

A STUDY OF ROLE CONFLICT DUE TO ROLE  
ACCUMULATION IN PHYSICAL EDUCATION

CENTRE FOR NEWFOUNDLAND STUDIES

**TOTAL OF 10 PAGES ONLY  
MAY BE XEROXED**

(Without Author's Permission)

MAUREEN E. BYRNE







A Study of Role Conflict due to  
Role Accumulation in Physical Education.

by



Maureen E. Byrne B.A. B.Ed.

A thesis submitted to the School of  
Graduate Studies in partial fulfillment  
of the requirements for the degree of  
Master of Physical Education.

School of Physical Education & Athletics  
Memorial University of Newfoundland  
October 1986

St. John's

Newfoundland

Permission has been granted to the National Library of Canada to microfilm this thesis and to lend or sell copies of the film.

The author (copyright owner) has reserved other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without his/her written permission.

L'autorisation a été accordée à la Bibliothèque nationale du Canada de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur (titulaire du droit d'auteur) se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation écrite.

ISBN 0-315-39456-0

## Abstract

A study was initiated to determine whether or not teachers of physical education in Newfoundland experience role conflict due to the accumulation of roles. Specifically, the study sought to discover whether or not conflict within roles was due to the amount of time spent in a role as compared to the time the physical education teachers thought they should dedicate to that role. Of special interest was an investigation of differences in conflict between those teachers working in urban areas and those in the rural areas of the Province.

A list of the roles assumed by physical education teachers was established following interviews with physical educators. The roles were condensed into six categories; (a) teacher, (b) coach, (c) administrator, (d) support role, (e) family role, and (f) community role. Demographic variables investigated were: (a) age, (b) gender, (c) teaching experience/certification, (d) marital status, and population of the community in which school was located.

A questionnaire was designed to measure the amount of time respondents wished to spend in a particular role as well as their perceptions of the time actually spent in that role. The questionnaire was distributed to a random sample (45%) of physical education teachers in Newfoundland. The return rate was better than 70%.

Using one way analysis of variance the following significant findings were identified:

(a) In the role of coach, the single teachers in rural communities, teaching at their present school for a period of 9-12 years reported the highest conflict. High school teachers reported a desire to spend less time in this role, with primary teachers desiring to spend more time as coach.

(b) In the administrator role, the senior high teachers reported significantly more conflict and wished to spend less time organizing and running the school's extra curricular programs.

(c) The support role (education of the whole student within the school environment) was the most conflicting role for those teaching in minor urban areas (population 5000-10000).

(d) In the family role, male teachers reported experiencing more conflict than their female colleagues. Teachers who had taught at their present school for 5-8 years reported significantly more conflict in the family role than those teachers who had been teaching longer.

(e) In the community role, elementary school teachers reported significantly more conflict, with primary teachers reporting a desire to spend less time in this role.



### Acknowledgements

I would like to thank all the physical education teachers who participated in this study. Your co-operation was essential for the successful completion of my research.

Special acknowledgement is extended to my advisor, Dr. Colin Higgs. The guidance and inspiration by him will always be remembered and appreciated, but is virtually impossible to describe in writing. The completion of this research and the experience gained throughout the year I owe to him. Thank you very much!

To my family, I thank you for your love and support throughout the year. To my mother, who has always been a symbol of strength and perseverance, I thank you for giving me your support, and the inner drive to keep on going until I succeeded. I dedicate this research to you...."from one of your accumulated roles". I never could have done it without you.

## TABLE OF CONTENTS

Chapter I	Introduction.....	1
	Purpose.....	3
	Need for Study.....	4
	Hypotheses.....	5
	Definition of Terms.....	6
Chapter II	Review of Literature.....	8
Chapter III	Methodology.....	14
	Development of Instrument.....	14
	Pilot Study.....	14
	Protocol.....	16
	Analysis.....	17
Chapter IV	Results and Discussion.....	18
	Descriptive Statistics.....	18
	Role Conflict.....	21
	Conflict by Demographic Variables.....	23
	Gender.....	23
	Marital Status.....	23
	Years at Present School.....	23
	Population.....	25
	Highest Grade Taught.....	27
	Summary of Results.....	29
Chapter V	Conclusions, Discussions, Recommendations.	31
	Conclusions.....	32
	Recommendation for Further Study.....	34

Bibliography.....	36
Appendix A.....	38
Appendix B.....	44
Appendix C.....	46

## LIST OF TABLES

Table	Page
I Distribution of Age.....	19
II Years of teaching experience along with years teaching at present school.....	19
III Population distribution of physical education teachers.....	20
IV Highest grade taught.....	20
V Absolute and directional mean scores and standard deviation for role conflict.....	22
VI F - Value for analysis of conflict by gender.....	22
VII F - Value for analysis of conflict by marital status.....	24
VIII F - Value for analysis of conflict by years teaching experience at present school.....	24
IX F - Value for analysis of conflict by population....	26
X F - Value for analysis of conflict by highest grade taught.....	26

## **CHAPTER I**

### **INTRODUCTION**

Information regarding the job responsibilities of physical education teachers may be found in teaching method books, but these sources do not describe definitively the teacher's role. One would assume that a job description would clearly outline the terms of a contract between a teacher of physical education and an employer. However, while physical education teachers may be hired to perform professional duties in the instructional program, they may find themselves with an accumulation of other roles. After interviewing twelve physical educators, a list of these roles was established and condensed. The identified roles were:

1. **Physical Education Teacher/Subject Teacher:** assigned teaching duties.
2. **Coach:** Responsibility for training and coaching extra-curricular sports/teams.
3. **Administrator:** Responsibility for coordinating and administering athletic and intramural programs.
4. **Support Role:** Concerned with overall education and guidance of students within school system.
5. **Family Role:** Roles assumed outside school as husband/wife, parent, etc.

6. Community Role: Involvement in activities of the community.

Role conflict and role strain may be experienced by individuals who simultaneously occupy multiple roles (Biddle, 1979). The extra demands of coaching, transporting athletes to tournaments and supervising intramurals may conflict with time available for teaching preparation, administrative duties, family and personal time, as well as community involvement.

Teachers who are trained to teach physical education frequently take on the role of interscholastic coach. This coaching role may be an expectation on the part of the principal, staff, and community. Unlike other staff members, the physical education teacher/coach assumes the added administrative duties of organizing the athletic program. Subject teacher/coaches do not assume these duties. Enthusiastic, non-tenured physical educators may enjoy the prospect of coaching when they first begin teaching, even if it means extended working hours. For most physical education teachers, coaching provides an opportunity to work with a small group of motivated individuals, working towards a common goal, under more or less ideal conditions. With changing family commitments, coaching school teams may become a problematic issue for the now physical education teacher/coach/spouse/parent.

