persed between research (9.02 hours), administration (3.75 hours) with advising and service comprising the remainder of their time. The typical week during their tenure coaching forensics was 50.35 hours[2], which did not include time spent engaged in tournament travel.

The majority of respondents (78.4%) reported involvement in an exclusive, non-platonic relationship with 61.7% married, 10% in a long-term, committed relationship, and 6.7 % describing themselves as "life-partners." Divorced respondents made up 15% with single respondents reported at 6.7%. The majority of the respondents reported involvement in non-platonic relationships while coaching (1 relationship=41%; 2 relationships=30.5%; with a mean of 1.83 relationships). Relational respondent demographics are reported in Table 1.

Table 1

Personal Relationships for Non-Platonic Respondents

Relationship	Number	Percent
Married	37	61.7
Divorced	9	15.0
Single	4	6.7
Committed Relationship	6	10.0
Life Partner	4	6.7

For a full breakdown and description of former coach and program demographics see Appendix A.

No significant differences between the data sets (former and current forensic educators) were noted other than length of time spent coaching, with the mean for former coaches at 4.83 years and current coaches at 16.34 years. There are also minor differences between groups in terms of current non-platonic relationships reported with former coaches having a slightly higher mean for current marriages (61.7% compared to 56.8%), divorced (15% compared to 6.8%), and single (6.7% compared to 18%). In this comparison, former forensic educators reported a slightly higher rate of marriage, a divorce rate almost three times that of current coaches, but current coaches were almost three times more likely to be single.

Attitudinal Measures

Survey participants were asked to provide information on various attitudes about their former forensic career, the impact their participation in forensics had on their non-platonic relationships to include significant others and children[3]. The data is provided in Table 2 with the range, means and *SD* reported for each item.

Table 2

Attitudinal Measures

Survey Item	Range	Mean	SD
Negative impact on relationship	5	1.87	1.29
Negative impact upon children	6	4.88	2.0
Influence upon long term planning	3	2.10	1.04
Relationship stronger w/o forensics	4	2.27	1.49
Choose between family or forensics	5	2.83	1.60
Incorporate family into forensics	5	5.37	1.44
Make forensics decisions based upon family	5	3.22	1.55
Forensics contributed to the end of a relationship	6	2.88	1.65
Forensics takes valuable time from relationships	4	2.48	1.21

n=60

Jensen and Jensen's (2004) survey instrument was replicated with minor wording changes and some question omissions not relevant to the target population. Participants reported their attitudes to nine statements which ranged from agreement (one) through disagreement (seven) on a Likert-type scale associated with each statement.

Table 3 reports Pearson's correlation analysis for each of the nine attitudinal measures.

Table 3

Intercorrelations Between Attitudes and Relationships of Former Coaches

Attitude	1	2	3	4	5	6	7	8	9
1. Contributed to end of relationship	1.0	.63	.16	.01	.21	.60	.81	-.60	.00
2. Time from relationships	.63	1.00	.12	.05	-.04	.43	.65	-.40	.07
3. Negative impact on relationships	.16	.12	1.00	.23	.23	.05	.17	-.20	.03
4. Negative impact of child(ren)	.01	.05	.23	1.00	-.04	-.06	.10	-.26	.34
5. Influence long term family plan	.21	-.04	.23	-.04	1.00	.22	.18	.18	-.13
6. Relation stronger w/o forensics	.58	.43	.05	-.06	.23	1.00	.45	-.11	.00
7. Choose family or forensics	.81	.65	.17	.10	.18	.45	1.00	-.43	.11
8. Incorp family into forensics	-.60	-.40	-.19	-.26	.18	-.11	-.43	1.00	-.06
9. Decisions based upon forensics	.00	.07	.03	.34	-.13	.00	.11	-.60	1.00

n=60

Seven of the nine attitudinal measures were found to be statistically significant at a minimum of the .05 level of significance or better. The two that were not found to be statistically significant are reported and discussed because of their possible impact on the coaches' decision processes to exit coaching. Though not scientifically signifi-

cant, the attitudes themselves still have the potential to be significant, and in an effort not to artificially exclude relevant descriptive data, those two attitudes are included for the reader's consideration. Caution should be used, however, in making generalized statements to the larger population. The two measures of attitudes were: 1) the influence of forensics' on long-term family planning; and 2) the negative impact of forensics' on present relationships. Obviously, if the respondents are no longer actively coaching, a correlation between past forensic involvement and present relationships should not be observed.[4]

