and that could impact decisions on remaining in coaching. There are also different time commitments across the varying sports that are offered at the high school level. Summer and spring practices for football and basketball, in addition to the 13 to 16 week sports season, may require more time than cross-country, which has traditionally has fewer athletes and a lower number of contests. Furthermore, events such as cross-country and golf do not require the same “hands-on” approach during contests that football and basketball contain. There could be potential impacts to coaching tenure based on the amount of time commitment is required of the coach.

There are also gender and ethnicity issues that could form the basis for future research. Potential study topics could include examining the success of male coaches coaching female sports, as well the female coaches in male sports. The recruitment and retention of minorities that are involved in coaching is also worthy of consideration. Many school districts expend concerted efforts to recruit minority teachers. The opportunity to participate in athletics via coaching may or may not serve as an enticement for recruiting potential new teachers. For example, a district that wishes to increase the number of male

teachers in elementary schools, a traditionally underrepresented population, could offer coaching positions at middle or high schools in the area as a recruiting incentive.

This exploratory case study has sought to examine the issue of teacher recruitment and retention through involvement in interscholastic athletics. As a result of this study, other areas of potential study have been identified. Teacher recruitment and retention is an important topic in North Carolina public schools. As previously stated, it is very expensive to annually replace over ten percent of the teaching workforce in the state. Further study of this issue as it relates to interscholastic athletics is merited. Areas of study include hiring practices of school administrators, university teacher preparation programs, and formalized mentor programs for beginning coaches.

Implications for Practice

During the process of research and reporting of this case study, practical implications for practice that may serve to benefit school administrators emerged. Some were developed by the researcher, while others emerged from conversations with research subjects. While simple in nature and easy to implement, these ideas may serve to aid schools in the retention of beginning teachers.

Beginning coaches should be assigned a coaching mentor just as beginning teachers are assigned a teacher mentor. The mentor coach should not be the teacher mentor. The beginning coach needs to have someone in the athletic department of the school to help them with planning for practices and games, dealing with other schools and coaches, and interactions with parents and athletes. Each of the research subjects in this study expressed the importance of having a good relationship with other members of the coaching staff. That

factor must be taken into consideration when a beginning teacher takes an assignment in athletics. Veteran coaches should be trained as mentors in order to be as helpful as possible.

Each high school has a director of athletics. This person is usually a teacher on the staff, although assistant principals occasionally fill that role in addition to other administrative duties. While many high schools, especially schools in urban areas or schools that are in the larger attendance classifications and therefore have more sports offered employ a full-time athletic administrator, schools in rural, low-income, or smaller districts often assign the athletic director teaching responsibilities as well. The schools in this study employ athletic directors who teach two classes per semester. The athletic director works in a unique position of being part of the teaching faculty while maintaining administrative duties. As part of the coordination of the athletic program, the athletic director is responsible for evaluating coaches and teams at the school. The athletic director should be trained in teacher evaluation. This training process will allow the athletic director a research-based method to evaluate coaches within the scope of their athletic duties. This will allow beginning coaches to receive feedback on their performance on the field while simultaneously being supported in a like manner in the classroom. While this process may provide experience for the athletic director for future school administration, it will certainly assist beginning teachers study and refine their craft through involvement in interscholastic athletics.

Beginning teachers that coach should also have their past coaching and playing experience taken into consideration when coaching assignments are made. This process should involve the athletic director as well as school-level administration. Beginning

teachers may not be given the most challenging courses or student demographics as they begin a teaching career. The same care should be taken in coaching assignments. Beginning coaches may start working as an assistant or on the junior varsity level before assuming a sport that brings with it more exposure and more pressure. This developmental phase could assist a new teacher gain experience and confidence in an environment that would be supportive and encouraging. Therefore, the likelihood of retention would be increased.

Conclusion

This exploratory case study sought to determine if involvement in interscholastic athletics was a positive factor in teacher retention. Six beginning teachers that coach high school athletics were interviewed and followed through classroom and field observations in order to gain insights into their coaching and teaching experiences. The research question that guided this study was answered as the teachers' thoughts and feelings about teaching and coaching were studied, discussed, and commented upon. From this study, it has been determined that the teachers in this study are committed to teaching and coaching and plan to stay in the education field. The subjects cited interpersonal relationships with coaches and students as a main reason for their plans to stay in education. These are relationships that developed through coaching and not in the classroom environment. Each of the subjects, while admitting to additional stressors brought on by coaching, stated a belief that their involvement in athletics has been a major reason for entering and deciding to stay in teaching. Nevertheless, there are overwhelming demands on a new teacher's time to do both jobs well. Underestimating this commitment could drive beginning teachers out of coaching,

or worse, out of teaching altogether. That is not the desired effect at all. Beginning teachers and coaches have to understand the need to be effective at planning and time management.

