

BURNOUT IN SOUTH AFRICAN PROVINCIAL CRICKET AND RUGBY COACHES

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(B.A. Honours)

Dissertation submitted in partial fulfilment of the requirements for the degree

MAGISTER ARTIUM

**in the Department of Human Movement Science at the
Potchefstroom University for Christian Higher Education**

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Potchefstroom

1999

ACKNOWLEDGEMENTS

The completion of this research study would not have been possible without the help of certain persons. I would then like to thank the following people and organisations for their help and support:

- My study leader, Mr P.P. du Toit, for his guidance, belief, precision and motivation. Thank you for your insight and knowledge throughout the duration of my study.
- Miss Yolanda Kotzé for the editing of my dissertation.
- The PU for CHE, for its financial support by means of an academic bursary.
- All the provincial cricket and rugby coaches in South Africa, without whom, the study would not have been possible. Thank you for your time in completing the questionnaires.
- To my friend Ansie, for her support, patience and assistance throughout the past two years of my study.
- To my sister Tanya, for all her interest and assistance during my research study.
- Then, to my parents for all the opportunities they have made possible for me. Thank you for your interest, encouragement, belief and support throughout the course of my academic career.
- Most of all to my Heavenly Father, with whom everything is possible!

ABSTRACT

BURNOUT IN SOUTH AFRICAN PROVINCIAL CRICKET AND RUGBY COACHES

The purpose of this study was to examine the current literature on burnout in the coaching profession, and to determine the prevalence and cyclical nature of burnout in South African provincial cricket and rugby coaches, as well as the extent to which these provincial coaches differ with regards to the level of burnout they experienced over the course of their respective seasons.

For this investigation the total accessible target population from the provincial under 19 (n=11) and senior cricket coaches (n=11), and senior provincial rugby coaches (n=40) in South Africa was used.

The Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981a) was used to determine the level of burnout for the two groups of coaches over the course of their seasons. Burnout levels were predicted on three subscales, namely, Emotional Exhaustion, Depersonalisation, and Personal Accomplishment. This inventory, and a demographic data questionnaire were mailed to each coach at the start of their season, and the MBI again at the middle and end of the respective seasons in the self-addressed envelope provided. In each instance a follow-up letter was sent to the coaches who had not responded after a few weeks. On average, a response rate of 55% was obtained over the course of the season.

Data was analysed by means of descriptive data statistics, which indicated that on average, both groups of coaches scored low on all three the subscales at the start, middle and end of the season. Simple analysis of variance indicated that no significant increases or decreases occurred on any of the average scores of burnout over the course of their respective seasons. Independent *t*-tests indicated that the average scores of the provincial cricket and rugby coaches did not differ significantly during any stage of the season. However, an individual analysis showed that there was a decrease in the percentage of coaches experiencing burnout from the start to the middle of the season, with a substantial increase towards the end of the season; that more provincial rugby than cricket coaches experienced moderate to high levels of burnout over the course of their respective competitive seasons; and that most of the coaches who were suffering from burnout experienced it in the form of personal accomplishment, i.e. they were feeling incompetent about their coaching, and/or they felt as if they had not achieved much through their coaching.

The recommendations and implications these results hold for sport psychology and the coach are then discussed.

Key words: Burnout, coach, stress, cricket, rugby

OPSOMMING

UITBRANDING IN SUID-AFRIKAANSE PROVINSIALE KRIEKET EN RUGBY AFRIGTERS

Die doel van hierdie studie was om die bestaande literatuur oor uitbranding in die afrigtingsberoep te bestudeer, en ook om die voorkoms en sikliese aard van uitbranding in Suid- Afrikaanse krieket- en rugbyafrigters te bepaal. Dit word verder ook ten doel gestel om te bepaal tot watter mate hierdie provinsiale afrigters verskil ten opsigte van die vlak van ervaaarde uitbranding oor die verloop van hul onderskeie kompetisie seisoene.

In hierdie studie is die totale moontlike teiken- populasie van provinsiale onder 19 kriketafrigters ($n=11$), senior kriketafrigters ($n=11$), en senior provinsiale rugbyafrigters ($n=40$) in Suid- Afrika betrek.

Die Maslach Burnout Inventory (MBI), (Maslach & Jackson, 1981a) was gebruik om die vlak van uitbranding te bepaal van die onderskeie afrigters in hul afsonderlike seisoene. Uitbrandingsvlakke was voorspel op drie subskale naamlik, emosionele uitputting, depersonalisering en persoonlike prestasies. Hierdie vraelys tesame met 'n demografiese vraelys is gepos na elke afrigter aan die begin van die seisoen. Die MBI is weer uitgestuur in die middel en einde van die onderskeie seisoene. Opvolgbriewe is na die afloop van 'n paar weke uitgestuur aan afrigters wat nog nie op die eerste versoek gereageer het nie. Die gemiddelde persentasie terugvoer oor die verloop van die seisoen was 55 %.

Data is geanaliseer deur middel van beskrywende statistiek wat toon dat beide groepe afrigters gemiddeld lae waardes behaal het op al drie subskale van uitbranding gedurende die begin, middel en einde van die seisoen. Eenvoudige analises van variansie het getoon dat daar geen beduidende verhogings of afnames voorgekom het op enige van die gemiddelde waardes van uitbranding oor die verloop van die onderskeie seisoene nie. Onafhanklike *t*-toetse toon dat die gemiddelde waardes van die provinsiale rugby en krieket afrigters nie beduidende verskille getoon het gedurende enige stadium van die seisoen nie. Hoewel 'n individuele analise toon dat daar 'n afname in die persentasie van afrigters is wat uitbranding ervaar vanaf die begin na die middel van die seisoen, met 'n aansienlike verhoging na die einde van die seisoen; daar meer provinsiale rugbyafrigters as provinsiale kriketafrigters is wat gemiddeld tot hoë uitbranding ervaar; en dat die meeste afrigters wat aan uitbranding lei, dit in die vorm van persoonlike prestasie ervaar. Dit wil sê, hulle ervaar gevoelens van onvermoë met betrekking tot hul afrigting en/of dat hulle nie veel bereik het deur hul afrigting nie. Op grond van die resultate verkry vanuit bogenoemde studie, is aanbevelings en implikasies bespreek in die belang van Sportsielkunde.

Sleutelwoorde: Uitbranding, afrigter, stres, krieket, rugby

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CHAPTER 1

PROBLEM STATEMENT AND AIMS OF THE STUDY

- 1.1 PROBLEM STATEMENT**
- 1.2 AIMS**
- 1.3 HYPOTHESES**
- 1.4 TERMINOLOGY**
- 1.5 DELINEATION OF CHAPTERS TO FOLLOW**

1.1 PROBLEM STATEMENT

After he noticed a similar range of physical and behavioural manifestation patterns in people working in the human services/helping profession, burnout was officially introduced by Herbert Freudenberger in 1974. He attributed burnout to the individual's inability to cope with the working environment and not the particular characteristics of the working environment (Christensen, Glencross, Austin, Bentley, Conners, Di Tulio, Dunsire, McGregor & Webb, 1994:1).

Since Freudenberger, many other researchers have further developed the concept of burnout (Perlman & Hartman, 1982:284-291). According to two leading researchers, burnout is a multidimensional syndrome (when measured, cannot be summed into an overall burnout "score"), characterised by feelings of high emotional exhaustion, high depersonalisation and/or lowered feelings of personal accomplishment

(Maslach & Jackson, 1981a:1). Practically seen, people with burnout may start feeling emotionally exhausted, develop negative attitudes toward other people, feel they cannot handle any more pressures and/or feel dissatisfied with their work (Judd, Pastore & Kelley, 1993:15).

Research on burnout has focused on many different groups of people in various helping professions. Between 1974 and 1981 alone, forty eight articles were published in which burnout was assessed in persons from various helping professions (Perlman & Hartman, 1982:294). These include professions such as: business executives, health and social service workers, child abuse workers, child-care workers, day-care workers, social workers, therapists, attorneys, teachers, policeman, and nurses (Perlman & Hartman, 1982:284-291). More recently, Pretorius (1994) assessed educators' burnout at a university in South Africa.

According to Dale and Weinberg (1990:68), an increased interest in how burnout affects individuals participating in competitive sports has arisen. This includes athletes, coaches and trainers. For example, elite athletes such as Bjorn Borg, and top level coaches such as Dick Vermeil, have dropped out of sports at the peak of their careers maintaining they were burned out and that their participation was no longer fun and rewarding (Dale & Weinberg, 1990:68).

Despite the large amount of literature on burnout in the various helping professions, relatively little has focused on burnout in the coaching profession (Vealey, Udry, Zimmerman & Soliday, 1992:56). According to Vealey *et al.* (1992:41), research supports the prevalence of burnout in coaches because human relationships are central to coaching, with excessive psychological and emotional demands being placed upon them. Muchinsky (1990: *Psychology applied to work: Introduction to*

industrial and organizational psychology as quoted by Cook, 1995:1) states that stress and the resulting burnout is considered to be one of the major problems facing the contemporary worker and can occur across all job levels, kinds of employees and types of organisations. In fact, the two major vulnerabilities the sports coach shares with other human service professionals is that their job involves working closely with people and that they are not in direct control of the outcome of their work, but rely on the actions of others to bring the success on which their performance is judged (Christensen *et al.*, 1994:1). This may lead to burnout, which causes a reduction in the quality of coaching and a decline in personal relations. Subsequently, the coach's personal sense of accomplishment is also adversely affected (Christensen *et al.*, 1994:1).

Various studies have been done to ascertain the prevalence and levels of burnout in the coaching profession, especially that of American coaches. For one, Kelley (1994:56) found coaches to be experiencing higher levels of burnout when compared to other helping professions.

In relation to this, Dale and Weinberg (1989:5) suggest that coaches actually have a lower tendency toward burnout than do persons in other helping professions, despite the demands placed upon them. None the less, Dale and Weinberg (1989:7) found that 25 - 45% of coaches in their sample were above the norms set by Maslach and Jackson (1981a:3). These coaches therefore experienced either a moderate or high level of burnout. Danylchuk (1993:114) also found in his study that the prevalence of burnout in coaches is lower than in other human service professions. One possible reason for this can be that coaches generally have a period of time off or away from their athletes. Also, coaches have more opportunities for constructive feedback, such

as written evaluations and match results. Danylchuk (1993:114) further argued that teacher-coaches might not work in a stressful environment and that their work hours are more flexible, with days off for vacation as well. Similar reasons for lower burnout levels in coaches are also suggested by Capel (1986:326).

Certain stressors, or factors, stem from the coach's working environment, which are unique to his profession. These may include the pressure of producing a winning team, handling defeat, the long hours spent travelling, planning and practising, pressure from media coverage, the continuous interactions with players (Kelly & Gill, 1993:95), disrespect from players, not being able to reach players, non-appreciation by the public and being outcoached (Martens, 1987:132). Kelley and Gill (1993:95), after reviewing previous literature on the demands of coaching, described coaching as inherently stressful due to the long working hours, the frequent travel involved which disrupts family life and pressure due to media and fan expectations.

Kelley and Gill (1993:101) suggests that burnout is cyclical in nature - as it is present during stressful times of the season and lower during times of minimal stress. Due to the seasonal structure of sport, Vealey *et al.* (1992:56) argue that sport creates cyclical burnout in coaches, depending on where they are in their competitive season. Cyclically a coach may experience a season as follows (characterised by the following feelings): firstly, at the start of a season, coaches tend to be enthusiastic and joyful, and looking forward to the season ahead. As the season progresses, certain problems and stressors arise which the coach has to deal with. Emotionally the coach can start feeling tired and he may start distancing himself from his players.

Then ,at the end of the season the coach may feel used up, and eventually tires out completely. The significance the coach once saw in his work/coaching may lower to such a degree that he does not see any use in his coaching anymore.

Dale and Weinberg (1989:9) further argue that persons completing questionnaires at the beginning of the season may show low burnout, those completed in the middle of the season may show slightly higher emotional exhaustion and depersonalisation scores, and those completed at the end of the season may show feelings of high personal accomplishment along with feelings of high emotional exhaustion. With this in mind, the contrasting results in studies concerning the prevalence of burnout in coaching comes to the fore. This then suggests that for an effective study on burnout, a longitudinal study should be done over the course of a season, which will show the progression of burnout in coaches.

If the aforementioned is taken into consideration it seems that coaches fit into the framework of human services and seem to be prime candidates for burnout. Similarly to that of administrators and athletes, burnout can affect the coach's quality of work, his sense of achievement and his relationship with those people around him (Christensen *et al.*, 1994:1). While there has been a great deal of interest in overtraining, burnout and the pre-mature retirement of athletes (Christensen *et al.*, 1994:1), relatively little is known about the relationship between coaching, stress and burnout in sport (Vealey *et al.*, 1992:56). This then becomes an area of great concern, especially for provincial and national coaches, from whom only the best is expected at all times.

Up until now no research has been found on burnout in South African coaches. The questions then posed by this study is: (1) How prevalent is burnout in South African provincial cricket and rugby coaches during the course of the season? (2) Does burnout show a cyclic nature in our provincial cricket and rugby coaches? (3) And finally, does the type of sport coached influence the level of experienced burnout?

By understanding burnout, the sport scientist will be able to help coaches deal with the occurrence of burnout. This can be done by providing coaches with information on the nature of burnout in sport coaches. Coaches can also be informed about the danger signs and times for the onset of burnout. Furthermore, should coaches already be experiencing burnout, be it in the early stages or later stages, intervention programmes can be provided to help reduce burnout and its negative effects.

1.2 AIMS

The aims of this research will be to:

- do a literature review about burnout in the coaching profession;
- determine the prevalence of burnout in provincial cricket and rugby coaches in South Africa during the course of a season;
- determine the cyclical nature of burnout in provincial cricket and rugby coaches in South Africa; and
- determine to what extent provincial cricket and rugby coaches differ during the course of the season with regards to the degree of burnout they experience.

1.3 HYPOTHESES

The following hypotheses' are suggested:

- South African provincial cricket and rugby coaches will score low on the three dimensions of the burnout scale at the start of the season.
- South African provincial cricket and rugby coaches will score moderately on the three dimensions of the burnout scale halfway throughout the season.
- South African provincial cricket and rugby coaches will have a high score on the three dimensions of the burnout scale at the end of the season.
- Scores on the three dimensions of the burnout scale will increase during the course of the season in both provincial cricket and rugby coaches.
- South African provincial cricket and rugby coaches will not differ significantly at the beginning, middle and end of the season on the three dimensions of the burnout scale.

1.4 TERMINOLOGY

The following terms are described solely as orientation towards this study. The main constructs under discussion in this research will then be further analysed in Chapter 2.

1.4.1 Stress

The term stress is used in the literature with a variety of meanings (Kelley, 1994:48; Lazarus & Folkman, 1984:47; Martens, 1987:11; Smith, 1986:41; and Taylor,

1991:170). Stress is viewed and defined into one of three occurrences, with it being either in terms of the internal state of the organism (response theory), external events (stimulus theory), or in terms of transactions between the person and the environment. In this research study the construct stress will be defined and used in terms of the last mentioned view, also known as the interactional/cognitive perspective.

In this context, Lazarus and Folkman (1984:47) maintain that individuals experience stress when they perceive a situation that exceeds their abilities and threatens their well-being. Similarly, Scanlan and Lewthwaite (1988:43) state that stress is a process which arises when athletes feel that the competition situation threatens their self-esteem. Martens (1977:124) proceeds from the previous descriptions by adding that stress occurs when athletes perceive an imbalance between the demands placed on them and their ability to complete the task at hand, especially in situations where they believe that negative consequences will follow this imbalance. In this study the construct stress is used in conjunction with the last mentioned definition.

1.4.2 Burnout

Burnout has been widely described and defined in the literature, to name but a few (Gold & Roth, 1993:30; Jackson, Schwab & Schuler, 1986:630; Maslach, 1982:29; Maslach & Jackson, 1981a:1; Perlman & Hartman, 1982:293; Shank, 1983:52; Taylor, 1991:160). Most definitions suggest burnout to be related to a person's feelings of physical depletion, helplessness, hopelessness and depression, and occurs over a period of time. No single operational definition of burnout though has been accepted as the norm (Maslach, 1982:30).

However, according to Lee and Ashforth, (1990:743) the definition that is most often used in the literature is the one stated by Maslach and Jackson (1981a:1), who defines burnout as a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do “people work”. Key aspects of Maslach’s burnout syndrome are, *emotional exhaustion(EE)*, *depersonalisation(DP)* of others, and a feeling of reduced *personal accomplishment(PA)*. Maslach and Jackson (1981a:1) also suggest that burnout should not be seen as a separate variable which is either present or absent and the occurrence of any one of the above mentioned aspects (i.e. EE, DP. PA) is an indication of burnout.

For the purpose of this study Maslach’s conceptualisation of burnout will be used.

1.4.3 Coach

According to the Oxford English Dictionary (1969:149), a coach can be defined as a trainer of competitors for athletic contest.

Terry (1991:104) states that the term coach is believed to have derived from a 14th-century Hungarian word for a sturdy vehicle designed to carry people over particularly rutted terrain; and so it is that the modern day sports coach has the responsibility of transporting a young athlete on the difficult journey towards athletic maturity and the fulfilment of potential. The coach will then along the way also act as a teacher or friend, taskmaster or nursemaid, chauffeur or psychologist. But first and foremost, coaching is a form of leadership where one person influences and guides others.

According to Jones, Wells, Peters and Johnson (1988:4), “coach” is a title indicating respect, affection, status, and responsibility which can stay with one long after actual coaching days are over. A coach is a teacher who works with those who are willing to pay a price for excellence, and who are willing to do more than the required. Sabock (1985:3) points out that a coach is someone with many responsibilities, besides that of coaching a team/individual. A coach is someone who is pulled in many directions everyday of the week, with these responsibilities all taking a considerable amount of time.

Finally then, a coach is not just someone in possession of a cap, whistle and clipboard (Jones *et al.*, 1988:4). He/she is someone who has become a student of the game (Jones *et al.*, 1988:10) and eventually moulds the way of the athletes he coaches, no matter at which level.

1.5 DELINEATION OF CHAPTERS TO FOLLOW

After this introductory chapter, in which the problem statement and aims of the study were set out, an analysis from the literature will be made with regards to stress and burnout. These aspects will be discussed separately, as well as the relationship between them. The roles which these aspects have to play in the coaching profession will be discussed, with various intervention and prevention methods also being suggested in Chapter 2.

The nature in which the study was executed will be set out in Chapter 3. The results, interpretation and discussion of it will then be reported in Chapter 4. Then finally, in Chapter 5 a few conclusions and recommendations will be made.

CHAPTER 2

BURNOUT IN THE COACHING PROFESSION

2.1 INTRODUCTION

2.2 STRESS

2.3 BURNOUT

2.4 THE RELATIONSHIP BETWEEN STRESS AND BURNOUT

2.5 STRESS AND BURNOUT IN THE COACHING PROFESSION

2.6 SHORTCOMINGS IN THE LITERATURE ON BURNOUT

2.7 SUMMARY

2.1 INTRODUCTION

For anyone who is sceptical of burnout occurring in our modern day coaches, Taylor (1991:158), provided a scenario which illustrates it's existence:

“Geoff has worked as a teacher at a large school for 15 years. Shortly after arriving at the school, he accumulated so many extra responsibilities due to his interest and expertise in cricket. Every minute of the day he was involved with one thing or another. Lunch was quickly eaten after school, after which he returned to school to coach. He was also involved with umpiring local school cricket matches. Due to an injury, he stopped playing cricket and took on the role of assistant coach for the under 15 provincial cricket team. They trained two evenings a week and played matches each Saturday for the entire season, with many pre-season matches also included. Away games were also played, which involved at least 3 hours of travelling. On Sundays Geoff would coach a local club team. During the school holidays he was central to the organisation of local cricket coaching camps for high school players.”

Added to all this, he still had to attend committee meetings every now and then. Looking at all this, it is fair to say that Geoff's life revolved around cricket.

For the past few years people who were in contact with Geoff had been noticing a change in the formerly relaxed, confident and warm character. As a perfectionist he had always expected the most from those he coached and his enthusiasm usually resulted in just that. Geoff started feeling that his work was not being appreciated and that players were blaming him for their mistakes. Geoff started taking less interest in the teams he was coaching. He even became cynical and negative towards his players. He expressed more criticism and noticed fewer positive events. Poorer and poorer results were obtained from his teams and confrontation with umpires, spectators, opposition and even his own players were starting to occur. Geoff was even unreceptive to new ideas and it seemed that he had gone through the same year five times, repeating errors as a coach and failing to avoid unnecessary conflict with others."