Administrators who sometimes perceive coaching as the

major responsibility of the physical educator are often unable to agree on an equitable time allotment for coaching, and occasionally do not differentiate teaching from coaching while expecting competent performance in both. Scheduling of teaching assignments may not take into account the various other roles assumed by the physical education teacher. Preparation time utilized by co-workers for lesson planning may be consumed by administrative duties associated with coaching, intramurals, tournaments, etc. Preparation time may then consume the time that co-workers devote to family, leisure, community or other duties.

Role accumulation is imposed both extrinsically and intrinsically. The administrator's role expectations, those of the community, and those which are of the teacher's philosophy all contribute to role accumulation and the possibility of role conflict. If there is a contradiction between institutional role expectations and personal role expectations, there can be a dissatisfaction with the job along with stress due to role conflict and role strain.

Role accumulation may be a direct link to teacher stress and burnout and retirement from the hectic expectations of a low-profiled physical educator into the classroom of the more respected subject teacher.

#### Purpose

The purpose of this study was to establish whether or not teachers of physical education experience role conflict

4  
and strain because of the accumulation of roles. Specifically the study sought to discover whether or not physical education teachers experienced conflict within their roles due to the amount of time spent in a role as compared to the time the physical education teachers thought they should dedicate to that role. This study investigated role conflict and its relationship to specific demographic variables. The demographic variables of: (1) age, (2) gender, (3) teaching experience, (4) years teaching at present school, (5) marital status, (6) number of Physical Education teachers in the school, (7) highest grade taught, and (8) teaching certificate held were used to investigate variations in degree and direction of role conflicts.

#### Need for Study.

By identifying the role conflicts of the physical education teacher and identifying possible contributing factors for role dissatisfaction, methods for reducing this role conflict may be devised. If prospective teachers are made aware of the possible discrepancy between the perception of the ideal and the realization of the actual role(s) of the teacher, there may be a reduction in the conflict that confronts a teacher as he or she makes his/her transition from student to teacher.

Research results of the amount of role conflict reported by rural and urban teachers may provide valuable information for administrators and teachers. The results



may enable administrators to be aware of perceived conflicts and can help the physical education teacher balance his accumulated roles and thus possibly reduce stress and promote satisfaction. The teacher may adopt coping strategies with the assistance of the administration to alleviate the role conflicts. The administrator who is made aware of possible conflicts is more able to understand and provide the means for lessening teacher stress.

A knowledge of the roles of the physical education teacher, particularly of those roles in which conflict is highest, may be important information for teacher educators who may wish to include coping strategies in teacher education programs. Lastly, the results may provide recommendations for further investigation of the possible intrinsic and extrinsic causes of the conflicts identified.

#### Hypotheses

The hypothesis was tested that specific role conflicts, i.e. teacher, coach, administrators, support, community, and family differed between:

- 6
- (a) male and female teachers;
  - (b) teachers of various ages;
  - (c) single, married, and estranged teachers;
  - (d) teachers in major urban, minor urban, and rural communities;
  - (e) teachers working in primary, elementary, junior high, and senior high schools;
  - (f) teachers with various lengths of teaching experience;
  - (g) teachers who had been teaching at their present school for various lengths of time;
  - (h) teachers who are the only physical education teachers in the school and those who work along side fellow physical education professionals;
  - (i) teachers holding various levels of teaching certification.

#### Definition of Terms

Role conflict is defined as an exposure to contradictory expectations at the same time. (Getzel and Guba, 1954)

Role strain is defined as an overload or exposure to demands which require more time, energy and commitments than one feels he/she should provide. (Good 1960, Marks 1977, Bredemeier 1979)

The teacher role is defined as teacher of physical education, classroom subjects, extra activities associated with that subject, supervisory roles, sports day, science fairs, etc. (This role did not include extra-curricular teams, clubs or specialty athletic groups).

7  
The role of coach is defined as including athletic trainer, team recruitment, tournament travel and team supervision; all activities of athletic nature that require time after school hours, including the weekends.

Administrator included duties of athletic director, zone federation duties, convening tournaments, intramural director, scheduling and officiating, all paper work with the above; management and repair of equipment.

Support roles are defined as disciplinarian, counsellor, advisor, fund raiser, first aid consultant, etc.

Family role is defined as the roles occupied outside school: husband/wife, parent, girlfriend/boyfriend.

Community role is defined as the roles assumed and expected in the community: i.e. fitness instructor, active church member, and leader in community groups/functions.

Rural is defined as a community with a population ranging from 1 to 4,999 people.

Minor urban is mid-size Newfoundland communities with population range from 5,000-9,999.

Major urban are the cities of St. John's and Corner Brook, both having populations greater than 10,000.

## CHAPTER II

### REVIEW OF LITERATURE

Braga (1972) defined role as (1) a behavior repertoire characteristic of a person or position (2) a set of standards, descriptions, norms or concepts held (by anyone) for the behaviors of a person or position (3) a position.

Grace (1972) stated that role conflict was a popular term used by sociologists to describe problem situations resulting from multiple role obligations. Terms with similar or related meanings include role strain (Good 1969), role stress (Westwood 1967) and cognitive dissonance (Festinger 1957). Regardless of how or when these terms were used, these terms share a common characteristic: incompatibility.

A study by Gehrke (1982) was conducted to measure the perception of role conflict of beginning teachers throughout a five-year period. By the fourth year, 8 of 11 subjects reported conflict between personal and professional roles. This study identified conflict arousing situations: (a) changes in personal role, (b) teaching role changes, (c) personal need changes. The findings were that (1) personal professional role conflicts of teachers arise from concurrent demands for "fealty" (a pledge of allegiance).

and that (2) teacher role conflicts/change over time.

Braga (1972) stated that the most potentially frustrating and detrimental factor to an effective teacher/learner process is the conflict within the teacher himself - the conflict between his ideal role, that which he has defined for himself, and his actual role, that which has been defined by the educational structure. Braga (1972) interpreted this kind of role conflict as cognitive dissonance. To investigate the assumption that beginning teachers experience the conflict of roles, Braga conducted an informal preliminary study which resulted in prospective teachers constructing a list of teacher's roles. It was found that the activities of the ideal teacher were primarily related to teaching. The activities of the actual teachers fell into eight clusters: (1) classroom instruction, (2) activities related to classroom teaching, (3) supervision, (4) clinical work, (5) professional development, (6) preparation and planning, (7) supervision of extra-curricular activities, and (8) evaluation. The prospective teachers perceived a difference between the ideal and actual roles of the teacher.

