

ABSTRACT

An Examination of the Relationship between Football Coaches and the Teaching of Social Studies in the State of Texas

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In this study, I investigate the perceived relationship between coaching football and teaching social studies in the state of Texas. While I did not investigate the validity of the relationship, individuals who fit this mold were studied in order to identify the cause of this relationship, how the teacher/coaches view themselves as professionals, and the appealing aspects which these individuals found in both coaching football and teaching social studies.

I utilized a qualitative multi-case study in order to explain best the rationale, perspective, and opinions of the teacher/coaches. A questionnaire was sent to the approximately 12,000 football coaches in Texas during the 2012-2013 academic year. Through this questionnaire, I established demographics on football coaches and coaches who also teach social studies. From this questionnaire, a group of nine individuals volunteered to be interviewed and comprised the cases in my study. I asked these individuals a series of guided questions designed to probe their profession in a personal and general sense.

From the data collected in this study, I was able to gain insight into the culture of coaching. I discovered that the majority of these individuals decide to become teacher/coaches; they do not differentiate the decision between fields. This decision typically arises from teacher/coaches who influenced them as athletes. Consequently, their choice of teaching area is often built on a relationship with a teacher/coach who taught and inspired them in that subject-area. While the teacher/coaches identified several aspects of shared appeal in both coaching football and teaching social studies, the most common was an interest in strategy, as they often compared the strategy in football with the strategy in military history. Finally, I discovered that this relationship is losing prevalence within the culture of coaching. This shift is a result of two factors. The first factor resulting in a change in this culture was the increase in the size of football programs. The second factor is the influence of standardized testing and its impact on the classroom teachers. Both factors have led to more diversity in certification areas for football coaches.

An Examination of the Relationship between Football Coaches and the Teaching of
Social Studies in the State of Texas

by

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DEDICATION

For
Cris, Al, Becky, and Matt

your love, encouragement, and determination
were the foundation that made
this dream a reality

CHAPTER ONE

Overview

On any fall Friday night, the small towns and buzzing cities of Texas are united as they focus on the field of battle in the name of football. Eyes are fixed on the “Friday night lights” and the high school football games that they illuminate (Bissinger, 1990). On the sideline of each game stand opposing coaches who hope to guide their players to victory. Although these coaches command a great deal of attention from throngs of people throughout the season, little regard is given to the crucial role that they play as high school teachers. This researcher examined Texas high school football coaches and their role as educators.

Specifically in this study, the researcher concentrated on the perception that high school football coaches in Texas tend to teach social studies more often than any other subject. Although this study will show the general public perceives football coaches to teach predominantly social studies, no explicit study has been produced that explores what link might exist between coaching football and teaching social studies, particularly history.

The researcher’s primary focus in this dissertation was to understand better the relationship between coaching high school football and teaching social studies in the state of Texas. To meet this end, the researcher considered the views of Texas teacher/coaches themselves, focusing specifically on how they view themselves and their professional roles. Beyond this professional self-description in this study, the researcher investigated the implications that this link holds in the field of education, both in the specific practice

of teacher education and in the broader domains of the teaching and coaching professions.

Statement of Problem

In the state of Texas, a common assumption exists that most football coaches teach social studies. Little research exists on the subject, yet the stereotype is a commonly accepted facet of Texas culture. The stereotype held three main tenets.

The first tenet of this stereotype stated that social studies teachers are primarily football coaches (Briley, 2010). This facet was also true in the inverse: football coaches are primarily social studies teachers. In this dissertation, the researcher explored the notion that these two fields are considered unequivocally linked.

The stereotype's second tenet was these teacher/coaches chose to teach social studies because the course was the easiest to teach and certification was less difficult to gain than in other content areas (Briley, 2010). This belief was not only held at the secondary level, but also among those who train and develop social studies teachers and coaches (Stanley & Baines, 2000). Those who considered a position in either social studies or coaching football were often guided to the other field, whether they previously held aspirations of joining the field or not.

The final tenet of this stereotype was that these teacher/coaches are deficient in their roles as classroom teachers, or at least they neglected their roles as social studies teachers for the sake of their roles as football coaches (Bissinger, 1990; Briley, 2010). This belief was perhaps the most inflammatory, as the negative stereotypes associated with the fields could have caused negative, long-term effects. These effects included low

self-esteem as a professional, increased pressure in the workplace, and poor relationships with other professionals.

Although there has been no direct study conducted on this topic in Texas, two separate studies in Iowa and Georgia found a connection between coaching football and teaching social studies, specifically history (Carroll et al., 1980; Cronic, 1985). In assuming that the results of these studies would be consistent in Texas, credence was given to this assumed connection between coaching football and teaching social studies. The common belief was that these individuals considered coaching their primary job and they saw teaching social studies as a secondary objective (Briley, 2010).

The implications of this view were generally negative. They also perpetuated three primary problems for football coaches, social studies teachers, and the teacher/coaches themselves. The first implication was a great deal of role conflict among those who both teach and coach. At times individuals who maintain this dual role may not have felt appreciated by other members of a school's instructional staff, a notion that lead to tensions in other areas (Apiafi, 1987). This perceived lack of appreciation also helped the possibility of lower job satisfaction and feelings of isolation among teacher/coaches.

The second problem that resulted from this stereotype manifested itself in the hiring practices of school administrators. As administrators have misunderstood the relationship between teaching social studies and coaching football, they sometimes failed to place football coaches in teaching positions that matched their interests and abilities (Carroll et al., 1980). Many teacher/coaches seek multiple teaching certifications, either by their own volition or through the encouragement of other educational stakeholders

(Cronic, 1985). This tendency resulted in teacher/coaches teaching a subject for which they were not prepared by a teacher education program. Ron Briley (2010) noted that, in the state of Texas, football coaches were drawn to the teaching of social studies because, “a teacher with a social studies degree may be teaching American history with as few as six college hours of history” (para. 4).

The final and perhaps greatest problem that resulted from this perceived relationship concerned the perception of the teaching ability of the teacher/coaches. Studies have found that these teacher/coaches exerted more effort in their role as coaches (Hardin, 1999). The assumption, based on this research, was that, as they spent more effort in coaching, the teacher/coaches neglected their roles as teachers. As a result, they created poor learning environments in the classroom (Hardin, 1999). This perception contributed to a number of stereotypes that concerned the lack of teaching ability on the part of those who teach and coach, the lack of care they may have for their roles as educators, and the relative ease with which an individual was able to teach social studies (Bissinger, 1990; Briley, 2010).

In order to address these perceived problems, in this study the researcher sought to discover the thoughts and feelings of those who actually taught social studies and coached football in Texas. The study focused specifically on Texas but, given the size of the state, what is found to be true in Texas will hold at least some general application to other states. After surveying a sample of football coaches around the state of Texas, the researcher sought to establish how the apparent relationship between coaching football and teaching social studies exists (provided that is what the data indicated). Next, the researcher explored whether these teacher/coaches considered their primary roles to be

teachers in the classroom or coaches on the field. With the primary focus of this research on teacher/coaches, education professionals will be able to understand better teacher/coaches' roles within the educational community.

Research Questions

Although the researcher did not seek to discover whether there was truth to the conventional wisdom that most football coaches teach social studies, a sample was taken to provide demographic figures. Although inferences might be taken from these figures, this researcher assumed that, Texas, high school football coaches were more likely to teach social studies than other subjects. This assumption was predicated on previous studies in Iowa (Carroll et al., 1980) and in Georgia (Cronic, 1985). The researcher sought to provide answers to the following research questions.

Primary Question

In Texas, do Social Studies teachers choose to coach football, or do football coaches choose to teach social studies? With this question, the researcher sought to determine which element came first in the minds of these teacher/coaches.

Secondary Questions

If there is a relationship between social studies teachers and football coaches, how this apparent relationship between coaching football and teaching social studies exists? With this question, the researcher sought to explain the basis of the relationship.

Do these individuals see themselves as social studies teachers who also coach, or football coaches who also teach social studies? With this question, the researcher allowed for the discovery of the perspective of these individuals.

What aspects of social studies are appealing to football coaches? With this question, the researcher sought to find commonalities among the two fields.

Thesis

The thesis of this dissertation was an exploration of the tenets and characteristics of the relationship between coaching football and teaching social studies in Texas schools.

Theoretical Framework

I operated from a theoretical framework which held three key components: (a) that a relationship exists between coaching football and teaching social studies in Texas; (b) that the decision to coach football was the primary decision, and the decision to teach came later; and (c) the most likely rationales for this relationship relate to an interest in the common characteristics found in football and social studies or an increase of an opportunity for employment (Appendix A).

That the relationship exists. I based this dissertation on the conventional wisdom and existing research that social studies teachers and football coaches shared a disproportionate link compared to other cognate areas (Barton & Levstick, 2004; Briley, 2010; Carroll et al., 1980; Cronin, 1985; Evans, 2004; Stanley & Baines, 2000). This relationship was believed to be consistent throughout the state of Texas which included school of various sizes, demographics, and geographic locals.

The decision to coach came prior to the decision to teach. With this study, the researcher further hypothesized that these individuals pursued a career as football coaches, and subsequently embraced their roles as social studies teachers (Briley, 2004).

After their career path had been explored, their objectives were to become high school football coaches. Becoming a teacher was a secondary decision that served as a supplement to their role as coaches. I believe that as a result these individuals have viewed themselves as coaches who teach rather than as teachers who coach (Carroll et al., 1980; Cronin, 1985).

Two possible rationales explain the existence of this relationship. I assumed the relationship existed due to one of two possible reasons. The first reason this relationship existed was due to the inherent, common characteristics between the realms of football and the subject of social studies. In this dissertation, I hypothesized the relationship existed because the subject of social studies (and history in particular) included narratives of conflict and struggle (Barton & Levstik, 2004). Similarly, high school football contains a narrative of struggle because the various school teams compete for dominance. In the state of Texas, these struggles almost always contained a well-versed narrative history that accompanied each of the individual schools, as well as the battles they have had with rival schools (Cashion, 1998). These commonalities created a passion for the subject matter or relative understanding of the subject matter which allowed for a greater ease in teaching.

The second reason this relationship existed was due to an availability of employment or certification as a social studies teacher. Many social studies teaching positions are expected to be filled by football coaches and are held for that purpose (Stanley & Baines, 2000). Beyond this, universities and teacher education programs have also assumed this trend. These institutions have groomed prospective social studies teachers to prepare to coach and prospective coaches to teach social studies (Stanley &

Baines, 2000). I observed this trend in Texas, with the coaching duties specifically designated to the sport of football. The theoretical framework can be viewed here in Figure 1.

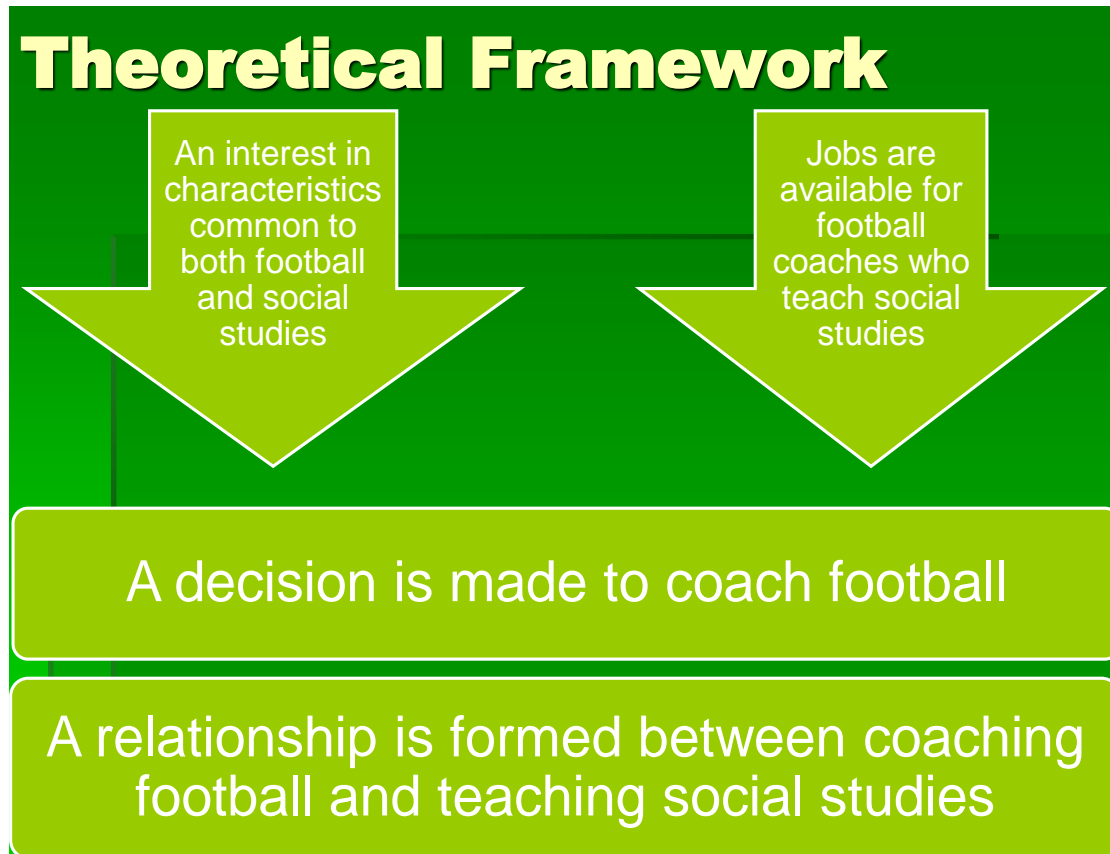


Figure 1. Theoretical framework

Definition of Terms

- Coach – One who instructs or trains an athlete, or one who instructs players in the fundamentals of a sport and directs team strategy.
 - For the purposes of this study, the coaches will most commonly be viewed as facilitators of American football.

- Cognate (Content Area) – The field of knowledge and information which houses several related subject areas.
- Culture of Coaching – The customary beliefs, social forms, and material traits shared by those who coach a particular sport in a specific area.
 - The culture of coaching in this instance looks at football coaches in Texas.
- Curriculum – The courses of study in a given school.
- E.O.C. – End of course exams which were implemented in Texas as part of the state assessment system.
- Football – An American game played between two 11 player teams and one ball, with one team using set plays to advance the ball across the opposing team’s goal line and the other team using set plays to stop this advance.
- Friday Night Lights – Colloquial term, popularized by H. G. Bissinger (1990) in his book by the same name, which refers to the culture of Texas high school football.
- Narrative of Conflict – Refers to the idea that the subject of history and other social studies subjects are taught in a linear fashion and focus on wars, battles, and other combative engagements.
- S.T.A.A.R. – State of Texas Assessments of Academic Readiness is the standardized assessment test for the state of Texas.
- Social Studies – The cognate field that examines social relationships and the functioning of society.
 - In the state of Texas, Social Studies comprises eight subject areas:
 - World History

- American History
 - Texas History
 - World Geography
 - Government
 - Economics
 - Psychology
 - Sociology
- Subject Area – The specific course that is taught as part of a broader field known as a cognate (content area).
 - T.A.K.S. – The Texas Assessment of Knowledge and Skills was the former standardized assessment test for the state of Texas prior to the implementation of S.T.A.A.R.
 - T.E.K.S. – Texas Essential Knowledge and Skills are the state standards for what students should know and be able to do.
 - Full-Time Teacher – One who instructs a group of students in a particular subject area.
 - Teacher/Coach – One who serves as both a classroom teacher and an athletic coach for a particular school.

Limitations and Delimitations of the Study

There were two primary limitations of this study. First, no research existed or will be done in this state to determine the validity of whether or not the relationship existed between coaching football and teaching social studies in Texas. Second, demographic and interview access to the population was limited by which members of

the known population responded to the questionnaires and were willing to participate in the study. These limitations were unavoidable within the constraints of time and resources available.

Significance of the Study

Having analyzed any relationship that might exist between teaching social studies and coaching football in the state of Texas, the researcher attempted to achieve three principal outcomes. The first benefit of this study is to assist school personnel as they assess their hiring needs. Administrators will be better able to evaluate and pair candidates with positions that combine coaching football and teaching social studies.

A second benefit of this dissertation relates to universities and other institutions engaged in teacher education. These entities will have more accurate information as they prepare those who will coach and teach social studies in Texas. This research could help qualify the views and perspectives of a large and crucial portion of the educational community. Drawing upon the results of this study, teacher education programs can better train and prepare students more likely to be involved in a dual role as teachers and coaches.

Finally, the results of this study could benefit those who teach social studies, whether they are coaches or not. By better understanding this perceived relationship and how it exists (or perhaps how the apparent relationship has not existed), these individuals could be better prepared to enter the teaching profession. Those who wish to teach social studies could gain a better understanding of how their fellow educators, administrators, parents, and students may view them.

Researcher's Perspective

My background is closely tied to both football and social studies in the state of Texas. Raised in Central Texas I played organized football for seven years, from the age of 11 until I graduated from high school at age 17. I attended college with the intention of becoming a football coach, and I studied education as a means to that end. I was told that a social studies certification would allow me the best opportunity to be hired as a coach. While I studied education, teaching became a much greater passion. Eventually, teaching became my focus and coaching was forgotten. As I sought a teaching position, however, I found that social studies positions were at times reserved specifically for coaches.

During my first three years in education, I worked at two different schools. At the first school, I was the only member of an all-male social studies department who was not a football coach. The culture that surrounded the social studies department of this small, Central Texas school district was fully enveloped by the school's football program. Most of my fellow teachers required a reason as to why I was not coaching football, and many of my students referred to me as coach despite the fact that I held no ties to the athletic department.

The second school where I taught hired me strictly as a teacher. During summer orientation, however, I was asked about my background with football and whether or not I would be interested in signing on as a coach. I soon accepted a position as the school's assistant head football coach. From there I spent one year as a teacher/coach.

These two experiences left me with the belief that there was an accepted, although unfounded, relationship between teaching social studies and coaching football in the state

of Texas. This study did not seek to prove the existence or non-existence of this relationship, but my research explored the assumptions behind this apparent relationship and the views held by those who actually coach and teach social studies in Texas.

CHAPTER TWO

Review of Literature

Overview

In this chapter, the researcher presents the existing literature and research related to the topic of coaching football and teaching social studies within the state of Texas. Upon inspection of the literature in this field, research directly related to the relationship between the teaching of a particular content area and coaching football is limited. However, a great deal of literature on somewhat tangentially related topics, provides some insight into this study.

To compensate for the lack of direct research, the researcher considers literature that appeals to the different facets of the research. Specifically, the review of literature focuses on six main areas: the history and current lifestyle of teaching social studies, the history and current lifestyle of coaching, the role of teacher/coaches within schools in general, the general perceptions of teacher/coaches, the distinctive culture surrounding Texas high school football, and the relationship between teacher/coaches and their choice of which subjects to teach. Although the majority of this research is related only in a somewhat secondary way, the sixth area includes research directly related to the current study.

A History and Current Lifestyle of Teaching Social Studies

The first part of my review explores the historical significance of social studies to the curriculum, from Plato and Rousseau in the Western tradition, to Mann and Dewey in

American education (Milson, Bohan, Glanzer, & Null, 2000; Ulich, 1999). Social studies served as an integral part of the earliest academic curricula. In addition, throughout its tenure, the subject of social studies has held a strong civic-centered tradition (Evans, 2004). This tradition must be explored to understand fully the metamorphosis that has taken place within social studies and how the modern incarnation differs from social studies of the past.

This tradition can be traced to early Greece. Ancient Athenians considered social studies, for example history, to be vital to the development of civically-minded, effective citizens (Ulich, 1999). Greek philosophers and early educational thinkers such as Socrates, Plato, Aristotle, and Isocrates established a curricular tradition that was utilized throughout the world for centuries. This curriculum included the study of history, political science, geography, and moral philosophy. The ideas developed in Athens were later adopted by ancient Romans like Quintilian and Christian philosophers such as St. Thomas Aquinas. These ideas then spread throughout Europe and the Western World, resulting in what is commonly referred to today as a classical approach to education (Johnson, 1959; Ulich, 1999). Even as progressive educators like Rousseau rejected the established curriculum, social studies—and in particular history—remained a central component of any conception of curriculum (Frost, 1966).

As colonialism spread across the Atlantic, European educational philosophies spread to the Americas. Early American statesman and educational advocate Thomas Jefferson was one of the first to champion public education in the United States. Jefferson argued for the teaching of social studies—specifically history, geography, and civics—as part of a well-rounded curriculum to develop the well-educated citizens

necessary to a prosperous nation (Boutin & Rodgers, 2011). Jefferson's ideas were later echoed by Horace Mann, father of the Common School movement that evolved into the modern American public school system (Milson et al., 2000). Mann (1848) believed that if public education were implemented properly, it would serve as a "great equalizer of the conditions of men,—the balance wheel of the social machinery" (para. 1). This implementation required a common curriculum for all Americans, and social studies, particularly history, was once again viewed as a necessity. Mann's (1867) thoughts on the importance of history are best summarized when he states:

The phenomena of history should be so recorded as to aid the reader, and particularly the young reader, in discovering its philosophy, instead of being recorded as they have hitherto generally been, in such a way as to obliterate the better instincts of humanity. (p. 101)

The modern incarnation of social studies was developed in 1916, with the Committee on Social Studies of the Commission on the Reorganization of Secondary Education. According to Shaver, (1991) "at least four elements of the modern social studies curriculum can be traced to the recommendations of the committee"; the most notable of which was "the popular use of the term social studies to refer collectively to economics, history, political science, sociology, and civics" (p. 5). This committee's development was followed by the organization of the National Council for Social Studies (NCSS), which looked to develop cooperation and commonality among those associated with social studies. The NCSS quickly developed citizenship a common goal for all areas and teachers of social studies (Shaver, 1991).

With this new organization and focus provided by the NCSS and as a part of the Common School curriculum, social studies were considered an equal and focused part of the core curriculum (along with science, mathematics, and English language arts).

However, social studies experienced a demotion of sorts following key periods in American history, the 1950s and late 20th century (Jeynes, 2007). Following this shift, social studies as a course, the public perception of social studies, and those who teach social studies all were affected. As a result, the field of coaching and the culture surrounding this culture was changed as well.

The first era of change came in the mid-20th century. As tensions between the United States and the Soviet Union escalated into the Cold War, American domestic life began to change (Painter, 1999). By the 1950s, President Truman had signed the Loyalty Order into law, Joseph McCarthy was searching for Communists in the government, Sputnik had been launched into orbit, and the arms race was in full swing after the Soviet Union had successfully detonated a nuclear bomb (Executive Order, 1947; Griffith, 1970; Painter, 1999).

In the schools, elected officials and community leaders began to call for reform (Evans, 2007). Among the myriad of changes that affected schools at this time, social studies was most influenced by two experiences. First, social studies became increasingly limited for fear of a possible spread of Communist influence. Zealous anti-Communists branded progressive social studies educators, for example Teachers College (Columbia University) professor Harold Rugg, with the label *communist*, which led to the banning of books and other radical actions that caused considerable controversy in the realm of educational policy (Evans, 2007). All of this political turmoil resulted in considerable damage to the field of social studies in the eyes of the public.

Second, the National Defense Education Act (NDEA) was signed into law in 1958 (Jeynes, 2007). This law was aimed at keeping the United States competitive with

the Soviet Union in the areas of science, technology, and engineering. To that end, the NDEA designated almost one billion dollars in federal funding to three areas of American education: an increase in the number of courses related to math, science, and foreign language studies in schools; the teaching of math, science, and foreign language; and graduate studies related to national defense (Jeynes, 2007). Through the attachment of federal recognition and funding, subjects like math and science were elevated in the American schools, while other subjects, like social studies, were effectively demoted.

The second era, which most directly influenced a shift in social studies, was the standards movement of the late 20th century. After the NDEA, the federal government became increasingly involved in the local schools (Jeynes, 2007). In 1979, President Jimmy Carter established the Department of Education, which holds advisory power over the local schools. The government's power became more direct after the release of *A Nation at Risk* in 1983. This report criticized American schools for failing to prepare students for college-level studies as well as their inability to compete on an international level. *A Nation at Risk* ushered in a new era of international focus and data-driven fixation, which culminated in 2001 with the passing of the No Child Left Behind Act (Jeynes, 2007). This bill pushed unfunded educational mandates in curriculum on local schools from the federal level, essentially giving the federal government a direct voice in curriculum development.

Standardized testing became a staple of the classroom in all schools around the country (Jeynes, 2007). The effect on social studies was that curriculum now had to concentrate on facts and subject matter easily tested in this standardized fashion.

Although this shift to emphasizing standardized tests provided a form of accountability, the process also stifled many of the unique qualities of the social studies field.

Both the Cold War and the standards movement led to an evolution in social studies. The modern social studies classroom had become a battlefield as recent ideological conflicts were being waged between the current, standards-driven focus and the “approach in which the term social studies serves as an umbrella” that houses a wide array of purposes and topics (Evans, 2004, p. 1). While the latter is in keeping with the true tradition of social studies found throughout its history, the former has achieved prominence over the last quarter century. Some, like Ronald Evans (2004), have argued that this standards-driven approach has accelerated the modern demotion that social studies endured throughout the 20th century.

In the modern era, this deterioration of status has been exacerbated by the pedigree of aspiring social studies teachers. Stanley and Baines (2000) argued that this decline weakened the quality of good social studies teachers. They note, “Most high school teachers of history have little training in the field, and principals confess that they care less about the teaching of history than subjects such as math or English” (Stanley & Baines, 2000, p. 74). In *Lies My Teacher Told Me*, Loewen (1995) notes a study that shows almost 60% of history teachers are teaching outside of their field. Loewen (1995) and Stanley and Baines (2000) argued this poor perception of social studies and social studies teachers comes from a general under-valuing of social studies as an academic discipline. This tendency is also cyclical, because as social studies are undervalued, poorer teachers will enter the field. With increasingly poor teachers, fewer students will find true interest in social studies, and the next generation of teachers will even be further

removed from the field. Many of these problems can reasonably be linked to social studies' relationship to coaching. This common perception relates the poor quality of teaching social studies to the field's association with coaches (Briley, 2010).

A History and Current Lifestyle of Coaching

The coaching of athletics is closely tied to the goals of physical education. The history of physical education is not so detailed as that of social studies, but it is just as rich. Just like social studies, physical education was regarded by ancient Athenians as a vital subject. Most notably, both gymnastics (the Greek equivalent to physical education) and intellectual education were vital parts of Plato's curriculum. The curriculum established by these early educational pioneers required students to work their bodies at the gymnasium (Harris, 1978). They believed that good physical education was crucial to the overall growth of students in their quest to become complete citizens.

The Greek tradition of physical education was not alone in its development of physical education. Many other world cultures developed physical education for their citizenry in both formal and informal ways, with each culture utilizing physical education for their specific societal needs. To exemplify this point, ancient Romans exercised for the purpose of building adept soldiers, the medieval Europeans utilized techniques aimed at building strength to serve feudal needs, and the Native Americans practiced and played games as a part of cultural ceremonies (Hackensmith, 1966; Rice, Hutchinson, & Lee, 1958; Welch & Lerch, 1981). Although they varied depending on the region and era, physical education practices like these were found throughout the world, with traditions dating back for centuries.

In the United States, organized sports became a cultural fixture around the turn of the 20th century. The collegiate and professional levels of football, baseball, hockey, and basketball began to find prominence, and this growth in popularity found its way into secondary schools. This same era saw physical education and sports combined into a singular school entity, with many physical education teachers also coaching a competitive sport (Blair & Capel, 2011; Mills, 1979). Although schools early in the 20th century saw their sports teams as an extension of the school's academic focus, the growth in the popularity of sports led to some rather dramatic changes as the 20th century played out.

By the late 20th century, organized sports began to carry not only recognition, but also tremendous financial importance (Adams, 2004). Because successful athletic teams can bring a school greater community pride, fanatical popularity, and monetary gain, many schools faced severe pressure to produce successful athletic teams (Sage, 1990). This shift led to a change in both the coaches incorporated into the school systems and the perception of these coaches by the community.

Although coaches must meet the same scrutiny as other educators, coaches are selected and hired by other coaches (Fried, Miller, & Appenzeller, 1998). The selection and hiring of these teachers is usually directed from the perspective of the athletic department's needs (Pacelli, 1987). As a result, coaching has become its own subculture. In explaining the tenets of this coaching subculture, John D. Massengale (1974) notes that coaches:

[A]re so thoroughly socialized that they bring with them certain personality traits characteristic of athletes and coaches and distinct from other members of the faculty. Coaches as a group are aggressive and highly organized, seldom paying attention to what others say. They display unusually high psychological endurance, persistence, and inflexibility. Coaches appear to dislike change and tend to be very conservative politically, socially, and attitudinally. (p. 141)

Modern coaches face many challenges unique to the coaching profession, but the most daunting comes because the job of a coach is tied to the team's performance. Billie J. Jones' in his *Guide to Effective Coaching* summarizes this sentiment by stating that "the ultimate disadvantage of all is that coaches lose their jobs; they get fired (as cited in Jones, Wells, Peters, & Johnson, 1988, p. 367). This pressure is unique to coaches within the arena of public education. Jones aptly summarizes how individuals enter this fraternity of coaches when he writes:

Most coaches are former athletes or would-be athletes who have followed a competitive path since they were youngsters. They have built their lives around the world and find it rewarding and satisfying. When the time comes to make a choice for a life's work, it is only natural that they would return to the exciting scene they know so well. (Jones et al., 1988, p. 371)

This assertion establishes that the inclusive nature of coaching begins not from their hiring, but from adolescent involvement in the sport. This statement also reinforces the commonly held belief that teacher/coaches choose their role as coaches first and that teaching came as a secondary decision. Both understandings offer insight into the views of modern coaches as part of a culture of coaching.

The Role of Teacher/Coaches

I explored research pertaining to the obligations unique to teacher/coaches. Much of the research in this area reveals that teacher/coaches generally engage with students in a more in-depth and meaningful way, work longer hours under greater stress, face pressures from outside sources, excel in the implementation of the most effective teaching techniques, and carry out more in-school duties than average teachers, all for limited understanding from the community and modest pay. In fact, most studies in

which coaches are interviewed have found that teacher/coaches feel they do not receive adequate financial compensation for the complexity of their role (Apiafi, 1987).

In a study conducted by Grace A. Apiafi (1987), a number of teacher/coaches stated “they received more money from teaching than they did from coaching” and that coaching failed to provide an adequate salary (p. 34). The teacher/coaches interviewed in this particular study also noted that while teacher/coaches feel they have a better relationship with students in their roles as coaches, they felt “it is more important to reach and help a greater number of children while teaching than a few while coaching” (Apiafi, 1987, p. 34). As a result of the longer hours spent with these students, teacher/coaches typically build stronger relationships with their student-athletes.

Apiafi’s (1987) study found that teacher/coaches indicated feeling a great deal of pressure in their roles as teacher/coaches. Teacher/coaches explained that they exerted the same amount of energy in teaching as they did in coaching. This prolonged exertion of energy, coupled with the extra time teacher/coaches log as opposed to their teaching peers, led to high levels of stress (Apiafi, 1987). A recent study conducted by the Bill & Melinda Gates Foundation (2012) personnel found that the average teachers work 53 hours per week. This same study explained teachers who also coached athletics worked an extra 11.5 hours (64.5 hours total) per week, roughly 22% longer than their teaching counterparts (Bill & Melinda Gates Foundation, 2012). These problems are coupled with the fact that many teacher/coaches do not believe their fellow teachers or local community truly understand or appreciate their heavy workload (Templin & Anthrop, 1981).