Further study is certainly needed in this area. Teacher recruitment and retention is a key issue in North Carolina public schools, and data is presented annually on teacher turnover rates as legislators and educators alike seek to keep the best and most dedicated teachers in classrooms. This study has provided a starting point in the relationship between interscholastic athletics and classroom teaching. Developing interpersonal relationships while in the field of education can be a prominent reason that beginning teachers remain in the field. Successful coaches that are successful teachers can form the basis for an effective high school faculty. This study has shown that retaining successful beginning teachers can have a positive effect on schools, their teachers, and their students.

REFERENCES

- Artzt, A., & Curcio, F. (2008). Recruiting and retaining secondary mathematics teachers: Lessons learned from an innovative four-year undergraduate program. *Journal of Mathematics Teacher Education, 11*(3), 243-251.
- Ballou, D., & Podgursky, M. (1995). Recruiting smarter teachers. *Journal of Human Resources, 30*(2), 326-338.
- Barmby, P. (2006). Improving teacher recruitment and retention: The importance of workload and pupil behavior. *Educational Research, 48*(3), 247-265.
- Bogdan, R., & Biklen, S. (2003). *Qualitative research for education* (4th ed.). Boston: Allyn and Bacon.
- Budig, G. (2007). An athletic arms race. *Phi Delta Kappan, 89*(4), 283-284.
- Carter, A., & Bloom, G. (2009). Coaching knowledge and success: Going beyond athletic experiences. *Journal of Sport Behavior, 32*(4), 419-437.
- Case, C., Shive, R., Ingebretson, K., & Spiegel, V. (1988) Minority teacher education: Recruitment and retention methods. *Journal of Teacher Education, 33*(4), 54-57.
- Creswell, J.W. (2007). *Qualitative inquiry and research design* (2nd ed.). Thousand Oaks, CA: Sage.
- Elfman, L. (2008). A love of sports and of leading the way. *Diverse: Issues in Higher Education, 25*(17), 35.
- Gorard, S., See, B.H., Smith, E., & White, P. (2007). What can we do to strengthen the teacher workforce? *International Journal of Lifelong Education, 26*(4), 419-437.

- Green, G., & Rose, S. (2006). Job satisfaction among high school athletic administrators. *Education, 127*, 318-320.
- Guarino, C., Santibanez, L., & Daley, G. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research, 76*(2), 173-208.
- Hobson, A., Ashby, P., Malderez, A., & Tomlinson, P. (2009). Mentoring beginning teachers: What we know and what we don't. *Teacher and Teacher Education: An International Journal of Research and Studies, 25*(1), 207-216.
- Hornig, E.L. (2009). Teacher tradeoffs: Disentangling teachers' preferences for working conditions and student demographics. *American Educational Research Journal, 46*(3), 690-717.
- Ingersoll, R. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*(3), 499-534.
- Johnson, S., & Birkeland S. (2003). Pursuing a "sense of success": New teachers explain their career decisions. *American Educational Research Journal, 40*(3), 581-617.
- Kearney, J.E. (2008). Factors affecting satisfaction and retention of African American and European American teachers in an urban school district: Implications for building and maintaining teachers employed in school districts across the nation. *Education and Urban Society, 40*(5), 613-627.
- Maxwell, J.A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.

- Monk, D. (2007). Recruiting and retaining high-quality teachers in rural areas. *Future of Children, 17*(1), 155-174.
- Mont, D., & Rees, D. (1996). The influence of classroom characteristics on high school teacher turnover. *Economic Inquiry, 34*(1), 152-167.
- Moore Johnson, S. (2004) *Finders and keepers: Helping new teachers survive and thrive in our schools*. San Francisco: Jossey-Bass.
- Mulvey, J., & Cooper, B. (2009). *Getting and keeping new teachers: Six essential steps from recruitment to retention*. Lanham, MD: Rowman & Littlefield Education.
- Murnane, R., & Olsen, R. (1990). The effects of salaries and opportunity costs on length of stay in teaching: Evidence from North Carolina. *The Journal of Human Resources, 25*(1), 106-124.
- Myers, N., Feitz, D., & Chase, M. (2008). The coaching efficacy scale II- high school teams. *Educational and Psychological Measurement, 68*(6), 1059-1076.
- National Commission on Teaching. (2007). *The high cost of teacher turnover* (Policy Brief). New York: National Commission on Teaching and America's Future.
- North Carolina State Board of Education. (2009). *North Carolina Teacher Evaluation Process*. Raleigh, NC: North Carolina State Board of Education.
- North Carolina State Board of Education. (n.d.). *Policy manual*. Retrieved February 16th, 2009, from <http://sbepolicy.dpi.state.nc.us>.
- Overton, G. (2001). *A qualitative analysis of the educational performance of athletes and non-athletes in the high schools of North Carolina*. Unpublished doctoral dissertation, East Carolina University, Greenville.

