Teaching Effectiveness: A Comparison Between Athletic Coaches and Non-Coaches in Creating a Positive Learning Environment and Promoting Student Success

Benjamin C. Sutherlin
B.A., University of Central Missouri, 2004
M.S., University of Kansas, 2009

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Harold B. Frye, Ed.D.

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Dennis King, Ed.D.

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Brett Potts, Ed.D

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Abstract

The purpose of the study was to examine the perceptions of student success in classrooms taught by teachers who were athletic coaches compared to classrooms taught by teachers who were not athletic coaches. The second purpose of this study was to examine the extent to which coaches were perceived as creating a positive learning environment for all students to experience success. The measure of student success was assessed by insights through a survey designed for administrators, teachers, coaches, and students.

This was a quantitative design using survey research. Administrators, teachers, coaches, and students were surveyed. The sample was limited to a single high school as all participants were selected by convenience. The instrumentation utilized to measure the perceptions of student success and positive learning environment was a survey designed for the four sample groups (administrators, teachers, coaches, and students). The survey was developed based on Charlotte Danielson's (2007) framework for teaching.

Overall, the perceptions of creating a positive learning environment did not differ for teachers and coaches. However, there were group differences in the perceptions of creating a positive learning environment for coaches but not for teachers; the perceptions of promoting student success in the classroom did differ for teachers and coaches; specifically, there were group differences in the perceptions of promoting student success in the classroom for coaches but not for teachers; the perceptions of teachers and coaches creating a positive learning environment did not differ overall, but did for promoting student success.

Dedication

This study is dedicated first to my family. I learned from my mom a competitive attitude that the only way to go through life is to measure yourself to yourself. If I am not doing the best I can, then it does not matter what anyone else has done. In order to succeed, I have to do the best I possibly can. My father told me once when I was really young, "Quality over quantity." He probably doesn't remember telling me this personally, but I remember the second I heard it, and it has stuck with me since I was a boy. These two concepts together have helped me accomplish what I have and I can now dedicate this to my family based on these two concepts: compete to be the best you can be, and ensure that quality always takes precedence over quantity. To my children, take these two ideals and manipulate them how you will to achieve your dreams. I will try to teach you all I can while I am here; you go make a difference in this world!

Second, I dedicate this to anyone who enters the profession of education. We continue to require passionate people to strive for greatness in this field. I want to dedicate this to anyone who understands that all aspects of education require your full and undivided passion. Keep up the work you put forth in the classroom, athletic arena, theatre, or any other venue in which the molding of young minds occurs. Thank you for all you have done for all of our children.

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There are many people who are deserving of acknowledgements who have assisted, supported, and encouraged me throughout the completion of this study. Please accept this small token of appreciation for all of the work this required; I truly could not have completed this without your support.

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I am grateful for all of my friends who have understood the sacrifices of time I have had to make to complete this project and their willingness to support me through the

process and continue to stand by my side as a friend. I have worked hard to continue our positive relationship together and I hope it continues to be a strong friendship. I cannot begin to list you all, but know that each of you played a vital role, I appreciate you, and I love you all.

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Finally, my wife and children deserve the biggest appreciation. I completed this because of you and for all of you. To my children, I started this with only one of you, but I completed this because I wanted to make this a better world for each of you. I am so excited to watch you grow and help you accomplish your dreams. Know that I missed several days and nights together simply because I wanted to complete a project that would make you proud, one I would be proud of, and show you that with a positive attitude, you truly can accomplish anything. To my wife, Jennifer Sutherlin, you have always supported every dream, idea, goal, or whatever thought crossed my mind. When I came up with this idea you said without hesitation, "Go for it!" You have been number one in my life since the day we met, January 12th, 2007, and you will always be number one. Without a doubt, I would not have been able to start or complete this without your

everlasting support and encouragement. Thank you so much sweetie! I love you with all of my heart!

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Chapter One

Introduction

In the United States, there is great scrutiny regarding the quality of the educational system. Students in America may not be learning as well as students from other countries: "While 24 countries trail the U.S. rate of improvement, another 24 countries appear to be improving at a faster rate. Nor is the U.S. progress sufficiently rapid to allow it to catch up with the leaders" (Hanushek, Peterson, & Woessmann, 2012, p. vi). Ensuring a quality public education is the backbone of the future of America. The goal of the current study was to explore perceptions of teacher effectiveness in classrooms. Further, the study was designed to determine whether there are differences in those perceptions between teachers who serve as athletic coaches and those who do not.

School leaders employ teachers and count on them to deliver the curriculum to all students (Austell, 2010) while also carrying out duties of athletic coaching. While delivering the curriculum in the classroom, athletic coaches are also asked to successfully coach in the athletic arena. Extra duties can often conflict with those required in the classroom. The investigation in this study was designed to assess if teachers who coach are perceived the same or differently in creating a positive learning environment and promoting student success.

Coaches experience what Austell (2010) calls a "role conflict" (p. 1). Coaches often experience this conflict from one or both roles. Administrators' expectations are to hold all teachers to "Higher standards [which will lead to] better learning for students" (National Board for Professional Teaching Standards (NBPTS), 2013). According to

Lyons, Ford, and Arthur-Kelly (2011), a positive learning environment is any general education classroom in which the teacher has created a safe, beneficial, and academically challenging environment, in which students can learn. Lyons et al. (2011) described a positive learning environment as inclusive of these traits:

- Recognizing and responding to their core responsibility to create a quality school where students' basic needs can best be met, and respect is central to teacher–student relationships;
- Adopting a 'lead' manager (rather than 'boss' manager) role which focuses on facilitating learning. This means some sharing of control over decision making about quality learning content, pedagogy, and assessment;
- Adopting cooperative-learning strategies as a priority pedagogy. (p. 9)

This study was designed to determine whether there are perceived differences between teachers who coach and those who do not coach.

Background

School District X is located in a Midwest suburban area comprised of 72 square miles. There are five high schools, five middle schools, 33 elementary schools, one alternative education program, and one career and technical school. As of the 2014-2015 school year, there were 93 administrators, over 3,000 employees, and over 27,000 students who attended School District X facilities. More than 85% of the teachers employed by the district have earned a Masters degree, and the average teacher has more than 13 years of experience (School District X, 2014). Of the students attending School District X, the graduation rate is nearly 91%. School District X "celebrates a wide range of diversity amongst its student population" (p. 1).

The district's high school members participate in the Kansas State High School Activities Association. Additionally, each school participates in 19 athletic programs, four clubs which support the athletic programs, 11 co-curricular programs, and dozens of other extra-curricular activities.

The current study took place in a single high school, School A. School A is made up of 162 total employees, 112 certified staff, and 50 classified staff. Of the 1,628 total students, 378 are seniors, and 10.6 % are on free-and-reduced lunch. The graduation rate at School A is 96.4%.

Statement of the Problem

The United States has made some drastic changes in an effort to improve the educational system. No Child Left Behind (NCLB) was enacted in 2002 with the intent to improve student achievement in the areas of reading and mathematics. Additionally, NCLB was designed to improve the accountability of teachers, administration, schools, and school districts across the United States. Due to this increased accountability, teachers are asked to leave "no child left behind" (NCLB, 2002) when a single classroom is filled with multiple languages, learning styles, disabilities, ability ranges, backgrounds, and demographics. Despite various tracking models, secondary teachers have at least five classes with individuals with multiple differences, personalities, and characteristics. A coach has this workload with an additional job: take a team, made up of any number of student-athletes with any number of learning differences, and lead the team to achieve as many positive outcomes as possible. An athletic coach has control over who is included on the team, who plays for the team, when the team practices, and several other duties.

The problem the current study examined was the existence of a perceived difference in effectiveness in the classroom by coaches compared to teachers in the area of promoting positive learning environment and student success. Educators ask student-athletes to balance the stresses of academics and athletics, and excel in both arenas; however, in some instances, teachers who coach are not held to the same expectation (Millslagle & Morley, 2004). Conversely, some administrators do hold teachers to the same high standards in both roles as a teacher and a coach (Austell, 2010). Administrators have the right to be critical of professionals in both areas and should demand the highest level of professionalism in the classroom and the athletic arena. Additionally, some research reveals coaches who teach are creating a positive learning environment for both their classroom students and their athletes (Brockbank & McGill, 2006; Camire, Trudel, & Forneris, 2012; Cauley, 2011; Parsloe, 1995; Schloder & McGuire, 2007). Conversely, some studies determined coaches are not performing in the classroom as well as teachers (Austell, 2010; Wilson, 2010; Millslagle & Morley, 2004).

This study aims to examine a problem that coaches, compared to teachers who do not coach, could be performing at a substandard rate in the classroom causing students to fall behind in learning the curriculum. This study was designed to determine whether there are differences in those perceptions between teachers who serve as athletic coaches and those who do not coach.

Purpose of the Study

The purpose of the study was to examine the perceptions of student success in classrooms taught by teachers who were athletic coaches compared to classrooms taught by teachers who were not athletic coaches. The second purpose of this study was to

examine the extent to which coaches were perceived as creating a positive learning environment for all students to experience success. The measure of student success was assessed by insights through a survey designed for administrators, teachers, coaches, and students.

Significance of the Study

Education takes place in several venues within the school setting; educators use classrooms, music rooms, gymnasiums, clubs, activities, co-curricular activities, extra-curricular activities, intramurals, athletics, and peer experiences to reach, teach, and positively impact students. "Students reported the highest levels of connectedness when quality teaching staff and positive relationships with peers were in place" (Taylor, 2012, p. iv). Schools are continuously attempting to find the best teachers to fill their classrooms and the most qualified coaches to fill their athletic departments. Coaches must be able to meet the demands of both the classroom and teach their sport on the field or court. The results of this study could be useful to all educators in improving how they impact positive learning environment and student success in the classroom.

Delimitations

This study included the following delimitations: the study was conducted in a single school in a single school district. Additionally, the study only included coaches and did not include club or activity sponsors within the school. Although these members are held to high standards, club and activity sponsors are not always paid for their duties and these activities often do not involve athletics.

Rule 10 coaches were not included in the current study. While Rule 10 coaches are influential to a school building and instrumental in keeping programs in schools (Rule

10 Coaches, 2011), the study was focused on the impact coaches had on instruction in the building.

Assumptions

Lunenburg and Irby (2008) stated assumptions are "postulates, premises, and propositions that are accepted as operational for purposes of the research" (p. 135). The following are assumptions made in the study:

1. All participants of the survey responded in a truthful and serious manner in an effort to provide quality measurements and data.
2. All demographic data provided by the school district accurately reflected the population of the district.
3. All administrators have a working knowledge of the staff of their building, including classroom teachers who coached or did not coach.
4. All the data provided by the school district were accurate.

Research Questions

The methodology for the study included a survey of administrators, coaches, teachers, and students within a suburban public school in northeastern Kansas. The following research questions were used to guide this study:

RQ1. To what extent is there a difference between how teachers who coach and teachers who do not coach are perceived in creating a positive learning environment in the classroom?

RQ2. To what extent do the groups differ in their perceptions of how teachers who coach and teachers who do not coach create a positive learning environment in the classroom?

RQ3. To what extent is there a difference between how teachers who coach and teachers who do not coach are perceived as promoting student success in the classroom?

RQ4. To what extent do the groups differ in their perceptions of how teachers who coach and teachers who do not coach promote student success in the classroom?

Definition of Terms

The following terms are commonly used within the study. These terms are defined with the intent to clarify what and who is being assessed in the research.

Athletics. Athletics are sport programs funded by a high school under the Kansas State High School Activities Association (2009) and deemed "an important aspect of the total education process in American schools. They provide an arena for participants to grow, to excel, to understand and to value the concepts of sportsmanship and teamwork" (p. 5).

Athletic coach. An athletic coach is defined as "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" (Cauley III, 2011, p. 9).

Club sports. A club sport is an athletic group not funded by or associated with a school (Ripley, 2013).

Positive classroom environment. A positive classroom environment is one in which "Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students" (Danielson, 2007, p. 64).

Rule 10 coach. A Rule 10 coach does not have a teacher's license or is not otherwise employed by a school district. Teachers who are employed by a district and coach in a different building within the district are not considered Rule 10 coaches (Kansas State High School Activities Association, 2013, p. 26).

Student success. Student success is defined as a teacher setting high standards and the students' commitment to reach that standard (Danielson, 2007).

Overview of the Methodology

This was a quantitative study using survey research for which administrators, athletic coaches, teachers, and students from one high school were asked to respond. Surveys were developed by the researcher from the teacher domains created by Danielson (2007). Each of the surveys was reviewed by an expert panel comprised of five individuals in the field for validation. Administrators, coaches, and teachers who worked in the building were asked to participate. Students were selected and asked to participate in the study. All participants had the option to opt out of completion of the study or partially complete the survey.

Google Forms was the tool used to electronically administer and record responses to the survey. Raw data obtained from this website were used for data analysis. All survey items required participants to respond to statements via a Likert scale. Participants had the opportunity to follow-up on a select number of their responses with an explanation of their level of agreement to the item. Data were downloaded in Excel and transferred to IBM® SPSS® Statistics Faculty Pack 22 for Windows for data analysis using two-factor analyses of variance (ANOVA).

Organization of the Study

The remainder of the chapters provide the reader with more details regarding the study, results, and discussion. Chapter two is a review of literature related to the analysis of student involvement in athletics and the challenges facing athletic coaches and teachers in high schools. Chapter three is an in-depth description of the process by which the study was conducted. Chapter four includes the results of the study. Chapter five is an analysis of the results of the study.

