Factors affecting coaches with stress and burnout

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FACTORS AFFECTING COACHES WITH STRESS AND BURNOUT

A Project
Presented to the
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California State University,
San Bernardino

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Kirk Jack Frazer
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ABSTRACT

Stress and burnout appear to be problematic issues for coaches. It is important to find out what causes coaches’ stress and burnout and how to avoid them and at least, how to effectively cope with them. The purpose of this project was to examine what factors affect coaches with stress and burnout. It was hypothesized that coaches are stressed and burned out by several factors. The factors reviewed in this project were social support, gender, competitive level, leadership styles, coaching issues, role conflict, and commitment perspective. For the method, a review of literature was conducted to examine factors affecting coaches with stress and burnout. Results found out from the previous studies were all similar, except for coaching issues that were not found consistent as a factor affecting coaches with stress and burnout. The majority of studies, however, indicated that many of these factors such as, social support, gender, competitive level, leadership styles, coaching issues, role conflict, and commitment perspective played an important role in the cause of stress and burnout among coaches.
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DEDICATION

To my beloved wife, who is always there for me and kept me on the straight and narrow pathway. You are an inspiration and I thank you for your support, your faith, and in believing that this project can be completed. Thank you for giving me that extra push.

To my parents, who always said I was smart and that I can do anything. Thank you for your support and encouragement.
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CHAPTER ONE
INTRODUCTION

Statement of the Problem

Physical educators and coaches from the high school level through the college level are concerned with factors that may lead to stress and burnout. However, a wide variance of stress and burnout for coaches has not been examined. A few journals published in the Physical Educator, Journal of Sport and Exercise Psychology (JSEP), Sociology of Sport Journal, and Research Quarterly for Exercise and Sport (RQES) show why coaches suffer from stress and burnout. What are the factors that contribute to stress and burnout? Coaches would like to find out what these factors are and how coaches can avoid them, or at least cope with them by developing prevention strategies.

According to Figone (1994), coaches were complaining about the increases in stresses and burnouts. Articles from these journals has shown that personal/situational variables that have been linked with stress and burnout among coaches, including hardiness, coaching issues, competitive level, leadership style, gender, social support, and commitment.
According to Vealey, Udry, Zimmerman, and Soliday (1992), sport psychologists have identified stress and burnout as an important issue and have a number of repercussions that negatively impact not only the person experiencing stress and burnout but the athletes receiving services from that individual.

**Purpose of the Project**

The purpose of this project was to examine the factors affecting coaches with stress and burnout. To accomplish the purpose of the project, it was necessary to review personal and situational variables, which has been linked with stress and burnout among coaches, which includes hardiness, coaching issues, competitive level, leadership style, gender, social support, and commitment.

**Hypothesis**

The hypothesis for this project was to examine interacting factors, such as social support, gender, competitive level, leadership styles, coaching issues, role conflict, hardiness, and commitment perspective that predict coaches burnout and stress.
Scope of the Project

This project was intended for all coaches from high school to college level. The journals that focused on middle or elementary schools were excluded. Information was gathered from 14 scholarly journals, such as *The Physical Educator*, *Journal of Sport and Exercise Psychology*, *Sociology of Sport Journal*, and *Research Quarterly for Exercise and Sport* and a textbook. Coaches from high school to the college level used as subjects were only selected and included in this project to better understand what factors were affecting high school and college level coaches' stress and burnout.

Limitations of the Project

First, the limitation of this project was the selection of studies, focused primarily on high school to college male and female coaches. Second, this project excluded studies using middle or elementary coaches. Last, the scope of scholarly journals included only 14 journal articles, specifically discussed on the issue of stress and burnout among the coaches and a textbook for the foundations of conceptual and theoretical review.
Definition of Terms

A. Stress is defined as "a substantial imbalance between demand [physical and/or psychological] and response capability, under conditions where failure to meet that demand has important consequences." (Smith 1986).

