

Relationship between social contract, anxiety, performance, workload and intention to quit among professional sport coaches

V. PELSER-CARSTENS¹, E. KEYSER² AND J. SURUJLAL³

¹*North West University, Faculty of Economic Sciences and Information Technology, Vanderbiljpark, South Africa;*

E-Mail: 10869964@nwu.ac.za

²*North-West University, Faculty of Human Sciences, Vanderbiljpark, South Africa*

³*North-West University, Faculty of Economic Sciences and Information Technology, Vanderbiljpark, South Africa*

(Received: 28 February 2015; Revision Accepted: 04 June 2015)

Abstract

Within the relationships in modern sport, coaches hold a degree of authority over their athletes and, by implication, operate to some degree as supervisors. Athletes are in the subordinate roles as employees are to employers. As in most employment relationships, there are times when athletes, like employees, find themselves at odds with their respective coaches and vice versa. Understanding the social contract in the context of sport coaching may provide an explanation regarding the role and function of athlete dissent, particularly as it changes or evolves to the level of sport participation and the expectations and demands of coaches. The purpose of this study was, therefore, to examine the relationship between sport coaches' social contract, performance, workload, anxiety and their influence on sport coaches' intention to quit. A non-experimental survey design was used to collect data from sport coaches. A research instrument which included a section requesting demographic information, and the Social Contract Scale, Perceived Performance Scale, Workload Scale, Anxiety Scale, and Intention to Quit Scale was administered to the coaches. Means, standard deviations, skewness and kurtosis were used to describe the empirical data. Reliability and validity were established using factor analysis and Cronbach alpha coefficients. Structural equation modelling (SEM) using AMOS was employed to test the hypotheses. The results revealed that a positive relationship does not exist between sport coaches' social contract and perceived performance. Furthermore sport coaches' anxiety indirectly mediates the relationship between perceived performance and intention to quit. Increased workload and anxiety have the potential to influence coaches' performance levels and intention to quit. Therefore, it is of great importance that sport organisations consider these factors when determining the expected outputs of sport coaches.

Keywords: Sport coach, social contract, employment relationship, perceived performance, workload, anxiety and intention to quit.

How to cite this article:

Pelser-Carstens, V., Keyser E. & Surujlal J. (2015). Relationship between social contract, anxiety, performance, workload and intention to quit among professional sport coaches. *African Journal for Physical, Health Education, Recreation and Dance*, 21(3:2), 1009-1023.

Introduction

The proliferation of sport organisations since South Africa's entry into the international sports arena and the successful hosting of a series of international mega sport have resulted in hotly contested coaching positions. The heightened competition impacts directly on sport coaches who are required to fulfill a variety of roles that are required of an employee in a sport organisation (Kimble, 2013). Sport coaches, thus, experience unique pressures associated with compensation, supervision, organisational support and recognition for their contribution to the organisation associated with the employment relationship.

Within the relationships in modern sport, coaches hold a degree of authority over their respective athletes and, by implication, operate to some degree as supervisors (Chelladurai, 2006). Athletes are in the subordinate roles as employees are to employers. As in most employment relationships, there are times when athletes, like employees, find themselves at odds with their respective coaches and vice versa. Understanding the social contract in the context of sport coaching may provide an explanation regarding the role and function of athlete dissent, particularly as it changes or evolves to the level of sport participation and the expectations and demands of coaches (Kassing & Anderson, 2014).

Underlining the seminal nature of the employment relationship, Kruger and Riordan (1996) posit that sport is part of the social contract. However, a new social contract is formed by the sport coach and the athletes from their tacit and implied respective expectations (Hanlon & Yasser, 2008). The social changes within the employment relationship in sport are currently being debated (Owen-Pugh, 2007). This debate includes sport coaches' and athletes' expectations of entitlement through the media and recognition for hard work (Dabscheck, 2006).

Research suggests that sport coaches in an employment relationship derive satisfaction from performing the coaching task itself, but experience dissatisfaction due to a heavy workload, inadequate media support, absence of job security and poor co-operation among coaches (Singh & Surujlal, 2006). Ferguson, Frost and Hall (2012) explain that dissatisfaction due to inadequate support and job security leads to anxiety among employees.