Teacher/coaches also feel unique pressures from outside sources. Aside from the stress inherently specific to all educators (student success, parental approval, and public scrutiny, for example), teacher/coaches must cope with the pressure of producing a winning team. Coaches of “major sports” are expected to “win above all else” (Templin & Anthrop, 1981, p. 185). This phenomenon is relatively new, as parents of the 20th century have placed a greater emphasis on successful sports teams at secondary schools. As a result, coaches of major sports are under constant pressure to ensure a successful athletic team. Albert J. Figone (2001) explains the impetus for this feeling when he states:

[T]he popularity and importance of athletics was strengthened by the public’s thirst for winning and teacher/coaches could ill afford to denigrate the place of winning and thus viewed coaching as the most important part of their two roles. (p. 21)

In Texas, football is a major sport, dominating culture and community well beyond the schools (Bissinger, 1990; Cashion, 2007). These outside pressures, the longer hours, and the added responsibilities lead to a high level of role conflict within the field (Massengale, 1977).

The majority of teacher/coaches differentiated their duties between teaching and coaching. They also focused more on their duties as coaches, and subsequently felt more effective in these duties (Hardin, 1999). This attention, however, does not mean that they neglected their role as educators. In an examination of the hiring practices of teacher/coaches, Charles W. Hungerford (1981) noted that teaching and coaching should look to persist as equal fields, as students are cultivated and allowed to grow in both areas. While teacher/coaches might have viewed their two roles differently; most strived to place an equal emphasis on both fields (Apiafi, 1987).

Studies have also found that teacher/coaches utilize similar techniques in both their roles (Hardin, 1999). In *How Coaches Teach*, J. Arthur Keith explained that modern teacher/coaches excel in their classroom roles because of their willingness to integrate and adopt more effective educational innovations (as cited in Massengale, 1975). Of the techniques utilized by these teacher/coaches, Keith states:

Large and small group instruction, cooperative staff planning and use of teacher aids are trademarks of the coaching profession. The general teaching staff has just recently begun to adopt some of these methods. Every athletic program of any merit is characterized by cooperation among learners. Older boys help younger boys; more skilled performers demonstrate their technique; assistance is readily available to the slow learner. Varsity team members take a great deal of pride in adopting a beginner and helping them blossom into next year's varsity performer. Another teaching technique skillfully used by the athletic coach is individual instruction. Every possibly opportunity is utilized to demonstrate to a single boy the correct technique. Individual encouragement, praise and correction are fundamental to the teaching demonstrated by coaches. (as cited in Massengale, 1975, p. 51)

Keith argues that the style of teaching utilized by athletic coaches carries over to their classroom responsibilities and makes them exceptional teachers (as cited in Massengale, 1975). This assertion of teaching excellence from coaches is contrary to popular opinion, which I will discuss later in this chapter.

Finally, the dual roles fulfilled by the teacher/coach are more complex than generally understood by common opinion. Within the schools, teacher/coaches generally were expected to serve as a positive force on the school and student culture. Karen Pagnano (2004) found that secondary sports teams in the U.S. have "been associated with higher grade point averages for athletes, positive attitudes toward school, and as a source of status that contributes to a positive educational experience" (p. 112). Most administrators and fellow teachers hold high expectations for student-athletes (both academically and behaviorally), and the responsibility to enforce this standard falls on the

teacher/coaches. In their dual roles, teacher/coaches were inherently outfitted with the ability to influence the school structure (Pagnano, 2004). In the typical school, this ability is found in two major areas. First, coaches are also enlisted as academic overseers of their student-athletes, checking their grades to ensure academic eligibility. Second, and perhaps more influential on the school as a whole, are their roles as disciplinarians. Many teacher/coaches are informally called upon to maintain discipline in the schools, especially over their own student-athletes (Pagnano, 2004).

General Perceptions of Teacher/Coaches

The fourth section of this review presents perhaps the most prevalent issue within the general culture, the perception of teacher/coaches from outside observations. These stereotypes are present in both popular culture and in academic research. Popular culture often portrays teacher/coaches as being obsessed with coaching. Moreover, if they show their roles as teachers at all, the portrayal is shown as deficient in what they do as teachers (Black & Dinner, 1998; Coraci, 1998; Deutsch & Chapman, 1983; Robbins, 1999). Academic research holds more debate, with most researchers exploring these commonly accepted negative stereotypes and dispelling them as a result (Bain & Wendt, 1983; Braswell, 1986; Stanley & Baines, 2000). These negative stereotypes resemble those found in popular culture, by stating that coaches are deficient teachers and concerned only with their roles in athletics.

Movies and television are rich with stories centered on the world of sports. In the productions, coaches are rarely portrayed as positive educational role models. These coaches are often only obsessed with the success of their sports team, at the cost of academic achievement or, in more extreme cases, the well-being of the students

themselves (Black & Dinner, 1998; Coraci, 1998; Deutsch & Chapman, 1983; Robbins, 1999).

Three movie characters exemplify the negative stereotypes commonly found in modern media. The first example commonly found in movies is the coach whose desire to teach is less than admirable. An example of this can be found on the television show *The Wonder Years* (Black & Dinner, 1988). Throughout this series, the character of “Coach Cutlip” is that of a health and physical education teacher portrayed as clueless and uninterested in the teaching aspects of his job (Black & Dinner, 1988). This stereotype of teacher/coaches as being deficient or disinterested in their roles as teachers is the most commonly seen and accepted depiction in modern American culture.

The second common stereotype is that of a football coach willing to cheat academically in order to ensure that his athletes are academically eligible for the team. This viewpoint occurs in the 1998 film *The Waterboy* (Giarraputo, Simonds, & Coraci, 1998). In this movie, Coach Klein lies about his star player’s academic standing so that he can play for the football team (Giarraputo et al., 1998). Portrayals, like the one found in this movie, give credence to the belief coaches value the success of their sports team to any end, including the detriment of the school or the student athletes he is responsible for leading.

The final stereotype concerning coaches commonly found in popular culture is the cruel and malicious coach. This is the coach who places the success of a sports team above all else, including the well-being of the students. In modern media, this stereotype is almost always associated with football coaches. The extent of this type of coach varies throughout television and film. *All the Right Moves* characterizes the mild end of the

spectrum (Deutsch & Chapman, 1983). In this movie, Coach Nickerson precludes a student-athlete from receiving college scholarships to take vengeance for the player's role in losing a game. A more extreme example of the cruel coach occurs in 1999's *Varsity Blues* (Robbins, 1999). In this film, head football coach Bud Kilmer is both physically and verbally abusive to players, threatens to change student grades in an attempt to hurt their chances at college enrollment, and encourages his athletes to participate in highly dangerous medical procedures (Robbins, 1999).

Although both of these accounts are fictional, they do influence public perception of teacher/coaches. As a result, cultural perception of teacher/coaches is generally negative in the world of education and the broader community. This negative stereotype has created a culture that views both the role of the teacher/coach and those who fill this role as substandard.

Research in the academic world finds that many of these stereotypes persist because of buy-in by fellow educators. Furthermore, as these stereotypes are perpetuated throughout the world of education, they inevitably affect how developing teacher/coaches view themselves. This self-deprecating view of their roles as professionals leads to increased tension in their jobs (Bain & Wendt, 1983). This tension comes as a result of the teacher/coaches' increased isolation from their colleagues in education, decreased collaboration with fellow professionals, and the negative stigmas associated with the teacher/coaches from the public at large.

Within the schools, studies have found that some people in the world of education believe teacher/coaches to be less interested in their roles as teachers. This belief was held not only by fellow teachers, but also by administrators and supervisors whose role is

to manage teacher/coaches (Braswell, 1986; Templin & Anthrop, 1981). With concern to administrators, Ray Braswell (1986) examined the difference in perceived job attitudes for the teacher/coach as identified by high school principals and teacher/coaches, specifically those who coach football. In his findings related to how principals viewed their teacher/coaches, Braswell (1986) found three discrepancies in their perceptions:

- 1) The principals perceived that teacher-coaches experienced more job-related tension in both roles of teaching and coaching than was actually identified by the teacher-football coaches.
- 2) The principals perceived that teacher-coaches were more involved in the decision-making process of the teaching role than was actually identified by the teacher-football coaches.
- 3) The teacher-football coaches indicated that they were more involved in the teaching role than was perceived by their principals. (abstract)

Among fellow educators, teacher/coaches have noted a discrepancy among professional relationships. As previously mentioned, most teacher/coaches believe they exude the same amount of energy into both their roles. Despite this effort, teacher/coaches are “not treated as equals within the educational organization” (Templin & Anthrop, 1981, p. 183).

The prevailing negative stereotypes experienced by teacher/coaches are evident in media, the local community, their fellow teachers, and their supervisors. These stereotypes lead to role conflict within their dual roles and more tension in their jobs (Bain & Wendt, 1983; Braswell, 1986; Stanley & Baines, 2000). Such problems have become commonplace and inherent to the life of a teacher/coach.

The Distinctive Culture Surrounding Texas High School Football

The penultimate section of my review focuses on the unique culture regarding high school football in the state of Texas. As with teacher/coaches themselves, there is a

prevailing stereotype associated with Texas high school football. This stereotype has been well documented in multiple movies, television shows, and books that address the lore surrounding Texas high school football.

The culture of Texas high school football is centered on historic programs from varied schools around the state. One of the most notable accounts of Texas football programs is found in H. G. Bissinger's (1990) *Friday Night Lights*. In this book, Bissinger explores the famed Odessa-Permian football program. As much as any book this non-fiction account of Texas high school football has established and perpetuated the grandiose stereotypes associated with the sport. Bissinger (1990) best summarizes the magnitude of Texas high school football when he notes the football teams are "paraded atop the shoulders of the town as gloriously as the Greeks honored their gods" (p. 285).

This raw account of the famed Odessa-Permian high school football program earned high critical praise for the author's capture of the glaring negatives and positives of football in Texas. The book became a national best seller and spawned both a major motion picture and a television series (Berg & Reiner, 2006; Bissinger, 1990). To the purpose of this dissertation, *Friday Night Lights*, perhaps more than any other singular aspect of culture, helped publicize the tradition surrounding high school football in Texas.

The high school football programs also represent the towns, cities, and regions where they are found. In Texas, areas often identify with their local football teams as a source of cultural pride. In many areas around Texas, high school football on Friday night is "the social event of the week" (Stowers, 2005, p. 1). In *Love Letters to Sports*:

Moments in Time and the Ties That Bind, John Clendening (2011) captures this ideal when he states:

Football's so big in Texas . . . To drive across the biggest cities or through the smallest towns on a Friday night in fall, when caravans are once again back in force, is to look into the eyes. And see, everything else aside, the soul. (p. 15)

Operating within this cultural centerpiece are the football coaches themselves. Ty Cashion (1998), shows in his research that many of the stereotypes concerning the prominence of Texas high school football coaches are true. Many teachers/coaches wield social influence that remains unmatched, provided that they succeed in the sport they coach. The insular subculture of the Texas high school football coach helps perpetuate strict adherence to a specific set of ideals. According to Cashion (1998), author of *Pigskin Pulpit*, these coaches champion, “the values of self-reliance, sacrifice, discipline, accountability, and survival – in a word that coaches so often used, manliness in its most positive sense” (p. 15).

These beliefs are more than tradition, however, as substantial statistical evidence shows the importance that high school football holds in Texas. The state of Texas is home to 1,469 high school football teams (MaxPreps, 2013b). California sits in second place, with almost 300 fewer teams; despite having almost 12 million more citizens (MaxPreps, 2013a; U.S. Census, 2010). Texas has also produced more National Football League players than any other state, with over 2,100 NFL players being born in Texas (Sports Reference LLC, 2013). These statistics clearly show a connection between the stereotypes and the reality of high school football in Texas.

The Relationship between Teacher/Coaches and Their Choice in Subject Areas

The final section of this literature review relates most directly to the focus of this dissertation: the relationship between teacher/coaches and their choice of cognate areas. As previously considered, many in and out of education believe teacher/coaches are just coaches who teach as a means to success in the world of sports (Massengale, 1975). This belief leads to a common assumption that most coaches will choose the “easiest” subject to teach so that they might focus on their goals of coaching football (Stanley & Baines, 2000, p. 74). In their aim to find an easy subject to teach, most football coaches end up teaching social studies, specifically history (Briley, 2010).

No respect, no respect at all: Some thoughts on teaching history. This belief is chronicled most accurately in two articles. In the first, Stanley and Baines (2000) explored the prospects of teaching. In this qualitative look at the hiring process for history teachers, Stanley and Baines chronicled the journey of one history teacher from college to his first job. The perceived connection between teaching history and coaching football is commonly accepted and practiced throughout this narrative.

As an education major with an emphasis in social studies during his undergraduate years, the authors note that many of his professors began conversations with “Oh, so you want to coach football?” (Stanley & Baines, 2000, p. 74). When he began meeting with prospective employers, one principal assured him that history was the easiest subject to teach as the authors recounts that this principal states: “He frequently assigned his least able teacher to teach history because a poor teacher does the least damage in history” (Stanley & Baines 2000, p. 74). The principal went on to say that obtaining a job as a social studies teacher was relatively easy, especially if the

applicant was willing to coach. This entire section perfectly exemplifies the perceived connection between football coaches who teach social studies as a means to achieve an easier teaching assignment.

The Texas State Board of Education and history standards: A teacher's perspective. The second article that explored this stereotype was written in 2010 by Ron Briley who lamented the lack of academic rigor within social studies education in Texas schools. Briley recounted his own experiences as a secondary student in which he learned more about football than the contributions of minorities to Texas history. He summarized his experiences as a history student in Texas secondary schools as he recounted:

Of course, I must confess that I was not too impressed with my high school history teachers, who were primarily football coaches. Class activities were limited to outlining the textbook and preparing reports from Encyclopedia Britannica. One could either take a test on Friday or choose the Southwest Conference trivia option. But in defense of these coaches, it should be pointed out that their employment was dependent not upon their history knowledge, but rather their won/loss record on the football field. (Briley, 2010, para. 3)

Both of these articles encompass the commonly held stereotype surrounding the connection between social studies teachers and football coaches in the state of Texas. These negative stereotypes explore the depths of these assumptions and the negative effects which result from its incorporation in the public schools.

As previously stated, research specific to the direct connection between teaching and coaching is limited. However, two specific studies hold this focus: *The Teaching of History in the Public High Schools of Iowa* (Carroll et al., 1980) and *Subject Areas and Teaching Certifications in Selected Georgia High School Football Coaches* (Cronic, 1985).

CUFA study: The teaching of history in the public high schools of Iowa. The first commissioned report was produced in 1980 (Carroll et al., 1980). This study found that 87% of history teachers in Iowa were male. The authors concluded that this high percentage was due to a notable relationship between teaching and coaching athletics.

Specifically, the report noted that many of the history teachers currently working in Iowa were not only hired explicitly for the purpose of coaching, but also understood that teaching history was expected to be their secondary concern. In fact, only 41% of those working as history teachers had an undergraduate degree in history (Carroll et al., 1980).

According to this report, history and other social studies courses experienced a decline in stature throughout the late 1970s. The study showed social studies courses saw a decrease in total enrollment throughout the country. From a content perspective, courses varied wildly throughout the country. In Iowa specifically, diversity of culture and global perspectives were lacking. With fewer students taking these courses and a lack of consistent curriculum alignment, administrators viewed social studies courses as less important than other classes (Carroll et al., 1980).

In speaking with administrators throughout Iowa, the researchers found that 88% of superintendents believed history was an essential facet of the secondary curriculum (Carroll et al., 1980). Their actions, however, contradicted this view. When considering the hiring practices of social studies teachers, Carroll et al. (1980) notes:

Only 35% of Iowa's school districts require teachers to have an undergraduate major in history. These preferences have clear curricular implications. For example, 58% of the superintendents say that the need to fill coaching positions sometimes (some say frequently) result in appointment of history and social studies teachers who are less competent in the subject area than non-coaching candidates for the same position. (p. 6)

In looking specifically at teacher/coaches, this Iowa study found that 57% of those who taught history in Iowa identified themselves as coaches. Eighty-five percent of these teacher-coaches said that a requirement of coaching was written into their contract. The vast majority (72%) of these teacher/coaches believe that teaching and coaching should be linked as a position in the schools, as compared to only 53% of non-coaching teachers who believe the two should be separated. The researchers concluded that, “teaching history and coaching are intimately linked” (Carroll et al., 1980, p. 6).

The researchers noted that many of the teacher/coaches hired for social studies positions were less qualified than their non-coaching peers (Carroll et al., 1980). These coaches were not limited to football, but included all sports. Many of these teacher/coaches “opposed certification in specific areas of history,” favoring social studies certifications instead (Carroll et al., 1980, p. 8). Furthermore, few of these teachers held degrees with a major in history. As a result, many who were unqualified to teach history and many who had no desire to coach were thrust into these roles (Carroll et al., 1980). The inference made by the researchers was this relationship between teaching history and coaching was detrimental to the schools.

More directly related to the research of this study was the relationship between teaching and coaching. The researchers of this study found that teacher/coaches were able to further their careers through success in the coaching side of their job, specifically if they coached one of the major sports (in Iowa these were identified as football, basketball, and wrestling) (Carroll et al., 1980). These individuals were available to achieve greater mobility with winning sports teams, regardless of their teaching ability. With qualifications for teaching social studies and ability in the classroom becoming less

important to schools, history positions and the role of the history teacher changed. The study states, “The ability and willingness to coach a sport are rapidly becoming essential qualifications for anyone who wishes to teach history in the high schools” (Carroll et al., 1980, p. 9).

From their findings concerning enrollment, curriculum, and the hiring practices of superintendents, the authors inferred that history is viewed as less important than other subject areas in the eyes of administrators (Carroll et al., 1980). This problem is exacerbated by the hiring of under-qualified social studies teachers. In some ways, coaching plays a role in that degradation. The researchers of this study concluded that “the state of Iowa investigate the influence of athletics on social studies” (Carroll et al., 1980, p. 11).

Subject areas and teaching certifications of selected Georgia high school football coaches. The second study was a dissertation written by Danny G. Cronic (1985) as part of his work at Middle Tennessee State University. Cronic’s study concerned the relationship between teacher/coaches and their choice of cognate areas. He sought to establish a link between coaching football and the teaching of physical education. His overall rationale was to scrutinize the certification processes for both teachers and coaches (Cronic, 1985).

In this study, the researcher surveyed the 201 football coaches in Georgia (Cronic, 1985). Although over 78.6% coached at least one other sport throughout the year, football was the primary assignment of these teacher/coaches. All but one coach surveyed received financial compensation for their roles as coaches (Cronic, 1985).

From this information, inferences can be made that coaching was stated in these teacher's contracts.

Cronic's (1985) research showed that 66.2% of the participants were certified to teach physical education and were twice as likely to teach physical education as any other subject. However, the results of this study indicate that football coaches in Georgia at this time taught multiple classes across cognate areas. Among the teacher/coaches, physical education was only their sole teaching responsibility in fewer than half the cases, and 35.6% of these coaches taught another class for the majority of the day (Cronic, 1985). Over 28% of these teacher/coaches taught a minor portion of classes outside of their certification area throughout the day. This outside teaching generally occurred when these teacher/coaches taught science, where teacher/coaches taught out of placement more than twice as much as social studies. However, of teacher/coaches who taught a major portion out of their certification as physical education teachers, social studies was the second most common placement behind Driver's Education (a course which was being phased out of Georgia public schools at this time) (Cronic, 1985).

The most revealing facet of this study comes in cross-curricular variety of classes which these teacher/coaches instructed. Cronic (1985) found the teacher/coaches in his study also added certifications in order to obtain or maintain teaching positions. Specifically, 55.6% of coaches added supplementary certifications in other subject areas to make themselves more viable job candidates as teacher/coaches. These data lend support to the belief that these teacher/coaches saw themselves as coaches, while their roles as teachers were a supplement to that role (Cronic, 1985).

From his data, Cronin (1985) hoped to prove that coaches were recruited from the teaching field. However, the opposite was proved to be true, as Cronin's research indicated that teacher/coaches began employment of both roles at the same time. This information shows teacher/coaches go into this field to find employment in both roles, and they are not teachers who end up coaching. Furthermore, 70.1% of these coaches planned on coaching until they retired from teaching, meaning they could most reasonably be replaced by another teacher/coach with identical qualifications. The implication in this data points to the cyclical nature of culture of coaching, and how certain courses might be linked to coaching specific sports from generation to generation (Cronin, 1985).

Cronin (1985) found that, among the surveyed football coaches, the three most common teaching certifications were in physical education, driver education, and social studies. With 27.4% of football coaches being certified in social studies, most among the four major cognates, a link was once again shown between coaching football and social studies. Of non-core classes, physical education was the certification held by almost two-thirds of the coaches surveyed. However, 55.6% of physical education certified teacher/coaches in the study taught at least one non-physical education class each day. Of that same group, 53.4% also held a secondary certification (Cronin, 1985). The inconsistencies found in the teaching schedules of these teacher/coaches speak to how administrators view them as educators and how they approach the teaching aspect of their professions.

The interpretation of the data presented in Cronin's (1985) work explains these teacher/coaches clearly went into teaching in order to secure a coaching position.

Although Cronin (1985) does not offer a hypothesis as to how these coaches chose their cognates, he does argue that certain cognates should be considered coaching courses by stating:

Yes, all physical education positions need to be reserved for coaches if at all possible. Any alternative school, internal suspension, and study hall positions need to be held for coaches. Many supervision and administrative positions need to be held for coaches. Some consideration needs to be given to social studies positions, as 27.4% of coaches were certified in social studies. (p. 79)

Despite the schools in Georgia having a real need in other areas, specifically science, there was “an overabundance of teachers with certifications in physical education, driver education, and social studies” (Cronin, 1985, p. 76). Although Cronin is proactive in his suggestions that these trends should be considered in hiring practices, he fails to explore a rationale which would be more beneficial to education at multiple levels.

Limitations within the Research

Although many studies relate to my topic, they all fail to address three key tenets at the crux of this study. The first concerns the relationship between coaching football and teaching social studies in the state of Texas. Both of the studies that explored the relationship between teaching areas and coaching were in regions that differ from Texas. I contend that Texas offers a culture uniquely different from that found in Iowa, Georgia, or in any other region of the country (Carroll et al., 1980; Cronin, 1985). This distinctive nature of Texas is specifically true when consideration is given to the unique cultural properties that have shaped Texas historically, and even more so when the subject is Texas high school football.

The second way in which these studies are deficient is that no one study established whether or not a relationship existed between teaching social studies and coaching football. The articles by Stanley and Baines (2000) and Ron Briley (2010), both assume the relationship exists, but offer no concrete evidence. The Iowa study established that social studies teachers are primarily coaches, but not specifically coaches of football (Carroll et al., 1980). Danny Cronin's (1985) study offers the closest link, in showing that social studies is the predominant cognate among football coaches, of the four core subject areas. Cronin (1985), however, detracts from this argument by showing that teacher/coaches were more likely to be physical education teachers and that they were likely to hold certifications in multiple areas.

Finally, and perhaps most important, no study sought to explain how this relationship—or the perception of this relationship—exists. Four studies specifically explored the idea that football coaches tend to choose social studies as their main teaching area (Briley, 2010; Carroll et al., 1980; Cronin, 1985; Stanley & Baines, 2000). No study, however, even attempted to explain how this relationship exists. Inferences can be made from the data, but no explicit commentary was offered from the researchers.

Conclusions from Prior Research

Although no research directly explores the questions I seek to answer, peripheral conclusions can be reached. The evolution that has occurred within social studies during the past 30 years has influenced the landscape of teacher/coaches. As a result, modern teacher/coaches are far more complex to understand than their predecessors. This complexity is especially true when the topic consists of coaches who teach popular team sports, for example football, in football-crazed states like Texas. Although it is generally

accepted by public opinion and backed by a limited amount of research that football coaches gravitate to teaching positions in social studies, there has been no research on the rationale for this trend. The present study seeks to address this lack of understanding.

CHAPTER THREE

Methodology

Introduction

The purpose of this dissertation was to examine football coaches within the state of Texas and the commonly held assumptions concerning their choice of cognate. This study specifically explored the idea that football coaches in Texas tend to teach social studies more than other subject-areas. Throughout this investigation, I sought to understand better the perspectives of the teacher/coaches, with focus on three main tenets of the stereotype.

First, social studies teachers are primarily football coaches (Briley, 2010; Taylor, 2010; Stanley & Baines, 2000). Second, these coaches choose to teach social studies because the course is the easiest to teach and certification is less difficult to gain than in other content areas (Briley, 2010). Finally, these teacher/coaches are deficient in their roles as classroom teachers, or at least neglect their roles as social studies teachers for the sake of their roles as football coaches (Bissinger, 1990; Briley, 2010; Taylor 2010).

To learn what these teacher/coaches actually believe concerning these issues, I investigated these commonly held assumptions as I adhered to the three facets of my previously mentioned theoretical framework. The first part of this framework which was considered was that a relationship exists between coaching football and teaching social studies in Texas. Next, I believed that these individuals first decision was to coach football and any decision concerning teaching was subsequent. Finally, I assumed the most likely reasons for this relationship related to an interest in the common

characteristics found in the sport of football and the subject of social studies, or these individuals saw an increased opportunity for employment by teaching social studies.

In operating from this framework, I explore the well-documented assumption (or commonly held set of beliefs) surrounding teacher/coaches. This led me to answer this study's primary question:

In Texas, do Social Studies teachers choose to coach football, or do football coaches choose to teach social studies?

Once this question had been investigated through research, I explored three secondary questions:

- Assuming there is a relationship between social studies teachers and football coaches, how does this apparent relationship between coaching football and teaching social studies exist?
- Do these individuals see themselves as social studies teachers who also coach, or football coaches who also teach social studies?
- What aspects of social studies are appealing to football coaches?

To address these questions, I divided this research into two parts. I grouped a sampling of football coaches in the state of Texas with regard to the content areas they teach, should they be social studies teachers, and their educational background, along with their reasons for teaching social studies.

The study involved a series of interviews that allowed the teacher/coaches to voice their opinions concerning this topic. By looking at a specific set of cases, I focused on the voices of those who do teach social studies and coach football within Texas. Furthermore, this study allowed them to define and explain their culture.

Research Design and Rationale

Research serves as the scientific foundation to transmitting or representing information to large numbers of people (Denzin & Lincoln, 2008). The purpose of this study was to affix meaning to the perceived relationship between football coaches and their apparent affinity to teach social studies. My research seeks to explain how this connection from the perspective of several teacher/coaches exists. To meet that goal, I employed a qualitative study in which the methodology “advocates an approach to examining the empirical social world which requires the researcher to interpret the real world from the perspective of the subjects of his investigation” (Filstead, 1970, p. 7). The results of this study yielded verbal data open to interpretation, allowing the perspective of these individuals to be shared after qualification from the researcher.

Prior to my primary research, I engaged in a demographic study that utilized questionnaires to understand better the proportions of football coaches and the subject areas they teach. The commonly held belief was that the majority of football coaches teach social studies in the state of Texas (Briley, 2010). In operating from this assumption, one understands that a rationale for this connection must exist.

Whether deliberate or not, I believe a pattern of thought leads individuals to pursue careers as both football coaches and social studies teachers. The purpose of these questionnaires was not to attempt to prove or disprove the strength of the relationship, as the existence of this relationship is outside the scope of this study. Demographic research serves to establish the existence of a dependent variable, but only so that the “true influence of the independent variable” can be measured by the research (Creswell, 2009, p. 51). In this study the demographic research established that a relationship between

teaching social studies and coaching football exists in some instances and this relationship stands as the dependent variable in my study. The independent variables are the football coaches, as they are the constant of this investigation. However, this demographic study does not establish any exact figures on the relationship in question. In this study, proof of the existence of the relationship is a secondary concern to exploring the purposes behind the perceived relationship that already exists among those within the culture.

Although some people criticize qualitative research in order to champion statistics-quantitative research, I believe this study exemplifies the necessity for qualitative research. According to Vidich and Lyman (2000), qualitative research is developed from “a concern to know the ‘other’” (p. 38). In application to my study, this research showed the relationship of teacher/coaches other than the accepted stereotypes. Although demographic studies were utilized during the research process, this study was not aimed at determining precise figures within the ranks of coaches or teachers. Those figures are meaningless without understanding the purposes and reasoning for the relationship. Those goals can be met only through qualitative research. As Denzin has stated:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (Denzin & Lincoln, 2011, p. 3)

Qualitative research affords the researcher various options in collecting data. However, interviews allow researchers to make the subject the true focus of the interview (Kvale & Brinkmann, 2009). In this research, only the subjects themselves can explain the relationship that is in question. An interview allows the teacher/coaches to provide the necessary insight into the Kvale and Brinkman (2009) note that the interview is “an inter-change of views between two persons conversing about a theme of mutual interest” (p. 2).

As a qualitative interview, the questions used were developed from a central focus. From this central focus, secondary questions evolved (Creswell, 2009). The interviews in this research are semi-structured in that they follow a loose guide (Kvale & Brinkmann, 2009). This guide came in the form of a series of questions, each with a topical rationale. From the semi-structured perspective, the pace and structure of the interview varies at the will of the subject (Hays & Singh, 2011). Active listening then becomes a key component of the process. The script of the interview becomes fluid, as not all questions are asked and “second questions” become a vital component (Kvale & Brinkmann, 2009, p. 140). Second questions (or counter-questions) are unscripted questions that are born out of the interview. These questions are integral to the semi-structured interview, as they allow the subject to control the research and limit the influence of the interviewer (Kvale & Brinkmann, 2009).

There is, however, a potential deficiency in conducting semi-structured interviews. These interviews can at times produce inconsistent data across participants. The problems presented by this possible dilemma can be guarded against. Furthermore, Hays and Singh (2011) note a semi-structured interview “makes up for this potential

disadvantage by including more participant voice, as appropriate, to provide a richer picture of a phenomenon under investigation” (p. 239).

Beyond the style of this research, great consideration was given to the setting of the interviews. Hays and Singh (2011) note qualitative study is often investigation within a social setting, and, in order to obtain the most accurate data, inquiry should take place in the most naturalistic environment possible. Maintaining this setting allows the researcher to investigate how context and environment influences the subjects (Hays & Singh, 2011). In this study, the insistence was the teacher/coaches complete the interview on their home campus in order to maintain a sense of homeostasis while data were collected and ensure the data collected were as accurate as possible.

In considering different types of qualitative research, Robert E. Stake explains that a “case is a specific, a complex, functioning thing” (Stake, 1995, p. 2). I describe my research extensively and the social phenomenon found in the relationship among Texas high school football coaches who teach social studies. I used a case study approach because it best fitted my goals with the research.