The example given is not uncommon in the sporting world, and though coaches are each unique in the way they react to the stressors associated with their work, the above mentioned scenario can be seen as one way in which coaches become susceptible to burnout.

Owing to the fact that too much stress can lead to burnout (Gold & Roth, 1993:45), the term stress will be discussed first. Hereafter, the burnout syndrome will be analysed, after which the relationship between stress and burnout will be discussed. The way in which stress and burnout is experienced in the coaching profession will be discussed as well.

2.2 STRESS

2.2.1 Definitions

As mentioned in the introductory chapter, there exists different conceptualisations of stress which leads to confusion in the definition of stress. In this study, the term stress will be defined and used in terms of the interactional/cognitive perspective.

2.2.1.1 The interactional/cognitive perspective

The interactional perspective views stress as the interaction between the person and his/her environment. Therefore, a person plays a more interactive role when experiencing stress by weighing up the demands of the situation and their capacity to handle these demands.

With this interactional perspective in mind, the term stress can be defined in the following ways: (a) in the psychological dictionary (Plug, Meyer, Louw & Gouws, 1988:351) stress is seen as physical and psychological reactions to any detrimental and/or unpleasant stimuli (including external environment stimuli such as noise and danger, and internal stimuli such as - especially long-lasting - anxiety, intense emotions, worry and tension). In general, stress is characterised by the disturbance of bodily homeostasis, more specifically by continual tiredness, anxiety, tension and hurriedness, and (b) Martens (1987:111) states that stress occurs when there is a substantial imbalance between what a person perceives is being demanded of him from the environment and what he perceives his capabilities are, especially when he perceives the outcome to be important. Stress then contains three elements, namely:

the environment, a person's perceptions, and a person's response to the environment in the form of arousal. Typically then, when a person experiences some form of stress, he obviously tries to look for the cause, and then usually blames the environment, i.e., people tend to blame the events in their environment for causing their stress. Similarly to that of Martens, Smith (1986:41) states that stress can be viewed as an imbalance between demands and resources. In this study then, the construct stress is used in conjunction with the last mentioned definition, with the effect of the response to stress on the organism being either positive or negative.

2.2.2 The nature of stress

First it is important to note that stress is not all bad (Mitchell & Resnick, 1981:184). Generally speaking, stress produces human progress. Should people be totally happy with things as they are, no one would invent, create, move around, explore or attempt to change. Stress is not nervous tension, and should therefore not be eliminated. Stress actually has a very healthy side to it (Mitchell & Resnick, 1981:184). With the tendency to emphasise the negative aspects of stress, the positive aspects of stress is often forgotten (Gmelch & Chan, 1994:4). When spelling stress, the Chinese for example, actually make use of two characters: the first signalling *danger* and the other *opportunity*. Selye (1976) has also come to the conclusion that stress can be perceived in two different ways - positive (eustress) or negative (distress) - with optimal stress being the point between the two (Gmelch & Chan, 1994; Jones, 1991).

Taylor (1991:170) emphasised that an optimal amount of stress is essential to motivate people to perform at their peak, and to experience an ideal state of well-being [See Fig. 2.1].

Evidently, from interviews held with elite sports' performers, stress is not necessarily perceived as a negative phenomenon. On the contrary, several of these athletes reported that stress can be a very positive factor (Jones, 1991:34).

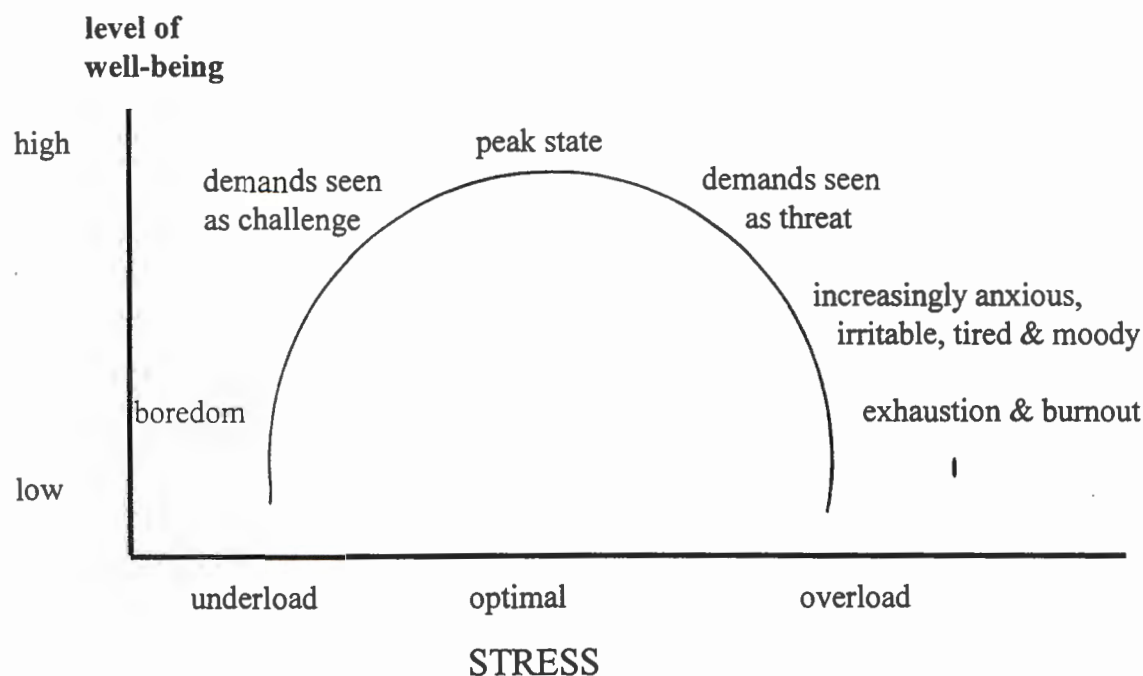


Fig 2.1 Stress and well-being

Note. From Taylor (1991:170)

However, the negative side attached to stress cannot be denied. It usually occurs in situations where demands exceed resources (“overload”), or when resources greatly exceed demands (“underload”), or even when a person is not challenged to use his or her resources (Smith, 1986:41). [See fig. 2.1].

Stress is a “non-specific” response of the body to any demand placed on the individual (Mitchell & Resnick, 1981:184). It can be seen as non-specific because

the same physiological and psychological reactions occur regardless of the stressor (fear, anxiety, excitement, or others). Furthermore, this stress reaction is a coordinated chemical mobilisation of the total human body to satisfy the needs of a life-or-death-struggle, or to escape from the situation (fight-or-flight syndrome). This “fight-or-flight” syndrome is an automatic response which is much like a biological alarm. When you perceive a stressful situation (real or unreal), a signal is sent to the brain which in turn releases a hormone, which tells the body to get into a state of preparedness for danger known as the above mentioned “fight-or-flight” syndrome (Mitchell & Resnick, 1981:185).

Selye (1956) uses the term General Adaptation Syndrome to describe a three phase process, which is as follows:

- a warning phase which leads to a confrontation with the stressor,
- a resistance phase which causes the body to build up reserves and make adjustments, and
- an exhaustion phase which leads to a breakdown process.

Martens (1987:112) on the other hand, suggests that stress occurs in one of two ways, i.e. either by first experiencing negative thoughts (stress formula 1) or arousal (stress formula 2) in reaction to an environmental stimulus. These two formulas of stress are shown in figure 2.2. Martens (1987:112) also uses the following two examples to distinguish between the two stress formulas, with stress formula 1 being mentioned first: (1) *“You visit the locker room of your alma mater where you had prepared for many important games (E - an environmental stimulus). As you enter, you suddenly feel increased muscle tension, your heart beats faster, your palms become clammy, a few butterflies flutter in your*

stomach, and your mind races with thoughts of the past (A - arousal). You explain these feelings by remembering how stressed you used to become moments before a game (NT - negative thoughts).

(2) *“It’s moments before the game and you are watching your opponent warming up (E). You think it will be impossible to beat her and you imagine how humiliated you will be in front of all these people (NT). Then you feel your heart speeding up, the adrenaline flowing, the knees wobbling, the muscles tensing in your neck, and your mind leaping from thought to thought as it intensely analyses the situation (A).*

STRESS FORMULA 1

Environmental stimulus → Arousal → Negative thoughts = Stress

STRESS FORMULA 2

Environmental stimulus → Negative thoughts → Arousal = Stress

Fig 2.2 The two formulas for stress

Note. From Martens (1987:112)

2.2.3 Symptoms of stress

Prolonged negative stress can have a malignant effect if left to continue (Gmelch & Chan, 1994:48). A variety of physiological, psychological and behavioural symptoms have been identified and can be recognised in individuals who are stressed

(Girdano, Everly & Dusek, 1990; Gmelch & Chan, 1994; Gold & Roth, 1993; Martens, 1987; Mitchell & Resnick, 1981).

The various physiological symptoms of stress that have been identified are, for example: increased heart rate, blood pressure, sweating, respiration, muscle tension, frequent urination (Martens, 1987:112), headaches, backaches, heart disease, ulcers, cancer and skin disorders (Gmelch & Chan, 1994:48).

The various psychological symptoms experienced during stress are as follows: worry, inability to make decisions, feeling confused, inability to concentrate, feeling “different”, narrowing of attention (Martens, 1987:112), insomnia, neurosis (Gmelch & Chan, 1994:48), paranoia, depression and cynicism (Shank, 1983:56).

Finally, the various behavioural symptoms that can occur in the stressed individual are: rapid talking, nail biting, foot tapping, pacing, scowling, yawning, trembling, muscle twitching, increased blinking (Martens, 1987:112), hypertension and nervousness (Gmelch & Chan, 1994:48).

In sport, stress also has an effect on an individual, and performance can be adversely affected. Psychologically the individual shows signs of anxiety, guilt, anger and despondency, and physiologically the individual can be recognised by signs of fatigue, incorrect diet, infection and inadequate rest (Kroll, 1982:2).

2.2.4 Sources of stress experienced by athletes

The majority of studies which have researched stressors in sport, have focused on stress experienced by young athletes (Bump, Gould, Petlichkoff & Levin, 1985; Cohn, 1990; Gould, Horn & Spreeman, 1983; Scanlan & Lewthwaite, 1984; Scanlan, Lewthwaite & Jackson, 1984). The above mentioned studies show that stressors related to a fear of failure (for example, making mistakes or losing), low achievement expectations (for example, the condition of the athletes fitness and preparation), and high trait anxiety, increase youth athletes pre-competition stress. Poor performances and the making of mistakes lead to an increased amount of stress experienced during competition, and a loss, poor performance, lack of reinforcement, and negative social evaluations (for example, criticism from coaches, teammates or parents) cause stress after competitions (Scanlan, Ravizza & Stein, 1991:104).

When looking at elite athletes (Gould, Jackson & Finch, 1993; Scanlan *et al.*, 1991), results show that the following are sources of stress:

- high achievement standards and expectations,
- environmental demands (e.g. set by the media),
- competition-anxiety and doubt in own ability,
- stress associated with interpersonal relationship problems,
- failure, and
- physical demands set.

2.2.5 Relationship between stress and performance in sport

As a standard rule, research has shown that athletes perform optimally in sport when they have high positive psychic energy and experience little stress or anxiety (Martens, 1987:102). Martens (1987:102) states further that stress is a negative emotion that must be steered clear of as far as possible in sport. Sport psychological literature shows that stress can impede performance in a variety of sports, such as swimming (Burton, 1988), pistol shooting (Gould, Petlichkoff, Simons & Vevera, 1987), wrestling (Gould & Weinberg, 1985; Scanlan *et al.*, 1984), soccer (Rodrigo, Lusiardo & Pereira, 1990), karate (Terry & Slade, 1995), field hockey (Terry & Young, 1996), and tennis (Terry, Cox, Lane & Karageorghis, 1996).

2.2.6 Summary

In this section of the chapter stress was defined and the nature of stress was also discussed. Various sources of stress experienced by athletes were identified and the relationship between stress and performance in sport was briefly outlined. The various physiological, psychological and behavioural symptoms were identified in individuals who are experiencing stress.

As mentioned earlier, stress and burnout are distinct phenomena (Gold & Roth, 1993:44), yet they are related. So, in the next section of this chapter, the term burnout will be defined and discussed. The various models of burnout will also be analysed.

2.3 BURNOUT

2.3.1 Definitions

In order to understand burnout and its nature one first has to know what it is . This could be a difficult task, as burnout takes on many forms (Judd *et al.*, 1993:15) and varies from person to person (Fender, 1989:65). Maslach (1982:30) further states that there is no single operational definition of burnout that is accepted as the norm.

In the 1960's the term 'burned out' was used in reference to the effects of drug abuse by chronic users (Gold & Roth, 1993:31). Later the term burnout was officially introduced by a clinical psychologist, Herbert Freudenberger (1974), attributing burnout to the individual's inability to cope with the working environment (Christensen *et al.*, 1994:1).

Perlman and Hartman (1982:283-293) did a complete review of the field of burnout ranging from 1974 to 1981. The completeness of this review was also confirmed by two authors, namely C. Maslach and C. Cherniss (Perlman & Hartman, 1982:292). Listed then in appendix A, is a summary of the various definitions provided for burnout from the above mentioned article. The various definitions are listed in chronological order to help one get an overall idea of how the term developed over the years (Perlman & Hartman, 1982:284-291).

These definitions led Perlman and Hartman (1982:293) to their own definition which states that burnout is a response to chronic emotional stress with three components:

(a) emotional and/or physical exhaustion, (b) lowered job productivity, and (c) overdepersonalisation. Various other symptoms and components (such as low morale, negative self-concept, anger, cynicism, depression, more time spent in job, leaving job or absenteeism) have been included into the definition of burnout, but neither of these have been supported in research. These components may be correlates of burnout, but do not seem to be within the scope of its prime dimensions (Perlman & Hartman, 1982:293).

As already mentioned, there is not yet a single accepted definition for the term burnout. After reviewing the different definitions of burnout, Maslach (1982:30-31) concluded that burnout can be described as:

- A syndrome of emotional exhaustion, depersonalisation, and reduced personal accomplishment that can occur among individuals who do “people work” of some kind.
- A progressive loss of idealism, energy, and purpose experienced by people in the helping professions as a result of the conditions of their work.
- A syndrome of inappropriate attitudes toward clients and self, often associated with uncomfortable physical and emotional symptoms.
- To deplete oneself. To exhaust one’s physical and mental resources. To wear oneself out by excessively striving to reach some unrealistic expectations imposed by oneself or by the values of society.
- To wear oneself out doing what one has to do. An inability to cope adequately with the stresses of work or personal life.
- To become debilitated, weakened, because of extreme demands on one’s physical and/or mental energy.

- An accumulation of intense negative feelings that is so debilitating that a person withdraws from the situation in which those feelings are generated.
- A pervasive mood of anxiety giving way to depression and despair.
- A process in which a professional's attitudes and behaviour change in negative ways in response to job strain.
- An inadequate coping mechanism used consistently by an individual to reduce stress.
- A condition produced by working too hard for too long in a high-pressure environment.

So, in the many ways that burnout has been described, a few characteristics appear to be common to all (Dale & Weinberg, 1990:69; Maslach, 1982:31):

- Burnout occurs at an individual level.
- Exhaustion is present with physical, mental and emotional forms being taken on. Exhaustion is described as a loss of energy, interest, concern and trust.
- The individual's response to others becomes more negative.
- The positive feelings about the various things that the individual still wants to accomplish, or already have accomplished, changes to feelings of failure, depression and a low self-esteem. It is therefore a negative experience for the individual.
- Burnout is a process occurring over time, and not a reaction to occasional stress. It is the result of chronic everyday stress.
- Burnout is rather difficult to identify as it differs from one individual to another. The process of burnout is unique to each person.

Maslach (1982:32) further states that although the various definitions of burnout differ, there is a mutual understanding on the fact that burnout is an internal psychological experience involving feelings, attitudes, motives, and expectations.

Finally, Maslach (1982:37) suggests that “you have to be on fire in order to burn out.” This implies that the person who is highly energetic, enthusiastic, and idealistic is a person who is likely or more prone to burnout. In this context burnout is an internal “fire”. In contrast to this, burnout can also be seen as an external “fire”. Here it is the outside situation or external environment that is causing a problem for the individual. These external circumstances then become “too hot to handle”.

Although not universally accepted, Maslach’s definition (Maslach & Jackson, 1981a:1) of burnout as a syndrome of *emotional exhaustion* (EE), *depersonalisation* of others (DP), and a feeling of reduced *personal accomplishment* (PA) has emerged as the most widely cited (Lee & Ashforth, 1990:743). These three components can further be described in the following way: (a) *emotional exhaustion*, a feeling of being overextended or emotionally exhausted by work (coaching), (b) *depersonalisation*, characterised by unfeeling or impersonal responses to clients (players), and (c) *personal accomplishments*, a feeling of competence and achievement in work (coaching) with others (Maslach & Jackson, 1981b:2).

Furthermore, Maslach and Jackson (1981a:1) suggest that burnout be conceptualised as a continuous variable, ranging from low to moderate to high degrees of experienced feeling. It should also not be seen as a separate variable which is either

present or absent, and the occurrence of any one of the above mentioned factors (i.e. EE, DP, PA) is an indication of burnout (Maslach & Jackson, 1981a:1).

A psychological dictionary (Plug *et al.*, 1988:375) provides a definition on burnout similar to the one provided by Maslach and Jackson (1981a:1). This definition states that burnout is a condition characterised by emotional exhaustion, depersonalisation and a decrease in personal accomplishment occurring in persons working with other people. This definition is further extended to the term job burnout, and can be described as a lasting/permanent and intense form of work dissatisfaction characterised by cynicism, low productivity and an emotional “switch off” (Plug *et al.*, 1988:397).

To summarise: it is obvious that various definitions and descriptions have been given concerning the aspect of burnout, with most of these suggesting that it be related to a person’s feelings of physical depletion, helplessness, hopelessness and depression. Furthermore, it has also been said that burnout occurs over a period of time and is the final step in an individual’s attempt to cope with situations that he perceives as threatening (Gold & Roth, 1993:30).

For the purpose of this study, burnout will be defined as someone who is experiencing chronic emotional stress and who is further characterised by feelings of emotional exhaustion, depersonalisation and incompetence.

2.3.2 Models of burnout

There are a number of seemingly unrelated findings concerning the aspect of burnout stemming from the above mentioned. It then seems fair to say that there is a need to study this phenomenon within a theoretical framework (Vealey *et al.*, 1992:42). Various models on how burnout develops have been proposed over the years. In the following discussion the different models will be presented in chronological order.

2.3.2.1 The burnout model of Cherniss (1980)

Cherniss (1980) proposed a process model of burnout (See figure 2.4). His model proposes that a number of work setting characteristics, such as workload, stimulation, self-government (autonomy), institutional goals and supervision/leadership interact with individuals who enter the job. These individuals also bring with them demands outside of work. Together it then results in various sources of stress being experienced. Individuals then cope with these stresses in different ways. Finally, according to Cherniss, burnout occurs over time and represents one way of adapting to, or coping with, the particular sources of stress.

2.3.2.2 The burnout model of Golembiewski *et al.* (1983)

Golembiewski, Munzenreider and Carter (1983:463) proposed a progressive phase model of burnout. Their model was based on the interaction of the various burnout subscales suggested by Maslach and Jackson (1981a:1) namely, emotional exhaustion, depersonalisation and personal accomplishment.

Golembiewski *et al.*'s. (1983:466) model goes a step further by not viewing Maslach and Jackson's (1981a:1) burnout subscales as separate and unrelated. They predict that these subscales interact in such a way that they progressively create increasing levels of burnout. Depersonalisation is considered the initial burnout phase, where significant increases will occur just prior to any reduction in personal accomplishment. Emotional exhaustion will follow the heightening of the previously mentioned phases. In addition, emotional exhaustion is assumed as the most advanced phase of burnout. An interesting and useful feature of this model is that burnout is characterised as a dynamic, continuous process, and not as a static and divided phenomenon. The model of Golembiewski *et al.* (1983:470-471) is divided into eight phases or stages of burnout as shown in Table 2.1.