Intention to quit is largely influenced by job dissatisfaction, absence of commitment to the organisation and anxiety. Research indicates that employers who are concerned about the impact of employees' intention to quit can control work overload, job ambiguity, anxiety and perceived performance. Given the importance of employees' intention to quit, employers need to monitor and mediate both the extrinsic and intrinsic sources of workload, anxiety and perceived performance (Firth, Mellor, Moore & Loquet, 2004). In the context of

sport coaching this may imply setting realistic goals in relation to the resources available to the coach. Eventually the perceived performance of the coach is highly dependent on the goals set for the coach and the resources allocated to achieve those goals.

Performance

Previous research on contractual relationships between employers and employees focused mainly on either psychological contracts or implied contracts (Coyle-Shapiro & Shore, 2007) hence a paucity of research exists in terms of the link between the social contract and job performance.

Crain (2011) argues that the social contract that has governed the employment relationship for years has broken down and employees and employers do not invest in the employment relationship beyond the immediate exchange of money for labour.

Hoffman, Novak and Peralta (1999) argue that the rights and responsibilities in a social contract are neither defined explicitly in advance nor enforced through laws. Researchers today, however, posit that the social contract is implicit because of the belief that hard work, loyalty and good performance will be rewarded with fair and increasing wages, dignity and security (Kochan & Shulman, 2007). The current social contract is therefore implicit, which is formulated and executed in the context of a cooperative relationship as people often respond to social contracts as if they were natural laws, rather than tacit, socially and communicatively constructed agreements (Phillips & Oswick, 2012). An exchange relationship exists between coaches and athletes that are governed by a social contract. The social contract stipulates their respective positions and the importance of authority (Kassing & Anderson, 2014). An employment contract and social contract exists between sport coaches and their respective organisations. Surujlal (2004) found that the employment contract between the sport coach and the organisation favours the organisation. The author, therefore, opines that sport coaches' job satisfaction and performance are negatively influenced by this unbalanced employment relationship. Based on the aforementioned Hypothesis 1 was formulated as follows:

Hypothesis 1: A positive relationship exists between sport coaches' social contract and perceived performance.

Workload

Lowe, Schellenberg and Shannon (2003) posit that being allocated the resources needed to do the job well is the second most important ingredient of strong employment relationships. Resources make an employee's workload more manageable and enable employees to be more productive. Creating a supportive and healthy work environment nurtures positive employment relationships that

tap into the social contract in the workplace. The social contract in the workplace includes everything from respect and recognition to workload and resources needed to perform efficiently. A social contract defines collective rules that constrain the behaviour of individuals and groups living in a society (Edwards & Karau, 2007). Tsui and Wu (2005) suggest that the economic downturn and society's slow recovery from the economic downturn have increased market competition, which pushes employers to increase performance levels with limited resources. The ripple effect that courses through sport organisations through budget cuts ultimately impacts on the workload of sport coaches.

Resources are likely to have a positive impact on the day-to-day work, making workloads more manageable, reducing anxiety, and increasing effectiveness (Lowe et al., 2003). In addition a supportive and healthy work environment is created, thereby curbing an employee's uncertainties and strengthening the employment relationship. In the context of sport coaching, increased performance would mean an increase in the number of successful athletes, improved position in a league, higher number of points gained than previously or improved performance of athlete or team. From this the following hypothesis was set:

Hypothesis 2: A positive relationship exists between sport coaches' social contract and a manageable workload.

