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A study to determine role conflict in the counselor-coach

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A study to determine role conflict in the counselor-coach

Abstract

A social role is defined as a pattern of expected behaviors common to everyone who holds a specific position in society; a policeman, mother, teacher, counselor, or coach (Locke and Massengale, 1978, p. 162). Hollingshead (1965), using basically the same definition, says that an occupational role is a specific activity, with a market value, which an individual can continually pursue, that supplies a steady flow of income, displays a technology of specific manual and mental operations, and produces a prestige attached to the occupation in accordance with the values of the community (p. 15). Under these two viewpoints, both counseling and coaching would be considered separate occupations. This research deals with combining these two roles into one position and the extent and intensity of role conflict that may arise.

A STUDY TO DETERMINE ROLE CONFLICT
IN THE COUNSELOR-COACH

A Research Paper
Presented to
the Department of School Administration
and Personnel Services
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Thomas James Keller

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Chapter 1

THE PROBLEM

Introduction

A social role is defined as a pattern of expected behaviors common to everyone who holds a specific position in society; a policeman, mother, teacher, counselor, or coach (Locke and Massengale, 1978, p. 162). Hollingshead (1965), using basically the same definition, says that an occupational role is a specific activity, with a market value, which an individual can continually pursue, that supplies a steady flow of income, displays a technology of specific manual and mental operations, and produces a prestige attached to the occupation in accordance with the values of the community (p. 15). Under these two viewpoints, both counseling and coaching would be considered separate occupations. This research deals with combining these two roles into one position and the extent and intensity of role conflict that may arise.

According to Grace (1972) and Massengale (1977), there are two basic types of role conflict, inter-role and intra-role conflict. Inter-role conflict occurs when one person occupies several different roles that demand incompatible behaviors, such as a coach expected to be at practice and as a counselor to be available after school

for students and/or faculty (p. 162). The intra-role conflict results when one person occupies a single role for which different groups or individuals expect incompatible behaviors, such as a coach expected by some parents to win every game and by other parents to give every player an opportunity to play (p. 162). Likewise, Stack (1977) defines role conflict as a result of misperceptions of certain roles: One person's perception of his role may not correspond with the role perception of other persons (p. 341). In either author's opinion, it is evident that potential conflict may exist in the counselor-coach role.

Statement of the Problem

The purpose of this research is to examine to what extent and what intensity the counselor-coach encounters inter-role conflict. Secondly, to determine other possible variables that may be associated with the counselor-coach role combination, such as the sport coached, head or assistant coach, number of years as an active coach, number of years as an active counselor, sex, school size, and hopes for future career.

Purpose of the Study

In view of the problems that a counselor may have in performing the duties of both the counselor and coach, it is the purpose of this study to determine the nature of this dual role. This will be done by the counselor-coach

rating the amount of conflict perceived and experienced in five conflict areas:

- I. Value Conflict - involves the incompatibility between values coaches are expected to uphold with athletes and those currently held by society.
- II. Status Conflict - which is the treatment and view held by other professional colleagues.
- III. Self/Other Conflict - which deals mainly with personal career advancements.
- IV. Load Conflict - which is the combined work loads of counseling and coaching.
- V. Counselor-Coach Specific Conflict - which assess inter-role conflict based on the assumption that the counselor-coach occupies two distinct roles.

Definition of Terms

Counselor-Coach - A full-time school counselor who also is an assistant or head coach in any sport.

Values - A person's basic ideas and beliefs about what is good and what is wrong or bad.

Occupational Role - A specific activity with a market value, which an individual can continually pursue, that supplies a steady flow of income, displays a technology of specific manual and mental operations, and produces a prestige attached to the occupation in accordance with the values of the community.

Inter-Role Conflict - Occurs when one person occupies several different roles that demand incompatible behaviors.

Intra-Role Conflict - Occurs when one person occupies a single role for which different groups or individuals expect incompatible behaviors.

Chapter 2

REVIEW OF RELATED LITERATURE

Since little literature is available that specifically deals with the counselor-coach conflict, the study was approached from four directions: 1) the characteristics of the counselor, 2) the characteristics of the coach, 3) comparison to research done of role change from teacher to counselor, and 4) comparison to research done of role conflict in the teacher-coach. In the first two approaches, an attempt will be made to distinguish characteristics essential to that role. The third approach was based primarily on the research conducted by Kehas and Morse (1971) and fourth approach research conducted by Massengale and Locke (1978).

