BURNOUT IN BOY'S HIGH SCHOOL BASKETBALL COACHES

by

JAMES E. MILLER

Thesis submitted to the faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE in Education
in
Health and Physical Education

APPROVED:

[Signature]

Dr. Richard Stratton, Chairman

[Signature]

Dr. Gail Webster

[Signature]

Dr. Lee Wolfle

April, 1990

Blacksburg, Virginia
BURNOUT IN BOY’S HIGH SCHOOL BASKETBALL COACHES

by

James E. Miller

Dr. Richard Stratton, Chairman

Division of Health and Physical Education

(ABSTRACT)

The purpose of this study was to determine the relationship between role ambiguity, role conflict, win-loss record at current position, career win-loss record, school enrollment, total years as a head coach, total years as an assistant coach, and number of sports coached and burnout in men’s varsity and junior varsity head high school basketball coaches. The subjects were all male coaches (n=64) from twenty-four counties in southwestern Virginia.

The multiple regression analyses indicated that role ambiguity and role conflict did not differentiate a higher level of burnout. The remaining demographic variables were not significant predictors of burnout. Emotional exhaustion and depersonalization were best explained by school enrollment. Personal accomplishment was best explained by total years as a head coach and number of sports coached.
ACKNOWLEDGEMENTS

I would like to extend my sincere gratitude to Dr. Richard Stratton, my advisor and committee chairman, for his guidance throughout both my graduate program and this research.

A special thank you is offered to Dr. Gail Webster and Dr. Lee Wolfle. I am indebted to both of you for your time and patience as being helpful members of my committee.

I would also like to express a magnitude of thanks to all the Physical Education and Educational Research graduate assistants and friends for their advice, help, and extracurricular enjoyment during this learning experience.

I owe a very special thanks to my parents, Rex and Mary Ann Miller, and family. If it were not for all their encouragement, love, and especially that grateful never ending financial support, I would of never made it through my graduate years at Virginia Tech.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td>CHAPTER 1</td>
<td>1</td>
</tr>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>1</td>
</tr>
<tr>
<td>Statement of Purpose</td>
<td>3</td>
</tr>
<tr>
<td>Research Hypothesis</td>
<td>3</td>
</tr>
<tr>
<td>Operational Definitions</td>
<td>4</td>
</tr>
<tr>
<td>Basic Assumption</td>
<td>4</td>
</tr>
<tr>
<td>Delimitations of the Study</td>
<td>5</td>
</tr>
<tr>
<td>Limitation of the Study</td>
<td>5</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>5</td>
</tr>
<tr>
<td>CHAPTER 2</td>
<td>7</td>
</tr>
<tr>
<td><strong>REVIEW OF LITERATURE</strong></td>
<td>7</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>7</td>
</tr>
<tr>
<td>Role Ambiguity</td>
<td>11</td>
</tr>
<tr>
<td>Win-Loss Record</td>
<td>13</td>
</tr>
<tr>
<td>Demographic Variables</td>
<td>15</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>16</td>
</tr>
<tr>
<td>CHAPTER 3</td>
<td>19</td>
</tr>
<tr>
<td><strong>RESEARCH METHODS</strong></td>
<td>19</td>
</tr>
</tbody>
</table>
Subjects ............................................. 19
Instrumentation ................................... 20
Procedures ......................................... 22
Design and Data Analysis ....................... 23
Chapter Summary .................................. 25
CHAPTER 4 ............................................. 26
RESULTS AND DISCUSSION ..................... 26
Descriptive Analysis ............................... 27
Relationship of Role Ambiguity, Role
Conflict, and Burnout ............................ 28
Relationship of the Win-Loss Records and
and Burnout ........................................ 31
Relationship of the Demographic Variables and
Burnout .............................................. 35
Relationship of Emotional Exhaustion,
Depersonalization, Personal
Accomplishment, and Burnout ................ 37
Discussion .......................................... 44
Chapter Summary .................................. 48
Conclusions ........................................ 49
Recommendations ................................. 50
REFERENCES ....................................... 52
APPENDIX A ........................................ 55
APPENDIX B ........................................ 61
LIST OF TABLES

Table 1. Correlation Coefficients, Means, and Standard Deviations For Independent Variables and Dependent Variables. .......... 29

Table 2. Analysis of Variance Report For Burnout Frequency and Burnout Intensity. ........ 30

Table 3. Multiple Regression Report of the Independent Variables Utilized Pertaining to Burnout Frequency. ................. 32

Table 4. Multiple Regression Report of the Independent Variables Utilized Pertaining to Burnout Intensity. .................. 33