Anxiety

Cukor, Ver Halen and Fruchter (2013) explain that anxiety is "overwhelming feelings of fearfulness, dread and uncertainty". Anxiety is furthermore described as a negative emotional state with feelings of anger and sadness that is associated with exercise and sport (Rathschlag & Memmert, 2013). In sport, anxiety is manifested through the feelings of the team, which includes the athletes and the sport coach, that result from the thought that there may be a problem and so the team, athlete or sport coach will fail (Tashman, Tenenbaum & Eklund, 2010). Today, in terms of the social contract, societies have ambitious expectations from sport coaches and sport competitions. These expectations and the competition itself create a high level of stress, and this stress is a consequence of anxiety (Keshavarzy & Puran, 2010). Flett and Hewitt (2005) explain that where high demands are placed on sport coaches to perform, anxiety over losing one's job is evident. Other factors such as stress, fans' desire for the team or individuals to win and managers' expectations also contribute to the anxiety that a coach experiences (Mottaghi, Atarodi & Rohani, 2013) It is therefore warranted to investigate the presence of anxiety in sport coaches, and whether anxiety impacts their perception of stress and the intention to quit.

A general limitation of previous research on anxiety has been a scarcity of formal consideration of the extent to which the social contract mediates the

relationship between perceived performance and the intention to quit. It is suggested that anxiety, as a symptom related to burnout (Toker, Shirom, Shapira, Berliner & Melamed, 2005), is associated with diverse areas of performance, including quality of job performance, absenteeism and the intention to quit. Anxiety is furthermore associated with both subjective and objective indicators of performance.

Professional sport coaches often face uncertainties with their jobs due to the absence of job security (Surujlal, Singh & Hollander, 2005). This is because in most instances their performance is based on their win/loss record (Surujlal, 2004). This may result in increased anxiety in coaches. A shift in thinking about the social contract in the employment relationship is therefore needed when addressing anxiety of employees (Ruben, 2012). Furthermore, this shift in thinking must relate to new conditions of work, including the changing temporalities of work. Furthermore, new ways of thinking about what employers expect from employees is warranted because of the greater vulnerability and exploitability that employees experience. Ruben (2012) argues that the normative expectations and implicit understandings about the employment relationship and the social contract have shifted in ways that contribute to anxiety in employees because employee's social contract has been altered not only in terms of work devotion but in terms of family as well.

Previous research which focused on the relationship between anxiety and performance found that when the level of anxiety is low, performance will be better (Eskandari et al., 2013). In contrast, high levels of anxiety affect performance adversely. In this regard the following hypotheses were therefore formulated:

Hypothesis 3: A relationship exists between sport coaches workload, anxiety and perceived performance

Hypothesis 4: A negative social contract contributes to anxiety of sport coaches

Intention to quit

When employees feel dissatisfied with their job and their employer, they have a tendency to quit their job (Larwood, Wright, Desrochers & Dahir, 1998). In a study conducted by Maharaj, Ortlepp and Stacey (2008) it was established that the stronger employees' beliefs were that the future relationship with their organisation was not promising, the stronger was their intention to quit the organisation. An employees' development of negative thoughts and the intention to quit may be influenced not only by his/her characteristics, but also by those of the organisation as well as the job of the employee (De Beer, 2010; Pretorius, 2012). Masroor and Fakir (2009) suggest that the intention to quit could be defined as "the employee's plan to quit his or her present job and the anticipation

of finding another job in the near future". Professional sport coaches are constantly under the scrutiny of the coach, sponsors, media and fans (Surujlal et al., 2005). Coaches, whose teams or athletes perform poorly, are likely to incur the 'wrath' of these individuals which may 'force' them to quit. On that account, the following hypotheses were formulated:

Hypothesis 5: Anxiety will mediate the relationship between workload and intention to quit

Hypothesis 6: Anxiety will mediate the relationship between perceived performance and intention to quit

Methodology

Research design

To assess the psychological contract of coaches in South Africa, the researchers made use of non-experimental survey design. A comprehensive literature review of the social, psychological and employment contract was undertaken. A quantitative research approach was adopted to investigate the social contract coaches experienced in their current positions. The employment relations of the coaches are viewed from social-exchange theory that focuses on the employment relationship through the lens of exchange (Blau, 1964; Gouldner, 1960). Furthermore, the relationship between sport coaches' social contract, employment contract, performance, workload, anxiety and their impact on sport coaches' intention to quit was examined.