Counselor Characteristics

The role of the counselor is complex. It is dynamic and influential in its relationships with teachers, students, parents, and administrators (Stack, 1977). Scheid (1976) contributes to this role identity by stating that the counselor, willing or not, exerts an influence on his clients. The obvious goal of all counselors is to have this influence regarded as effective or positive. Rachel Ajzen (1973) states that the counselor's influence on the client's values appears to be

inevitable and may happen without the counselor's or the client's awareness. Such counselor responses as a smile, a frown, or a nod of the head serve as a subtle demonstration of the counselor's attitudes and accordingly influence the client. This claim that counselors influence their clients is supported both by experimental studies on direct conditioning (Verplank, 1955) and by clinical observations (Parloff, Iflund, and Goldstein, 1960). According to Zarski, Sweeney, and Barcikowski (1977), studies have shown that personal qualities of counselors are a promising predictor of counseling effectiveness. Whiteley (1968) adds that human qualities may indeed be relevant to counseling, but may not reveal the total relationship of effective counseling. By either viewpoint, counselor characteristics do have some significance in counselor effectiveness. A study by Remer and Sease (1974) showed effective counselor traits to be rapport or relating to clients on the clients' level, establishment of trust and confidence, and seeing the client as an individual. Soper (1963) identified eight characteristics of counselor effectiveness: 1) tends to be sensitive, 2) oriented to people rather than things, 3) perceives others as able rather than unable, 4) dependable rather than undependable, 5) friendly rather than unfriendly, 6) worthy rather than unworthy, 7) personally adequate rather than wanting, and 8) self-revealing rather than self-concealing. Bowler and

Dawson (1940, as cited by Whiteley, 1968) distinguishes traits of the effective counselor as objectivity, respect for the individual, self-understanding, mature judgment, ability to listen, resourcefulness, reliability, and a sense of humor. Janet Welch (1971) adds characteristics of a counselor, as stated by a group of school children ages ten through fourteen, as being nice, not mean, someone to feel you can go to when in trouble, friendly, someone who doesn't yell at you. Wicas and Mahan (1966), in a comparison of highly effective counselors and less effective counselors, found the high-rated counselors had more concern for others, more concern with improving society and with maintaining appropriate control over self and others. Also, the high-rated counselors were more conforming and less persistent, whereas those rated low were described as likely to be more resistant to change. McClain (1968) stated that desirable traits for the male counselors reflected masculine characteristics, and high-rated female counselors were found to be more feminine. Walton and Sweeney (1969) and Russo, Keltz, and Hudson (1964) say that open-mindedness is the most important quality of effective counseling. Schmidt and Strong (1970) add that the client responds better to a counselor who possesses traits of confidence, friendliness, communicates on client's level, relaxed, and comes across as interested or willingness to help. Finally, Rowe, Murphy, and DeCsipkes (1975) state that given the sizable effort that

has been invested in finding desirable qualities of counselors, the results viewed are generally disappointing and often contradictory. The tendency to be empathic does not appear to be a result of a "trait" but is more situationally determined. As a result of the consistent lack of success associated with the identification of preferred counselor characteristics, it has been suggested that the pursuit of specific traits be abandoned. It seems characteristics identified with successful counselors were found to be those related to interpersonal skills rather than essential attributes of the counselor as an individual.

Coach Characteristics

Ogilivie and Tutko (1971) found the characteristics descriptive of the coach as unusual high amount of psychological endurance, persistence, and inflexibility. Coaches tend to dislike change and appear to be very conservative, politically, socially, and attitudinally. As a group, coaches are aggressive, highly organized, and seldom pay attention to what others say. Edwards (1973) adds that a coach must be very decisive and confident. According to Harper (as cited by Edwards, 1973), a coach's responsibility is to teach a boy clean thinking, clean living, clean playing, how to get along with other people, to promote close friendships between boys playing and between those who don't, and to teach the Golden Rule-- promote loyalty, and discipline. Knute Rockne, a former, very successful coach, stated in 1925 (as cited by Edwards,

1973) that a coach must be a super teacher. He must see to it that the class learns what he has to teach. It is not what a coach knows, it is what he can teach his boys, what he can make them do.