Chapter Two

Review of the Literature

To understand positive learning environment and student success in the classroom, there must first be an exploration of the expectations of a high school athlete; especially the student athlete who is a student first and an athlete second. The classroom teacher, whether a coach or not, may be more successful with all students in building a positive learning environment and student success, by understanding all facets of student life.

Teaching is a complex process. Gallard (2008) notes that "understanding based on the complexities involved in teaching would help paint pictures of the multiple realities within which education is situated" (p. 4). This study explored two basic components, perception of positive classroom environment and perception of student success. The literature review begins with an examination of factors that are a part of a student-athlete's life. Chapter two provides an in-depth analysis of the importance of athletic participation at the high school level, a discussion of the challenges facing athletic coaches and teachers at the high school level, and how these impact education in the general education classroom. It is necessary to explain the context of athletics in high school to reinforce the complex issue of creating a positive learning environment and emphasizing student success in the classroom. This chapter first analyzes the challenges for students who participate in extra-curricular activities; this includes the distraction from focusing on classroom curriculum, increased alcohol abuse, over exertion and injury, and the monetary cost of athletics. This is followed by a synthesis of the documented benefits of participating in activities. Those positive and negative effects of

athletics are merged together with the importance of athletics among high school athletes and how sports are a form of education and an extension to the classroom. The second topic in this chapter is the discussion of the challenges facing athletic coaches and teachers in high schools. The negatives and positives of coaches as teachers in the classroom are discussed. Finally, the review of literature references the domains created by Charlotte Danielson regarding the enhancement of teacher practices. The review of literature reports the research addressing these topics which lays a foundation for the current study in the following chapters.

Athletic Programs in High Schools

The literature review investigates previous studies regarding student involvement in all extra-curricular activities (athletic and non-athletic). Reviews of literature are aimed at finding research involving both positive and negative effects of extra-curricular involvement. Danielson (2007) mentions that students' interactions with each other and the teachers' interactions with students are vital in creating a positive learning environment and promoting student success. Therefore, reviewing the benefits of student involvement is one factor in creating a positive learning environment and emphasizing student success in the classroom.

Student participation in extra-curricular activities. One of the more common topics of research in education over the past two decades has been activity and athletic involvement in schools (Eccles and Barber, 1999). Several studies have been completed investigating whether athletics belong in schools (Hinxman, 2012), their impact on education (Eccles & Barber, 1999), and how it impacts individual success in school and future success. There are several challenges for students who participate in activities in

schools. These arguments include, but are not limited to, lack of time devoted to academics (Hinxman, 2012), increased alcohol abuse (Eccles & Barber, 1999) (Hoffman, 2006), over-exertion and injury (Wilson, 2009), and the expense of participation (Wilson, 2009). Student-athletes have many experiences in a short time during school, and their involvement can turn any direction.

Hinxman (2012) cited comments by former high school and college basketball coach Len Stevens regarding the benefits of ending high school sports. Steven's concerns involves the student-athletes, but in addition notes, concerns for coaches. "[Athletics were originally put in schools because] coaches were supposed to be teachers. Now fewer than half of them are" (p. 2). What is asked of coaches is a high demanding profession and quite challenging in terms of expectations of time and energy.

As stated in chapter 1, coaches were originally intended to be a part of the school as teachers, not just coaches who came from outside the building. However, a shift has occurred. Now there is a more obvious trend of coaches who are not teachers. In Kansas these coaches are called, "Rule 10 coaches" (KSHSAA, 2013). Under Rule 10 of the KSHSAA Handbook, "Anyone who is certified in compliance with standards established by the Kansas State Board of Education is eligible to coach in any activity under the jurisdiction of the Kansas State High School Activities Association" (p. 26).

The issue of increased numbers of coaches who are not teachers has become such a problem that school districts such as School District X are putting more stringent regulations on becoming a Rule 10 coach. When coaches are not teaching in the school building, there are fewer positive supports in the learning community for students, which leads to other social issues, such as substance abuse (Hoffman, 2006).

Student-athletes often have an increased ego which leads to more involvement in social events with peers (Eccles et al, 2003). Additionally, alcohol use is one of the major concerns involving high school student-athletes, "Among males and females, athletic participation is associated with increases in alcohol use over a two-year period" (Hoffman, 2006, p. 285). Further developing the argument which Hinxman quotes, "[get] the high school focus back where it belongs, on education," Hoffman shows evidence of non-athletic groups actually decreasing substance abuse while athletic involvement shows an increase. "Participation in nonathletic activities such as school clubs, student government, and honor societies is associated with decreases in alcohol use" (p. 285). Eccles and Barber expanded on the same findings as Hoffman, "Participation in sports is also linked to increases in use of alcohol" (2009, p. iii). Alcohol use is an issue with adolescents, but athletics can present a greater opportunity for abusing alcohol. "Team sports predicted greater involvement of risky behaviors…drinking and getting drunk more than non-athletes" (Eccles et al, 2003, p. 871). All of these factors can have an impact on the classroom environment and student success in the classroom.

Other factors that could potentially interfere with the classroom environment are student-athletes suffering from over-exertion and injury when participating in sports. One of the negative results from participating in sports is the potential risk of injury. Additionally, student-athletes attend school, and then are asked to devote more time for their sport after school. This can be very trying, physically and mentally, for any individual. "Students who are over-scheduled in too many activities find that the benefits of participating in out-of-school activities may actually decrease…many physical

activities may result in some students pushing themselves too far with the potential of having serious sports-related injury" (Wilson, 2009, p. iii). Furthermore, students who participate in sports after school do not have the option of staying after school to work with their teachers. If student-athletes wish to work extra with their teachers, they have to come in at some other time, putting even more strain on their already busy schedule. Some student-athletes not only struggle with time to devote to their studies and over-exertion; some families need their child to work for any number of reasons (Warren & LePore, 2000). This is no exception for athletes as well. Related to the need to raise funds for the family, the school athletic programs also require the raising of funds.

Impact of activities on school connectedness. One of the greater benefits for a high school student-athlete is the effect on their grades and a more positive outlook on school (Darling, Caldwell, & Smith, 2005). Student-athletes on average earn higher grades, have higher aspirations in school, and have a more positive attitude while in school (Darling, Caldwell, & Smith, 2005). The goal of schools is to educate and train students for their college and/or career choices, and their grades are used as a measure to determine how much of the content they have obtained. When higher grades are emphasized by coaches and activity sponsors, there often is a positive outcome on student-athletes' learning. Massoni (2011) found in his study that students who participate in extracurricular activities are three times more likely to earn a 3.0 GPA. Students who do not participate in activities might not have the extra adult to urge students to earn higher grades. This does not mean a student who does not participate in athletics will not be successful in school; the individual is just lacking one more support system. "Students who participated in school sponsored extracurricular activities had a

higher cumulative grade point average than students who did not participate in any school sponsored extracurricular activities" (Branch, 2003). Activity involvement does not guarantee academic success, it only has been linked to improved academic success as a whole.

Students who participate in activities in their school often have the same individual who is advocating for academic growth and to be present in school. The content a teacher is attempting to teach is difficult to learn without being present in the classroom. Eccles (2003) identifies in her research, student-athletes who participate in team sports are linked to positive academic outcomes. Some athletic programs have attendance policies, which removes the student-athletes' rights to participate if an individual is not in class. In many instances, these policies have a direct correlation to improved school attendance and keeps students from dropping out of school. "Participants in all five categories of extracurricular activities had lower dropout rates than non-participants, but athletics was the only type of extracurricular activities that was a significant protective factor for school dropout" (Bush, 2003, p. 25).

Improved self-image is another benefit of athletics (Eccles & Barber, 1999). Despite this leading to substance abuse (Eccles & Barber, 1999; Hoffman, 2006), an improved ego can lead to positive aspects in an adolescent's development. Wilson (2009) found in his research, a positive effect for students' involvement in extracurricular activities is to develop relationships with peers and adults. Student-athletes will also gain leadership skills when involved in these activities (Wilson, 2009). Many activity sponsors attempt to promote these ideals in their student participants for the betterment of each individual and the program. These skills students are learning from an improved

ego are helping to prepare participants for life after school. "Participation in extracurricular activities (athletic and nonathletic) yields numerous benefits for them, including…better interpersonal and cognitive skills that serve them well during adulthood" (Hoffman, 2006, p. 285). Developing individuals' egos and improving these individual qualities can lead to other positives within the school setting.

Students who participate in extracurricular activities can also lead to fewer discipline referrals. Massoni (2011) investigated how coaches and sponsors develop drills that improve student-athletes' discipline. When students participate in extracurricular activities they are also under supervision of a coach or sponsor and have fewer opportunities to perform negative behaviors. Furthermore, while with these adults they are being taught positive skills on how to avoid negative behaviors. Massoni claims, "Students that participate in extracurricular activities have reduced behavior problems" (p. 84). When students are avoiding deviant behaviors and are behaving well in schools, they are given a better opportunity to attend school and therefore have more opportunities to participate in the classroom. However, it is not assumed that good behavior and participation in the classroom does not automatically lead to student success. However, student participation in the classroom is often a benefit in the classroom.

Student-athletes generally have higher participation rates in school (Wilson, 2009). Participation includes attendance, in-class participation, and reduced dropout rates; each of these factors play a role in the classroom environment and student success. When students have something which interests them at school as a motivator, it is helpful in keeping them at school. Lumpkin and Favor (2012) found non-athletes were over 15 times more likely to drop out of school than were athletes. When students are staying in,

attending, and participating in school, they are more likely to finish school. Activities are helping students achieve these goals. Streb (2009) concluded there was a positive correlation between activity participation and academic achievement. Participating in school is a point of emphasis for many education professionals and something usually associated with academic success. "The educational performance of athletes is better than that of non-athletes" (Whitley & Pressley, 1995, p. 4). When students complete high school, they are better prepared to be successful in post-secondary education or career ready.

Athletic participation is also related to improved college success. When students graduate from high school, they are in a position to perform better in college than those who do not (Massoni, 2011). Colleges are looking for students who participate in extracurricular activities and still perform well in school. Students learn several skills in these activities (critical thinking, leadership, problem solving, time management, etc.) which help them with continued education (Massoni). Furthermore, Massoni notes students who participate in extra-curricular activities have higher career aspirations and therefore are more motivated to perform well in the college setting. Extracurricular activities can become a starting point for adolescents to find something they are interested in and give individuals a goal to strive for, as well as build on essential skills to become successful at the next educational level. Massoni (2011) mentions skills such as teamwork, hard work, and discipline as some essential characteristics. "Extracurricular activities you participate in give you the skills you will take into college and possibly into your career" (Rozney, 2011, paragraph 7).

Having high career aspirations not only provides a starting point for college success, but also kick-starts an opportunity for better job placement for students. Previously, it was discussed research purports that students who participate in extracurricular activities have performed well in college (Massoni, 2011). Having these skills learned in activities not only leads to success in college but can also lead to a better job placement.

By participating in extracurricular activities, they will find something they enjoy and see how they can use that as a career. Participating in certain extracurricular activities having to do with the field that the student is interested in could help them find a job. If someone is looking at a resume for a potential employee, and they see they have experience or interest in what they are looking for, they will be more likely to hire that person. (Massoni, 2011, p. 86)

Furthermore, some adolescents understand the benefits of being involved in activities before they even participate. Some students participate in extracurricular activities because they know it looks better on a resume. "Participation in extracurricular activities because this involvement might lead toward a successful future… 'I want to go to college and sports is my ticket there'" (Ebie, 2008, p. 7).

The literature review is not intended to over generalize all athletes as being more successful than non-athletes. Research has just shown there are several benefits to athletic participation: better grades (Darling, Caldwell, & Smith, 2005; Branch, 2003), improved attendance (Wilson, 2009; Overton, 2013), improved sense of self (Hoffman, 2006; Eccles, 2003), fewer behavior issues in school (Massoni, 2011), better participation in school (Wilson, 2009), better chances for success in college (Rozney, 2011; Massoni,

2011), and better job placement (p. 86). This does not imply that every student who desires to participate is allowed. Some individuals are cut from the team and are not allowed to participate in the activity they desire. Several studies have been completed discussing whether or not athletics belong in schools, their impact on education, and how it impacts individual success in school and future success. Just as there are several challenges for students who participate in activities in schools there are several documented benefits. Student-athletes have many experiences in a short time during school, and their involvement can turn any direction. High school students who participate in athletics sponsored by the school are often surrounded by the sponsors. Student-athletes may have their coaches as teachers in the building they may see them in the hallways or at other school functions. When sponsors are present, benefits of those activities may be emphasized to students throughout their school day. The research intends to tie the life of student-athletes in the classroom and what teachers must consider in creating a positive learning environment and student success; and each of these factors impact the classroom environment and student success.

Athletics are a form of education and an extension of the classroom. Athletics have not always had their place in American schools (National Federation of State High School Association [NFHS], 2013). The integration of sports into schools did not become a popular trend until the late 1800s (NFHS, 2013). According to the NFHS, sports were integrated into schools to emphasize four societal concerns: education, socialization, military preparedness, and overall health. Furthermore, the lessons students learn in discipline, delayed gratification, perseverance, and teamwork were character-building skills schools wanted to instill in young men. NFHS continued with the history

of athletics in schools when citing John F. Kennedy's push for more athletics in schools in the 1960s. Kennedy felt the characteristics built in sports would further improve the future of America, especially the military (NFHS, 2013).

Further evolution of sports in schools came in 1970 in the form of Title IX, which provided more opportunities for female participation in school athletics (NFHS, 2013). The Title IX legislation allowed the same characteristics schools were attempting to teach young men to American's young women as well. "No person in the United States shall, on the basis of sex, be excluded from participation in…any educational program or activity receiving federal financial assistance" (NFSH, 2013, Fundamentals of Coaching, Slide 11).