Sample

Professional sport coaches in the Gauteng province of South Africa formed the sample for the study. In the context of the study, a professional sport coach is one who possesses a body of knowledge in a particular sport and derives his/her primary income by coaching that sport (Surujlal, 2004). Additional criteria used to select coaches were: a) they had a valid employment contract with the organisation; and b) they were employed by their current organisation for a period of at least two years to indicate tenure. One hundred and seventy five (N=175) sport coaches who were contracted to different sport organisations were approached and requested to complete a questionnaire. One hundred and fifty two questionnaires were returned. Of those questionnaires that were returned, one was incomplete (response rate 86.3%; n=151). Hence, data analysis was conducted on data collected from 151 respondents.

Instrument and procedure

Data were collected through administering a questionnaire that included standardised scales from different studies. A section requesting demographic information from the respondents was also included in the questionnaire. A description of the various scales used in the study follows. The Social Contract Scale: The social contract was measured by using Edwards and Karau's (2007) scale. This four-item social contract scale measures employees' beliefs about the ideal employment relationship. The responses are measured using a 6-point Likert scale varying from "1=strongly disagree" to "6=strongly agree". Perceived Performance Scale: Perceived performance was measured by using a five-item scale developed by Abramis (1994). The questions asked refer to the work the participant completed in the past week. Participants were requested to indicate how well tasks were fulfilled during the work week. The responses are measured by a 5-point scale varying from "1=very badly" to "5=very well".

The Workload Scale: To measure workload, the five-item scale of Semmer, Zapf and Dunckel (1999) was used. The questions asked refer to participants' present job and how too much work (workload) is part of the participants' day to day life. Participants' responses were measured by a 5-point scale varying from "1=rarely or never" to "5=very often or always". The Anxiety Scale: Work-related anxiety was measured by using a six-item scale of Work-related Anxiety scale of Warr (1990). Participants were required to indicate their agreement with statements such as: "I have difficulty relaxing at work", "I get angry quickly" and "I get irritated easily, even when I don't want to". The responses are measured using a 6-point Likert scale varying from "1=strongly disagree" to "6=strongly agree".

The Intention to Quit Scale (ITQ): Intention to quit was measured using Price's (1997) five-item scale. Statements such as "These days I often feel like quitting" were utilised. Participants' responses are measured using a 5-point scale varying from "1=rarely or never" to "5=very often or always". A cover letter explaining the purpose of the study was attached to the questionnaire. A trained fieldworker who was closely linked to several sport organisations administered the questionnaire to sport coaches at different stadia, clubhouses and sports clubs. In most instances, the questionnaires were completed in the presence of the field worker. This resulted in an excellent response rate of 86.3 percent (n=151).

Ethical considerations

At the outset the fieldworker explained the purpose of the study to managers of the organisations he approached and requested permission to conduct the study. In addition, informed consent was obtained from the participants before they completed the questionnaire. The fieldworker explained to the different sport

coaches that their participation in voluntary and that their responses would be confidential, and their participation would remain anonymous. The fieldworker also explained to the participants that they could terminate their participation in the study at any stage without providing any reasons.

Data analysis

In this study descriptive statistics using IBM SPSS (version 22) and structural equation modelling using Amos 22 was utilised in analysing the data. In the first part of the analysis, descriptive statistics were computed by using frequencies, means, standard deviation, skewness and kurtosis. Frequencies were used to report on the sample composition. Means, standard deviations, skewness and kurtosis were used to describe the empirical data. For construct validity of the measurement instruments, the reliability and validity was established using factor analysis and Cronbach alpha coefficients. Structural equation modelling (SEM) using AMOS was employed to test hypotheses 5 and 6 for mediation effect.

Results

Table 1 provides the demographic profile of the participants. According to the table the majority of coaches were permanent employees (62.3%). The mean age was 41 years (SD=8.34; range = 41-58 years old = 51.5%). More males (55.6%) than females (43%) participated in the study; however both genders are well represented. The Cronbach alpha reliabilities of the different scales illustrated in Table 2.