Locke and Massengale (1978) added further evidence to the likely effect of role conflict on job satisfaction in an important paper which reports an investigation into role conflict in teacher/coaches. Teacher/coaches reported high scores for both perceived and experienced load conflicts,

although male high school physical educators with low career aspirations were an exception suggesting that

"... incompatible expectations for work between dual roles weighs heaviest on those who bring the largest investment" (p. 167). Workload conflict was rated as being of "great" or "very great" significance to more than one-half of the 201 subjects. The research suggested that the professional preparation of physical education teacher/coaches combined with the socialization inherent in physical education preparation programs may contribute to a higher degree of occupational role conflict by physical educators than for coaching colleagues from other academic areas of experience.

When perceived and experienced conflict were examined by gender, scores for perceived conflict were numerically larger for females than their male counterparts. The number of females in the high group for total experienced conflict (27%), was not greatly different from the number of males (25%). Getzel's and Guba, (1955) and Grace, (1972) indicated in previous research that role conflict in education was significantly higher among males.

Campbell, Mertens, Seitz, and Cox (1982) reported in their study concerning correlates of job satisfaction that there is a widespread support for the hypothesis that females are likely to have higher satisfaction with employment than males; a finding which Andrisani, Applebaum, Koppel, and Miljus (1978) report may be due to females

having a lower expectation of job satisfaction than males given the traditionally lower importance placed on work by females.

In a study conducted by Bain and Wendt (1983), subjects were asked to rate the importance of twelve characteristics or abilities for teachers and coaches. Results indicated that abilities needed for each were similar, but males indicated a greater preference for the coaching role.

Seagrave (1980) reported that among prospective Physical Education teachers, 70% of males and 48% of females identified coaching as the preferred role.

Grade (1972) recognized role conflict among teachers "...attempting to keep up with the new developments in their subject and at the same time attempting to play a full part in extra-curricular activities."

Johns (1982) identified "dropping out" to be associated with greater personal involvement. The list of responsibilities grew with length of tenure at school i.e. demands of coaching, intramurals, teaching classes. The contributing factors were perceived to be the increased family commitments and the commitments required to coach school teams.

Stonequist (1961) utilized the term marginity to define roles in an organizational setting which were peripheral to the main functionings of the institution. Where there is no clear system of rules which adequately defines the actor's

behavior in a system, and where his role may not be central to the goals and function of the administration - a marginal role - then he can be subject to type casting and role pressures.

Sullivan and Russell (1979) conducted a follow-up study on the job satisfaction of graduates from Memorial University of the years 1977 and 1981. Relevant to Physical Education, the study showed that of the 19 respondents with a Bachelor's Degree in Physical Education, six (32%) would not choose the same area of study if they were to choose again. The study of the 1981 graduates was unpublished, but relevant information was released to researcher Dibbon (1984), in his study on job satisfaction of Physical Education graduates from Memorial University between 1958 and 1982. This 1981 survey was more detailed than the 1977 study, however the low number of Physical Education graduates responding (10) may not be indicative of the 49 in the graduating class. Of those who responded, 42 percent indicated that they would not make the same career choice given the opportunity to choose again. Physical Education graduates tended to be less satisfied with their jobs than most other graduating groups.

In another Canadian study, Wood (1970) reported a survey by Gallup and Simpson of 63 Physical Education teachers in the Edmonton Public School System. The results of this study indicated that the major factor resulting in



dissatisfaction was the heavy work load they experienced as a result of unfairly distributed extracurricular tasks.

### Summary

Role conflict describes problems related to multiple role obligations. The literature researched supports the contention that role conflict increases over time, with changes in (a) personal role, (b) teaching role, and (c) personal needs being identified as contributing to role conflict and role stress. Conflict within the teacher, that is conflict between the ideal role versus the actual role a teacher has, is the most potentially frustrating and detrimental to an effective teacher/learner process. Teacher/coaches who bring the largest personal investment into the job often suffer more conflict than their less committed colleagues. Workload was rated as being the greatest conflict source among most respondents. Role accumulation was seen to be a contributing factor in "dropping out". Increased family commitments and time dedicated to school teams were perceived as being the conflicting factors.

## CHAPTER III

### METHODOLOGY

#### Development of an Instrument

Before role conflict could be measured, it was necessary to identify the roles to be analyzed. To identify these roles, eleven physical education teachers were approached and asked to submit a list of the roles and duties they assumed as physical education teachers. This list was then condensed and the roles were narrowed down into six categories with the definition of duties associated with each role.

#### Pilot Study

To obtain the data necessary to identify role conflict, an instrument was constructed. A rating scale with numbers 0 to 10 was devised; a score of 0 indicated that the respondent felt that they spent far too little time in that role, 5 indicated that they spent just the right amount of time in that role, while a score of 10 indicated they felt they spent too much time in that role. The respondent was asked to indicate the "actual" amount of time spent in a designated role. An identical scale was presented on which the respondent indicated the "desired" amount of time to spend in that same role. The conflict score was obtained by

measuring the difference between the "actual" and "desired" times for a specific role. This instrument (Appendix C) was used in a pilot study, analyzed, and from the results revisions were made to the rating scales. This did not change the nature of the scales but eased the survey computation process.

For the major study, the questionnaire was made so that the respondent was asked to indicate the actual amount of time spent in a specific role. The conflict score was obtained by measuring the deviation of the respondents' scores from the central point (5=just the right amount of time). A score below 5 resulted in a negative deviation indicating that the respondent wished to spend less time in that role. Conversely a positive score indicated a desire to spend more time in that role.

Demographic information to be used in analysis was requested on the questionnaire i.e. (1) gender, (2) age, (3) marital status, (4) teaching experience, (5) years teaching at the present school, (6) population of school community, (7) one/two physical education teacher(s) at the school, (8) highest grade taught, and (9) teaching certificate held.

Using a list of physical education teachers in the province of Newfoundland and Labrador provided by the CAMPER Provincial representative, the population of the study was identified as being 368 physical education teachers. Each teacher was assigned an identification number and a random

number generator program was used to select those teachers to be included in the sample. Random selection of subjects continued until approximately 45% of the total population (185 subjects) were selected. Levine (1975) has suggested that a sample of this size was sufficient to identify moderate intergroup differences at the 0.05 level of confidence.