TABLE 2.1

A Proposed Model of Eight Phases or Stages of Burnout

	Burnout phases							
	1	2	3	4	5	6	7	8
Depersonalisation	Low	High	Low	High	Low	High	Low	High
Personal Accomplishment (reversed)	Low	Low	High	High	Low	Low	High	High
Emotional Exhaustion	Low	Low	Low	Low	High	High	High	High

Note. From Golembiewski *et al.* (1983:471)

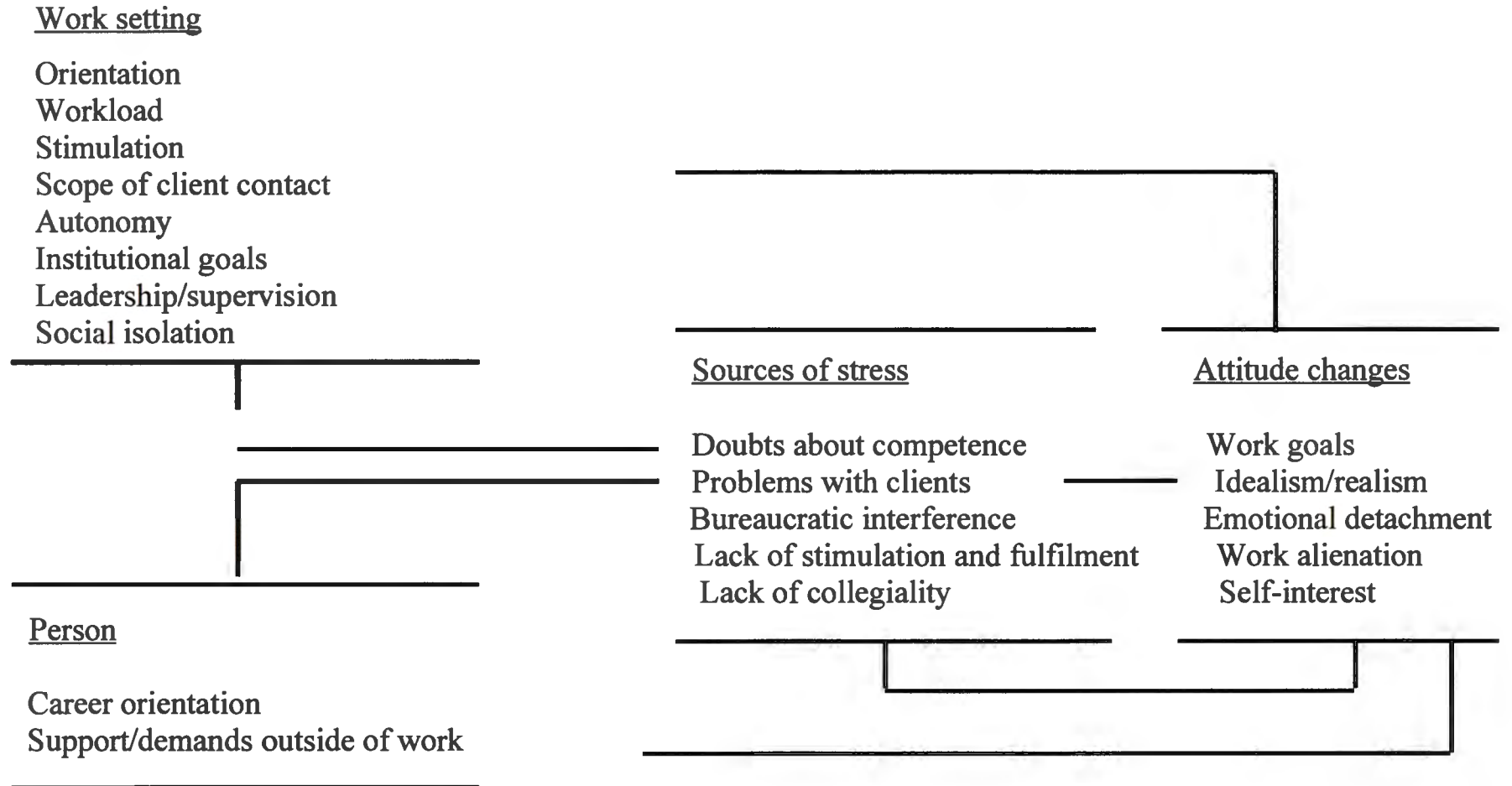


Fig 2.3 Cherniss' process model of burnout

Note. From Cherniss (1980)

Phase 1 of this model is characterised by low feelings of depersonalisation, personal accomplishment and emotional exhaustion. It must also be noted that the personal accomplishment scale is reversed so that “low” accomplishment means effective performance on a task. The following six phases represent an increase in levels of burnout. The individual moves from initial feelings of depersonalisation to a lack of personal accomplishment to the final stage - emotional exhaustion. The final phase represents high levels of burnout on all three subscales.

In a study using this phase model of Golembiewski *et al.* (1981), Quigley, Slack and Smith (1987) found that approximately 53% of their secondary school coaches are in the four upper stages of burnout.

2.3.2.3 The burnout model of Smith (1986)

Smith (1986:36-50) proposed a model of athletic burnout which is based on a cognitive affective model of stress. This model was proposed by Smith (1986:41) to help differentiate between withdrawal from an activity due to burnout and withdrawal due to other reasons.

The stress model in the upper portions encompasses relationships among four components, namely, situational factors, cognitive appraisal, physiological responses and behavioural responses. He also discussed a variety of factors which contribute to burnout, which include lack of personal self-government, low social support (all at a situational level), perceived load, perceived lack of control, perceived lack of meaningful accomplishment and perceived lack of meaning and value in the activity (at a cognitive level).

Physiological responses would then include tension, anger and depression.

The individual who is experiencing burnout is predicted to engage in inappropriate behaviour and have a decrease in performance and then finally withdraw from the activity. These factors are all influenced by individual differences in motivation and personality (Smith, 1986:41).

2.3.2.4 The burnout model of Leiter (1989)

Leiter (1989) proposed a model of burnout based on two assumptions. Firstly, he suggests that the three components of burnout defined by the Maslach Burnout Inventory (emotional exhaustion, depersonalisation, personal accomplishment) influences each other over time. Secondly, he suggests that the three components have a distinct relationship with environmental conditions and individual difference characteristics (Richardson & Burke, 1995:35). By using a structural equation model, he is able to test the contribution of various organisational measures, and he is also able to examine the impact of one component of burnout on the other two components.

In the model proposed by Leiter, emotional exhaustion is placed in a central position, with emotional exhaustion being linked with increases in depersonalisation and personal accomplishment, as well as other consequences such as reduced commitment and increased absenteeism (Leiter, 1989:15-16). Emotional exhaustion is most responsive to the demands and stressors on the job, so it is assumed that it develops first.

A coach experiences emotional exhaustion because of the stressful situations at work/coaching as job-related demands intensely prevails over resources. The coach will then react by isolating himself from feelings of exhaustion through depersonalising his perception of his players. As the coach then loses his personal commitment to coaching relationships and exhaustion continues, his evaluation of his accomplishments diminishes, resulting in the full burnout syndrome (Leiter, 1989:15).

2.3.2.5 Summary

From the various models of burnout, the cardinal causes of burnout seem to be that various factors cause the individual to become stressed in his working environment. The individual experiences stress with regards to his emotions, relations with others and/or his accomplishments. How the individual then copes with and handles the demanding situation will determine whether he will experience burnout or not. Should he not be able to cope with the situation, he will experience burnout over a period of time. Burnout can then be said to be the final step in not being able to cope with stress.

2.3.3 Phases of burnout

Mitchell and Resnick (1981:190) identified the following four phases of burnout, as well as the characteristic symptoms thereof. They are as follows:

◆ Phase I: Early warning signs

- Vague anxiety
- Constant fatigue
- Boredom with one's job
- Apathy

◆ Phase II: Initial burnout

- Lowered emotional control
- Increased anxiety
- Headache
- Diffuse back and muscle aches
- Loss of energy
- Hyperactivity
- Excessive fatigue
- Moderate withdrawal from social contact
- Nausea

◆ Phase III: Burnout

- Skin rashes
- General physical weakness
- Strong feelings of depression
- Increased alcohol intake and smoking

- High blood pressure
- Migraine headaches
- Loss of appetite
- Loss of sexual appetite
- Ulcers
- Serious isolation and withdrawal from others
- Excessive irritability
- Emotional outbursts
- Development of irrational fears (phobias)
- Inflexibility in thought

◆ **Phase IV: Burnout**

- Asthma
- Coronary artery disease
- Diabetes
- Cancer
- Heart attacks
- Severe depression
- Lowered self esteem
- Inability to function at work or in personal affairs
- Severe withdrawal
- Uncontrolled crying spells
- Suicidal thoughts
- Severe fatigue

- Agitation
- Constant tension
- Carelessness

2.3.4 The cyclic nature of burnout

Coaches have times during the year that are highly stressful (e.g., the competition season, playoffs and finals), and times during the year where stress is likely to be very low (e.g., off-season, start of the season). In other words, the elevated levels of burnout may reflect a temporarily stressful period rather than an enduring and escalating syndrome (Kelley & Gill, 1993:101). In an examination of time differences from the beginning to the end of the competitive season by Kelley (1994:55), it was found that an increase occurred in the depersonalisation dimension of burnout.

According to Kelley (1994:49), coaches have suggested that stress varies over the course of the season, with the greatest stress perceived at the end of the competitive season. Therefore, if burnout is the result of prolonged ongoing stress, and stress has been mentioned to vary over the course of a season, it seems that burnout may be cyclical in nature.

However the cyclical nature of burnout has not been the primary focus of any study done up until now. Because of the methodological problems with regards to the time of season in which the burnout scales have been administered, it can be concluded that the cyclic nature of burnout in coaching has not been established.

Some studies were done at the beginning of the season, others in the mid-season,

others at the end of the season or even those in the off season. According to Dale and Weinberg (1990:76), this situation could certainly have an impact on the coach's perceived burnout since situational pressures can exert a strong impact on one's feelings at a given point in time. In order to establish the cyclic nature of the coaching profession a longitudinal study is required over the course of a season, where burnout scores are obtained at the start, middle and end of the season.

2.3.5 Summary

In this section burnout was defined and the various models of burnout was discussed. It was also argued that burnout might be cyclic in nature due to the various phases/seasons in which the coach is involved.

In the next section, the relationship between stress and burnout will be discussed in more detail.

2.4 THE RELATIONSHIP BETWEEN STRESS AND BURNOUT

2.4.1 Relationship

Burnout is a reaction to chronic stress (Cherniss, 1980). Smith (1986:42) suggests that athletes burn out from sport due to the manifestations or consequences of the situational, cognitive, physiological, and behavioural components of stress. Stress can also be defined as the physiological and psychological response to an external event (Wishnietsky & Felder, 1989:69). It is also important to notice that there are limits to each person's physical and psychological resources, also called adaptation

energy (Taylor, 1991:166-167). An individual's energy reserves will then determine at which point he/she will burnout (See Fig. 2.5).

When looking at the figure it shows that both coach A and B experience a stressor of equal importance. For example, both coaches would just like to get on with the job but there are always others who want to interfere. Their initial reaction is one of shock or alarm, and energy levels fall as both organise themselves to react to the stressor successfully. This stressor continues to act as a challenge. After some period of resistance, which could be weeks or years, the energy levels of the coaches are finally depleted and exhausted. Burnout then follows. However, coach A appears to have less adaptation energy for the continuing demands of the activity, and reaches burnout before coach B does (Taylor, 1991:166).

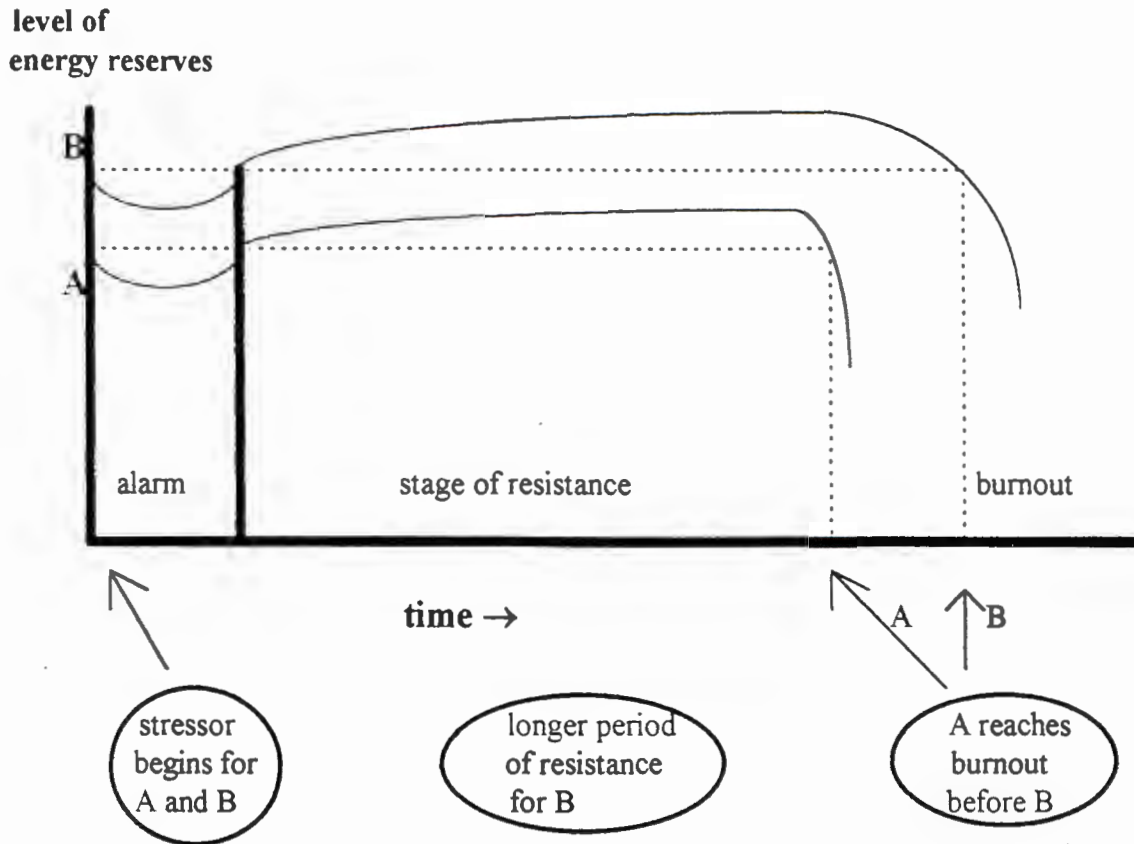


Fig 2.4 Adaptation energy, stress and burnout

Note. From Taylor (1991:166)

From this graph one can see that burnout is a reaction of continual, ongoing stress, and that each individual will react differently to the stressors they experience in their work/coaching. This is supported by Gold and Roth (1993:44), who state that every person is unique and perceives the world in their own way. Furthermore, they state that because of this uniqueness, burnout is not identical in any individual, nor are the same events perceived as stressful for everyone.

To summarise then, stress can lead to burnout when stress diminishes satisfaction and increases unmet expectations (Gold & Roth, 1993:44). When suggesting this, it should also be remembered that the process of stress and burnout need to be

explained and recognised as distinct phenomena (Gold & Roth, 1993:44), even though burnout is a result of ongoing stress.

2.4.2 Mediating variables concerned with stress/burnout experiences

Every person will be able to list various demands placed upon him at work that may cause some stress some time or another, and which may eventually lead to burnout. These sources are known as stressors and may also be found in the sporting world (Taylor, 1991:171). Some typical stressors that occur in the various roles in sport are as follows (Taylor, 1991:172-173):

Sport in general:

- | | |
|----------------------------|--|
| 1. Time pressures | Work and social/family life do not leave enough time for your sport. |
| 2. Interpersonal conflicts | Sport involves competition, but some just take it too far. |
| 3. Politics | It is often not how good you are, but who you know. |
| 4. Fear of failure | A lot depends on how important doing well or winning is to you. |

For the athlete:

- | | |
|-------------------------------|--|
| 1. Lack of control/autonomy | Authoritarian coaches rarely consult athletes about things such as training plans. |
| 2. Pressure from those around | The media and/or supporters seem to expect consistent brilliance. |

3. Injury All that training could be wasted in a split second.

For the coach:

1. Role ambiguity Everyone expects you to develop winners but at what cost? Should you encourage gamesmanship?
2. Role conflict One minute you are everyone's listening ear, then you have to discipline your athletes: team selection is never easy when it is subjective.
3. Lack of support/respect Sometimes nothing you do is appreciated, and there are many others who do better.
4. Lack of autonomy You would like to just get on with the job but there are always others who want to interfere.
5. Fear of dismissal In some sports at certain levels "winning isn't everything, it's the only thing".

For the umpire/referee/official:

1. Fitness concerns (for team sports) It is getting harder each year to stay up with play
2. Interpersonal conflicts Some players, coaches and spectators seem intent on antagonising the official.
3. Lack of support/respect/recognition Sometimes nothing you do is

appreciated, and there always seem to be others who could do better: the highest acclaim is often silence at the end of a game.

4. Peer conflicts/politics

Even fellow officials can be quick to point out poor calls. Is promotion and match selection always conducted without bias?

5. Fear of harm

There are a growing number of verbal and physical assaults.

6. Fear of failure

Do you feel that one bad call can ruin a game or affect the outcome?

2.5 STRESS AND BURNOUT IN THE COACHING PROFESSION

2.5.1 The nature of the coaching profession

2.5.1.1 What are coaches like?

“A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove... But the world may be different because I was important in the life of a child”

Author unknown

Coaches are involved with many peoples lives throughout their careers and have therefore an incredible responsibility (Sabock, 1985:2).

Furthermore, a coach is seen to many as someone who is rigid, conservative, and traditional in their approach to athletes, colleagues and the community. Should coaches actually be so inflexible, there would be little or no change in techniques, strategies and relationships (Jones *et al.*, 1988:5).

However, a coach is usually someone who is assertive and mature, and has the leadership qualities needed for the job (Jones *et al.*, 1988:7), but first and foremost, the coach is someone who influences and guides athletes/ sports participants.

Then finally, a coach is not just someone in possession of a cap, whistle and clipboard (Jones *et al.*, 1988:4), he/she is someone who has become a student of the game (Jones *et al.*, 1988:10) and eventually moulds the way of the athletes he coaches, no matter at which level.

2.5.1.2 The qualities of a good coach

Sabock (1985:55) states that a coach's philosophy will dictate everything that he or she does. The coach's philosophy is also a cumulative (Sabock, 1985:55) and life-long development, which serves as a guide to actions (Martens, 1987:4).

There is no single right way or best way to coach. Only a coach's philosophy of coaching, their personality, and circumstances will determine the way they conduct themselves.

Jones *et al.* (1988:8) outlines a few basic qualities that a good coach should have, which are:

- Knowledge of the subject and intense interest and enthusiasm about it,
- Willingness to share one's knowledge with anyone who is interested,
- Communication skills, and
- A personality which demands, drives, stimulates, excites, or in some way pulls out students levels of achievement beyond normal expectancy.

Sabock (1985:56-90) listed 30 qualities that a good coach should have or acquire when coaching. They are as follows:

- Transparent realism
- Reasoning
- Interest in individuals
- Respect
- Ability to motivate
- Dedication
- Ability to discipline
- Identification of goals
- Ability to recognise talent
- Ability to utilise available talent
- Enthusiasm
- Intense desire to win
- Willingness to work
- Knowledge of the sport
- Dislike for mediocrity
- Understanding boys and girls

- Know what factors make the difference between winning and losing
- Ability to develop pride
- Ability to organise
- Language
- Moral standards
- Honesty
- Dignity
- Courage of convictions
- Ethical standards
- Good judgement
- Consistency
- Fairness
- Imagination
- Sense of humour
- Have a plan for everything

2.5.1.3 The coach's responsibilities

A coach has many responsibilities, both in the off-season and competitive season. Sabock (1985:173) states that off-season preparation is the key to success, since the past season is still fresh in one's mind.

