

## **Considering the Dual Role of Teaching and Coaching – What Conflict?**

Steven Wright, Ed. D.

University of New Hampshire, USA

[Steven.wright@unh.edu](mailto:Steven.wright@unh.edu)

The purpose of this study was to examine the dual role of teaching and coaching, from the perspective of participants who were awarded for their teaching, but also happened to coach. The purposeful sample included two elementary physical education teacher/coaches (TCs), four middle, and three high school TCs. Data were collected via semi-structured interviews and field notes. Each participant was observed teaching at least three PE classes and coaching at least one practice. Data analysis of the interview transcripts and field notes was done via induction and constant comparison. Results revealed that TCs reported more similarities between teaching and coaching than differences. Five of the nine participants stated that they spent more time planning for teaching than they did for coaching. Most of the TCs felt that their teaching and coaching styles were similar, in that the focus was on skill development for both, and therefore they often used a direct instruction style. Seven of the nine participants stated that teaching and coaching were equally rewarding, with the other two commenting that teaching was more rewarding. Five of the nine TCs stated that they never felt burned out fulfilling multiple roles, with the other four stating that they felt so at times. Three participants made unsolicited comments that their teaching helped them be a better coach, and vice versa. The results of this study are at odds with multiple studies that found TCs to struggle in both roles, with the role of teacher usually suffering.