- Patton, M.Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Piantanida, M., & Garman, N. (1999). *The qualitative dissertation: A guide for students and faculty*. Thousand Oaks, CA: Corwin Press.
- Roberson, S., & Roberson, R. (2009). The role and practice of the principal in developing novice first-year teachers. *Clearinghouse: A Journal of Educational Strategies, Issues, and Ideas*, 82(3), 311-318.
- Rossi, P., Lipsey, M., & Freeman, H. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage.
- Ryan, T. (2008). Antecedents for interrole conflict in the high school teacher/coach. *Physical Educator*, 65(2), 58-67.
- Ryan, T., & Sagas, M. (2009). Relationships between pay satisfaction, work-family conflict, and coaching turnover intentions. *Team Performance Management*, 15(3/4), 128-140.
- Seidman, I. (2006). *Interviewing as qualitative research* (3rd ed.). New York: Teachers College Press.
- Shen, J. (1997). Teacher retention and attrition in public schools: Evidence from SASS91. *The Journal of Educational Research*, 91(2), 81-88.
- Stake, R.E. (2000). Case studies. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 435-451). Thousand Oaks, CA: Sage.
- Stevenson, B. (2007). Title IX and the evolution of high school sports. *Contemporary Economic Policy*, 25(4), 486-505.

Teacher Turnover Report: Annual Report on the Reasons Teachers Leave 2007-2008.

Retrieved January 24th, 2010 from

<http://www.ncpublicschools.org/docs/recruitment/surveys/turnover/reasons0708.pdf>

Teacher Turnover Report: Annual Report on the Reasons Teachers Leave 2008-

2009. Retrieved January 23rd, 2010 from

<http://www.ncpublicschools.org/docs/recruitment/surveys/turnover/reasons0809.pdf>

Wagner, T. (2008). *The global achievement gap*. New York: Basic Books.

Watt, H., & Richardson, P.W. (2008). Motivations, perceptions, and aspirations concerning teaching as a career for different types of beginning teachers. *Learning and Instruction, 18*(5), 408-428.

Weiss, E. (1999). Perceived workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: A secondary analysis. *Teaching and Teacher Education, 15*(1), 861-879.

Whitley, R. (1997). *A comparison of the educational performances of athletes and non-athletes in 133 North Carolina high schools*. Unpublished doctoral dissertation, East Carolina University, Greenville.

Wolcott, H.F. (2009). *Writing up qualitative research* (3rd ed.) Thousand Oaks, CA: Sage.

APPENDICES

APPENDIX A

Teacher Interview Questions

- 1) Given the difficulties of being a new, beginning teacher, why did you decide to assume the additional responsibilities of becoming a high school coach?
- 2) Please describe your professional background and training.
- 3) What sports do you or have you coached?
- 4) Apart from wins and losses, describe your feelings about coaching.
- 5) How does coaching on the field relate to teaching in the classroom?
- 6) Do you plan to stay in scholastic coaching? Why or why not?
- 7) Do you plan to stay in teaching at the high school level? Why or why not?
- 8) Describe the rewarding aspects of your coaching position.
- 9) Describe the challenging aspects of your coaching position.
- 10) Does your coaching impact your teaching? If so, in what ways?
- 11) As a new, beginning teacher, what is your level of stress? Does coaching add to it?
- 12) Describe your relationships with other members of the coaching staff and the teaching faculty.
- 13) Describe your relationship with your assigned mentor teacher.
- 14) What else would you like to tell me about your coaching experience, and how it impacts your teaching, if at all?
- 15) Where do you see yourself, or what do you see yourself doing, in five years? In ten years?

APPENDIX B**Observation Checklist**

(Adapted from the North Carolina Teacher Evaluation Process)

- 1) Responsibility taken for all students' learning and improvement.
- 2) Communicates team vision to students.
- 3) Establishes a safe and orderly environment.
- 4) Empowers students.
- 5) Maintains high expectations.
- 6) Appreciates differences and values contributions by building positive relationships.
- 7) Knows subject area.
- 8) Incorporates life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility.
- 9) Adapts resources to address strengths and weaknesses of students.
- 10) Uses data from short—and long—range planning.
- 11) Engages students in the learning process.
- 12) Encourages students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions.
- 13) Teaches the importance of cooperation and collaboration.
- 14) Communicates clearly with students in a variety of ways.