Some of the coach's responsibilities may include the following (Sabock, 1985:174-208):

- Re-evaluation of philosophy
- Organisation of an off-season strength training program
- Re-evaluation of the team's style of play
- Equipment
- Practice times
- Checklist for required paperwork
- Off-season meetings and correspondence
- Pre-season practice "games"
- Agenda - team meeting
- Pre-season team meeting
- Team clinics

2.5.1.4 Concerns for coaches

Throughout the history of sport, coaches have experienced different kinds of problems or issues associated with coaching. It is highly unlikely that all coaches experience the same kind of problems or even the same concerns. In a survey conducted in the early 80's, the following problems were experienced by interscholastic male coaches (Sabock, 1985:309-310):

- Finances
- Facilities
- Pay for coaching - the pay is not sufficient enough for what is required of a coach
- Lack of qualified coaches

- Abuse of Tobacco, drugs, and alcohol by athletes
- Antagonism between coaches
- Lack of dedication by athletes, no sense of responsibility or instinct to win, and
- Athletes think they can achieve instant success without sacrifice or hard work.

2.5.2 How stressful is coaching?

Lackey (1977:22) suggests coaching to be a volatile profession in which many pressures arise, with many coaches leaving their profession early on in their careers. Over a decade later Whishnietsky and Felder (1989:69) concluded that coaches were still entering other professions because of the pressures associated with their job. Several highly visible professional coaches have left their positions as a result of burnout (Taylor, 1992:28). This could be due to the fact that coaching can be frustrating and difficult at times (Malone & Rotella, 1981:22).

The research that has been conducted to demonstrate that coaching is indeed stressful, has produced equivocal findings (Taylor, 1992:29). In a study of male scholastic coaches, Kroll and Gendersheim (1982) found that coaching was considered by the majority of the sample to be stressful. Malone and Rotella (1981:22) suggest further, that, should coaches fail to cope with job stress, they may become subject to burnout. Then, instead of quitting their jobs, coaches must learn to cope with the chronic stress involved in coaching (Malone & Rotella, 1981:22).

Capel and co-workers examined the stress associated with coaches who perform dual roles (Capel, Sisley & Desertrain, 1987). Their findings suggest that dual responsibilities create the potential for negative stress as a function of role conflict,

role overload and role ambiguity. They further suggest that these factors eventually contribute to burnout in coaches.

Caccese and Mayerberg (1984) also examined the relation of stress and burnout to coaching. Their study conclude that coaching is inherently stressful and the multiple roles filled by the sports coach in 'doing the job' has the potential to contribute to considerable negative stress in coaching. This prolonged negative stress associated with coaching undermines the coach's ability to cope with the demands of the coaching role (Dale & Weinberg, 1989). Caccese and Mayerberg (1984) then further indicate that female coaches and those with less experience evidenced the most amount of stress.

Taylor (1992:29) suggests that, based on the limited evidence, it appears that coaching may not, in general, be significantly stressful. Although, there seem to be a number of factors that, when present, will cause coaching to be stressful. Finally, Taylor (1992:29) suggests that due to the limited amount of research available on coaching stress, the similarities of various other helping professions to coaches can suffice as justification to further explore stress in coaching.

2.5.3 Primary sources of stress for coaches

2.5.3.1 Role conflict

Role conflict arises when a discrepancy exists with regards to expectations. A conflict of roles or responsibilities within an organisation can therefore occur

(Girdano *et al.*, 1990). The following items are typical conflicts people experience in their working environment (French & Caplin, 1972:36):

- Being torn by conflicting demands.
- The pressure of “having to get along” with people.
- Differences of opinion between oneself and one’s superiors.
- Difficulties in handling subordinates, secretaries, and others.
- Having to do things one really doesn’t want to do, such as certain administrative duties.

Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964:19) identified four different types of role conflict, of which three are meaningful for coaches (Taylor, 1992:30). These three are interrole conflict, intrarole conflict and person-role conflict. *Interrole conflict* involves a person possessing several roles that require inconsistent behaviours. Coaches might, for instance, want to have a low-key, democratic relationship with their athletes and, at the same time, must periodically discipline them harshly (Taylor, 1992:30). Secondly, *intrarole conflict* suggests that a person has a role from which different people expect opposing behaviours. (Taylor, 1992:30). Coaches who are involved with the coaching of juniors, may find that some of the parents want them to emphasise fun and mastering of skills, while others want to win. Finally, *person-role conflict* suggests that a role demands behaviours that violate an individual’s moral value. For example, the rugby coach might feel a bit pressured by a head administrator to play a certain player who he believes should not be playing at that time due to disciplinary reasons.

Outside the world of sport, Pretorius (1994:775) assessed educators' burnout at a university in South Africa, with role conflict and number of students emerging as the only significant predictors of emotional exhaustion. Cherniss (1980) also found role conflict to be a significant precursor to stress and decreased performance, especially with persons who have to deal with people both within and outside of their primary organisation. This then has clear implications for coaches who must interact with people within, i.e., athletic directors, management and athletes, and outside, i.e., fans and media, of their team or club (Taylor, 1992:30).

Role conflict as a source of stress for the coach therefore seems to be very relevant. Specifically as coaches may be required to fulfil the roles of physical trainer, technician, fund-raiser, accountant, parent, administrator, and recruiter. In addition to this, the coach may not even possess the necessary skills to perform these responsibilities successfully (Taylor, 1992:30).

2.5.3.2 Role ambiguity

Like role conflict, role ambiguity is costly for the person and the organisational unit in which he works (Kahn *et al.*, 1964:72). But, while role ambiguity is generally stressful for people, there are individual differences in how much ambiguity a person can tolerate (Kahn *et al.*, 1964). Furthermore, Kahn *et al.* (1964:94) suggests that role ambiguity exists when the information available to a person is less than required for adequate performance of his role.

Capel (1986:322) states that ambiguity can occur about the scope and responsibilities of the job, and how to perform adequately in the job. She further states that not

knowing the co-workers' expectations for the role, how the role is being evaluated, and not being aware of what is happening in the organisation or the opportunities for advancement in the particular job, can also create ambiguity for the athletic trainer. In addition, Capel found that role ambiguity was related to stress-induced burnout among a sample of athletic trainers (Capel, 1986:326).

To summarise, role ambiguity, which appears to be widespread outside the world of sport, produces psychological strain and dissatisfaction, leads to underutilisation of human resources, and leads to feelings of futility on how to cope with the organisational environment (French & Caplin, 1972:36). It is then easy to see that role ambiguity may be a significant stressor in the coaching profession (Taylor, 1992:30).

2.5.3.3 The “performance principle”

A very common saying in the world of sport, stated by the notorious Vince Lombardi, is as follows: “Winning isn’t everything, it is the only thing” (Curtis Management Group, 1992). According to Horine (1985), coaches put an impossible burden on themselves to win, and few coaches will accept and internalise the reality that for every winner there is a loser. Additionally, Ingham (1975) concludes that this “performance principle” may place excessive demands on individuals in the sport setting. Strangely though, in a study done by Lackey (1977:22), he came to a conclusion that winning is not as important factor in dismissal as many coaches suggest. However, the appointment and eventual dismissal of many South African national rugby and soccer coaches over the past few years seem to indicate quite the opposite.

2.5.3.4 Heavy workload

Outside of the sports domain, a study by Ganster, Mayes, Sime and Tharp (1982), utilising a sample of public agency employees, indicated that their most common sources of stress included heavy workloads, inadequate resources, and the frequency of crises. All these have clear implications for coaches. Horine (1985) found in teacher-coaches that coaches assume heavy workloads, particularly the vast majority who teach a full class load and then coach one or more sports.

2.5.3.5 Gender

In a study done by Pastore and Judd (1992:77), female coaches reported higher levels of stress-induced burnout when compared to their male counterparts - a result consistent with other studies (Caccese & Mayerberg, 1984; Dale & Weinberg, 1989).

2.5.3.6 Experience

Vealey *et al.* (1992:53) state that experience, actual time spent in coaching, and actual time spent on leisure were unrelated to burnout in both male and female coaches. From the results of their study they suggest that it is not the actual time spent, but the perceptions of the activity and situation, that creates the stress that leads to burnout.

Kelley and Gill (1993:100) state that greater experience is associated with lower perceived stress and less stress from coaching issues and problems. The results from

their study indicate that experience has an effect on stress induced burnout. This suggests that the early years of coaching are potentially the most stressful, and additional support (e.g., mentoring by more experienced coaches, additional support staff, release time from teaching while in season) for new coaches is important so that they are not overwhelmed by stress and possible burnout.

2.5.3.7 Other

Kroll (1982:5) suggests that the stress factors in coaching are just as obvious as the stress factors observed in athletes. In an investigation done by Kroll (1982:6), he asked male high school coaches what circumstances caused them concern, worry, apprehension, and emotional turmoil in relation to their coaching responsibilities. The two most frequently cited categories involved interpersonal relations with the athlete, and outdistancing categories reflecting technical expertise (incorrect strategy, being outcoached). Even our own current national rugby coach, Nick Mallet, recently stated in a newspaper report after an epic win over the All Blacks: “What matters most is the respect I get from my players” (Van der Berg, 1998:1).

Being unappreciated by athletes, administration, and the public also reflects this interpersonal category (Kroll, 1982:6). Kroll (1982:6) further states that these stress factor categories compare very well with reasons given for leaving the coaching profession where poor player/coach relationships and inability to motivate players are cited about four times more often than lack of technical expertise.

2.5.3.8 Classification of the primary sources of stress for coaches

Based on the above mentioned literature, it is possible to classify three major areas of stress for coaches: Personal, social, and organisational (see Table 2.2).

TABLE 2.2

Stressors and stress reactions in coaches

Stressors	Stress reactions
Personal	
self-doubt	negativity, depression
physical health	fatigue, illness
inadequate skills	confusion, helplessness
Social	
lack of support	loneliness
team conflict	anger
pressure from fans, media, parents	anxiety
Organisational	
long hours	fatigue, illness
travel	loneliness, isolation
overload of responsibilities	tardiness, frustration
administrative difficulties	confusion, inefficiency
time pressure	anger, helplessness

Note. From Taylor (1992:32)

Personal stressors refer to factors intrinsic to the individual that create stress (Taylor, 1992:31). Social stressors involve difficulties that arise due to interactions with

others (Capel *et al.*, 1987). Moreover, social stressors may originate within and outside the team or club (Taylor, 1992:31). Lastly, organisational stressors involve difficulties originating within the team's organisational superstructure (Capel *et al.*, 1987).

2.5.4 How prone are coaches to burnout?

The question "How prone are coaches to burnout?" now arises. According to Martens (1987:132) the coach who is empathetic, sensitive, humane, dedicated and idealistic are typically the ones more prone to experiencing burnout, as well as the coach who appears to have a consideration style of coaching (Dale & Weinberg, 1989:10). These type of coaches are further characterised by giving more to others than to themselves and have a great concern for the feelings and well-being of the people around them (Shank, 1983:55). The coach who works too much, too long and too intensely, and is very dedicated to his coaching will be proned to burnout (Fender, 1989:65).

In addition, Fender (1989:65) suggests that the coach who has a job which is not fulfilling enough can produce a sense of boredom and monotony, which eventually can lead to burnout.

Shank (1983:57) observed and identified a variety of traits that have made certain people more prone to burnout than others. They are:

- A deep commitment to improving the quality of life,

- a strong set of guiding “shoulds” and “oughts”,
- sets very high standards for self and others; has a tendency to be a perfectionist with everything attempted. Perfectionists also tend to invest more time and effort on the task than necessary (Henschen, 1986:328).
- is generally an overachiever; often does more than is necessary,
- has a strong need to be liked and admired by other people,
- has a tendency to be somewhat authoritative or needs to be in control in most situations (“If I want it done right, I’ll have to do it myself”),
- has a difficult time expressing feelings - particularly anger,
- tends to over-identify with and internalise the hurts of others; takes on the “rescuer role” idealistically,
- is generally a very giving person to everyone but himself/herself,
- doesn’t know how or is afraid to say “no” particularly when the request is of a personal or professional nature,
- tends to be extremely sensitive to criticism, and
- appears to have an unusually high amount of energy; is always “on the go”.

If one type of coach is more prone to burnout, then what type of coach is less likely to burnout? Martens (1987:134) suggests that the coach who feels he is still learning and understanding more about the sport and coaching, is the one less likely to experience burnout. He further suggests that the coach who experiences flow (becomes totally absorbed), and finds meaning and significance in his coaching, will less likely be prone to burnout and its effects.

2.5.5 The prevalence of burnout in coaches

Capel (1986:321-328) investigated role conflict and role ambiguity in athletic trainers to determine whether certain psychological and organisational factors were related to burnout. Results from this study showed that role conflict was the best predictor of burnout. This study also found that the individual with an internal locus of control experiences less burnout than the individual with an external locus of control.

Dale and Weinberg's (1989:1-13) investigation focused on high school and college head coaches to determine if burnout is related to leadership style. A significant relationship between burnout and leadership style was found. Results indicated that coaches with a consideration style of leadership scored significantly higher on the frequency and intensity dimensions of the emotional exhaustion and depersonalisation subscales of the Maslach Burnout Inventory. In addition to these results, they also identified certain demographic variables which are related to burnout. For one, they found that age was negatively related to perceived burnout. They also pointed out that prolonged negative stress and burnout undermines the coach's ability to cope with the demands of the coaching role.

A study by Pastore and Judd (1993:205-212) showed that a coach's emotional exhaustion levels seemed to decrease with age and years of experience, with personal accomplishment levels increasing slightly. In their study of the level of burnout of male and female coaches of woman's teams in 2-year colleges, they found that female coaches reported significantly higher levels of emotional exhaustion and depersonalisation than male coaches. This is in contrast to the study done by Dale

and Weinberg (1989:1-13), who found that male coaches scored higher on the depersonalisation subscale than female coaches. In another study Pastore and Judd (1992:74-79), found that female coaches experienced higher levels of burnout when compared to their male counterparts.

Quigley *et al.* (1987:260-274) investigated the degree of burnout among secondary school teacher coaches. They found that the gender of the teacher coaches, their age, the size of the school they worked in, the amount of school administration support for coaching, and the compensation, recognition, and rewards for coaching were all related to higher levels of coaching burnout.

2.5.6 Symptoms of burnout in coaches

Burnout is something one recognises as happening to oneself (Martens, 1987: 134). It varies from person to person (Fender, 1989:65) and is idiosyncratic (Shank, 1983:53).

In the early stages of burnout the coach will find himself irritable, fatigued (Golembiewski *et al.*, 1983:462) and less enthusiastic about things (Shank, 1983:53). Coaches nearing burnout will also tire easily and experience frequent headaches or digestive problems. They may also become less patient with their athletes and assistant coaches, and eventually develop a negative attitude towards coaching (Malone & Rotella, 1981:22).

Coaches may experience physical, behavioural and/or emotional symptoms of burnout (Fender, 1989:65; Smith, 1986:39). The most common physical signs

experienced by a coach suffering from burnout is the increased susceptibility to illness, severe recurring fatigue (Smith, 1986:39) and the depletion of the energy needed to deal with the perceived demands of the job (Shank, 1983:54). Weight gains or losses are also experienced (Shank, 1983:54) and the coach may feel tired during the day, yet sleep poorly at night (Smith, 1986:39).

At an emotional level the coach may experience feelings of depression and anger (Smith, 1986:39). As previously mentioned, the coach who is more likely to experience burnout is the individual who is unable to express his feelings of anger (Shank, 1983:57). The negative attitude the coach is feeling towards his coaching will eventually generalise to other aspects of his life, which could include his family and social life (Smith, 1986:39). Even the thought of getting up in the mornings and choosing clothes to wear for the day may become a major problem-solving issue in such circumstances (Shank, 1983:54).

Finally, at a behavioural level, decreased competence and inconsistent performance occurs and even more severely, inappropriate behaviour and withdrawal may result (Smith, 1986:39).

2.5.7 Prevention and intervention

It is clear that that burnout has a large variety of symptoms in which one can recognise it. Whatever the symptom, the environmental circumstances promoting it, or the personality factors influencing it, the burnout condition will not necessarily disappear by being ignored (Fender, 1989:68).

One or other form of intervention or reduction strategy is needed. Martens (1987:134) suggests that self-awareness is the first step to recovery.

Earlier in this chapter various models of burnout were presented and explained. The models of Cherniss (1980), Golembiewski (1983) and Leiter (1989) each provided intervention targets for their models. Listed in Table 2.3 are the intervention targets for each of the three process models of burnout.

TABLE 2.3

Intervention targets for each of the three process models of burnout

Cherniss model	Golembiewski model	Leiter model
Orientation practices	Problem sensing	Workload management
Workload management	Data collection	Client contacts
Job stimulation	Confrontation and feedback	Coping strategies
Increasing client contact	Action planning	Participative decision making
Commitment to goals	Policy intervention	Supervisor and co- worker support
Extended supervision	Review and update	Expectancies
Leadership training	Review and planning	
Opportunities for formal and informal staff contact		

Note. From Richardsen and Burke (1995:41)

Although each model makes a different contribution to the problem of burnout and its development, there are some similarities in the kinds of intervention that seem to follow from each model (Richardsen & Burke, 1995:41). All three of the models seem to favour approaches to burnout reduction that involve empowering employees and making organisations more responsive to their aspirations (Richardsen & Burke, 1995:41).

Judd *et al.* (1993:17) suggested strategies to prevent and reduce burnout in four different areas: physical health, mental and emotional health, coaches' relationships with themselves (intrarelationships), and coaches' relationships with others (interrelationships). Although coaches are actively involved in sports, they sometimes neglect their own physical health and this tends to happen more during the competitive seasons. To improve this aspect, coaches could make time to exercise regularly, get involved with other leisure activities, start paying closer attention to nutrition, get enough rest, practice relaxation skills and avoid drugs, alcohol and caffeine.

In addition to taking care of himself/herself physically, the coach needs to maintain his/her mental and emotional well-being (Judd *et al.*, 1993:16). A positive mental and emotional attitude can help the coach to be more successful in his life. There are many ways to achieve this. The coach can take vacations and weekends off, develop support groups (Martens, 1987:134), express frustration, seek professional advice, know when to say no, cultivate friendships and develop some new ones, develop time management skills and have a sense of humour. To be able to alleviate the pressures involved with coaching, the coach can continually read and learn about current coaching techniques, which he/she then can add to games and practice sessions. Coaches could also try something new by changing old methods.

Also, when coaches deal with themselves, they must remember that success is not measured only by win-loss records of the team they are coaching. Coaches need to be flexible and leave coaching headaches where they belong - on the field.

Finally, besides maintaining a good relationship with himself/herself, the coach needs to maintain effective relationships with his athletes, assistant coaches, parents and administrators (Judd *et al.*, 1993:16). The head coach should be able to delegate certain responsibilities to his assistant coaches, structure games so that they are rewarding for athletes. The athletes should also be made part of the goal-setting process. Also, the coach can give opportunities to the athletes and others to evaluate his/her effectiveness.

Taylor (1991:174) suggests the following seven steps to avoid burnout:

STEP 1: Understand the nature of stress and burnout.

STEP 2: Identify and evaluate the demands placed upon you.

STEP 3: Identify and evaluate your capabilities in meeting those demands.

STEP 4: Learn a relaxation technique. Harris and Harris (1984:171) suggest practising relaxation and working on self-talk to get things back into perspective. In addition, Capel (1986:327) suggests using relaxation techniques, self-talk and mental imagery as methods to help avoid or cope with burnout.

STEP 5: Set plans and goals for the development of the psychological and physical skills necessary to increase your ability to deal with the demands.

STEP 6: Set goals for your life as a whole. Martens (1987:134) suggests that the coach should reassess his goals and take a look at his/her philosophy of coaching and life.

STEP 7: Adopt or maintain a healthy lifestyle.

Pastore and Judd (1992:78) and Martens (1987:134) suggest learning and practising stress management skills will also reduce burnout. Taylor (1992:33) developed an applied model of stress management for coaches. It consists of five distinct stages that address each of the major aspects of a stress management plan: (1) perceptions of coaching, (2) identification of primary stressors, (3) identification of symptomatology, (4) development of coping skills, and (5) social support. (See figure 2.3). The various stages can be described as follows:

Perceptions of coaching. The perception of events rather than the event itself produces a stressful reaction (Taylor, 1992:35). Martens (1987:111) also suggests in his definition of stress that stress arises due to an imbalance between what a person *perceives* is being demanded of him from the environment, what he *perceives* his capabilities are and when he *perceives* the outcome to be important. As a result, the first step in developing a stress management program for coaches is to assist coaches in articulating their own perceptions, beliefs, and motivations for coaching (Taylor, 1992:34).