Nine Attitudes Explained

"My professional forensic experiences have contributed to the end of a meaningful relationship." The mean response was 2.88 indicating moderate agreement. Further, under a correlation analysis, this item was found to positively correlate with taking time from relationships ($r = .630$, $p<0.000$), relationships stronger without forensics ($r = .584$, $p < 0.000$), and choosing between family or forensics ($r=.811$, $p<0.000$). Further, a negative correlation was observed with incorporating family into forensics ($r=-0.590$, $p < 0.000$).

"My forensic career takes valuable time away from my personal relationships." The mean response was 2.48 indicating strong agreement. Additionally, a statistically significant positive correlation was observed with this item and; contributing to the end of a meaningful relationship ($r=0.630$, $p<0.000$), relationships stronger without forensics ($r=0.432$, $p < .001$), and choosing family over forensics ($r=0.646$, $p < 0.000$). Again a negative correlation was observed with incorporating family into forensics ($r=-0.404$, $p< .001$).

"My forensic career has a negative impact on my present relationship." Respondents agreed somewhat strongly with this statement with an observed mean of 1.87. A statistically significant correlation was not observed with this and other attitudinal measures.

"My forensic career negatively impacts my relationship with my children." The mean response to this question was 4.88, indicating slight disagreement with the statement. A statistically significant positive correlation was observed between this statement and the 'making forensic decisions based upon family' statement ($r = 0.336$, $p < 0.009$), and a negative correlation was noted between this statement and the 'incorporate family into forensics' statement ($r = -0.262$, $p < 0.043$).

"My forensic career has influenced my long-term family planning." Respondents agreed with this statement with a mean of 2.10. This item was not positively or negatively correlated to any other item.

"My present relationship would be stronger if I were not active in forensics."

There was an observed mean of 2.27 for this statement. There was a positive correlation between this item and the measures for 'contributing to the end of a relationship' and 'taking valuable time from relationship' as previously reported. Additionally, there was a statistically positive correlation to the measure for 'choosing family over forensics' (r=.445, p < .001) which is reported next.

"I foresee having to eventually choose between remaining a forensic professional and maintaining a strong family" was the seventh measure. Respondents agreed with a mean response of 2.83. As previously reported there was a positive correlation with this measure and measures one, two and six. There was a negative correlation with this measure and 'incorporating family into forensics' (r=-0.431, < p 0. 001).

"Incorporating my family/personal relationship with my forensic career would ease any pressures created by my forensic responsibilities." The mean response was 5.37 indicating disagreement with the statement. There was a negative correlation between this measure and measures one, two, four and seven as previously reported.

"I make professional decisions based on my family/personal relationship" was the final measure, and it asked if family/personal relationships influenced respondents' professional decisions. Respondents slightly agreed with the statement with a mean response of 3.22. This measure was positively correlated with measure four as previously reported.

Study One: Discussion

Generally, the results of this survey tend to support previous findings in the literature regarding typical forensic programs. Forensic programs are generally overseen by one full-time faculty or staff member who rarely enjoys the support of additional personnel. Forensic programs tend to be bi-modal, with approximately nine students participating in both individual events and debate. Further, they compete in approximately ten tournaments a year, not including national competitions.

In this data set of former coaches, the average coach was involved in forensics for just under five years, was not tenured and spent a majority of his/her time in teaching, indicating that they were dual tasking between teaching and coaching. Of any given four coaches, three were in a committed relationship and had been involved in at least one non-platonic relationship. With one notable exception, all of the relational measures indicated that forensics had a negative impact on personal relationships. The reported mean for the item "contributed to the end of a meaningful relationship" was 2.88 (with 1 representing agreement, 7 disagreement and 4 neutral). More significantly, the response to the question of whether respondents believed that forensics had negatively impacted the relationship they

had at the time they were coaching, the mean response was 1.87 indicating very strong agreement. The response that forensics did not have a negative impact on relationships with children was unexpected. Given that respondents were only in forensics for an average of 4.8 years, it is possible that children were not present in the family unit at the time of their active involvement. While the results of this study should not be interpreted as conclusive given the relatively small number of respondents (N=60), it is clear that for this population participation in forensics negatively impacted personal/family relationships.