Case studies are used to analyze individuals or groups who participate in an event, activity, or organization (Yin, 1994). For the purpose of this study, I utilized a criteria-based multiple case study to analyze football coaches who teach social studies in the state of Texas. In order to analyze the verbal data, I looked for commonalities among the responses of the sample population to discover the average responses. I then contrasted these commonalities with the exceptions and/or variations among the sample.

Participants and Setting

Prior to my case study, I sought to establish proper demographics. In order to establish these demographics, this study solicited information from different governing bodies and conducted a questionnaire of current teacher/coaches. These demographics allowed me to develop necessary criteria from which to select my sample (Stake, 1995).

First, I gathered information publically available and accessible from governing bodies. Using information provided by the Public Education Information Management System (PEIMS) report under the Texas Education Agency (TEA), I was able to determine the number of social studies teachers in the state (as part of the larger body of teachers in Texas in general) and the number of teachers currently working in Texas. According to the PEIMS information provided by the TEA, at the time of this study there were 104,687 social studies teachers out of 804,689 total teachers in Texas public high schools (Texas Education Agency, 2011). This information can be seen in Appendix B.

Second, I collected data on the number of football coaches in Texas. Because there is no official governing body for football coaches in Texas, I contacted the Texas High School Football Coaches Association (THSFCA). Unfortunately, the THSFCA was unable to offer a conclusive answer. There is a high mobility rate among football coaches in Texas. This mobility is a byproduct of the gravity of high school football in Texas. Successful head coaches are constantly moving to larger programs and successful assistant coaches concentrate on moving up the ladder toward being head coaches. In contrast, unsuccessful coaches take smaller jobs or lose employment altogether (Jones et al., 1988). As a result, the THSFCA was only able to offer an approximation. They concluded that there were approximately 12,000 football coaches in the state of Texas

during the 2012-2013 academic year (M. Gibbens, personal communication, November 8, 2011).

The next step was a carefully crafted questionnaire that I sent to all head football coaches in Texas. These questionnaires were implemented to explore a broadened understanding of the relationship between those who coach football and those who teach social studies as their primary teaching responsibility. The questionnaire was administered using Qualtrics and contained four statistical, multiple-choice questions, one free response question, and two questions concerning participation among the sample group (see Appendix C). Coaches were solicited to complete this questionnaire through an e-mail list of current head football coaches at high schools in Texas. The list of football coaches was provided by the THSFCA. In the e-mail, head coaches were asked to disseminate the questionnaire to their assistant coaches (see Appendix D).

As seen in Appendix E, this questionnaire's first question established the number of current football coaches in Texas participating in my study. The second question explored the participants' educational background. Specifically with this question I wanted to discover whether their background was related to education, coaching, their teaching area, or something else. The next question asked the coaches to categorize their teaching area. The participants could select from one of the four core subjects (math, science, social studies, or English language arts), fine arts, foreign languages, or other subjects. The final three questions were asked only to individuals who designated their teaching area as social studies.

The first of the questions asked specifically to football coaches who taught social studies asked these participants to select a reason why they chose to teach social students.

The options provided to the teacher/coaches were consistent with the information derived from my theoretical framework and the existing research which it derived (Barton & Levstick, 2004; Briley, 2010; Carroll et al., 1980; Cronin, 1985; Evans, 2004; Stanley & Baines, 2000). These options included:

- 1) a passion for history and social studies,
- 2) the availability of the position, and
- 3) the ability to earn a certification or degree in this area.

Aside from these three options, the next question allowed the coaches to offer other explanations and elaborate in through an open-text option. The final question allowed the participants to volunteer to comprise the sample for this study (provided they met the criteria).

In this study, I utilized a purposeful, criterion-based sample. The individuals under study met four criteria (Stake, 1995). First, all subjects are currently certified teachers in the state of Texas. *Certified* meant holding a present teaching State Board for Educator Certification (SBEC) from the TEA. These coaches were not asked to verify these certifications, but reasonable assumptions were made based upon the word of the individuals and confirmation of their employment status within their school districts.

The teacher/coaches were required to meet the criteria of employment. Initially, all of these educators were to be currently employed as secondary teachers, with a social studies course being their primary teaching assignment. However, when consideration was given to the professional mobility of teacher/coaches, this expectation proved more difficult. Many coaches were promoted, demoted, or simply made changes to their teaching assignments between the season in which the questionnaire was completed and

the following season, when the interviews took place. The second criterion thus evolved to state that these subjects must have been employed as full time social studies teachers. Under the broad category of social studies, these possible subjects include: World History, World Geography, American History, Government, Economics, Psychology, or Sociology (TEA, 2011). Although many would later discuss history as their primary teaching assignment, no consideration or preference was given to any one area of social studies.

The third criterion for these subjects also evolved as the study continued. Initially, these teachers were to hold a position as a high school football coach at the same school in which they taught. Once again, however, the high mobility of the coaching profession was considered, and this criterion was altered to state that these teacher/coaches must have taught high school social studies and maintained a high school football coaching position on the same campus and at a concurrent time.

Finally, the subjects in the study were selected from a wide variety of beliefs concerning the relationship between coaching football and teaching social studies. These possible beliefs were determined by patterns found in the answers given by the coaches on the open-text portion of the questionnaire (see Appendix F) and classified by the researcher after consideration was given to existing research and the theoretical framework of the overall dissertation (Briley, 2010; Carroll et al., 1980; Cronic, 1985; Evans, 2004; Stanley & Baines, 2000).

The setting for the personal interviews varied throughout the state of Texas, as my research is not specific to any one region in the state. The teacher/coaches from this sample worked in a myriad of different settings throughout Texas. Since the selection of

the sample was purposeful, criterion-based, the specific regions utilized in this study were variables dependent upon the home of these teacher/coaches (Stake, 1995). The sample was, however, large enough to represent various regions throughout the state and to reflect the diversity of educational backgrounds, social climate, and geography found in Texas.

The high schools among this sample represented the following Texas cities and towns: Mount Vernon, Quinlan, Floresville, Plainview, Port Isabel, Sugarland, Roscoe, Dallas, and the unincorporated area of Hunt County. These cities and towns held a diverse populous background. In accordance with latest U.S. Census (2010) data, three populous designations were utilized. Areas with a population of more than 50,000 people were categorized as an urbanized area (U.S. Census, 2010). For the purpose of this study, I will refer to these areas as urban. Two schools fell into this category: Sugarland and Dallas (City Data, 2013). Any area with a population between 2,500 and 50,000 people are categorized as urban clusters (U.S. Census, 2010). This study, however, designated these areas as suburban. Four of the cities whose schools were studied fell into this designation, making this the majority designation. These cities included: Mount Vernon, Floresville, Plainview, and Port Isabel (City Data, 2013). Finally, any areas with a total population of less than 2,500 were categorized as rural (U.S. Census, 2010). Three areas met this categorization, Quinlan, Roscoe, and the unincorporated area of Hunt County (City Data, 2013). This information can be seen in Appendix G.

The sample also includes a geographic diversity. For the purpose of this study, Texas was broken into the seven regions established by The Texas Commission on Law Enforcement Officer Standards and Education (2013). As seen in Appendix H, these

regions were designated as: North, South, Central, East, West, Coastal, and Panhandle (see Figure H.1). This sample included three schools from the North region, two schools from the South region, and one school each from the East, West, Panhandle, and Coastal regions. The only region not represented in this study is the Central region. This region, however, is the home region of the researcher.

After consideration was given to the geographic region, this sample also offers diversity among the schools themselves. With regard to education, this sample incorporates seven of the 20 different Education Service Center regions in Texas. These 20 regions seen in Appendix K, were developed to provide state support at a regional level. This study's sample includes Regions 1, 4, 8, 10, 14, 17, and 20 (TEA, 2013).

With concern to athletics, this sample offers diversity of classification as well. Texas high school football is divided among private and public schools, Six-man and 11-man, and five classes based on school enrollment. As seen in Appendix I, the smallest schools in Texas play 6-man football. All schools then play 11-man football in designations from A (for smaller schools) through AAAAAA (for larger schools). The sample of coaches included in the personal interview portion of this study represented the following classifications: two AAAAA schools, four AAA schools, one A school, one Six-man school. One private school also was included in this study and fell under the Texas Association of Private and Parochial Schools (TAPPS) AAAAAA designation (TXPrepsFootball, 2012).

Data Collection

The collection of data in qualitative research is a vital step that maximizes the effectiveness of any study (Hays & Singh, 2011). In determining the methods of data

collection in a qualitative study, the researcher is “beginning to decide what things mean, noting regularities, patterns, explanations, possible configurations, causal flows and propositions” (Connell, Lynch, & Waring 2001, p. 3). As such, the determination of a data collection approach is dependent on four factors according Devers and Frankel (as cited in Hays & Singh, 2011). These factors consist of:

- 1) the nature of the study purpose (i.e., the more exploratory, the more open-ended the method);
- 2) the extensiveness of existing scholarship for at study topic;
- 3) available resources, such as research and participants’ time, and the number of cases to be investigated; and
- 4) relationships with all stakeholders, including participants, gatekeepers, and funders. (Hays & Singh, 2011, p. 221)

In applying Devers’ and Frankel’s approach to this study, four things affect the direction of my data collection (as cited in Hays & Singh, 2011). The first factor, the nature of this study, was exploratory and necessitated an open-ended method of data collection. The second factor considered lends itself to a relatively small collection of existing research on the topic of my study. The next factor, the question of resources, was originally presumed to be a great strength. However, upon actual research, volunteerism on the part of the teacher/coaches limited the number of subjects and their availability. The final factor, relationship to stakeholders, held no impact between participants and the researcher. The only impact would come in the publication of the results.

After consideration of these four factors, this study also incorporated various methods of data collection. In order to describe the tenets of the studied relationship between teaching social studies and coaching football, information was gathered using three techniques. This variety in data collection is predicated on Creswell’s (2009) idea

that reliability is amplified as the number of sources increases. This data collection included two avenues of protocols and one primary research technique.

First, within these two data collection protocols, the landscape of the culture was considered and the context was explored. While this data were commonly derived through the use of direct observations, when the focus of the study was taken into account, the use of traditional observations did not fit into this framework. Stake (1995) states the purpose of observations is to develop “a good record of events to provide a relatively incontestable description for further analysis and ultimate reporting” (p. 62). As an alternative to observations, consideration was given to existing research that richly described the setting and context of the relationship in question, thus meeting the requirements outlined by Stake (1995). Through the collection of documented and researched information, a theoretical framework was developed (Stake, 1995).

The second protocol of data collection was the use of questionnaires to establish demographics. Demographic questions (also known as background questions) serve as a foundation to the research, as they frame the setting, participants, or phenomena (Hays & Singh, 2011). The questionnaires used in this study were completed online on a voluntary basis. The information derived from these questionnaires was integral to this study, as it was measured against the academic research to refine the theoretical framework (Barton & Levstick, 2004; Briley, 2010; Carroll et al., 1980; Cronin, 1985; Evans, 2004; Stanley & Baines, 2000).

Originally, three theories were developed to explain the relationship between teaching social studies and coaching football in Texas. The three were contrived from two rationales explored in the theoretical framework: a passion for history and social

studies (specifically the narratives of conflict and struggle prevalent in social studies, and history in particular, and high school football), the availability of the position, or the ability to earn a certification or degree in this area (which served as an amalgam of the two rationales provided in the theoretical framework). Following the supportive research conducted in the open-text portion of the questionnaire, five theories were developed. All three theories developed from the rationales in theoretical framework were in some way represented by the teacher/coaches. However, many were altered as they were detailed in the demographic research. This shift in the theoretical framework is illustrated in Figure 2.

First, the “availability of the position” was noted by teacher/coaches and answers were aligned with the theory provided. Next, “the ability to earn a certification or degree in this area” was noted in the questionnaire. In this study, however, this class was qualified as “easy subject matter to teach” as more emphasis was given to testing standards than certifications or degrees. The “passion for history and social studies” was also found, but split among two answers. Many noted their passion for social studies was derived from a connection between coaching football and teaching social studies (typically the theorized narrative of conflict present in both venues). However, many teacher/coaches stated a passion for social studies itself, beyond any connection to football. Finally, a new theory was developed from coaches’ responses which asserted that social studies was “part of the tradition or culture of coaching” (All five theories are examined in greater detail in the Data Analysis section, as they form the classifications for the individual cases which were studied). The modified theoretical framework is visually represented in Figure 2.

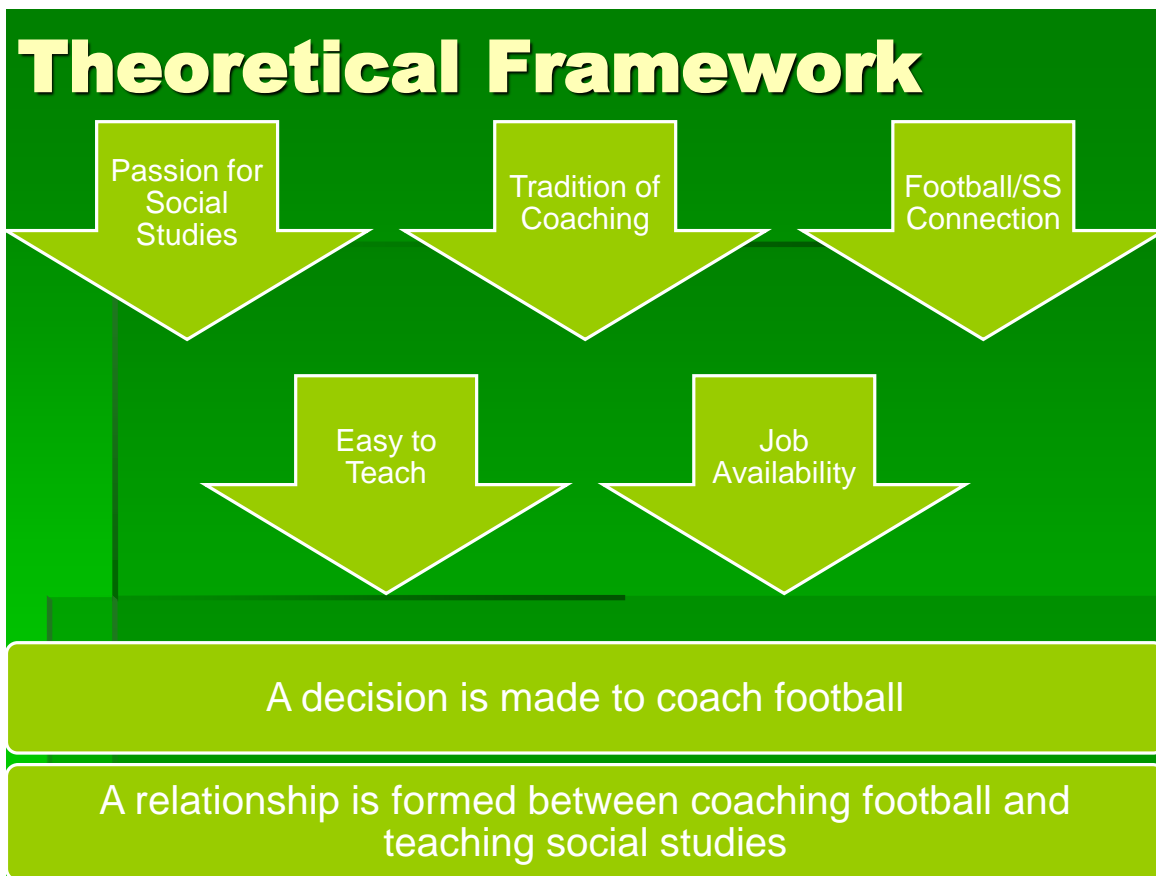


Figure 2. Modified theoretical framework

The transformative aspect of this study derives from inductive analysis. In a qualitative study, this process is explained as “the research process involves collecting data to refine research questions and build theory, not to test hypotheses” (Hays & Singh, 2011, p. 5). The expansion of my theoretical framework allowed for more accuracy in the questions that the teacher/coaches were asked and the beliefs conveyed within their answers.

Dependent on availability and volunteerism, I conducted semi-structured interviews with nine teacher/coaches from Texas. Each of the five classifications described in this research was represented in these interviews. The specific characteristics of the sample were considered in the previous section, but the

teacher/coaches selected to interview came from various regions of Texas, in cities or towns with different social backgrounds, and schools with different educational settings. This variety allowed for a diverse, criterion sample population (Yin, 1994). Because a general rationale and direction exist based upon supposition, however, this case study employed an exploratory strategy to attempt to explain what type of relationship exists (Yin, 1994).

Interviews should be constructed as casual conversations with a relaxed subject, but these interviews also must maintain a selected goal (Kvale & Brinkmann 2009). To meet this end, the personal interviews for this study took place at a time and location convenient to the interviewee. The goal was to create as natural an interview environment as possible. Each subject was interviewed once so that all answers provided by the subjects were unrehearsed. All interviewees were offered the option of an interview in person or an interview over the phone, and all chose to conduct the interview over the phone. While Hays and Singh (2011) warn against interviews conducted by telephone, (because the researchers ability to observe nonverbal characteristics is limited) this option was selected by all nine teacher/coaches to relieve me of any burden of travel and offer them more convenience of scheduling (Hays & Singh, 2011). All nine interviews were conducted while the interviewee was on his campus. All but one took place during school hours. The first of these interviews took place during December 2012 and the last was conducted in January 2013. This time of year was selected to accommodate the schedules of the coaches because they were in between seasons.

The protocol for this semi-structured interview came in the form of 10 questions (see Appendix J). These questions served as a topical guide for the conversation. The

goal was to have scripted, but not highly controlled conversations. The adherence to the sequence and totality of the interview questions involved in a semi-structured qualitative interview are dependent on the study and the interviewer (Kvale & Brinkmann, 2009). The interviews conducted in this study utilized all 10 questions in each interview. The order and totality of the interview, however, varied with the interviewee. Concerning interviews, Stake (1995) remarks, “Qualitative case study seldom proceeds as a survey with the same questions asked of each respondent; rather, each interviewee is expected to have had unique experiences, special stories to tell” (p. 65). In line with this belief, all interviews varied in terms of time, questions, and content discussed.

The 10 scripted questions used in this interview were divided into two categories: primary and secondary questions. There were four primary questions, each with one to two secondary questions which were dependent on the interviewees’ responses. Beyond this classification, all questions were categorized by Kvale and Brinkmann’s (2009) organization of interview research questions. They stated:

An interview question can be evaluated with respect to both a thematic and a dynamic dimension: thematically with regard to producing knowledge, and dynamic with regard to the interpersonal relationship in the interview. A good interview question should contribute thematically to knowledge and dynamically to promoting a good interview interaction. Thematically, the questions relate to the “what” of an interview, to the theoretical conceptions of the research topic and to the subsequent analysis of the interview . . . Dynamically, the questions pertain to the “how” of an interview; they should promote a positive interaction, keep the flow of the conversation going, and stimulate the subjects to talk about their experiences and feelings. (Kvale & Brinkmann 2009, p. 131)

All questions asked in the interview were dynamic. Although most questions were derived from the overall inquiries of this study (which were thematic), they were re-imagined to promote interaction during the interview and so as not to restrict the expression of the interviewee.

The first of these primary questions was: “Do you consider yourself a teacher who coaches or a coach who teaches?” This question sought to determine which element came first in the mind of the participants, being a teacher or being a coach. The two secondary questions that followed asked the participant: “Why are you a coach?” and “Why are you a teacher?” These questions allowed the interviewee to offer exploration and definition on each of his roles, and to allow for the discovery of the perspective of the individuals.

The second of the primary questions asked was: “Of what subject area do you consider yourself a teacher?” This question concerned the mindset of the teacher/coaches with respect to their views of themselves as classroom teachers. Two secondary questions explored different aspects of this same topic. The first: “How did you come to teach this subject?” allowed the subject to indicate his background in academia. The second question, “Why do you like this subject/find it easier to teach?” looked to discover what aspects of the subject appealed to that individual. This question allowed the researcher to explore commonalities with regard to what football coaches enjoyed about social studies as a course.

The third primary question was: “What subject do you think high school football coaches generally teach?” The question considered the stereotypes surrounding teacher/coaches. The coaches were asked: “Why is this the typical teaching area for coaches?” This allowed the coaches to offer a rationale for the apparent relationship.

The final primary question was “Are you aware of any stereotypes about the teacher/coach?” While on the surface this question simply explored common coaching stereotypes found in culture and media, it allowed the teacher/coaches to voice their

feelings on the way they are viewed in society. The subsequent secondary question asked “Why do these stereotypes exist?” This question was developed to link the ideas surrounding the culture of teacher/coaches and contrast these ideas with their perception.

Beyond these scripted questions, all interviews contained unscripted questions. These questions were typically developed during the interview based on the direction of the participant (Stake, 1995). One notable exception, however, was added after the script was developed. In *Qualitative Inquiry in Clinical and Educational Settings*, Hays and Singh (2011) institute this type of question. The authors contend that all qualitative interviews should end with unprompted final thoughts from the interviewee. Each interview from this study ended with: “Is there anything else you would like to add before we end?” In evaluating the idea of ending interviews with undefined questions such as these, Hays and Singh (2011) state, “These questions allow participants to close the interview on their time and have the final say. We believe that this encourages their voice and provides closure to a strong interview” (p. 249).

The interviews were untimed, so as to allow for the best possible conveyance of each subject’s feelings and views on the topic. The interviews were transcribed with both an audio recorder and by hand in order to capture the maximum essence of the interview. During the interview, I offered no verbal or nonverbal affirmations in an attempt to keep the interview free of my personal bias. I did, however, engage in spontaneous, exploratory questions that build on the interviewees’ thoughts and feelings (Creswell, 2007). These exploratory questions varied among interviews, but are presented in more detail in Chapter Four.

Data Analysis

According to Hatch (2002), the analysis of data is a “search for meaning” among collected information (p. 148). Within qualitative research, data analysis has no set timeframe. Analysis should begin with the first impressions at the beginning of the study (Hatch, 2002). In analyzing the data, the job of the researcher is to take the data that were previously organized and code them properly so that they might be interpreted in such a way that it is distinguishable by the masses (Stake, 1995).

The process for data analysis invoked in this research study follows the outline designed by Hays and Singh (2011). This eight step process borrows heavily from the works of Huberman and Miles (1994), as well as McLeod (2001) (Hays & Singh, 2011). These steps are: 1) reduce data, 2) collect data, 3) memo and summarize, 4) organize text, 5) code, 6) identify themes and patterns, 7) create a codebook, and 8) develop a main narrative or theory (Hays & Singh, 2011, p. 296-306).

The first step in the analysis process outlined by Hays and Singh (2011) is *reduce data*. This process involves deciding the topic of research and specifying the limits of the study. As everything cannot be studied, the focus and the scope of a particular study must be narrowed (Hays & Singh, 2012). As stated in the opening chapter, the purpose of this study was to explore the accepted belief that there is a relationship between coaching football and teaching social studies in the state of Texas.

After a focus is determined, data on the topic must be collected. This step is aptly titled *data collection*. Within qualitative research, a wide range of data collection options are available, including observations, personal experience, interviews, artifact examination, introspection, biography, and cultural texts among others (Denzin &

Lincoln, 2008). The specific process for this step was described in a previous section, as semi-structured interviews were the primary means of data collection in this study.

The third step of analysis is referred to as *memo and summarize* and this process involves taking field notes during the data collection process. Hays and Singh (2011) argue the initial thoughts of the research must be captured and used as the basis of comparison when the data are reexamined. Since these initial summaries can differ from later thoughts, they are vital as they provide an initial narrative from which the research is based (Hays & Singh, 2011; McLeod, 2001). During the course of my interviews, notes were taken and used as both the foundation of the conceptual framework and the basis of comparison as those concepts evolved.

The fourth, and perhaps most straightforward step in this process, is called *organize text*. This process involves taking the collected data and systematically managing it (Hays & Singh, 2011). Within this study, all interviews were logged electronically using the sound recording application known as QuickVoice. Hand notes were also taken concurrently with the audio recording. Both sets of data were later compiled electronically.

Most narratives contain connections, known as codes (Maxwell & Miller, 2008). In organizing data from a qualitative study, Hays and Singh (2011) state “analysis involves categorizing text or keywords that are similar to one another” (p. 295). This process, more commonly known as *coding*, is the fifth step in the data analysis process. Most case studies typically fuse coded and interpreted data, but the researcher will rely more heavily on one technique or the other (Stake, 1995). Coding within this case study

came in the formation of the five categories developed as a result of the theoretical framework. These five classifications are organized and defined as:

1. A passion for social studies or history – this classification encompassed teacher/coaches who had a genuine interest in social studies content that made no mention of football and no reasonable assumption of a connection between the two could be inferred.
2. A tradition or integrated culture of coaching – this classification housed teacher/coaches who felt compelled to teach social studies because their football coaching ancestors taught social studies.
3. A connection between social studies and football – this classification encompassed teacher/coaches who had a genuine interest in social studies content as they felt it had some relationship to football; the most common assertion being the narrative of conflict present in many history classrooms and football fields.
4. Content was easy to teach – this classification was designated to teacher/coaches who argued social studies was the easiest core cognate to teach with regard to standardized testing assessments.
5. Better job placement and/or availability – this classification held teacher/coaches whose choice of teaching social studies came as a result of job marketability (as a social studies certification allowed them to teach any combination of eight subject areas for a given school) or the availability of a specific position.

The sixth step in data analysis has been termed *identify themes and patterns* (Hays & Singh, 2011). Sometimes referred to as structures or meta-codes, this step is the process of identifying relationships among the codes (Huberman & Miles, 1994; LeCompte & Schensul, 1999; Maxwell & Miller, 2008). Among my classifications, patterns and similarities were determined after the interviews took place.

This step is perhaps the most vital step in a multi-case case study. A common peril in this type of qualitative research comes in the “analysis of evidence, objective reporting and lack of generalisability” (McGuiggan, Lee, Spanjaard, Denize, & Sharma, 2008, para. 1). Specifically, the researcher is at risk of over-emphasis of a single case, while ignoring the overall topic (Yin, 2009). To guard against this problem and ensure the themes and patterns identified are accurate, cross case analysis is utilized. The cross case analysis involves the development of common or consensus ideas from the interview data (Hays & Singh, 2011; Stake, 1995). Yin (2009) explains that this process “treats each individual case study as a separate study . . . aggregating findings across a series of studies” (p. 156). While several techniques could be used in cross-case analysis, I chose to use a word table to determine the consensus findings among these interviews. The codes and topics are analyzed comparatively, and commonalities and patterns are developed. These findings are outlined in Chapter Four and discussed in greater detail in the final chapter.

The next step in this process is termed *create a codebook* (Hays & Singh, 2011). Stake (1995) refers to this codebook as a *coding thesaurus* and notes that they are used to store the coded information. Lincoln and Guba (1985) contend that a constant comparison is needed when utilizing a codebook. This process of continued analysis was

used in the present study. First, all information from the interviews was coded and logged at the completion of the individual interview. The codes were then reexamined and recoded a second time at the completion of all interviews.

The final step in the process is to *develop a main narrative or theory* (Hays & Singh, 2011). This process simply takes the patterns found among the data and compares them to the originally posed research questions. If these questions are not sufficiently answered at this point, the previous steps should be repeated (Hays & Singh, 2011). The narrative developed from the present research is discussed in more detail in Chapter Four.

Closing

My utilization of a criterion-based multiple case study in this dissertation allowed teacher/coaches to use their own words to define the culture surrounding social studies teachers and football coaches in Texas. Although a quantitative study might allow numerical data to report which tenets exist within this culture, my use of a qualitative study placed the onus on the teacher/coaches to explain purpose behind these phenomena. The teacher/coaches who were interviewed provided a description that allowed for the exploration of their background within this tradition, beliefs as members of the culture, and their feelings as individuals. In utilizing multiple case studies, these numerous perspectives were coded, themes were developed, and common narrative were cultivated to explain the cultural relationship among social studies teachers and football coaches. This explanation is explored in the subsequent chapter. From the themes revealed in these data, I infer conclusions to the questions which founded this dissertation.

CHAPTER FOUR

Findings

As stated throughout this dissertation, the purpose of this study was to focus on the perceived relationship between Texas football coaches and their affinity for teaching social studies. This relationship, once explored, allowed insight into the mindset and the nature of both football coaches and social studies teachers. The stigmas associated with coaching football in Texas have been well-chronicled in popular culture and mass media (Berg & Reiner, 2004; Bissinger, 1990; Cashion, 1998; Grazer & Berg, 2006; Robbins, 1999; Stowers, 2005). These stigmas can be grouped into three stereotypes. The first stereotype surrounding teacher/coaching in Texas depicts football coaches as educators whose primary devotion and concern is for their roles as football coaches (Briley, 2010). Another common stereotype is that football coaches choose to teach social studies as a secondary decision to meeting their primary goal of coaching football, because social studies is the teaching path that requires the least amount of classroom effort (Briley, 2010; Stanley & Baines, 2000). The final stereotype examined in this dissertation is the idea that these teacher/coaches are generally poor classroom instructors because their focus is directed toward the football field (Bissinger, 1990; Briley, 2010). Few academic studies have explored the perspective of these coaches and their views on coaching, teaching, and their interests in the subject matter they teach.

In order to explore this relationship, I utilized a theoretical framework which evolved throughout the study. Initially, this framework held three foundational points:

that a relationship exists between coaching football and teaching social studies in Texas; that the decision to coach football came prior to the decision to teach; and the most likely rationales for this relationship related to an interest in the common characteristics found in football and social studies or an increase of an opportunity for employment (see Figure 1). However, this framework changed after supportive research was gathered from the questionnaire (see Figure 2).

In order to develop demographics concerning the football coaches in Texas (including both football coaches who teach social studies and those who teach another content area), a questionnaire was developed online and distributed to football coaches around the state. As previously discussed, the questionnaire was distributed through an email list of all known head football coaches registered with the THSFCA. At the time of this study, the questionnaire had totaled 496 responses. The first question established that 477 of these individuals were current football coaches in Texas. Based on the information provided by the THSFCA, the questionnaire represented Texas football coaches with 4.1% of football coaches responding.

The second question, which inquired about their major in college, was answered by 469 of these coaches. This question showed that these coaches predominantly approached their careers from the teaching perspectives, since 209 majored in education and 137 majored in something from their teaching field. In contrast, only 59 majored in something related to coaching. While 54 coaches noted they majored in something unrelated to either field. This question holds a 3.9% response rate for Texas football coaches.

The third question explored by the questionnaire looked at the teaching field of the responding coaches. Of the 469 coaches who responded to this question, 272 considered themselves a teacher of one of the core subject areas (mathematics, science, social studies, or English language arts). Teacher/coaches with social studies as their teaching designation totaled 140, which translates to 51.5%. This number is a majority of coaches who teach core subjects, as the next closest subject was mathematics, which was identified by 55 coaches, or 20%. Although not conclusive, this questionnaire did show that more than half of football coaches in Texas do teach social studies, at a rate of more than two to one over the nearest cognate. Of the estimated 12,000 Texas football coaches, 3.9% responded to this question.