Table 1: Demographics (n=151)

Item	Category	Frequency	Percentage
Employment status	Temporary contract	33	21.9
	Permanent contract	94	62.3
	Missing response	24	15.9
	Total	151	100
Gender	Female (1)	65	43.0
	Male (2)	84	55.6
	Missing responses	2	1.3
	Total	151	100
Age	23- 28 years	11	7.3
	29 - 40 years	60	42.6
	41 - 58 years	78	51.5
	Missing responses	2	1.3
	Total	151	100

Table 2: Scale Reliabilities

Scale	Cronbach Alpha Reliability α
The Social Contract Scale	0.86
Perceived Performance Scale	0.82
Workload Scale	0.74
Anxiety Scale	0.77
Intention to Quit Scale	0.85

Gliem and Gliem (2003) posit that Cronbach alpha scores of 0.7 and above are feasible and indicate good internal consistency. Hence, the Cronbach alpha reliability for the Social Contract Scale ($\alpha = 0.86$), Perceived Performance Scale ($\alpha = 0.82$), Workload Scale ($\alpha = 0.74$), Anxiety Scale ($\alpha = 0.77$) and the Intention to Quit Scale ($\alpha = 0.85$) as illustrated in Table 2 may be regarded as acceptable.

Table 3 presents correlations among the variables used in this study.

Table 3: Correlations between the Scales

Variable	Mean	SD	1	2	3	4
1. Social contract	18.79	2.05	1			
2. Perceived performance	24.05	3.01	0.01	1		
3. Workload	11.11	3.20	-0.19*	0.68	1	
4. Anxiety	15.39	4.65	-0.18*	-0.34**	0.13	1
5. Intention to quit	10.37	4.08	-0.20*	-0.12	-0.07	0.70**

* Statistically significant $p \leq 0.01$

† Correlation is practically significant $r \geq 0.30$ (medium effect)

†† Correlation is practically significant $r \geq 0.50$ (large effect)

It was hypothesised that a positive relationship exists between sport coaches' social contract and perceived performance. The Pearson correlation tested this hypothesis by examining between social contract and perceived performance. No significant relationship was found between a sport coach's social contract and perceived performance (0.01).

It was also hypothesised that a positive relationship exists between sport coaches' social contract and a manageable workload. No relationship was, however, found between a sport coach's workload and perceived performance. With regard to hypothesis 3, it was hypothesised that a relationship exists between sport coaches' workload, anxiety and perceived performance. The results in Table 3 indicate that no relationship exists between sport coaches' perceived performance and workload, but a practically significant relationship with a medium effect exists between a sport coach's perceived performance and anxiety. Hypothesis 4 states that a negative social contract contributes to the anxiety of sport coaches. As revealed in Table 3 a negative statistically significant relationship was found between social contract and anxiety of sport coaches.

Mediation model

Structural equation modelling with AMOS 22 tested hypotheses 5 and 6. It was hypothesised that anxiety will mediate the relationship between workload and intention to quit. As reflected in Table 4 no significant direct effect exists between workload and intention to quit, but when anxiety was added to the model a significant indirect effect was found between workload and anxiety. An indirect effect was also found between anxiety and intention to quit. No indirect mediation effect was found between workload and intention to quit. Hypothesis 5 is therefore not accepted. Furthermore, a non-significant direct mediating effect

exists between perceived performance and intention to quit, but an indirect negative effect was found between performance and intention to quit of sports coaches. Hypothesis 6 is thus accepted as anxiety indirectly mediates the relationship between perceived performance and intention to quit. Table 4 illustrates the direct and indirect effect of mediation of anxiety.