For those who left forensics, there were very strong correlations in seven of the nine attitudinal measures. While all of the measures with positive correlations were strong, the most significant correlation was associated with choosing family over forensics and forensics contributing to the end of a meaningful relationship reported in measures one and seven above. The second strongest correlation was choosing family over forensics and time away from relationships as reflected in measure two. The relative strength of these two correlations clearly demonstrates the dynamic tensions between forensic involvement and family/personal relationships. For this population, the Pushmi-Pullyu they faced was the choice between the continuing pressures of a career in coaching forensics or the meaningful pursuit of significant interpersonal relationships. This group chose to exit forensics.

The results reported in *study one* suggest a difference between current and former coaches. It is clear from the results that some differences in attitude exist for those who are actively involved in forensics as reported by Jensen and Jensen (2004) as opposed to those who have left forensics in this study data set. These two groups of people report very different lengths of tenure in professional forensics and more significantly in their levels of satisfaction with their coaching experiences. Even a cursory examination of the Pearson's correlation analysis for the groups clearly indicates a significant correlation in seven of the nine relational measures and the impact upon the forensic professional. While no one can say that forensics is the cause of these relational impacts, the data makes it abundantly clear that participation in forensics is correlated with negative attitudes towards the ability to engage in and maintain meaningful relationships with others. Those who have left coaching appear to have very different perceptions of the impact a professional forensic career had upon their interpersonal relationships.

The results would seem to suggest that a positive response to Research Questions One (Are there differences in perceptions between former and current forensic educators with regard to the impact of forensic activities upon their familial relationships?), and Research Question Two (Will former coaches perceive that the pressures of their forensic coaching duties had a negative impact on their familial relationships?) would be supported.

Because of the stark differences in results between the two groups (current and former forensic educators), the data from both survey pools were merged and subjected to statistical analyses in an attempt to address Research Question Three: How will a heterogeneous sample perceive the challenge of balancing the duties of a career as a forensic educator and the commitments of marriage and family? By merging the two data sets, the inherent methodological weakness of a homogenous sample (only active coaches and/or only former coaches) should be somewhat mitigated and a clearer understanding of the relationship between relational stress and forensics should emerge.

Study Two: Results

First, the authors want to thank Scott and Gina Jensen. Full and open access to their original data set was granted. The Jensen and Jensen (2004) data set was merged with the data set represented in *study one* with a resulting sample size of N=105. The nine attitudinal measures were tested with an added measure of years of coaching identified as a tenth measure. The measure of *years of coaching* was added to the regression analysis because of the significant differences observed between data sets. All of the measures were found to be statistically significant in a correlation analysis which is provided in Appendix B. Based upon the strength of the correlation analysis, the data were analyzed using a binomial regression to determine if any of the measures predicted coaching status. The ten attitudinal measures were tested using binomial regression with a 95% confidence level.

The data were analyzed through the use of a binomial logical regression with both a forward and backward step wise regression. The results of binomial regression are reported in Table 4 (Forward Stepwise).

Table 4

Summary of Binomial Regression Analysis for Predictors of Coaching Status (n=105)

Variable	B	SEB	ß
Step 1			
Number of Years Coaching	.50	.12	1.64
Step 2			
Negative Impact Upon Children	-.83	.30	.44
Number of Years Coaching	.50	.15	1.65
Step 3			
Negative Impact Upon Relationships	1.29	.55	3.63
Negative Impact Upon Children	-.83	.30	.44
Number of Years Coaching	.50	.15	1.65

In both instances of the forward and backward stepwise regression,

a level of significance (p < .01) was achieved with the variables of negative impact upon children, negative impact upon relationship, and number of years coaching functioning as predictors of whether or not a person was still actively involved in coaching (94.4% correctness). That is to say, if a mixed crowd of 100 former and current coaches were in a room and were asked the preceding questions, one could expect to correctly identify whether they were a former or current coach 94 times out of 100. Table 4 reports the logical binomial regression (Forward Stepwise) with the dependent variable of whether or not the respondent was currently coaching, and the three significant independent variables.