The final multiple choice question was specific to those football coaches who teach social studies. This question sought to discover how these coaches chose to social studies as their cognate. As a multiple choice question, this answer was limited in specificity and individuality. This deficiency, however, did not limit the study, since the purpose of this question was to establish demographic information. This question related to how these coaches became social studies teachers. This question was answered by 128 coaches. Of these 128, 17.2% (22) stated their teaching position was based on an ability to earn a degree. Only 4% (5) claimed their teaching position was based upon the position being the only one available at the time. Another 9.4% (12) answered they had another reason for choosing to teach social studies. The overwhelming majority, however, indicated their role as a social studies teacher was based on a passion for history and social studies. Among these coaches, 70% (89) claimed this answer (see Appendix E).

Beyond these multiple choice questions, the questionnaire also contained a final, open text question aimed at allowing the football coaches who teach social studies to offer a rationale for many football coaches choosing to teach social studies. One hundred and three coaches responded to this question. Five classifications were developed through a detailed analysis of these 103 responses. The first and largest classification of teacher/coaches believed football coaches gravitated to social studies based upon “a passion for social studies or history.” This idea garnered 29 responses. The second classification was the idea this relationship was part of “a tradition or integrated culture of coaching.” This response was indicated by 22 teacher/coaches. The third classification was developed by those who believe there was “a connection between social studies and football.” Various views as to what this connection might be were offered by 15 teacher/coaches. The most common of these theories, conflicts and warfare found in history, was applicable to football. The penultimate classification, which was identified by 14 coaches, stated that coaches taught social studies because the “content was easy to teach.” Finally, nine coaches indicated they believed the connection was a byproduct of the fact it allowed for a “better job placement and/or availability.” Aside from these five classifications, 14 coaches gave answers that were difficult to classify.

These five classifications (a passion for social studies, a part of the tradition or integrated culture of coaching, a connection between social studies and football, the content was easy to teach, or it allowed for a better job placement and/or availability) which were developed from the open text responses in the questionnaire, differed slightly from the ideas in this study’s original theoretical framework. My original theoretical framework stated two likely rationales for this relationship: an interest in the common

characteristics found in football and social studies or an increase of an opportunity for employment. From these rationales, I originally developed three explanations for how football coaches are drawn to teaching social studies: a passion for history and social studies, the availability of the position, and the ability to earn a certification or degree in this area (which offered a mix of both rationales).

The theoretical framework for this study was altered by the questionnaire responses in the classifications for explanation for how football coaches are drawn to social studies teaching positions. The first classification of answers noted by the participants was organized as “availability of the position” aligned with the original theoretical framework. The second explanation offered in the original framework was “the ability to earn a certification or degree in this area.” Given the participants responses, however, this classification was supplanted by “easy subject matter to teach” as the participants gave more emphasis to testing standards than certifications or degrees. The original framework’s “passion for history and social studies” was also cited by the participants, but their answers were split among two classifications. Many participants noted their passion for social studies was derived from a connection between coaching football and teaching social studies (typically the theorized narrative of conflict was consistent throughout both versions of the theoretical framework). However, many of the coaches stated a passion for social studies itself, beyond any connection to football. Finally, a new aspect of the framework was developed from the participants responses which asserted social studies was “part of the tradition or culture of coaching.” These five classifications were adapted to the original theoretical framework and formed the lens through which these data from the interviews were viewed.

With the theoretical framework reorganized, I proceeded to the final aspect of the questionnaire. Given my limited resources, the final determinations for my research sample were based upon volunteerism and availability. The last part of the questionnaire asked participants who met the previously discussed criteria were asked to volunteer to take part in an interview. An indication of a willingness to participate in an interview and provide contact information to continue the process was given by 58 teacher/coaches. Of the 58 volunteers, 12 responded to a request for an interview appointment and nine followed through with those appointments.

These nine teacher/coaches comprised my sample for extensive personal reviews. They represented each of the five classifications developed from the questionnaire. The five classifications were represented as follows: two out of the 29 teacher/coaches from the first classification defined as “a passion for social studies or history,” three out of the 22 teacher/coaches from the second classification described as “a tradition or integrated culture of coaching,” two out of the 15 teacher/coaches from the third classification with the label “a connection between social studies and football,” one out of the 14 teacher/coaches from the fourth classification identified with “content was easy to teach,” and one out of the 9 teacher/coaches from the fifth classification under the heading of “better job placement and/or availability.”

In this study, I explored the perspectives of these nine teacher/coaches and their roles in public schools in Texas. Through the medium of interviews, I present multiple observations about the relationship between coaching and teaching social studies in Texas. Each interview is examined and analyzed as an individual case. Finally, the chapter concludes with a review of the themes that emerged from the cross-case analysis.

These themes are then explored and categorized based upon responses received from the teacher/coaches interviewed.

Cases

This research involved the study of nine cases, wherein information was collected through semi-structured interviews. Each case centers on the views of a football coach who also teaches social studies in Texas. As a case, each teacher/coach represents a unique demographic segment, as well as varied geographic regions, social climates, educational settings, athletic backgrounds, and perspectives regarding the research topic (a perspective identified through the completion of a survey at the beginning of the research study).

First, the teacher/coaches who are included represent a diverse sampling of the geographic regions found in Texas. Of the seven geographic regions in Texas (determined by the researcher to be the North, South, Central, East, West, Coastal, and Panhandle regions), six are represented by these cases (TCLEOSE, 2013). Although a teacher/coach from the final region was petitioned for an interview, the subject was unavailable to complete a scheduled interview.

Second, the social climate where the samples' schools are located was considered. The samples are grouped among three categories: urban, suburban, and rural. Within this study, two schools are designated as urban, three schools are designated as rural, and five are designated as suburban (City Data, 2013; U.S. Census, 2010).

These teacher/coaches also represent diversity from an educational standpoint with regard to the official regions set by the Texas Education Agency (2013). Of the 20 regions of education within the state of Texas (Appendix K), seven are represented in this

study: 1, 4, 8, 10, 14, 17, and 20. These 20 regions operate out of independent education service centers, but all answer to the state requirements (TEA, 2013). The educational needs of individual communities are more greatly emphasized at the regional level; therefore, this research topic was explored through various regional perspectives.

The fourth category considered among these samples concerned the state classification of each interviewee's school based on athletics. In Texas, all school football teams are categorized among private and public schools first, whether the school is six-man or 11-man. Last, schools are further divided into five classes based on school enrollment. The teacher/coaches in this sample include the following school types: two AAAA schools, four AAA schools, one A school, and one six-man school. One private school was also included in this study and fell under the Texas Association of Private and Parochial Schools (TAPPS) AAAAAA designation (TxPrepsFootball, 2012).

Finally, but perhaps most crucial to this study, all participants within this study were divided among the five previously discussed classifications: 1) a passion for social studies or history; 2) a tradition or integrated culture of coaching; 3) a connection between social studies and football; 4) expressed belief that the content was easy to teach; 5) expressed belief that teaching social studies would lead to better job placement and/or availability. These classifications were developed from the theoretical framework (Bissinger, 1990; Briley, 2010; Stanley & Baines, 2000). The teacher/coaches were placed into one of these classifications based on their answer to the question of why they think many coaches choose to teach social studies. This question was asked as part of a questionnaire, and the individual answers enabled the researcher to separate teacher/coaches into different classifications.

Because the privacy of the subjects is of primary concern, the identity of the teacher/coaches has been concealed through the use of aliases. All personally identifiable information was kept private and has not been published in this dissertation. Each subject is designated as “Coach” along with a unique pseudonym that corresponds with the letter of his designated case.

Case A

Case A examines the perspectives of Coach Aikman. Coach Aikman works at a school in Mount Vernon, Texas. Mount Vernon is a suburban center in East Texas, with a population of around 2,663 (City Data, 2013; U.S. Census, 2010; TCLEOSE, 2013). Coach Aikman’s school is a public school located in TEA Region 8 that competes in 3A football (TEA, 2013; TXPrepsFootball, 2012). When asked in a questionnaire why many coaches teach social studies, Coach Aikman responded, “They are men of character and find in teaching social studies they can help mold an appropriate world view that was imparted by our founding fathers.” Given this response, Coach Aikman is categorized in class one: a passion for social studies or history.

My interview with Coach Aikman took place on December 14, 2012, at roughly 11:00 a.m. When asked about how he viewed himself professionally, Coach Aikman stated that he is a coach who teaches. As he expanded on his beliefs, however, the lack of differentiation in his roles became apparent. Coach Aikman explained that his career as a coach arose “because my life has been molded from the time I started seventh grade athletics, by men that took an interest in my life and mentored me.” Coach Aikman was clearly influenced by the cultural heritage of coaching football, by way of the men who coached and taught him. Influence of this culture was found throughout his interview.

He consistently referenced the traditions of football and many of the game's icons from the past.

Coach Aikman saw his role as a coach to be indistinguishable from his role as a teacher. He cited two important parallels to support this point. His first example was that he sees coaching as teaching. His views came through in this respect, for example, when he stated, "it doesn't matter if I'm in the classroom teaching United States history or I'm on the football field teaching defensive concepts or defensive technique, I'm teaching." Second, Coach Aikman approached coaching and teaching in the same manner, as an act of competition. When he discussed his role as a classroom teacher, Coach Aikman argued his students are his competitors and "they are competing on that test, we go in the classroom with the same type of intensity as we go on the practice field, game day was test day." Coach Aikman's assertion was he used the same competitive paradigm in both roles, with the standardized state assessments serving as the measurement of success or failure.

When asked to categorize himself professionally, Coach Aikman regards himself as a social studies teacher, but concentrates on United States history. When asked why he chose social studies, Coach Aikman once again explains that his personal experiences were the largest reasons for his choice of cognate.

I thought back to when I was in school and the men, the teachers that made the most impact on me were my social studies teachers. Not that I didn't have good you know, English and science and that kind of thing, but the ones that made the biggest impact on me were my social study teachers . . . they just happen to be my coaches also that's probably what influenced me to make that decision.

The implications of this statement lead to further connections not only between Coach Aikman's individual professional choices as a teacher/coach, but they also add merit to the perceived connection between coaching football and teaching social studies.

In his rationale for choosing social studies, Coach Aikman does not feel that his cognate is easier than any other subject, nor is the rigor of social studies a motivating factor in his decision to gain certification in social studies or teach history. Coach Aikman's affinity for teaching history is linked to his personal interest in the subject. For Coach Aikman, history allows him to, "study cultures and see how cultures change and evolve." He believes that this analysis translates to the lives of his students because it allows them to see how their ancestors had an impact on society. Coach Aikman feels he can "empower" and "inspire" his students as agents of change.

In the discussion of the perceived relationship among football coaches and teaching content areas, Coach Aikman believes that a disproportionate amount of football coaches would be found teaching social studies (if an exhaustive list was compiled). When asked why he feels this relationship exists, he once again invoked the idea of a cultural connection when he stated:

Part of the reason why I chose social studies was because I saw, had a, I had a template in front of me of men that I really respected that were doing it and it just, it somewhat created a pattern, if you will. You know, I, I'll be honest with you, I think if a, if all my, if all my English teachers coming up through high school would have been coaches I probably, I might, I very well might have chosen English.

In this quotation, Coach Aikman clearly identifies the culture of coaching, which includes teaching social studies, as the dominant factor in his decision to teach. More specifically, teaching is the secondary role that supplements his primary role as a football

coach. Unfortunately, he did not offer any insight into the rationale for his high school coaches' choices of social studies as their cognate.

When asked to discuss the relationship between coaching and teaching social studies, Coach Aikman agrees the relationship is a traditional tenet of the culture. However, he also notes that there has been a shift recently that has increased “diversity” among the teaching areas of coaches from around the state. Coach Aikman theorizes the increased diversity among coaching staffs, is linked to the increased size of schools, which generally require larger coaching staffs.

When asked about stereotypes of teacher/coaches, Coach Aikman specifically mentioned the link to teaching social studies when he said:

I tell all my players when they talk about wanting to get into coaching. I tell them make sure you get certified in something other than social studies. There is a bit of a long jam with social studies in the coaching profession.

Coach Aikman is not only aware that teaching social studies is a component of the stereotypical Texas football coach, but he actively advocates for the shift from social studies to other subject areas. He further discusses that those at the college and certification levels have pushed too many aspiring coaches into social studies and physical education. In many respects, Coach Aikman has made it his mission to “combat” this aspect of coaching by encouraging future teacher/coaches to explore new teaching fields.

Coach Aikman also explored several negative stereotypes surrounding teacher/coaches. First, he reiterated his belief that social studies is not an easy subject to teach, nor does he believe coaches choose to teach social studies for this reason. For example, he stated, “a coach does not get into something that’s easy.”

Second, he states many people believe teacher/coaches “only do it [teach] because they’re coaching,” and had no desire for teaching in and of itself. Coach Aikman disagrees with this attitude. He believes teachers find happiness in classroom teaching, just as they do in coaching. Not only do coaches find happiness in teaching, but he believes they are also proficient in their roles as classroom teachers. In his words,

I’m sure that there are some coaches that only teach in a classroom because they haven’t found a job where they can only coach and not teach in a classroom, I’m sure that’s the case with some. But, I will argue too that there are men that are coaching our kids in Texas that are great classroom teachers . . . You go to any industry in America and there’s going to be some people that goes to a job because it gives them a paycheck. You know and then there’s going to be other people that go to a job because they see value in their job and they’re trying to make a positive on, you know, on society and I really believe that more coaches than not see their job as coaching and teaching in the classroom as important and they take it, and they take it very seriously, and they do a good job.

This statement transitions into his third point, which concerns the deficiency of teacher/coaches as classroom teachers. Coach Aikman explains that he believes teacher/coaches are stereotypically seen as poor teachers because their roles as coaches are always seen as the cause of their problems in the classroom. He explains that when a classroom teacher is deficient, there is no set cause and numerous theories are explored. However, when a teacher/coach experiences problems in the classroom, “it’s a built in excuse for some people to just say well, he’s not a good teacher because he’s a coach.”

Coach Aikman concluded his interview when he stated his belief that teacher/coaches are equally as capable as full-time social studies teachers. He stated when standardized test scores and individual classrooms are assessed, the score for his and other coaches’ classrooms were consistent with their non-coaching counterparts. Coach Aikman summarized his disappointment in these negative stereotypes by stating

his desire “to find a way to hold all teachers accountable so we do rid ourselves [teacher/coaches] of this stigma.”

Case B

The second case explores the thoughts of Coach Bates, who coaches and teaches at a school in Dallas. Classified as an urban city in north Texas, Dallas is Texas’ second largest city with approximately 1,201,715 people (City Data, 2013; U.S. Census, 2010; TCLEOSE, 2009). Coach Bates works in the only private school included in the interviews for this study. As a result, the school does not fall under the jurisdiction of any of the TEA’s 20 regions. However, the school is located in boundaries of Region 8. Coach Bates’ school is also unique athletically, as his school competes in TAPPS 6A football (TEA, 2013; TXPrepsFootball, 2012). His school is one of the larger schools in this study, but also is the only school that competes outside of the UIL divisions (TXPrepsFootball, 2012). When asked why many coaches teach social studies, Coach Bates notes:

I think all do love to learn from our past, it is the best teacher in the world. If you know your history you can learn from it and hopefully not make the same mistakes. Everything is social studies relates to real life lessons!

This answer categorized Coach Bates in class 1: A passion for social studies or history.

I interviewed Coach Bates on January 30, 2013, at 4:00 p.m. When asked to explain how he views himself with regard to his dual role, Coach Bates replied, “I am a teacher that coaches and a coach that teaches.” He explains that both roles require tremendous effort if excellence is to be achieved on either the field or the classroom. As such, differentiation between his roles is difficult.

His role as a teacher sparks from a passion to see the development and achievement of his students. This passion is also Coach Bates' motivation for coaching. In his words regarding his motivation, "Watching kids develop is, is to me the world's greatest satisfaction and seeing them do the things that you actually taught them either in the classroom, on the field, or on the court, wherever it might be." Coach Bates believes teacher/coaches like him could help create critical transformation in the lives of their students or athletes. He states that even a small influence from a teacher/coach can produce a major change in the youths who are in a developmental stage.

For Coach Bates, the only real difference between his role as a teacher and his role as a coach comes from the response time of his feedback. He states "the difference in the classroom and the field is simple. In the classroom you don't really see the results until nine weeks, six weeks etc. I see my results every Friday night." He discusses that his feedback for coaching football comes from the scores of his weekly games, commentary from the media the following day, and other sources (presumably parent and fan feedback).

When discussing his teaching field, Coach Bates considers himself a social studies teacher. In college, Coach Bates was a double major. His primary focus was to study social studies as his major, but he had a particular interest in history because the content afforded the greatest opportunity to relate knowledge to the students' current lives. He expounds by saying:

I can teach kids to learn from their past, from their mistakes for instance, good, bad, or indifferent. I can say examples over and over throughout history to them, I can quote things to them, and they go, oh, wow! And then I can relate it to something that's going on today and today's society.

As a teacher, however, he finds particular enjoyment from teaching government. He also earned a degree in Physical Education, Recreation, and Dance. As a result, he has also served in roles that include teaching physical education and coaching power lifting.

Coach Bates states that his own life was affected by the culture of coaching. He believes that other teacher/coaches are also influenced by their predecessors. He originally had no aspirations of teaching or coaching, until he was influenced by the teacher/coaches in his life. Coach Bates explains, “my football coaches were very influential in my life, and more so than, than my father.” He was not assured in his choice of profession until he completed his first student-teaching experience.

When asked to choose which subject area high school football coaches typically teach, Coach Bates says, “I think most of them go the Physical Education, Health route because it’s directly related to athletics in their chosen, number one field. Secondly, I would say would be social studies.” Coach Bates is the only subject in this study who did not believe social studies was the most common content area for coaches.

In his discussion of why football coaches would choose to teach social studies, Coach Bates identifies two factors. First, he believes that in athletics the importance of learning from one’s mistakes is consistently stressed. As these athletes grow older, they connect this concept to social studies, and history in particular, because the idea of learning from the mistakes of the past is a core concept in many history classrooms. For this reason, Coach Bates argues that social studies and football both “relate to life.” Second, Coach Bates states that many prospective teacher/coaches believe that social studies is an easier subject to teach. He believes teacher/coaches find social studies easier, because they “feel good and feel confident” about the content of the course.

Coach Bates is also concerned with how the culture of coaching must go beyond the typical teaching areas. Due to saturation in the teaching and coaching market, he states “too many people are doing that and there aren’t enough jobs.” He urges aspiring teacher/coaches to enter diverse fields for which they have a passion, and not be relegated to being “typical coaches” and continuing in the culture.

Coach Bates is admittedly passionate about stereotypes associated with coaches. He is decidedly irritated by what he described as the “good ‘ole boy syndrome.” This stereotype highlights the deficiencies of coaches as teachers, specifically as physical education teachers but also in other classrooms. Coach Bates believed most teacher/coaches are viewed as the “worst teachers in the building.” He argued that while these types of teacher/coaches exist, these teachers are a great disservice to their students. However, he believed the majority of these stereotypes are perpetuated by individuals who are jealous of the football program itself and not those with real knowledge of the quality of the teaching work done by the teacher/coaches themselves.

Another interesting point discussed by Coach Bates is the notion that within a school hierarchy, teacher/coaches are viewed as supplemental, but unofficial disciplinarians for the schools. He explained that although teachers complain and stereotype teacher/coaches, they also expect the coaches’ help when it comes to classroom management of particular students. As he put it, “When a lot of these teachers are complaining about us, first ones they email are me ‘Handle my Johnny. Johnny’s doing this, Johnny’s doing that’, and I do it.”

He noted this relationship between teachers and teacher/coaches is often tenuous. Coach Bates explained teachers’ judgments about the teacher/coaches have often

perpetuated many of the negative stereotypes he discussed. He stated, however, that this problem is not apparent at his current school: “I got a really good working relationship with faculty and I don’t think the faculty think I’m that type of coach at all.”

Nonetheless, he explained the problem is a pervasive one in schools today. Furthermore, he said misunderstandings and miscommunications of time and work commitments have often led to contention between teachers and teacher/coaches. Regardless of disputations, Coach Bates stated, “If you’re going to have a successful school, if you’re going to have a successful program then everybody’s got to work together, be on the same page, and there’s got to be some give and there’s got to be some take.” In essence, Coach Bates believed teacher and teacher/coaches should form a symbiotic relationship to work together for the benefit of the entire school.

In closing, Coach Bates stated:

I just told anybody that’s really considering going into teaching and coaching really is all about being a teacher first and a coach is, you know, just as hard. And make sure that they understand that if they’re going to be a coach. Yes, they want to be a coach first with time to coach, they want to be a teacher first with time to teach.

Case C

Case C revolves around Coach Cole. Coach Cole serves as a teacher/coach at a school in Sugarland, Texas. With 79,550 people, Sugarland is classified as an urban city in the Coastal region of Texas (City Data, 2013; U.S. Census, 2010; TCLEOSE, 2013). Coach Cole’s football team competes at a 4A level athletically (TXPrepsFootball, 2012). As a teacher, he is under the TEA Region 4 academically (TEA, 2013). In his questionnaire, Coach Cole stated that many football coaches choose social studies

because “lots of military/war in history- similar strategies in football.” This answer qualifies Coach Cole in class three: A connection between social studies and football.

Coach Cole was interviewed at 1:00 p.m. on December 19, 2012. To begin the interview, I asked Coach Cole whether he considers himself a teacher who coaches or a coach who teaches. Coach Cole states his self-perception fluctuates “back and forth.” He finds difficulty in differentiating between his classroom and field roles, because he finds them to be “woven together.”

In discussing these roles, Coach Cole states that his fascination with coaching began with a general fascination with sports. He enjoyed numerous aspects of playing and watching sports. His decision to coach resulted with his playing career coming to an end, but Coach Cole still held a steady desire to be involved in athletics, because the “combination of great coaches that I had growing up that were great role models for me” served as living templates for his career choice.

For Coach Cole, the decision to teach comes only as a result of teaching enabling him to coach football. He states, “Obviously you can’t in Texas just be a coach!” He feels his family also played a role in his decision to enter teaching. Numerous members of his immediate family are teachers or professors. Coach Cole credits his family with inspiring and nurturing his affinity for history. He states he considers himself a history teacher, with a particular fascination in world history and military history.

Coach Cole believes his fascination with military history is similar to his love of sports in that his love for both was evident at an early age. He also believes the two subjects are linked. In his consideration of his childhood, he notes, “I guess a lot of toys that maybe I played with when I was young, military, you know, soldiers, airplanes, etc. .

. . just a, I always had a fascination with . . . that's one tie, is military uniforms and sports uniforms.” He believes conflicts and wars are of considerable importance to a history classroom, because of their influence on the development of countries, governments, policies, and even current conflicts.

When the common conception that football coaches teach social studies was discussed, Coach Cole stated he felt coaches are most often social studies or science teachers (if health classes and physical education courses were not considered). When asked why these subjects were most common, Coach Cole offered speculations for both cognates. With regard to science, Coach Cole speculates that the biological aspect, specifically dealing with the human body, appeals to football coaches.

In his explanation of the social studies' appeal to football coaches, Coach Cole is far more extensive in his answer. In a general sense, he believes that there is some appeal to the idea of examining “alpha male” type leaders which are common throughout history in the form of kings, generals, and other political leaders. According to Coach Cole, these figures provide inspiration in their philosophies regarding “motivating masses of people to try to fight for one common cause,” of which, Coach Cole noted, “right there, is what all good coaches are able to do!”

Coach Cole also argued the militaristic aspect of history has a direct relationship to coaching football. He summarized this view when he stated:

In studying wars and battles, you know, where you have different fronts or different points of attack, the use of different type of weapons, of battle formations, you know that really, to me, translates to the football field, you know, cause you're going to use different, try to find areas where you can attack the defense, where you can advance, different formations that put you at an advantage, different being different athletes you can use in different spots that you can use to help advance the offense, and attacking the defense where you think you can take advantage of them.

This idea of a connection between the militaristic aspects of history and football are similar to those hypothesized at the beginning of this dissertation. However, the rationale for the connection differs slightly.

Coach Cole scoffed when I asked if he knew of any stereotypes associated with the teacher/coach. He pointed out critics often characterize teacher/coaches as lazy or unprofessional. Coach Cole recounted “the old stereotype of the coach that’s back there sitting with the newspaper and the cup of coffee while kids are doing worksheets.” Despite these detailed narratives that surround teacher/coaches, he has not found merit in these stereotypes in the modern world of education.

In Coach Cole’s opinion, these archetypes could have existed at one point. He admits he “did see some of that” at a small school where he began as a student teacher. However, he thinks they are isolated incidents, from long ago, existing only in smaller school districts. As for the effect these teacher/coaches may have on the quality of schools in general, he states “just like anything else, we’re in the public eye like not too many other people and, you know, the mistakes of a few have given a lot of us a bad, bad reputation.”

After being exposed to such negative examples, Coach Cole was adamant that his work in the classroom must be above reproach to ensure that he would never fall prey to that characterization. He calls those who teach and coach part of a “noble profession.” Coach Cole closed our interview in one final praise of teacher/coaches, when he stated, “for every one bad one [teacher/coach], you’ll find thousands of great ones that really help kids.”

Case D

Case D explores Coach Dorsett. Coach Dorsett works as a teacher in Floresville, Texas. Located in South Texas, Floresville has an estimated population of 6,479 people (City Data, 2013; U.S. Census, 2010; TCLEOSE, 2013). According the latest U.S. Census (2010) data, Floresville is categorized as a suburban area. Coach Dorsett's football team competes on a 4A athletic level (TXPrepsFootball, 2012). As a teacher, he is under the TEA Region 20 academically (TEA, 2013). In his questionnaire, Coach Dorsett states many football coaches choose social studies because it "fits with available teaching slots at schools." This answer placed Coach Dorsett in class five: better job placement and/or availability.

On December 14, 2012, at 1:30 p.m., I conducted an interview with Coach Dorsett. Coach Dorsett identified himself as a teacher who coaches, but believes "everybody's a teacher that goes into coaching." He considers his experiences on the field to be equatable to those in the classroom. Despite the fact that he considers himself a teacher; Coach Dorsett entered the field of teaching in order to become a football coach. He stated, "The bottom line is, in Texas in order to coach, you have to be a teacher."

Coach Dorsett explains two connected passions are fulfilled in coaching football. First, he has a passion for youth and being around them. Second, he loves athletics, particularly football. Coach Dorsett's two passions are exercised in coaching high school football. "I'm almost 50 years old and there's still nothing quite like winning that big game on Friday night" he exclaims about his job.

As to why he chose his teaching area, Coach Dorsett explains, "when I went through college I got a, my major was in physical education and I also got a teacher

certificate or got to minor in history.” Since his main objective was to coach football, Coach Dorsett’s decisions regarding teaching were rooted in job viability. Despite always feeling an affinity for history, Coach Dorsett explained he decided to explore options as a history teacher only because he felt teaching jobs in physical education were difficult to obtain. That objective shifted, however, when he found teaching physical education to be unfulfilling. After a short time, he changed his career and became certified to teach history.

In his discussion of history as a subject, Coach Dorsett explains history is now a passion in his life. He claims to consistently read and explore historical subjects in his leisure time. When I asked Coach Dorsett what aspects of history were of particular appeal to him, he reluctantly admits, “I’ve always been fascinated by war.” This statement led me to the question of whether his love of the militaristic aspects of history was tied to his love of football. Coach Dorsett affirmed he believed his interest for historical war and football was linked.

Although Coach Dorsett believes the ideas of conflict and struggle are part of the reason for a link between social studies and football, he does not believe this link was the primary reason he chose social studies. He states this link is built on an interest in “strategy.” He offers an example of this belief when he explains:

It goes down to strategy and you know where you going to put your best people, how you are going to defend me. The army that had the other out flanked was going to win the battle because they could, they could pin them in and, you know, that’s how we teach defense.

Strategy is an integral aspect of Coach Dorsett’s career as a football coach, and he has always been fascinated at strategic implementation in other areas of his life.

Coach Dorsett has “no question” that football coaches teach social studies more than other subjects. Coach Dorsett spent time as an athletic director, and, during that time, took part in the hiring process. Due to this experience, he answers with great confidence on this matter. Coach Dorsett further adds he believes job placements for teacher/coaches are more easily obtained when coaches held a social studies certification. The rationale for Coach Dorsett’s assertion is predicated on the historical culture of coaching and cyclical hiring practices from school administrators.

This premise is also evident when Coach Dorsett was asked to discuss why football coaches typically chose social studies as their teaching designations. To answer this question, he explained the reason for this connection when he said:

You know, a long time ago that’s where it started; as bad as that sounds. And schools are just notorious for never wanting to change . . . and that’s where it started many years ago so when that coach left, they, you, had to hire a history teacher to fill that coach’s spot.

Coach Dorsett believes this phenomenon is especially true in smaller schools districts, but prevalent throughout all sizes of districts.

When asked, Coach Dorsett affirms he believes this association between coaching football and teaching social studies is “very much” a part of the culture of coaching in Texas. He notes exceptions of football coaches who are successful classroom teachers of other subjects. However, he is adamant that although football coaches are capable of teaching various courses, social studies is the subject area most often selected.

Finally, Coach Dorsett was asked to discuss the stereotypes associated with teacher/coaches. This topic elicited the largest response from this subject. He explained he was aware of numerous stereotypes and believes they hold no merit; calling them “absolutely false.” Coach Dorsett explained that many people think coaches ignore their

classroom responsibilities in lieu of their coaching duties, and opt to “throw in a video and get through the day.”

Coach Dorsett argued the type of teacher/coach identified in these stereotypes no longer exists. He explained:

I think most people believe that coaches are there just to coach. My experience, and I say this with a great deal of conviction, is that good coaches, the guys that are good on the football field, are also very good in the classroom. And the other way around, if they're not any good in the classroom, for the most part, they're not any good on the football field either.

Coach Dorsett asserted teacher/coaches who are incompetent in any facet of their field do not remain in their positions for any extended amount of time.

Coach Dorsett explained these stereotypes might have existed at one point, but that is no longer the standard. The stereotype of the “lazy” teacher/coach is based upon isolated incidents from individuals, not coaches as a group. He believes that the stigma associated with the teacher/coach is one which is placed upon the majority through the actions of a small minority. In contradiction to these assumptions about teacher/coaches, Coach Dorsett stated, “I believe coaches are the best teachers in every school.” He argued his experience had been that teacher/coaches are equipped with specific gifts that allow them to succeed in the classroom and on the field.

Coach Dorsett explains that a good teacher/coach possesses an ability to build relationships with their students and athletes. The two key components of these relationships include identification with the youth of the school and concern over their lives in a personal manner. He also explained that he feels teacher/coaches are more apt to be “willing to listen” to students. Coach Dorsett pointed out that, in his personal life and career, he experiences specific bonds in his work with student/athletes. For him,

these bonds are the most enjoyable aspects of his job. He contends that most teacher/coaches also have a passion for building with their students/athletes these bonds that allow them to succeed in both facets of their job.