B. Burnout is defined as "psychological, emotional, and sometimes physical withdrawal from a formerly enjoyable activity in response to excessive stress or dissatisfaction over time." (McGrath, 1970).

C. MBI is defined as "Maslach Burnout Inventory" developed by Maslach (1986) to assess burnout in helping professionals in higher education.

D. LBDQ is defined as "Leadership Behavior Description Questionnaire" designed to assess leadership styles.

E. SCAT-Coach is defined as "Sport Competitive Anxiety Test" designed to assess coaches' tendency to experience anxiety in the coaching environment of competition.

F. TAI is defined as "Trait Anxiety Inventory" a motive or acquired behavioral disposition that predisposes an individual to perceive a wide range of objectively non-dangerous circumstances as threatening.
and to respond to these with state anxiety reactions disproportionate in intensity to the magnitude of the objective danger.

G. JDI is defined as "Job Description Index" it measures five facets of job satisfaction; work on present job, present pay, opportunities for promotion, supervision, and coworkers.

H. JIG is defined as "Job in General" and reflects individuals' general feelings toward their jobs, encompassing all aspects of job satisfaction.
Felder and Wishnietsky (1990) researched symptoms of coaching burnout affecting today's coach and helped validate or refute previously published explanations for the decrease in the number of female coaches. Data was collected using a questionnaire designed by Robert Hoehn (1985), which listed 26 items, regarding symptoms of coaching burnout. The survey was mailed to 100 randomly selected males and 100 randomly selected females high school coaches in North Carolina. The randomly selected coaches were obtained by using the Directory of the North Carolina High School Athletic Association. Sixty male coaches and 60 female coaches returned the questionnaire. The questions were answered with a "yes" or a "no" response. A "yes" indicated that the coach had symptoms, which may indicate coaching burnout. The responses of the coaches was consequently analyzed using a large-sample statistical test for comparing binomial proportions to determine which factors was affecting the coaches and if there was any gender related differences. They found out that the implementation of the 1972 Education Amendments,
Title IX provided many opportunities for girls and women in high school athletics. High school sports in the past had only male sports and now have women sports. The decrease in the number of female coaches and burnout are two issues, which have been researched. The purpose of their study was to look at the following: (1) demonstrate through literature review the interrelationship between coaching burnout and the decrease in female coaches, (2) discover the reasons high school coaches burnout, and (3) verify previously published explanations for the decrease in the number of female coaches. This article found that females had more duties at work and at home than men. Role conflict with the teaching job and coaching interfered with each other. Women also dealt with discrimination issues.

A similar study on this topic was found conducted by Vealey, Udry, Zimmerman, and Soliday (1992). The purpose of the study was to examine disposition, cognitive, and situational predictors of coaching burnout within Smith's cognitive-affective model of sport burnout. The subjects for the study were 848 high school (N = 381 and college (N = 467) coaches. Ten different sports were represented tennis (N = 104), basketball (N = 207), baseball (N = 83), swimming (N = 50), volleyball (N = 101), softball (N = 61),
track and field (N = 115), football (N = 112), wrestling (N = 6), and soccer (N = 9). The subject included 640 males, 201 females, and seven undifferentiated. Coaches' age ranged from 21 to 69 years, with a mean age of 39.16 years. Coaches experienced ranged from one to 42 years of coaching experience, with the mean being 14.40 years. Subjects were selected from an Ohio directory of high school coaches and a national directory of college coaches. A mail survey package was sent to the subjects (848 out of 2,300—a 37% response rate), including an introductory letter. In the introductory letter, coaches were told that the purpose of the study was to examine how coaches feel about their role as a coach. The Maslach Burnout Inventory (MBI; Maslach, 1986) was used to measure the three-burnout characteristics of emotional exhaustion, depersonalization, and personal accomplishment.