Table 4: Summary of direct and indirect effect of anxiety

Direct effect: Before mediator (Anxiety) was entered into the model						
Model			Beta estimate	S.E	C.R	p
Model 1						
Intention to quit	←	Workload	-0.550	0.292	-1.884	0.060
Model 2						
Intention to quit	←	Perceived performance	-0.340	0.271	-1.256	0.209
Indirect effect: After mediator (Anxiety) was entered into the model						
Model			Beta estimate	S.E	C.R	p
Model 1						
Anxiety	←	Workload	0.411	0.179	-2.290	0.022*
Intention to quit	←	Workload	-0.091	0.205	-0.443	0.658
Intention to quit	←	Anxiety	1.483	0.292	5.088	**
Model 2						
Anxiety	←	Perceived performance	-0.608	0.171	-3.551	**
Intention to quit	←	Perceived performance	0.619	0.230	2.696	0.007*
Intention to quit	←	Anxiety	1.663	0.315	5.283	**

* Statistically significant $p \leq 0.05$

** Statistically significant $p \leq 0.001$

Discussion

It is interesting to note that no significant relationship exists between the social contract and employee performance and workload. This finding is in contrast to Davis, Kilman, Orlander and Shanahan's (2009) assertion that employee engagement and performance depends on the social contract that an employee has with the organisation. In the context of this study, the social contract between the coach and athlete is dependent on the athlete's expectations of the coach, not only in terms of coaching and training, but also the entitlement of benefits such as recognition for performance derived from this relationship (Dabscheck, 2006). The practically significant relationship between sport coaches' perceived performance and anxiety can explain the manner in which sport coaches' performance in organisations is measured. While a fair appraisal of a coach's performance should be based on a clear and explicit description of job

expectations (Tucker, 2001), MacLean and Chelladurai (1995) posit that the only performance measure of a coach is game results. Hence, the win/loss record of the coach plays a significant role in the level of anxiety that a coach experiences. Similarly, a negative social contract is likely to contribute to a coach's level of anxiety. With reference to the mediation model, Hypothesis 5 confirmed that sport coaches' anxiety indirectly mediates the relationship between perceived performance and intention to quit. In terms of hypothesis 6, anxiety also mediates the relationship between perceived performance and intention to quit. Therefore, it is important to note that a relationship exists between a sport coach's perceived performance and anxiety. Purves (2010) argues that anxiety in sport environments is common. The author posits that anxiety could be referred to as competitive stress. Not all stress is negative. However, if stress is perceived to be negative, it could lead to anxiety. In a sport environment, sport coaches are confronted with a variety of stressors that pitch them against more superior coaches, teams and fans (Karageorghis, 2014). How coaches respond to these stressors determine their anxiety levels and consequently their perceived performance.

Limitations and implications for future research

A notable limitation of the study is that both full time and contracted coaches were included in the analyses. Different results regarding perceived performance, intention to quit, anxiety and workload could have emerged if the data were analysed separately. Another limitation of the study is that the study focused on selected factors which contributed to coaches' intention to quit. Other factors such as organisational support and leadership which also contribute to intention to quit could also be included in future studies.

Conclusion

This study sought to establish the relationship between the social contract, anxiety, performance, workload and intention to quit among professional sport coaches. While the findings of this study revealed no significant relationship between the social contract and perceived performance, a practically significant relationship was found between coaches' perceived performance as well as a negative relationship between the social contract and anxiety of sport coaches. Increased workload and anxiety have the potential to influence coaches' performance levels and intention to quit. Coaches are service providers mainly not employed as per other work related contracts. The reasons to quit do not necessarily related to employer only but coaches adhere to their professional ethics and values attached to the goals-of coach and team. Therefore, it is of great importance that sport organisations consider these factors when determining the expected outputs of sport coaches.