Coaches will say there are several life skills that are presented to student-athletes best learned through experience and would otherwise not be presented to students without athletics. "Student-athletes learn much more than how to set a screen in basketball or cover the first-base bag in baseball" (Gardner, 2012). Through athletics, students learn the importance of working as a team, leadership skills, and how to handle adversity. All of these skills are difficult to simulate in the classroom but are important traits for students to learn nevertheless.

The ability for individuals to work well with others is an important trait in several aspects of life. No matter what type of person an individual is (i.e. extrovert or introvert), "The teamwork inherent in extracurricular activities will prepare you for this kind of collaboration, whether you are a natural people person or more introverted" (Rozney, 2011, p. 1). Students in the classroom have group projects, active participation, and new instructional strategies which are meant to increase student participation, but generally

this is only for a short period of time and often the result is not the same as what comes from an athletic team. One effect from athletics is generally a winner and a loser emerges at the end; this does not always occur in the classroom. In sports, several adolescents must come together to reach one common goal for an extended period of time. Adolescents work together before and during the season to reach a goal. Camire, Trudel, and Forneris (2012, p. 1) discussed in their research the importance of interpersonal skills learned in sports, "working with people you do not necessarily like." Rarely has a team been successful without all individuals coming together and performing well as a group. Furthermore, teams struggle to be successful without someone coming forward as a leader, another valuable lesson reinforced through athletics.

Leadership is another life skill which is often emphasized in athletics. Teams of any kind, whether it be athletic or a team of teachers, need to have leaders. The success of a group can often hinge on leadership. Coaches are often spending time trying to develop leadership and emphasize the importance of it in certain individuals. "By participating in extracurricular activities, students learn lessons in leadership, teamwork, organization, analytical thinking, problem solving, time management, learning to juggle many tasks at once" (Massoni, 2011, p. 86). As previously discussed (Ebie, 2008), participation in sports often leads students to future success in their careers, and employers are often looking for people who are leaders. Bloom (2002) discusses the belief of "Behavior Theories of Leadership." He states the idea that, "great leaders can be made or developed simply be learning the necessary skills…anyone can learn to be a

great leader" (Bloom, 2002, p. 445). When a team has leadership, the group can also learn to respond well to adverse situations, which also arise often in athletic situations.

Adversity is something most people deal with on multiple occasions throughout a lifetime. Handling those situations can be difficult and frustrating. Adverse situations occur on the athletic field in nearly every game, whether it be adversity for an individual or for the entire team. These situations in which adolescents face in the athletic arena help prepare individuals to cope with adversity later on in life.

> Most competitors use a variety of mental techniques – often as a result of experience or trial-and-error rather than through teaching. They have learnt ways (strategies) to help them cope with difficult situations both in a sport context and perhaps in life more generally (eg. dealing with examinations, interviews, work pressures, relationships). (Harwood, 1998, p. 6)

Coaches attempt to put their athletes in adverse situations to not only prepare athletes for competitions but also to cope with adversity in life, because being "mentally tough" in difficult situations is something which could be learned (Jones, Hanton, & Connaughton, 2007). "Athletes might possess a *natural* mental toughness that was then developed throughout their careers. Indeed, participants believed that mental toughness could also fluctuate during the time athletes spent in their respective sports" (p. 261).

Athletics provide many opportunities for adolescents which might otherwise not be available to a student who does not participate in athletics. Coaches will say there are several life skills presented to student-athletes which are best learned through experience and would otherwise not be presented to students without athletics, as stated by Gardner (2012), "Student-athletes learn much more than how to set a screen in basketball or cover

the first-base bag in baseball" (p. 1). Through athletics, students learn the importance of working as a team, leadership skills, and how to handle adversity. All of these situations are difficult to simulate in the classroom but are important skills to learn nevertheless.

Challenges Facing Athletic Coaches and Teachers in High Schools

The review of literature for this study investigated the challenges facing both teachers and coaches in American schools. Teaching is a full time job and coaching adds demands to an already busy schedule. Meanwhile, in the learning environment educational professionals attempt to build a positive learning environment and a climate which is conducive to student learning and emphasizes student success in the classroom. The following section explores constraints which teachers face, and research about how coaches are performing in the classroom.

Creating a positive learning environment is a difficult task. Kelly (2014) extends a list of "Forces" which create a learning environment. She prescribes that having a solid foundation on these nine characteristics will provide a positive learning environment for teachers.

- Teacher behaviors: Even-tempered, fair with students, and equitable in rule enforcement;
- Teacher characteristics: Traits that a teacher possess (i.e. funny, sarcastic, etc);
- Student behavior: Handling negative student behaviors with a firm and consistent discipline policy;
- Student characteristics: Overriding characteristics of the student population (i.e urban or rural);
- Curriculum: What is being taught in the classroom;

- Classroom setup: The physical outlay of the classroom;
- Time: Time of day, how much time students are in class, and how the time is spent;
- School policies: Rules and expectations throughout the school;
- Community characteristics: The factors of the entire community that impact students day-to-day lives. (Kelly, 2014, p.1)

A teacher's behavior in the classroom can be a critical element to how a learning environment operates. Kelly (2014) explains that a teacher must be even-keeled, unbiased, and maintain high expectations for all students for the environment to be positive. Furthermore, a teacher's personality plays a big part in creating a solid environment for students to learn. Kelly (2014) states that not all teachers must have the same characteristics, but each individual needs to understand what positive traits one possesses and utilize it as a strength in the classroom.

Student behavior and characteristics in the classroom also impacts the classroom environment (Kelly, 2014). How a teacher responds to those behaviors will play a key part in how positive the classroom feels to the students. Teachers need to consider several means in monitoring and squelching negative behaviors from individual students: utilize professionals in the building such as administrators, counselors, psychologists, social-workers, to assist students in need (Kelly, 2014). Furthermore, teachers need to communicate regularly with parents and guardians to keep a positive and working relationship. Teachers who create a positive learning environment also consider the culture from which students are coming. Kelly (2014) mentions teachers must treat urban students different than rural and suburban students.

The curriculum and how it is delivered also plays a factor in the learning environment (Kelly, 2014, paragraph 6). Understanding the best avenue for delivering the curriculum is important and setting up the classroom to present the curriculum is important to consider as well. Furthermore, Kelly (2014) mentions a teacher must also consider the amount of time to deliver the curriculum and how students learn best with that allotted time. Teachers who create a positive learning environment understand how students behave differently throughout the school day and how to allot time throughout a given class period.

Finally, the building administration has an impact on the positive learning environment as well (Kelly, 2014, paragraph 9). Administration needs to share all of the same characteristics of a positive learning environment that the teachers have (Kelly, 2014). Administration needs to consider what policies are in place (Kelly, 2014). Class-time must also be valuable to the administration (Kelly, 2014). These are all factors which Kelly (2014) believes generates a positive learning environment.

The Georgia Department of Education (2013) created a teaching standard which explains the best way to build a positive learning environment. They listed the key factors of the classroom environment as:

- Identifying and communicating desirable behavior;
- Consistently applying rules and procedures;
- Monitoring student behavior;
- Taking the preventive rather than reactive management actions;
- Pacing class activities and transitioning between tasks smoothly;
- Maximizing instructional time;

- Keeping students on task;
- Making learning meaningful. (Georgia Department of Education Teacher Keys Effectiveness System, 2013, p. 1)

This outlined standard by the Georgia Department of Education mirrors many of the forces Kelly mentions in her list. The superintendent of the Georgia public schools notes that all of the bulleted components are important in developing a positive learning environment. A positive learning environment creates a "classroom climate" which is conducive to student success, "Teachers who establish classrooms that are caring, supportive, safe, challenging, and academically robust help define a positive learning environment" (Georgia Department of Education, 2013, Standard 7).

In her dissertation, Sly (2013) analyzed the relationship between school climate and student achievement. Sly (2013) purported that a positive school climate leads to student success academically and socially. Furthermore, in her study she found, "student, parent, and teacher perceptions of school climate had a statistically significant relationship with middle school student achievement in mathematics" (p. 75). Sly (2013) noted the importance of a positive learning environment and how it can guide students to success.

Bliese (2013) completed an investigation of school climate and how it was impacted by school-wide positive behavior supports. Her study found that school-wide implementations of positive behavior support plans created a much more positive learning environment for the entire school. Furthermore, the benefits of the plan not only created a more positive environment; it reduced problem behaviors, and increased student reading scores as well.

The importance of a positive learning environment has been documented (Bliese, 2013; Georgia Department of Education, 2013; Kelly, 2014; and Sly, 2013). An entire community needs to be responsible for creating a positive learning environment in schools. Athletic coaches are responsible for this as well in their educational settings. Kidman and Hanrahan (2011) mention the importance of a positive learning environment to maximize student success, "A successful learning environment…is the coach's responsibility to develop an encouraging environment that the [students] have opportunities for optimal learning" (p. 78). Kidman and Hanrahan continue on to discuss the importance of a coach who creates an environment conducive to learning for individuals and the environment is best prepared for teaching. Additionally, a positive learning environment can be perpetuated with positive reinforcement for desired behaviors, safely ignoring undesired behaviors, and avoiding punishment of all pupils.

Coaching is demanding of time, effort, and emotion. The *Education Portal* (High school coach, 2013) offers a brief description of the duties of a high school coach in addition to teaching responsibilities:

- Working over a traditional 40 hour week;
- Working nights, holidays, evenings, and weekends;
- Working in bad weather;
- Travel with the team;
- Risk of injury;
- Conduct tryouts and determine who makes the team;
- Observe and develop students' skills;
- Assign positions and duties to participants;

- Arrive early for competitions and remain until all students are gone. (Educational Portal, 2013, p. 1)

This may not be a complete list of all the duties for which a coach is responsible; however, it does offer some insight on the difficulty of the profession of coaching. The time constraints of coaching and the lack of financial reimbursement have led to a drop in the number of teachers who want to coach (Rule 10 Coaches, 2011). The lack of teachers willing to coach has led to an increase in Rule 10 coaches in the state of Kansas. The Kansas State High School Athletic Association (KSHSAA) handbook states a Rule 10 coach is, "anyone who is certified in compliance with standards established by the Kansas State Board of Education and eligible to coach in any activity under the jurisdiction of the KSHSAA" (p. 26). Essentially, a Rule 10 coach is a paid professional coach who is not employed by the school or district in which he or she coaches. A high school paper, authored by students at School Building X, included an article investigating Rule 10 coaches. The article (Rule 10 Coaches, 2011) cited difficulty filling coaching positions in a large suburban school in Kansas. The threat of losing out on athletic programs has forced administration to hire coaches who are not teachers.

KSHSAA's mission statement states that the organization, "Advocates principles and sponsors services which assures that the state's middle and high school students gain a balanced preparation for life, work, and post-secondary education" (p. 2). The organization also states principles and services in which to accomplish this mission statement. Their aim is to create "well balanced activity programs" and develop students to eventually become effective citizens. Part of their mission is to practice good sportsmanship, and ensuring there are a set of standards for those who coach athletics in

the state of Kansas. Including these statements as part of the literature review may help the reader understand expectations for those engaged in coaching as well as understanding the conditions in which student athletes find themselves:

1. I will honor contracts regardless of possible inconvenience or financial loss.
2. I will study the rules, observe the work of other coaches, athletic/activities directors, adjudicators, judges, or officials and will, at all times, attempt to improve myself and the activity.
3. I will conduct myself in such a way that attention is drawn not to me but to the young people participating in the contest or activity.
4. I will maintain my appearance in a manner befitting the dignity and importance of the activity.
5. I will cooperate with the news media in the interpretation and clarification of rules and/or other areas relating to good sportsmanship, but I will not make any statements concerning decisions made during the contest.
6. I will uphold and abide by all rules of the KSHSAA and the National Federation.
7. I will shape my character and conduct so as to be a worthy example to the young people who participate under my jurisdiction.
8. I will give my complete cooperation to the school which I serve and to the KSHSAA which I represent.
9. I will cooperate and be professional in my association with other coaches, athletic/activities directors, adjudicators, judges or officials and will do nothing to cause them public embarrassment.

10. I will keep in mind that the contest is more important than the wishes of any individual.
11. I will make responsible decisions about consumption of alcohol, including abstinence from alcohol at least twelve (12) hours prior to a contest in which I will be involved.
12. I will not use tobacco products while directly involved in interscholastic activities. (KSHSAA Sportsmanship Manual, 2013, p. 13)

KSHSAA understands the importance of athletics in schools and the impact coaches can have on students and their growth towards adulthood. Furthermore, KSHSAA understands the importance athletics plays on positive learning environment and student success.

Teaching is demanding of time, effort and emotion. Much like coaches, teachers experience career threatening emotions. Warren (2014) states teacher burnout is a real condition teachers experience and during the closing months of a school year, the feeling can seem difficult to overcome. Teachers have a challenging profession, and there are several reasons people choose to join the profession. Clandfield (2013) points out a three basic reasons, teachers experience burnout in their jobs:

1. When they lack recognition and thanks,
2. When they are overworked and stressed,
3. When they don't see the possibility of change or improvement – either in themselves or their students. (Clandfield, 2013, paragraph 15)

Clandfield also notes that these experiences of burnout did not occur in only older teachers who have been in the profession for several years. Many of the teachers who

burn out, do so within the first three years of being an educator. Many teachers were experiencing, "Long working hours, a lack of job security, few perks, and…low wages" (paragraph 15). When teachers are experiencing burnout it makes an impact on the learning environment and student success.