Internal consistency coefficients for the MBI were ranged from .71 to .90, and test-retest reliability coefficient have ranged from .53 to .82 over two to four-week periods. Trait Anxiety Inventory (TAI) was also used to measure trait anxiety. The TAI is a 20-item inventory that asks subjects to indicate how they generally feel regarding such items as "I feel nervous and restless."
Subjects respond to each item using a Likert scale ranging from almost never (1) to almost always (4). The TAI has demonstrated test-retest correlations of .73 to .86 for college students and an internal consistency coefficient of .91 for adults. A questionnaire was developed by the researchers to measure demographic and cognitive appraisal characteristics of the coaches. These demographic variables measured age, sport, coaching level, experience, personal status, hours spent in coaching, hours spent on leisure activities, and number of weeks in the competitive season. Results indicated that a substantial percentage of coaches fell into the moderate and high burnout ranges and that female coaches were higher in emotional exhaustion than male coaches were. From this research trait anxiety emerged as the strongest predictor of burnout, and several cognitive perceptions of the coaching role were also predictive of burnout. According to Vealey and her colleagues (1992), actual time spent in coaching and leisure activities, type of sport, competition level, and personal status were not related to burnout.

According to Pastore and Judd (1993), males and females were the subjects of women’s teams at two-year colleges. The focus was on women’s basketball, cross-
country, tennis, and volleyball. Random samples of 450 coaches were selected from the 1989-90 National Directory of College Athletics through the use of random digits. Of the 450 questionnaires mailed, only 232 coaches responded for a 52% return rate. Only 231 were usable. Sixty-five percent of the male coaches responded while thirty-five percent of the female coaches responded. The coaches ranged in age from 22-62 years (M = 38 years). Female coaches (M = 34 years) were younger than the male coaches (M = 40 years). Years at present coaching position ranged from one to 35 years (M = eight years), with males (M = nine years) and females (M = six years). Total number of years of coaching experience ranged from one to 35 years (M = 12 years), with males (M = 15 years), and females (M = nine years).

Instrument used was the MBI that contained three subscales: Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). The EE assessed feelings of being emotionally overextended and exhausted by one’s work. DP measured an unfeeling and impersonal response toward recipients of one’s service, care, treatment, or instruction. PA assessed feelings of competence and successful achievement in one’s work with
people. A seven-point Likert scale ranging from zero (never) to six (occurring every day) was used.

According to Pastore and Judd (1993), the examination of burnout is identified as a factor contributing to the continuing decline in number of female coaches. The study examined the perceived level of burnout in coaches of women’s teams in two-year colleges using the Maslach Burnout Inventory (MBI) to measure burnout levels. Results revealed significant gender differences on the emotional exhaustion subscale. The primary purpose of the study was to determine if significant gender differences exist in the perceived burnout levels of coaches of women’s teams in two-year colleges. A secondary purpose of the study was to explore the relationship between the coaches’ levels of burnout with age and years of coaching experience.

In a study conducted by Pastore (1993), the subjects were coaches of women’s basketball, softball, tennis, and volleyball teams from National Collegiate Athletics Association (NCAA) Division I, II, III institutions. These teams were selected because the percentages of females coaching in these sports had decreased more than in any other women’s sports from 1977 to 1992. A random sample of 300 NCAA Division I, II, III schools was selected from the
1992-93 National Directory of College Athletics. The instruments were mailed to the coaches. The initial mailing returned 31.3% (94 instruments), while the follow up added another 13.7% (41 instruments) for an overall return of 45% (135 instruments). The final pool of subjects consisted of 38 male and 94 female coaches of basketball (nine males, 28 females), softball (eight males, 20 females), tennis (12 males, 13 females), and volleyball (nine males, 33 females) teams. Division I had the highest number (46) of coaches represented in the sample, followed by Division II (44 coaches) and Division III (42 coaches). The coaches ranged in age from 23 to 63 years (M = 37 years). The mean ages of male and female coaches were 41 and 35, respectively. Number of years total coaching experience ranged from one to nine years (M = five years). Males had an average of five years total coaching experience, and females had an average of four years. The instruments used in the study were the Job Description Index (JDI) and the Job In General (JIG) instruments. The JDI measured five facets of job satisfaction: work on present job, present pay, and opportunities for promotion, supervision, and coworkers. The JIG reflected individuals' general feelings toward their jobs, encompassing all
aspects of job satisfaction. The possible score for each JDI facet and the JIG is 0-54 points. In addition, the coaches were mailed a demographic sheet, which requested them to indicate their gender, age, major, total number of years coaching experience at present position, and education. According to Pastore (1993), a myriad of causes for the decline in the number of female coaches is suggested throughout the literature and included reasons such as burnout, role conflict, success of an 'old boys club' network, lack of support systems for females, and failure of an 'old girls club' network. The study attempts to better understand the extent of gender differences in job satisfaction experienced among coaches. Therefore, the purpose of the study was to explore job satisfaction among male and female NCAA coaches of women's teams. The study focused on the relationship between gender, NCAA division affiliation, and type of sport coached to job satisfaction among college coaches.