Case E

The fifth case discusses the views of Coach Everett. Coach Everett works as a teacher/coach in the town of Quinlan in North Texas (TCLEOSE, 2013). The population of Quinlan is estimated at 1,397 people, which defines the town as a rural area (City Data, 2013; U.S. Census, 2010). Coach Everett's football team competes at the 3A level according to Texas' UIL classification (TXPrepsFootball, 2012). As a teacher, he is under the guidance of TEA Region 10 (TEA, 2013). In response to the question of why many football coaches choose social studies, Coach Everett stated:

I think coaches are aware of tradition and hence are naturally drawn to the subject. Also, most schools are set up for their social studies to be filled by coaches, therefore it is a natural fit. Easier for administrators to work around scheduling coaches in social studies than it is math or science.

This answer places Coach Everett in class two: a tradition or integrated culture of coaching.

Coach Everett was interviewed at 12:30 p.m. on December 14, 2012. When asked whether he saw himself as a teacher who coaches or a coach who teaches, Coach Everett emphatically believes he equally embodies both roles by stating, "I think that a teacher is a coach and vice versa, or should be." He argued that the two roles are linked to an integral degree; potential coaches who do not enjoy teaching should not be involved in coaching.

In distinguishing his roles, Coach Everett discussed the advantages to each side of his dual role. He explained his purpose in coaching as:

You coach because of love, of trying to help kids. You know, you want to make a difference in their life and I think coaching gets you a vehicle to go beyond what you can go in the classroom on it because you spend more time with them and more extensive time with them. And you take on different roles than you do just as a teacher. You take on even more of a mentorship role with them, in a lot of cases even a father figure.

These deeper relationships allow Coach Everett to have an impact on the students at his school on a deeper level.

Coach Everett derives pleasure from his second role as a teacher. When asked why he teaches, Coach Everett simply stated, “I do love history and I do enjoy teaching.” He currently teaches Advanced Placement (AP) courses and enjoys the challenge these courses present with regard to rigor and curriculum. In addition to the subject matter, Coach Everett enjoys building relationships within the teaching community. He aspires to have his professional colleagues know he is serious in both of his roles.

When discussing his teaching subject, Coach Everett reaffirmed his passion for history and his desire to teach history. However, his path to teaching history was disjointed. Of his time as a developing teacher, he stated:

When I started college, you know, I was told don’t major in history, you know. All coaches major in history, and so I actually started out majoring in biology and got about half way in, didn’t like one chemistry teacher, and so I change it back to history.

Coach Everett is unique in that those advising his career were aware of the stereotypes surrounding coaching football and teaching social studies, but he was advised to take a different path to allow for more job security. Coach Everett has found in his career that most districts construct curricula and teacher schedules to accommodate coaches who

teach social studies. His ideas lend themselves to the idea that the culture of coaching is tied to teaching social studies.

As he spends time in schools, however, he finds that many schools do not desire teacher/coaches in “intensive” subjects such as science and math. He hypothesizes the exclusion of teacher/coaches from these fields is linked to the scarcity of time for teacher/coaches. He argues that this particularly presents a problem among smaller school districts as they

never hire math or science coach because you only had usually two teachers within the given department at the high school and the principal could not afford, you know, for a, to have a coaching spot where you only taught four or five classes, you know, she needed her math and science to do full schedule, you know, six or seven classes or whatever it was.

When asked why football coaches are drawn to social studies, he explains there is currently less pressure to perform with concern to accountability, specifically standardized test scores. Although new testing standards are becoming more stringent in social studies, he states “scores traditionally are much higher in social studies so there’s not as much pressure you know on the administration.” According to Coach Everett, less administrative pressure is the only aspect of teaching social studies that some could argue is “easier.”

Beyond the administrative oversight, Coach Everett explored the culture of coaching from a traditional standpoint in his discussion of the rationale for the relationship between coaching football and teaching social studies. In speaking of coaches in general, he stated:

I think coaches probably are a little bit more drawn to history because I do think that they honor things maybe more so than other types of people about having a sense of tradition and having a sense of the past and, you know, even within coaching, you know, a lot of my friends know everything about, you know,

football and coaches from early 20th century on, so I think they're naturally drawn to history.

Coach Everett believes coaching football and teaching social studies has been linked in the schools for the past 50 or 60 years. He believes that although universities and certification programs, as well as school administrators, have worked to diversify the teaching areas of football coaches, football coaches as a type are still drawn to teaching social studies and history in particular.

Finally, Coach Everett discussed the stereotypes that surround teacher/coaches. He quickly noted the idea teacher/coaches are poor classroom instructors. He cited references to coaches having an overreliance on worksheets and rote work. He conceded there are coaches who are poor teachers. Concerning those stereotypes, however, he argued teacher/coaches who do not perform well in the classroom are typically not successful coaches, either. He explained that there are individuals who simply are not good at their jobs when he stated:

I think you have a level of competence at all jobs. It doesn't matter if they're in the business world, or school world, or whatever it is, there's some people that are just not very good at their jobs, you know.

In response to these stereotypes, Coach Everett explained that he felt teacher/coaches are exceptional teachers. Although he understood that some coaches might aspire to teach social studies because they believe it is easier, he believes that these coaches are anomalies. He explained:

My biggest pet peeve in the world is to stereotype that coaches aren't good teachers. And I don't think that's, it's like any stereotype, there's probably a little bit of truth to that, but there's a lot of teachers that aren't good teachers too. Okay, so I don't think you can characterize that, I think coaches in a lot of cases; they are some of the best teachers.

Coach Everett is an ardent supporter of the professional integrity of teacher/coaches and has spent much of his career in defense of that integrity. In closing, he explained that he refuses to tolerate teacher/coaches who cannot perform in the classroom, and those individuals do not work with him “very long.”

Case F

Case F concerns the thoughts of Coach Francis. Coach Francis is located at a school in Plainview, Texas. Plainview is a suburban town in the Panhandle region of Texas, with roughly 22,266 residents (City Data, 2013; U.S. Census, 2010; TCLEOSE, 2013). The school where Coach Francis works houses a football program that competes at the 3A level (TXPrepsFootball, 2012). Working at the only school in the Panhandle of Texas that is integrated into this study, Coach Francis is the only teacher/coach who educates under the authority of TEA region 17 (TEA, 2013). Based on his answers, Coach Francis falls into class two: a traditional or integrated culture of coaching. When asked why so many coaches teach social studies, Coach Francis argued “Perhaps many of the men that influenced their lives have been coaches that taught social studies.”

My interview with Coach Francis took place on December 14, 2012, at roughly 2:40 p.m. I began the interview by asking Coach Francis to categorize himself professionally as either a teacher who coaches or a coach who teaches. While he was emphatic in his definition of self as a coach who teaches, he noted such labels hurt the professional integrity of teacher/coaches. He stated that he views himself as “both.”

I think that those men who are great coaches are great teachers and I think that it takes the same discipline that it takes on the football field or on the sports field and they transition that to their classroom and I think that you can see that I think it goes along with not necessarily wins and losses, but the discipline aspect of school.

His assertion that coaches establish discipline leading to excellence in their roles as both, teachers and coaches, was a common belief among football coaches.

When it came time to choose his profession, Coach Francis greatly desired being a coach. Like many coaches, he grew up in the world of athletics. He played sports in his formative years and states that these activities afforded him numerous opportunities throughout his lifetime. Through playing sports, he was “drawn to the men that were around me that coached me and that was something I was always involved in.” These men he speaks of were his coaches, and when asked to elaborate on what he wanted to be involved in, he states, “the dynamics that have helped me through the trials and struggles in life, not so much as a cultural aspect as much as a leadership opportunity . . . to grow and train leaders.” While Coach Francis believes this connection was less about culture and more about commonalities, for the purpose of this study, his answer was qualified as pertaining to a common culture.

Coach Francis is clear that the teaching aspect of his job was an “avenue” which allowed him to coach. Along with the teacher/coaches he admired in school, his mother was also a teacher. He explains these two influences showed him the two roles easily “coexisted” to form a fulfilling career.

When asked about his choice of teaching cognate, Coach Francis identifies himself as a social studies teacher, but he specifically teaches United States history. He explains that he is “highly qualified” to teach social studies for two reasons. First, he builds relationships with his students in the classroom. Second, his experiences in life lead him to teach history. He cites several examples concerning the aspects of history which sparked his interest. These examples center on his family and their involvement in

conflicts. Coach Francis tells me he had “family members that served in every war since the Revolutionary War” and these connections made him feel more involved with history.

Given his emphasis on the conflict and militaristic events in history, I asked Coach Francis if those things appealed to him on a personal level. His answer builds on one of the main hypotheses of this dissertation when he answers that a knowledge and understanding of militarism

helps to make sense in, with sports, we relate sports as a battle and a battle format when it’s really designed with the same aspect of chess. War and war-like is something that every man longs for because it’s a test of who he is as a man and does he have what it takes.

Coach Francis states that he had been fascinated by topics of conflict at a young age, and feels this appeal is something inherent in young men.

Coach Francis also discusses what coaches taught and the rationale for this choice. He states that although he feels the majority of football coaches teach social studies, they can be found in classes of all subject areas. Coach Francis finds football coaches were “equipped and adept to teach any subject.” He does not believe there is a set cognate in which coaches must teach. Although coaches might be more prevalent in one area over another, any overabundance in a specific area is attributed to the personal interest of the individual coaches.

Coach Francis did, however, contend coaches are influenced by a culture of coaching that they are first exposed to as players. He describes how young athletes become engrained in this culture when he states:

I think it has to do with, with the men that bestow that identity on other young men. That, that question of “do I have what it takes,” a question of “do I matter, do I count.” You know, and our coaches tend to be men that give us that answer, that put in a position of leadership, that teach us that “hey we do have what it

takes, that we do count for something.” And with, hard work we can achieve those goals that are set forth for us.

These athlete-coach relationships are the foundation for the culture of coaching, which leads to the students eventually supplanting their predecessors within athletics. Through this process, the culture is perpetuated.

Finally, Coach Francis discusses the stereotypes that have come to identify many of the teacher/coaches in modern schools. He explains there are a multitude of stereotypes surrounding teacher/coaches. Most of these stereotypes concern the notion that teacher/coaches “don’t teach.” Coach Francis, however, does not believe these views are indicative of the majority of teacher/coaches. He understands there are isolated outliers as he states, “there are probably coaches out there that haven’t done a good job in the classroom and that they’re so focused on the sports aspects.” However, Coach Francis explains these coaches are less likely to be found in modern education as a result of the new accountability systems in place at both the state and national levels. According to Coach Francis, these assumptions have left many teacher/coaches feeling “isolated” in their professional settings. He describes the entire generalization of teacher/coaches as being “unfortunate,” because the mistakes of the few are carried by so many.

Case G

The seventh case examined in this dissertation revolves around Coach Garrison. The school for which Coach Garrison is employed is not housed by any city or town, but is located in an unincorporated area of Hunt County. As an unincorporated area, the population classifies this area as rural (U.S. Census, 2010). Being in such a sparsely

populated area, the school itself is quite small. As a result, Coach Garrison coaches football at the 1A level (the second-smallest designation for football teams in Texas). As the school is located in North Texas, Region 10 serves as the central educational authority for this area. When asked about the relationship between coaching and social studies, Coach Garrison notes:

Good question. 1) I think that coaches, for the most part, are males and therefore typically enjoy history. 2) I think that social studies teaching fields have been associated with coaching positions for decades and coaches gravitate toward those positions to obtain jobs.

Even though Coach Garrison's answer touches on several facets of the different classes, his answer is best categorized in class two: a tradition or integrated culture of coaching.

Coach Garrison was interviewed on January 30, 2013, at 11:00 a.m. This interview began when I asked the coach how he views himself, as a teacher who coaches or a coach who teaches. In response to this question, Coach Garrison explained teaching is the primary focus of his profession. He has been told to consider the division of his job to be in conjunction with his salary, to which the coach explains "you get paid about 90% of your salary for teaching and about 10% of the salary for coaching." As a teacher/coach, he believes education is the foundation for both avenues (athletics and academics). Coach Garrison admits, for him, this profession is predicated by his "loving sports and loving history."

Coach Garrison's desire to be a teacher comes from the inspiration of his teacher/coaches and his own passion for the content. While in junior high school, Coach Garrison was close to his football coach and social studies teacher, and wanted to emulate his career. His selection of a subject area was ultimately decided, however, by his interest in the material. He speaks of this idea when he says, "one thing I always tell

candidates for coaching positions here is as far as teaching is concerned, is to love what you teach because the students are going to know it if you don't."

When asked to discuss his reasoning behind wanting to become a coach, Coach Garrison once again reiterates the connection between coaching and teaching when he states, "the love of sports and a love of teaching sports. Sport teaching is just a continuation of the classroom; you don't just go out there and coach on game night." He expounds on that when he notes all aspects of coaching are essentially teaching applied in a field setting. Being a teacher means teaching student-athletes, "the framework of life," according to Coach Garrison. He explains the tenets of this framework center on interpersonal relations and work ethic.

Coach Garrison discusses the commitment of required time and energy that a teacher/coach must devote to this profession. To any aspiring coaches who wishes to leave at designated times as other jobs might allow, he explains, "You're a coach to coach the kids, you're a teacher to teach the kids and there's no time frame for that. The job is done when the job is done, not when the clock says it's done." He argues that being a teacher/coach requires full commitment of passion for the students and their needs. He explains "coaching is not a job, it's a lifestyle." Coach Garrison implies being a teacher/coach requires an individual willing to commit his or her life to the job. As only select individuals meet these criteria, Coach Garrison believes true teacher/coaches (like him) are rare.

History is a particularly interesting subject to Coach Garrison because he enjoys "learning about cultural and historical relations." He especially likes the examination of

how various facets of history link to other facets. He explains the rationale when he states:

Maybe my brain was set up, maybe he didn't have an influence over history, but that's what, that's how I perceive it, I just, I like the study of historical facts and how it relates to other events, maybe not just in the immediate time, but times of future or past.

Coach Garrison categorizes himself as a history teacher. He links his affinity for this course with the teacher/coaches who instructed him during his formative years. Coach Garrison notes that he has taught other subjects such as driver's education. Furthermore, he also feels confident that he can be a successful teacher in numerous other cognates such as science, health, and English language arts. Upon examination of the culmination of his career, the influential figures in his life, and the belief he can teach multiple subject areas; I believe the culture of coaching was at work in Coach Garrison's decision to teach history.

As he discusses the subject areas most common to football coaches, Coach Garrison claims they typically taught health, physical education, and social studies (in no particular order). The rationale, for these connections to football, is

because it's a landed position and then when positions become available it's usually because that's the jobs that were left behind . . . basically it's a landed profession of classes and they usually fall under history, or they usually fall under a health or PE type thing, so when a coach leaves for whatever the reason that would be the teaching job that opens up, that correlates the coaching spot.

He further explains this set of connections is especially true in smaller districts, which often have single-member content departments. Deviation from traditional schedules that have been in place is difficult. As a result, if a teacher/coach position is vacated by someone who teaches social studies, the subsequent teacher/coach will likely teach social studies.

So it's kind of hard to say that there are people qualified or not, or people that don't have, that people are available if a science/coaching position came open or an English/coaching position came open. Because you're not going to know that until that position opens at your school.

In his questionnaire, Coach Garrison states he also feels gender plays a small role in the relationship between coaching football and teaching social studies. He believes males typically enjoyed social studies more often than females. He does not, however, have a rationale for this theory; he only cites his experience as a student and a teacher of history.

Coach Garrison discusses the stereotypes associated with being a teacher/coach in great detail and cites several examples. He states that most stereotypes surrounding teacher/coaches are predicated on the idea that these individuals focus on the coaching aspects of their job to the point of neglecting their roles as classroom educators. He admits that he has known and worked with individuals who exemplify these stereotypes. However, he believes these individuals should not be employed as teacher/coaches. He offers the belief that these individuals who focus solely on their roles as coaches should be relegated to volunteering for the athletic department, but should not be assigned a position as a teacher/coach.

Coach Garrison states that he agrees with standardized state testing because he feels that these assessments hold teachers and teacher/coaches accountable for their responsibilities in the classroom. He summarizes his feelings on this matter by saying:

The influence you have on the kids, student athletes you have in your program maybe a flip to that 90% of their influence comes from sports and 10% from teachers, and some of them are like that. Or I should say not the teaching, but the teacher/coach. Ninety percent influence comes from the coach and 10% from their classroom teachers.

Coach Garrison believes that while teaching and coaching are connected, the teaching aspect of this job should take precedence.

This interview concluded by the coach explaining the rewarding nature of the teacher/coach profession. He argues that the reward for a teacher/coach is ultimately tied to students and athletes. Coach Garrison summarizes this concept when he explains that his compensation as a teacher/coach is not monetary, but

to see a team work through blood, sweat, and tears to accomplish a championship and get to hoist the gold ball over their head and . . . to get the report back and see kids come up to you, run to you, and hug you and say, you know, they passed the TAKS test and never thought they would.

Case H

Case H focuses on my interview with Coach Hayes of Roscoe. Roscoe is a small town with a total population of approximately 1,325 (City Data, 2013; TCLEOSE, 2013). This rural town is home to the smallest of the schools in this study (U.S. Census, 2010). As a result, Coach Hayes is the only coach in the study whose team does not play traditional 11-Man football. Rather, his team plays 6-Man football, a specific style of football designed for smaller schools (TXPrepsFootball, 2012). TEA's Region 14 is the regional authority for Coach Hayes' school (TEA, 2013). In response to why so many football coaches gravitate to social studies, Coach Hayes replies:

I believe that some of them feel that it is the easiest to teach in terms of the test - which was true when we took TAKS, but not so much now with STAAR and EOC. I also think most football coaches are strategists - and there are similarities between generals and coaches.

Although this answer certainly touches on class 4 (content was easy to teach), I qualify this answer under class two: a tradition or integrated culture of coaching.

On January 30, 2012, I interviewed Coach Hayes. Although Coach Hayes had aspirations of being an educator, he did not begin his career as a teacher/coach, but rather in the financial world. He moved to education after a shift in his profession caused him to reexamine his career. After that point in his life, Coach Hayes identified himself professionally as a teacher who coaches.

Coach Hayes states he does not believe “you can look at coaching and teaching as mutually exclusive.” As such the coach offered only rationales for his choice of career which applied to both aspects of his job. First, he explains that he was influenced by the culture of coaching. That influence is evidenced by the way Coach Hayes was inspired to educate by a social studies teacher and track coach who reared him in high school. Second, he feels he was a “natural” in his social studies classes. He is unable to offer a reason for his pursuit of coaching football, but repeats his belief teaching and coaching are linked, and his interest in coaching was tied to his interest in teaching.

Although he teaches numerous courses throughout his school day, Coach Hayes identifies himself as a history teacher. As he describes his role as a history teacher, Coach Hayes offers several statements and examples as to the parallels between his work as a history teacher and his work as a football coach. Of this connection, he explains both fields rely on relating material to the learner.

I’m able to break things down during the classroom. Like, you break things down. You break your offense down to the positions groups and build it back up together. You know, we, we break, you know, kids, you know, strengths and weaknesses down, you know. And, and work to shore up those weaknesses and you build some strengths.

He offers that there are numerous facets of social studies that have particular appeal to him: including the comparative analysis of civilizations, psychology as a whole, and

general “human relationships.” In fact, Coach Hayes states this social analysis is of more appeal to him than football. Of his career, he explains “I want to win a championship as much as the next guy. I put a lot of time and effort into it” [a successful football program], but the coach states that he aspires to invest in the study of people more than anything.

When asked what subject football coaches typically teach, he states he believes social studies and physical education were the most common cognates. He espouses that much of this originated from the universities and teacher-education programs. Coach Hayes argues these organizations encourage aspiring coaches to enter these fields. He also explains the connotation which held social studies is an “easy” subject-area to teach, draws many aspiring coaches to the field, as they believe they could concentrate on their roles as coaches. However, there are also numerous aspects of social studies and football which are common, and Coach Hayes identified many of these commonalities.

Within social studies, Coach Hayes acknowledges several factors linked to the game of football. Specifically, he identifies from military history and strategy elements that he has found prevalent in both realms along with the hierarchies present in both the military and sports teams.

You have to put certain people in positions of leadership to be successful in the extensions of a coach on a court or whether it’s a general to a more of a ranking officer to a private, you know, you work your way up the ranks like you would through a sports team, you work your way through the ranks through the military organization.

Coach Hayes also stated history teachers are “strategist,” and they and football coaches share qualities with military leaders. He prefaced his opinions on this topic as he stated he is cautious with any comparisons between battlefields and sports fields, because

stakes are undoubtedly higher in war. However, he noted several comparisons. First, he compared the idea that opposing coaches create a “strategy and a game plan to . . . face off with another opponent” as they prepare to battle “for territory.” These strategies, constantly adjusted, are similar to the tactical plans designed by military leaders prior to conflicts. Second, Coach Hayes dissects the ways in which local communities “rally around their flags and their colors, and support their team,” which offered implied parallels to uniformed soldiers marching with their nation’s flag. Third, he contrasts the final outcome of these events when he states, “at the end of a game there’s a final score and a winner and a loser, and you move on. Where, you know, obviously in war it’s a whole different situation” with the consequence being the loss of life. Finally, he explains the need for the leaders of men to be motivational in their communication, so that those under their command would find success.

Aside from the militaristic comparisons, Coach Hayes also noted the narrative aspect of social studies connected to football coaches. He explained “teaching history is almost like teaching a story” and “the coach, we’re always telling stories. Whether it’s about teams of the past from our school, teams that we’ve played against, teams that we coached, trying to make something, we pull something from the past to inspire.” According to Coach Hayes, these aspects lead to a connection between coaching football and teaching social studies.

The perception of the previously discussed ease in social studies is predicated on three stereotypes commonly associated with teacher/coaches, according to Coach Hayes. First, the workload, particularly with regard to grading, is considered to “normally be less” in social studies as compared to other subject-areas. According to Coach Hayes,

grading in social studies is perceived to revolve around simple, multiple choice worksheets. Second, he explains instruction in social studies is perceived to be less demanding than other areas. He states that social studies

used to be one of those classes where you could just run off some photo copies of worksheets and keep the kids quiet. Even further back, you could just pop in a movie . . . eat up about a week's worth of class time and while you're working on game plans.

Finally, social studies is considered easier as a course because state assessments are less demanding in this area. At one point, Coach Hayes was told that "you can get a head of lettuce to pretty much pass the social studies TAKS test." Coach Hayes believes these stereotypes were true at one point, but argues that a shift is taking place with education.

With increased scrutiny and assessment on social studies, Coach Hayes believes a cultural evolution has occurred in coaching which Coach Hayes predicts will have lasting effects on teacher/coaches. First, he believes many older teacher/coaches will move on from coaching, because of the added pressure from the state tests. He said of these teacher/coaches:

Not that guys can't cut it, but you have so much pressure in this job anyway whether it's put on by yourself or it's put on by the community and what have you. That if your academic pressure is high, that's a lot to juggle.

In addition to these retiring coaches, Coach Hayes believes many coaches will lose their jobs as a result of their standardized test scores.

Coach Hayes also believes the new standards will leave social studies with less appeal for football coaches. With the significant benefit of less testing removed from social studies, Coach Hayes believes many new coaches will seek to diversify their content areas for marketability. Coach Hayes states that veteran teacher/coaches have cautioned aspiring teacher/coaches, "Don't go into social studies and PE, those are a

dime a dozen. Go get math, and science, and English. Or a middle school generalist or something where you got some flexibility and there's more demand for your services."

He believes this rise in varying cognates among coaches has already begun. He theorizes, however, that football coaches will not become department heads in these areas, as the increased assessment asks too much of individuals already committed to an athletic program.

Finally, as new state standards are implemented, Coach Hayes states that the previously discussed stereotypical teacher/coaches will not remain in their positions or will be forced to evolve to be more active in their roles as teachers. He explains that under the rigor and scrutiny of these new assessments, teachers "can't just sit down for a day and, and lose a day's worth of class" and states, "I don't think you're going to see the dumb jock going back to good ole football coaching anymore."

Case I

The final study, Case I, examines my interview with Coach Irvin. Coach Irvin is a teacher/coach at a South Texas school in Region 1 (TCLEOSE, 2009; TEA, 2013). His school was located in Port Isabel, Texas, a suburban city of roughly 5,033 people (City Data, 2013; U.S. Census, 2010). Coach Irvin's football team is categorized as a 3A school according to Texas UIL (TXPrepsFootball, 2012). When the questionnaire prompted Coach Irvin to discuss why so many coaches teach social studies, his response was "either they love it or they feel comfortable teaching the subject and some probably think it's the easiest subject to teach." His answer is qualified under class four: Content is easy to teach.

My interview with Coach Irvin took place on December 14, 2012, at approximately 7:30 p.m. In the first interview question, I explored how Coach Irvin identified himself as a teacher/coach. He explained that he believes all coaching is teaching; therefore, he sees himself as a teacher regardless of which aspect of his job he is performing. Coach Irvin states teaching could be accomplished in numerous varieties, “anywhere from a technique or to the Bill of Rights.”

For Coach Irvin, the decision to become a classroom teacher was primary. “I knew at a young age that I wanted to become a teacher and a coach,” he said of his career choice. Unlike other teacher/coaches who noted their main influence for their career choice was predicated on other teacher/coaches who preceded them, Coach Irvin explains that he was most closely influenced by his family, with close relatives who had worked as educators. For him, “the coaching came later on when I was influenced in junior high and high school.” Coach Irvin is the only subject studied who claims the decision to teach came before his decision to coach.

His purpose in coaching is the personal enjoyment he gains from working with the student-athletes. Coach Irvin describes coaching as: “I look at it as playing, teaching with kids, teaching them to compete, teaching them to overcome adversity, teaching them, you know, characteristics they need to have, you know, like integrity, good character, good work ethic.” He further explains that aspect of working with the student-athletes is the most important aspect of his role as a coach. Specifically, Coach Irvin hopes he might be able to make long-term impacts in the lives of his student-athletes.

Another aspect of Coach Irvin’s career trajectory that differed from the other subjects in this study centers on his subject area. Coach Irvin did not obtain a teaching

certificate in social studies or history in college. Instead he received a generalist certificate (which allowed him to teach more classes), because he felt this certification would make him more “marketable” to potential employers. Later, he earned a history certification to increase his marketability to schools. His interest in social studies gradually developed as he increased his study on the subject.

When asked to explain which subject-area he taught, Coach Irvin explains he is currently a social studies teacher and is assigned to three different subject areas within social studies. In the prior year however, he taught both science and social studies courses. He states that his school moved him around almost annually. He generalizes his school changing the courses he teaches annually by stating that he now finds social studies more interesting to teach. In his words, “I did do a little of science, but science I’ve gotten away from and gone more towards the social studies.” He also believes social studies is more easily relatable to the students, an inducement that makes teaching the social studies more enjoyable for Coach Irvin.

When Coach Irvin was asked to extend his answer in the questionnaire which stated that many football coaches gravitate to social studies because they believe the class was easy to teach, he explains the reason that this belief exists relates to teacher/coaches of the past. In his years in high school and as a young teacher, he encountered several coaches who embodied many of the previously mentioned stereotypes in that they taught through worksheets, handouts, videos, movies, and were passively seated at the back of the classroom.

Coach Irvin believes these stereotypical coaches existed at one time. He states, “it was set on early, I believe. Way early, early 80s, 70s people set this misconception.”

Even then, Coach Irvin thinks these “bad apples” were isolated outliers who did not reflect all coaches.

So, they see that one person and they think, they associate us all with that one person especially that, that is late or doesn’t do his part or doesn’t pull his weight. They’ll associate, “Oh that’s the coach, that’s always the coaches.” They’ll just associate that one person with the rest of us.

In defense of teacher/coaches, Coach Irvin argues that the general public and fellow teachers do not grasp the entirety of the teacher/coach’s work load. He explains most teacher/coaches receive a shortened summer vacation, and reported in July as part of their coaching assignment. Furthermore, Coach Irvin discusses the longer work day and work year that a typical teacher/coach assumes during the football season. He states, “teacher/coach you’re the first one there, you’re the last one to leave, you’re there on Saturday, you’re there on Sunday. We’re working 90 hours a week . . . if everybody else is still on vacation in July, we’re already working.” These extra responsibilities are rarely publicized in Coach Irvin’s opinion.

In conjunction with these responsibilities in the coaching realm of their job, the teacher/coaches also perform as skilled educators in the classroom. Coach Irvin defends teacher/coaches when he says:

People never see what we’re doing. You know, they don’t see. They’re not in our classrooms. They’re not there to visit. They don’t hear our passing rates. They don’t hear our test scores. They just go by what they remember when they were in school.

Coach Irvin also notes that, in his social studies department, which was composed entirely of football coaches, 98% of students passed the most recent state assessment.

According to Coach Irvin, the negative stereotypes of coaches exist as a result of a lack of state accountability in social studies. He explains:

When I was in school it was the, the TAAS test and it was mostly the reading, writing, and arithmetic that was really, that's where they did the testing. Now it's more spread across the board. So, you have to be more, the accountability goes up.

He believes that some teacher/coaches took advantage of this academic freedom, to the detriment of their peers for decades to follow.

Coach Irvin argues that the majority of football coaches teach social studies. Regrettably, he believes many football coaches flock to teaching social studies as a result of the negative stereotypes that have persisted in the world of education. He believes that while in college, many developing teacher/coaches choose social studies because of "the stereotype 'Oh, that's the easiest subject to teach.'" He notes, however, that these stereotypes do not exist anymore as the climate of coaching has shifted.

During the last 20 years, the identity of teacher/coaches has changed in two areas, at least according to Coach Irvin. First, the aforementioned stereotypical teacher/coach no longer exists. Unlike in past eras, the new measurements in state accountability testing include a heavy emphasis on social studies. As a result of these new standardized tests, social studies as a course "had to be accountable, so they [teacher/coaches] had to change the perception on how social studies/coaches taught." Coach Irvin argues that a shift among the certifications areas of football coaches should take place. In speaking to developing teachers, Coach Irvin says:

You're going to be a teacher first. Go into something you're a lot more marketable for. Go into your maths. Go into your science. Go into your bilingual programs. Go into your special Ed. And you'll be a lot more marketable.

The idea of increasing the variety of content areas of upcoming coaches is not new. Coach Irvin believes that social studies already houses too many established coaches, and new teacher/coaches will have more professional success in other subject areas.

Finally, Coach Irvin is adamant in his belief that teacher/coaches are excellent educators. As previously stated, Coach Irvin believes that test scores and other assessments prove that “some of your best teachers are your coaches.” He explains that if “you’re not a good teacher; you’re not going to be a good coach. That’s the way I feel about it. You’ve got to be able to plan, develop a strategy, and implement it, and carry it out.” Stereotypes aside, he contends that the majority of teacher/coaches care greatly about their students as well as the content areas they teach.

Cross-Case Analysis

Following the conclusion of the nine interviews, I coded all verbal data and developed a word table to allow for cross-case analysis. The results are presented in Table 1.

Themes

From the cross-case analysis of data collected through these interviews and considering the research on methodology cited in this chapter, I developed 15 themes that emerged from the nine personal interviews. These 15 themes organize, summarize, and provide meaning for the data collected from all nine subjects (see Appendix L). During my interviews with the teacher/coaches, I organized and coded my data to best reveal commonalities among the subjects (Hays & Singh, 2011; Stake, 1995).