### Protocol

The questionnaire package contained a covering letter explaining the nature of the study and instructions for return of the completed questionnaire, a definition of terms, the questionnaire, and a stamped, addressed envelope. The envelopes were coded and addressed to Ms. Sue Rendall who had agreed to act as a "blind drop" for the collection of returns. Ms. Rendall collected the returned questionnaires, checked the coded envelopes with the master list, and returned the unsigned questionnaires to the researcher. This procedure guaranteed anonymity of the respondents. All questionnaires were mailed during the first week of June 1986. Initial returns were high, with a high percentage of the responses being received within four weeks. The final questionnaires were received by the last week of July 1986, at which time 70.3% of the initial sample had returned their questionnaires.

Upon receipt of responses, the data were coded for statistical analysis. Details of coding can be found in

## Appendix B.

### Analysis

The demographic information collected was coded and recorded with the scores obtained from the rating scales in a SPSSX file using the VAX computer system of Memorial University's computer services. Using one-way analysis of variance and cross-tabulations, demographic variables and roles conflict were analyzed. Where significant differences between groups were identified by analysis of variance, post hoc analysis (Newman Kuels) was undertaken to pinpoint the magnitude and direction of such differences.

## CHAPTER IV

### RESULTS AND DISCUSSION

Questionnaires were mailed to a random sample of physical educators in Newfoundland and Labrador. Replies were received from 116 of the 165 teachers, representing a return rate of 70.3%. The approach of the end of the school year, coupled with the high initial return rate, negated the need for additional follow-up. To provide the variables by which role conflict could be analyzed, demographic information was collected as part of each questionnaire. The demographic data requested can be found in the questionnaire. See Appendix A.

#### Descriptive Statistics

Of the 116 respondents, 86 (74.1%) were male and 30 (25.2%) were female. The marital status data showed 31% married, 69% single, and .86% separated. The sample ranged in age from 21 to 48 years of age with a mean age of 38.6. Table I shows the distribution of age by 5-year grouping.

TABLE I  
DISTRIBUTION OF AGE

AGE	NUMBER	PERCENTAGE
21-24	11	9.48
25-28	26	22.42
29-32	31	26.73
33-36	22	18.96
37-40	16	13.79
41-44	7	6.04
45-48	2	1.72
Age not given	1	.86
		<u>100.00</u>

Table II shows the number of years teaching experience of the respondents along with the number of years teaching at their present school. The majority of the responding physical education teachers had nine to twelve years of teaching experience with 44.3% teaching at their present schools for a period of 1-4 years.

TABLE II  
YEARS OF TEACHING EXPERIENCE ALONG WITH  
YEARS TEACHING AT PRESENT SCHOOL

YEARS TEACHING TOTAL	NUMBER	%	AT PRESENT SCHOOL	%
1-4	27	23.27	52	44.83
5-8	30	25.86	22	18.97
9-12	37	31.89	27	23.27
13-16	14	12.06	10	8.62
17-20	6	5.17	5	4.31
21+	3	2.58	0	

The population of the community in which the respondents taught was divided into three categories: (1) rural (population 0-4999), (2) minor urban (population 5000-9999), and (3) major urban (population 10,000-120,000). The major urban areas were Corner Brook and St. John's. The other large centers in the province (Gander, Grand Falls, etc.) fell into the minor urban category, with the rural population represented by the smaller outports and isolated communities within the province. Table III shows the number of respondents from each population category.

TABLE III  
POPULATION DISTRIBUTION OF PHYSICAL EDUCATION TEACHERS

GROUP	POPULATION	NUMBER	%
1	1-4,999	58	49.1
2	5,000-9,999	24	20.6
3	10,000-250,000	36	31.0

Table IV shows the highest grade taught by the physical educators. Senior High was the highest reported teaching assignment with 68.3%.

TABLE IV  
HIGHEST GRADE TAUGHT

HIGHEST GRADE TAUGHT	NUMBER	%
Primary	2	1.72
Elementary	19	16.3
Junior High	18	15.5
Senior High	17	68.3



### Role Conflict

Conflict was divided into the following role conflicts:

- (a) conflict in the teacher role
- (b) conflict in the coach role
- (c) conflict in the administrator role
- (d) conflict in the support role
- (e) conflict in the family role
- (f) conflict in the community role
- (g) total conflict

Conflict was judged to be related to an individual's desire to spend more or less time in a specific role. Where a response indicated that they were spending "the right amount of time" in a role, conflict was considered absent. The greater the difference the greater the attributed conflict.

The conflict scores were analyzed according to absolute value, which did not indicate direction of conflict, and) directional value which indicated whether a teacher wanted to spend more or less time in a role. A negative directional score indicated a wish to spend less time in a role, and a positive directional score indicated a wish to spend more time in a role. Table V shows the mean absolute and directional scores along with standard deviations for each conflict.

TABLE V  
ABSOLUTE AND DIRECTIONAL MEAN SCORES AND  
STANDARD DEVIATION FOR ROLE CONFLICT

ROLES	X DIRECTIONAL	STANDARD DEVIATION	X ABSOLUTE	STANDARD DEVIATION	CONFLICT X DESIRED - X ACTUAL
Teacher	-0.7586	1.6412	1.2069	1.3434	-1.9655
Coach	-1.2716	2.1279	1.9095	1.5751	-3.1811
Administrator	-0.9784	2.0242	1.7888	1.3548	-2.7672
Support	-1.0129	1.8112	1.4698	1.4615	-2.4827
Family	1.1207	1.8053	1.6638	1.3606	-0.5431
Community	.2457	2.0573	1.5560	1.3167	-1.3103
Total Conflict	-2.6379	5.0980	4.5000	3.5472	-7.1379

TABLE VI  
F-VALUE FOR ANALYSIS OF CONFLICT BY GENDER

Role	Male	Female	Absolute F-Score	Male	Female	Directional F-Score
Teacher	1.3140	.9000	.1469	-0.7791	-0.7000	.8214
Coach	1.9186	1.8833	.9164	-1.2907	-1.2167	.8705
Administrator	1.8895	1.5000	.1762	-1.0523	-0.7667	.5081
Support	1.5640	1.2000	.2419	-1.2035	-0.4667	.0547
Family	1.8081	1.2500	*.0451	1.2733	.6833	.1238
Community	1.4651	1.8167	.2245	.0349	.8500	.0614
Total Conflict	4.9477	3.2167	*.0207	-2.9942	-1.6167	.2039

\*Significant at the .05 level

### Conflict by Demographic Variables

For ease of presentation, variations in conflict scores have been grouped by the dependent demographic variables.