Identification of primary stressors. Here the primary stressors of coaching need to be identified, in order to successfully minimise the negative effects of stress on

coaches (Beech, Burns & Sheffield, 1984). These stressors are grouped into three broad categories: personal, social and organisational (Taylor, 1992:35).

Identification of stress symptomatology. Besides gaining an understanding on which events produce stress reactions in coaches, it is also important to identify the manner in which they exhibit these difficulties (Taylor, 1992:36). Santomier (1983) indicates that stress may manifest itself in the form of cognitive, emotional/physiological, and behavioural difficulties. By clarifying these symptoms it will be easier to provide the appropriate intervention strategy (Taylor, 1992:36).

Development of coping skills. The ability of coaches to address stressors in a positive, constructive manner may influence their coaching performance and their own physical and mental health (Taylor, 1992:37). Therefore, as a result of this importance, the development of effective coping skills is essential (Meichenbaum, 1977).

Social support. Social support plays a huge role in the improvement of stress, especially with the development of support groups and the cultivation of friendships (Judd *et al.*, 1993:17). Research has also shown that people who receive emotional or material support from others are healthier than those who receive little support (Sarason & Sarason, 1986).

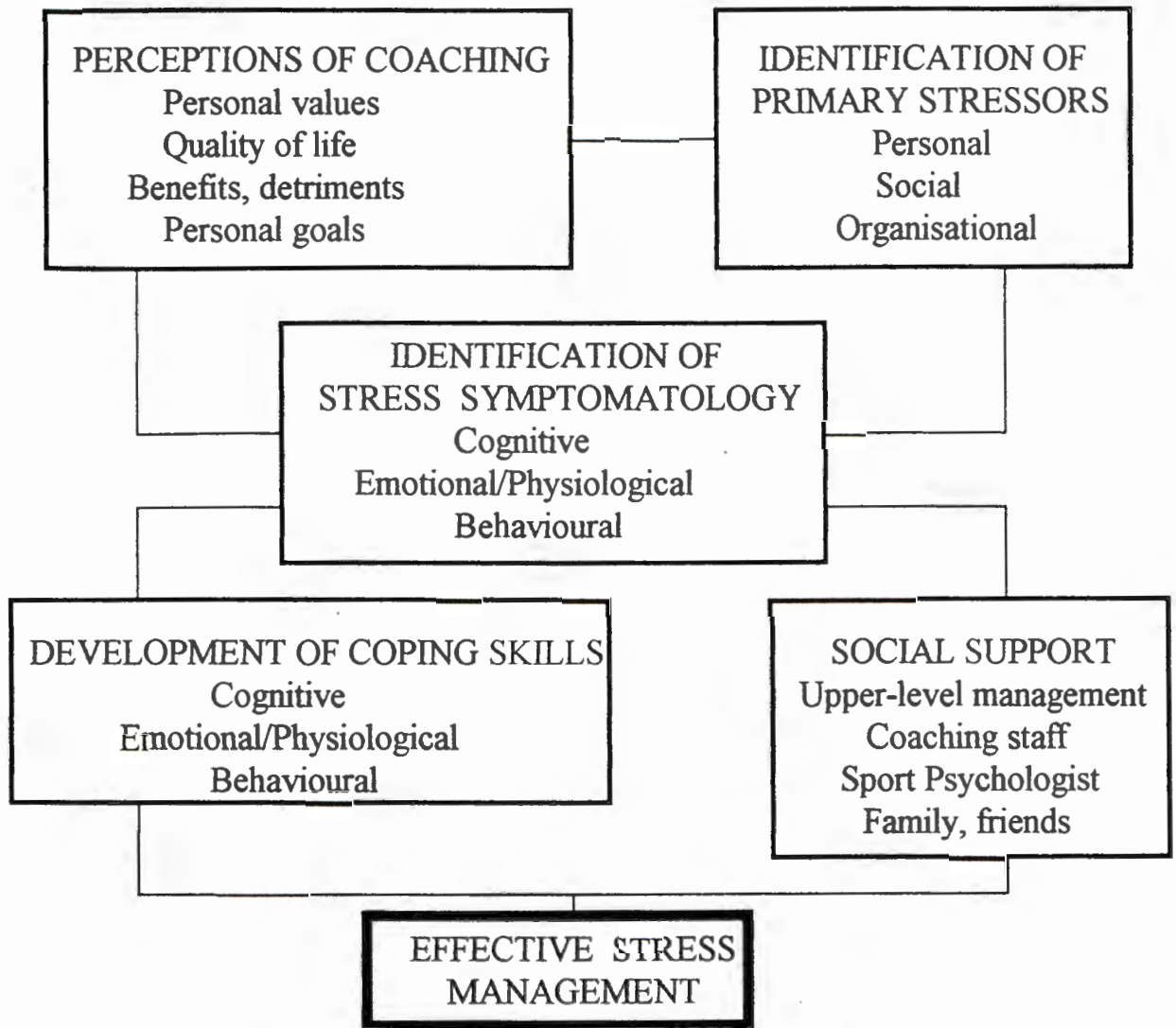


Fig 2.5 Applied model of stress management for coaches

Note. From Taylor (1992:33)

As seen above, a fair amount of literature concerning the strategies on how to reduce and prevent burnout in coaches exists. While it appears from research that coaches are not experiencing a high level of burnout, the potential for experiencing burnout always exists (Pastore & Judd, 1992:79). If the coach can develop the skills of stress management to avoid burnout, the joys, thrills and excitement of

coaching can become a wonderful experience (Judd *et al.*, 1993:16), filled with many life-long memories.

2.6 SHORTCOMINGS IN THE LITERATURE ON BURNOUT

This chapter has shown that, even though the term burnout has been around for a couple of decades, it still creates confusion to its precise definition. Maslach and Jackson's (1981a:1) definition (the most widely accepted) on burnout was coined after studies on human service professionals. These persons do not experience work and the working environment the same as coaches do. This being because a coach's year can be divided into at least four halves namely: start of season, middle of season, end of season and off season. Coaching also involves public scrutiny and intense media criticism. People in other helping/human professions are, in comparison, not constantly evaluated by the public eye.

Even though coaches are classified as people working in the helping profession, they may experience and perceive stress, and ultimately burnout, in a completely different manner. With the use of the Maslach Burnout Inventory, researchers have furthered their studies on burnout, but sport researchers are now crying out for sport-specific measures of burnout (Dale & Weinberg, 1990:78; Smith, 1986).

From the literature studied, it was noted that the burnout questionnaires handed out was only a one-off thing. This is due to the fact that, because burnout has been suggested to be cyclic, i.e. low at one stage of the year (start of season) and high at another specific stage of the year (peak end of season), questionnaires should be handed out in each of the various identified phases/seasons of a coach's year. Due

to the differences in time of year in which studies were conducted, differences in results on burnout's presence or absence in coaches were found. Longitudinal process studies of burnout are sorely needed given that all the existing models view burnout as a long-term process and not a static event (Gould, 1996:286).

The literature also suggests various causes of stress and burnout, but once again, the different sources of stress which leads to burnout can be related to the time of the season in which the coach is. Each phase/season of coaching may even produce different types of stressors for the coach. For example, at the start of the season there may be little or no media coverage, but the expectations for the coming season may be a source of concern for the coach. It may even be the first time the coach is involved with the team and he may also have little or no experience in coaching.

Also lacking in the literature, is whether the burnout experienced in coaches has an effect on the athletes they are coaching, or even if the athletes have a direct influence on a coach's burnout level.

2.7 SUMMARY

In this chapter the constructs, stress and burnout, were first analysed separately, and then the relationship between these two constructs were compared. The role of various moderator variables which relate to stress and burnout were also analysed. Finally, the prevalence of stress/burnout, with specific reference to the sports coaching profession, was researched.

The empirical research and the results from it will be discussed in the remaining chapters.

CHAPTER 3

METHOD OF RESEARCH

3.1 INTRODUCTION

3.2 THE NATURE OF THE STUDY

3.3 THE RESEARCH POPULATIONS

3.4 INSTRUMENTS

3.5 DATA COLLECTION PROCEDURE

3.6 DATA ANALYSIS

3.1 INTRODUCTION

This chapter furnishes information regarding the nature of the study, the two target populations and the two measuring instruments that were used in the study. The methods of data collection are then detailed: the inventory used in this study is discussed in terms of rationale, description, administration, method of scoring, interpretation, and psychometric properties. Information concerning the procedures followed during data collection, as well as that followed during data analysis, is included here. In closing, the steps which were taken to ensure trustworthiness and external validity are delineated here.

3.2 THE NATURE OF THE STUDY

The study aims to explore, describe and compare the prevalence and cyclic nature of burnout in South African provincial cricket and rugby coaches. It is a descriptive study, using quantitative survey research methods in the collection of data.

3.3 THE RESEARCH POPULATIONS

Various reasons were taken into consideration when it came to the selection of the target population. Several alternative populations were considered as target groups as well. Coaches of school teams in Potchefstroom and vicinity were considered, as well as coaches of senior club teams, provincial teams and even that of national teams. Coaches of various sport types which could have been part of the research were also considered. The aims, accessibility, affordability, and theoretical and practical executions of the research were also accounted for. Eventually, the nature of the study and the practical implications that the results would hold, led to the decision that the target population will be composed of all the u/19 and senior provincial cricket coaches and all the senior provincial rugby coaches in South Africa. It was, among other things, reasoned that both these sport types have been run on a very professional basis in South Africa for a considerable length of time. Also, the majority of the coaches coaching at this level are full-time coaches. Both these sport types are also extremely popular in South Africa, as well as in most of the Commonwealth countries across the world.

Seeing that there is only 11 senior provincial cricket coaches compared to that of the 40 senior provincial rugby coaches, the u/19 provincial cricket coaches were also

brought into the study. The senior provincial rugby coaches consisted of both the coach and assistant coach/s from the respective provincial teams.

In Table 3.1 below, the total population involved and the total amount of the population that responded to the questionnaires sent out at the start, middle and end of the respective seasons are indicated. The number in brackets indicates the number of people that responded after the follow-up letters were sent out.

TABLE 3.1

Total population involved, and total of the population that responded to the questionnaires sent out at the start, middle and end of the respective seasons

	TOTAL (Population requested)	START	MIDDLE	END
		(Population responded)		
cricket coaches	22	15(3)	12(1)	10(1)
rugby coaches	40	18(2)	20(0)	25(2)

3.4 INSTRUMENTS

3.4.1 Demographic data questionnaire

A demographic data questionnaire (Appendix B and C) to gain information on the following aspects of each coach was developed and contains the following information:

- Age
- Marital status
- Professional responsibilities/employment
- Hours spent in above mentioned profession
- Hours spent coaching per day
- Days per week involved with coaching (including match days)
- Seasons involved with coaching the provincial team
- Years involved with coaching their particular sporting code

3.4.2 Maslach Burnout Inventory (MBI)

3.4.2.1 Rationale

As already mentioned, burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do “people work” (Maslach & Jackson, 1981a:1).

The Maslach Burnout Inventory, or MBI (Maslach & Jackson, 1981a), was developed to assess the frequency and intensity of perceived burnout among persons in the helping profession in general (Iwanicki & Schwab, 1981:1167).

The MBI was deemed appropriate for this study for two reasons. Firstly, because this inventory addresses the three most common constructs of burnout described in the burnout definitions, and secondly, because this questionnaire is the most widely used and accepted measure of burnout in sport and has consequently also been used for much research in sport (Caccese & Mayerberg, 1984; Capel *et al.*, 1987; Dale &

Weinberg, 1990; Fender, 1989; Kelley, 1994; Kelley & Gill, 1993; Pastore & Judd, 1992; Pastore & Judd, 1993; Vealey *et al.*, 1992).

The aim of this questionnaire is therefore to measure the different aspects of experienced burnout in coaches working with other sportsmen, and to give an indication of the degree of experienced burnout on the three burnout subscales.

3.4.2.2 Nature, administration, scoring and interpretation

The MBI was used to measure the three aspects of the burnout syndrome: emotional exhaustion (EE), depersonalisation (DP) and personal accomplishment (PA). The emotional exhaustion subscale assesses feelings of being emotionally overextended and exhausted by one's work. The depersonalisation subscale measures an unfeeling and impersonal response towards recipients of one's service, care, treatment, or instruction. The personal accomplishment subscale assesses feelings of competence and successful achievement in one's work with people (Maslach & Jackson, 1981a:1). Example items for each subscale include "I feel emotionally drained from coaching" (emotional exhaustion), "I feel I treat some players as if they were impersonal objects" (depersonalisation), and "I deal very effectively with the problems of my players" (personal accomplishment).

The MBI is a 22-item scale assessing the frequency (how often the coaches experience these feelings) of burnout using a 7-point Likert-type scale ranging from "never" (0) to "every day" (6). Emotional exhaustion makes up 9 items, depersonalisation 5 items, and personal accomplishment 8 items.

To make the MBI more relevant to coaches, items were slightly modified for this study by substituting the word “work” with “coaching”, and the word “people” with “players”.

In this study the original questionnaire was used, as well as an Afrikaans translation (see appendix B and C). The Afrikaans translation was obtained from a previous research study done at the Psychology Department of the PU for CHE. Complete instructions on how to answer the questionnaire are provided for the respondents on the questionnaire.

People have varying beliefs about burnout. To minimise the reactive effect of such personal beliefs or expectations, it is important that respondents be unaware that the MBI is a burnout measure. For this reason, the test form is labelled Coaching Related Survey in this study, and presented as a survey of job-related attitudes (see Appendix B and C).

Burnout is a continuous variable, ranging from low to moderate to high degrees of experienced feeling. It is not a dichotomous variable, which is either present or absent. A high degree of burnout is reflected in high scores on the EE and DP subscales and in low scores on the PA subscale. A moderate degree of burnout is reflected in moderate scores on the three subscales. A low degree of burnout is reflected in low scores on the EE and DP subscales and in high scores on the PA subscale (Table 3.2).

Scores for each subscale are considered separately and are not combined into a single, total score (Maslach & Jackson, 1981a:1-2). Normative data was set up by the authors for the interpretation of burnout.

TABLE 3.2

Categorisation of MBI scores

MBI Subscale	<u>Range of experienced burnout</u>		
	Low	Moderate	High
Emotional Exhaustion			
Frequency	≤ 17	18-29	≥ 30
Depersonalisation			
Frequency	≤ 5	6-11	≥ 12
Personal Accomplishment			
Frequency	≥ 40	39-34	≤ 33

Note. From Maslach and Jackson (1981a:2)

3.4.2.3 Reliability and validity

The MBI has a high degree of internal consistency, test-retest reliability, and external validity (Danylchuk, 1993:110).

Maslach and Jackson (1981a:7) reported internal consistency, estimated by Cronbach's coefficient alpha. The reliability coefficients for the three subscales were as follows: .90 (frequency) for Emotional Exhaustion, .79 (frequency) for

Depersonalisation, and .71 (frequency) for Personal Accomplishment. The standard error of measurement for each subscale is as follows: 3.80 (frequency) for EE, 3.16 (frequency) for DP, and 3.73 (frequency) for PA.

The test-retest reliability coefficients for the subscales of the MBI are as follows: .82 (frequency) for EE, .60 (frequency) for DP, and .80 (frequency) for PA. Finally, all values are significant beyond the .001 level (Maslach & Jackson, 1981a:7).

Convergent validity was demonstrated in several ways. All three sets of correlation's providing substantial evidence for the validity of the MBI (Maslach & Jackson, 1981a:7). Further evidence for the validity of the MBI was obtained by distinguishing it from measures of other psychological constructs that might be presumed to be confounded with burnout (Maslach & Jackson, 1981a:9).

3.5 DATA COLLECTION PROCEDURES

The under 19 and senior provincial cricket coaches, and the senior provincial A and B team rugby coaches were asked to participate in the study. The names and addresses of every provincial cricket and rugby coach were obtained from the various provincial cricket and rugby unions, after permission had been granted for this study.

The questionnaires were then sent to each of the provincial cricket and rugby coaches in the relevant coaching season. An introductory letter explaining the purpose and need for the study, as well as a request to all the coaches to participate in the study, accompanied the questionnaires (See Appendix B and C).

To ensure anonymity, the coaches were requested not to sign their names on the surveys, and a plain self-addressed, stamped envelope was provided for each coach to mail back their surveys. All the coaches received questionnaires at the beginning, the middle and end of the season. The under 19 cricket coaches were asked to answer and return their questionnaires in October (10th to 23rd), mid December (15th to 28th) and the start of February (1st to 14th). The senior provincial cricket coaches were asked to answer their questionnaires in October (10th to 23rd), mid December (15th to 28th) and mid February (15th to 28th). The reason for the questionnaires of the under 19 provincial cricket coaches being sent out at different dates, was because their season ended sooner than that of the senior provincial cricket coaches.

The provincial rugby coaches were asked to reply between the 20th of March and the 8th of April, the end of June (20th to 8th July) and the end of September (20th to 8th October.).

A follow up request was sent out two weeks after the questionnaires had been mailed to each of the provincial cricket coaches. The follow up request was sent out after four weeks to the provincial rugby coaches. The reason for this request only being sent out after four weeks was due to a longer coaching season and the fact that most coaches were absent due to various national and international commitments. An example of the follow-up request letter that was sent out to coaches can be seen in Appendix B and C.

3.6 DATA ANALYSIS

After the information had been received, the means and standard deviations for each subscale was calculated and compared to norms from the MBI manual (Maslach & Jackson, 1981a:3). The data was further analysed by using the Statistical Analysis System (SAS Institute, Inc., 1988). Analysis of variance statistics was used to determine whether the two groups of coaches differ significantly on the various burnout scales over the course of the season. Independent *t*- tests were done to see if the two groups of coaches differ significantly at the start, middle and end of season on each subscale of burnout. The meaningfulness of the results was analysed by using the Omega square test (Thomas & Nelson, 1990:133).

CHAPTER 4

RESULTS AND DISCUSSION

- 4.1 ORIENTATION**
 - 4.2 DEMOGRAPHIC DATA**
 - 4.4 BURNOUT DATA**
 - 4.5 MAIN FINDINGS AND DISCUSSION**
-

4.1 ORIENTATION

In this chapter the results of the empirical research is presented and discussed. Firstly, the demographic data results will be given for both population groups. Thereafter the results will be compared. Secondly, the burnout data results will be presented and compared. The differences on the three burnout subscales over the course of a season will then be highlighted. Finally, the main findings from this study will be documented and discussed.

4.2 DEMOGRAPHIC DATA

4.2.1 Demographic data of the provincial cricket coaches

The demographic data profile and the descriptive statistics of the provincial cricket coaches are summarised in Table 4.1 and Table 4.2 respectively.

Sixty percent of the provincial cricket coaches are aged between 30 and 39 years (M = 37 years).

Eighty percent of the provincial cricket coaches are married.

Sixty percent of the coaches responded by saying that they did not have any other professional responsibilities/employment, besides that of coaching. These coaches are therefore full-time professional coaches. One coach responded by saying that he “gets up in the morning with cricket, goes to bed with cricket, and sleeps cricket.” Some of the professional responsibilities/employment stated by the remaining 40% of the coaches are: cricket and cricket development managers, a professional cricket player, and owner of a sporting equipment business.

Sixty percent of the provincial cricket coaches spend between 6 and 10 hours per day coaching (M = 6.8 hours).

Eighty percent of the provincial coaches spend 6 to 7 days of the week with the team, either by coaching or league matches.

Of the 15 provincial coaches who responded, the majority (47%) have only been involved for 1 or 2 seasons with the team they are presently coaching.

The majority of the group (60%) have 11 years or more of coaching experience behind them.

TABLE 4.1
Provincial cricket coaches' profile (n=15)

VARIABLE		% COACHES
<i>Age:</i>	20-29	13%
	30-39	60%
	40-49	20%
	50+	7%
<i>Marital status:</i>	Married	80%
	Single	20%
<i>Other employment:</i>	Yes	40%
	No	60%
<i>Hours spent coaching per day:</i>	1 to 5	40%
	6 to 10	60%
<i>Days spent coaching per week:</i>	1 to 2	6.7%
	3 to 5	13.3%
	6 to 7	80%
<i>Seasons involved with the team:</i>	1 to 2	46.7%
	3 to 4	40%
	5 to 6	13.3%
<i>Years of coaching experience:</i>	1 to 5	13.3%
	6 to 10	26.7%
	11 to 15	46.7%
	16 to 20	6.7%
	21+	6.7%

TABLE 4.2**Descriptive statistics of the provincial cricket coaches**

VARIABLES	M	SD	Min	Max
Age	37.00	7.02	29.00	49.00
Hours spent coaching per week	6.80	2.78	2.00	10.00
Days per week spent coaching	6.10	1.33	2.00	7.00
Seasons involved with the team	3.06	1.58	1.00	6.00
Years of coaching experience	12.40	6.41	5.00	31.00

4.2.2 Demographic data of the provincial rugby coaches

In Table 4.4 the descriptive statistics of the coaches are summarised, with a demographic data profile of the provincial cricket coaches in Table 4.3 .