References

- Abramis, D.J. (1994). Relationship of job stressors to job performance: Linear or inverted-u? *Psychological Reports, 75*, 547-558.
- Blau, P. (1964). *Exchange and Power in Social Life*. New York: Wiley.
- Chelladurai, P. (2006). *Human Resource Management in Sport and Recreation*. Champaign: Human Kinetics.
- Coyle-Shapiro, J.A. & Shore, L.M. (2007). The employee–organization relationship: Where do we go from here? *Human Resource Management Review, 17*(2), 166-179.
- Crain, M. (2011). Arm's-Length intimacy: Employment as relationship. *Washington University Journal of Law & Policy, 35*(1), 163-211.
- Cukor, D., Ver Halen, N. & Fruchter, Y. (2013). Anxiety and quality of life in ESRD. *Seminars in Dialysis, 26*(3), 265-268.
- Dabscheck, B. (2006). The globe at their feet: FIFA's new employment rules–II. *Sport in Society, 9*(1), 1-18.
- Davies, R., Kilman, J., Orlander, P. & Shanahan, M. (2009). The new social contract: Engaging an employee during a downturn. Available at: <http://www.bcg.com/documents/file28214.pdf>. Accessed on 2014/07/23.
- De Beer, S. (2010). *The psychological contract, job insecurity and the intention to quit of security employees in the Vaal Triangle*. Unpublished Masters Dissertation. Vanderbijlpark: North-West University.
- Edwards, J.C. & Karau, J.S. (2007). Psychological contract or social contract? Development of the employment contract scale. *Journal of Leadership and Organizational Studies, 13*(3), 67-78.
- Eskandari, B., Dehghani, S., Monfared, M.O., Salimeh, S., Moosavi, S.M.H.F., Tahmasebi, Z. & Soleimani, M. (2013). The relationship between competitive anxiety and performance level of female students of Yazd Medicine University in tenth athletic Olympiad in 2011. *International Journal of Sport Studies, 3*(7), 700-706.
- Ferguson, K., Frost, L. & Hall, D. (2012). Predicting teacher anxiety, depression, and job satisfaction. *Journal of Teaching and Learning, 8*(1), 27-42.
- Firth, L., Mellor, D.J., Moore, K.A. & Loquet, C. (2004). How can managers reduce employee intention to quit? *Journal of Managerial Psychology, 19*(2), 170-187.
- Flett, G.L. & Hewitt, P.L. (2005). The perils of perfectionism in sport and exercise. *Current Directions in Psychological Science, 14*(14), 14-18.

- Gliem, J.A. & Gliem, R.R. (2003). Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales. *Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education*. Available at <http://www.alumni.ou.org/midwest/proceeding> website. Accessed on 2014/09/14.
- Gouldner, A. (1960). The norm of reciprocity. *American Sociological Review*, 25, 161-178.
- Hanlon, S. & Yasser, R. (2008). JJ Morrison and his right of publicity lawsuit against the NCAA. *Jeffrey S. Moorad Sports Law Journal*, 15(2), 241-409.
- Hoffman, D. L., Novak, T. P. & Peralta, M. A. (1999). Information privacy in the market space: implications for the commercial uses of anonymity on the Web. *The Information Society*, 15 (2), 129-139.
- Karageorghis, C. (2014). Sports anxiety theory and research: Competition Anxiety. Available at: <http://www.pponline.co.uk/encyc/sports-anxiety-theory-and-research-39282>. Accessed on 2014/07/23.
- Kassing, J.W. & Anderson, R.L. (2014). Contradicting coach or grumbling to teammates: Exploring dissent expression in the Coach–Athlete relationship. *Communication & Sport*, 2(2), 172-185.
- Keshavarzy, A. & Puran, S. (2010). The role of anxiety in predicting cognitive coping strategies – Physical and confident individual and team athletes. *Kermanshah University of Medical Sciences Journal*, 21(6), 211-221.
- Kimble, D. (2013). ISC Framework Version 1.2: All coaches should strive to fulfill these six primary functions. Available at: <http://www.humankinetics.com/news-and-excerpts/news-and-excerpts/all-coaches-should-strive-to-fulfill-these-six-primary-functions>. Accessed on 2014/10/13.
- Kochan, T. & Shulman, B. (2007). A new social contract restoring dignity and balance to the economy. Retrieved from <http://www.lera.uiuc.edu/meetings/npf/npf2007/kochan-shulman%20new%20social%20contract%20report.pdf>. Accessed on 2014/03/14.
- Kruger, A. & Riordan, J. (1996). *The Story of Worker Sport*. Champaign: Human Kinetics Publishers.
- Larwood, L., Wright, T.A., Desrochers, S. & Dahir, V. (1998). Extending latent role and psychological contract theories to predict intent to turnover and politics in business organization. *Group & Organization Management*, 23, 100-123.
- Lowe, G.S., Schellenberg, G. & Shannon, H.S. (2003). Correlates of employees' perceptions of a healthy work environment. *American Journal of Health Promotion*, 17(6), 390-399.