#### Gender

Table VI shows the F-value for analysis of variance of both directional and absolute conflicts analyzed by gender.

From the table it can be seen that when the absolute scores for role conflict were analyzed by gender, the males reported significantly more conflict in the family role than did the female respondents. Males also reported significantly more total conflict. (absolute value)

#### Marital Status

Table VII shows the F-value for analysis of variance of both absolute and directional conflicts analyzed by marital status.

From Table VII it can be seen that the absolute scores for role conflict, in the coach role, were significantly higher for the single teachers than their married colleagues.

#### Years at Present High School

Table VIII shows the values for analysis of variance for both directional and absolute conflicts analyzed by the number of years teachers had been teaching at their present school. The years were subdivided into four groups each of four years.

TABLE VII

## F-VALUE FOR ANALYSIS OF CONFLICT BY MARITAL STATUS

Role	X Married	X Single	X Separated	Absolute Score	X Married	X Single	X Separated	Directional Score
Teacher	1.0571	1.2875	.0000	.4002	-0.5429	-0.8625	.0000	.5698
Coach	2.5429	1.6563	.0000	** .0049	-1.8571	-1.0313	.0000	.1334
Administrator	2.1143	1.6563	1.0000	.2109	-0.9714	-0.9813	-1.0000	.9997
Support	1.2286	1.5688	2.0000	.4878	-0.6000	-1.1813	-2.0000	.2475
Community	1.6571	1.5063	2.0000	.8185	.3429	.1813	2.0000	.6467
Family	1.7571	1.6438	.0000	.4119	1.2714	1.0688	.0000	.7098
Total Conflict	5.1571	4.2563	1.0000	.2813	-2.3000	-2.8063	-1.0000	.8442

\*\*Significant at the .01 level

TABLE VIII

## F-VALUE FOR ANALYSIS OF CONFLICT BY YEARS TEACHING EXPERIENCE AT PRESENT SCHOOL

Role	Gr. I (1-4)	Gr. II (5-8)	Gr. III (9-12)	Gr. IV (13-18)	Absolute F-Score	Gr. I (1-4)	Gr. II (5-8)	Gr. III (9-12)	Gr. IV (13-18)	Directional F-Score
Teacher	1.2333	1.0588	.9524	1.1333	.9266	-1.1000	-1.0588	-0.9524	-0.3333	.3998
Coach	1.7333	2.5882	2.6667	1.1667	** .0077	-1.2000	-1.5294	-2.0000	-1.1667	.6136
Administrator	2.3667	1.7647	1.8571	1.4000	.2962	-1.8333	-0.1176	-1.0952	-0.7333	.1385
Support	1.9333	1.0882	1.3810	.8667	.2103	-0.8667	-0.0882	-1.1905	-0.8667	.3114
Family	1.4333	2.3529	1.8810	1.0667	*.0294	1.3000	1.4118	1.6429	.2667	.1328
Community	1.8333	1.3235	1.5714	1.5333	.7634	-0.3667	.0294	.9048	.2000	.2940
Total Conflict	5.5333	3.8235	5.2619	3.6333	.3456	-3.9333	-1.3529	-2.6905	-2.6333	.6083

\*Significant at .05 level

\*\*Significant at .01 level

From the table it can be seen that conflict in the coaching role differed significantly between teachers who had been teaching at their present school for varying lengths of time. Post hoc analysis of between group differences shows the greatest difference in the mean conflict scores was between those teachers who had taught between 5 and 12 years at their present school, as compared to the teachers with 13-18 years teaching experience at their present school; conflict being highest in the 9-12 year group. Conflict in the family role was significantly higher in those teachers who had 5-8 years experience at their present school, when contrasted with those having 13-18 years experience.

#### Population

The population of the community in which the respondents taught was divided into three groups. Table IX shows the values for analysis of variance for both directional and absolute conflicts analyzed by the population of the community in which the school was located.

TABLE IX

## F-VALUE FOR ANALYSIS OF CONFLICT BY POPULATION

Role	Gr. I	Gr. II	Gr. III	Absolute F-Score	Gr. I	Gr. II	Gr. III	Directional F-Score
Teacher	1.1316	1.3125	1.2571	.8309	-0.7807	-0.3958	-0.9714	.4160
Coach	2.2632	1.9167	1.3286	*.0206	-1.4561	-1.0833	-1.1000	.6595
Administrator	1.8772	1.8125	1.6286	.6945	-1.1053	-1.1458	-0.6571	.5340
Support	1.3596	2.1250	1.2000	*.0406	-0.9211	-1.5417	-0.8000	.2644
Community	1.5175	1.7917	1.4571	.6257	.2895	.0417	.3143	.8625
Family	1.7018	1.6875	1.5857	.9161	1.3158	1.2708	.7000	.2570
Total Conflict	4.2719	5.4792	4.2000	.3170	-2.6228	-2.8542	-2.5143	.9689

\*Significant at the .05 level

TABLE X

## F-VALUE FOR ANALYSIS OF CONFLICT BY HIGHEST GRADE TAUGHT

Role	Gr. I	Gr. II	Gr. III	Gr. IV	Absolute F-Value	Gr. I	Gr. II	Gr. III	Gr. IV	Directional F-Value
Teacher	1.5000	1.2105	1.1111	1.2208	.9790	1.5000	-1.2105	-0.8889	-0.6753	.1354
Coach	1.5000	1.3684	1.5556	2.1364	.1807	1.5000	.1053	-1.3333	-1.6169	** .0026
Administrator	1.0000	1.0526	1.5556	2.0455	*.0204	1.0000	-0.3158	0.1111	-1.3961	** .0128
Support	1.0000	1.3684	1.5000	1.5000	.9539	1.0000	-0.7368	-0.8333	-1.1753	.2973
Community	1.0000	2.4474	1.1111	1.4545	** .0110	-1.0000	-0.9737	.4444	.5325	*.0262
Family	.5000	1.4737	1.7222	1.7273	.5427	-0.5000	.9474	.6111	1.3247	.2417
Total Conflict	4.5000	4.0263	3.8889	4.7597	.7375	-3.5000	-2.1842	-2.3333	-2.9805	.3288

\*Significant at .05 level

\*\*Significant at .01 level

From the table it can be seen that conflict scores in the coaching and support roles differed significantly with the population of the community in which the school was located. Post hoc analysis showed that Group I representing the rural areas reported significantly higher conflict scores in the coaching role with a significant difference when compared to the urban areas. Teachers in the minor urban areas reported significantly higher conflict scores in the support role as compared to the rural and urban teaching areas.