According to a study by Kelley and Gill (1993), the subjects were 214 male (n = 99) and female (n = 115) NCAA Division III and National Association of Intercollegiate Athletics (NAIA) dual-role teacher-head basketball coaches. Subjects were head basketball coaches who were responsible
for teaching courses in physical education or other departments within the same institution. The study used the MBI, which is a 22-item instrument that assesses the frequency of experienced feelings on a seven-point Likert-type scale from "never" (0) to "every day" (6). The questionnaire provides information on three subscales of Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). The nine-item EE scale describes a respondent's feelings of being emotionally overextended and exhausted by work. DP is a five-item scale that characterizes an unfeeling and impersonal response toward those served. The PA scale consists of eight items that describe feelings of accomplishment and a sense of competence about one's job. The Coaching Issues Survey (CIS) is a 32-item instrument developed for the investigation to assess the stress associated with various coaching issues. Respondents rated the degree of stress attributed to each coaching issue on a six-point Likert-type scale ranging from "no stress" (0) to "extreme stress" (5). Social support was assessed via the six-item short form of the Social Support Questionnaire (SSQ6), which is tested on over 2,500 subjects. The SSQ6 measured both the number of perceived social support network members and the
degree of satisfaction with that support. On the SSQ6, respondents listed up to nine available supports for each of six items, their relationship with the support listed (e.g., mother, friend, supervisor), and indicated satisfaction with the overall available support for each item on a six-point scale (six-"very satisfied" to one-"very dissatisfied"). The sample of coaches was identified through The 1989-1990 National Directory of College Athletics. Survey packets were mailed to a geographically representative sample of 600 male and female NCAA Division III and NAIA head basketball coaches during the first part of February. Only those packets completed during February were included. According to Kelley and her colleague (1993), February is the most stressful month of competitive season. A return rate of 49% (292 out of 600) was achieved. However, not all who returned questionnaires met the dual-role criteria for inclusion, leaving a final useable return rate of 37%. Results indicated that higher satisfaction with social support and more experience predicted a lower overall stress appraisal. In addition, gender was related to stress appraisal, with males scoring lower than females. Further, the higher the levels of overall stress appraisal, the higher the levels of burnout.
Specifically, perceived stress, coaching issues, and coaching problems were positively related to the burnout components of emotional exhaustion and depersonalization and negatively related to personal accomplishment. They also examined the relationship of personal/situational variables (social support, gender, and years of experience) to stress appraisal and the relationship of stress appraisal (perceived stress, coaching issues, and role conflict) to burnout. Coaches completed established measures of burnout, perceived stress, teacher-coach role conflict, and social support and a measure of coaching issues developed for the study. The primary purpose of the study was to further research stress and burnout based on Smith’s (1986) theoretical model, which provides an intuitively attractive framework to begin investigating stress and burnout. A second purpose was to examine the severity of burnout for those working in the dual role at the collegiate level.