The dimensionality of the attitudinal items from the study was analyzed using maximum likelihood factor analysis. Three criteria were used to determine the number of factors to rotate: the a priori hypothesis that the measure was unidimensional, the scree test, and the interpretability of the factor solution. The scree plot indicated that after the second component number, the plot began to level off. Consequently two factors were rotated using a Varimax rotation procedure. The rotated solution, as shown in Table 5, yielded two interpretable factors, Relational and Familial. The Relational factor accounted for 21.1% of the item variance, and the Familial factor accounted for 17.2% of the item variance. In support of the measure's validity, items always were more highly correlated with their own scale than with the other scale.

Table 5

Correlations between Relational Items and Familial Items

Item	Factor	
	Relational	Familial
Time from relationship	.517	-.179
Negative impact on relationship	.788	.011
Negative impact upon children	-.054	.674
Influence long term family planning	.551	.230
Relationship stronger without forensics	.820	-.027
Choose between family or forensics	.775	.036
Incorporate family into forensics	-.400	.558
Decisions based upon family	.329	.579
Contributed to the end of a relationship	.619	-.359

The data were first analyzed using a straight means test and it appeared that the two scales were in fact detecting differences between current and former coaches as indicated in Table 5. An analysis of variance was then performed with the dependent measure of current or former coach and the independent measures of the relational scale and familial scale. Results of this analysis revealed signif-

icant differences between the two groups. The ANOVA data is located in Table 6.

Table 6

Means and Standard Deviation for Current and Former Coaches

Scale	M	N	SD
Relational			
Current	23.47	45	9.58
Former	14.43	60	5.66
Familial			
Current	9.22	45	4.59
Former	13.46	60	2.99

Table 7

Analysis of Variance Between Former and Current Coaches for Relational and Familial Scales

Scale	df	F	p
Relational	1	36.46	.000
Familial	1	32.98	.000

n=104

Study Two: Discussion

These results are clearly in contrast with Jensen and Jensen's (2004) findings; thus, Research Question One is further supported: There are significant differences in perceptions between former and current forensic educators with regard to the impact of forensic activities and familial relationships. In an attempt to examine Research Question Three: How will a more heterogeneous sample perceive the challenge of balancing the duties of a career as a forensic educator and the commitments of marriage and family(?), both data sets were merged to create a single, more heterogeneous respondent grouping (current and former forensic educators). This grouping should more adequately reflect a sampling of representatives from both ends of the forensic spectrum; i.e. those who have remained in coaching and those who have chosen to exit the profession. Hence, this grouping should give a more accurate picture of how forensic educators perceive the challenge of balancing forensics with family.