Table 1
Cross-Case Analysis – Themes

Theme	Coach								
	A	B	C	D	E	F	G	H	I
1. Professional self-description	Coach who teaches	Both	Both	Teacher who coaches	Both	Coach who teaches	Teacher who coaches	Teacher who coaches	Teacher who coaches
2. Differentiation between roles	No difference	No difference	No difference	No difference	No difference	No difference	No difference	No difference	No difference
3. Influence from the culture of coaching	Influenced by culture of coaching	Influenced by culture of coaching	Influenced by culture of coaching	NA	NA	Influenced by culture of coaching	Influenced by culture of coaching	Influenced by culture of coaching	Influenced by culture of coaching
4. Subject-area designation	Social studies teacher	Social studies teacher	History teacher	History teacher	History teacher	Social studies teacher	History teacher	History teacher	Social studies teacher
5. Existence of a connection between social studies and coaching football	Connection	Connection - Strategy	Connection - Strategy	Connection - Strategy	Connection - Tradition	Connection	Connection - Jobs	Connection	NA

(table continues)

Theme	Coach								
	A	B	C	D	E	F	G	H	I
6. Common cognate for football coaches	Social Studies	Social Studies – PE non-core	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies – PE non-core	Social Studies – PE non-core	Social Studies
7. Primary decision of professional roles	Primary decision was to coach	Primary decision was to coach	Primary decision was to coach	Primary decision was to coach	Primary decision was to coach	Primary decision was to coach	NA	NA	Primary decision was to coach
8. Beliefs concerning teacher/coaches classroom abilities	Good teachers	Good teachers	Good teachers	Good teachers	Good teachers	Good teachers	Good teachers	NA	Good teachers
9. Beliefs concerning rigor of teaching social studies	Social studies is not easy to teach	NA	NA	NA	Social studies is not easy to teach	NA	NA	Social studies is not easy to teach	Social studies is not easy to teach
10. Coaching's role on relationship with learners	NA	Coaches have better relationship with student	NA	Coaches have better relationship with student	Coaches have better relationship with student	Coaches have better relationship with student	Coaches have better relationship with student	NA	NA

(table continues)

Theme	Coach								
	A	B	C	D	E	F	G	H	I
11. State standards and accountability effect on coaching	NA	NA	NA	State standards have changed coaching	State standards have changed coaching	State standards have changed coaching	NA	State standards have changed coaching	State standards have changed coaching
12. Teacher/ coaches relationship with other teacher	NA	NA	NA	Isolated in education	NA	Isolated in education	NA	NA	Isolated in education
13. Beliefs concerning the existence of stereotypes	Stereotype	Stereotype - Outdated	Stereotype - Outdated	Stereotype - Outdated	Stereotype	Stereotype - Outdated	Stereotype	Stereotype - Outdated	Stereotype - Outdated
14. Belief in cultural shift in coaching	Cultural shift exists - Rationale	Cultural shift exists - Rationale	Cultural shift exists	Cultural shift exists	NA	Cultural shift exists	NA	Cultural shift exists - Rationale	Cultural shift exists
15. Role in a cultural shift in coaching	Aided in cultural shift	Aided in cultural shift	NA	NA	NA	NA	NA	Aided in cultural shift	Aided in cultural shift

The commonalities were organized into a codebook (Lincoln & Guba, 1985). This codebook served as a guideline to compare the subjects and identify the patterns. In accordance with the model outlined by Hays and Singh (2011), I identified 15 themes evident throughout the interviews. These themes were verified throughout the cross-case analysis and conceptualized using the word table in order to determine generalizable factors (Yin 2009). These themes are:

1. Professional self-description – This theme was the participants categorizing themselves as a teacher who coaches, a coach who teaches, or both.
2. Differentiation between roles – This theme was how the participants viewed their two roles, as a unified profession or two separate occupations.
3. Influence from the culture of coaching – This theme was whether the culture of coaching (specifically teacher/coaches) held any influence in the development of the participants.
4. Subject-area designation – This theme was the participants assigning their teaching subject-area.
5. Existence of the connection between teaching social studies and coaching football – This theme was the participants' freedom to hypothesize about the perceived relationship between teaching social studies and coaching football in the state of Texas.
6. Common cognate for football coaches – This theme was the participants' theorizing which teaching area is most common to football coaches.
7. Primary decision of professional roles – This theme was which designation is the primary professional course for the participants, teaching or coaching.

8. Beliefs concerning teacher/coaches' classroom abilities – This theme was the participants speaking about the teaching abilities of teacher/coaches.
9. Beliefs concerning rigor of teaching social studies – This theme was how the participants viewed social studies/history with consideration to difficulty.
10. Coaching's role on relationships with learners – This theme was what role coaching played in how the participants viewed their relationship with student-athletes.
11. State standards and accountability effect on coaching – This theme identified the effects of state assessments on teacher/coaches.
12. Teacher/Coaches relationship to other teachers – This theme was how the participants perceive their interactions with fellow teachers.
13. Beliefs about the existence of stereotypes – This theme was the participants detailing any stereotypes associated with teacher/coaches.
14. Beliefs in cultural shift in coaches – This theme was any changes in the culture of coaching.
15. Role in the cultural shift among coaches – This theme was any role the participants might have played in any cultural shifts in coaching.

These themes allowed my classification and organization of the data collected in the study. The results of the data are discussed in the Chapter Five, as I explored the implication of this research.

CHAPTER FIVE

Discussion

The final chapter of this dissertation concerns four key aspects of this study. First, this chapter explores the results of the data collected. Specifics about the data collected are chronicled in Chapter Four, but this final chapter now interprets these data through the lens of the dissertation's theoretical framework. Specific consideration is given to the questions posed in Chapter One. Commonalities discovered among teacher/coaches are analyzed and discussed, allowing for a better understanding of the relationship between coaching football and teaching social studies in Texas.

In the second part of this chapter, I consider ways which limit this research. This section explores three topics. First, I examine ways by which this study could be improved through defining the relationship between coaching football and teaching social studies in Texas a bit more clearly. Second, I discuss how the answers to the questions posed in the study would improve with additional research outside the scope of this dissertation. Finally, I recommend a trajectory for future research on the topics that pertain to teaching social studies and coaching football, as well as other related topics.

The next section of Chapter Five reexamines the original questions posed in Chapter One. This section also presents answers to these original questions in accordance with the findings explored in Chapter Four. Based on these findings, implications are inferred in relation to what this research means to three specific areas. First, I address how football coaches so often choose to teach social studies. Second, I

explain how these individuals see themselves as professionals, both as coaches and as teachers. Finally, I examine the specific aspects of social studies that appeal to football coaches.

The final segment of Chapter Five includes recommendations for how these data might apply in order to affect the fields under study in this work: coaching football and teaching social studies. I direct my recommendations to four areas. First, I consider how colleges, universities, and other teacher preparation programs can best prepare those who aspire to be social studies teachers, football coaches, or teacher/coaches. Second, I make suggestions regarding the hiring practices of administrators. These suggestions relate both to teacher/coaches and to full-time teachers who do not coach. Third, I explore ideas that will promote the development of social studies education. Finally, I make proposals regarding how football coaches can adapt to current trends in the culture of coaching football in Texas.

Summary of Findings

As described in Chapter Four, all data were organized into a codebook that consists of 15 themes (Hays & Singh, 2011; Lincoln & Guba, 1985; Stake, 1995). I compared the various codes from the nine teacher/coaches using a word table (see Table 1), a process that allowed me to visualize the commonalities and develop a narrative surrounding all 15 themes (Yin, 2009). Each theme incorporated a unique angle into explaining the relationship between teaching social studies and coaching football. As offered in more detail toward the end of this section, some themes intrinsically relate to one another. As such, several themes are combined to provide a more fluid understanding of the concept. At the conclusion of this section, I consider the data

discovered in my research and provide a narrative that attempts to answer the questions posed in Chapter One.

Professional Self-Description and Differentiation between Roles

The teacher/coaches in this study are divided by their own descriptions of the professions. Two of the subjects qualified themselves as coaches who teach, four stated they are teachers who coach, and three of the interviewees identified themselves as both. Several of the teacher/coaches explained that answering this question was difficult and often expounded on the reasons surrounding their answer.

Throughout the interviews, the teacher/coaches revealed that they do not differentiate between their roles as teachers and their roles as coaches. This belief is true of all nine subjects, but the best summation comes from Coach Aikman when he explains:

We are always teaching . . . to me, teaching and coaching aren't separate, they are the same. It doesn't matter if I'm in the classroom, teaching United States history or I'm on the football field, teaching defensive concepts or a defensive technique, I'm teaching.

This assertion of a unified view of their roles runs contrary to Brent Hardin's (1999) research, which states teacher/coaches differentiate their dual roles.

A comparison of the responses of all nine teacher/coaches in this study confirms a separate aspect of Hardin's (1999) research. Several of those interviewed indicate that they utilize coaching techniques in the classroom, such as discipline and competitive fervor (Hardin, 1999). The inverse is also found in these interviews, as the teacher/coaches identify teaching as an integral aspect of coaching. Coach Garrison states in his interview that no one simply coaches a sport. Instead, coaches "have to teach

the ins and outs of the sport” in order to develop their players and their team. Numerous researchers echo this sentiment, but the best summary comes from Billie J. Jones in *Guide to Effective Coaching*. In this book, he states “A coach is always a teacher” (Jones et al., 1988, p. 4).

The teacher/coaches in this study are diverse in their categorization of their roles, but unanimous in their view that both roles are teaching roles. Given this premise, I believe that football coaches, in general, do not separate the two decisions of becoming a teacher on the one hand or becoming a coach on the other. Instead, I contend that teacher/coaches see themselves as following a tradition within education that has been presented and in many cases exemplified to them by their predecessors, most frequently by the coaches they came to know while in high school and younger. This assertion is supported by the word table which shows that my subjects unanimously saw no difference in their two roles. Upon reaching the decision to continue in the tradition of coaching, the teacher/coaches simply acquire teaching designations based upon their personal preferences.

Influence from the Culture of Coaching

In discussing the rationale for becoming a coach, a majority of the coaches mentioned the influence of the culture of coaching. All but three of the subjects indicated the inspiration to pursue their career came as a result of the influence of a teacher/coach they knew during their formative years. Of the three outliers, two make no mention of the developing factors inspiring them to become a teacher/coach. A third teacher/coach, Coach Irvin, explains his inspiration came from a family tradition of teaching.

The other six teacher/coaches mention the influence of previous teacher/coaches as being models for their careers and in life. The subjects speak of these individuals with reverence and esteem. Many of these teacher/coaches make professional and personal choices driven by the influence of the teacher/coaches in their lives. Coach Francis, for example, explains, “I was just drawn to the men that were around me that coached me.” His views are consistent with the other members of this study, as the teacher/coaches chronicle their desire to emulate the mentors and continue this aspect of their sport’s tradition.

The influence of this culture of coaching on these teacher/coaches is immense. For example, Coach Bates’ interview indicates that he originally had no intention of pursuing a career in education. He explains that his plans changed as he was readying for graduation from high school. He summarizes this situation when he states his “football coaches kind of took over.”

Research supports the idea teacher/coaches enter the profession as a means of continuing a tradition within their culture. Billie J. Jones explains that most teacher/coaches are former athletes, and their career choice is a natural progression to move from athlete to coach (Jones et al., 1988). Jones defines this culture when he says:

Athletics and culture are a way of life. They are set apart from all other activities and they have a meaning and significance all their own. Coaches and players know this, and, although they may try, they can never communicate their own devotion to sport to nonparticipants. (Jones et al., 1988, p. 373)

The teacher/coaches’ motivation in teaching and coaching comes from the desire to take part in the culture of coaching as a means to remain in the overall tradition of football. Several subjects express their passion for football. A few teacher/coaches state that the transition to becoming a teacher/coach is a means of remaining part of the game.

These individuals immerse themselves in the culture of football from an early age. When they are no longer able to play, many seek to remain in the culture through coaching.

Primary Decision of Professional Roles

Throughout the course of these interviews, all but two of the teacher/coaches engage in discussions regarding their career paths. In the subjects' explanations of their dual roles, six teacher/coaches indicate that their primary focus with regard to their profession is coaching. As a result, these teacher/coaches choose to be coaches before anything else. In these cases, the decision to teach is often expressed as a necessity to meet that end. Of the remaining subjects, two give no indication as to their primary decisions. The other outlier is Coach Irvin, who indicates his choice to become a teacher was primary, and the decision to coach came later. Coach Irvin, however, indicates that his decision to pursue teaching came during his years of primary education, an age prior to any involvement in organized sports.

Although the subjects in this study were divided by how they defined themselves professionally and how they do not differentiate between their roles in the classroom and on the football field, the majority of these teacher/coaches determined their teaching area after deciding to become football coaches. In discussing their decision to teach, the subjects explained that they were compelled to find a teaching area that met state requirements for education and continue with the tradition of coaching. In relation to teaching certifications, Coach Dorsett states, "that's just part of the deal. You have to get that [a teaching certification] in order to coach in Texas." With regard to tradition, Coach Francis was typical in his response when he said:

I wanted to be a coach and I saw that as an avenue in which I could . . . men that I look up to and have looked up to for most of my life have all been coaches that taught and so I saw that as an avenue in which I could, you know, pursue and participate.

The interviewed teacher/coaches demonstrate that members of this culture choose to follow the career of being teacher/coaches above other professional decisions. They follow the natural progression of the tradition in football, from player to coach. The specifics of the decision to teach are secondary, as I believe these teacher/coaches view the dual roles of this profession as inseparable. Based on these responses, I am persuaded that coaches choose their roles as teachers in the same manner that they would choose their position specialty as a coach. This analogy provides a basis of comparison when considering the teacher/coaches and their relationship to their teaching subject-area.

Subject-Area Designation

In order to explore the relationship in question further, teacher/coaches discussed their designation with regard to their teaching subject-area during the interview. Those interviewed were split. Four teacher/coaches considered themselves to be social studies teachers, while the remaining five coaches categorized themselves as history teachers.

These results are predictable given that one criterion for participation in this study was that the teacher/coaches must have held a social studies course as their primary teaching assignment. The purpose in the teacher/coaches' self-designation was not to establish the relationship between a teaching area and coaching. Rather, the rationale for this question was to explore any differentiation of traits among teacher/coaches who qualify themselves as social studies teachers versus those who call themselves history teachers. The results do not yield any consistent differences among these two groups.

Common Subject-Area for Football Coaches

The data provided by subjects in these interviews offered a consensus view of which subject-area is most often the choice of football coaches. Eight of the teacher/coaches interviewed believe social studies is the most common cognate for football coaches. This view, however, is not unanimous. Three of those interviewed indicated a belief that social studies is the most common subject-area, but offered secondary and even tertiary answers. These teacher/coaches mentioned physical education, health, and science as other common subject area designations. One teacher/coach, Coach Bates, differed from the consensus by stating the common teaching area for football coaches is physical education (or health), followed by social studies.

Although the integrity of these answers could be questioned (because all of the subjects in this study taught social studies), I would contend that the results offered by the case subjects are consistent with the research presented in Chapter Two. Specifically, Cronin's (1985) *Subject Areas and Teaching Certifications of Selected Georgia High School Football Coaches* finds that "the majority (62.5%) of high school coaches surveyed teach either physical education or social studies" (p. 65). Cronin's (1985) study further indicates that science is the subject-area in which teacher/coaches are most often assigned to teach without proper credentials. In William Carroll's study concerning history teachers in Iowa, he finds that 40% of history teachers are coaches (Carroll et al., 1980). These findings are consistent with the assertions made by the subjects in this study.

The teacher/coaches interviewed in this study explained that these relationships do not have to be universal. In speaking of the relationship between social studies and

coaching football, Coach Dorsett, for example, states “it [football coaches only teaching social studies] doesn’t have to be that way” and cites several non-social studies teacher/coaches he knows. Several of the teacher/coaches in this study noted that they believe this trend is changing. These changes are qualified as a cultural shift among teacher/coaches.

Although no studies definitively prove that football coaches in Texas more commonly teach social studies, the perception is generally accepted among teacher/coaches. For this relationship to affect the culture of coaching, the relationship does not need to be true, but only appear to be true. As I contend that developing coaches choose to emulate their predecessors, any stigma or stereotypes associated with the culture of coaching will likely be adopted by future teacher/coaches. I believe this perceived relationship does and will continue to influence aspiring football coaches to pursue a career teaching social studies.

Rationale for the Connection between Teaching Social Studies and Coaching Football

During these interviews, eight of the teacher/coaches confirmed their belief in the existence of a relationship between social studies and football for teacher/coaches in Texas. The dissenting perspective was Coach Irvin, who was also in the minority opinion in two other areas. He was the only coach who stated teaching was his primary professional decision, with his decision to coach coming later. Coach Irvin also was the only teacher/coach in this study who claimed not to be originally influenced by a culture of coaching, but rather by the tradition of teaching in his family. I believe Coach Irvin’s dissenting opinions are linked. They also offer unique insight into the teacher/coach (which will be offered at the conclusion of this section).

Among the eight teacher/coaches who asserted that a relationship between social studies and football exists in Texas, the subjects espouse several theories. Many of these theories are predicated on the idea that football coaches historically teach social studies. These teacher/coaches theorized two incentives for football coaches to enter the field of social studies. The first incentive for football coaches to follow this historic trend was to maintain the culture of coaching. Coach Aikman captured this idea when he stated:

All these men coaches there, you know, coached me on the field then taught me history. And I saw how they did a really fine job with it, and I just kind of followed in their footsteps, if you will. They . . . blazed the trail and I just followed in behind them.

These views are supported by the findings of both Carroll et al. (1980) and Cronin (1985), who argue a disproportionate number of coaches teach social studies.

The second incentive for football coaches to associate with social studies is the availability of employment. As a result of the historical link between social studies and football (which many teacher/coaches accept as self-evident), numerous schools build their campus and predicate their hiring policies around the idea that football coaches will teach social studies. Coach Garrison described this idea as schools having a “landed position.” He stated that if a social studies teacher/football coach leaves a specific school, schools typically look to fill his position in the same way to maintain consistency. Although schools could break this pattern when a social studies teacher/coach and a teacher from another area leave in the same year, but school administrators historically do not deviate from this model. The demands of the coaching schedule also work to limit the number of coaches in other fields. Coach Everett explained this concept when he stated:

A lot of schools, they don't necessarily want the coaches to be involved as intensive as it is and the curriculum with math and English and Science now, a lot of them don't want the coaches to be involved in that because they know that your time's split between teaching and coaching. And then at a smaller school district, we could never hire math or science coach because you only had usually two teachers within the given department at the high school, and the principal could not afford, to have a coaching spot where you only taught four or five classes, you know. She [the principal] needed her math and science to do full schedule, you know, six or seven classes or whatever it was.

Coach Dorsett offered a rationale for this consistency when he stated, "schools are just notorious for never wanting to change." This assertion is consistent with the research Stanley and Baines (2000) present stating that schools traditionally hold history positions for coaches. Unfortunately, neither of these reasons explains the existence of the relationship, but rather they just offer beliefs as to how current and future teacher/coaches continue in the tradition.

With regard to a hypothesis for the connection that could have originally drawn football coaches to teach social studies, the subjects in this study offer three rationales which both support and conflict with my theoretical framework. The first rationale, according to these interviews, was how football coaches are drawn to social studies derived from the rigor of the subject area. Although none of the teacher/coaches in these interviews maintains that social studies is less difficult to teach than another subject areas (which will be explored in a subsequent section), these teacher/coaches still hold this belief to be pragmatically true. Coach Bates explained that whether social studies is easier to teach or not, many aspiring teacher/coaches pursue this field because "they think that's an easy field." Several subjects expressed this commonly held perception during the interviews (Stanley & Baines, 2000). Several coaches explained this perception is directly related to state assessments, which have historically been less rigorous for social

studies. Coach Everett claimed social studies teachers in the past held “a little bit more freedom,” because TAKS scores were typically higher among social studies teachers. Although social studies may be no less difficult than other teaching areas, this perception influences some aspiring teacher/coaches to enter the field, at least according to the personal interviews conducted as part of this study.

The second rationale discovered in discussing the relationship between teaching social studies and coaching football, the teacher/coaches discussed themselves and their perceptions of other teacher/coaches in the field. During six of these interviews, those interviewed revealed a belief that history is appealing to men who also find football appealing. The specific aspects of history that appeared to be of interest to these men included an appreciation for tradition and a military style of strategy. Coach Everett was the only teacher/coach who specifically voiced the belief that tradition was appealing. He explained:

I think coaches probably are a little bit more drawn to history because I do think that they honor things maybe more so than other types of people, about having a sense of tradition and having a sense of the past. And, even within coaching a lot of my friends know everything about football and coaches from early 20th century on. So, I think they're naturally drawn to history.

This view that teacher/coaches hold an affinity for tradition and the past is consistent with previous findings, specifically teacher/coaches following in the tradition of their predecessors. However, the view Coach Everett expressed is the minority opinion.

As a third rationale revealed during my research, four teacher/coaches mentioned a belief that individuals drawn to social studies and football appreciate the militaristic aspect of history, specifically strategy and its relation to warfare. They discussed applying the strategy learned in history to their experiences on the field and in life.

Coach Francis compared both football and militarism to a game of chess stating, “We [football coaches] relate sports as a battle.” Coach Hayes discussed a diverse array of topics that appeal to him personally when it comes to the teaching of social studies. As a coach, however, he noted that “most football coaches are strategists and there are similarities between the generals and coaches.” He then goes on to provide in-depth comparisons of battle and football strategies (as shown in the previous chapter). The most encompassing view of this phenomenon came from Coach Cole, who described this connection best when he stated:

In studying wars and battles, you know, where you have different fronts or different points of attack, the use of different type of weapons, of battle formations, that really, translates to the football field. You know, ‘cause you’re gonna try to find areas where you can attack the defense, where you can advance, different formations that put you at an advantage, different athletes you can use in different spots that you can use to help advance the offense, and attacking the defense where you think you can take advantage of ‘em.

I contend that a close relationship between teaching social studies and coaching football has been in place for some time in Texas. This relationship, moreover, has been built around a common appreciation for the military strategies common throughout history and the strategies employed throughout the history of coaching football in Texas. Since the standards movement during the late 20th century, however, these factors are less influential due to the increasing inflexibility of curriculum. With an increasingly rigid curriculum and social studies no longer possessing the luxury of a less rigorous assessment, there is less appeal for aspiring teacher/coaches to pursue social studies (especially with the job market already saturated at this position). While many developing teacher/coaches will still pursue social studies, many of these determinations will be made in order to perpetuate the traditions found in the culture of coaching.

Beliefs Concerning Rigor of Teaching Social Studies

The rigor of social studies as a course was discussed by four of the nine subjects interviewed. The commonly held belief has been that teacher/coaches choose to teach social studies because the material is easier to teach than other cognate areas (Briley, 2010; Stanley & Baines, 2000). In these interviews, however, the teacher/coaches contest this commonly held view by presenting a different perspective.

These teacher/coaches explained that social studies might have been less rigorous in the past due to poor accountability, but they believe this reality no longer exists.

Coach Hayes stated:

The stakes have been raised dramatically. I think the stereotypical jock that's getting into coaching and picks social studies because it's gonna be easy, I think, those days are numbered, just because, you gotta be able to teach. And I do pride myself on the fact that, and I don't have a winning permanent record, but everywhere I've been, I've been commended by my superiors for my work ethic in the classroom.

The teacher/coaches in this study specifically mentioned the state accountability assessments in Texas, noting the increase in rigor across all content levels (Kofler, 2013).

Coach Irvin recalls:

When I was in school it was the TAAS test and it was mostly the reading, writing, and arithmetic, that's where they did the testing. Now it's more spread across the board. So . . . the accountability goes up.

The change in accountability discussed by these teacher/coaches connects with the view mentioned by several of those interviewed that there has been a shift in the culture of coaching. (This shift in culture will be examined in a subsequent section.) The current teacher/coaches do not consider their job any less rigorous than other teaching assignments. Although these teacher/coaches admit to less accountability in social studies for previous teacher/coaches, they do not believe they share this luxury. Because

the perception persists that social studies is a less difficult subject to teach, aspiring teacher/coaches will continue to enter this subject area with this perception as a motivating factor. As this perception of social studies as an easy course continues, so too will the stereotypes surrounding teacher/coaches.

Beliefs Concerning Existence of Stereotypes

Participants in this study offered varying opinions on the stereotypes typically associated with teacher/coaches. All nine participants claim to be aware of the negative stereotypes associated with teacher/coaches. The teacher/coaches mention stereotypes consistent with those offered in Chapter Two and found in previous research as well as, popular media (Bain & Wendt, 1983; Bissinger, 1990; Black & Dinner, 1988; Braswell, 1986; Deutsch & Chapman, 1983; Giarraputo et al., 1998; Robbins, 1999; Stanley & Baines, 2000). Consistent with the research, the teacher/coaches identify negative traits which in summary would attest to teacher/coaches being predominantly focused on their roles as coaches and deficient in their roles as teachers.

The subjects stated their discontent with these stereotypes challenged their validity. Similar to the previous discussion concerning the rigor of social studies, six of the teacher/coaches in this study asserted these stereotypes are not consistently found in modern schools. The consensus among the interviewees was that although stereotypical teacher/coaches might have existed, they are isolated outliers from a past generation. Coach Francis argued these isolated individuals have been magnified beyond their representative value. Of these stereotypical individuals, Coach Francis stated, “I think they may have been at one time for some, and maybe they are in some places, but I think with the nature of education today that it is holding everyone accountable.”

These nine teacher/coaches also challenged the stereotypical reputation of teacher/coaches as poor, or at least uncommitted, classroom teachers. Eight of the subjects offered a defense for teacher/coaches by praising their effectiveness in the classroom. They cited several examples of this effectiveness. First, Coach Bates exemplified a common belief when he stated teacher/coaches typically have above average classroom management. He believes they serve as a resource to other teacher outside of their classroom “because the coach can handle the kid [with discipline issues].” This statement parallels the previously discussed research, as Karen Pagnano (2004) explained teacher/coaches are expected to help maintain school discipline in the schools.

Next, five of the subjects in this study echoed the thoughts of Grace Apiafi (1987) that teacher/coaches believe they build more meaningful relationships with their students. The teacher/coaches in this study asserted that they hold better relationships with students, particularly student-athletes. Coach Bates, for example, was clear when he stated that there is “nothing greater” than having an impact on a student. A summary of this perspective was given by Coach Dorsett when he said:

I think if we’re a good coach we identify with kids. We care about kids . . . I had a very successful football coaching career and I believe it basically boiled down to, I got kids, I can read people well, and great relationships. I’m 50 years old and I still have kids come talk to me just because I’m willing to listen to them . . . I’m building relationships and I think to be a good coach, to be a good teacher, you have to build those relationships.

Finally, several teacher/coaches also noted their performance on standardized tests and state assessments as proof of their classroom success. Coach Irvin is the most explicit, claiming that the social studies department at his school, which is comprised entirely of teacher/coaches, holds a 98% passing rate on the most recent TAKS test.

Others argue for more rigor on the state assessment; Coach Garrison advocates “teacher

incentive pay based on productivity and accountability in their classrooms” as a means of holding teachers and teacher/coaches accountable for classroom performance.

The subjects were adamant and nearly unanimous in their belief that teacher/coaches are good classroom teachers, and if a coach is “not doing their job in the classroom, they’re probably not doing a very good job out on the field either.” These words paralleled the findings of J. Arthur Keith, who explained that teacher/coaches are often quite successful classroom educators because of the qualities required of an athletic coach, specifically: “Large and small group instruction, cooperative staff planning and use of teacher aids” (as cited in Massengale, 1975, p. 51).

The current culture of coaching does not support negligent classroom performances from teacher/coaches. Based at least on the evidence uncovered as part of this study, the previously discussed stereotypes appear to be fading as part of coaching culture in Texas.

The Relationship of Teacher/Coaches to Other Teachers

The teacher/coaches in this study discussed their somewhat volatile relationship with their teaching peers. Three of the subjects indicated a tenuous relationship with their non-coaching counterparts. In their interviews, these teacher/coaches indicated feelings of isolation, under-appreciation, and misrepresentation in discussing their relationship to the general instructional staff. Research supports the ideas that the teacher/coaches expressed. Templin and Anthrop (1981) considered the differences found among teacher/coaches and full-time teachers, saying teacher/coaches are “not treated as equals within the educational organization” (p. 183). This was echoed by several subjects, but most passionately stated by Coach Bates, “It’s just they [non-

coaching teachers who complain about teacher/coaches] are always the ones that are out of the building at 3:30, but the first ones complaining if coach misses a meeting because he's got a game."

I believe that this conflict comes as a result of rivaling cultures. Reiterating Jones' notion that non-participants can never fully grasp the tenets of this culture (Jones et al., 1988), I believe that many full-time teachers do not understand the culture of coaching. This lack of understanding leads to rivalry, as the two groups can appear to have competing interests. This contrast causes the culture of coaching only to become more isolated from the rest of the general teaching population.

A Shift in the Culture of Coaching

As noted previously, several of the teacher/coaches in this study noted a shift in the culture of coaching. The subjects explained the stereotypes that follow teacher/coaches are more applicable to teacher/coaches of the past; therefore, these stereotypes do not apply to the modern teacher/coach. This study included six teacher/coaches who make this claim. Five of the interviewees talked about how the state standards and assessments have had an effect on teacher/coaches, with three of the subjects claiming this new accountability has caused a shift in the culture of coaching. To date, no research was found concerning this shift in the culture of coaching.

The three coaches who discussed a cultural shift offered some consistent responses in their discussions, from which I was able to draw a unified view on the nature of coaching. Coach Aikman explained this shift when he stated:

I think it [teaching social studies] is part of the culture [of coaching], but I think it's not as much now as it used to be. You look at the staff now and there's a lot more diversity on the coaching staff now in terms of what the coaches are

teaching than maybe it used to be . . . So, I don't, that it's as big a number as we would think it is in terms of the number of social studies teachers compared to the other departments.

Coach Aikman attributes this increased diversity among the coaching staff to the increase in the size of school districts. According to Coach Aikman, as schools have increased in size, the need for more football coaches has also increased. As a result, the potential coaches are forced to work in more fields outside of social studies.

The next perception of this cultural evolution comes from Coach Bates. He believes that teacher/coaches are in the midst of a cultural shift taking place "right now." Coach Bates believes this shift is taking place as a result of a flooded job market. In considering this situation, he stated "too many people are doing that [teaching social studies and coaching football] and there aren't enough jobs in that field." According to Coach Bates, this scarcity of traditional teacher/coach positions is the driving force in the cultural shift.

The third subject to discuss this cultural shift was Coach Hayes, who offered the most insight on the matter. Coach Hayes stated that although social studies and physical education are still the dominant subject-areas taught by football coaches, he believes the culture of coaching is "seeing more and more rise of math and science teachers." Furthermore, he mentioned that he has seen more diversity of subject-areas among coaches in larger districts. However, Coach Hayes theorized that this rise is connected to the accountability movement that has grown in the U.S. since the early 2000s. Coach Hayes asserted that prior to these accountability movements, some of the stereotypes associated with the teacher/coach held true. However, when comparing the new and old regimes within the culture of coaching, he stated:

You could fill a day with worksheets and get caught up on other things. Where today, especially with STAAR and EOC and the new test requirements and all their additional TEKS they've added you can't do that. You can't just sit down for a day and, and lose a day's worth of class in my opinion.