#### Highest Grade Taught

Table X shows the F-value analysis of variance for both directional and absolute conflict analysis by the highest grade taught. The sample population included teaching assignments from primary to senior high school.

From Table X it can be seen that absolute conflict in the administrator role and community role and directional conflict in the coach and administrator and community roles differed significantly by highest grade taught. Post hoc analysis showed that the absolute scores for conflict in the administrator role increased with the teaching level, peaking for the teachers at the senior high school level. The significant between group difference in the administrator role was between those at the elementary level, and when the absolute scores were analyzed for the community role conflict, the scores suggest that the elementary teachers experience significantly more conflict than those at the junior or senior high teaching levels. The analysis of role conflict and highest grade taught by directional scores indicated that senior high teachers reported the desire to spend significantly less time (indicated by the negative scores) in the coaching and administrative roles.

The significant difference between groups in the coach conflict scores was between the elementary level and the junior and senior levels. Scores indicated that elementary teachers wished to increase their coaching while senior and junior high teachers wished to do less. The administrator conflict scores are significantly different between the senior high level and the elementary and junior high levels. The scores indicated that even though all teachers above



primary level wished to perform fewer administrative duties, the wish to do less was greater in senior high teachers.

The primary school teachers' scores suggest the desire to spend significantly more time in the coaching role and significantly less time in the community role.

### Summary of Results

In summary, from the above results it can be seen that:

- (1) Single teachers experience significantly more conflict in the coaching role.
- (2) Teachers who have been teaching in their present school 9-12 years experience significantly more conflict in the coach role than those who have been coaching longer. Teachers who have been teaching in their present school for 5-8 years experience significantly more conflict in the family role than the other teachers.
- (3) Teachers from rural communities experience significantly more conflict in the coaching role. Teachers in the minor urban areas experience significantly more conflict in the support role.
- (4) Senior high school teachers experience significantly more conflict in the administrator role. Elementary school teachers reported significantly more conflict in the community role.
- (5) Senior high school teachers reported the desire to spend significantly less time in the coaching and administrative roles. The primary school teachers reported the desire

to spend significantly more time in the coaching role and significantly less time in the community role.

- (6) Male teachers experience significantly more conflict in the family role and more total conflict.

## CHAPTER V

## CONCLUSIONS, DISCUSSIONS, RECOMMENDATIONS

The purpose of this study was to determine whether or not teachers of physical education experience role conflict within their varied roles.

A questionnaire was designed to measure the preferred amount of time to spend in a role, as compared to the actual amount of time spent in that role. The results of the one-way analysis of variance indicated conflict in selected roles when analyzed by the following demographic variables:

- (1) gender, (2) marital status, (3) years teaching at present school, (4) population of community in which school is located, and (5) highest grade taught. In the role of coach, the single teacher in a rural community, teaching at their present school for a period of 9-12 years, reported significantly more conflict. When directional scores were analyzed the senior high school teacher desired to spend significantly less time in this role, with the primary teacher desiring to spend more time as coach. In their administrative role (as athletic/intramural director), the senior high teachers reported significantly more conflict, with a negative directional score, indicating the desire to spend less time organizing and running the school's

extracurricular sports programs. The support role (education of the whole student within the school environment) was the most conflicting role for those teaching in communities with populations between 5,000 and 10,000. Male teachers and those who had taught in their present school for 5-8 years experienced most conflict in the family role.

### Conclusions

A number of hypotheses were tested with respect to variation in degree and direction of role conflict between teachers falling within different demographic grouping. See page 26 for details.

All hypotheses were rejected except as follows:

- (1) Role conflict varied by gender.
- (2) Role conflict varied by marital status.
- (3) Role conflict varied by years teaching at present school.
- (4) Role conflict varied by population of the community in which the school was located.
- (5) Role conflict varied by highest grade taught.

Gehrke (1982) found that by the fourth year of teaching subjects experienced conflict between the personal and professional roles. Supporting those of Gehrke were the current findings that teachers who were at their present school for 5-8 years experience more conflict than others, specifically within the family role. This suggests that by

the fifth-eighth year increased conflict may be due to increased family pressure applied to a stable teaching commitment or conversely to an increased work load coupled with stable family demands. Lastly it may be due to a combination of increased family and work demands.

As Braga (1972) suggested, cognitive dissonance resulting from conflict between the ideal perceived role and the actual role is potentially frustrating to the teacher. The results of this study implied that teachers do perceive a difference between their ideal and actual roles as a teacher. The fact that the teacher role in the current research did not demonstrate significant conflict and that conflict was discovered in non-teacher roles may reinforce the idea that teachers are content with their teaching assignments, but they are disillusioned and burdened by the other accumulated roles assumed by virtue of their physical education teacher's position.

This study provided support for the work of Locke and Massengale (1978) who investigated the role conflict in teacher/coaches. Their research suggested that physical education teachers who coach suffer more conflict than their colleagues in academic areas. Newfoundland senior high school teachers who coach reported the desire to do significantly less coaching, suggesting conflict due to heavy work loads and the accumulation of other roles,

particularly those associated with the administration of the extra-curricular program.

The increased conflict scores reported by teachers who had been working for 5-8 years at their present school, as well as among those who had been coaching for 9-12 years, provided indirect evidence to support the 1982 finding of John (1982) who reported that increased "dropping out" was associated with both the number of years at a school and with increased family commitments.

#### Recommendations for Further Study

From the results of this study several questions arise. Why do males experience more conflict than females in the family role? Why is conflict greater in single teachers than in their married counterparts? If the senior high teachers experience the most conflict, how can administrators help alleviate this conflict? Can conflict be alleviated with improved teacher preparation? If role conflict peaks for teachers who have been teaching for 5-8 years, what coping strategies are adopted by the more experienced teachers to relieve this conflict? Are the low conflict levels reported by teachers who have more than eight years' experience due to their withdrawal from extra-curricular activities, and/or physical education?

This study needs to be repeated to include a larger sample from a wide range of geographic locations, along with investigation of the amount and distribution of conflict

within each accumulated role. Of particular interest are the coping strategies adopted by the Physical Education teachers reporting low conflict scores. By conducting personal interviews with physical educators across the province, a more indepth study could be undertaken. Such an interview process might concentrate on the changes in conflict which the teachers reported at different stages in their careers and on the changes in work and family commitments which had caused and/or alleviated such conflict. The information gained from analysis of such coping strategies might prolong the career life of the Physical Educator in the Newfoundland school system.

