

## CONTRIBUTING FACTORS TO ROLE STRAIN IN COLLEGIATE ATHLETIC TRAINING APPROVED CLINICAL INSTRUCTORS

Henning JM, Weidner TG: University of North Carolina at Greensboro, Greensboro, NC

**Objective:** Certified athletic trainers (ATCs) employed in collegiate settings are often required to take on additional roles as Approved Clinical Instructors (ACIs). The purpose of this study was to identify contributing factors to role strain for the individuals serving in combined roles as ATC/ACIs. **Design and Settings:** The 42-item, Mobily Role Strain Inventory was adapted with permission for this study. It measured seven factors that contribute to role strain: role conflict (includes 4 subsets), role overload, role incompetence, and role ambiguity. A 5-point Likert scale (1=never to 5=always) was used to measure participants' perceptions of items that cause role strain. Content and face validity were determined by twelve collegiate ACIs and revisions were made accordingly. Test-retest reliability was excellent as measured by Cronbach's alpha ( $\alpha = .90$ ). A geographical stratified random sample of collegiate ACIs from all 10 districts of the National Athletic Trainers' Association and NCAA divisions I, II, and III were invited to participate in this study. **Subjects:** 118 (41% response rate) collegiate ATCs who served as ACIs responded to the survey. Participants represented NCAA Division I (n=44, 37.3%), Division II (n=42, 35.6%), and Division III (n=32, 27.1%) and were from all 10 NATA Districts. **Measurements:** An exploratory factor analysis was conducted to determine the contributing factors to role strain in collegiate ATC/ACIs. A one-way ANOVA was performed for each factor and the independent variable NCAA division. Pearson r correlation was used to determine the relationship between each of the factors identified in the factor analysis. The alpha level was set at .05. **Results:** Four factors that contribute to role strain include role overload, ACI role incompetence, ACI role conflict, and ATC role conflict. There were no significant difference between NCAA division for overall role overload  $F(2,115)=.270$ ,  $p=.764$ , ACI role incompetence  $F(2,115) = 1.882$ ,  $p=.157$ , and ATC role conflict  $F(2,115)=1.564$ ,  $p=.214$ . There was a significant difference in ACI role conflict between NCAA divisions  $F(2,115) = 4.472$ ,  $p=.013$  with ACIs in Division II schools experiencing more ACI role conflict than in Division I and III. Role overload is highly correlated to ATC role conflict ( $r=.610$ ) and ACI role conflict ( $r=.610$ ). ATC role conflict is moderately correlated with ACI role conflict ( $r=.570$ ). **Conclusions:** ACIs appear to be experiencing role strain in their dual roles as ATC/ACIs. In addition, some ATC/ACIs do not feel that they are adequately prepared for their role as an ACI.