Table 5. Standard Multiple Regression Equations. ....... 34

Table 6. Correlation Coefficients of Independent Variables For Emotional Exhaustion, Depersonalization, and Personal Accomplishment. .......................... 39

Table 7. Means and Standard Deviations of Independent Variables and Dependent Variables Pertaining to Emotional Exhaustion, Depersonalization, and Personal Accomplishment. ............ 40

Table 8. Analysis of Variance Report For Emotional Exhaustion, Depersonalization, and Personal Accomplishment. ............ 42

Table 9. Multiple Regression Report of the Significant Regression Coefficients. ............ 43
CHAPTER 1
INTRODUCTION

Coaching can be an exciting and difficult experience. Rewarding and stressful experiences occur as teams win or lose. "Stress develops when the demands of the job exceed an individual's endurance and ability to cope, as one is overwhelmed by the stress of work" (Capel, Sisley, & Desertrain, 1987, p. 106).

Stress may lead to job burnout. "Burnout is a syndrome of cynicism and emotional exhaustion that occurs frequently among individuals who do 'people work'" (Maslach & Jackson, 1981, p. 99). It is caused by the demands of the job becoming too great for one individual to meet (Capel et al., 1987).

There are different dimensions of burnout. Some of the dimensions are emotional exhaustion, depersonalization, and personal accomplishment (Quigley, Slack, & Smith, 1987). Emotional exhaustion is described as feelings of being emotionally depleted and exhausted by one's work (Maslach & Jackson, 1981). The negative, cynical attitudes against one's clients is associated with depersonalization (Maslach & Jackson, 1981). The development of feelings of competence and successful achievement in one's work with people pertains to personal accomplishment (Maslach & Jackson,

The dimensions of burnout are attributes of role conflict. Role conflict is a problem that most coaches experience. For example, Locke and Massengale (1978) report that when a person occupies a single role for which different groups or individuals expect incompatible behaviors, role conflict results. High school teachers often have the dual role of coaching and teaching. Teachers and coaches often share many of the duties and responsibilities (Massengale, 1981).

Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) reported the lack of knowledge to achieve a task is a result of role ambiguity. Role ambiguity occurs when a coach has a role overload and has never been supplied with the proper information to do the job satisfactorily. This may not allow the role player to know which aspects of the job are most important (Kahn et al., 1964).

Over the years many different factors have burdened the field of coaching. Role ambiguity and role conflict are problems in the coaching profession (Capel et al., 1987). The coach's win-loss record can be affected from incompatible behaviors of a role due to role conflict and the lack of information to perform the role properly pertaining to role ambiguity. Coaches are likely to suffer
burnout due to various demographic variables (enrollment, total years as assistant and head coach, number of sports coached, and win-loss records). There have been few studies conducted to determine the relationship between role conflict, role ambiguity, win-loss record, selected demographic variables, and burnout in high school basketball coaches.

Statement of Purpose

The purpose of this study is to determine the relationship between role conflict, role ambiguity, win-loss record, and selected demographic variables, and burnout of head coaches of boy's varsity and junior varsity high school basketball.

Research Hypotheses

1. Role ambiguity will differentiate a higher level of burnout than any other independent variable among boy's varsity and junior varsity head high school basketball coaches experiencing burnout.

2. Role conflict will differentiate a higher level of burnout than any other independent variable among boy's varsity and junior varsity head high school basketball coaches experiencing burnout.
3. The win-loss records will not be predictors of burnout among boy's varsity and junior varsity basketball coaches experiencing burnout.

4. The demographic variables (school enrollment, total years as a head coach, total years as an assistant coach, and number of sports coached) will not be predictors of burnout among boy's varsity and junior varsity basketball coaches experiencing burnout.

Operational Definitions


2. Role ambiguity: Occurs when the role player lacks the information necessary to perform a role adequately (Capel et al., 1987).

3. Role conflict: Occurs when one person occupies several different roles that demand incompatible behaviors (Locke & Massengale, 1978).

Basic Assumption

The varsity and junior varsity head coaches of high school basketball completed the questionnaire and the demographic information truthfully.
Delimitations of the Study

1. The subjects were boy's head varsity and junior varsity public high school basketball coaches.

2. The items included in the questionnaire dealt only with role ambiguity, role conflict, frequency and intensity of burnout, emotional exhaustion, personal accomplishment, depersonalization, and demographic information.

Limitation of the Study

The boy's varsity and junior varsity head high school basketball coaches represent only twenty-four counties in the Commonwealth of Virginia.

Significance of the Study

Previous research (Capel et al., 1987; Quigley et al., 1987) has indicated the awareness of the problem of burnout in the coaching profession. Role ambiguity, role conflict, demographic variables, and win-loss records are used as predictors of burnout.