Teacher-Coach-Counselor Role Conflict

Some of the problems faced by the counselor-coach are brought up in the conflicts counselors experience in the transition from teacher to counselor. Kehas and Morse (1971) summarized by the use of several quotes from people that have experienced the intra-role conflict of a role change from teacher to counselor:

Well, in counseling we are working with many problems, and we are resolving conflicts between students and teachers, or students and administrators. . . . I think teachers see me as an administrator and I don't see myself as that. . . . The counseling department seems to be set apart - it's kind of a mongrel.

As a teacher you are used to telling, instructing. . . . As a counselor, I have to discipline myself to keep my mouth shut. . . .

My teaching experience helped me as a counselor because I developed. . . . a relationship where kids felt secure to take a risk, even though I was the person to evaluate them.

Well, I don't try to control them in counseling. If I were dealing with a student with a problem, in teaching I would be telling him certain things that I assigned him to do. . . . But in this role, counseling, I wouldn't be telling him what to do (Kehas and Morse, 1971, p. 255).

The role conflict of the counselor-coach is closely related to that of the teacher-coach. Massengale (1977) states that coaching does not have the same expectations

as teaching, their occupational role is unique, complex, and often non-academic when compared to that of the normal teacher. Also, according to Massengale, there are two main categories of role conflict, school organizational expectations and personal expectations. The first is concerned with the way others view the role of the coach. Massengale states that faculty members believe coaches are unduly authoritarian and provide examples of rigid rules, over-emphasis of stern discipline, and what appears to be a cold impersonal attitude on the part of the coach. Beisser (1966) supports this by saying that the coach must fulfill the many functions of the traditional father, including firm discipline. Scott (1970) views coaches as dehumanizing, autocratic, and insensitive to the individuality of the athletes they coach. On the other side of the coin, Sage (1973), points out that people outside of coaching assume authoritarian leadership is always bad, overlooking the fact that the motives of coaches are often for the good of the team members, as well as the good of the team and the school. Carron and Bennett (1977) say athletics in general provide an ideal living laboratory for the study of interpersonal relationships and communications. This may be a reflection of the relatively frequent and heterogeneous opportunities available for social interaction in that environment, particularly between coach and athlete. Also, Carron and Bennett (1977) state that the compatibility between coach

and athlete cannot be determined solely on basis of coach's personality and behavior. Rather, it is necessary to determine whether the behavior expressed by the coach is compatible with that desired by the athlete (or vice-versa). An example being, an authoritarian coach would be compatible with an athlete that desires to be controlled, but incompatible with an athlete that wishes to exert control. Beisser (1966) comments that the coach has historically been perceived by his athletes as the good father to the team, protecting his boys, advising them, and encouraging them.

Chapter 3

REPORT OF FINDINGS

The subjects selected for this study were identified by the Department of Public Instruction and included all counselor-coaches in the State of Iowa. There were a total of 58 counselor-coaches in the state, and a survey was sent to each one.

Design of the Questionnaire

The subjects were asked to respond to a twelve-item inventory designed to record perceived and experienced occupational conflict in the five selected areas. The first eight questions utilize concepts developed by Massengale and Locke (1978) and the last four were situations created by the author. Questions one and two dealt specifically with area I (Value Conflict), three and four with area II (Status Conflict), five and six with area III (Self/Other Conflict), seven and eight with area IV (Load Conflict), and nine through twelve with area V (Counselor-Coach Inter-Role Conflict).

Each subject completed the inventory twice, once in terms of conflicts perceived, and once in terms of conflicts actually experienced. Subjects responded to each item by rating the expressed conflict on a Likart Scale, a five point scale ranging from "Not a problem at

all" (0) to "A problem of very great importance" (4). The subjects were also asked to comment on the last four questions.

All answers were put on a separate answer sheet with instructions to answer seven multiple-choice questions on the back. They were then instructed to return the answer sheet in the self-addressed, postage-paid envelope. A half-sheet of paper was attached to each answer sheet saying "Please Do Not Remove" that contained a code number, so the author could identify those returned while maintaining the subjects anonymity. The purpose of this was in case a follow-up was necessary. Because of the high rate of return, this proved not to be necessary.

Analysis of the Data

The survey was mailed the second week of March and by the first week in April, 48 of the 58 mailed were returned (82.7%). Six of those returned were invalid because they were either out of coaching, counseling, or had personal differences with the survey.

The results of the seven multiple-choice questions were tallied concerning sport(s) coached, head or assistant coach, length been active coach, length been active counselor, school size, sex, and hopes for future career. Four subjects failed to answer these questions, so the total number of responses equals 38.