Teachers, on, in the United States are earning $46,227 annually as a high school teacher, $43,083 annually as a middle school teacher, and $42,080 annually as an elementary teacher (Average Salary for All K-12 Teachers, 2014). Allegretto, Corcoran, and Mishel (2004) mention that teacher pay is a constant conversation in the United States. Their study compared teachers to other professions which "Several types of analyses show teachers earn significantly less than comparable workers, and this wage disadvantage has grown considerably over the last 10 years" (paragraph 5). Additionally, their study found among comparable workers (in the profession of assisting others), teacher wages have dropped 13.1%.

Teachers are being paid less (Allegretto, Corcoran, & Mishel) and the stresses are causing teachers to experience burnout (Warren; Clandfield), but the expectations of teachers are higher than they have ever been in the United States (NBPTS, 2013). The NBPTS was created to define standards for accomplished educators and provide support and professional development for those who wish to become national board certified. In 1983, the National Commission on Excellence in Education challenged the educational system in the United States attempting to raise the stakes and expectations of educators, trying to meet the demands of the "21st Century Learner." In this quest to improve the educational system, the board created five propositions declaring, "What teachers should

know and be able to do." Educators now have the option to become nationally board certified teachers. In order to become certified teachers must complete four components:

- Written assessment of content knowledge;
- Reflection on student work samples;
- Video and analysis of teaching practice;
- Documented impact and accomplishments as a teaching professional. (NBPTS, 2013)

The first proposition for professional educators to meet national standards is "Teachers are committed to students and learning." Included in this proposition is the ideal that teachers must believe all students can learn and will treat each individual equitably. Good teachers understand all students can learn and each student learns differently (Marzano, Simms, Roy, Heflebower, & Warrick, 2012). Furthermore, teachers must understand the effects of learning and the development of character and civic responsibility (NBPTS).

The second proposition set by the NBPTS asks that "Teachers know the subjects they teach and how to teach those subjects to students." Teachers who are board certified understand the importance and implications of the subject they teach to their classes. Additionally, teachers need to have a great understanding of their content area and use differentiated instructional strategies to reach all of their students.

The third proposition states, "Teachers are responsible for managing and monitoring student learning." NBPTS states that a nationally certified teacher must understand how to deliver effective instruction and utilize several instructional techniques to keep students motivated, engaged, and focused. Certified teachers also understand

how to make instructional goals, know how to assess students' progress towards those goals, and have multiple measures for student understanding.

In an attempt to create a set of standards that teachers and administrators could use to improve the quality of the classroom, Charlotte Danielson (2007) created a framework for evaluating effective instruction. Danielson's background includes teaching at all levels from kindergarten to post-secondary education. The purpose of Danielson's framework was to "Define what teachers should know and be able to do in the exercise of their profession" (2007, p.1). Danielson is considered to be an expert on the effectiveness of teachers in the classroom. The purpose of her work is to promote an evaluation system which encompasses the entire scope of effective teaching. Several research studies have investigated the effect of Danielson's work. Among them, Sweeley (2004) found that nearly all 230 teachers responded "agree" or "strongly agree" that Danielson's four domains accurately described teacher behaviors (p. vii).

The entire scope of the framework covers four essential components: Planning and preparation, the classroom environment, instruction, and professional responsibilities. Each domain has essential elements which define the domain further.

Planning and Preparation

- Demonstrating knowledge of content and pedagogy;
- Demonstrating knowledge of students;
- Setting instructional outcomes;
- Demonstrating knowledge of resources;
- Designing coherent instruction;
- Designing student assessments. (Danielson, p. 3)

The first domain refers to the essential expectations of teaching which appears unnoticed by others. Planning and preparation are essential to a successful classroom. Danielson notes that even though there may be a mandated curriculum for teachers to deliver, high quality instruction requires molding the curriculum so that it fits with the students through planning and preparation.

Classroom Environment

- Creating an environment of respect and rapport;
- Establishing a culture for learning;
- Managing classroom procedures;
- Managing student behavior;
- Organizing physical space. (Danielson, p. 3)

The second key component for any teacher is creating a positive classroom environment for learning. Danielson mentions the importance of students feeling safe, comfortable, and free of negative aspects which interferes with learning. While this domain does not deal with actual instruction, it is equally important as each other domain for student success. In a study by Olson (2013), the researcher found that Danielson's second domain, classroom environmental elements, were perceived highest by teacher respondents to be friendly teacher-student interactions followed by classroom safety (p. 57).

Instruction

- Communicating with students;
- Using questioning and discussion techniques;
- Engaging students in learning;

- Using assessment in instruction;
- Demonstrating flexibility and responsiveness. (Danielson, p. 4)

The heart and soul of a quality educator is the ability to instruct students toward success. Danielson mentions the centerpiece of the third domain is a teacher's ability to, "engage students in learning…because it is engagement that ensures learning" (p. 77). Danielson also focuses on the delivery of instruction as well making sure teachers are providing clear direction, flexibility, and responsiveness.

Professional Responsibilities

- Reflecting on teaching;
- Maintaining accurate records;
- Communicating with families;
- Participating in the professional community;
- Growing and developing professionally;
- Showing professionalism. (Danielson, p. 4)

Several of these domain standards qualify as unnoticeable traits of a teacher, but equally as important for a professional educator. The fourth domain strives to ensure teachers are ethical and professional in their practice towards student success. Shulman (2004) noted that "the school settings in which teachers work must provide them with the opportunities and support for becoming active investigators of their own teaching (p. 513).

Teaching and coaching are both time demanding positions. The expectations of education create a difficult profession which calls upon adults to kick start the young minds of those who will lead the world in the future. Teachers have classrooms filled

with students from several diverse walks of life, speaking different languages, utilizing different learning styles, and embracing the challenges of educating each individual (Sage, 1987). Some individuals choose to take on this profession and add another occupation, coaching. Coaches are asked to prepare their athletes for competition, keep them safe on the playing field, and be leaders on and off the field. The expectations for coaches and teachers are daunting. Researchers discuss the issues of these professionals such as "role conflict" (Austell, 2010) and "retreatism" (Millslagle, & Morley, 2004).

Decker (1986), Ryan (2008), Austell (2010), Wilson (2010), and Suttle (2014), have conducted research on the concept of "role conflict." Ryan (2008) claims the two roles of teacher and coach create conflict due to the time each role requires caused by the sense of one role being more rewarding. Furthermore, Ryan (2008) claims one role interferes with the other due to the role being more preferred because of obligations to fill in the non-preferred role, and being socialized to favor one role because of success and security. Austell (2010) took Ryan's findings and broke them down further, and broke the concept of role conflict into three different subgroups (age, gender, and school size). He found younger teacher/coaches experienced more role conflict than older professionals; neither males nor females experienced a greater degree of role conflict as a teacher/coach; furthermore, Austell (2010) found teacher/coaches at smaller schools experience more role conflict than teacher/coaches at larger schools.

Teachers are paid more on average annually to teach than they are to coach (Suttle, 2014). In fact, according to Suttle (2014), teachers earned almost $20,000 more annually in 2011 than did coaches. Coaches are looked upon in the community with a little higher regard than other teachers; they are held to a higher standard and viewed as a

leader inside the school (Wilson, 2010). Coaches have been relieved of their duties because of poor winning results. Teachers who coach are held to a higher standard in the school setting, especially at the high school level. At the high school level, coaches are employed for the following needs: reconstruct the athletic programs with an emphasis on major sports; win, and bring success to the athletics programs; show up in the state ranking with the team; establish new recognition and spirit to the school and community with ranking; win in-state championships and other tournaments; gain all-state recognition for athletes; work in unison with the booster club (Figone, 1994). Figone continues to discuss the conflict teacher-coaches endure in their dual-role profession: they are expected to efficiently produce success at both roles and those who choose the profession of teacher coach are interested equally in both roles and therefore will advocate equal time to both professions. "The time requirement of coaching is much higher than expected; teaching and coaching are different occupational roles…; teacher coaches are not equally interested in their achievements in dual roles" (Figone).

Millslagle and Morley (2004) conducted their research on a similar theory, "Retreatism: Behavior utilized by a teacher-coach who devotes more time to one job than another" (p. 1). They also posited, teachers/coaches feel their job as a coach was held to more scrutiny than their role as a teacher. Therefore, the teacher showed retreatism toward their role as a classroom teacher and committed more of their time as a coach. "Most teacher/coaches willingly accept the idea that success in coaching is a requirement for employment" (p. 1). Millslagle and Morley (2004) found in their study, 72% of the teachers put more work into their teaching position during the off-season, but only 34% put more work into their teaching position during the season.

Burnout (Gugliuzza, 2008; Vealey, Armstrong, Comar, & Greenleaf, 1998; Stankovich, 2010) is another problem many teachers and coaches suffer from over the course of a career. Gugliuzza (2008) cites burnout is, "A state of emotional exhaustion caused by psychological and emotional demands…resulting in psychological, emotional, and physical withdrawal from the stressful activity" (Slide 2). Gugliuzza (2008) cites three variations of burnout teachers and coaches experience throughout a career. The first experience of burnout is, "emotional exhaustion, feeling overextended or emotionally exhausted by work" (Slide 3). Teachers and coaches put several hours of work into their professions and this can lead to over-commitment, extended time away from family, and a lack of down-time away from the workplace. This coincides with Stankovich (2010) identifying, "Coaches…have to find time in their lives to spend with their families and other important people they care about…but rarely does this happen anymore" (p. 1). Stankovich (2010) predicts the problem of coaches burning out is only worsening due to the long hours, high expectations, and lack of downtime.

Gugliuzza (2008) also mentions "Depersonalization- characterized by a lack of caring for [students] or athletes" (Slide 3). Teachers and coaches attempt to build positive relationships with as many students/athletes as possible. However, over time even the goal of building relationships can be lost amongst burnt-out professionals. Teachers and coaches can simply become lost in completing a job and forgetting what can be the most important aspect of teaching, building relationships with students. Finally, Gugliuzza (2008) mentions the third type of burnout is a, "Lack of personal accomplishment- failure to perceive a desired level of competence and achievement in one's work" (Slide 3). Taking pride in one's work is a trait professionals should display.

When things go right (a struggling student finally understands a concept or a team wins a game they might not have expected to win), those are opportunities to celebrate. Teachers and coaches can lose their passion and drive enough at times to be immune to great accomplishments or positive aspects of their position. Teachers and coaches experiencing burnout will sometimes lead to teachers deciding not to coach or even leave the profession all together.

Vealey, Armstrong, Comar, and Greenleaf (1998) found in their study that when teachers and coaches experience burnout in their professions, the students and athletes also feel exhaustion on the field as well. Similar to Gugliuzza's 2008) citations, Vealey, et al. (1998) also found, coaches who had higher sense of pride in their accomplishments were viewed by their athletes to be more effective leaders utilizing more praise and empathy for their athletes. Those who used a more autocratic style experienced more burnout and in turn, lead to more athletes experiencing burnout and quitting their sport. These experiences are difficult for teachers and coaches. The following sections in the chapter reviews the implications of those professionals who choose to participate in both professions.

Coaches as teachers in the classroom. "Coaches were supposed to be teachers" (Hinxman, 2012, p. 1). The difficulty of the dual role of teaching and coaching as a professional educator has been discussed. The next section of literature review aims to discuss the negatives and positives of coaches teaching in the classroom.

Teachers who also coach often view themselves more as an athletic coach than as a classroom teacher. All of the power and responsibility that comes with the individual's role as a coach forces them to work harder as an athletic coach than as a classroom

teacher. "Specifically, coaches highlighted that while they were employed as a teacher, they identified more with their role as a coach, including devoting more time to coaching than to teaching" (Wilson, 2010, p. 395). Konukman (2010) interviewed a teacher coach discussing her role as a teacher and as a coach and in which role or position she works harder at during the season; the coach stated, "'I usually spend 5 hours a day in volleyball. Last night, I did not get home until 10:30. Right after volleyball practice, we had a coaches meeting until 10:00. I'm not doing my best as a teacher, and it makes me feel incompetent'" (p. 21). Konukman (2010) also mentions teachers who coach, believe the administration ignore their classroom performance but value very highly a coach's performance in the athletic arena. In some cases, coaches often blame their teaching on why they are falling short in their role as a coach. "Two felt their teaching prevented them from devoting more time to coaching" (Wilson, 2010, p. 390).

In studying the concept of "retreatism" Millslagle and Morley (2004) found teachers who coach definitely have a trouble identifying with both roles. For example, one of the main issues teacher coaches have is balancing professional development equally amongst teaching and coaching, "of those subjects who were professionally involved beyond the state level in only one role, the majority of participation was in the coaching role" (p. 124). Furthermore, coaches during the season in the Millslagle and Morley (2004) study only 34% of the participants spent more time for their teaching roles than their coaching roles during the season. Overall, Millslagle and Morley (2004) found in their research, "This data supports the premise that role retreatism as evidenced by professional involvement exists among teacher/coaches in this study" (p. 126).

Millslagle and Morley (2004) found that a significant number of teachers struggle with balancing their dual roles of teaching and coaching.

One of the positive traits the majority of teachers who coach have is the desire to see their pupils succeed in both the classroom and in the athletic arena (Cauley, 2011). Cauley (2011) discusses the difficulty with the hours required to be successful in both roles as a teacher and a coach and most of the professionals were tired from their long hours of work. Another observation from this study was the desire to see the students succeed. "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" (Cauley, 2011, p. 104). Cauley (2011) discussed the ability of coaches to build positive relationships with students to give the individuals confidence and an improved ego to be successful in all areas of the school. Furthermore, several of the participants in the study utilized similar strategies of instruction in both of their roles as a coach and a teacher (Cauley, 2011).