According to Kelley (1994), coaching is considered a stressful occupation with numerous stressors. This investigation by Kelley (1994), included 249 male (n = 131) and female (n = 118) NCAA Division III and NAIA head baseball and softball coaches. Participants should be
considered "multiple-role" head coaches in that the majority (83%) held professional responsibilities beyond their coaching assignments (e.g., teachers, athletic directors, administrators in student affairs, resident directors). Both baseball and softball coaches were selected because of perceived similarities in the responsibilities and pressures within their given professional roles. The Coaching Issues Survey (CIS) is a 30-item scale designed to assess perceived stress associated with various issues in coaching. Examples of coaching issues represented in the CIS include time and role demands (e.g., not having time for myself, my career as a coach interfering with family and/or social life), winning and losing (e.g., placing pressure on myself to win, injury to one of my starters or top players), program planning and success (e.g., not reaching my coaching goals, budget limitations hampering recruiting), and the athlete concerns (e.g., personality conflicts with players, being a source of help to my athletes). On a six-point Likert-type scale, respondents rated the degree of stress attributed to each coaching issue from no stress (0) to extreme stress (5). The six-item short form of the Social Support Questionnaire (SSQ6) was used to assess social support.
The SSQ6 assesses both the number and satisfaction with a person's social support network. For the first part, respondents listed up to nine people available who provide the type of support described in the item, and, for the second part, they indicated their satisfaction with overall social support provided for that item on a six-point scale one (very dissatisfied) to six (very satisfied). The Hardiness Test is a 50-item questionnaire with subscales of challenge (sum of 17 items/51), commitment (sum of 16 items/48), and control (sum of 17 items/51). The 50 items share the same four-point Likert-type format ranging from 0 (not at all) to three (completely true). A composite hardiness score can also be generated using the three subscale scores and then applying the following equation: (challenge + commitment + control) x 100/3. Estimates of internal consistency have yielded coefficient alphas in the .90s for total hardiness score and in the .70s for commitment, control, and challenge scores with test-retest correlations in the .60s for a six-week time interval. According to Kelley (1994), coaching issues was the strongest predictors of stress appraisal for females and the second strongest for males. Coaches who were more concerned with issues related to the pressures surrounding
winning and losing, not having enough time for coaching and 
other responsibilities, inadequate and shrinking budgets 
for program needs, and being a role model for their 
athletes were higher in their levels of stress appraisal. 
Hardiness emerged as a significant predictor of stress 
appraisal for both male and female coaches. Satisfaction 
with social support was found to predict stress appraisal 
for males but not for females. Lower satisfaction with 
social support was related to higher levels of stress 
appraisal. The model hypothesized that 
personal/situational variables of coaching issues, social 
support, hardiness, gender, and win/loss record predict 
stress appraisal, which in turn, predicts burnout. A 
preliminary gender by time of season repeated measures 
analysis indicated significant main effects for gender and 
time. Results partially supported the model: Both male and 
female coaches higher in coaching issues and lower in 
hardiness were higher in perceived stress, and males lower 
in social support satisfaction were higher in perceived 
stress. Both male and female coaches' stress appraisal was 
predictive of all burnout components. The coaches were 
classified as suffering from moderate to high levels of
emotional exhaustion and low to moderate levels of depersonalization and personal accomplishment.

In a study conducted by Figone (1994), the purpose of the study was to examine the causes and nature of teacher-coach role conflict and discuss its impact on regular students and student-athletes in four-year institutions. Teacher-coach role conflict was defined as: the experience of role stress and role strain due to the conflicting multiple demands of teaching and coaching. The study reported no methods used to gather the information. Results indicated that the teacher-coach either falls short of these expectancies of both roles or devotes time and energy toward one role, thereby neglecting the other.

According to Kelley, Eklund, and Ritter-Taylor (1999), they used subjects that were men (n = 166) and women (n = 99) collegiate head tennis coaches. Of these subjects, 80 were NCAA Division I male and female coaches, and 185 male and female coaches were at NCAA Division II, III, or National Association of Intercollegiate Athletics (NAIA) level. 71% of these coaches had multiple-role, which included additional responsibilities (e.g., teaching, student affairs, academic recruiting, athletic training).
81% of the men were married and only 38% of the women were married.