APPENDIX C

Institutional Review Board For The Use of Human Subjects in Research

Revised 04/2009

North Carolina State University
Institutional Review Board For The Use of Human Subjects in Research

GUIDELINES FOR PREPARATION OF INFORMED CONSENT FORM

**PLEASE READ ALL OF THIS INFORMATION CAREFULLY
PRIOR TO COMPLETING THE CONSENT FORM**

An **Informed Consent Statement** has two purposes: (1) to provide adequate information to potential research subjects to make an informed choice as to their participation in a study, and (2) to document their decision to participate. In order to make an informed choice, potential subjects must understand the study, how they are involved in the study, what sort of risks it poses to them and who they can contact if a problem arises (see [informed consent checklist](#) for a full listing of required elements of consent). Please note that **the language used to describe these factors must be understandable to all potential subjects, which typically means an eighth grade reading level.** The informed consent form is to be read and signed by each subject who participates in the study **before** they begin participation in the study. A duplicate copy is to be provided to each subject.

If subjects are **minors (i.e. any subject under the age of 18)** use the following guidelines for obtaining consent:

0-5 years old – requires signature of parent(s)/guardian/legal representative

6 – 10 years old - requires signature of parent(s)/guardian/legal representative and verbal assent from the minor. In this case a minor assent script should be prepared and submitted along with a parental consent form.

11 - 17 years old - requires signature of both minor and parent/guardian/legal representative

If the subject or legal representative is *unable to read and/or understand the written consent form*, it must be verbally presented in an understandable manner and witnessed (with signature of witness). If there is a good chance that your intended subjects will not be able to read and/or understand a written consent form, please contact the IRB office 919-515-4514 for further instructions.

***For your convenience, attached find a sample consent form template that contains necessary information. In generating a form for a specific project, the principal investigator should complete the underlined areas of the form and replicate all of the text that is not underlined, except for the compensation section where you should select the appropriate text to be used out of several different scenarios.**

***This consent form template can also be adapted and used as an information sheet for subjects when signed informed consent is waived by the IRB. An information sheet is usually required even when signed informed consent is waived. The information sheet should typically include all of the elements included below minus the subject signature line; however it may be modified in consultation with the IRB.**

North Carolina State University
INFORMED CONSENT FORM for RESEARCH

Title of Study: Beginning Teachers that Coach High School Athletics: A Case Study

Principal Investigator: William R. Cauley III
applicable): Lance Fusarelli

Faculty Sponsor (if

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

What is the purpose of this study?

This study will examine the experiences of six teacher-coaches in North Carolina public high schools. The study will address the issue of teacher recruitment and retention and how athletic coaching influences the decision of beginning teachers to remain in teaching.

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to participate in an individual interview that will last no more than one hour. Following the interview, you will be asked to be observed in the classroom setting and in the coaching setting once each. You will also have the opportunity to review your interview responses. In addition, you will be allowed to approve any direct quotations that are drawn from your interview. The total time required of you will be less than 5 hours.

Risks

The risks to you are minimal with this study. The results of the observations are for the purposes of this study and will not be shared with school administration or anyone else. Due to the small number of people participating in this study, it is possible someone could guess who participants are based on what they say. To minimize any risk posed by this situation, you will be allowed to approve any quotations and you will be able to evaluate descriptions of your responses to determine if the responses pose a risk or reduce the likelihood of confidentiality.

Benefits

This study will expand the body of knowledge of teacher recruitment and retention. Finding and keeping quality teachers is a focus of North Carolina schools, and your participation in this study will help maintain that focus.

Confidentiality

The information in the study records will be kept confidential to the full extent allowed by law. Data will be stored securely in a location away from the public school setting. No reference will be made in oral or written reports which could link you to the study. You will NOT be asked to write your name on any study materials so that no one can match your identity to the answers that you provide. The interviews will be recorded via audio tape and digitally, and transcribed to print from the recordings. Direct quotes from the interviews will be used

in reports. Interview subjects will have the opportunity to review all direct quotations. All data, both written and recorded, will be destroyed after the research project is complete.

Compensation

You will not receive anything for participating.

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the researcher, William R. Cauley III, at (910)604-1925, or at wrcauley@ncsu.edu.

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

Consent To Participate

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Subject's signature _____ **Date** _____
Investigator's signature _____ **Date** _____