Teachers and coaches use multiple strategies to educate their students. Schloder and McGuire (2007), discuss, not only the fact there are several different ways individuals learn, but the fact coaches recognize those differences and utilize those strategies in the classroom and the athletic arena. "Today, coaches also consider individual learning styles, in addition to their various teaching/coaching styles" (Schloder & McGuire, 2007, p. 65). They continue stating good coaches will make daily objectives and obtainable goals for their athletes, just as a teacher will make daily objectives and outcomes in the classroom.

Camire, Trudel, and Forneris (2012) found coaches use several teaching techniques to prepare students for life outside of or after high school. "They had well established coaching philosophies that were athlete-centered and geared toward using sport as a tool for development" (p. 256). Furthermore, coaches utilize several techniques and opportunities to prepare students for life beyond school, "Coaches used strategies such as keywords, peer evaluations, taking advantage of teachable-moments, and volunteer work" (Camire, Trudel, & Forneiris, 2012, p. 256). Many of these skills are used in the classroom to educate students as well. Students who participated in the study reported they learned several life skills which they might not have otherwise, such as: social courtesy, respect, self awareness, perseverance, teamwork, and leadership. All of these skills are useful for adolescents to learn and experience; however, do they understand how to relay this information to their pupils?

Teaching in the classroom and coaching in the athletic arena can parallel each other. Coaching is "directly concerned with the immediate improvement of performance and development of skills by a form of tutoring or instruction" (Parsloe, 1995, p. 72). Parsloe (1995) discusses how the same strategies used to teach students in the classroom are used to have students find success in athletics. Brockbank and McGill (2006) stated similar theories about coaches, "Coaching has one clear purpose, the learning and development of the individual" (p. 9). Coaches as well as teachers have the same goals in mind, to improve and prepare students for whatever lies ahead.

Decker (1986) found in his research that teachers who coach are performing well at handling both jobs and having no problems with role conflict. Decker noted that coaches who do have trouble are the coaches who were not teachers. This does not imply

each coach who teaches is successful at both positions, but combining the two roles of teaching and coaching can be positively handled by a dedicated professional. Research has shown coaches feel their role as a coach is more important than their role in the classroom (Wilson, 2010). Teachers can make their coaching responsibilities a higher priority than their teaching responsibilities, and a few take this to a greater degree than may be ethical. "Specifically, coaches highlighted that while they were employed as teachers, they identified more with their role as a coach, including devoting more time to coaching than to teaching" (Wilson, 2010, p. 395). Wilson (2010) also discovered some coaches tend to identify themselves as coaches in the learning environment more than as a teacher. Millslagle and Morley (2004) mention how coaches have difficulty fulfilling both roles as a teacher and coach with the same success. Further studies (Barber, 1999; Hinxman, 2012; Hoffman, 2006; Wilson, 2009) have shown that athletics can have the same effect on not just the professionals, but the students as well.

The current study is designed to gauge the perceptions of coaches as teachers in the classroom viewed by administrators, teachers, coaches, and students. Weiner (1974) researched a theory of attribution; specifically a possible explanation for achievement. In the area of instruction and classroom environment, a focus on what causes a coach or teacher to be successful in the classroom could be applied. Weiner (1974) focused his studies on whether success originated from internal factors (i.e. hard work or natural ability) or external factors (i.e. difficulty of task or luck). Coaches could be perceived as successful (or not) at building a positive learning environment and promoting student success because of internal factors such as their work ethic, or the multiple venues in which they have to interact with students (Weiner, 1974). Conversely, coaches could

also be viewed as successful (or not) because they are simply fortunate to have the opportunities they have or happen to know the right people and these are the only reasons they are (or are not) successful, not because of any internal factor they possess (Weiner, 1974).

Teachers and coaches are asked to perform a difficult task of leading and encouraging young minds who will eventually lead the world in the future. Teachers have classrooms filled with students from several diverse walks of life, speaking different languages, utilizing different learning styles, and embracing the challenges of educating each individual (Sage, 1987). On top of this, some individuals choose to take on this profession and add another occupation, coaching. Coaches are asked to prepare their athletes for competition, keep them safe on the playing field, and be leaders on and off the field. The expectations for coaches and teachers are daunting. Researchers discuss the issues of these professionals such as "Role conflict" (Austell, 2010) and "Retreatism" (Millslagle, & Morley, 2004). These are battles these professionals face on a daily basis, which challenge these individuals on a daily basis.

Summary

Chapter two provided an in-depth overview of the importance of athletic participation at the high school level, a discussion of the challenges facing athletic coaches and teachers at the high school level, and how these impact education in the general education classroom. This chapter first discussed the challenges for students who participate in extra-curricular activities; including the hindrance of focusing on classroom curriculum, increased alcohol abuse, over exertion and injury, and the monetary cost of athletics. This was followed by an overview of the several documented benefits of

participating in activities. The previous two topics were merged together to tie into the importance of athletics among high school students and how sports are a form of education and an extension to the classroom. The second topic explored in this chapter was the discussion of the challenges facing athletic coaches and teachers in high schools. Teaching and coaching are both time demanding positions, and cause role conflict (Austell, 2010) and Retreatism (Millslagle & Morley, 2004) amongst many professionals. The chapter explored some negatives and positives of coaches as teachers in the classroom. The review of literature in these two topics laid a foundation for the current study reported in the following chapters. The literature review provided a justification for the research questions, both in terms of athletic participation and coaches teaching in the general education classroom.

Chapter Three

Methods

This study was designed to analyze the perceived effectiveness of high school athletic coaches and teachers in School District X, specifically the perceived impact on student success and creating a positive learning environment for all students. This chapter includes the research design, population and sample, sampling procedures, research questions, instrumentation (measurement, validity, and reliability), data collection procedures, data analysis, and limitations.

Research Design

This was a quantitative design using survey research. Utilizing surveys is an effective means in which to convey a quantitative study. Administrators, athletic coaches, teachers, and students were surveyed. Surveys were developed by the researcher; each of the surveys was given to five experts in the field for validation. The sample was delimited to a single high school in School District X as all participants were selected by convenience. The professionals who worked in the building were asked to participate. Students were selected based on their grade level: only students who were seniors in high school were asked to participate. Student success and positive learning environment were the variables in the study.

Population and Sample

The population of this study was all high school teachers or coaches who teach in School District X; the sample consisted of those in School Building X who taught in the 2014-2015 year and responded to the survey. For this study, convenience sampling was utilized. All administrators and teachers (which includes all the coaches) in School

Building X were asked to participate in the study. Furthermore, all students who were high school seniors in School Building X were asked to participate in the study. The sample is all administrators, teachers, coaches, and students who were in the school district. Those included in the sample were ones who responded to the survey.

Sampling Procedures

Administrators from School Building A were involved in this study based on a convenience sample. Administrators needed to have a working knowledge of the staff of their building, including classroom teachers who coached and did not coach. This knowledge could be gained by formal (i.e., appraisal) or informal evaluation (i.e., classroom walk-through).

All teachers in School Building A were requested to be a part of the study. Teachers were selected based on convenience. Requirements for teachers to be involved in the sample included: be a full-time teacher at the school; teach one or more subjects; and not be involved with coaching athletics.

All coaches who taught full-time in School Building A were asked to participate in the study. Coaches were also selected based on a convenience sample. The requirements for participation included being an athletic coach of any capacity (head or assistant), and teach one or more subjects.

All senior students in School Building A were asked to participate in the study. Students were selected based on a convenience. Students were not selected based on their demographic characteristics. No attempt was made to obtain equal numbers of student-athletes (those who participated in school sponsored sports) as non-student-athletes (those who did not participate in athletics with the school). Students must have

been enrolled in the school in one or more of the core education classrooms of the selected teachers or coaches involved in the study.

Instrumentation

A 19-item survey (see Appendix A) was developed by the researcher for all groups. The information obtained in the survey were the perceptions of the participants. The intent of the survey was to gather information on how administrators, teachers, coaches, and students believed the curriculum is delivered amongst their classes, how coaches deliver the curriculum to students, how often during the day is spent on student success, and the effect of the classroom environment on student success. The surveys were aligned to the Danielson domains, which was permitted by the Danielson Group on February 10, 2015 (see Appendix B).

The instrumentation utilized to measure the perceptions of student success and positive learning environment was a survey designed for the four sample groups (administrators, teachers, coaches, and students). The survey was developed based on Charlotte Danielson's (2007) framework for teaching. The purpose of Danielson's (2007) framework is to "Define what teachers should know and be able to do in the exercise of their profession" (p. 1). The purpose of her work is to promote an evaluation system which encompasses the entire scope of effective teaching. The entire scope of the framework covers four essential components: planning and preparation, the classroom environment, instruction, and professional responsibilities. Each domain is further defined by essential elements. For purposes of this study, the second and third domains, Classroom Environment and Instruction, were used to guide the preparation of the survey instrument. Danielson's (2007) second domain presented the best domain to investigate

Positive Learning Environment; and the third domain was utilized to investigate student success.

Classroom Environment

- Creating an environment of respect and rapport;
- Establishing a culture for learning;
- Managing classroom procedures;
- Managing student behavior; and
- Organizing physical space. (Danielson, 2007, p. 3)

Instruction

- Communicating with students;
- Using questioning and discussion techniques;
- Engaging students in learning;
- Using assessment in instruction; and
- Demonstrating flexibility and responsiveness. (Danielson, 2007, p. 4)

Measurement. Item 1 was used to gather each participant's role administrators, teachers, coaches, and students). The next two items were specifically addressed to students and administrators to gather open-ended responses on student's numbers of teachers who also coached (item 2) and administrators' open-ended responses to how many teachers were also coaches in their buildings (item 3). Items 4 through 19 were based on a Likert-type scale with response options of 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Neither Disagree nor Agree*, 4 = *Agree*, and 5 = *Strongly Agree*. Each item included a scale for participants to rate both coaches and non-coaches.

Items 4-19 are aligned to components of the Danielson domains for classroom

environment (domain 2) and classroom instruction (domain 3). Table 1 includes how each survey item aligns with each domain and research question.

Table 1

Survey Item Alignment

Survey Item	Danielson Domain	Research Questions
4	2a	1 & 2
5	2b	1 & 2
6	2b	1 & 2
7	2d	1 & 2
8	2d	1 & 2
9	2e	1 & 2
10	3a	3 & 4
11	3a	3 & 4
12	3b	3 & 4
13	3c	3 & 4
14	3c	3 & 4
15	3c	3 & 4
16	3d	3 & 4
17	3d	3 & 4
18	3d	3 & 4
19	3e	3 & 4

Items 4 through 9 were averaged as a subscore for creating a positive learning environment; these scores were used for research questions 1 and 2. Items 10 through 19 were averaged as a subscore for promoting student success; these scores were used for research questions 3 and 4.

Validity and reliability. Five students were asked to be an expert panel to determine if the wording of the survey was legible for the student population. Their feedback was taken into account and survey items were adjusted accordingly. Three professionals were asked to be an expert panel to determine if the surveys were valid in

measuring instruction and classroom environment. The experts each had 10 or more years of experience as a teacher, coach, or administrator. Each expert's input was taken into account and appropriate changes were made to enhance the validity and legibility of the surveys. Reliability was conducted after data collection and is reported in chapter four.

Data Collection Procedures

Prior to conducting the study, approval to conduct research was sought from School District X. The request to conduct research was completed and electronically submitted to the School District X's research committee in August 2014. The request was approved September 8, 2014 (see Appendix E). Once permission to conduct research from School District X was obtained, an Institutional Review Board request (IRB) was submitted to Baker University for approval on March 8, 2015 (see Appendix C). The Baker University IRB committee approved the study (see Appendix D). Following the completion of permission from Baker University, permission was granted to distribute survey to the groups.

In the spring of the 2015 academic year, data were collected. To obtain data from the participant groups, the researcher emailed a letter to the participants. These letters requested participation in the study conducted by the researcher (see Appendix F). Students who were solicited for participation were required to procure a signed parental consent form if under the age of 18 (see Appendix G). It was requested for this to be the procedure for student surveys, and was approved by the district.

Each participant was emailed the survey for their specific group using the online data analysis Google forms. Results were comprised by the database on Google forms and analyzed using IBM® SPSS?® Statistics Faculty Pack 22 for Windows.

Data Analysis and Hypothesis Testing

The methodology for the study included a survey of administrators, teachers, coaches, and students within a suburban public school in northeastern Kansas. Survey research was utilized because it allowed the equal opportunity to receive insight from four separate (but equally vital) groups. Each sample selection could provide pivotal information from their diverse and individual perspectives. Without input from each of these groups, the study would not have had the breadth of the research needed to properly complete the study. The following research questions and hypotheses were addressed in this study, which are followed by corresponding data analyses.

RQ1. To what extent is there a difference between how teachers who coach and teachers who do not coach are perceived in creating a positive learning environment in the classroom?

H1. There is a difference between how teachers who coach and teachers who do not coach are perceived in creating a positive learning environment in the classroom.

A paired samples *t* test was conducted to address RQ1. The sample means were compared. The level of significance was set at .05.

RQ2. To what extent do the groups differ in their perceptions of how teachers who coach and teachers who do not coach create a positive learning environment in the classroom?

H2. The groups differ in their perceptions of how teachers who coach create a

positive learning environment in the classroom.

H3. The groups differ in their perceptions of how teachers who do not coach create a positive learning environment in the classroom.