Seven types of measurements were used in the research the first one was the Modified Maslach Burnout Inventory (MBI). The MBI assess burnout on the dimensions of emotional exhaustion (nine items), depersonalization (five items), and personal accomplishment (eight items) by investigating the frequency of feeling, using a seven-point Likert-type format ranging from 0 (never) to six (every day). The second measurement was the Perceived Stress Scale, a 14-item unidimensional measure of global perceived stress, including items assessing control, overload, and thoughts and feelings of stressful events and experienced stress. The third measurement was the Coaching Issues Survey, a 30-item scale made to assess the tendency for coaches to appraise specific coaching issues as stressful.

According to Kelley and her colleagues (1999), respondents rated the degree of stress caused or produced by coaching issues, such as being a source of help to my athletes, negative media coverage, or not having enough time to devote to my coaching responsibilities on a six-point Likert-type scale ranging from 0 (no stress) to five (extreme stress). Fourth is the Hardiness Scale, a 30-item
unidimensional scale measures attitudes about work and life. Fifth is the Leadership Behavior Description Questionnaire (LBDQ), assessing leadership style using a 30-item questionnaire. A five-point Likert-type scale was used ranging from one (never) to five (always) by asking the subjects to respond to each statement in the manner they usually do not how they think they should. The Sport Competitive Anxiety Test (SCAT-Coach) was next used to assess coaches’ tendency to experience anxiety in the coaching environment of competition. Responses were recorded on a five-point Likert-type scale ranging from one (not at all) to five (all the time). Finally, the demographic information was collected with regard to participations’ gender, marital status, religious affiliation, exercise patterns, current occupational assignments, years in present and previous assignments, and win/loss records. The procedure was given to participants by identifying a sample of head tennis coaches through the men’s and women’s editions of the 1991-1992 National Directory of College Athletics. During early March, recruiting letters, a motivational card, and business reply postcards indicating interest in participating were sent to NCAA Division I, II, and III tennis coaches of men and
women. With their consent, survey packets were mailed to 421 coaches and out of those 421 surveys Seventy-three percent (327 out of 421) were returned. Results indicated all personal/situational variables contribute significantly to the prediction of perceived stress except the competitive level and consideration leadership style variables. Hardiness and coaching issues contributed most substantially to the prediction of perceived stress. According to Kelley and her colleagues (1999), the purpose of the study was to examine stress and burnout among collegiate tennis coaches. Three alternative models of stress-mediated relationship between personal/situational variables (hardiness, coaching issues, competitive level, gender, trait anxiety, initiating and consideration leadership styles) and burnout among men (n = 163) and women (n = 98) collegiate head tennis coaches were examined. Results found out that women had a higher tendency than men did to find coaching issues stressful.