- ◆ Forty four percent of the provincial rugby coaches are aged between 40 and 49 years ($M = 43.31$ years).
 - ◆ Ninety four percent of the rugby coaches are married.
 - ◆ Seventy eight percent of the rugby coaches at provincial level have other employment or professional responsibilities. Some of the jobs stated were: managerial jobs, heads of sport departments, self-employed businessmen, school headmasters, a detective at the SAPF and a sport control organiser.
 - ◆ Eighty nine percent of the rugby coaches spend between 1 and 5 hours per day coaching ($M = 3.52$ hours per day)
- Fifty six percent of the provincial rugby coaches spend 3 to 5 days of the week coaching and attending the league matches ($M = 5.27$ days per week).

- ◆ A large majority of the coaches (72%) have only been coaching their current provincial team for 1 or 2 seasons. Eleven percent of the coaches have been involved with the team for 3 or 4 seasons, and another 11% of the coaches have been involved with the team for 6 or more seasons ($M = 3.1$ seasons).
- ◆ The majority of rugby coaches at this level have at least 21 years or more of coaching experience, with an average of 16.4 years of experience.

TABLE 4.3

Provincial rugby coaches' profile (n=18)

VARIABLE		% COACHES
<i>Age:</i>	20-29	0%
	30-39	40%
	40-49	44%
	50+	16%
<i>Marital status:</i>	Married	94%
	Single	6%
<i>Other employment:</i>	Yes	78%
	No	22%
<i>Hours spent coaching per day:</i>	1 to 5	89%
	6 to 10	11%
<i>Days spent coaching per week:</i>	1 to 2	0%
	3 to 5	56%
	6 to 7	44%
<i>Seasons involved with the team:</i>	1 to 2	72%
	3 to 4	11%
	5 to 6	6%
	7+	11%
<i>Years of coaching experience:</i>	1 to 5	16%
	6 to 10	17%
	11 to 15	17%
	16 to 20	17%
	21+	33%

TABLE 4.4**Descriptive statistics for the provincial rugby coaches**

VARIABLES	M	SD	Min	Max
Age	43.30	7.44	32.00	54.00
Hours spent coaching per week	3.52	1.54	2.00	8.00
Days spent coaching per week	5.27	1.02	3.00	6.00
Seasons involved with the team	3.10	3.69	1.00	15.00
Years of coaching experience	16.40	10.08	1.00	38.00

4.2.3 Comparing the two populations

Table 4.5 provides a summary of the averages obtained in the demographic data for both the provincial cricket and rugby coaches.

4.2.3.1 Age

Table 4.4 reveals that the cricket coaches are overall younger than the rugby coaches. The cricket coaches are approximately 6 years younger than their rugby counterparts, with the average age being 37 and 43 years respectively.

4.2.3.2 Marital status

Most of the provincial cricket and rugby coaches were married.

4.2.3.3 Other employment

A higher percentage of rugby coaches have other occupations other than that of coaching compared to that of the cricket coaches.

4.2.3.4 Hours spent coaching per day

The cricket coaches spend on average, 2.28 more hours per day coaching than the rugby coaches. This could be due to the fact that cricket is a sport where one requires spending a considerable amount of time on individual technique. Cricket coaches are also involved with two different “types” of games, which involves different techniques and game plans required for the one-day game, and the longer 5-day game. Although the game of cricket is a team game, it is in many ways an individual sport, where the coach needs to spend a lot of time with one individual and then with the team as a whole (e.g. fielding).

4.2.3.5 Days spent coaching per week

The average days per week spent coaching and attending league matches are very similar for both provincial cricket and rugby coaches.

4.2.3.6 Seasons involved with the respective teams

On average, both the cricket and rugby provincial coaches have only been involved with their respective teams for 3 seasons.

4.2.3.7 Years of coaching experience

The rugby coaches have on average more years of coaching experience than that of the cricket coaches (16.4 vs. 12.4 years). This could be due to the fact that the rugby coaches on average are 6 years older than the cricket coaches, and have therefore been coaching for a longer number of years.

TABLE 4.5

Demographic data averages of the provincial cricket and rugby coaches

VARIABLE	COACH	
	CRICKET	RUGBY
Age	37.00	43.30
Marital status	80% married	94% married
Other employment	40%	77%
Hours spent coaching per day	6.80	3.52
Days spent coaching per week	6.10	5.27
Seasons involved with the team	3.06	3.10
Years of coaching experience	12.40	16.40

4.3 BURNOUT DATA

For the purpose of this section, the categorisation of the MBI scores, according to Maslach and Jackson (1981:2), should be referred to again (See Table 3.2).

4.3.1 Descriptive analysis of the burnout data of the provincial cricket coaches

In Table 4.6 the descriptive data and classifications of the burnout scores over the course of a competitive season is presented for the provincial cricket coaches.

According to the classification index of Maslach and Jackson (1981a:2), the provincial cricket coaches obtained low scores on all three of the burnout subscales over the course of their season (refer to Table 3.2 for classifications). With regards to the average scores for emotional exhaustion, a gradual increase occurred from the start of the season ($M = 12.20$), to the middle ($M = 12.50$), and then to the end of the season ($M = 14.60$). A similar tendency occurs on the depersonalisation subscale, while personal accomplishment levels also decrease (meaning increased levels of burnout) from the start and middle of the season ($M = 43.00$ and $M = 42.58$ respectively) to the end of the season ($M = 41.50$).

However, when looking at the number of cricket coaches experiencing one or more forms of burnout over the course of their competitive season, one gets another picture (see Tables 4.7 , 4.8 and 4.9).

TABLE 4.6

Descriptive data and classification of the burnout scores over the course of a season for the provincial cricket coaches

TIME OF SEASON	SCALE	M	SD	Min	Max	Class
<i>Start of season</i>	EE	12.20	5.89	5.00	25.00	Low
	DP	2.88	2.33	0.00	9.00	Low
	PA	43.00	4.11	38.00	48.00	Low
<i>Middle of season</i>	EE	12.50	5.21	6.00	19.00	Low
	DP	4.33	3.28	0.00	10.00	Low
	PA	42.58	2.40	37.00	46.00	Low
<i>End of season</i>	EE	14.60	8.46	0.00	30.00	Low
	DP	4.50	3.44	0.00	10.00	Low
	PA	41.50	4.25	36.00	47.00	Low

Table 4.7 indicates that 3 of the 15 coaches experienced moderate emotional exhaustion at the start of the season, another 2 experienced moderate levels of depersonalisation, and 3 coaches had moderate levels of personal accomplishment. Of the 15 coaches, 7 experienced one or two types of moderate burnout at the start of the season (coaches 2, 3, 5, 6, 8, 12 and 13).

It should be noted here that Maslach and Jackson (1981a:1) state that burnout should not be seen as a separate variable which is either present or absent, and also, the occurrence of any one of the 3 burnout subscales is an indication of burnout.

TABLE 4.7

Individual burnout scores and classifications for the provincial cricket coaches at the start of the season (n=15)

<i>n</i>	EE	Classification	DP	Classification	PA	Classification
1	11	Low	3	Low	48	Low
2	20	Mod	3	Low	44	Low
3	25	Mod	5	Low	44	Low
4	10	Low	1	Low	47	Low
5	13	Low	9	Mod	39	Mod
6	19	Mod	5	Low	48	Low
7	15	Low	0	Low	46	Low
8	7	Low	5	Low	34	Mod
9	14	Low	3	Low	41	Low
10	5	Low	3	Low	45	Low
11	7	Low	1	Low	43	Low
12	7	Low	6	Mod	40	Low
13	5	Low	3	Low	38	Mod
14	15	Low	4	Low	41	Low
15	10	Low	1	Low	47	Low

It clearly emerges from Table 4.8 that 5 of the 12 cricket coaches (coaches 2, 4, 7, 8 and 11) experienced moderate levels of burnout in one or other form midway through the season.

The individual burnout scores in table 4.9 show that 6 of the 10 cricket coaches (coaches 5 to 10) experienced moderate levels of depersonalisation and/or personal accomplishment at the end of the season. One of the coaches (coach 7) obtained a high score on the emotional exhaustion subscale at the end of the season.

TABLE 4.8

Individual burnout scores and classifications for the provincial cricket coaches midway through the season (n=12)

<i>n</i>	EE	Classification	DP	Classification	PA	Classification
1	17	Low	4	Low	44	Low
2	14	Low	4	Low	37	Mod
3	11	Low	3	Low	43	Low
4	19	Mod	8	Mod	44	Low
5	7	Low	0	Low	41	Low
6	16	Low	0	Low	41	Low
7	20	Mod	10	Mod	43	Low
8	8	Low	6	Mod	44	Low
9	16	Low	3	Low	41	Low
10	6	Low	2	Low	42	Low
11	11	Low	9	Mod	45	Low
12	5	Low	3	Low	46	Low

TABLE 4.9

Individual burnout scores and classifications for the provincial cricket coaches at the end of the season (n=10)

<i>n</i>	EE	Classification	DP	Classification	PA	Classification
1	16	Low	0	Low	47	Low
2	17	Low	3	Low	47	Low
3	0	Low	0	Low	47	Low
4	14	Low	4	Low	42	Low
5	6	Low	5	Low	36	Mod
6	13	Low	10	Mod	40	Low
7	33	High	9	Mod	39	Mod
8	16	Low	2	Low	37	Mod
9	14	Low	7	Mod	41	Low
10	17	Low	5	Low	38	Mod

From the above mentioned results it can be concluded that although the provincial cricket coaches on average tested low on all three subscales over the course of the season (Table 4.6) an individual analysis of the results indicate that 47% (n = 7 out of 15) of the cricket coaches experienced moderate levels of burnout in some form at the start of the season, 42% (n = 5 out of 12) of the coaches halfway through the season, and 60% (n = 6 out of 10) of the coaches at the end of the season.

4.3.2 Descriptive analysis of the burnout data of the provincial rugby coaches

In Table 4.10 the descriptive data and classifications of the burnout scores for the provincial rugby coaches over the course of their season are provided. In this table the average scores obtained for each subscale is given, as well as the minimum and maximum scores obtained.

The provincial rugby coaches obtained low scores on all three the burnout subscales over the course of the season. The average scores of the emotional exhaustion subscale over the course of the season decreased gradually from the start (M = 12.16), to the middle of the season (M = 8.45), and then increased slightly at the end of the season (M = 10.80). A gradual increase in the depersonalisation subscale occurred from the start of the season (M = 3.10), to the middle (M = 4.05), then finally to the end of the season (M = 4.36). The personal accomplishment subscale showed no definite increase from the start (M = 40.50) to the end of the season (M = 40.56).

TABLE 4.10

Descriptive data and classification of the burnout scores over the course of a season for the provincial rugby coaches

TIME OF SEASON	SCALE	M	SD	Min	Max	Class
<i>Start of season</i>	EE	12.16	10.00	1.00	41.00	Low
	DP	3.10	3.80	0.00	13.00	Low
	PA	40.50	4.77	32.00	48.00	Low
<i>Middle of season</i>	EE	8.45	9.40	1.00	36.00	Low
	DP	4.05	3.78	0.00	13.00	Low
	PA	41.75	4.93	32.00	48.00	Low
<i>End of season</i>	EE	10.80	10.20	0.00	29.00	Low
	DP	4.36	4.13	0.00	12.00	Low
	PA	40.56	5.99	26.00	48.00	Low

However, when looking at the individual number of provincial rugby coaches experiencing one or more forms of burnout throughout the course of the season, a different picture emerges.

Individual scores and classifications for the provincial rugby coaches at the start of the season (n=18)

<i>n</i>	EE	Classification	DP	Classification	PA	Classification
1	30	High	5	Low	37	Mod
2	12	Low	3	Low	39	Mod
3	4	Low	4	Low	35	Mod
4	41	High	1	Low	42	Low
5	0	Low	0	Low	35	Mod
6	13	Low	3	Low	45	Low
7	1	Low	0	Low	48	Low
8	7	Low	3	Low	44	Low
9	1	Low	0	Low	48	Low
10	8	Low	0	Low	38	Mod
11	6	Low	0	Low	40	Low
12	0	Low	1	Low	48	Low
13	8	Low	1	Low	40	Low
14	24	Mod	13	High	36	Mod
15	24	Mod	11	Mod	43	Low
16	12	Low	4	Low	32	High
17	20	Mod	1	Low	39	Low
18	22	Mod	6	Mod	40	Low

Table 4.11 indicates that only a mere 7 out of the 18 (39%) coaches experienced a low level of burnout at the start of the season (coaches 6, 7, 8, 9, 11, 12 and 13). From the remaining coaches, 7 (39%) experienced a moderate level of burnout only on one or more of the subscales, and 4 (22%) experienced a high level of burnout at

the start of the season. This means that 61% of the provincial rugby coaches already experienced moderate or high levels of burnout at the start of the season.

Table 4.12 indicates that 6 (30%) of the 20 coaches (coaches 1, 3, 7, 14, 16 and 18) experienced only a moderate level of burnout on one or more of the subscales halfway through the season, with 4 (20%) experiencing high levels of burnout (coaches 6, 9, 11 and 13). Midway through the season a decrease in the number of coaches experiencing burnout occurred compared to the percentage at the start of the season.

The individual burnout scores presented in Table 4.13 indicate that a small number of coaches, a mere 7 of the 25 coaches, showed no sign of burnout on either of the subscales at the end of the season. Of the remaining 18 coaches, 15 (60%) experienced moderate levels of burnout only, and 3 (12%) experienced high levels of burnout (coaches 6, 13 and 22) on one or more of the subscales. This means that at the end of the season 72% of the coaches experienced moderate to high levels of burnout.

From the above mentioned results it can be concluded that although the provincial rugby coaches on average tested low on all 3 subscales over the course of the season (Table 4.10), an individual analysis of the results indicates that 61% ($n = 11$ out of 18) of the rugby coaches experienced moderate to high levels of burnout in one or more of the subscales at the start of the season, 50% ($n = 10$ out of 20) midway through the season, and 72% ($n = 18$ out of 25) at the end of the season.

TABLE 4.12

Individual burnout scores and classifications for the provincial rugby coaches midway through the season (n=20)

<i>n</i>	EE	Classification	DP	Classification	PA	Classification
1	18	Mod	5	Low	44	Low
2	4	Low	2	Low	44	Low
3	14	Low	6	Mod	39	Mod
4	0	Low	3	Low	46	Low
5	9	Low	3	Low	41	Low
6	36	High	0	Low	42	Low
7	0	Low	0	Low	36	Mod
8	6	Low	0	Low	42	Low
9	15	Low	9	Mod	32	High
10	0	Low	4	Low	44	Low
11	0	Low	13	High	47	Low
12	14	Low	0	Low	47	Low
13	21	Mod	9	Mod	32	High
14	20	Mod	9	Mod	37	Mod
15	3	Low	2	Low	40	Low
16	7	Low	7	Mod	48	Low
17	2	Low	1	Low	48	Low
18	7	Low	3	Low	39	Mod
19	1	Low	0	Low	47	Low
20	7	Low	5	Low	40	Low

TABLE 4.13

Individual burnout scores and classifications for the provincial rugby coaches at the end of the season (n=25)

<i>n</i>	EE	Classification	DP	Classification	PA	Classification
1	5	Low	0	Low	42	Low
2	2	Low	2	Low	37	Mod
3	18	Mod	2	Low	38	Mod
4	4	Low	0	Low	47	Low
5	8	Low	5	Low	39	Mod
6	31	High	0	Low	45	Low
7	0	Low	0	Low	47	Low
8	7	Low	7	Mod	41	Low
9	29	Mod	10	Mod	34	Mod
10	1	Low	0	Low	47	Low
11	0	Low	0	Low	48	Low
12	2	Low	3	Low	37	Mod
13	26	Mod	12	High	26	High
14	6	Low	7	Mod	38	Mod
15	28	Mod	5	Low	47	Low
16	0	Low	6	Mod	40	Low
17	8	Low	9	Mod	42	Low
18	20	Mod	0	Low	46	Low
19	7	Low	7	Mod	48	Low
20	20	Mod	9	Mod	34	Mod
21	13	Low	11	Mod	36	Mod
22	17	Low	10	Mod	32	High
23	2	Low	2	Low	41	Low
24	0	Low	2	Low	48	Low
25	16	Low	0	Low	34	Mod

4.3.3 Comparing the two populations

4.3.3.1 Average burnout scores

It is hypothesised that the South African provincial cricket and rugby coaches will not differ significantly at the beginning, middle and end of their respective competitive seasons on the three dimensions of burnout. In order to determine this, independent *t*-tests were done. In addition, the meaningfulness of the results were determined by conducting Omega square tests (Thomas and Nelson, 1990). The results of the statistical analysis are summarised in Table 4.14 .

TABLE 4.14

Significance of the differences between the averages of the cricket and rugby coaches on the three burnout scales over the course of a season

TIME OF SEASON	SCALE	M difference	SD	t	p	ω^2
Start of season	EE	-1.0111	9.3204	-0.3075	0.7605	-0.030
	DP	0.3556	3.1451	0.3188	0.7520	-0.030
	PA	2.5000	4.5881	1.5958	0.1207	0.044
Middle of season	EE	3.5667	8.1515	1.0091	0.3210	0.040
	DP	0.2833	3.5480	0.2153	0.8310	-0.030
	PA	0.8333	4.1343	0.5458	0.5892	-0.020
End of season	EE	3.2000	9.7732	0.8914	0.3792	-0.005
	DP	0.1400	3.8972	0.0946	0.9252	-0.003
	PA	0.8400	5.5030	0.4029	0.6896	-0.020

The results indicate that no meaningful differences exist between the two groups of coaches when comparing their levels of experienced burnout on the three subscales of burnout at the start, middle and end of the season. The meaningfulness of the results were low in all instances.

The above mentioned results therefore support the hypotheses suggested by this study that South African provincial cricket and rugby do not differ significantly at the beginning, middle and end of the season on the three dimensions of the burnout scale.

4.3.3.2 Level of burnout

In Table 4.15 the descriptive statistics and classification of the burnout scores of the provincial cricket and rugby coaches over the course of the respective seasons are compared.

Results indicate that both populations experienced a low level of burnout on all three subscales at the start, middle and end of the season. The hypotheses that South African provincial cricket and rugby coaches will on average score low on the three dimensions of the burnout scale at the start of the season, is therefore proven valid. However, the two hypotheses' which state that provincial cricket and rugby coaches will, on average, respectively score moderately and high on the three subscales of burnout halfway through and at the end of the season, is not accepted. The results seem to indicate that on average both provincial and rugby coaches experience low levels of burnout throughout the course of their respective competitive seasons.

However, one must also analyse the individual scores on the different burnout scales to form a clear and conclusive picture on the prevalence of burnout experienced by the coaches during the course of the season.

4.3.3.3 Percentage coaches experiencing burnout

When looking at the number, and specifically the percentage of provincial cricket and rugby coaches experiencing one or more forms of burnout over the course of the respective seasons, one gets a view other than that which is presented by the descriptive and statistical data. This type of analysis is done because Maslach and Jackson (1981:3) state that it is better to use the original numerical scores rather than the combined average categorisations of low, moderate or high.

The results indicate that many provincial cricket coaches (see Tables 4.7 - 4.9) and rugby coaches (see Tables 4.11 - 4.13) experienced moderate to high levels of burnout over the course of their respective competitive seasons. In order to compare the two groups of coaches each coach was classified according to his highest burnout level over the course of the season. A summary of these calculations are presented in Table 4.16 as the percentage of coaches experiencing burnout at the start, middle and end of the season.