Of major concern in this study was whether role ambiguity, role conflict, win-loss records, and the demographic variables were valid predictors of burnout in coaches. Haggerty (cited in Quigley et al., 1987) suggested that coaching success, as measured by win-loss record, did
not have an effect on burnout levels. Capel et al. (1987) reported that there had not been any studies of these variables: role ambiguity, role conflict, win-loss record, and demographic variables as related to burnout. Recognition of factors relating to burnout would allow the development and implementation of strategies to prevent burnout.
CHAPTER 2
REVIEW OF LITERATURE

Considerable interest has developed in recent years in a phenomenon which is referred to as burnout (Quigley et al., 1987). As the demands of the job exceed one's endurance and ability to cope, the individual becomes overwhelmed by the development of stress associated with the work (Capel et al., 1987). Burnout becomes a response to chronic job-related stress for some people in the helping or service professions (Capel et al., 1987). The purpose of this review is to examine the development of eight independent variables and their relationship to the burnout of coaches.

Role Conflict

As burnout has become more common to society, it has been determined from research that role conflict develops when one person occupies several different roles that demand incompatible behaviors (Locke & Massengale, 1978). For example, an assistant coach is married with children, he/she is expected to do his/her job as a coach while attending to his wife/her husband and children at the same time (Locke & Massengale, 1978). Role conflict will also occur when an individual occupies one role from which different groups or individuals expect incompatible behaviors (Capel et al.,
individuals expect incompatible behaviors (Capel et al., 1987). A coach fulfilling several different roles at one time, including those of disciplinarian, psychologist, and father/mother figure, is an example of a person occupying different roles with incompatible behaviors (Caccese & Mayerberg, 1984). An individual receives conflicting messages either from different senders or from the same sender while performing his/her job is a result of role conflict (Capel et al., 1978). Locke and Massengale (1978) reported role conflict occurs when people expect the coach to win every possible game while others expect the coach to give every player an opportunity to participate in each game.

The Massengale study (1981) reported the uniqueness of the teacher/coach occupational role and the expectations of the school placed the teacher/coach in unavoidable conflict situations. Therefore, a coach must fill many different roles. Quigley et al. (1987) reported that declining student population in Canada was responsible for staff cutbacks, closure of schools, and shortage of job opportunities for new physical education graduates (Quigley et al., 1987). In many situations, a handful of coaches are attempting to run the entire interschool program (Quigley et al., 1987). Too few coaches are attempting to
do too much, thus leading to burnout (Quigley et al., 1987). Macintosh (1979) expressed his concern for interschool athletics as a result of staffing cutbacks. He reported teachers had a tendency to drop out of coaching after a number of years of coaching. Quigley et al. (1987) stated that burnout becomes of greater importance considering the future operations of the high school programs. A result of this is a greater degree of burnout of the coaches who are left in the field as they must assume the vacant coaching roles (Macintosh, 1979).

Instead of a decrease in the number of coaches, there sometimes is an increase (Quigley et al. 1987). As new coaches enter the profession, they will have to face the problem of role conflict other coaches have faced. New coaches may assume many organizational and administrative tasks which could promote role conflicts previously discussed (Capel et al., 1987).

Coaches generally are experts in teaching sport skills in varsity situations (Locke & Massengale, 1978). However, coaches are often assigned to teach physical education or other academic classes where conditions demand a different set of abilities and interests for effective teaching (Locke & Massengale, 1978). Massengale (1981) has stated the coaches have primary responsibilities other than coaching
and winning. The coach occupies the role of a teacher no matter what the level of employment. Coaches who forget about their role as teachers become too content in their total commitment to coaching and let other concerns suffer (Malone & Rotella, 1981). Locke and Massengale (1978) indicated an unequal role commitment was a reasonable expectation because teachers/coaches defined themselves occupationally as coaches rather than teachers. Seagrave (cited in Massengale, 1981) reported aspiring teachers/coaches often view the two roles as distinct, preferring coaching because it seems to provide greater rewards within an unequal reward system.

Brief and Aldag (1976) indicated role conflict can be negatively related to indices of satisfaction and performance and positively related to anxiety, tension, propensity to leave the organization, and termination of employment. If a coach was striving to accomplish the goals of coaching, disappointment or burnout may occur if these goals were not achieved. Hamner and Tosi’s (1974) findings support those of Brief and Aldag (1976) concerning role conflict. They indicated from their results that role conflict was negatively related to the amount of reported influence and positively related to the amount of perceived threat and anxiety.
People in the teaching profession encounter the greatest problems and the greatest negative reactions pertaining to role conflict (Hamner & Tosi, 1974). Conflict can lead to lower job performance or voluntary resignation from the profession (Brief & Aldag, 1976; Johnson & Stinson, 1975).