Table 1
Sport(s) Coached by Counselor-Coaches (N=38)

Sport	Number	Percent
Basketball	28	73
Track	14	37
Football	11	30
Softball	6	16
Golf	4	11
Baseball	3	8
Volleyball	3	8
Wrestling	1	3

Basketball is the most popular sport coached by counselor-coaches in the State of Iowa (73%). Next would be track (37%) followed closely by football (30%). There were relatively few counselor-coaches involved in the other sports.

Table 2
Head or Assistant Coach (N=38)

Classification	Number	Percent
Head Coach Only	13	34
Assistant Coach Only	7	18
Head and Assistant Coach (In different sports)	18	47

The majority of counselor-coaches in the state are in a head coach position (81%), while only 18% are solely assistant coaches. Almost half (47%) of the counselor-coaches are coaching more than one sport, with that figure being a minimum.

Table 3
Length Been an Active Coach (N=38)

Years	Number	Percent
1 to 4	2	5
5 to 9	12	32
10 to 14	8	21
15 to 19	13	34
20 and over	3	8

Of the counselor-coaches in the state, 63% have been coaching for 10 years or more, with the highest percentage being between 15 and 19 years (34%).

Table 4
Length Been an Active Counselor (N=38)

Years	Number	Percent
1 to 4	9	24
5 to 9	16	42
10 to 14	10	26
15 to 19	1	3
20 and over	2	5

Of the counselor-coaches in the state, 66% have been counseling less than 10 years, with the highest percentage being between 5 and 9 years (42%).

Table 5
Size of School Enrollment (N=38)

Size of School	Number	Percent
Up to 100	6	16
101 to 250	11	29
251 to 500	8	21
501 to 750	7	18
751 to 1000	3	8
1001 to 1250	2	5
Over 1251	1	3

From the results, most counselor-coaches in the state are in smaller schools, 66% in schools with enrollment of 500 students or less. The greatest number (29%) being in schools with the enrollment between 101 and 250 students.

Table 6
Sex of Counselor-Coaches (N=38)

Sex	Number	Percent
Male	37	97
Female	1	3

The overwhelmingly majority of counselor-coaches in the state are male (97%), with only 1 female returning her survey.

Table 7
Hopes for Future Career (N=38)

Choice	Number	Percent
Move to better coaching job(s)	8	21
Stay in present position or one much like it	15	39
Move eventually to administration with coaching	1	3
Move eventually to administration without coaching	2	5
Move eventually to counseling without coaching	9	24
Move out of education entirely	3	8

Of the counselor-coaches, most (39%) would like to remain in a position like they have now in the future. Twenty-four percent expressed in the future they desire to drop the coaching responsibilities, however, closely behind that number was the subjects who desire to move to a better coaching job (21%).

There were 42 counselor-coaches who responded to the twelve item questionnaire. Their responses will be classified into low and high groups, with 0 or 1 (no or little importance) the low group and 2, 3, or 4 (moderate,

great, and very great importance) the high group. Table 8 shows the results for perceived conflict, and gives the conflict area, the specific question number, number of responses in the low and high group, the percentage in the low and high group, and the rank in which that conflict area fell in relation to the other conflict areas (see page 19). The percentages were arrived at by dividing the total number of responses by 84 (if 2 questions were combined in that conflict area). An example would be in Area I, Value Conflict, eleven people in question one and seven people in question two marked either 0 or 1 (Low Group). This total of eighteen was then divided by 84 for a percentage of 21.4. All the conflict areas were done this way except Area V, Counselor-Coach. This area had four questions dealing with it so the total number was divided by 168 (4 x 42). Table 9 was done the same way except this dealt with the responses for experienced conflict (see page 20).

As was anticipated, scores for all areas of perceived conflict were numerically larger than those for experienced conflict. The order of the conflict areas was somewhat different in experienced than in perceived conflicts. In perceived conflict (Table 8), the order was Value (78.5%), Self/Other (73.8%), Status (70.2%), Counselor-Coach (64.2%), and Load (57.1%). In experienced conflict (Table 9), again the area of Value (59.5%) had the greatest number of responses in the high conflict area,

Table 8

Subjects Scoring on Perceived Conflict (N=42)