During his interview, he explained that he sees many tenured teacher/coaches leaving the profession as a result of the new classroom demands associated with the new state assessment systems. He summarized his argument when he said "I see consequences (academically) are so high that . . . you're going to have to be very dedicated in the classroom." This increased demand on social studies teachers limits any academic advantage the class might have held for football coaches in the past. With the increased emphasis on accountability, Coach Hayes believes all subjects are equally rigorous.

Partly as a result of this growth in accountability, all three interviewees who discussed this cultural shift advocated that aspiring teacher/coaches should pursue other teaching fields because of the high number of social studies teachers who also coach football. For example, Coach Hayes stated, "Don't get into social studies and PE, those are a dime a dozen. Go get math, and science, and English. Or a middle school generalist or something where you got some flexibility and there's more demand for your services."

Based on the preponderance of evidence amassed during this study, I believe this cultural shift is real. Despite evolving over several years, this cultural shift is becoming more evident. All three coaches mentioned the over-abundance of teacher/coaches with aspirations of teaching social studies. As school districts in Texas have grown, the size of their football programs have also grown. These larger programs require more coaches than can be housed in the social studies department. As a result, teacher/coaches are now found in other subject-areas. This shift was first noticed in larger districts, which

required more teacher/coaches earlier than small districts. However, the trend is now evident in smaller districts. Furthermore, the benefits of academic flexibility that teacher/coaches of the past associated with social studies classrooms have become under the increasingly rigid state assessments. More specifically, social studies teachers were previously differed from teachers of other subject-areas. Social studies no longer focus on the militarism and emphasize the narrative approach to instruction (Barton & Levstick, 2004). The standardization of content and assessment, however, has led to a standardization of the instructional styles among the varying classrooms. This process has diminished the difference in the approach aspiring teachers take to the classroom and the actions that current teachers take in the classroom.

Answers to the Original Research Questions

Answer to the Primary Question

In Texas, do social studies teachers choose to coach football, or do football coaches choose to teach social studies? In the most simplistic terms, in this study, the researcher finds football coaches in Texas choose to teach social studies. However, the issue is more complex. The coaches in this study overwhelmingly showed the decision to teach social studies was a secondary choice. These subjects chose to continue a long tradition of football coaching in Texas. The natural progression for these individuals was from a culture of a student/athlete to the culture of a teacher/coach. For these former athletes, the decision to teach was necessary to meet the end goal of becoming teacher/coaches.

I contend, however, that for the majority of these teacher/coaches, specificity within their roles of teaching or coaching is a cumulative secondary decision. In essence, the decision of what subject-area to teach is similar to the decision of what position to coach in football. These subjects unanimously see no differentiation in their roles as classroom teachers and their roles as football coaches. If teaching and coaching are a combined effort, any further decisions are only trivial details to the support of that goal. In summary, these individuals do not choose to coach and then teach. Rather, they choose to teach and coach without thinking much about the subject area they will teach.

Answers to the Secondary Questions

Assuming that there is a relationship between social studies teachers and football coaches, how does this apparent relationship between coaching football and teaching social studies exist? If this relationship between teaching social studies and coaching football exists in Texas, the cause is tradition. These teacher/coaches have a deep sense of tradition within the football culture as both student/athletes and teacher/coaches. Part of this tradition is the reality that many of their former teacher/coaches were social studies teachers. When these former student/athletes supplant the teacher/coaches who molded them, the new teacher/coaches choose to emulate them in all aspects of their career. For several decades, social studies teacher/coaches have been the model. As a result, the teacher/coaches who have maintained this pattern became the standard within the culture of coaching.

Do these individuals see themselves as social studies teachers who also coach, or football coaches who also teach social studies? The teacher/coaches in this study indicated division with consideration to defining themselves professionally in explicit

terms. During the interviews, two of the subjects described themselves as coaches who teach, four of the interviewees categorize themselves as teachers who coach, and three of the teacher/coaches view themselves as both. The division of these answers indicates that the results are inconclusive, especially when I consider other discussion points.

Specifically, only one of the nine subjects claims to have chosen his teaching subject-area prior to choosing to coach, while six of the subjects claim to have decided to coach football prior to determining their teaching area. The results of these two discussion points stand in contradiction to one another.

As a result, I believe this contradiction builds on my assertion that these individuals see themselves in a unified role. All nine subjects indicated that they do not differentiate between their roles as teachers and their roles as coaches. Instead, they view this profession as a singular, unified job. To the teacher/coaches, all teaching is coaching and all coaching is teaching.

What aspects of social studies are appealing to football coaches? The current generations of teacher/coaches are drawn to social studies through the tradition of the culture of coaching. The teacher/coaches whom my subjects admired from their childhood are predominantly former social studies teachers. In continuing the tradition set forth by their predecessors, current teacher/coaches choose to teach social studies.

My research explored the rationale for the teacher/coaches of this previous generation. Using the perspective of the teacher/coaches in this study, I was able to develop a framework for what tenets of football and social studies serve as a lure for specific men. The subjects in this study offered their beliefs concerning the motivations of their predecessors. Furthermore, when consideration was given to the insulated,

tradition-focused culture in which these men reside, I will assume the personal views of these teacher/coaches are similar to the views of their predecessors.

In considering the data from my study, I believe football and social studies (particularly history) share an emphasis on strategy that attracts these individuals. The battles and wars prevalent in history bear similarities to the conflicts routine in football. Numerous coaches compare aspects of militarism, such as battle strategy and uniforms, with aspects of football, such as play-calling and formations. Although tradition is certainly important to teacher/coaches (specifically the continuation of an oral tradition), I believe that the foundation of that tradition is built on the commonality of strategy. Similarly, several teacher/coaches discussed the idea that teacher/coaches believe social studies is less rigorous to teach. I believe that the teacher/coaches' perceived lack of rigor in social studies began from a passion for the content and its relation to their culture of sports.

While the historical limitations of state or federal oversight in social studies are appealing to some teacher/coaches, I believe only a small sect of the present-day teacher/coaches' population teach social studies for this reason. After considering the words of the teacher/coaches in this study, I believe teacher/coaches who choose to teach social studies as an easy alternative in the classroom do not typically continue in this profession. The majority of teacher/coaches find social studies appealing for the subject's tradition or its commonalities with football.

Limitations

In Chapter One, I listed two primary limitations to this dissertation. The first limitation was that no research will be conducted to determine the validity of whether or

not the relationship exists between coaching football and teaching social studies in Texas. A determination on whether or not football coaches predominantly teach social studies would have provided a better foundation for my theoretical framework. However, this specific issue is not the crux of this study and is a secondary concern as a result.

The second limitation was the restrictions on demographic and interview access to the population in question. The specific number of teacher/coaches in the state of Texas is unknown as a result of the high mobility rate among teacher/coaches. Although the number of social studies teachers in Texas has been determined, no link to football or athletics could be inferred from these numbers. This study relies on estimations from the THSCA and volunteers from the coaching community.

Following the study, I have added an additional way by which I believe this study was limited. The post-research limitation concerns any information pertaining to the teaching patterns of football coaches over time. Data regarding previous generations' teacher/coaches would allow this study to speak more precisely concerning any shifts I found within the culture of coaching. All three of these limitations are unavoidable within the constructs of time and resources available. However, future research could prove more successful in repairing some of these limitations.

Recommendations for Further Research

Regarding future research, I believe that studies should be conducted regarding five areas in order to understand the culture of coaching more fully. The first study I recommend is a quantitative study to determine if any relationships exist between subject-areas and coaching football in Texas. Similar studies have been conducted in Iowa and Georgia (Carroll et al., 1980; Cronic, 1985). However, the full scope of this

relationship between subject area and coaching cannot be fully explored without understanding the depth to which the relationship exists.

The second study I advocate is a qualitative study comparing and contrasting the views of social studies teachers who coach football with the views of social studies teachers who are not coaches of any sport. This research could determine where the teacher/coaches in this dissertation differ from their full-teacher counterparts. The similarities and differences found among the participants might allow the researchers to show the specific areas which draw some individuals to coach football.

I also suggest research be conducted to examine the evolution of social studies from the early 20th century to the current era. This study would be qualitative in nature in order to explore the number of teacher/coaches and identify any patterns that might persist among their tenure in specific subject-areas. Researchers should then examine the data through the lens of different historical eras in Texas. This research would allow for understanding in how different events have shaped the culture of coaching.

The penultimate study I propose for future researchers is a qualitative study comparing the views and opinions of teacher/coaches from this study with the views and opinions of teacher/coaches from previous eras. The criteria among the new subjects should be the same as those from this study in order to offer the best comparative analysis. This scholarship would allow discussion on the cultural shift among teacher/coaches from the perspective of those within the culture.

Finally, I would recommend that researchers explore the effects of standardized testing on the culture of coaching. Although standardized testing's effects on the school system have been well-documented, no current research explores the effect on the

teacher/coaches and the tradition of the culture of coaching (Berliner & Biddle, 1996; Jones et al., 1988). This study would allow insight into the role that increased government oversight and assessment have played in the culture shift that at least appears to be taking place within the culture of coaching.

Implications of the Study

In analyzing the results from this study on the relationship between teaching social studies and coaching football in the state of Texas, this dissertation achieved insight into the three principal factors: the hiring process for schools in Texas; the teacher education programs found in universities and other programs; and prospective social studies teachers, aspiring football coaches, or both.

To the first factor this study explored, the data found in this study assists schools as they assess their employment needs. School administrators should assume that teacher/coaches positions in football will frequently be tied to social studies classrooms. Although the number of teacher/coaches with an emphasis in social studies might not be as high as in years past, school officials should expect these two areas to hold close relationships. Larger school districts, specifically those in urban areas, should expect more diversity of subject-area concentration from potential teacher/coaches. In contrast, smaller school districts, particularly those in rural areas, should expect a greater number of teacher/coaches with a classroom concentration in social studies.

School administrators can also assume the teaching ability of the teacher/coach could be affected by the age of the candidate. While I am in no way advocating age discrimination or bias, tendencies are found among the varying ages of the teacher/coaches. The younger teacher/coaches are more likely to be better suited in terms

of adaptation to the standardized testing movement and the new demands of these assessments. The older teacher/coaches are more likely to be more traditional in their approach to teaching social studies. Both types of teacher/coaches will typically be successful at instructional diversity as part of their background in athletics. However, the generation from which the teacher/coaches were developed should be considered as a factor in their views regarding the classroom approach of potential teacher/coaches.

The second factor informed by this dissertation concerns universities and other institutions which participate in teacher education. The results from this dissertation could assist these institutions in helping to develop aspiring football coaches and emergent social studies teachers. Concerning potential football coaches, teacher education programs should encourage teacher/coaches to diversify in their classroom designations to fit their passions. The subjects in this study indicated an employment market saturated with social studies teachers. Teacher education programs should seek to cultivate teacher/coaches in the other core areas: math, science, and English language arts.

Institutions performing teacher education and training should also prepare aspiring social studies teachers for the reality of an association with the culture of coaching, developing social studies teachers associated with athletics, particularly football, within the education systems of Texas. Furthermore, these individuals should be informed of the potentially limited employment opportunities for social studies teachers who are not football coaches. Non-coaching social studies teachers should understand that these difficulties are neither insurmountable nor universal. Specifically,

they should know potential employment as social studies teachers without an association to coaching is best found in large, urban areas.

The final factor to which this dissertation will offer understanding is the social studies teachers themselves, both those involved in football and those with no athletic associations. In this dissertation, the researcher speaks to the potential teacher/coaches by informing them of the stereotypes associated with their job and the challenges facing them as a result of the culture shift in teaching/coaching. These teacher/coaches will more than likely feel isolated from the full-teaching staff and will often be viewed as an outlier to the educational community. These budding teacher/coaches should engage in intensive efforts to build relationships with the entire educational staff. Furthermore, the teacher/coaches should be made aware of the effects standardized testing has had on the culture of coaching. New teacher/coaches should be aware that the climate in which they were raised is likely quite different from what they remember. New teacher/coaches will have less classroom flexibility and a more structured-focus driven by the state assessments.

Social studies teachers who are not involved in coaching football will find the information in this dissertation useful as they are often associated with the tradition of teacher/coaches. Social studies teachers should prepare for stereotypes typically associated with teacher/coaches to follow them as well. Because many of these stereotypes revolve around the idea that social studies is a less rigorous course, social studies teachers should understand the reservations that their educational peers, parents, students, and administrators sometimes hold with regard to the nature of their chosen field.

Significance of the Study

Social studies is a broad field encompassing numerous subject areas. During the last century, this cognate has become a battleground for various factions and ideologies (Evans, 2004). Texas is perhaps the most important battleground state in this conflict. In 2010, Texas was at the center of controversy as the new state social studies standards were debated and voted upon by the Texas State Board of Education (Mangan, 2010). These new social studies standards were significant in the state, as well as nationally, because, as Katherine Mangan (2010) stated, these standards

will be used to decide which historical figures and events Texas' 4.8 million public-school students will study in the next decade. The impact could reach far beyond the state's borders, since Texas is one of the largest markets for textbooks, and national publishers often tailor their texts to the state's standards. (para. 5)

The curriculum battle among the 14 State Board members was fiercely contested along political lines, with the nine majority Republican members arguing for a more conservative approach to social studies curriculum. These conservatives believed they were bringing balance to previous textbooks that were written by university professors, most of whom they believed held a liberal perspective. The minority Democrats and others argued that these changes by conservatives were a blatant political move intended to condition the youth of Texas in a specific political direction. The state standards for social studies, which all public school students in the state of Texas will learn, represent an important issue in education. During this debate, however, little consideration was given to those who teach social studies within Texas schools.

In part to address this issue, this research provides an in-depth perspective on the teacher/coaches, all of whom teach social studies. They are the ones who stand before Texas school children each day, so their opinions, perspectives, and professional attitudes

matter significantly. Teacher/coaches make up a substantial portion of the social studies teaching community in Texas. The approach these individuals take to their roles in the classroom is vastly important to social studies education in Texas. Because of the information in this dissertation, that approach is now understood. These teacher/coaches care about their classroom and their students, and they should be at the forefront of any movements to return social studies. These football coaches are able to utilize their relationships with students as an avenue to their interest in social studies education. Beyond this, the ideas of citizenship, strategy, and teamwork, which are prevalent in any worthwhile football program, translate directly to the social studies classroom. As social studies teachers, these football coaches have a great deal to offer the educational community, especially if they are welcomed as equals.

In this dissertation, I explained the apparent relationship between coaching football and teaching social studies is contingent on tradition, culture, and an affinity for specific tenets of social studies. In understanding this relationship, teacher education programs are now better informed so they might help prepare aspiring football coaches, social studies teachers, and teacher/coaches. These programs can increase job satisfaction to social studies teachers, football coaches, and teacher/coaches. As this information is disseminated, these individuals can better prepare for an accurate view of their chosen field. Teacher/coaches should prepare to counteract the isolation and stereotyping often associated with football coaches. Social studies teachers should prepare to be grouped with these football coaches, face the stereotypes associated with coaching, and encounter a job market that anticipates social studies teachers to coach football.

Lastly, the information from this dissertation can help those within education to begin to dispel the stereotypes that have surrounded the football coaching profession and the teaching of social studies in the state of Texas. As these stereotypes are discouraged, teacher/coaches can look for more collaboration among their peers at a curricular and cross-curricular level. Contrary to popular opinion, this study showed teacher/coaches were invested in their roles as educators. Those in education, including teacher-educators, administrators, educators, and teacher/coaches, should look to develop cohesive professional learning communities where all members are treated with equal respect. From these professional learning communities, the members can dispel personal opinions of one another and focus on providing the best student-centered education and unified content areas across the curriculum.

APPENDICES

APPENDIX A

Notes from Cross-Case Analysis

A. Case A (Suburban, East, 8, 3A)

1. Coach who teaches
2. No differentiation between roles
 - i. Approaches teaching like coaching
 - ii. Approaches coaching like teaching
 - iii. Competitive paradigm
3. Influenced by culture of coaching
4. Considers himself a Social Studies Teacher
5. Connection to teaching social studies within coaching football
6. Most coaches teach social studies
7. Teaching Social Studies was a secondary decision
8. Believes Teacher/Coaches are “good” classroom teachers
9. Does not believe Social Studies is easy to teach
10. ----
11. ----
12. ----
13. ----
14. Belief in cultural shift in coaches (less social studies dominance, more diversity of teaching areas)
 - i. Rationale – Growth of school districts
15. Aided in the shift in the culture
 - i. Telling future coaches to teach other things

B. Case B (Urban, North, 10, TAPPS 6A)

1. Both
2. No differentiation between roles
 - i. Focus on the development of students/athletes
3. Influenced by culture of coaching
4. Considers himself a Social Studies Teacher
5. Connection to teaching social studies within coaching football
 - i. Militaristic and Football strategies
6. Most coaches teach physical education
 - i. Social studies most common core.

7. Teaching Social Studies was a secondary decision
8. Believes Teacher/Coaches are “good” classroom teachers
9. ----
10. Coaching allows for deeper relationships with learners
11. ----
12. ----
13. Believes that stereotypes are outdated
14. Belief in cultural shift in coaches (less social studies dominance, more diversity of teaching areas)
15. Aided in the shift in the culture
 - i. Telling future coaches to teach other things-

C. Case C (Urban, Coastal, 4, 4A)

1. Both
2. Influenced by culture of coaching
3. No differentiation between roles
4. Considers himself a History Teacher
5. Connection to teaching social studies within coaching football
 - i. Militaristic and Football strategies
6. Most coaches teach social studies and then science
7. Teaching Social Studies was a secondary decision
8. Believes Teacher/Coaches are “good” classroom teachers
9. ----
10. ----
11. ----
12. ----
13. Believes that stereotypes are outdated
14. ----
15. ----

D. Case D (Suburban, South, 20, 4A)

1. Teacher that coaches
2. No differentiation between roles
3. ----
4. Considers himself a History Teacher
5. Connection to teaching social studies within coaching football
 - i. Militaristic and Football strategies
6. Most coaches teach social studies
7. Teaching Social Studies was a secondary decision
8. Believes Teacher/Coaches are “good” classroom teachers

9. ----
10. Coaching allows for deeper relationships with learners
11. Believes that state standards and accountability have changed teacher/coaches
12. Teacher/Coaches feel isolated from other teachers
13. Believes that stereotypes are outdated
14. ----
15. ----

E. Case E (Rural, North, 10, 3A)

1. Both
2. No differentiation between roles
 - i. Approaches teaching like coaching
3. ----
4. Considers himself a History Teacher
5. Connection to teaching social studies within coaching football
 - i. Love of tradition
6. Most coaches teach social studies
7. Teaching Social Studies was a secondary decision
8. Believes Teacher/Coaches are “good” classroom teachers
9. Does not believe Social Studies is easy to teach
10. Coaching allows for deeper relationships with learners
11. Believes that state standards and accountability have changed teacher/coaches
 - i. Played a role in administrative decisions to place coaches in social studies
12. ----
13. ----
14. ----
15. ----

F. Case F (Suburban, Panhandle, 17, 3A)

1. Coach that teaches
2. No differentiation between roles
 - i. Discipline utilized in both
3. Influenced by culture of coaching
4. Considers himself a Social Studies Teacher
5. Connection to teaching social studies within coaching football
 - i. Militaristic and Football strategies
6. Most coaches teach social studies
7. Teaching Social Studies was a secondary decision
8. Believes Teacher/Coaches are “good” classroom teachers
9. ----

10. Coaching allows for deeper relationships with learners
11. Believes that state standards and accountability have changed teacher/coaches
12. Teacher/Coaches feel isolated from other teachers
13. Believes that stereotypes are outdated
14. ----
15. ----

G. Case G (Rural, North, 10, 1A)

1. Teacher who coaches
2. No differentiation between roles
 - i. Approaches coaching like teaching
3. Influenced by culture of coaching
4. Considers himself a History Teacher
5. Connection to teaching social studies within coaching football
 - i. Available jobs
6. Most coaches teach Social studies, physical education, and health
7. ----
8. Believes Teacher/Coaches are “good” classroom teachers
9. ----
10. Coaching allows for deeper relationships with learners
11. ----
12. ----
13. ----
14. ----
15. ----

H. Case H (Rural, West, 14, 6-Man)

1. Teacher who coaches
2. No differentiation between roles
3. Influenced by culture of coaching
4. Considers himself a History Teacher
5. Connection to teaching social studies within coaching football
 - i. Militaristic and Football strategies
6. Most coaches teach social studies and physical education
7. ----
8. ----
9. Does not believe Social Studies is easy to teach
10. ----
11. Believes that state standards and accountability have changed teacher/coaches
12. ----

13. Believes that stereotypes are outdated
14. Belief in cultural shift in coaches (less social studies dominance, more diversity of teaching areas)
 - i. Rationale – State accountability testing
15. Aided in the shift in the culture
 - i. Telling future coaches to teach other things

I. Case I (Suburban, South, 1, 3A)

1. Teacher who coaches
2. No differentiation between roles
3. ----
4. Considers himself a Social Studies Teacher
5. ----
6. Most coaches teach social studies
7. Teaching was a PRIMARY decision
 - i. Coaching was secondary
 - ii. Teaching social studies was tertiary
8. Believes Teacher/Coaches are “good” classroom teachers
9. Does not believe Social Studies is easy to teach
 - i. HOWEVER does believe many coaches get into it because they believe it is easy
10. ----
11. Believes that state standards and accountability have changed teacher/coaches
12. Teacher/Coaches feel isolated from other teachers
13. Believes that stereotypes are outdated
14. ----
15. Aided in the shift in the culture
 - i. Telling coaching to teach other thing

APPENDIX B

Teachers of Social Studies in Texas – 2010/2011

Table B.1

2010/2011 Headcount by Subject of Teachers in Texas

SUBJECT	SUBJECTX	TEACHER HEADCOUNT
0	NOT APPLICABLE	30419
1	BIOLOGY	6012
2	CHEMISTRY	4699
3	PHYSICS	3425
5	EARTH SCIENCE	314
6	PHYSICAL SCIENCE	3066
8	GENERAL SCIENCE	79181
9	SCIENCE	4237
10	MATHEMATICS	101159
11	ARABIC	14
12	JAPANESE	44
13	AMERICAN SIGN LANGUAGE	224
15	MUSIC	14249
16	ROTC	672
17	DRIVER EDUCATION	50
20	ENGLISH AS A SECOND LANGUAGE	7897
22	ENGLISH	96962
23	JOURNALISM	1520
24	SPEECH	3077
25	THEATRE ARTS	7143
27	READING	68604
31	ECONOMICS	2321
32	GEOGRAPHY	5302
33	GOVERNMENT/POLITICAL SCIENCE	3380
34	HISTORY	16608
35	PSYCHOLOGY	904
36	ADVANCED SOCIAL SCIENCE	10
37	SOCIOLOGY	504
38	SOCIAL STUDIES	75658

(table continues)

SUBJECT	SUBJECTX	TEACHER HEADCOUNT
40	ITALIAN	12
41	FRENCH	887
42	GERMAN	296
43	LATIN	204
44	SPANISH	11882
45	RUSSIAN	15
48	HEBREW	4
49	CHINESE	98
50	ART	21561
52	HINDI	4
58	COMPUTER SCIENCE	9862
62	TRADE AND INDUSTRIAL EDUCATION	4
69	TECHNOLOGY EDUCATION	3
70	BUSINESS EDUCATION	1
71	DESKTOP PUBLISHING	442
72	DIGITAL GRAPHICS/ANIMATION	195
73	MULTIMEDIA	193
74	VIDEO TECHNOLOGY	156
75	WEB MASTERING	265
76	AGRICUL, FOOD, & NAT RESOURCES	1939
77	ARCHITECTURE & CONSTRUCTION	1226
78	ARTS, A/V TECH, & COMM	2172
79	BUSINESS MANAGEMENT & ADMIN	4286
80	EDUCATION & TRAINING	676
81	HEALTH	16519
82	PHYSICAL EDUCATION	35455
83	DANCE	786
84	FINANCE	1125
85	GOVERNMENT & PUBLIC ADMIN	30
86	HEALTH SCIENCE	2238
87	HOSPITALITY & TOURISM	891
88	HUMAN SERVICES	2519
89	INFORMATION TECHNOLOGY	2019
91	LAW, PUBLIC SAFE, CORR, & SEC	623
92	MANUFACTURING	592
93	MARKETING	624
94	SCIENCE, TECH, ENG, & MATH	1618
95	TRANS, DIST, & LOG	499
96	CAREER DEVELOPMENT	2798
98	GENERIC	61757
99	OTHER	86567

APPENDIX C

Texas High School Football Coaches Questionnaire

- 1) Do you coach football in the state of Texas?
 - a. Yes
 - b. No
- 2) What was your major in college?
 - a. Education
 - b. Something related to my teaching field
 - c. Something related to coaching
 - d. Other
- 3) Which of the following best describes the subject you teach?
 - a. English/Language Arts
 - b. Mathematics
 - c. Science
 - d. Social Studies
 - e. Foreign Language
 - f. Fine Arts
 - g. Other

Subset Social Studies Questions

- 4) Which of the following best describes why you chose to teach social studies?
 - a. I have a passion for history and social studies content
 - b. The position I took was the one available at this school
 - c. I felt confident in my ability to earn a degree/teacher certification in this area
 - d. Other
- 5) Why do you think many coaches choose to teach social studies?
- 6) Would you be willing to take part in an interview?
 - a. Yes
 - b. No

*If yes, please provide contact information:

Name:

E-mail

APPENDIX D

Email to Head Coaches

Dear Texas Football Coach:

My name is James Rodgers, and I am a Doctoral Candidate at Baylor University. I am currently writing my dissertation on the topic of Texas football coaches and the subjects they teach. To help in this study, I have prepared a survey that I am asking Texas football coaches to fill out online. I am asking that you please forward this e-mail to any of your football coaches who are also full-time teachers.

The survey is only 3-6 questions, should take no more than a few minutes, and can be found at the following link:

https://qtrial.qualtrics.com/SE/?SID=SV_3mI4PEv0AogAYWo

Any findings will be confidential and will in no way impact their standing as teachers or coaches.

Please feel free to e-mail me at JamesB.Rodgers@Gmail.com or James_Rodgers@Baylor.edu if you have any questions or concerns. I want to thank you in advance for your time and consideration. I very much appreciate your help with this effort.

Sincerely,

James B. Rodgers
Baylor University

Coach _____,

My name is James Rodgers, and I am a Doctoral Candidate at Baylor University. I am currently writing my dissertation on the topic of Texas football coaches and the subjects they teach. To help in this study, I will be conducting interviews with football coaches around the state. Earlier this year, you participated in an online survey and stated that you would be willing to be a participant in these interviews. I am e-mailing you because your answers on the questionnaire were selected as providing a unique perspective on teaching and coaching in the state of Texas.

Assuming that you are still willing to participate, I would like to schedule a time to conduct these interviews. I can travel to your school and conduct them in person, or I can call you and we could conduct the interview over the phone. Given the busy schedule of teacher-coaches, I will attempt to conduct any in person interviews on the weekend and any phone interviews during the week. In either case, the interview shouldn't take more than 30 minutes and shouldn't prove stressful in any way.

I am hoping to conduct these interviews between November 19th and January 5th. If you don't mind, I would love to hear your preference for the style of interview (phone or in person) and 2-3 times which would best suit your schedule. Feel free to e-mail me at JamesB.Rodgers@Gmail.com or James_Rodgers@Baylor.edu and I will schedule them immediately. I will also respond to any questions or concerns. I want to thank you in advance for your time and consideration. I very much appreciate your help with this effort.

Sincerely,

James B. Rodgers
Baylor University



APPENDIX E

Responses to Original Questionnaire

Initial Report





Last Modified: 07/05/2012

6. Do you coach football in the state of Texas?

#	Answer		Response	%
1	Yes		477	96%
2	No		19	4%
	Total		496	100%








Statistic	Value
Min Value	1
Max Value	2
Mean	1.04
Variance	0.04
Standard Deviation	0.19
Total Responses	496

7. What was your major in college?

#	Answer		Response	%
1	Education		209	45%
2	Something related to my teaching field		137	29%
3	Something related to coaching		69	15%
4	Other		54	12%
	Total		469	100%





Statistic	Value
Min Value	1
Max Value	4
Mean	1.93
Variance	1.05
Standard Deviation	1.03
Total Responses	469

8. Which of the following best describes the subject you teach?

#	Answer		Response	%
1	English/Language Arts		31	7%
2	Mathematics		55	12%
3	Science		46	10%
4	Social Studies		140	30%
5	Foreign Language		3	1%
6	Fine Arts		12	3%
7	Other		182	39%
	Total		469	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	4.69
Variance	4.30
Standard Deviation	2.07
Total Responses	469

4. Which of the following best describes why you chose to teach social studies?

#	Answer		Response	%
1	I have a passion for history and social studies content		89	70%
2	The position I took was the one available at this school		5	4%
3	I felt confident in my ability to earn a degree/teacher certification in this area		22	17%
4	Other		12	9%
	Total		128	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.66
Variance	1.14
Standard Deviation	1.07
Total Responses	128

9. Why do you think many coaches choose to teach social studies?

Text Response
Interesting content, job availability
That is a good question, I don't know
They enjoy history.
The history of war relates well to coaching and strategy
I think we major in areas of academic strength and interest
Tradition
Fits with available teaching slots at schools.
Strategy
They enjoy the subject material as I do.
Comfort with verbal and writing skills
The college push in the SS because of the need in the schools at the time
Coaching position is tied to social studies teaching position
ppp
I think to be a coach you have to have an inherent grasp of what has happened before you. You are always looking to the past to try and gain insight into what might happen in the future.
They think it is something they can get a degree in and feel it is a discipline that they can be successful in the classroom teaching
I think it is Spec. Ed now..
It is an interesting subject and it is fairly simple to teach.
They are men of character and find in teaching social studies they can help mold an appropriate world view that was imparted by our founding fathers
It is very engaging for the students.
The preparation time for class is less...flexibility is how to teach....most coaches are ss so when one leaves that spot is open....
It does not change and is easily adapted to many teaching and learning styles.
Lack of need for extra preparation time.
Their coaches were history teachers. For a long time, it seems, these spots were saved for coaches.
Many factors, tradition, marketable, a lot of coaches teach social studies and pe.
Most people that enter certain fields have usually had a great teacher in their past. Mine was a Social studies teacher/coach.
Perhaps many of the men that influenced their lives have been coaches that taught social studies. Perhaps the study of great leaders helps to influence their own leadership skills.
Many job opportunities, not as time consuming as Math, Science or English
It is a core subject in schools
Enjoy the subject matter.
Many coaches choose to teach social studies because it makes them more well-rounded to find a job. If they have their social studies composite they can teach, world geography, u.s. history, world history, government, or economics. So a total of 5 subjects!!
I had a great history teacher in high school.
Minor in subject.

