

Reconstructing Masculinities through Coaching: Emotional Care, Tensions, and Pedagogical Transformation in Physical Education

1. Research Overview

This study explores how male PE teachers in Taiwan reconstruct masculinities through caring practices while navigating tensions between hegemonic expectations and relational pedagogy in educational contexts.

2. Purpose of Study

This study examines how male elementary physical education teachers, who also serve as school team coaches, reconstruct masculinities across teaching and coaching contexts. Drawing on Connell's gender relations framework and the concept of caring masculinities, the study explores how teachers negotiate tensions between traditional hegemonic expectations—such as authority, discipline, and competitiveness—and emerging relational and care-oriented pedagogies. It aims to contribute culturally grounded insights into how masculinities are transformed within non-Western educational contexts.

3. Research Methods

This qualitative study involved four male elementary PE teachers in Southern Taiwan, with varied professional backgrounds, including both early-career and experienced teachers, and diverse sport specializations (e.g., basketball and track and field). Data were collected through semi-structured interviews conducted over a three-month period, supplemented by reflective accounts of teaching and coaching practices. Data analysis followed Braun and Clarke's (2006) thematic analysis, informed by a gender-relational framework. Trustworthiness was ensured through member checking, prolonged engagement, and reflexive analysis.

4. Results and Discussion

Findings indicate that masculinities are not simply transformed but are reconstructed through ongoing negotiation and tension. Three key dimensions emerged.

First, **relational masculinity** reflects teachers' efforts to build trust-based relationships with students, shifting away from purely authority-driven models. Second, **caring masculinity** highlights the increasing importance of emotional support, empathy, and encouragement in both classroom and coaching contexts.

Third, **context-responsive masculinity** demonstrates teachers' adaptive strategies in balancing discipline with care.

Importantly, these transformations are not linear or unproblematic. Participants reported experiencing tensions, including peer expectations that equate masculinity with toughness, parental concerns about maintaining competitiveness, and internal struggles in redefining their professional identities. Teachers navigated these challenges by selectively integrating care into existing disciplinary frameworks rather than fully abandoning traditional practices.

These findings challenge the dominance of hegemonic masculinity by illustrating the coexistence of competing gender norms. They also extend existing literature by highlighting how non-Western educational contexts shape the hybridization of masculinities. Physical education emerges as a critical site where embodied practices, institutional expectations, and relational dynamics intersect.

From a practical perspective, the study suggests that teacher education programs should incorporate gender reflexivity training, and policy frameworks should support more holistic and student-centered approaches to physical education.

Keywords

Masculinities; Physical Education; Caring Masculinity; Gender; Coaching

從教練實踐重構陽剛特質：情感關懷、張力與教學轉化之探究

1. Research Overview

本研究探討國小男性體育教師如何在教學與訓練情境中，於霸權陽剛與關懷導向之間進行協商，並重構其陽剛特質。

2. Purpose of Study

本研究旨在探討國小男性體育教師兼任校隊教練，如何在教學與訓練過程中重構陽剛特質。研究以 Connell 性別關係理論與關懷陽剛概念為分析框架，探討教師如何在傳統霸權陽剛（如權威、紀律與競爭）與新興關係導向教學之間進行協商與調整，並分析其轉化歷程如何反映當代教育中性別觀的轉變。

3. Research Methods

本研究採質性研究方法，選取四位來自台灣南部之國小男性體育教師，涵蓋資深與初任教師，並具不同運動專長（如籃球與田徑）。資料透過為期三個月之半結構式訪談與教學反思紀錄蒐集。資料分析採 Braun 與 Clarke（2006）主題分析法，並結合性別關係理論進行詮釋。研究信實度透過成員檢核、長時間接觸與研究者反思確保。

4. Results and Discussion

研究結果顯示，陽剛特質並非單向轉變，而是在張力與協商中被重構。主要呈現三個面向。

首先，關係導向陽剛強調與學生建立信任與互動關係，逐漸弱化單一權威角色。其次，關懷陽剛展現在情感支持、鼓勵與同理心之教學實踐中。第三，情境回應陽剛則顯示教師在不同情境中調整其教學與領導方式。

然而，此一轉化過程並非順利。教師普遍面臨多重張力，包括同儕文化對「強硬陽剛」的期待、家長對競技表現的要求，以及自身對專業角色轉變的內在掙扎。教師多採取「融合策略」，在維持紀律與表現要求的同時，逐步納入關懷與情感支持。

本研究指出，多元陽剛特質在教育現場呈現競合與共存狀態，並挑戰霸權陽剛的單一主導地位。此外，體育教育作為身體實踐場域，使性別規範與文化價值交織，形成動態的性別建構歷程。

在實務上，本研究建議師資培育課程應納入性別反思訓練，並鼓勵教學現場發展兼顧紀律與關懷的體育教學模式，以促進更具包容性的教育環境。

Keywords

陽剛氣質；體育教育；關懷陽剛；性別；教練