Conflict Area	Question Number	Number of Responses in Low Group	Percent (Low Group)	Number of Responses in High Group	Percent (High Group)	Rank
I. Values	1	11	21.4	31	78.5	1
	2	$\frac{7}{18}$		$\frac{35}{66}$		
II. Status	3	9	29.7	33	70.2	3
	4	$\frac{16}{25}$		$\frac{26}{59}$		
III. Self/Others	5	11	26.1	31	73.8	2
	6	$\frac{11}{22}$		$\frac{31}{62}$		
IV. Load	7	18	42.8	24	57.1	5
	8	$\frac{18}{36}$		$\frac{24}{48}$		
V. Counselor-Coach	9	16	35.7	26	64.2	4
	10	9		33		
	11	18		24		
	12	$\frac{17}{60}$		$\frac{25}{108}$		

Table 9

Subjects Scoring on Experienced Conflict (N=42)

Conflict Area	Question Number	Number of Responses in Low Group	Percent (Low Group)	Number of Responses in High Group	Percent (High Group)	Rank
I. Values	1	22	40.4	20	59.5	1
	2	$\frac{12}{34}$		$\frac{30}{50}$		
II. Status	3	18	51.1	24	48.8	2
	4	$\frac{25}{43}$		$\frac{17}{41}$		
III. Self/Others	5	27	64.2	15	35.7	4
	6	$\frac{27}{54}$		$\frac{15}{30}$		
IV. Load	7	26	61.9	16	38.0	3
	8	$\frac{26}{52}$		$\frac{16}{32}$		
V. Counselor-Coach	9	32	73.2	10	26.7	5
	10	27		15		
	11	35		7		
	12	$\frac{29}{123}$		$\frac{13}{45}$		

followed by Status (48.8%), Load (38.0%), Self/Other (35.7%), and Counselor-Coach (26.7%).

By looking at these results, it is clear that the conflict area of Value and Status were high in both perceived and experienced categories, while the specific inter-role conflict of the counselor-coach (Area V) was low in both categories. The percentages found in both categories are similar to those obtained by Massengale and Locke (1978) for teacher-coaches.

In reference to the space included on the answer sheet to respond to questions IX through XII, several generalizations can be made. First, if the counselor-coach has a student that expresses immediate attention, that comes before practice and the assistant coach or captains can run practice. Second, most schools have a "no-cut" policy on their athletic teams, which would make question XII invalid for the counselor-coach in the State of Iowa. Thirdly, many problems are handled upon circumstances, therefore, a general response was that it was not possible to produce a situation in black and white on paper. Finally, the comments made tend to indicate that counselor-coaches stress the counseling role over the coaching role, in that they are a counselor first.

Chapter 4

SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

Summary

There are two types of role conflict according to Grace (1972) and Massengale (1977), inter-role and intra-role conflict. The purpose of this paper is to examine to what extent and to what intensity the counselor-coach encounters inter-role conflict. This will be done by the counselor-coach rating the amount of conflict perceived and experienced in five conflict areas: I. Values (incompatibility between values coaches are expected to uphold and those currently held by society); II. Status (treatment and view held by other professional colleagues); III. Self/Other (personal career advancement); IV. Load (combined work load of counseling and coaching); and V. Counselor-Coach (specific inter-role conflicts).

In reviewing related literature, very little dealt specifically with the counselor-coach role conflict. Therefore, the problem was approached in four directions: 1) the characteristics and role of the counselor, 2) the characteristics and role of the coach, 3) comparison to research done of role change from teacher to counselor, and 4) comparison to research done of role conflict in the teacher-coach. In the existing literature common

characteristics and uncommon characteristics were shown of the counselor and the coach. Inevitably, potential conflict does exist in the counselor-coach role.

The questionnaire is based on one developed by Massengale and Locke (1978) and contains twelve items, each to be answered twice, once on perceived conflict and once on actual experienced conflict. Subjects responded to each item on a Likart Scale ranging from "Not a problem at all" (0) to "A problem of very great importance" (4). Also, seven multiple-choice questions were added to gain information about the subjects' sex, sport(s) coached, length been an active coach, length been an active counselor, head or assistant coach, school size, and hopes for future career.

The subjects were identified by the Department of Public Instruction on a list containing all counselor-coaches in the State of Iowa. There were a total of 58, and a survey was sent to each one.

According to the results received on the seven multiple-choice questions, basketball is the most popular sport coached with 73% of the counselor-coaches involved as a head or any assistant coach. The majority of counselor-coaches (81.0%) are in a head coaching position and all but one are male. The trend also was that counselor-coaches have relatively little experience as a counselor (66% less than 10 years) and a lot of experience as a coach (63% more than 10 years). Most counselor-coaches are in smaller

schools (66% in schools less than 500 students) and the highest percentage (39%) plan to stay in their present position or one much like it.