TABLE 4.15

A comparison between the descriptive statistics and classification of the burnout scores between the provincial cricket and rugby coaches over the course of the season

TIME OF SEASON	SCALE	C R I C K E T			R U G B Y		
		<i>Score (M)</i>	<i>SD</i>	<i>Classification</i>	<i>Score (M)</i>	<i>SD</i>	<i>Classification</i>
<i>Start of season</i>	EE	12.20	5.89	Low	12.16	10.00	Low
	DP	2.88	2.33	Low	3.10	3.80	Low
	PA	43.00	4.11	Low	40.50	4.77	Low
<i>Middle of season</i>	EE	12.50	5.21	Low	8.45	8.20	Low
	DP	4.33	3.28	Low	4.05	3.78	Low
	PA	42.58	2.40	Low	41.75	4.93	Low
<i>End of season</i>	EE	14.60	8.46	Low	10.80	10.20	Low
	DP	4.50	3.44	Low	4.36	4.13	Low
	PA	41.50	4.25	Low	40.56	5.99	Low

TABLE 4.16

Percentage of coaches experiencing burnout throughout the course of the season and the combined averages for both groups

Time of season	Class	Cricket	Rugby	M
Start	Low	53%	39%	46%
	Mod	47%	39%	43%
	High	0%	22%	11%
Middle	Low	58%	50%	54%
	Mod	42%	30%	36%
	High	0%	20%	10%
End	Low	40%	28%	34%
	Mod	50%	60%	55%
	High	10%	12%	11%

In comparison, a higher percentage of rugby coaches experienced moderate to high levels of burnout at the start of the season than that of the cricket coaches (62% vs. 47%).

In both groups the percentage of coaches who experienced moderate to high levels of burnout halfway through the season decreased.

Then, at the end of the season, both the provincial cricket (60%) and rugby (72%) coaches showed large increases in the percentage of coaches experiencing moderate to high levels of burnout (See Table 4.16).

A comparison between the two groups of coaches indicate that a higher percentage of rugby coaches suffered from moderate to high burnout at the start (61% vs. 47%), middle (50% vs. 42%) and end (72% vs. 60%) of the season.

One can derive from the above mentioned percentages that there is a general tendency for both groups of coaches to show a decrease in the percentage coaches experiencing burnout from the start to the middle of the season. When moving towards the end of the season, both groups of coaches show an increase in the percentage of coaches experiencing moderate to high levels of burnout. From these percentages it seems that the start and end of the seasons are most stressful for both the provincial cricket and rugby coaches, with the end of the season significantly more so.

4.3.4 Differences on the three burnout subscales over the course of a season for the two populations

It is hypothesised that the average scores of both the provincial cricket and rugby coaches on the three subscales of burnout will gradually increase from the start to the middle of the season, and then to the end of their respective competitive seasons. This entails that a much higher level of burnout (i.e. emotional exhaustion, depersonalisation and personal accomplishment) should be experienced towards the middle and end of the season compared to that at the start of the season. According to Kelley (1994:49), coaches have suggested that stress varies over the course of the season, with the greatest stress perceived toward the end of the season. If burnout is therefore the result of ongoing stress, and stress was previously mentioned to vary over the course of the season, then it seems that burnout may be cyclical in nature.

The differences were analysed by conducting an analysis of variance for both populations separately. The results of these analyses are presented in Tables 4.17 and 4.18 .

The results from this study indicate that no significant differences exist on any of the subscales over the course of the season for either the provincial cricket or rugby coaches at the 5% level of significance. The results therefore do not support the notion that the average burnout scores on any of the subscales increases significantly from the start to the end of the season.

However, a closer examination of the percentage of provincial cricket and rugby coaches who experienced burnout in the form of emotional exhaustion and/or depersonalisation and/or personal accomplishment indicate certain tendencies which are not necessarily depicted by the average scores (see Table 4.19).

TABLE 4.17

Significance of the differences between the averages of the three subscales of burnout as indicated by provincial cricket coaches over the course of a season

SCALE	Start		Middle		End		F - ratio
	x	s	x	s	x	s	
EE	12.20	5.89	12.50	5.21	14.60	8.46	0.72
DP	2.88	2.33	4.33	3.28	4.50	3.44	0.46
PA	43.00	4.11	42.58	2.40	41.50	4.25	0.58

* Values significant at the 5% level

TABLE 4.18

Significance of the differences between the averages of the three subscales of burnout as indicated by provincial rugby coaches over the course of a season

SCALE	Start		Middle		End		F - ratio
	x	s	x	s	x	s	
EE	12.16	10.00	8.45	8.20	10.80	10.20	0.65
DP	3.10	3.80	4.05	3.78	4.36	4.13	0.55
PA	40.50	4.77	41.75	4.93	40.56	5.99	-0.44

* Values significant at the 5% level

An analysis of the different subscales for both groups indicate the following tendencies:

- A much higher percentage of rugby coaches experienced moderate to high levels of emotional exhaustion at the start (33% vs. 20%) and the end (28% vs. 10%) of the season than did the cricket coaches.
- The combined averages show a slight decrease in the moderate to high levels of emotional exhaustion from the start to the middle and end of the season.
- In both groups the percentage of coaches who experienced moderate to high levels of depersonalisation increased substantially from the start to the middle, and to the end of the season.

- The percentage of individuals experiencing burnout on the personal accomplishment subscale tended to decrease for both groups towards the middle of the season. Thereafter the percentage of provincial cricket and rugby coaches experiencing burnout due to lack of personal accomplishment substantially increased towards the end of the season.

When summarising the above then, one can say that most of the coaches who were experiencing some form of burnout throughout the course of the season, be it as a cricket or a rugby coach, experienced it mostly in the form of a lack of personal accomplishment and/or depersonalisation (See Table 4.19).

Table 4.19

Percentage of cricket and rugby coaches testing low, moderate and high with regards to the three subscales of burnout at the start, middle and end of their respective competitive season, as well as the combined percentage averages

Variable	Cricket coaches			Rugby coaches			Combined averages		
	Low	Mod	High	Low	Mod	High	Low	Mod	High
Emotional exhaustion									
- start	80.0%	20.0%	0.0%	67.0%	22.0%	11.0%	73.5%	21.0%	5.5%
- middle	83.0%	17.0%	0.0%	80.0%	15.0%	5.0%	81.5%	16.0%	2.5%
- end	90.0%	0.0%	10.0%	72.0%	24.0%	4.0%	81.0%	12.0%	7.0%
Depersonalisation									
- start	87.0%	13.0%	0.0%	83.0%	11.0%	6.0%	85.0%	12.0%	3.0%
- middle	67.0%	33.0%	0.0%	70.0%	25.0%	5.0%	68.5%	29.0%	2.5%
- end	70.0%	30.0%	0.0%	60.0%	36.0%	4.0%	65.0%	33.0%	2.0%
Personal accomplishment									
- start	80.0%	20.0%	0.0%	61.0%	33.0%	6.0%	70.5%	26.5%	3.0%
- middle	92.0%	8.0%	0.0%	70.0%	20.0%	10.0%	81.0%	14.0%	5.0%
- end	60.0%	40.0%	0.0%	56.0%	36.0%	8.0%	58.0%	38.0%	4.0%

4.4 DISCUSSION OF THE MAIN FINDINGS

Danylchuk (1993:115) and Pastore and Judd (1993:209) respectively state that people below 39 years of age are mostly affected by overextension of one's work and that emotional exhaustion levels decrease with age. Therefore, the provincial cricket coaches' population should have more coaches experiencing higher levels of emotional exhaustion. The results of this study indicate that the older provincial rugby coaches ($M = 43.30$) however, had more coaches experiencing moderate to high levels of burnout at the start (33% vs. 20%), middle (20% vs. 17%) and end (28% vs. 10%) of the season than their cricket counterparts (see Table 4.19).

With regards to marital status, both groups have a significantly large percentage of married coaches. Lower levels of emotional exhaustion are found in married coaches (Danylchuk, 1993:115 and Quigley *et al.*, 1987:268) and could explain the low levels of emotional exhaustion experienced over the course of the respective seasons (see Table 4.19).

On average, the coaches in this study spend 5.16 hours/day coaching. According to Vealey *et al.* (1992:53), the actual number of hours spent coaching is unrelated to burnout. They state that it is not the actual time spent coaching, but the perception of the activity and situation that creates stress, which eventually leads to burnout.

The provincial rugby coaches should, according to Pastore and Judd (1993:209), be experiencing lower levels of emotional exhaustion, as burnout on this subscale tends to decrease with increasing years of experience. However, as mentioned earlier, a

greater percentage of provincial rugby coaches experience burnout on this subscale as compared to the provincial cricket coaches. Danylchuk (1993:115) and Vealey *et al.* (1992:53) state that experience has no effect on the burnout levels of coaches.

When looking at burnout data results from this study, it is clear that they are consistent with that of other research done on sport coaches (Caccese & Mayerberg, 1984; Dale & Weinberg, 1989; Pastore & Judd, 1992; Sisley *et al.*, 1987; Vealey *et al.*, 1992). Coaches' average scores were below the norm set by Maslach & Jackson (1981a). Judged on their average scores both provincial and rugby coaches were found to be experiencing low burnout on all 3 the subscales over the course of their respective competitive seasons. However, percentage wise, a substantial number of coaches were found to be in the moderate to high ranges of burnout (Vealey *et al.*, 1992 and Sisley *et al.*, 1987). Moderate to high levels of burnout ranged from 47% and 61% for the provincial cricket and rugby coaches respectively, at the start of the season to 42% and 50% halfway through the season, and 60% and 72% respectively, at the end of the season. From these percentages it seems as if the start and end of the seasons are most stressful for both the provincial cricket and rugby coaches, with the end of the season significantly more so.

When comparing the level of experienced burnout between the two groups over the course of a season, no significant differences were found. However, a percentage comparison between the two groups of coaches indicate that a higher percentage of rugby coaches suffered from moderate to high burnout at the start, middle and end of the season.

The results indicated that there were no significant increases on any of the subscales over the course of the season for either the provincial cricket or rugby coaches. However, the average values of the cricket coaches do show that emotional exhaustion, depersonalisation and personal accomplishment gradually increased from the start, to the middle, and to the end of the season (Table 4.6), lending support for the cyclical nature of burnout. The same tendency was found to be true for the rugby coaches regarding the depersonalisation subscale. However, an individual analysis of the number or percentage of coaches who experienced some form or type of burnout at the start, middle and/or end of the season show another tendency, i.e. that burnout levels decreased for both groups from the start to the middle of the season, and then increased substantially towards the end of the season (Table 4.16). The combined averages show that burnout levels decreased from 54% at the start of the season, to 46% halfway through the season, and then increased to 66% at the end of the season. This suggests coaching as a profession to be moderately stressful at the start of the season, becoming more stressful toward the end of the season. This may be due to the fact that coaches felt stressed and worried about what they may or may not accomplish when the season commenced; that towards the middle of the season they felt less anxious about their accomplishments; and finally that, at the end of the season many coaches experienced thoughts of inability and incompetence, as well as feelings of failure. This is supported by the findings of this study, in that a lack of personal accomplishment was found to be a major contributing factor towards the burnout that coaches experienced. Many of these coaches might be individuals who measure themselves and their self-worth according to the successes and failures of their teams.

An individual analysis shows that there is an increase in the number, or percentage of coaches experiencing burnout on the depersonalisation and personal accomplishment

subscales over the course of the provincial cricket and rugby coaches' competitive season. This means that provincial cricket and rugby coaches in South Africa who experience burnout, experience it due to the fact that they perceive themselves as being impersonal. For example, coaches could feel that they don't really care what happens to some of their players, or, that players blame them for some of the problems they experience. The major source of burnout for these provincial coaches is the perception that they have not accomplished many worthwhile things through their coaching. This finding seems to indicate that coaches have difficulty in relating to their players in dealing effectively with problems that may arise. This is specifically more so the case at the end of the season.

To summarise then, this study finds burnout to be prevalent in South African provincial cricket and rugby coaches. No significant increases occurred on any of the subscales over the course of the season for either the provincial cricket or rugby coaches. However, average values show increasing levels of burnout on several of the burnout subscales, lending support for the cyclical nature of burnout. However, the before mentioned results show conflicting results with regards to the cyclical nature of burnout, as burnout levels decreased towards the middle of the season before increasing substantially again, and should therefore be further investigated. Burnout is therefore indeed present in our provincial cricket and rugby coaches over the course of their respective competitive seasons, and should not be dismissed.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 ORIENTATION

5.2 FINDINGS FROM THE LITERATURE STUDY

5.3 SUMMARY OF RESULTS AND CONCLUSIONS

5.4 RECOMMENDATIONS

5.5 FINAL THOUGHT

5.1 ORIENTATION

According to Potter (1998:1) there are many workers who suffer from feelings of powerlessness in the workplace which can destroy motivation and enthusiasm for work. She also states that burnout is especially prevalent in this area of restructuring and job displacement and that no one is immune to it. Any person, in any profession, at any level can become a candidate for job burnout.

The main aim of this study was to determine the nature and prevalence of burnout in South African provincial cricket and rugby coaches over the course of their respective seasons by means of a literature and empirical study. To be able to achieve these aims, the available literature with regards to sport, coaches, coaching, stress and burnout was analysed. The presence of burnout in provincial cricket and rugby coaches were then researched.

In this, the final chapter, the findings from the literature study as well as the empirical research will be summarised in light of the aims and hypotheses set. Then finally, a few conclusions and recommendations will be made with regards to the findings of this study.

5.2 FINDINGS FROM THE LITERATURE STUDY

In this study stress and burnout was defined and discussed. Possible intervention and prevention methods were also suggested to those persons suffering from burnout.

A research analysis of burnout showed that there is no single operational definition for a person experiencing burnout. Various definitions have been proposed, with the most widely used and accepted being that of Maslach (Maslach & Jackson, 1981:1). This definition was then used as the operational definition in this study.

Also, relatively little research has been done on burnout in the coaching profession (Vealey *et al.*, 1992:56), especially with regards to South African coaches. Various symptoms and causes of burnout was mentioned. The nature of stress and its role in burnout was also discussed. Stress was found to be related to burnout and that burnout is a reaction to continual and ongoing stress. Also, it was found that each individual will react differently to the stressors they experience in their coaching.

When the coaching profession is taken into consideration, various researchers have hypothesised that burnout may be cyclic in nature. This appears to be so because of the relation between stress and burnout. Coaches have times during the season that are highly stressful (e.g., the competition season or finals), and times during the season

which are less stressful (e.g., off-season or the start of the season). Coaches therefore experience a temporary stressful period rather than an enduring and escalating syndrome (Kelley & Gill, 1993:101). Coaching as such has been found to be stressful, with a variety of stressors own to a coach already established. For example, gender, experience, role ambiguity and the “performance principle”. A variety of coaches are prone to burnout. Those coaches who are empathetic, sensitive, dedicated and idealistic are the ones who tend to be even more prone to burnout (Martens, 1987:132).

Lastly, various prevention and intervention methods which are suggested for persons experiencing burnout have been presented in this literature study (Judd *et al.*, 1993; Martens, 1987; Richardson & Burke, 1995; Taylor, 1991).

5.3 SUMMARY OF RESULTS AND CONCLUSIONS

5.3.1 The prevalence of burnout in provincial cricket and rugby coaches in South Africa during the course of a season

The results from this study are consistent with that of other research done on coaches (Caccese & Mayerberg, 1984; Dale & Weinberg, 1989; Pastore & Judd, 1992; Sisley, Capel & Desertrain, 1987; Vealey *et al.*, 1992). It further shows that the coaches experience, on average, a low level of burnout over the course of the season. These findings are in contrast to the hypotheses’ set for the study.

In the first place it was suggested that the South African provincial cricket and rugby coaches will score low on the three dimensions of the burnout scale at the start of the

season - which they did. It was then suggested that the South African provincial coaches will score moderately on the three dimensions of the burnout scale halfway throughout the season and then a high score at the end of the season on all three subscales. These scores were not obtained.

However, when one analyses the results with an eye on the number of individuals experiencing burnout throughout the season, a different view is obtained - a substantial number of coaches do in actual fact experience burnout over the course of the season. Sixty one percent of the provincial rugby coaches and 47% of the provincial cricket coaches already experienced moderate to high levels of burnout at the start of the season. Towards the end of the season, 60% of the provincial cricket coaches, and 72% of the provincial rugby coaches experienced burnout on a moderate to high level.

With these findings in mind, burnout seems to be prevalent in quite a number of provincial cricket and rugby coaches over the course of a season. This tendency could therefore affect the quality of coaching provided to our provincial sportsman. Prevention of this tendency could only produce an improved environment for the development of our sportsmen and coaches. They would eventually see things in perspective not rate their self-worth according to their achievements in sport.

Should one look at the implications of such a scenario for our provincial cricket and rugby coaches, one finds that many of the coaches may eventually stop coaching because of burnout. This implies that some of these coaches should be well advised to attend one of the proposed educational stress management programmes. This could

then help coaches perceive their work as meaningful, rewarding and satisfactory.

5.3.2 The cyclical nature of burnout in South African provincial cricket and rugby coaches

Results indicated that there were no significant increases on any of the subscales over the course of the season for either the provincial cricket or rugby coaches. However, average values for the provincial cricket coaches showed a gradual increase from the start, to the middle and to the end of the season on the emotional exhaustion, depersonalisation and personal accomplishment subscales, lending support towards the cyclical nature of burnout. A similar tendency was found for the provincial rugby coaches regarding the depersonalisation subscale. It was found in this study that the percentage of coaches experiencing burnout at the start, middle and end of the season decreased from the start to the middle of the season, and then increased substantially towards the end of the season. However, the before mentioned results are conflicting with regards to the cyclical nature of burnout and should still be investigated in further longitudinal studies.

5.3.3 The extent to which the provincial cricket and rugby coaches differ with regards to the level of experienced burnout

The differences with regards to the level of burnout experienced on the three subscales over the course of the season, was determined. Results indicated no meaningful or significant differences on either of the sub- or time-scales, i.e. start, middle or end of the season. A percentage analysis shows that a much higher percentage of rugby

coaches experienced moderate to high levels of emotional exhaustion at the start and end of the season, as compared to the cricket coaches. In both groups the percentage of coaches who experienced moderate to high levels of depersonalisation increased from the start, to the middle, and to the end of the season. The percentage of coaches who experienced moderate to high levels of personal accomplishment also increased substantially towards the end of the season, after a decrease halfway throughout the season.

5.4 RECOMMENDATIONS

The Maslach Burnout Inventory (Maslach & Jackson, 1981) was developed, but not with the eye on sport, and more specifically that of coaching. Coaching as a profession was also suggested in this study to be part of the 'helping' professions, but it clearly has different aspects to it, especially with burnout appearing to be more cyclical in nature for coaches. Therefore it can be suggested that a coaching orientated burnout inventory be developed, with a specific view on sports and sport coaching only.

Also, an operational definition for burnout upon which everyone agrees needs to be defined. Dale and Weinberg (1990:77) suggests that it would make sense if the operational definition includes both the cause of burnout (which is typically stress related over time) as well as some of the symptoms or reactions resulting from stress. Burnout could therefore be defined as prolonged stress over a period of time with various physical and behavioural changes occurring in those individuals who think they cannot cope effectively with the imposing situation.

Various recommendations can be made to those coaches who are experiencing some form or other of burnout. These could be to make use of a stress management programme, or any of the intervention strategies mentioned in a previous chapter. Golembiewski, Munzenreider and Carter's (1983) phase model of burnout provides sport psychologists with a continuum measure of burnout that may facilitate intervention. The model predicts that low levels of burnout start with initial feelings of depersonalisation before moving on to perceived lack of personal accomplishment and, finally, emotional exhaustion (Vealey *et al.*, 1992). According to this model, coaches from this study mainly find themselves in the second phase of burnout. So, the initial feelings of depersonalisation should be targeted, detected, and treated. Perhaps then, the coaches could avoid moving into the more progressive phases of burnout. With this in mind, Vealey *et al* (1992) suggest workplace interventions for sport departments - which may include staff development and counselling, clear delineation and discussion of organisational goals, and clearly defined leadership and supervision policies and philosophies.

It is also important that any aspiring coach be made aware of the stress, long hours and low pay associated with coaching. Coaches should also attend one coaching conference or workshop a year as to be exposed to new ideas and research. Coaches can also be trained in stress management (Wishnietsky & Felder, 1989:72). According to Lackey (1977:22), human relationships play an important role in the life of a coach, and therefore needs a more thorough preparation in the sociological and psychological aspects of coaching.