According to a study conducted by Raedeke, Granzyk, and Warren (2000), participants for the study were 295 current USA swimming coaches randomly drawn from USA swimming membership records. The sample was consisted of 127 females, 170 males, and three unspecified participants,
who ranged in age from 18 to 81 (M = 34.68, SD = 10.61). The majority of coaches (60%) was married or involved in a long-term relationship, whereas the remaining 40% reported being single. Of the total sample, 52% had children. Nearly 75% of the coaches reported spending 10 hours or less per week in leisure activities outside of coaching. The remaining 25% spent varying amounts of time, ranging from 10 hours to more than 30 hr/week, in leisure activities. Thirty-five percent of the sample was full-time coaches, and 65% was part-time. Forty percent of the participants reported 10 or more years of coaching experience, 41% reported four to nine years experience, and the remaining 19% had less than four years experience. Three general items were used to evaluate alternative attractiveness. This construct was introduced to coaches as how attractive you feel your alternative career options are compared to coaching. Items included the following questions: all things considered, how attractive are your alternative career options to coaching and how do your career alternatives compare to how you would ideally like to spend your time? Because a scale for measuring the coaches’ perception of social constraints was not available, face-valid items were developed specifically for
the study. Four questions assessed the degree to which coaches' perceived social constraints: (1) I feel like I would let other people down if I stopped coaching, (2) one reason I coach is because the swimmers would be disappointed if I quit, (3) the people important to me expect me to coach, and (4) it would be hard for me to leave coaching because I like being known as a coach. The commitment construct was aimed at measuring psychological attachment and behavioral intent to maintain coaching involvement. Questions included, how long would you like to stay in coaching, how committed are you to coaching, and how attached are you to coaching? Prior to mailing the questionnaires to the coaches, a panel of USA swimming board members familiar with coaching rated each item for readability and content/face validity. A sport psychology panel (n = 4) viewed the questionnaire, prior to publication to evaluate layout, content, and wording. A total of 794 questionnaires was mailed to current and former coaches. Four hundred eighty four questionnaires were returned. After subtracting the returned-to-sender questionnaires (n = 67), the total response rate was 76% (484/727). Active coaches (n = 300) were included avoid extraneous noise variance caused by coaching status.
According to Raedeke and his colleagues (2000), coaching burnout was examined from a commitment perspective that highlights the link between burnout and feelings of entrapment. Ideally, entrapment occurs when coaches become less attracted to coaching but feel they have to maintain their involvement because they (a) they perceive a lack of attractive alternatives to coaching, (b) they believe they have too much invested to quit, or (c) they think others expect them to continue coaching.
CHAPTER THREE

METHODOLOGY

Research began by typing in information about coaches suffering from stress and burnout on the Internet. Next, scholarly journals were searched and reviewed by library keyword search at university library. After reviewing journals specifically dealing with stress and burnout, the main focus was on factors of stress and burnout. Scholarly journals used for this project included Journal of Sport and Exercise Psychology, The Physical Educator, Sociology of Sport Journal, and Research Quarterly for Exercise and Sport. Many of the common factors constantly appeared in the journals. The common factors included social support, gender, competitive level, leadership styles, coaching issues, role conflict, hardiness, and commitment perspective. The main focus of the project was then decided to delimit on these factors. The 14 journal articles were photocopied for review purpose. Many factors related to stress and burnout were found, which included social support, gender, competitive level, leadership styles, coaching issues, role conflict, hardiness, and commitment perspective. These factors were considered as
what affect high school and college male and female coaches with stress and burnout.
CHAPTER FOUR

RESULTS

After completing the review of literature, this project focused on seven factors such as hardiness, coaching issues, competitive level, leadership style, gender, social support, and commitment.

According to Kelley (1994), results for hardiness indicated that hardiness emerged as a significant predictor of stress appraisal for both male and female coaches. A study conducted by Kelley and her colleagues (1999), results indicated that hardiness and coaching issues contributed most substantially to the prediction of perceived stress.

According to Vealey and her colleagues (1992) results indicated that a substantial percentage of coaches fell into the moderate and high burnout ranges and that female coaches were higher in emotional exhaustion than male coaches were. From this research trait anxiety emerged as the strongest predictor of burnout, and several cognitive perceptions of the coaching role were also predictive of burnout.
According to Kelley (1994), coaching issues was the strongest predictors of stress appraisal for females and the second strongest for males. Coaches who were more concerned with issues related to the pressures surrounding winning and losing, not having enough time for coaching and other responsibilities, inadequate and shrinking budgets for program needs, and being a role model for their athletes were higher in their levels of stress appraisal.

According to Figone (1994), results indicated that the teacher-coach either falls short of these expectancies of both roles or devotes time and energy toward one role, thereby neglecting the other.

According to Kelley and her colleagues (1999), hardiness and coaching issues contributed most substantially to the prediction of perceived stress. They also found out that women had a higher tendency than men did to find coaching issues stressful. The result also indicated that all personal/situational variables contribute significantly to the prediction of perceived stress except the competitive level and consideration leadership style variables.