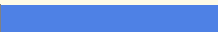

Interesting
I honestly think many choose to teach social studies because they enjoy the subject matter. I believe others also like the fact that the rigors of teaching the course are much more conducive to the time demands placed on the coach than some other courses; science classes usually require lab preparation, or English classes which require large amounts of time devoted to grading writing.
Great way to teach students about our past, where they are in relationship to the rest of the people in the world, how their choices impact everyone, and to teach students how to think for themselves and formulate their own opinions about government and politics.
Social Studies tend to choose coaches, as most principals lot those positions to a field that is less rigorous as far as testing goes.
Social studies was my favorite in HS.
Because of the coaches who taught us impacted us and we wanted to be like them
They like history
Many coaches are social studies teachers traditionally, and with the coaching carousel, it's easier to find a job as well as easier for principals to hire a Social Studies Teacher. You may want to ask principals why they use coaches mostly in social studies
They are subjects that we like
Because they have an interest in those subject areas.
Personality and interest in war, conflicts, battle plans, style of leadership etc. follows the sports dynamic.
Because history hasn't changed, there are new formulas as there for mathematics and science
I was also an English Minor but with all the hours I put in coaching it was very hard to teach 167ypothe due to the amount of papers to read and grade. Many choose Social Studies due to the fact of the assessment is not as hard to grade, or as time consuming. Also the material taught is a constant, History does not change.
When you coach you study the past (game planning), make hypothesis (what plays will work) make comparisons etc.
They like the subject
I think that many coaches like history.
I have always wanted to teach Texas History. My role model taught Texas History. So i probably chose this subject to pattern my life after my role model.
Not sure
Men, I believe have a tendency to appreciate history and it is always important to teach something you like.
It is easier to get a degree and teach than Math or Science
When a coach leaves, there is a social studies opening
I think History is interesting to many and I chose it because I had been raised in an Air Force Family and lived across the world and wanted to share my life with others.
The third answer from previous question
I think all that do love to learn from our past, it is the best teacher in the world. If know your history you can learn from it and hopefully not make the same mistakes. Everything is Social Studies relates to real life lessons!
Most coaches like history/social studies and there seems to be ore coaching jobs in that area
It is about people and that is social studies.
I think coaches are aware of tradition and hence are naturally drawn to the subject. Also, most schools are set up for their social studies to be filled by coaches therefore it is a natural fit. Easier for administrators to work around scheduling coaches in social studies than it is math or science

Aligns with their interests. History and critical thinking align with coaching.
Unsure, my degree is in finance, original career plan was not teaching/coaching
Either they love it or they feel comfortable teaching the subject and some probably think it's the easiest subject to teach.
Lots of military/war in history- similar strategies in football
shortage of males in this area
Because most coaches teach social studies, it makes sense to be certified in that area because that is the subject area that must be filled.
It is a subject that allows teachers/ Coach's to be creative as needed when coaching sports.
I believe that some of them feel that it is the easiest to teach in terms of the test – which was true when we took TAKS, but not so much now with STAAR & EOC. I also think most football coaches are strategists – and there are similarities between generals and coaches.
Virtually the only way for a teacher certified in Social Studies to gain employment in Texas is to agree to also coach....I was told quote “the teaching job is tied to the coaching position...if you cannot coach you cannot teach at our school.” After filling this position and doing both the teaching and coaching for 2 school years, I was again told I could not teach at the school in question if I was not willing to continue coaching.
Passion for stories
It is less time consuming
It is where the coaching jobs are.
Many different courses to teach.
The love of history
Interest in historical concepts and easier than math or science.
They believe it is easier to teach and believe their coaching prep duties are more important than class prep.
My high school coach told me when I looked into what teaching field, to remember that most coaches teach history. So if I ever wanted to find another job, history would be the way to go.
It's either what they're interested in or some may view it as being “easier”
History is a great subject to teach and study
Because of the areas Social Studies encompasses and the fun one can have teaching those subjects
It was one of the easier tested subjects....I actually was planning on just teaching social studies. I just happened to have an AD that allowed me to try coaching on a trial basis, That's when I got hooked.
It has information that is stagnate since there are not new content
Like subject area
They like the subject plus there are many coaches who teach social studies and this makes moving easier
They feel confident in being able to teach the content to the kids.
Not sure
It is the easiest test to pass and telling stories and relating stories is a natural fit for a coach/teacher.
Subject matter is attractive to potential coaching candidates.
Teach about citizenship, ethics, and society
Because they wanted to coach and ss was there strength so they choose ss as a major or minor so they could teach and in turn coach. They realized that the lives they could touch was at a much greater number, depth and degree in schools if they coached.
Good question. 1) I think that coaches, for the most part, are males and therefore typically enjoy history. 2) I think that social studies teaching fields have been associated with coaching positions for decades and

coaches gravitate toward those positions to obtain jobs.
They like the content
When I came thru College, History was the field needed to get a job. It was the need of the schools.
The teaching field is usually tied to a coaching position.
History can be related to athletics
they enjoy history
Men tend to like history more than women.
I am actually an Economics major but the Social Studies Composite covers this subject. This year I will teach 4 different subjects. Government, Economics, World History and World Geography
Many positions in this field
For myself there are many reasons. Most important would be the interest in wars and the battle for dominance in the world. This fits right in with the attitude of domination on Friday nights.
College requirements put you half way to this degree so many just continue the tract.
Tactics used in the military can be applied to athletics

Statistic	Value
Total Responses	130

10. Would you be willing to take part in an interview?

#	Answer		Response	%
1	Yes		59	46%
2	No		70	54%
	Total		129	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.54
Variance	0.25
Standard Deviation	0.50
Total Responses	129

11. Please provide contact information:

Name	Email	School
		Burnett Jr. High
		170ypoth high
		Floresville
		Laredo Martin
		Molina High School
		Red Oak High School
		k
		Weslaco East High School
		Mt Vernon HS
		Smithville High School
		Smithville HS
		Plainview High School
		Arlington Lamar
		Retired
		Louis D. Brandeis High School
		Brandeis High School
		Goose Creek Memorial High School
		Scott Johnson MS
		Ridgeview Middle School
		Bishop Lynch
		Quinlan Ford
		McKinney Boyd
		San Marcos Academy
		port 170ypoth junior high
		Bowie (Fort Bend)
		S.P. Waltrip H.S.
		Tascosa H/S
		Highland HS – Highland ISD
		McKinney Boyd
		Jim Ned CISX
		Tulia
		Sweetwater
		Premont High School
		Flower Mound
		Lake View High School
		San Angelo Lincoln MS
		A&M Consolidated Hs

		Concordia Lutheran High School
		Frisco centennial
		Mckinney north
		Texas city HS
		903-883-2918 x 141
		W.W. Samuell High School
		Alamo Heights HS
		Manor High School
		Hughes Middle School Burleson, Texas
		Life-Red Oak
		Quitman ISD
		Raymondville High
		Idalou High School
		Taylor ISD
		171ypothes junior high school
		Rosebud-Lott High School
		Saginaw High School
		Clack M.S.
		Beeville Jones HS
		Perryton High School
		Fonville MS

Statistic	Value
Total Responses	58

APPENDIX F

Questionnaire Data Qualifications

Passion for Social Studies

1. They enjoy history.
2. I think we major in areas of academic strength and interest.
3. They like the subject.
4. They enjoy the subject material as I do.
5. They are men of character and find in teaching social studies they can help mold an appropriate world view that was imparted by our founding fathers.
6. Perhaps the study of great leaders helps to influence their own leadership skills.
7. Enjoy the subject matter.
8. Interesting.
9. I honestly think many choose to teach social studies because they enjoy the subject matter. I believe others also like the fact that the rigors of teaching the course are much more conducive to the time demands placed on the coach than some other courses; science classes usually require lab preparation, or English classes which require large amounts of time devoted to grading writing.
10. Great way to teach students about our past, where they are in relationship to the rest of the people in the world, how their choices impact everyone, and to teach students how to think for themselves and formulate their own opinions about government and politics.
11. Social studies was my favorite in HS.
12. They like history
13. They are subjects that we like.
14. Because they have an interest in those subject areas.
15. I think that many coaches like history.
16. Men, I believe have a tendency to appreciate history and it is always important to teach something you like.
17. I think History is interesting to many and I chose it because I had been raised in an Air Force Family and lived across the world and wanted to share my life with others.
18. I think all that do love to learn from our past, it is the best teacher in the world. If know your history you can learn from it and hopefully not make the same mistakes. Everything is Social Studies relates to real life lessons!
19. It is about people and that is social studies.

20. passion for stories
21. the love of history
22. Interest in historical concepts and easier than math or science.
23. History is a great subject to teach and study.
24. Because of the areas Social Studies encompasses and the fun one can have teaching those subjects.
25. Like subject area.
26. They enjoy history.
27. It is an interesting subject and it is fairly simple to teach.
28. They like the content.
29. Interesting content, job availability.

Social Studies is part of the tradition or culture of coaching

1. Because they wanted to coach and S.S. was there strength so they choose S.S. as a major or minor so they could teach and in turn coach. They realized that the lives they could touch was at a much greater number, depth and degree in schools if they coached.
2. The teaching field is usually tied to a coaching position.
3. Tradition.
4. It was one of the easier tested subjects....I actually was planning on just teaching social studies. I just happened to have an AD that allowed me to try coaching on a trial basis. That's when I got hooked.
5. Virtually the only way for a teacher certified in Social Studies to gain employment in Texas is to agree to also coach....I was told quote "the teaching job is tied to the coaching position...if you cannot coach you cannot teach at our school." After filling this position and doing both the teaching and coaching for 2 school years, I was again told I could not teach at the school in question if I was not willing to continue coaching.
6. It is where the coaching jobs are.
7. Coaching position is tied to social studies teaching position
8. My high school coach told me when I looked into what teaching field, to remember that most coaches teach history. So if I ever wanted to find another job, history would be the way to go.
9. I think coaches are aware of tradition and hence are naturally drawn to the subject. Also, most schools are set up for their social studies to be filled by coaches therefore it is a natural fit. Easier for administrators to work around scheduling coaches in social studies than it is math or science
10. Their coaches were history teachers. For a long time, it seems, these spots were saved for coaches.

11. Most coaches like history/social studies and there seems to be ore coaching jobs in that area.
12. Many factors, tradition, marketable, a lot of coaches teach social studies and P.E.
13. Most people that enter certain fields have usually had a great teacher in their past. Mine was a Social studies teacher/coach.
14. Perhaps many of the men that influenced their lives have been coaches that taught social studies.
15. Because of the coaches who taught us impacted us and we wanted to be like them
16. I have always wanted to teach Texas History. My role model taught Texas History. So i probably chose this subject to pattern my life after my role model.
17. When a coach leaves, there is a social studies opening
18. Because most coaches teach social studies, it makes sense to be certified in that area because that is the subject area that must be filled.
19. Good question. 1) I think that coaches, for the most part, are males and therefore typically enjoy history. 2) I think that social studies teaching fields have been associated with coaching positions for decades and coaches gravitate toward those positions to obtain jobs.
20. I think coaches are aware of tradition and hence are naturally drawn to the subject. Also, most schools are set up for their social studies to be filled by coaches therefore it is a natural fit. Easier for administrators to work around scheduling coaches in social studies than it is math or science
21. Many coaches are social studies teachers traditionally, and with the coaching carousel, it's easier to find a job as well as easier for principals to hire a Social Studies Teacher. You may want to ask principals why they use coaches mostly in social studies
22. They like the subject plus there are many coaches who teach social studies and this makes moving easier

Connection between the Social Studies and Football

1. The history of war relates well to coaching and strategy.
2. Strategy.
3. When you coach you study the past (game planning), make hypotheses (what plays will work), make comparisons, etc.
4. I think to be a coach you have to have an inherent grasp of what has happened before you. You are always looking to the past to try and gain insight into what might happen in the future.
5. Personality and interest in war, conflicts, battle plans, style of leadership etc. follows the sports dynamic.
6. Aligns with their interests. History and critical thinking align with coaching.
7. Subject matter is attractive to potential coaching candidates.

8. Teach about citizenship, ethics, and society.
9. History can be related to athletics.
10. For myself there are many reasons. Most important would be the interest in wars and the battle for dominance in the world. This fits right in with the attitude of domination on Friday nights.
11. Tactics used in the military can be applied to athletics
12. lots of military/war in history - similar strategies in football
13. It is a subject that allows teachers/ Coach's to be creative as needed when coaching sports.
14. I believe that some of them feel that it is the easiest to teach in terms of the test – which was true when we took TAKS, but not so much now with STAAR & EOC. I also think most football coaches are strategists – and there are similarities between generals and coaches.
15. It is the easiest test to pass and telling stories and relating stories is a natural fit for a coach/teacher.

Easy subject matter to teach

1. It does not change and is easily adapted to many teaching and learning styles.
2. Comfort with verbal and writing skills.
3. It is an interesting subject and it is fairly simple to teach.
4. Lack of need for extra preparation time.
5. It is easier to get a degree and teach than Math or Science.
6. It is less time consuming.
7. They believe it is easier to teach and believe their coaching prep duties are more important than class prep.
8. Because history hasn't changed, there are new formulas as there for mathematics and science.
9. It's either what they're interested in or some may view it as being "easier".
10. It has information that is stagnant since there are not new content.
11. They feel confident in being able to teach the content to the kids.
12. The preparation time for class is less...flexibility is how to teach....most coaches are S.S. so when one leaves that spot is open....
13. Social Studies tends to choose coaches, as most principals lot those positions to a field that is less rigorous as far as testing goes.
14. Either they love it or they feel comfortable teaching the subject and some probably think it's the easiest subject to teach.

Allowed for job placement

1. Fits with available teaching slots at schools.
2. The college push in the S.S. because of the need in the schools at the time.

3. They think it is something they can get a degree in and feel it is a discipline that they can be successful in the classroom teaching.
4. Many job opportunities, not as time consuming as Math, Science or English
5. Many coaches choose to teach social studies because it makes them more well-rounded to find a job. If they have their social studies composite they can teach, world geography, U.S. history, world history, government, or economics. So a total of 5 subjects!!
6. The third answer from previous question [I felt confident in my ability to earn a degree/teacher certification in this area].
7. When I came thru College, History was the field needed to get a job. It was the need of the schools.
8. Many positions in this field.
9. College requirements put you half way to this degree so many just continue the tract.

Other

1. not sure
2. Not sure
3. That is a good question, I don't know
4. ppp
5. I think it is Spec. Ed now..
6. Its is very engaging for the students.
7. It is a core subject in schools
8. I had a great history teacher in high school.
9. shortage of males in this area
10. Men tend to like history more than women.
11. Minor in subject.
12. unsure, my degree is in finance, original career plan was not teaching/coaching
13. many different courses to teach.
14. I am actually an Economics major but the Social Studies Composite covers this subject. This year I will teach 4 different subjects. Government, Economics, World History and World Geography

APPENDIX G

Case Information

Case A

- Mount Vernon, Texas
- Suburban
- Texas Region East
- TEA Region 8
- 3A Football

Case B

- Dallas, Texas
- Urban
- Texas Region North
- TEA Region 10
- TAPPS 6A Football

Case C

- Sugarland, Texas
- Urban
- Texas Region Coastal
- TEA Region 4
- 4A Football

Case D

- Floresville, Texas
- Suburban
- Texas Region South
- TEA Region 20
- 4A Football

Case E

- Quinlan, Texas
- Rural
- Texas Region North
- TEA Region 10
- 3A Football

Case F

- Plainview, Texas
- Suburban
- Texas Region Panhandle
- TEA Region 17
- 3A Football

Case G

- Unincorporated Hunt County, Texas
- Rural
- Texas Region North
- TEA Region 10
- 1A Football

Case H

- Roscoe, Texas
- Rural
- Texas Region West
- TEA Region 14
- 6-Man Football

Case I

- Port Isabel, Texas
- Suburban
- Texas Region South
- TEA Region 1
- 3A Football

APPENDIX H

Seven Regions for the State of Texas

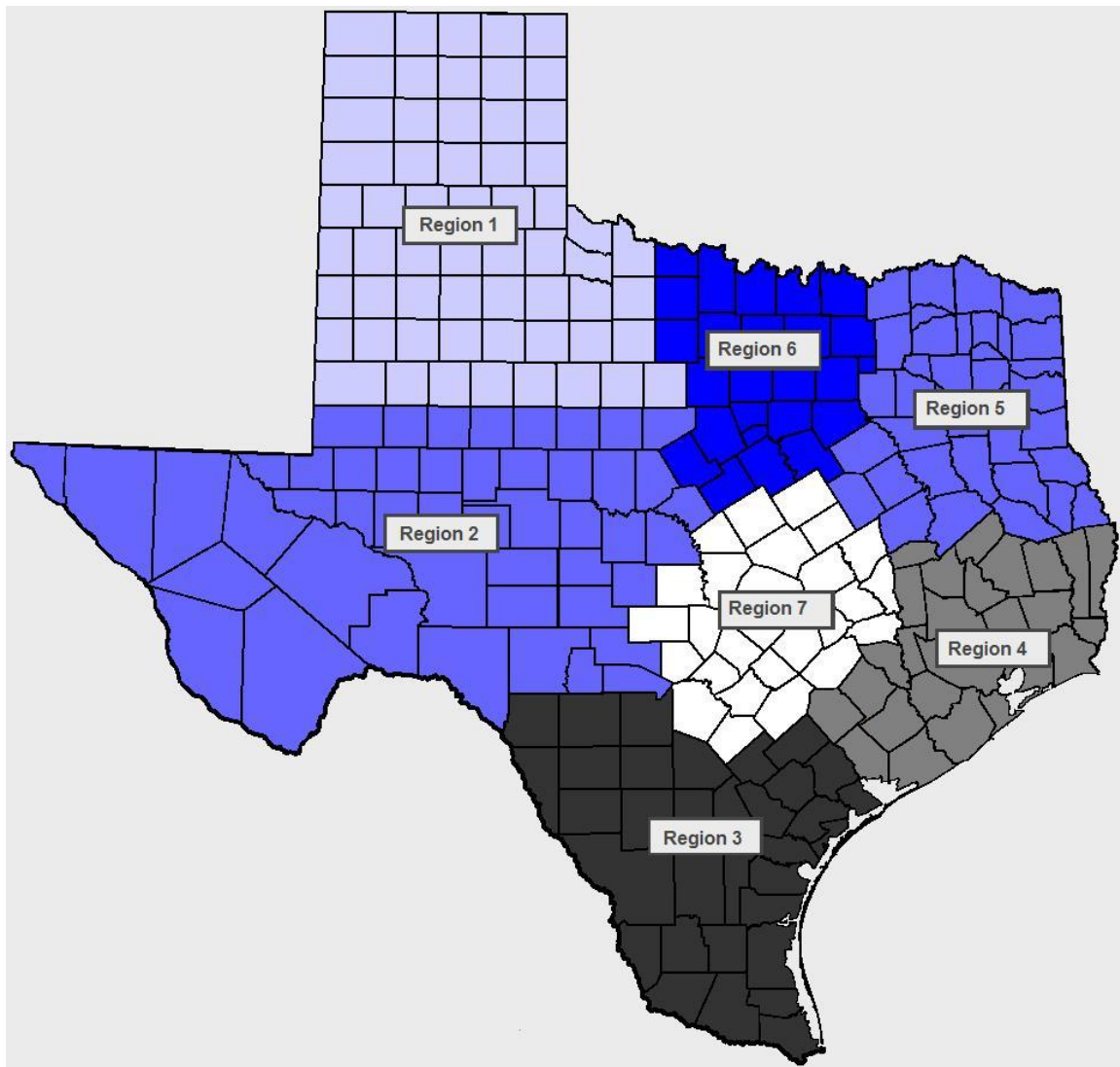


Figure H.1. Seven regions

APPENDIX I

High School Football Classifications

Football:

Section 1250 (i) (1) & (2) of the Constitution and Contest Rules states:

(i) SITE AND DAY OF GAME.

(1) Non-district Games. Mutual agreement determines site and day of game.

(2) District Games. District schedules, unless unanimously agreeable otherwise, shall be made by a draw for a two year period. Home team may designate the day of the game. Exception: When a school district has more than one home game per week and only one stadium, the day of the game shall be determined by a draw unless mutually agreeable otherwise. Starting times shall be set by the district executive committee, unless mutually agreeable otherwise.

Other Sports:

Section 1203 (d) of the Constitution and Contest Rules states:

(d) SCHEDULING. The district executive committee shall arrange a schedule to determine district representatives prior to the deadline specified in the Official League Calendar.

Important Dates:

February 2-12, 2012 Schools wishing to change districts may do so by getting a vote from both the district to which they have been assigned and the district to which they wish to change. If a unanimous vote is achieved from both districts, both district chairs must notify the UIL office by phone and follow with fax notification. The school appealing should fill out the Appeal Form.

February 12, 2012 Deadline for a participant school to request an appeal of their district assignment to the UIL office. The school must file its request and a supporting statement with the District Assignment Appeals Committee. The school appealing must inform in writing the superintendent and principal of the schools in the conference and district to which it was assigned as well as the superintendent and principal of the schools in the conference and district to which it wishes to be assigned. Notification in writing must go to all schools that could be involved in the change. The District Assignment Appeals Committee will not consider appeals with respect to conference assignment unless there was an error in the enrollment figures submitted.

February 20, 2012 The District Assignment Appeals Committee hearing for appeals will be held beginning at 9:00 am at the UIL Office in Austin (1701 Manor Road). When all reviews and appeals have been made, the District Assignment Appeals Committee shall approve the assignments to districts. Until this approval, contracts for contests by

participant schools are not effective. Schools in the affected districts will be notified in writing by the UIL Executive Director. The chairmen of the affected districts will be notified by email, telephone and/or fax.

February 21, 2012 First day for District Executive Committee meetings to set district schedules. Football Schools may play their first game no earlier than August 30, 2012. First Playing Dates: The first playing dates for football for the 2012-13 season are August 30, 31, September 1, and for the 2013-14 season are August 29-31. Schools are limited to no more than ten games.

Football Game Contracts: Please review Section 356 of the UIL Constitution and Contest Rules. A school may be disqualified for district honors for up to two years in that sport for contracting with other Texas schools prior to the finalization of the reclassification and realignment by all University Interscholastic League appeal committees.

Athletic schedules will not be considered official until approved by the superintendent of the member school district. Six-man Football: Schools with an enrollment of 99.9 or lower may choose to participate in six-man football or may opt to play eleven-man football but remain in the smaller division for basketball and spring meet. Schools currently participating in six-man football may submit enrollment figures by any one of the following combinations of grades: grades 9, 10, 11 and 12; grades 8, 9, 10 and 11; grades 7, 8, 9 and 10; or grades 9 and 10 doubled.

Formulas for Enrollment: The formulas used to determine enrollment are:

(1) Schools with four high school grades (9-12), and three-year high schools (grades 10-12) which will receive incoming tenth graders from specific, identifiable feeder schools:
Grades 9, 10, 11, 12 = Enrollment

2) Schools with only grades 10, 11, 12 when it cannot easily be determined which schools the incoming tenth graders are attending:
Grades 10, 11, 12 X 1.33 = Enrollment

NEW SCHOOLS AND SCHOOLS CHANGING CONFERENCES FOR 2012-2013 & 2013-2014

5A 2090 membership and above 245 schools

New 5A: Edinburg Vela, League City Clear Falls, Round Rock Cedar Ridge

4A to 5A: Austin Lake Travis, Brownsville Veterans Memorial, Carrollton Turner, Denton Ryan, Keller Timber Creek, Killeen, La Joya Juarez-Lincoln, Manvel, McKinney, New Braunfels Canyon, Pflugerville Hendrickson, Richardson Pearce, Rockwall, Rockwall Heath, Spring Branch Smithson Valley, Waco Midway, Weslaco East

Elevated by Request: Austin Anderson, Eagle Pass Winn, Fort Bend Elkins, Houston Madison, South Garland

4A 1005 to 2089 membership range 250 schools

New 4A: Bastrop Cedar Creek, Burleson Centennial, El Paso Eastlake, Fort Bend Ridge Point, Fort Worth Chisholm Trail, Georgetown East View, Mansfield Lake Ridge, Pharr-San Juan-Alamo Southwest, Richmond George Ranch, San Antonio Young Womens Leadership Academy, Tomball Memorial

5A to 4A: Amarillo, Dallas Samuell, Denton Guyer, El Paso Hanks, Fort Bend Marshall, Fort Bend Willowridge, Georgetown, Houston Milby, Laredo Cigarroa, Laredo Martin, Laredo Nixon, Leander, Lubbock, Lubbock Monterey, Mansfield Legacy, Mission, San Antonio Highlands, Saginaw, Seguin, Tomball

3A to 4A Corpus Christi Miller, Fort Worth Polytechnic, Lindale, Lucas Lovejoy, North Forney, Prosper

Elevated by Request: Austin Eastside Memorial, Dallas Lincoln, Fort Worth Dunbar, San Antonio Fox Technical

3A 450 to 1004 membership range 190 schools

New 3A: College Station, Dallas Hutchins, Dallas Prime Prep Academy

4A to 3A: El Campo, Hidalgo Early College, Houston Furr, Houston Jones, Houston Kashmere, Houston Scarborough, Houston Sterling, Houston Washington, Houston Worthing, Houston Yates, Kilgore, Kingsville King, La Marque, Springtown, Stephenville

2A to 3A: Buna, Houston KIPP Sunnyside, Irving North Hills, Krum, Melissa, Mineola

Elevated by Request: Amarillo River Road, Anthony, San Antonio Hawkins

2A 200 to 449 membership range 235 schools

New 2A: Austin Harmony Science, Houston Yes Prep Gulfton

3A to 2A: Aransas Pass, Bowie, Brownfield, Commerce, Farmersville, Goliad, Kemp, Kirbyville, Lamesa, Mathis, Mount Vernon, Palacios, Palestine Westwood, Pilot Point, Salado, Van Alstyne, Whitesboro

1A to 2A: Big Lake Reagan County, Boys Ranch, Canadian, Clarksville, Dallas Faith Family Academy, Garrison,

Hawkins, Johnson City Johnson, Moody, Olton, Rice, Riesel

Elevated by Request: None

1A 199 and below membership 390 Basketball Schools

168 Eleven-Man Football Schools

138 Six-Man Football Schools

New 1A: Arlington Summit International, Lubbock Harmony Science

2A to 1A: Anson, Axtell, Forsan, Harleton, Harper, Hico, Italy, Jewett Leon, Joaquin, Junction, Ozona, Premont, San Augustine, San Saba, Thorndale, Three Rivers, Weimar

APPENDIX J

Texas High School Social Studies Teachers/Football Coaches Interview Questions

- Do you consider yourself a teacher who coaches or a coach who teaches?
 - Why are you a coach?
 - Why are you a teacher?
- Of what subject area do you consider yourself a teacher?
 - How did you come to teach this subject?
 - Why do you like this subject or find it the best fit for you as a teacher?
- What subject do you think high school football coaches generally teach?
 - Why is this the typical teaching area for coaches?
- Are you aware of any stereotypes about teacher/coaches?
 - Why do these stereotypes exist?

APPENDIX K

Texas Education Agency Regions Map

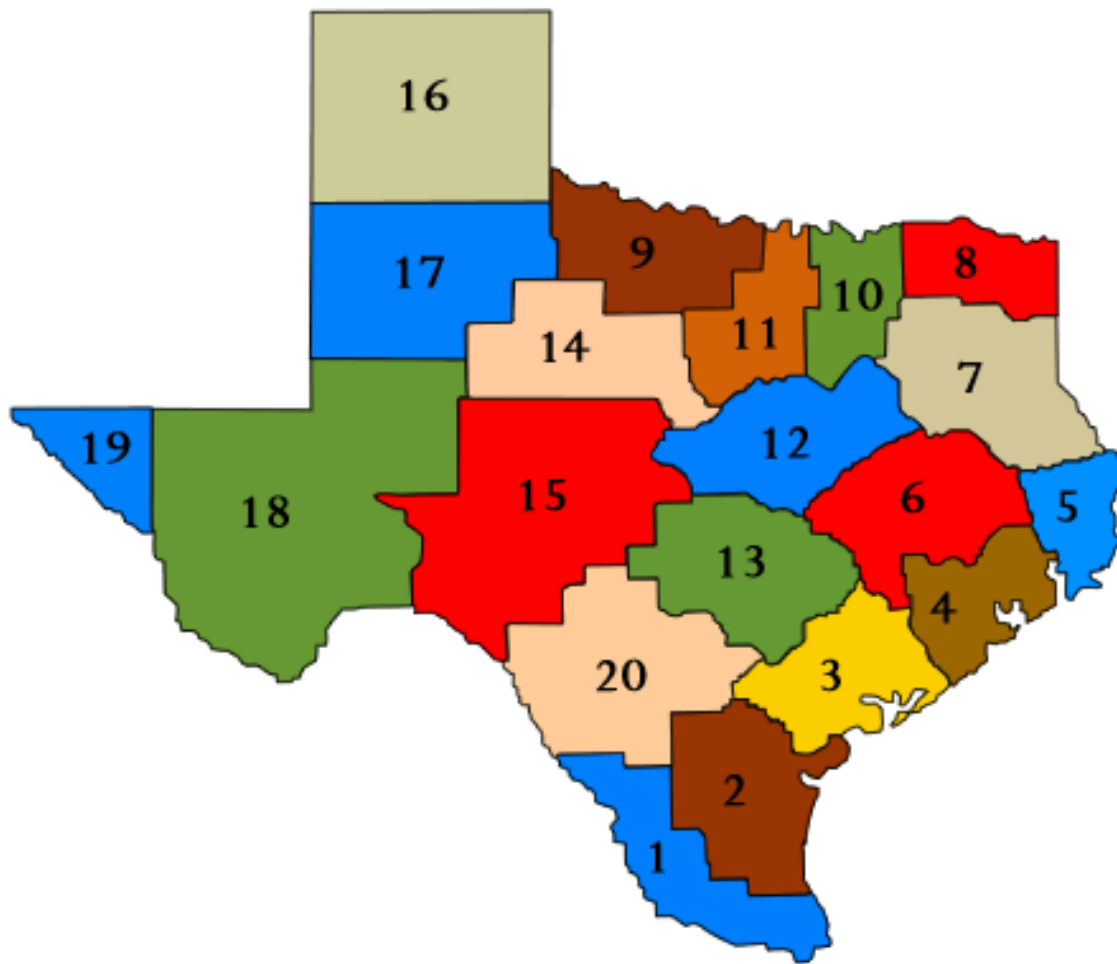


Figure K.1. Twenty Texas Education Agency regions

APPENDIX L

Themes and Coding for Dissertation Research Findings

- 1) Professional self-description
- 2) Differentiation between roles
- 3) Influence from the culture of coaching
- 4) Subject-area designation
- 5) Existence of the connection between teaching social studies and coaching football
- 6) Common cognate for football coaches
- 7) Primary decision of professional roles
- 8) Beliefs concerning teacher/coaches classroom abilities
- 9) Beliefs concerning rigor of teaching social studies
- 10) Coaching's role on relationships with learners
- 11) State standards and accountability effect on coaching
- 12) Teacher/Coaches relationship to other teachers
- 13) Beliefs concerning existence of stereotypes
- 14) Beliefs in cultural shift in coaches
- 15) Role in the cultural shift among coaches

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