A multivariate analysis of variance (MANOVA) was used to address RQ2. The average scores of the dependent variables for H2 (perceptions of how teachers who coach create a positive learning environment in the classroom) and H3 (perceptions of how teachers who do not coach create a positive learning environment in the classroom) were compared among the groups (administrators, students, teachers who coach, and teachers who do not coach). The level of significance was set at .05.

RQ3. To what extent is there a difference between how teachers who coach and teachers who do not coach are perceived as promoting student success in the classroom?

H4. There is a difference between how teachers who coach and teachers who do not coach are perceived as promoting student success in the classroom.

A paired samples *t* test was conducted to address RQ3. The sample means were compared. The level of significance was set at .05.

RQ4. To what extent do the groups differ in their perceptions of how teachers who coach and teachers who do not coach promote student success in the classroom?

H5. The groups differ in their perceptions of how teachers who coach promote student success in the classroom.

H6. The groups differ in their perceptions of how teachers who do not coach promote student success in the classroom.

The same MANOVA used for RQ2 was also used to address RQ4. The average scores of the dependent variables for H5 (perceptions of how teachers who coach

promote student success in the classroom) and H5 (perceptions of how teachers who do not coach promote student success in the classroom) were compared among the groups (administrators, students, teachers who coach, and teachers who do not coach). The level of significance was set at .05.

Limitations

Limitations are defined by Lunenburg and Irby (2008) as "Factors that may have an effect on the interpretation of the findings or on the generalizability of the results" (p. 133). Several limitations could affect the results of the current study. School District X has a unique demographic which could yield different results from districts with a lower socio-economic demographic. Additionally, School District X is a large district with over 20,000 students. Replicating this study in a smaller or larger district could render different results. School District X was also one of the more highly achieving public institutions in the country; therefore, the results of this study may not be generalized to school districts of differing sizes choosing a district which does not have as high a performance level in academic achievement.

Summary

This study was designed to analyze the perceived effectiveness of high school athletic teacher-coaches and teachers in School District X, specifically the impact on student success and creating a positive learning environment for all students. This chapter included the research design, population and sample, sampling procedures, instrumentation (measurement, validity, and reliability), data collection procedures, data analysis, and limitations. Presented in chapter four are the results addressing the research questions in the study.

Chapter Four

Results

This study was designed to analyze the perceived effectiveness of high school athletic coaches and teachers in School District X, specifically the perceived impact on student success and creating a positive learning environment for all students. This chapter includes the reliability analysis, descriptive statistics, and results of hypothesis testing for the four research questions.

Reliability Analysis

Cronbach's coefficient alpha was used to assess the internal consistency of survey item responses. Items 4 through 9 were used to measure perceptions of creating a positive learning environment; these items were deemed reliable measures of the perceptions of coaches, $r = .811$, and of perceptions of non-coaches, $r = .799$. Items 10 through 19 were used to measure perceptions of promoting student success; these items were deemed reliable measures of coaches, $r = .919$, and of non-coaches, $r = .889$. All scales had strong internal consistency.

Descriptive Statistics

The population for this study was high school administrators, teachers, coaches, and students. The sample included 199 students. Although 199 responded, four indicated they either were not at least 18 years of age or indicated they did not sign the consent for the study; therefore, 195 responses were used for student data) enrolled in a single high school in School District X, in a suburban district in Kansas City, Kansas for the 2014-2015 school year. The sample also included four administrators, 12 teachers, and 10 coaches.

Hypothesis Testing

For the purposes of interpreting mean scores, survey items 4 through 9 were averaged to create a score to be used as the measure of creating a positive learning environment in the classroom; scores were created for the perceptions of both teachers who coach and teachers who do not coach using the following coding scheme: -2 = *Strongly Disagree*, -1 = *Disagree*, 0 = *Neither Agree nor Disagree*, 1 = *Agree*, and 2 = *Strongly Agree*. Items 10 through 19 were averaged using the same coding scheme to create a score to be used as a measure of promoting student success in the classroom; scores were created for the perceptions of both teachers who coach and teachers who do not coach. The following includes the results of data analysis for each research question and associated hypothesis.

RQ1. To what extent is there a difference between how teachers who coach and teachers who do not coach are perceived in creating a positive learning environment in the classroom?

H1. There is a difference between how teachers who coach and teachers who do not coach are perceived in creating a positive learning environment in the classroom.

The results of the paired samples *t* test indicated there was not a statistically significant difference between the means, $t = -1.374$, $df = 215$, $p = .171$. See Table 2 for the means and standard deviations for this analysis. There were no significant differences in the perceptions of how teachers who coach and teachers who do not coach create a positive learning environment in the classroom. This does not support H1.

Table 2

Means and Standard Deviations for H1

Teacher Type	*M*	*SD*	*n*
Teachers Who Coach	1.082	.609	216
Teachers Who Do Not Coach	1.131	.477	216

RQ2. To what extent do the groups differ in their perceptions of how teachers who coach and teachers who do not coach create a positive learning environment in the classroom?

H2. The groups differ in their perceptions of how teachers who coach create a positive learning environment in the classroom.

The results of the MANOVA indicated a statistically significant difference between at least two of the means, $F = 3.639$, $df = 3, 210$, $p < .05$. See Table 3 for the means and standard deviations for this analysis. This supports H2.

Table 3

Means and Standard Deviations for H2

Group	*M*	*SD*	*n*
Students	1.093	.595	191
Administrators	1.083	.215	4
Teachers who Coach	1.479	.458	8
Teachers who Do Not Coach	0.591	.838	11

A follow-up analysis was conducted to determine which pairs of means were different using Tukey's Honestly Significant Difference (HSD). The differences in perceptions between students and teachers who coach (Mean Difference = .386) was marginally statistically significant ($p = .077$). See Table 4 for comparisons that were statistically significant.

Table 4

Post Hoc Results for H2

Group 1	Group 2	Mean Difference	*p*
Students	Teachers Who Do Not Coach	.502	< .01
Teachers Who Coach	Teachers Who Do Not Coach	.888	< .01

H3. The groups differ in their perceptions of how teachers who do not coach create a positive learning environment in the classroom.

The results of the MANOVA indicated there was not a statistically significant difference between at least two of the means, $F = 0.597$, $df = 3, 210$, $p = .618$. See Table 5 for the means and standard deviations for this analysis. There were no significant differences in the perceptions of how teachers who do not coach create a positive learning environment in the classroom. This does not support H3.

Table 5

Means and Standard Deviations for H3

Group	*M*	*SD*	*n*
Students	1.146	.469	191
Administrators	0.917	.167	4
Teachers who Coach	1.142	.628	8
Teachers who Do Not Coach	1.000	.610	11

RQ3. To what extent is there a difference between how teachers who coach and teachers who do not coach are perceived as promoting student success in the classroom?

H4. There is a difference between how teachers who coach and teachers who do not coach are perceived as promoting student success in the classroom.

The results of the paired samples *t* test indicated there was a statistically significant difference between the means, $t = 3.692$, $df = 213$, $p < .001$. See Table 6 for

the means and standard deviations for this analysis. There are significant differences in how teachers who coach and teachers who do not coach are perceived as promoting student success in the classroom. The perceptions of teachers who coach on average were lower than the perceptions of teachers who do not coach. This supports H4.

Table 6

Means and Standard Deviations for H4

Teacher Type	*M*	*SD*	*n*
Teachers Who Coach	0.865	.658	214
Teachers Who Do Not Coach	0.981	.531	214

RQ4. To what extent do the groups differ in their perceptions of how teachers who coach and teachers who do not coach promote student success in the classroom?

H5. The groups differ in their perceptions of how teachers who coach promote student success in the classroom.

The results of the MANOVA indicated a statistically significant difference between at least two of the means, $F = 4.837$, $df = 3, 210$, $p < .01$. See Table 7 for the means and standard deviations for this analysis. This supports H5.

Table 7

Means and Standard Deviations for H5

Group	*M*	*SD*	*n*
Students	0.893	.634	191
Administrators	0.925	.150	4
Teachers Who Coach	1.113	.622	8
Teachers Who Do Not Coach	0.171	.839	11

A follow-up analysis was conducted to determine which pairs of means were different using Tukey's HSD. See Table 8 for comparisons that were statistically significant. Teachers who do not coach on average had lower perceptions of the other three groups regarding how teachers who coach promote student success in the classroom.

Table 8

Post Hoc Results for H5

Group 1	Group 2	Mean Difference	*p*
Administrators	Teachers Who Do Not Coach	.754	< .05
Students	Teachers Who Do Not Coach	.722	< .001
Teachers Who Coach	Teachers Who Do Not Coach	.942	< .01

H6. The groups differ in their perceptions of how teachers who do not coach promote student success in the classroom.

The results of the MANOVA indicated there was not a statistically significant difference between at least two of the means, $F = 0.922$, $df = 3, 210$, $p = .431$. See Table 9 for the means and standard deviations for this analysis. This does not support H6.

Table 9

Means and Standard Deviations for H6

Group	*M*	*SD*	*n*
Students	0.989	.522	191
Administrators	0.975	.050	4
Teachers Who Coach	1.097	.602	8
Teachers Who Do Not Coach	0.736	.713	11

Summary

The results of the study were presented in chapter four. Overall, the perceptions of creating a positive learning environment did not differ for teachers and coaches.

However, there were group differences in the perceptions of creating a positive learning environment for coaches but not for teachers. Overall, the perceptions of promoting student success in the classroom did differ for teachers and coaches. Specifically, there were group differences in the perceptions of promoting student success in the classroom for coaches but not for teachers.

Chapter five contains a summary of the study including an overview of the problem, purpose statement and research questions, and a review of the methodology. Also presented in chapter five are the major findings of the study and how these findings are related to the literature. Finally, implications for action and recommendations for future research are offered.

Chapter Five

Interpretation and Recommendations

Examined in this study were the perceptions of positive learning environment and student success in the classroom taught by an athletic coach compared to classrooms taught by teachers who are not athletic coaches. Surveys were administered to administrators, teachers, coaches, and students to gauge their perceptions of the student success and positive learning environment for both teachers who coach and teachers who do not coach. Presented in chapter four were the results of the current study. Chapter five contains a summary of the study including an overview of the problem, purpose statement and research questions, and a review of the methodology. Also included in this chapter are the major findings of the study and how these findings are related to the literature. Finally, implications for action and recommendations for future research are shared.

Study Summary

The current study took place in a single high school but was intended to represent any school district that has athletic institutions within their buildings. Included in this study summary is an overview of the problem which inspired the current study, a review of the purpose of the study and research questions, a review of the methodology utilized in the current study, and a report of the major findings.

Overview of the problem. NCLB (2002) has increased the accountability of student performance, teacher performance, and school accountability. Teachers are expected to instruct in classrooms filled with multiple languages, learning styles,

disabilities, ability ranges, backgrounds, and demographics. Despite various tracking models, secondary teachers have at least five classes with individuals with multiple differences, personalities, and characteristics. In addition to teaching, a coach has an additional job: take a team, made up of any number of student-athletes with any number of learning differences, and lead the team to achieve as many positive outcomes as possible. An athletic coach has control over who is included on the team, who plays for the team, when the team practices, and several other duties. Administration has an entire population of students and staff, and the responsibility of ensuring that every student is experiencing a challenging and thorough education.

Teachers who coach are performing well at handling both jobs and having no problems with role conflict (Decker, 1986). Conversely, research has shown, coaches feel their role as a coach is more important than their role in the classroom (Wilson, 2010). Teachers can make their coaching responsibilities a higher priority than their teaching responsibilities, and a few take this to a greater degree than may be ethical. (Wilson, 2010). Wilson (2010) also mentioned some coaches tend to identify themselves as coaches in the learning environment more than as a teacher. Millslagle and Morley (2004) mention how coaches have difficulty fulfilling both roles as a teacher and coach with the same success. Further studies (Barber, 1999; Hinxman, 2012; Hoffman, 2006; Wilson, 2009) have shown that athletics can have the same effect on not just the professionals, but the students as well.

Educators ask student-athletes to balance the stresses of academics and athletics, and excel in both arenas, but the same should be expected of teachers and coaches. Administrators have the right to be critical of professionals in both areas and should

demand the highest level of professionalism in the classroom and the athletic arena. Additionally, the research reveals coaches who teach are creating a positive learning environment for both their classroom students and their athletes (Brockbank & McGill, 2006; Camire, Trudel, and Forneris, 2012; Cauley, 2011; Parsloe, 1995; Schloder & McGuire, 2007). Coaches need to be meeting the standards of professionalism established by the NBPTS (NBPTS, 2013). Coaches who teach should be emulated by everyone in a similar professional setting. However, there are some coaches performing poorly in the classroom causing students to fall behind in learning the curriculum. This study aimed to discover what the perception is of the majority of coaches and how they compare to teachers who do not coach.

Purpose statement and research questions. The purpose of the study was to examine the perceptions of student success in classrooms taught by teachers who were athletic coaches compared to classrooms taught by teachers who were not athletic coaches. The second purpose of this study was to examine the extent to which coaches were perceived as creating a positive learning environment for all students to experience success. The four research questions previously presented:

RQ1. To what extent is there a difference between how teachers who coach and teachers who do not coach are perceived in creating a positive learning environment in the classroom?

RQ2. To what extent do the groups differ in their perceptions of how teachers who coach and teachers who do not coach create a positive learning environment in the classroom?

RQ3. To what extent is there a difference between how teachers who coach and

teachers who do not coach are perceived as promoting student success in the classroom?

RQ4. To what extent do the groups differ in their perceptions of how teachers who coach and teachers who do not coach promote student success in the classroom?