In point of fact, a linear relationship exists between current and former forensic educators with regard to their perceptions of relational and familial impacts as indicated in Figures 1 and 2.
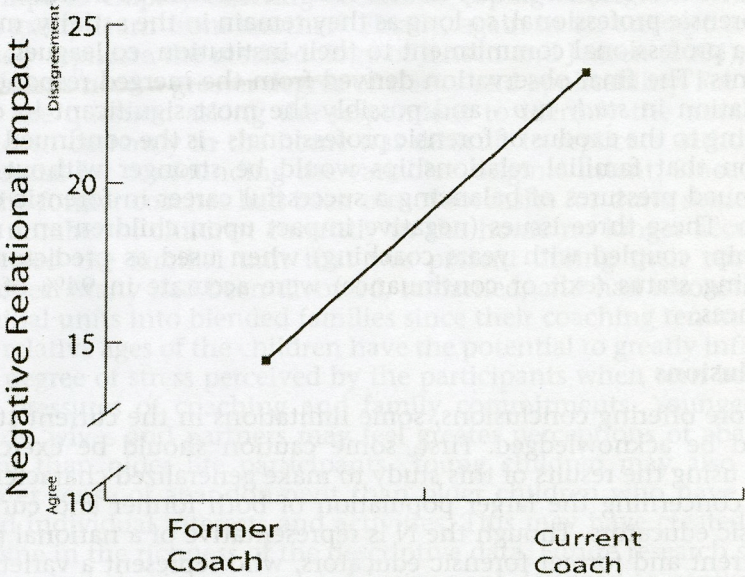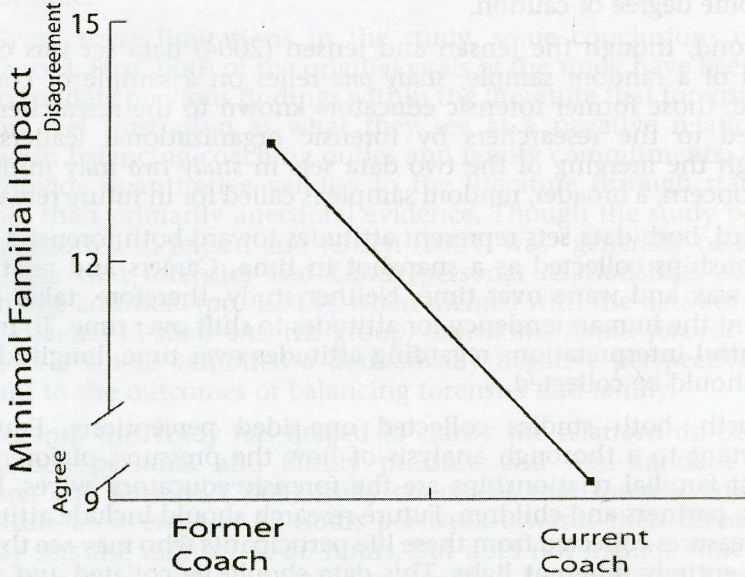
Figure One

Negative Relational Impact

Disagreement 25

20

Agree 10

Former Coach — Current Coach

Figure Two

Minimal Familial Impact

Disagreement 15

12

Agree 9

Former Coach — Current Coach

It is significant to note that from this more balanced sample, strong concerns continue to emerge, supporting the perception that forensic coaching duties adversely affect familial relationships at all levels as reported in the literature. Further, as the years in coaching increased, so too did negative perceptions and attitudes in every relational

dimension within the study with the exception of making coaching decisions based upon family issues. This would tend to indicate that the forensic professional, so long as they remain in the activity, maintains a professional commitment to their institution, colleagues, and students. The final observation derived from the merged respondent population in *study two* - and possibly the most significant in contributing to the exodus of forensic professionals - is the continued perception that familial relationships would be stronger without the continued pressures of balancing a successful career in forensic education. These three issues (negative impact upon children and relationship, coupled with years coaching) when used as predictors of coaching status (exit or continuance) were accurate in 94% of the instances.

Conclusions

Before offering conclusions, some limitations in the current study should be acknowledged. First, some caution should be exercised when using the results of this study to make generalized characterizations concerning the larger population of both former and current forensic educators. Though the N is representative of a national pool of current and former forensic educators, who represent a variety of forensic competitive activities and organizations, a sample size of 105 is not sufficiently representative to risk broad-based conclusions without some degree of caution.

Second, though the Jensen and Jensen (2004) data set was comprised of a random sample, *study one* relies on a sample of convenience: those former forensic educators known to the researchers or referred to the researchers by forensic organizational leadership. Though the merging of the two data sets in *study two* may mitigate this concern, a broader, random sample is called for in future research.

Third, both data sets represent attitudes toward both forensics and relationships collected as a snapshot in time. Careers and relationships wax and wane over time. Neither study, therefore, takes into account the human tendency for attitudes to shift over time. To make insightful interpretations regarding attitudes over time, longitudinal data should be collected.

Fourth, both studies collected one-sided perceptions. Equally important to a thorough analysis of how the pressures of forensics impact familial relationships are the forensic educators' wives, husbands, partners and children. Future research should include attitudinal measures collected from these life participants who may see things in an entirely different light. This data should be collated and analyzed as dedicated pairs measured across a significant measure of time.

Fifth, in an attempt to most closely replicate the Jensen and Jensen (2004) study, neither survey asked the respondent to identify their sex or gender. Are the pressures faced by a father the same as those faced by a mother in forensics? Do gays and lesbians face differing pressures