

**Purpose:** To better understand the school environment of teacher-coaches in Canadian high schools.

**Methodology:** A comprehensive online survey was distributed nationally across all provinces and territories during the 2014-2015 academic year.

### Participants:

- The sample consisted of 3065 participants (998 women) who were on average 41 years of age.
- The participants averaged 15.2 years of teaching experience. The three main teaching areas identified were physical education (38.1%), sciences (12.0%), and mathematics (11.3%).
- The participants averaged 13.6 years of coaching experience and indicated investing on average 14.5 hours (males) and 12.2 hours (females) per week in their coaching duties.
- Teacher-coaches from over 35 sports were sampled, the most popular sports being volleyball, basketball, track and field, soccer, and badminton.

### Results:

- 75.1% of male teacher-coaches and 64.4% of female teacher-coaches indicated having some form of training from the National Coaching Certification Program (NCCP).
- 97% of teacher-coaches indicated not receiving reduced teaching-related responsibilities to compensate for their coaching duties.
- Over 90% of teacher-coaches reported no financial compensation specific to coaching, beyond reimbursements for expenses. Those who indicated receiving additional compensation generally reported small stipends of a few hundred dollars a year.
- 62.4% of teacher-coaches indicated that they coached two or more sports during the 2014-2015 academic year. More than a quarter of teacher-coaches indicated coaching three or more sports.
- 74.3% of participants identified most strongly with the dual role of teacher-coach; 21.1% identified themselves mainly as a teacher and 4.6% identified mainly as a coach.
- Significant positive relationships were identified between the variables of 'coach-athlete relationship' and 'teacher satisfaction', meaning that teacher-coaches who perceive high quality coach-athlete relationships are more satisfied with their teaching careers.
- 88% of participants indicated that they find it easier to develop meaningful relationships with students in the sporting context compared to a classroom setting.
- When comparing themselves to community coaches (i.e., individuals who do not teach at the school where they coach), teacher-coaches strongly indicated that they believe they have a greater presence at school and are better positioned to monitor students' academic progress.
- Meeting family obligations, managing administrative tasks, and managing time were reported as challenges by over 90% of the participants. Meeting family obligations was perceived as a challenge to a greater extent by those in their 30s and 40s compared to those in their 20s and 50+.
- Being compensated in time for coaching was deemed essential to alleviate many of the challenges face. Further, teacher-coaches felt very strongly that schools should cover fees for coaching education courses and that coach training should be offered during PA days.