7

## BIBLIOGRAPHY

- Andrisani, P. J., Applebaum, E., Koppel, R., and Miljus, R. C., (1978), Work Attitudes and Labor Market Experience: Evidence From The National Longitudinal Surveys, New York: Praeger Publishers.
- Bain, L. L., and Wendtt, J. C., (1983), "The Undergraduate Physical Education Major's Perceptions of Roles of Teacher and Coach", Research Quarterly for Exercise and Sport, 54, 112-118.
- Bain, L. L., and Wendtt J. C., (1983), "Transition to Teaching: A Guide for the Beginning Teacher", Journal of Physical Education, Recreation, and Dance, 26, 98-110.
- Biddle, B. J., Twyman, J. P., and Rankin, E. F., (1962), "The Role of the Teacher and Occupational Choice", School Review, 70, 191-206.
- Bredemeier, M. G., (1979), "Role Theory and Educational Practice: Contingencies Statuses for Persons", Journal of Teacher Education, 30 (6), 13-16.
- Campbell, P. B., Nertens, D. M., Seitz, P., and Cox, S., (1982), Job Satisfaction - Antecedents and Associations, National Center for Research in Vocational Education, The Ohio State University, Columbus, OH (Eric Document Reproduction Service No. Ed. 27, 312).
- Dibbon, D. C., (1984), The Career Patterns, Occupational Changes and Job Satisfaction of Newfoundland Physical Education Graduates, St. John's, Newfoundland, 1984 Unpublished Masters Thesis, Memorial University of Newfoundland, Canada.
- Festinger, L., (1957), A Theory of Cognitive Dissonance, New York, Harper and Rowe.
- Gehrke, N. J., "Teacher Role Conflicts: A Grounded Theory-In-Process", Journal of Teacher Education, V.33, n.1, 41-46.



- Getzels, J. W., Guba, E. C., (1954), "Role, Role Conflict and Effectiveness", American Sociological Review, 19, 164-175.
- Good, W. J., (1960), "A Theory of Role Strain", American Sociological Review, 25, 483-498.
- Grace, G. R., (1972), Role Conflict and the Teacher, London and Boston: Routledge and Kegan Paul.
- John, D. P., (1982), "High School Coaching as a Career Contingency", Alberta Journal of Educational Research, 28, 337-346.
- Levine, J. R., (1975), "Determining Sample Size for Planned and Post-hoc Analysis of Variance Comparisons", Journal of Educational Assessment, 12(2), 99-109.
- Locke, L. F., and Massengale, J. D., (1978), "Role Conflict in Teacher/Coaches", Research Quarterly, 49, 162-174.
- Marks, S. R., (1977), "Multiple Roles and Role Strain: Some Notes on Human Energy, Time and Commitment", American Sociological Review, 42, 921-938.
- Massengale, J. E., (1981), "Researching Role Conflict: Journal of Physical Education, Recreation, and Dance", 52, 23-30.
- Segrave, J. O., (1980), "Role Preferences Among Prospective Physical Education Teacher/Coaches", NAPAE Proceedings, 11, 53-62.
- Stonequist, E. V., (1961), Marginal Man: A Study in Personality and Culture Conflict, New York, Russell.
- Sullivan, T., (1982), Survey of 1981 Memorial University Graduates, Unpublished Research Data, Memorial University.
- Sullivan, T., and Russell, J., The Employment Survey of 1977 Memorial University: A One Year Follow-up Study, St. John's, Memorial University.
- Wood, L., (1970), Reasons For and Incidence Of Physical Education Teachers Leaving the Profession, Unpublished Masters Thesis, University of Alberta.

Appendix A



## MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada A1C 5S7

School of Physical Education &amp; Athletics

Telex: 016-4101

Tel.: (709) 737-8130/29

June 1986

Dear Colleague:

I can almost hear the groans as you receive yet another request for your time and information. I know you are very busy, but I would be grateful if you would take a few minutes of your time to complete the enclosed questionnaire, before the end of the school year creeps up on you.

I am a graduate student in physical education at Memorial University of St. John's, Newfoundland. This information is required for my Masters Thesis in Physical Education. The purpose of this research is to investigate the role conflicts that may be present due to the accumulation of roles by the physical educator and to identify the source of the conflicts.

In order to assure complete confidentiality of responses, the return envelopes are addressed to Ms. Susan Randell of Memorial University of Newfoundland who has agreed to act a "blind drop". Susan will record the code numbers from each envelope as it is returned (thus preventing the mailing of reminders to those who have completed and returned their questionnaires...) and will then forward all returns to me at one time.

It would be appreciated if you would complete the questionnaire as soon as possible and return it in the envelope provided. Other phases of this research cannot be carried out until I receive the questionnaire data. I am very anxious to receive your information and complete my thesis. I hope you will assist me in my studies.

Yours truly,

Maureen Byrne

Colin Higgs  
Associate Professor  
Thesis Supervisor

Physical education teachers are hired to perform professional duties in the class situation, but find themselves with an accumulation of roles. Upon interviewing several physical education teachers, a list of these roles was established and condensed.

1. Teacher: Physical education, classroom subjects, extra activities associated with that subject, supervisory roles, sports day, science fairs, etc. (This role does not include extra curricular teams, clubs or specialty athletic groups).
2. Coach: Includes athletic trainer, team recruitment, tournament travel and team supervision. All activities of athletic nature that require your time after school hours, including the weekends.
3. Administrator: Duties of athletic director, zone federation duties. Convening tournaments, intramural director, scheduling and officiating; all paperwork associated with the above. Management and repair of equipment.
4. Support Roles: Disciplinarian, counsellor, advisor, fund raiser, first aid consultant, etc.
5. Family Role: Roles occupied outside school: husband/wife, parent, girlfriend/boyfriend.
6. Community Role: The roles assumed and expected in the community; i.e. fitness instructor, active church member and leader in community groups/functions.

Role conflict and role strain may be experienced by individuals who simultaneous occupy multiple roles.

The extra demands of roles assumed by the physical education teacher may cause stress for the teacher. The reasons may be that these roles are expected of the physical education teacher but not of most other teachers.

The purpose of this study is to discover if the physical education teacher experiences role conflict due to role accumulation and to identify where these conflicts lie.