According to Felder and his colleague’s (1990) results indicated that females had more duties at work and at home
than men. Role conflict with the teaching job and coaching interfered with each other. Women also dealt with discrimination issues.

According to Pastore (1993), the causes for the decline in the number of female coaches have been suggested throughout the literature and include reasons such as burnout, role conflict, success of an "old boys club" network, lack of support systems for females, and failure of an "old girls club" network. According to Pastore and Judd (1993) results revealed significant gender differences on the emotional exhaustion subscale.

Kelley and her colleague (1993) indicated that higher satisfaction with social support and more experience predicted a lower overall stress appraisal. In addition, gender was related to stress appraisal, with males scoring lower than females. Further, the higher the levels of overall stress appraisal, the higher the levels of burnout. Specifically, perceived stress, coaching issues, and coaching problems were positively related to the burnout components of emotional exhaustion and depersonalization and negatively related to personal accomplishment.

In Kelley and her colleague's study (1993), the relationship of personal/situational variables (social
support, gender, and years of experience) to stress appraisal and the relationship of stress appraisal (perceived stress, coaching issues, and role conflict) to burnout were examined.

According to Kelley (1994), lower satisfaction with social support was related to higher levels of stress appraisal.

Raedeke and his colleagues (2000) examined coaching burnout from a commitment perspective that highlights the link between burnout and feelings of entrapment. Ideally, entrapment occurs when coaches become less attracted to coaching but feel they have to maintain their involvement because (a) they perceive a lack of attractive alternatives to coaching, (b) they believe they have too much invested to quit, or (c) they think others expect them to continue coaching.
CHAPTER FIVE
CONCLUSIONS

The majority of individuals surveyed indicated that many of these factors played an important role in the cause of stress and burnout among coaches. Hardiness proved to be a substantial predictor of stress and burnout. The results implied that coaches who have a sense of commitment rather than alienation with respect to work, family, self, and hobbies; who view challenges as opportunities rather than problems; and who believe they control their destinies are likely to appraise situations as less stressful and are less prone to burnout. Coaching issues had little impact on stress and burnout. Coaches have such worries with recruiting, excessive time demands, pressure to win, difficulty empathizing with athletes, and faulty execution as stressful and feeling of burnout. According to Kelley and her colleagues (1999), contrary to expectations, the examination of competition level revealed no differences between NCAA Division I coaches and those working at other levels. This project revealed that leadership style relates to stress perceptions and burnout. Higher levels of initiating structure leadership were associated with
lower perceptions of stress and burnout. As such, if you didn't have good leadership qualities, you would suffer from stress and burnout. To avoid the stress and burnout, it is recommended to take leadership development classes to strengthen the leadership qualities. Gender was a major issue with stress and burnout. Females reported higher stress and burnout levels than their male counterparts. Research showed that female coaches suffered from role-conflict and discrimination. Before Title IX, the percentage of female coaches was higher than after Title IX. Females were passed up for the coaching jobs and the jobs were given to men, since most men taught physical education and women mostly taught academic classes. The workload was unbalanced. Men taught three or four classes in physical education while women taught six classes. Males could easily go from PE to coaching with no role conflict. Females on the other hand had to switch their mind-set from classroom teacher to a coach. Female coaches suffered more in the area of emotional exhaustion than men. Women tend to put more stress on themselves to prove that women's sports were deserved. Women also had to deal with raising children and keeping the home in shape. Women had to deal with salary differences in comparison to men's
salary for the same job. Higher satisfaction with social support and more experience predicted a lower stress and burnout level. Coaches with characteristics of attraction-based commitment had high low exhaustion scores. Coaches, who were committed suffered from little stress and burnout. Other coaches who were not committed suffered from stress and burnout because they were expected or felt that they had a responsibility to coach when they didn’t want to. These coaches suffered from entrapment. The findings in this particular project determined a need for further research in the following areas: hardiness, coaching issues, competitive level, leadership style, gender, social support, and commitment.
REFERENCES