As mentioned before, most of the coaches in this study who were experiencing some form of burnout throughout the course of the season, be it as a cricket or a rugby

coach, experienced it mostly in the form of personal accomplishment. The coach therefore feels incompetent about his coaching, and he feels that he has not achieved much through his coaching. For example, thoughts such as: "I have not accomplished many worthwhile things in my coaching" could occur. Much more can be done by both the players and authorities to make the coach feel more worthwhile. This can be done by means of positive criticism and reinforcement. The coach needs to know how he is performing, be it good or bad. A simple and continuous evaluation of the coach can be done. As mentioned before, the simple of positive reinforcement can be implemented. For example, a simple statement such as "This was a great training session coach", or "Thanks for the effort you put in", can do wonders to a persons' feeling of worth and accomplishment. Just as a player needs to know how they are performing, so to does the coach. Should this happen, better relations with players and authorities could occur. It's all just simply a change in one's state of mind and thought.

When looking at the limitations of this study, one can say that the number of coaches involved was limited. Another limitation was that the amount of coaches returning the questionnaires over the course of the season varied and the same coaches did therefore not reply over the course of the season. There is obviously certain drawbacks to the coaches having to fill out the questionnaire at home and not under supervision, as suggested by Maslach and Jackson (1981:1). Respondents could talk to others such as family, friends or co-workers and answers could be influenced. Also, the response rate was less than hoped for at each stage of the season, with the follow-up request not providing a greater response rate either.

It can therefore be recommended that for future studies an interview method be used for better results.

Future research in the area of coaching burnout therefore seems to be warranted for several reasons. Firstly, one finds that there are in actual fact coaches experiencing burnout, which ultimately affects their coaching as well as those around him/her. Secondly, there is a limited amount of studies done examining coaching burnout, with many of the results contrasting each other. Thirdly, as suggested by other researchers on the topic of burnout in sport (Dale & Weinberg, 1990; Kelley & Gill, 1993; Vealey *et al.*, 1992), a more sport-specific measure of burnout is required. Fourthly, further studies on the cyclical nature of burnout in sport is required to determine whether burnout has a seasonal structure or not. Then finally, intervention strategies should be developed for coaches, depending on what “type” of burnout the coach is experiencing, be it due to emotional exhaustion, depersonalisation, or lack of personal accomplishment.

5.5 FINAL THOUGHT

Burnout has one of two consequences in the end according to Taylor (1991:169). Firstly, the coach can remain in the sport and continue to function at a level well below full mental and perhaps physical potential. These people are not doing justice to themselves or those around them, especially if the success and enjoyment of others are in any way dependent on them. On the other hand, the person may leave the sport, and should this departure be of a permanent nature, the sport may lose a valuable coach with a wealth of experience.

Neither of these outcomes are at all desirable, so it is important to prevent or avoid burnout from developing in the first place.

By understanding burnout, the sport scientist will be able to help the coach avoid and prevent the onset of burnout. Not only must the coach be made aware of burnout, but also those persons involved with the coach. Players and authorities for example, should be informed on the part they have to play in the coach's state of mind.

This will bring about a healthy environment in which to coach and to be coached - with contentment, enthusiasm and motivation for all involved.

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APPENDIX A**SUMMARY OF BURNOUT LITERATURE DEFINITIONS**

SUMMARY OF BURNOUT LITERATURE DEFINITIONS

AUTHOR(S)	YEAR	DEFINITION
Freudenberger, H.J.	1974	To fail, wear out, becomes exhausted because of excessive demands on energy, strength & resources
Ginsburg, S.G.	1974	Response to chronic stress of "making it to the top" as a business executive
Freudenberger, H.J.	1975	To fail, wear out, becomes exhausted by making excessive demands on energy, strength & resources
Maslach, C	1976	Distancing, cynical or negative attitudes, detachment
Warnath, C.F. & Shelton, J.L.	1976	Loss of commitment for work
Armstrong, K.L.	1977	Constellation of 13 symptoms
Berkeley Planning Associates	1977	Estrangement from clients, co-workers, job and agency
Brown, C., Holder, W., Giles, D., & Schmolke, L.	1977	Symptoms of absenteeism, turnover, plus others
Collins, G.R.	1977	Exhaustion due to the demands of people in need
Freudenberger, H.J.	1977	Fatigue, depression, irritability, bored, overworked, rigidity, inflexibility
Justice, B., & Justice, R.	1977	Not caring, depersonalisation of clients
Maslach, C.	1977	Loss of concern characterised by physical/emotional exhaustion, cynical and dehumanised perceptions

cont...

AUTHOR(S)	YEAR	DEFINITION
Maslach, C & Pines, A.M	1977	Loss of concern, physical exhaustion, emotional exhaustion, cynicism, and dehumanisation
Mattingly, M.A	1977	Progressive progress of fatigue and depletion of personal resources
Kahn, R	1978	Syndrome of inappropriate attitudes towards clients and self, often associated with uncomfortable physical and emotional symptoms with deterioration of performance
Maslach, C	1978	Loss of caring, emotional enthusiasm from stress of interpersonal contact, cynicism/dehumanising
Maslach, C	1978	Loss of concern for clients, emotional exhaustion, cynical and dehumanised perceptions, inability to cope with chronic emotional stress of the job
Maslach, C & Jackson, S	1978	Syndrome of emotional exhaustion, little concern, sympathy, or respect for clients, cynicism and negative attitudes, lowered job performance, dehumanised perception of clients
Pines, A.M & Maslach, C	1978	Syndrome of physical and emotional exhaustion, negative self-concept, negative job attitudes, and loss of concern and feeling for clients
Seiderman, S	1978	Depletion of personal resourcefulness, flexibility, and positive energy individuals ordinarily possess
Daley, M.R	1979	A reaction to job related stress that varies in nature with the intensity and duration of the stress itself
Daley, M.R	1979	Wearing out, feeling estranged

cont...

AUTHOR(S)	YEAR	DEFINITION
Gann, M.L	1979	Syndrome of emotional exhaustion and cynicism
Kunkel, R	1979	Depletion of personal energy, loss of vitality, the graduate decrease of commitment to work or home environment
Maslach, C	1979	Loss of concern for whom one is working, physical exhaustion/ illness, emotional exhaustion
Maslach, C & Pines, A	1979	A total emotional and physical exhaustion
Meitz, J.H	1979	Physical, emotional, and attitudinal exhaustion
Meyer, J.H	1979	Psychological state of mind; person feels over-worked, overwhelmed, alienated from staff, clients, and self
Patrick, P.K.S	1979	Emotional exhaustion, negative attitudes, sense of personal devaluation in response to continuous work related stress
Perlman, B & Hartman, E.A	1979	Exhaustion, lowered job performance, and anger toward self, work, and/or clients
Teacher burnout	1979	Feelings locked into a job routine
Cherniss, C	1979	Changes in professional attitudes and behaviour. Decline in trust, decline in idealism, withdrawal from work
Cleve, J	1979	Syndrome with up to 14 symptoms
Edelwich, J & Bradsky, A	1980	A syndrome marked by disillusionment, loss of enthusiasm, stagnation, frustration, and apathy

cont...

AUTHOR(S)	YEAR	DEFINITION
Perlman, B & Hartman, E.A	1980	Exhaustion, lowered job performance, and anger toward self, work, and/or clients
Pines, A & Maslach, C	1980	Syndrome of emotional exhaustion, cynicism, gradual loss of concern for others, callous and dehumanised attitudes towards others
Vash, C.L	1980	Detached, unhappy, loss of enthusiasm, effectiveness, and efficiency, physiological and behavioural deterioration
Westerhouse, M.A	1980	Could not obtain the definition
Maslach, C & Jackson, S.E	1981	Exhaustion, depersonalisation, lowered productivity
Perlman, B & Hartman, E.A	1981	Lowered job productivity, emotional or physical exhaustion, and an anger or cynicism manifested toward self or others exhibited in a variety of ways

Note. From Perlman and Hartman (1982)

APPENDIX B

INTRODUCTORY LETTER, DEMOGRAPHIC DATA QUESTIONNAIRE, MASLACH BURNOUT INVENTORY AND FOLLOW-UP LETTER

P.O. Box 21129
Noordbrug
POTCHEFSTROOM
2522

20 March 1998

Dear Coach

INTRODUCTORY LETTER WITH REGARDS TO A COACHING RELATED STUDY

I am currently a student at the University of Potchefstroom doing my Masters degree in Sports Science. My study involves around the well-being of our provincial coaches in South Africa during the course of their coaching season.

As a sports scientist, the promotion of mental health or psychological well-being in our coaches are high on the priority list. With this study then, I intend on determining the nature of a coach's job, and specifically that of a provincial coach in South Africa. In order for me to determine this I will be requiring your assistance throughout the course of your coaching season. With this letter I have included a **Demographic Data Sheet** and a **Coaching Related Survey**. The Coaching Related Survey will be sent out again in June and the end of September for your completion. I will appreciate it if you would please reply as soon as possible in the envelope provided. I would also like to ensure you that all information will be handled with strict confidentiality, and results of the study will be reported collectively. No persons identity will be made known.

I really appreciate your co-operation in this very important research project, and thank you for your valuable time in answering the questionnaires.

After completion of this study, results and recommendations will be sent to SARFU. For any questions concerning the above mentioned study, please don't hesitate to contact the number below.

\With kind regards

Miss Chanré Bond (researcher)

Project leader: Percy du Toit

Tel: 083 262 3861

DEMOGRAPHIC DATA SHEET

1. Your age:

_____ years

2. Marital status:

_____ single

_____ married

_____ divorced

_____ widowed

_____ other (please specify _____)

If married, for how long have you been married to your current spouse?

_____ years

If you have children, how many of them are now living with you?

_____ children living with me

_____ I have no children

3. Besides coaching, what other professional responsibilities/employment do you have?

Afrikaans op keersy

If so, how many hours do you spend in this profession per day?

_____ hours

4. Hours spent coaching per day?

_____ hours

5. How many days per week are you involved with coaching (including match days)?

_____ days

6. How long have you been involved in coaching this provincial team?

_____ season(s)

7. How long have you been involved with rugby coaching?

_____ year (s)

Afrikaans op keersy

COACHING RELATED SURVEY

This questionnaire deals with certain aspects of coaching.

In the following pages there are 22 statements of coaching related feelings, attitudes and opinions. Read each statement carefully and decide to what degree you feel that way. For each of the statements, indicate by circling how often each occurs. For your convenience the scales will be repeated on every page of the questionnaire.

EXAMPLE:

<u>HOW OFTEN</u>	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

Statement: I feel burned out from my coaching

HOW OFTEN

0 1 2 3 4 5 6

HOW OFTEN	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

QUESTION

HOW OFTEN

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. I feel emotionally drained from my coaching | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I feel used up at the end of a coaching day | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I feel fatigued when I get up in the morning | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I can easily understand how my players feel about things | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. I feel I treat some players as if they were impersonal objects | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Working with people all day is really a strain for me | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. I deal very effectively with the problems of my players | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. I feel burned out from my coaching | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

HOW OFTEN	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

QUESTION**HOW OFTEN**

9. I feel I'm positively influencing other people's lives through my coaching 0 1 2 3 4 5 6
10. I've become more unsympathetic toward people since I started coaching 0 1 2 3 4 5 6
11. I worry that coaching is hardening me emotionally 0 1 2 3 4 5 6
12. I feel very energetic 0 1 2 3 4 5 6
13. I feel frustrated by my coaching 0 1 2 3 4 5 6
14. I feel I'm working too hard on my coaching 0 1 2 3 4 5 6
15. I don't really care what happens to some players 0 1 2 3 4 5 6
16. Working with people directly puts too much stress on me 0 1 2 3 4 5 6

HOW OFTEN	0	1	2	3	4	5	6
	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

QUESTION**HOW OFTEN**

17. I can easily create a relaxed atmosphere with my players 0 1 2 3 4 5 6
18. I feel exhilarated after working closely with my players 0 1 2 3 4 5 6
19. I have accomplished many worthwhile things in coaching 0 1 2 3 4 5 6
20. I feel like I'm at the end of my rope 0 1 2 3 4 5 6
21. In my coaching, I deal with emotional problems very calmly 0 1 2 3 4 5 6
22. I feel players blame me for some of their problems 0 1 2 3 4 5 6

**END OF QUESTIONNAIRE
THANK YOU FOR YOUR PARTICIPATION**

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P.O. Box 21129
Noordbrug
POTCHEFSTROOM
2522
9 April 1998

Tel: 083 262 3861

Dear Coach

FOLLOW-UP REQUEST

I would just like to thank all those coaches who responded to my first request concerning the Coaching Related Survey and the Demographic Data questionnaires. The response thus far has been very good.

To those coaches who have not yet responded, you can still do so by returning the questionnaires in the envelope provided, preferably before the end of April.

Once again I would just like to assure you that all information will be handled as strictly confidential and the results will be reported collectively in the study. Should you have any questions concerning either of the questionnaires, please contact me at the above mentioned number.

Thank you once again for your co-operation and valuable time spent in answering the questionnaires.

With kind regards

Chanré Bond (researcher)

APPENDIX C**INLEIDENDE BRIEF, DEMOGRAFIESE DATA OPNAME,
MASLACH BURNOUT INVENTORY (AFRIKAANS) EN
OPVOLGBRIEF**

Posbus 21129
Noordbrug
POTCHEFSTROOM
2522
20 Maart 1998

Geagte Afrigter,

INLEIDENDE BRIEF MET BETREKKING TOT AFRIGTINGVERWANTE
STUDIE

Ek is tans 'n student aan die Universiteit van Potchefstroom en doen my meestersgraad in Sportwetenskap. My studie handel oor die welstand van ons provinsiale afrigters gedurende die verloop van 'n seisoen.

As Sportwetenskaplike is die promosie van gesondheid of psigiese welstand van ons afrigters 'n hoë prioriteit. Met my studie beplan ek dus om die aard van die afrigter se werk te bepaal, en spesifiek dié van die provinsiale afrigter in Suid-Afrika. Om dit te bepaal sal ek u deelname benodig deur die loop van u afrigtingseisoen. Tesame met die brief is ook 'n **Demografiese data opname** en 'n **Afrigtersverwante vraelys**. Laasgenoemde vraelys sal weer in Junie en einde September uitgestuur word vir voltooiing. Ek sal dit opreg waardeer as u die vraelys so gou as moontlik kan antwoord en terugstuur in die geadreseerde koevert. Ek wil u ook verseker dat die informasie wat ek ontvang streng konfidensieël hanteer sal word, en resultate kollektief weergegee sal word. Geen persoon se identiteit sal bekend gemaak word nie.

Ek waardeer u samewerking in hierdie belangrike navorsingsprojek, en bedank u vir u kosbare tyd met die voltooiing van die vraelys.

Nadat die studie voltooi is sal die resultate en aanbevelings gestuur word aan SARFU. U kan my enige tyd skakel by die aangehegde nommer vir enige verdere vrae met betrekking tot die betrokke studie.

Baie dankie vir u samewerking.

Mej Chanré Bond (Navorsers)

Projekleier : Percy du Toit

Tel : 083 262 3861

English on reverse side

DEMOGRAFIESE DATA OPNAME

1. Jou ouderdom:

_____ jaar

2. Huwelik status:

_____ ongetroud

_____ getroud

_____ geskei

_____ wewenaar

_____ ander (spesifiseer asb. _____)

As u getroud is, vir hoe lank is u al getroud aan u eggenote?

_____ jaar

Het u enige kinders?

_____ kinders wat by my bly

_____ ek het nie kinders nie

3. Buiten afrigting, het u enige ander professionele verantwoordelikhede/beroep?

English on reverse side

Indien ja, hoeveel ure per dag spandeer u aan hierdie professie?

_____ ure

4. Hoeveel ure spandeer u per dag aan afrigting?

_____ ure

5. Hoeveel dae per week is u betrokke by afrigting (insluitend wedstryd dae)?

_____ dae

6. Hoe lank rig u al hierdie provinsiale span af?

_____ seisoen (e)

7. Hoe lank is u al betrokke met rugby afrigting?

_____ jaar/jare

English on reverse side

AFRIGTING VERWANTE VRAELYS

Hierdie vraelys het te doen met sekere aspekte van afrigting. Op die volgende bladsye is 22 stellings oor afrigter verwante gevoelens, menings en houdings. Lees asseblief elke stelling sorgvuldig deur en besluit of u ooit sodanig oor u afrigting gevoel het. Indien u hierdie gevoel al ervaar het of mening gehuldig het, dui aan *hoe dikwels* deur die nommer te omkring wat die beste beskryf hoe dikwels u sodanig voel. Vir u gerief sal die skale op elke bladsy herhaal word.

VOORBEELD:

<u>HOE DIKWELS</u>	0	1	2	3	4	5	6
	Nooit	'n Paar keer	Een keer	'n Paar	Een keer	'n Paar	Elke
		per jaar of	maand of	keer per	per week	keer per	dag
		minder	minder	maand		week	

Stelling: Ek voel "uitgebrand" vanweë my werk

HOE DIKWELS

0 1 2 3 4 5 6

English on reverse side

HOE DIKWELS	0	1	2	3	4	5	6
	Nooit	'n Paar keer	Een keer	'n Paar	Een keer	'n Paar	Elke
		per jaar of	maand of	keer per	per week	keer per	dag
		minder	minder	maand		week	

VRAAG**HOE DIKWELS**

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. Ek voel emosioneel gedreineer deur my afrigting | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Ek voel uitgemergel teen die einde van 'n dag van afrigting | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Wanneer ek in die oggend opstaan, voel ek te uitgeput om nog 'n dag te begin | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Ek is van mening dat ek maklik verstaan hoe my spelers oor dinge voel | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Ek voel ek hanteer sommige kliente asof hulle onpersoonlike entiteite is | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Om elke dag die heelyd met mense te werk, is 'n inspanning vir my | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Ek is van mening dat ek my spelers se probleme baie doeltreffend hanteer | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Ek voel "uitgebrand" vanweë my werk | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. Ek voel ek beïnvloed ander mense se lewens positief deur my afrigting | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

English on reverse side

HOE DIKWELS	0	1	2	3	4	5	6
	Nooit	'n Paar keer	Een keer	'n Paar	Een keer	'n Paar	Elke
		per jaar of	maand of	keer per	per week	keer per	dag
		minder	minder	maand		week	

VRAAG**HOE DIKWELS**

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| 10. Ek het meer gevoelloos teenoor mense geraak
vandat ek hierdie werk doen | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Ek is bekommerd daaroor dat hierdie werk my emosioneel
hard maak | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Ek voel baie energiek | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Ek voel gefrustreerd deur my werk | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Ek voel ek werk te hard | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Ek gee nie regtig om wat met sekere spelers gebeur nie | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Direkte werk met mense plaas te veel druk op my | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. Ek kan maklik 'n ontspanne atmosfeer skep in my afrigting
met spelers | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Noue en intieme samewerking met 'n speler laat my
opgewonde voel | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Ek het verdienstelike dinge in my werk teweeggebring | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. Ek voel asof ek aan die einde van my kragte is | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

English on reverse side

HOE DIKWELS	0	1	2	3	4	5	6
	Nooit	'n Paar keer	Een keer	'n Paar	Een keer	'n Paar	Elke
		per jaar of	maand of	keer per	per week	keer per	dag
		minder	minder	maand		week	

VRAAG

HOE DIKWELS

21. In my werk gee ek op 'n baie kalme wyse aandag
aan emosionele probleme

0 1 2 3 4 5 6

22. Ek voel spelers blameer my vir sommige van hul
probleme

0 1 2 3 4 5 6

**EINDE VAN VRAELYS
DANKIE VIR JOU TYD EN SAMEWERKING**

Posbus 21129
Noordbrug
POTCHEFSTROOM
2522
9 April 1998

Tel: 083 262 3861

Geagte Afrigter

OPVOLGBRIEF

Graag bedank ek al die afrigters wat op die Afrigtings verwante en Demografiese data opname vraelyste gereageer het. Die terugvoer tot dusver was baie goed.

Al die afrigters wat nog nie op die vraelyste geantwoord het nie, u kan steeds daarop antwoord en terugstuur in die koevert wat voorsien word, verkieslik voor die einde van April.

Ek wil u gerustel dat alle inligting ontvang streng konfidensieel hanteer sal word en die resultate verkry kollektief weergegee sal word. As u enige verdere vrae het rakende die vraelyste skakel my gerus by die bogenoemde nommer.

Baie dankie vir u samewerking en kosbare tyd wat u afstaan om die vraelyste te voltooi.

Byvoorbaat dank

Chanré Bond (Navorser)