1. Gender: Male ☐ Female ☐
2. Age:  years
3. Marital status: Single ☐ Married ☐ Divorced/Separated ☐  
Widowed ☐
4. Number of dependant children:
5. Teaching Certification held (i.e. V):
6. Years of teaching experience:
7. Years of teaching at present school:
8. Teaching level: Check every level in which you teach.  

Primary <input type="checkbox"/>	Elementary <input type="checkbox"/>
Junior High <input type="checkbox"/>	Senior High <input type="checkbox"/>
9. Enrolment of your school:
10. Population of the community in which you teach:
11. The principal at your school is: Male ☐  
Female ☐
12. Are you the only person teaching physical education in your school?  

Yes ☐  
 No ☐
13. Indicate how many hours per week you work. (Include teaching, coaching and other school responsibilities).

With each of the roles described in the introduction and listed below, indicate the amount of time you feel you spend in that role.

For example, if you feel that you spend too much time cleaning up after the students in a janitorial role

Janitor

Far Too  
Little Time

About The Right  
Amount Of Time

Far Too  
Much Time

0 1 2 3 4 5 6 7 8 9 10

14. Teacher

Far Too  
Little Time

About The Right  
Amount Of Time

Far Too  
Much Time

0 1 2 3 4 5 6 7 8 9 10

15. Coach

Far Too  
Little Time

About The Right  
Amount Of Time

Far Too  
Much Time

0 1 2 3 4 5 6 7 8 9 10

16. Administrator

Far Too  
Little Time

About The Right  
Amount Of Time

Far Too  
Much Time

0 1 2 3 4 5 6 7 8 9 10

17. Support Role

Far Too  
Little Time

About The Right  
Amount Of Time

Far Too  
Much Time

0 1 2 3 4 5 6 7 8 9 10

18. Family Role

Far Too  
Little Time

About The Right  
Amount Of Time

Far Too  
Much Time

0 1 2 3 4 5 6 7 8 9 10

19. Community Role

Far Too  
Little Time

About The Right  
Amount Of Time

Far Too  
Much Time

0 1 2 3 4 5 6 7 8 9 10

20. Do the following contribute to role conflict or role strain of the physical education teacher?

	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
(a) timetable scheduling	—	—	—	—	—
(b) too many coaching duties	—	—	—	—	—
(c) lack of administrative support	—	—	—	—	—
(d) lack of staff support	—	—	—	—	—
(e) staff perception of physical education	—	—	—	—	—
(f) hours spent in activities outside the regular teaching day	—	—	—	—	—

Thank you for your help.

Appendix B



CODING OF RESPONSES

1. Gender: Male 1 Female 2
2. Age: \_\_\_\_\_ years  
 1 = (1 - 20)    2 = (21 - 30)    3 = (31 - 40)    4 = (41 - 50)
3. Marital status: Single 1 Married 2 Divorced/Separated 3  
 Widowed 4
4. Number of dependent children: \_\_\_\_\_
5. Teaching Certification held (i.e. V): \_\_\_\_\_
6. Years of teaching experience: \_\_\_\_\_  
 (1 = 1 - 4)    (2 = 5 - 8)    (3 = 9 - 12)    (4 = 13 - 18)
7. Years of teaching at present school: \_\_\_\_\_  
 (1 = 1 - 4)    (2 = 5 - 8)    (3 = 9 - 12)    (4 = 13 - 18)
8. Teaching level: Check every level in which you teach.  
 Primary 1    Elementary 2  
 Junior High 3    Senior High 4
9. Enrolment of your school: \_\_\_\_\_
10. Population of the community in which you teach:  
 1 = (1 - 4,999)    2 = (5,000 - 9,999)    3 = (10,000 +)
11. The principal at your school: Male 1 Female 2
12. Are you the only person teaching physical education in your school?  
 Yes \_\_\_\_\_ No \_\_\_\_\_
13. Indicate how many hours per week you work. (Including teaching, coaching and other school responsibilities).  
 \_\_\_\_\_

Appendix C

1. Gender: Male ☐ Female ☐
2. Age: \_\_\_\_\_ years
3. Marital Status: Single ☐ Married ☐ Divorced/Separated ☐  
Widowed ☐
4. Number of dependent children: \_\_\_\_\_
5. Teaching Certification held: (i.e. V) \_\_\_\_\_
6. Years of teaching experience: \_\_\_\_\_
7. Years teaching at present school: \_\_\_\_\_
8. Teaching level: Check every level in which you teach,  
Primary ☐ Elementary ☐  
Junior High ☐ Senior High ☐
9. Enrolment of your school: \_\_\_\_\_
10. Population of the community in which you teach: \_\_\_\_\_
11. The principal at your school is: Male ☐  
Female ☐
12. Are you the only person teaching physical education in your school?  
Yes ☐  
No ☐
13. Indicate how many hours per week you work. (Include teaching, coaching, and other school responsibilities).  
\_\_\_\_\_

With each of the roles described in the introduction and listed below

- (a) indicate how much time you spend in that role.
- (b) indicate how much time you think would be reasonable to spend in that role.

EXAMPLE: Teacher (a) 0 1 2 3 4 5 6 7 8 9 10

(b) 0 1 2 3 4 5 6 7 8 9 10

Continued ....

14. Teacher (a) 0 1 2 3 4 5 6 7 8 9 10(b) 0 1 2 3 4 5 6 7 8 9 1015. Coach (a) 0 1 2 3 4 5 6 7 8 9 10(b) 0 1 2 3 4 5 6 7 8 9 1016. Administrator (a) 0 1 2 3 4 5 6 7 8 9 10(b) 0 1 2 3 4 5 6 7 8 9 1017. Support Roles (a) 0 1 2 3 4 5 6 7 8 9 10(b) 0 1 2 3 4 5 6 7 8 9 1018. Role Model (a) 0 1 2 3 4 5 6 7 8 9 10(b) 0 1 2 3 4 5 6 7 8 9 1019. Family Role (a) 0 1 2 3 4 5 6 7 8 9 10(b) 0 1 2 3 4 5 6 7 8 9 10

- 3 -

Continued ....

## 20. Community Role

(a) 0 1 2 3 4 5 6 7 8 9 10

(b) 0 1 2 3 4 5 6 7 8 9 10

## 21. Please rank in order the roles which dominate your time (number 1 for the activity in which you spend most time):

- ☐ teacher
- ☐ coach
- ☐ administrator
- ☐ support role
- ☐ family role
- ☐ community role

## 22. Please rank these same roles in the order in which you think they should dominate your time:

- ☐ teacher
- ☐ coach
- ☐ administrator
- ☐ support role
- ☐ family role
- ☐ community role