- MacLean, J.C. & Chelladurai, P. (1995). Dimensions of coaching performance: Development of a scale. *Journal of Sport Management*, 9(2), 194-207.
- Maharaj, K., Ortlepp, K. & Stacey, A. (2008). Psychological contracts and employment equity practices: A comparative study. *Management Dynamics: Journal of the Southern African Institute for Management Scientists*, 17(1), 16-30.
- Masroor A.M. & Fakir M.J. (2009). Level of job satisfaction and intent to leave among Malaysian nurses. *Business Intelligence Journal*, 3, 123-137.
- Mottaghi, M., Atarodi, A. & Rohani, Z. (2013). The relationship between coaches' and athletes' competitive anxiety and their performance. *Iranian Journal of Psychiatry and Behavioral Science*, 7(2), 68-76.
- Owen-Pugh, V. (2007). The commercialising of British men's basketball: Psychological contracts between coaches and players in the Post-Bosman game. *Journal of Contemporary European Research*, 3(3), 255-272.
- Phillips, N. & Oswick, C. (2012). Organizational discourse: Domains, debates, and directions. *Academy of Management Annals*, 6, 435-481.
- Pretorius, M.W. (2012). *The psychological contract and its relationship with autonomy, employability, job satisfaction, life satisfaction and the intention to quit*. Unpublished Masters Dissertation. Vanderbijlpark: North-West University.
- Price, J. (1997). Handbook of organizational measurement. *International Journal of Manpower*, 18, 305-558.
- Purves, L. (2010). Anxiety in Sports. Available at: <http://www.livestrong.com/article/117970-anxiety-sports/>. Accessed on 2014/07/23.
- Rathschlag, M. & Memmert, D. (2013). The influence of self-generated emotions on physical performance: An investigation of happiness, anger, anxiety, and sadness. *Journal of Sport & Exercise Psychology*, 35(2), 197-210.
- Ruben, B.A. (2012). Shifting social contracts and the sociological imagination. *Social Forces*, 91(2), 327-346.
- Semmer, N., Zapf, D. & Dunckel, H. (1999). *Assessing Stress at Work: A Framework and an Instrument*. Zurich: Switzerland: vdf Hochschulverlag.
- Singh, P.C. & Surujlal, J. (2006). Factors affecting the job satisfaction of South African sports coaches. *South African Journal for Research in Sport, Physical Education and Recreation*, 28(1), 127-136.
- Surujlal, J. (2004). *Human resources management of professional sport coaches in South Africa*. Unpublished Doctoral thesis. Johannesburg: Rand Afrikaans University.

Surujlal, J., Singh, P.C. & Hollander, W.J. (2005). A comprehensive analysis of the job security of coaches in South Africa. *South African Journal for Research in Sport, Physical Education and Recreation*, 26(2), 105-116.

Tashman, L.S., Tenenbaum, G. & Eklund, R. (2010). The effect of perceived stress on the relationship between perfectionism and burnout in coaches. *Anxiety, Stress & Coping*, 23(2), 195-212.

Toker, S., Shirom, A., Shapira, I., Berliner, S. & Melamed, S. (2005). The association between burnout, depression, anxiety, and inflammation biomarkers: C-reactive protein and fibrinogen in men and women. *Journal of Occupational Health Psychology*, 10(4), 344-362.

Tsui, A.S. & Wu, J.B. (2005). The new employment relationship versus the mutual investment approach: Implications for human resource management. *Human Resource Management*, 44(2), 115-121.

Tucker, P.D. (2001). Helping struggling teachers. *Educational Leadership*, 58(5), 52-55.

Warr, P. (1990). The measurement of well-being and other aspects of mental health. *Occupational Psychology*, 63, 193-210.