Review of the methodology. A quantitative study was conducted to explore the perceptions of student success and positive learning environment between teachers who coach and teachers who do not coach. The methodology for the study included a survey of administrators, teachers, coaches, and students within a suburban public school in northeastern Kansas. All four sample groups could provide unique perspectives of the emphasis on student success and positive learning environment. Without input from each of these groups, the study would not have had the breadth of the research needed to properly complete the study.

Major findings. Overall, the perceptions of creating a positive learning environment did not differ for teachers and coaches; however, there were group differences in the perceptions of creating a positive learning environment for coaches but not for teachers. Overall, the perceptions of promoting student success in the classroom did differ for teachers and coaches; specifically, there were group differences in the perceptions of promoting student success in the classroom for coaches but not for teachers.

Research question 1 was used to assess whether there was a difference between how coaches and teachers are perceived in creating a positive learning environment in the classroom. There was not a significant difference between the perceptions of creating a positive learning environment between teachers and coaches. Teachers did have a higher perception than coaches despite the difference not being statistically significant.

Research question 2 was used to assess whether the groups differed in their perceptions of how coaches and teachers create a positive learning environment in the classroom. There was a significant difference in how the groups perceived coaches creating a positive learning environment. The differences between students and teachers and between coaches and teachers were statistically significant. Teachers had the lowest average in their perception of coaches' creation of a positive learning environment. The groups did not differ in their perceptions of teachers' ability to create a positive learning environment.

Research question 3 was used to assess whether there was a difference between how coaches and teachers are perceived in promoting student success in the classroom. There was a statistically significant difference between the perceptions of promoting student success by teachers and coaches. The perception of teachers was slightly higher than that of coaches in promoting student success in the classroom.

Research question 4 was used to assess whether the groups differed in their perceptions of how coaches and teachers promote student success in the classroom. There was a statistically significant difference in how the groups perceived coaches promoting student success in the classroom. Overall, teachers' perceptions were statistically significantly different than the perceptions of administrators, students, and coaches. Teachers had the lowest average in their perceptions of coaches' promotion of student success. The groups did not differ in their perceptions of teachers' ability to promote student success.

Findings Related to the Literature

The first two research questions referred to the extent of the difference between how coaches and teachers are perceived in creating a positive learning environment in the classroom. Although a slight difference, teachers did have a higher perception of creating a positive learning environment compared to that of coaches. This is related to the study by Wilson (2010) who stated that coaches relate more to their role as a coach than they do as a teacher. Therefore, it could be inferred that coaches put more effort and exhaust more energy into their role as a coach and their athletic environment than they do in their classroom environment. Furthermore, Millslagle and Morley (2004) found that coaches do suffer role retreatism which could affect a coach's learning environment and his ability to sustain a classroom that is positive and conducive to learning for all students.

The third and fourth research questions referred to the extent there is a difference between how coaches and teachers are perceived as promoting student success in the classroom. Similarly to positive learning environment, teachers are perceived to have a slightly higher promotion of student success in the classroom. This relates to several studies in the literature. (Austell, 2010; Decker, 1986; Ryan, 2008; Suttle, 2014; Wilson, 2010) Austell (2010); Decker (1986); Ryan (2008); Suttle (2014); Wilson (2010) studied coaches' struggle with role conflict. Coaches who suffer from role conflict feel they are scrutinized more carefully and identify more with their coaching role than in their teaching role. Coaches may have an emphasis on positive learning environment and student success; however, the emphasis may not always be as high in the classroom as what teachers fulfill in the classroom. This is because of the coaches' perception of

which role is most important: that of coach in the athletic arena over that of teacher in the classroom.

Millslagle and Morley (2004) referred to coaches suffering from retreatism. Millslagle and Morley (2004) found coaches often devote more of their professional and personal time towards their role as a coach as opposed to their role as a classroom instructor. The *Educational Portal* (2013) made a vast list of the expectations and responsibilities of a coach's role in addition to the teaching role. Due to these various responsibilities, it may be understandable as to why a coach may suffer from role retreatism. This could stem from several perceptions, but the results of the current study match that of Millslagle and Morley in that something causes the coaches to devote less time in their classrooms towards positive learning environment and an emphasis on student success.

There was no research found defending that coaches do not emphasize student success, nor that coaches solely do not care about student success or positive learning environment. The research and the current study simply indicate that the emphasis on both positive learning environment and student success is not as high as that of teachers in the classroom. Both teachers and coaches were found to have positive perceptions of their care for both positive learning environment and student success. Furthermore, both teachers and coaches strive to have a positive learning environment and student success in their classrooms. This was also found in the research by Cauley (2011), who found that coaches and teachers equally cared about student success in both the classroom and the athletic arena. Camire, Trudel, and Forneris (2012) mentioned several strategies that coaches utilized in the classroom and athletic arenas that lead to student success.

Additionally, the authors found that coaches often use tremendous teaching strategies in both the classroom and the athletic arena to achieve student success and create a positive learning environment. Brockbank and McGill (2006) found that definition of coaching has a simple purpose, "The learning and development of an individual" (p. 9). Therefore in the very title of being a coach, one must be focused on student success. Schloder and McGuire (2007) found that coaches are performing well at considering various learning styles and considering their own teaching and coaching styles to positively impact student success. The current study aligns to previous research in finding that both teachers and coaches emphasize a positive learning environment and student success.

Also found in the current study, both coaches and teachers were perceived to have an overall effective emphasis on positive learning environment and student success. This supports the findings of several referenced research (Brockbank & McGill, 2006; Camire, Trudel, & Forneris, 2012; Cauley, 2011; Parsloe, 1995; Schloder & McGuire, 2007). Parsloe (1995) stated that coaching is "directly concerned with the immediate improvement of performance and development of skills by a form of tutoring or instruction" (p. 72). It is the hope that all teachers and coaches care a great deal about developing a positive learning environment and emphasizing student success; the current study found that at School Building X, the perception is that the majority of teachers and coaches due have this emphasis there is not a significant difference between the groups. The perceptions of both teachers and coaches emphasis on student success in the classroom was a major finding in the current study.

Conclusions

The following is a summary of the results of the current study, how the results may impact further action from school leaders, how the study may be replicated in future research, and concluding remarks.

Implications for action. The coaches' perceptions of teachers' promotion of student success was higher than that of the teachers' perceptions of teachers' promotion of student success in the classroom. None of the average responses were negative toward teachers or coaches. Although not a significant difference, teachers did have a higher perception of emphasis on positive learning environment and student success in their classrooms. Teachers had a positive perception of themselves in the classroom; however, coaches had a higher perception of teachers' emphasis on positive learning environment and student success. Teachers did not share the same high ratings for coaches as they had for the teachers' group. Despite the perceptions of an emphasis on positive learning environment and student success, teachers, overall, rated their performance in the classroom as better than the coaches group.

The coaches' perceptions of teachers were higher than what the teachers perceived the coaches in both creating a positive learning environment and promoting student success. The school district could use these results to create staff development to emphasize building staff camaraderie and more team-building exercises for the entire learning environment. Furthermore, when going through the hiring process it will be important to outline the expectations to all teachers (coaches or not) and ensure that each individual understands that creating a positive learning environment and emphasizing student success is just as important in the classroom as in the athletic arena.

Another recommendation for action would be to emphasize the need for a strong mission and vision to provide direction for the learning community. School and district leaders could start by ensuring the involvement of each employee within the learning community and ask for everyone's input in creating the mission and vision. Furthermore, leaders could follow-up the process by continuing to refer back to these statements and promote that all actions in the learning community should strive toward that mission and vision.

Although the perceptions of emphasis on positive learning environment and student success were found for both teachers and coaches in School Building X, there was still a perception that teachers emphasized both slightly more than coaches. Another reason for this could be the burnout factor (Gugliuzza, 2008; Stankovich, 2010; Vealey, 1998) amongst coaches. Data on exactly why coaches and teachers may lack an emphasis on positive learning environment of student success were not retrieved, teacher and coach burnout is a documented experience in the profession of education. Burnout could likely be a cause of some coaches to not emphasize positive learning environment and student success in their classrooms. It is also important to note that coaches are not the only professionals who suffer from burnout. Warren (2014) and Clandfield (2013) discuss in their research that classroom instructors in general suffer from burnout. Therefore, burnout is not just a symptom of coaches. This research may be useful in the need for administrators, or other school leaders, to be able to recognize teacher or coach burnout.

Finally, the emphasis of a positive learning environment and student success should be the focus of all educational professionals; and this includes administrators,

teachers, coaches, club and activity sponsors, and any individual who works for a school district. The current study was focused on the impact of coaches and teachers on positive learning environment and student success, but when choosing professionals to lead school activities and clubs, those individuals must also have an equal emphasis on positive learning environment and student success.

Recommendations for future research. This study examined the perceived comparisons between teachers who coach and teachers who do not coach and their impact on classroom environment and classroom instruction. The following suggestions are recommended for those interested in further exploration of the topics presented:

1. Replicate this study across a wider range of the targeted population. The current study was conducted in only one school in one district. A more diverse sampling across many separate demographics may impact the results.
2. Replicate this study to include more evidence of quantitative data on student success and student performance in the classroom (grades, test scores, etc.). The evidence of student performance in the classroom could prove beneficial to understanding the ability of coaches as classroom teachers and teachers who do not coach.
3. Replicate this study utilizing a pre- and post-assessment of classroom environment and classroom instruction to establish any growth or evolution of quantitative data on student success in the classroom.
4. Replicate this study allowing participants to provide general thoughts to their responses on this survey. Allowing individuals to qualify their statements may add additional breadth to the responses and the overall data.

5. Replicate this study analyzing the leaders of all student activities within a school building.

Concluding remarks. The current study was designed to analyze the perceptions of positive learning environment and student success in the classrooms of coaches and teachers. Data were analyzed to see if there were perceptual differences between that emphasis in coaches' and teachers' in the classroom. Study results provided evidence that there was a difference in the perception of positive learning environment and student success in the classroom by coaches and teachers. The perception was that teachers did emphasize positive learning environment and student success more in their classrooms. However, it must be noted that the results indicated that both teachers and coaches were perceived to have a positive learning environment and student success.

It was also found that teachers had the lowest perception of coaches' positive learning environment and student success. Conversely, coaches had a strong perception of teachers' positive learning environment and student success. Finally, all groups had an overall positive perception of the positive learning environment and student success in the classroom of both teachers and coaches. Positive learning environment and student success are being emphasized in both classrooms and students are put in positions to be successful whether they have a coach or a teacher who does not coach as their instructor.

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Appendices

Appendix A: Survey

Survey questions

Participation in full, or in part, is completely voluntary and you have the option of not answering any questions or discontinuing participation at any time without penalty or loss.

1. Which of the following best fits your current position:

   Student Administrator Teacher who coaches
   Teacher who does not coach

2. (Students only) How many of your teachers are also coaches? _____

3. (Administrators only) How many teachers are also coaches in the building? _____

For items 4-19, please respond to each statement for both "Coaches" AND "Non-Coaches"

A coach is defined as a teacher who also coaches an athletic team.

A non-coach is defined as a teacher who does not coach an athletic team.

4. The teacher's interactions with students reflect genuine respect and caring of all students.

   Coaches Non Coaches
   Strongly Disagree Disagree Neither Agree Strongly Agree
   Strongly Disagree Disagree Neither Agree Strongly Agree

5. Students are active participants in the classroom.

   Coaches Non Coaches
   Strongly Disagree Disagree Neither Agree Strongly Agree
   Strongly Disagree Disagree Neither Agree Strongly Agree

6. The teachers' instructional outcomes convey high expectations for all students.

   Coaches Non Coaches
   Strongly Disagree Disagree Neither Agree Strongly Agree
   Strongly Disagree Disagree Neither Agree Strongly Agree

7. The teachers' standards of classroom conduct are clear to all students.

   Coaches Non Coaches
   Strongly Disagree Disagree Neither Agree Strongly Agree
   Strongly Disagree Disagree Neither Agree Strongly Agree

8. The teachers' responses to student behavior is highly effective.

   Coaches Non Coaches
   Strongly Disagree Disagree Neither Agree Strongly Agree
   Strongly Disagree Disagree Neither Agree Strongly Agree

9. The teachers' classroom is safe and accessible to all students.

   Coaches Non Coaches

Strongly Disagree Disagree Neither Agree Strongly Agree
Strongly Disagree Disagree Neither Agree Strongly Agree

10. The teachers' purposes of lessons are clear.

Coaches **Non Coaches**
Strongly Disagree Disagree Neither Agree Strongly Agree
Strongly Disagree Disagree Neither Agree Strongly Agree

11. The teachers' explanations of content connects with students' knowledge.

Coaches **Non Coaches**
Strongly Disagree Disagree Neither Agree Strongly Agree
Strongly Disagree Disagree Neither Agree Strongly Agree

12. The teachers' questions allow for students to respond.

Coaches **Non Coaches**
Strongly Disagree Disagree Neither Agree Strongly Agree
Strongly Disagree Disagree Neither Agree Strongly Agree

13. In the classroom all students are engaged in the activities and assignments.

Coaches **Non Coaches**
Strongly Disagree Disagree Neither Agree Strongly Agree
Strongly Disagree Disagree Neither Agree Strongly Agree

14. The teachers' instructional groups are productive and appropriate to the lessons.

Coaches **Non Coaches**
Strongly Disagree Disagree Neither Agree Strongly Agree
Strongly Disagree Disagree Neither Agree Strongly Agree

15. The teachers' lesson structure is highly coherent, allowing for reflection.

Coaches **Non Coaches**
Strongly Disagree Disagree Neither Agree Strongly Agree
Strongly Disagree Disagree Neither Agree Strongly Agree

16. In the classroom students are fully aware of the criteria and performance standards by which their work is evaluated.