The conflict areas in order of that perceived by the subjects were: values (78.5% rated this as high perceived conflict); self/others (73.8%); status (70.2%); counselor-coach (64.2%); and load (57.1%). As anticipated, scores for all areas of perceived conflict were numerically larger than those for experienced conflict. The order of conflicts as experienced by the subjects were: values (59.5%); status (48.8%); load (38.0%); self/other (35.7%); and counselor-coach (26.7%).

It is apparent that value and status conflict rate high on both perceived and experienced conflict, while, the specific inter-role conflict of the counselor-coach (Area V) was rated low in both perceived and experienced conflict.

Recommendations

For anyone wishing to explore this general area by using a study of this type, several suggestions might be considered. First, expand the sample to include other states, seeing Iowa has only 58 counselor-coaches. Second, because most counselor-coaches exist in smaller schools, question XII concerning cutting an athlete from a team is inappropriate and should be revised. Third, time the survey to be mailed at a time when there are no state

tournaments in progress, this survey was mailed during the girls' basketball tournament which may have caused several not to return their survey.

Conclusions

In conclusion, this questionnaire survey was very beneficial to the author. The author's experiences led him to believe a strong inter-role conflict existed in the counselor-coach role. The results showed that this conflict was rated lowest in experienced and next to lowest on perceived conflict. This would prove that the dual role of the counselor-coach is compatible and can be fulfilled effectively by one person. Potential conflict areas do exist in this role, however, these areas are not unique to the counselor-coach. In agreement with the author's expectations, counselor-coaches tend to be young in counseling experience and rather old hats in the coaching profession. This would lead one to assume that most counselor-coaches moved into the counselor position after being established as a coach for some time. The author was pleased to find the highest percentage of counselor-coaches would like to remain in their present position or one much like it. This can imply that their present position is fulfilling and relatively conflict-free, after all, who would want to remain in a position where a lot of conflict existed.

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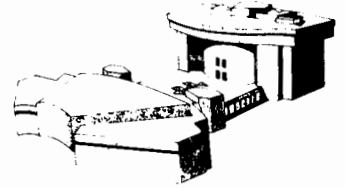
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APPENDIX

UNIVERSITY OF NORTHERN IOWA
CEDAR FALLS, IOWA 50613



Education Center

*Department of School Administration
and Personnel Services*
AREA 319 273-2605

March 14, 1980

Dear Counselor/Coach:

This brief 12 item questionnaire is part of a study of the problems encountered by counselor/coaches in the schools.

Your help is urgently needed for my research paper, to complete my master's degree from the University of Northern Iowa, I am conducting a survey of all counselor/coaches in the State of Iowa.

Since you can provide this necessary information, won't you please take ten minutes to respond to the questionnaire and return the answer sheet in the postage paid envelope at your earliest convenience?

Please be assured that after the data has been recorded, the answer sheet will be destroyed and your anonymity will be guaranteed. All individual answers will remain anonymous.

Thank you for your cooperation in this study.

Thomas J. Keller
Graduate Student

Dr. Robert L. Frank
Director of Research
Division Coordinator
Personnel Services

enc. (3)

COACHING PROBLEM SURVEY

Section 1. General Opinion

The following statements refer to possible problems that are involved in the coach's work. Regardless of your personal experience with these problems will you please indicate whether you see them as actual problems for coaches and if so, how important you believe them to be in the coaching situation.

Please use the following scale of importance for rating problems.

THIS SEEMS TO ME TO BE

0. Not a problem at all.
1. A problem of little importance.
2. A problem of moderate importance.
3. A problem of great importance.
4. A problem of very great importance.

On the answer sheet please enter the appropriate number from the scale to indicate your reaction to each statement.

- I. The coach is expected to maintain traditional values and standards in the behavior of players (respect for authority, proper appearance, moral standards) yet at the same time society in general often ignores these values and standards.
- II. In a society which is becoming more cynical and permissive it is increasingly difficult for coaches to maintain traditional values and standards for the behavior of their players.
- III. Coaches frequently are confronted by people who have a variety of ideas (often conflicting) as to how the professional work of coaching should be performed.
- IV. Coaches are trained professionals and members of the educational community, but despite this sometimes are treated as if they were not.
- V. Even though they are expected to produce teams with winning records, coaches often are expected to put considerations of individual student (player) need first, whether or not coaching actions based on those considerations would contribute to a winning season.

- VI. For coaches, career advancement (getting a better coaching job) depends heavily on the ability to produce winning teams, yet coaches often do not want to do all of the things to players that may be required to produce the largest possible number of wins.
- VII. Coaching depends on a large investment of time, energy, and creative ability, yet colleagues, students, and administrators often expect the coach simultaneously to invest equal resources in counseling.
- VIII. With so many heavy demands on the coach's time, often it is difficult or impossible to do a good job in counseling.
- IX. An athlete comes to his counselor (who is also his coach) and discloses he has a drinking problem. The counselor wants to help the athlete but first, because of athletic regulations, must suspend the athlete from participating in his sport.
- X. A student stops at the counselor's office after school and tells the counselor she has a serious problem. The counselor says he has practice right now and big game tomorrow, he makes an appointment to see her first thing in the morning.
- XI. The counselor has been working with one of his athletes for a couple weeks to improve his grades. The athlete is ineligible and hasn't made an effort to improve. As a coach, he needs the athlete for Friday's game and lets him play.
- XII. A student has been working with the counselor on developing a positive self-concept. The student decides to go out for the same sport the counselor coaches. With marginal ability, the coach has to decide between cutting him or a somewhat more promising athlete. The coach decides to cut the student-client from the team.

Section 2. Personal Experience

This section employs the same set of statements you have just completed. The only change is that now you are asked to respond in personal rather than general terms. In the previous section, you were asked whether you saw certain suggested problems as actual problems in the coaching situation. Please indicate here whether any of these problems has caused you any personal concern (i.e., that you have felt this problem yourself and have to some extent been troubled by it).

The wording of the scale has been slightly changed to indicate personal rather than general responses.

I HAVE PERSONALLY FELT THIS AS A PROBLEM

0. Not at all
1. To a small extent
2. To a moderate extent
3. To a great extent
4. To a very great extent

Section 3. Personal Comments

On the answer sheet please comment concerning statements IX-XII. Your comments may include different actions, if any, to the situations described.

It is not necessary to return this survey with your answer sheet.

COACHING PROBLEM SURVEY

ANSWER SHEET

Section 1. General Opinion

Section 2. Personal Experience

___ I	___ VII	___ I	___ VII
___ II	___ VIII	___ II	___ VIII
___ III	___ IX	___ III	___ IX
___ IV	___ X	___ IV	___ X
___ V	___ XI	___ V	___ XI
___ VI	___ XII	___ VI	___ XII

Section 3. Personal Comments

IX _____

X _____

XI _____

XII _____

In order to correctly interpret your responses to the survey it will be necessary to know a few facts about you, your position, and your background.

MARK THE APPROPRIATE LETTER(S) IN THE SPACE TO THE LEFT

- _____ 1. What sport(s) do you presently coach?
 A. gymnastics D. football G. tennis
 B. swimming E. basketball H. golf
 C. wrestling F. baseball I. track
 J. other (specify) _____
- _____ 2. Are you:
 A. head coach only?
 B. assistant coach only?
 C. head and assistant coach (in different sports)?
- _____ 3. How long have you been an active coach (at any level in any capacity)?
 A. 1-4 years D. 15-19 years
 B. 5-9 years E. 20 years or more
 C. 10-14 years
- _____ 4. At what level do you presently coach?
 A. junior high
 B. high school
 C. other (specify) _____
- _____ 5. How long have you been a counselor?
 A. 1-4 years D. 15-19 years
 B. 5-9 years E. 20 years or more
 C. 10-14 years
- _____ 6. Size of your school enrollment?
 A. up to 100 E. 750-1000 I. 1750-2000
 B. 100-250 F. 1000-1250 J. 2000-2250
 C. 250-500 G. 1250-1500 K. 2250-2500
 D. 500-750 H. 1500-1750 L. 2500 and up
- _____ 7. Which best reflects your hopes for your future career?
 A. Move to better coaching job(s) (larger school or college).
 B. Stay in present position or one much like it.
 C. Move eventually to administration without coaching responsibility.
 D. Move eventually to counseling without coaching responsibility.
 E. Move out of education entirely.
 F. Other (specify) _____

Please circle one response.

Male

Female

Please return this answer sheet only to:

Thomas J. Keller
1005 Maplewood Drive, #205
Cedar Falls, Iowa 50613