Coaches **Non Coaches**
Strongly Disagree Disagree Neither Agree Strongly Agree
Strongly Disagree Disagree Neither Agree Strongly Agree

17. Teachers actively provide diagnostic information regarding individual student understanding.

Coaches **Non Coaches**
Strongly Disagree Disagree Neither Agree Strongly Agree
Strongly Disagree Disagree Neither Agree Strongly Agree

18. Teachers' feedback to students are consistently high quality.

Coaches **Non Coaches**

Strongly Disagree Disagree Neither Agree Strongly Agree

Strongly Disagree Disagree Neither Agree Strongly Agree

19. Teachers are persistent in seeing effective approaches for students who need assistance.

Coaches **Non Coaches**

Strongly Disagree Disagree Neither Agree Strongly Agree

Strongly Disagree Disagree Neither Agree Strongly Agree

Appendix B: Permission from Danielson Group to use Danielson Domains

From: Kris Deni [krisdeni4dg@gmail.com]

Sent: Tuesday, February 10, 2015 5:56 AM

To: Benjamin C Sutherlin

Subject: Re: Using Danielson Domains

Benjamin,

Thank you for sending this information. There is no objection to your using the referenced component phrases as shown in your attachment.

Kristine Deni
Administration
The Danielson Group, LLC
P.O. Box 7553 | Princeton, NJ | 08543
fax: 609.482.4712

voicemail (609) 848-8714
deni@danielsongroup.org

On Feb 9, 2015, at 12:04 PM, Benjamin C Sutherlin <BenjaminCSutherlin@stu.bakeru.edu> wrote:

The following are excerpts from the dissertation. No data has been collected.

Thank you for your consideration.

Ben Sutherlin

From: Kris Deni [mailto:deni@danielsongroup.org]
Sent: Monday, February 09, 2015 9:51 AM
To: Benjamin C Sutherlin
Cc: Thomas Emerick
Subject: RE: Using Danielson Domains

Ben,

Thank you for contacting the Danielson Group. In order for us to make a reasonable decision, we would need to know a bit more about the nature of your research. What is your hypothesis? How will you measure results? Can you send us a copy of your survey?

Regards,

Kristine Deni

Administration

The Danielson Group LLC
P.O. Box 7553
Princeton, NJ 08543

Fax: 609-482-4712

The information contained in this ELECTRONIC MAIL transmission is confidential. It may also be privileged work product or proprietary information. This information is intended for the exclusive use of the addressee(s). If you are not the intended recipient, you are hereby notified that any use, disclosure, dissemination, distribution [other than to the addressee(s)], copying or taking of any action because of this information is strictly prohibited.

-------- Original Message --------
Subject: Using Danielson Domains
From: Benjamin C Sutherlin <BenjaminCSutherlin@stu.bakeru.edu>
Date: Mon, February 09, 2015 10:41 am
To: "contact@danielsongroup.org" <contact@danielsongroup.org>
Cc: Harold Frye <Harold.Frye@bakeru.edu>

To whom it concerns,

My name is Benjamin Sutherlin. I am a doctorate student at Baker University in Overland Park, Kansas. I am conducting a study in which I intend to use domains 2 & 3 in a survey for administrators, teachers, and students. The domains will not be altered in any way in this study. With your permission, I would like to utilize these domains in the study.

Thank you

Ben Sutherlin

<Request to Danielson.docx>

Appendix C: IRB Request

Date:

School of education IRB PROTOCOL NUMBER _____
Graduate department (irb USE ONLY)

IRB Request
Proposal for Research
Submitted to the Baker University Institutional Review Board

I. Research Investigator(s) (Students must list faculty sponsor first)

Department(s) **School of Education Graduate Department**

	Name	Signature	
1.	Harold Frye	_____,	Major Advisor
2.	Katie Hole	_____,	Research Analyst
3.			University Committee Member
4.			External Committee Member

Principal Investigator: Benjamin Sutherlin
Phone: 913-568-6840
Email: benjamincsutherlin@stu.bakeru.edu
Mailing address: 11514 W. 101st street
Overland Park, KS 66214

Faculty sponsor: Harold Frye
Phone: 913-344-1220
Email: hfrye@bakeru.edu

Expected Category of Review: ___Exempt _X_ Expedited ___Full

II: Protocol: Teaching Effectiveness: A Comparison Between Coaches and Non-Coaches in Instructional Skills and Classroom Management

Summary

In a sentence or two, please describe the background and purpose of the research.

The purpose of the study is to examine the perceptions of student success in classrooms taught by athletic coaches compared to classroom taught by teachers who are not athletic coaches. The second purpose of this study is to examine the perceptions of creating positive learning environments for all students in classrooms taught by athletic coaches compared to classrooms taught by teachers who are not athletic coaches. The research will be aligned with the second and third domains of Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition.* The study will take place at [redacted] High School.

Briefly describe each condition or manipulation to be included within the study.

There will be no conditions or manipulations in the study.

What measures or observations will be taken in the study? If any questionnaire or other instruments are used, provide a brief description and attach a copy.
Will the subjects encounter the risk of psychological, social, physical or legal risk? If so, please describe the nature of the risk and any measures designed to mitigate that risk.

The subjects will not be observed in their environment. Subjects will be given a survey to rate and describe their experiences, expertise, and opinions (see attached). Administrators, teachers (who do not coach), coaches (who also teach), and students will be asked to complete a survey.

The survey is 19 questions: 16 are Likert-scale response items and three are demographic questions for the participants.

Survey questions are aligned with the Charlotte Danielson framework for teaching, domains 2 and 3. Permission was granted by Charlotte Danielson as noted in the attained document.

The surveys were created by the researcher. The surveys were validated by five experts in the field. After receiving the experts' validation responses, items were amended to validate the survey questions.

District permission was approved by the [redacted] School District Director of Assessment and Research, Dr. Dan Gruman, on September 8, 2014.

The subjects will not encounter any psychological, social, physical, or legal risk as a result of participating in this study.

Will any stress to subjects be involved? If so, please describe.

No stress should be experienced by the subjects involved in the study.

Will the subjects be deceived or misled in any way? If so, include an outline or script of the debriefing.

The subjects will not be deceived or misled in any way.

Will there be a request for information which subjects might consider to be personal or sensitive? If so, please include a description.

The survey will not ask questions which require personal or sensitive responses. Participants will remain anonymous and not identified in any way to readers or the researcher.

Will the subjects be presented with materials which might be considered to be offensive, threatening, or degrading? If so, please describe.

The subjects will not be presented with materials which are offensive, threatening, or degrading.

Approximately how much time will be demanded of each subject?

Approximately 10-15 minutes will be required of each subject.

Who will be the subjects in this study? How will they be solicited or contacted? Provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of any written solicitation as well as an outline of any oral solicitation.

Participants in this study will be students, teachers, coaches (who teach), and administrators from [redacted] High School. They will be contacted via email and asked to respond to a survey.

See attached written solicitation.

What steps will be taken to insure that each subject's participation is voluntary? What if any inducements will be offered to the subjects for their participation?

No inducements will be offered for subject participation. A note in the participation request includes: "Participation in full, or in part, is completely voluntary and you have the option of not answering any question or discontinuing participation at any time without penalty or loss." Subjects will be informed in writing in both the surveys and the invitation to participate that there will be no penalty for deciding to not complete all questions in each survey.

How will you insure that the subjects give their consent prior to participating? Will a written consent form be used? If so, include the form. If not, explain why not.

The subjects will not be asked for a written consent form. Their consent is implied by completing the survey.

Will any aspect of the data be made a part of any permanent record that can be identified with the subject? If so, please explain the necessity.

No data in this study will be made a part of a permanent record for any individual.

Will the fact that a subject did or did not participate in a specific experiment or study be made part of any permanent record available to a supervisor, teacher or employer? If so, explain.

Participating or not participating in this study will neither reflect positively or negatively on any individual who is asked to participate. No permanent record will be created or submitted pertaining to the subjects' willingness to participate or not participate.

What steps will be taken to insure the confidentiality of the data? Where will it be stored? How long will it be stored? What will be done with it after the study is completed?

Confidentiality will be ensured by these means: First, no names will be collected from any subjects involved. Second, responses will be kept electronically and will only be viewed by the author. Third, after completion of the study, all data and surveys will be kept on the researcher's computer for three years, after which it will be destroyed. Data will not be kept for use in further studies without the knowledge and consent of the participants in the current study.

If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subjects or society?

There are no risks or offsetting benefits involved with participating in this study.

Will any data from files or archival data be used? If so, please describe.

No data will be used from district archives.

Appendix D: IRB Approval

Baker University Institutional Review Board
3/18/2015
Dear Benjamin Sutherlin and Dr. Frye,
The Baker University IRB has reviewed your research project application and approved this project under Exempt Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.
Please be aware of the following:
1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.

Please inform this Committee or myself when this project is terminated or completed. As noted above, you must also provide IRB with an annual status report and receive approval for maintaining your status. If you have any questions, please contact me at CTodden@BakerU.edu or 785.594.8440.
Sincerely,
Chris Todden EdD
Chair, Baker University IRB
Baker University IRB Committee
Verneda Edwards EdD
Sara Crump PhD
Molly Anderson
Scott Crenshaw

Appendix E: District X Approval

FORM B
Project Screening Action – District Level

To: Ben Sutherlin

From: Dr. Dan Gruman
Director of Assessment & Research

Date: 9/8/2014

Project Title: *Athletic Coaches in the Classroom and their Impact on Student Success*

Your research project has been reviewed and the project has been:

x approved

____ not approved

____ conditional approved based in changes to be made

Clarification/Comments:

Continue to work with Mr. McKinney to ensure that he is ok with specific data collection activities at [redacted] as you move forward. Remember to send a final copy of your dissertation to me when finished. Good luck with the remainder of this project. I look forward to reading about your findings.

This project has been assigned the following number for identification purposes:

Project Number: 2015-4-BS

Please submit a copy of the completed project to our office.

If further clarification is needed concerning this action, please contact:

Dr. Dan Gruman (dangruman@[redacted])
Director of Assessment & Research

Appendix F: Invitation to Participants

Email to participants

You are invited to participate in a study conducted by Baker University doctoral candidate, Benjamin Sutherlin. The purpose of the study was to examine the perceptions of student success in classrooms taught by teachers who were athletic coaches compared to classrooms taught by teachers who were not athletic coaches. The second purpose of this study was to examine the extent to which coaches were perceived as creating a positive learning environment for all students to experience success. The research will be aligned with the second and third domains of the Charlotte Danielson domains in *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition.* The study will take place at [redacted] High School.

By completing this survey, you are willingly consenting to being part of this study. Data from this survey will be used for the sole purpose of this study and will not be reported or recorded in any other way. No data from this survey will become part of any individual's permanent record that could be made available to a supervisor, teacher, or employer. Individual names will not be recorded or reported in the survey or results of this study. All information is confidential and no individual respondent will be identified when results are published. Only summary information will be given. Participation in full, or in part, is completely voluntary and you have the option of not answering any question or discontinuing participation at any time without penalty or loss. If you would like the opportunity to obtain a copy of the results of this survey, please send an email to benjamincsutherlin@stu.bakeru.edu.

Please click on the link below to begin the survey

Your time is greatly appreciated

Appendix G: Informed Consent Parent Permission Letter

INFORMED CONSENT
PARENT PERMISSION LETTER

March, 2015

Dear Parent or Guardian,

I am conducting a dissertation study entitled *Athletic Coaches in the Classroom and their Impact on Student Success* with high school students in the [redacted] School District, to examine the perceived effectiveness of coaches who are also classroom teachers. Ultimately, this study will provide valuable insight into the relationships between coaching, teaching, and student academic performance. In conjunction with Baker University and with the permission of the [redacted] School District, I am requesting that you allow your student to participate.

Participants in the study will be asked to complete a short survey. Students will not be asked to do anything beyond just completing and turning in the survey. The total time to participate in the study will be approximately 15 minutes. Students who participate will be asked to complete the survey during their time outside of class. Students will not use class time to complete this task.

There are no foreseeable risks to participating in the study. All completed surveys will be added to other participants' survey data collected for this study.

All responses will be completely anonymous. Students will not be asked to provide any information that might identify them individually. Surveys will be kept in the possession of Baker University in a locked file cabinet accessible only to the researcher. After 3 years, the surveys will be destroyed.

The support of your student is greatly appreciated. Participation in the study is voluntary. There is no penalty for not participating. All students, for whom we have parental consent, will be asked if they wish to participate and only those who agree will complete the forms. Moreover, participants are free to stop taking part in the study at any time.

Baker University's Institutional Review Board (IRB) and the [redacted] Assessment & Research Department have approved this study. Should you have any questions about the study please contact Mr. Benjamin Sutherlin at 913-568-6840, or if you would like to learn more about your child's rights as a research participant, please contact Harold Frye at 913-344-1220.

Please give your permission by completing the bottom of this form and having your child return it to Benjamin Sutherlin at [redacted]. Please keep this portion of the letter for your records.

Sincerely,

Benjamin Sutherlin
[redacted] High School
Special Education Teacher
Head Wrestling Coach
Assistant Football Coach

John McKinney
Principal

Consent to Participate

I have read the attached informed consent letter and agree to have my child participate in the study entitled *Athletic Coaches in the Classroom and their Impact on Student Success*

Student's Name

Parent's or Guardian's Name (please print)

Parent's or Guardian's Signature Date