A role conflict situation may be permanent or temporary. Certain positions constantly exert conflicting role pressures upon their incumbents (Rizzo, House, & Lirtzman, 1970). An example is a coach who is often caught between conflicting demands from the administration, parents, students, and community. The administration expects a winning program at the present time while the parents expect their child to play (Locke & Massengale, 1978). A coach often has a very difficult time satisfying both.

Role Ambiguity

If the necessary knowledge has been vacant from one's position, role ambiguity will have occurred. Capel et al. (1987) defined role ambiguity as the situation in which the role player lacks the information necessary to adequately perform a role.
Hamner and Tosi (1974) claim when an individual does lack the proper knowledge, he or she may hesitate to make decisions and rely on trial and error in meeting expectations of the employer. Some administrators, who perceive coaching as the first responsibility, are often unable to agree on a reasonable time allotment and do not differentiate between teaching and coaching while expecting competent performance in both (Massengale, 1981). The administration can guide the coaches with the proper instructions while holding them accountable for their actions, as long as they know what is expected from their positions.

If coaches do not know what is expected of their job and they are not held accountable for their actions, then role ambiguity is negatively related to indication of satisfaction and performance and positively related to anxiety and tension (Brief & Aldag, 1976). It has been suggested by Brief and Aldag (1976) and Rizzo et al. (1970) that role ambiguity is related to the desirability and likelihood of leaving a job. Feedback from the job itself often reduces role ambiguity and prevents the termination of employment (Brief & Aldag, 1976).

A coach may approach burnout more rapidly if he or she was not being supplied with sufficient amounts of feedback
about his or her job role. Johnson and Stinson (1975) explored the moderating effects of the need for achievement and feedback ambiguity. No significant relationship was evident between the need for achievement and feedback ambiguity (Johnson & Stinson, 1975).

The size of the school at which a coach works is an important factor in role ambiguity. As a result of role ambiguity, the size of the school a coach is employed at can produce low levels of job satisfaction and high levels of job related tension (Kahn et al., 1964).

Another cause of ambiguity was reported as confusion about how to perform role expectations as a result of lack of direction from administrators, inadequate job descriptions, or unclear evaluation procedures (Capel et al., 1987). A coach is unable to perform his or her job with these problems and needs to know what the roles consist of (Capel et al., 1987).

Win-Loss Record

There is minimal literature [Haggerty (cited in Quigley et al., 1987); Quigley et al., 1987; Wilson & Chambers (cited in Quigley et al., 1987] concerning the win-loss record and how it affects burnout suffered by coaches. Quigley et al. (1987) indicated that the coaches' definition
of success went beyond a simple win-loss record. The sense of accomplishment in coaching has been measured through the development of student athletes (Quigley et al., 1987). Quigley et al. (1987) reported in coaching the win-loss record explained the observed relationship between reported success and personal accomplishment.

Coaches have left the profession of coaching when burnout has occurred (Capel et al., 1987). Haggerty (cited in Quigley et al., 1987) investigated the degree of burnout experienced by Canadian university coaches. Haggerty suggested that coaching success, as measured by win-loss record, does not have an effect on burnout levels. He reported the findings of this study showed higher measured levels of coaching burnout, in relation to a negative reaction to the coaching environment. These coaches, also reported adverse physiological and psychological reactions to coaching (Haggerty (cited in Quigley et al., 1987). Wilson and Chambers (cited in Quigley et al., 1987) were also concerned with Canadian university coaches. They indicated that serious burnout symptoms did affect the job performance of a coach.

The older, more experienced coaches know their limitations and reduced their commitment to coaching over the years until reaching a workable balance, thus reducing
the chances of burnout (Quigley et al., 1987). Quigley et al. (1987) indicated that there were less people willing to fill vacant coaching positions. The coaches' win-loss record was a cause of burnout, but the ability to recognize one's limitations and capabilities reduced the likelihood of burnout (Quigley et al., 1987).

**Demographic Variables**

The selected demographic variables were chosen to determine their contribution to burnout. Six variables in the Capel et al. (1987) study were shown to influence burnout. These variables were school enrollment, number of boys' and girls' teams in the school, total years as a head coach, total years as an assistant coach, and number of sports coached. In the Quigley et al. (1987) study, the researchers used school enrollment, as did Capel et al. (1987) however, Quigley et al. (1987) expanded the study to include coaches of other sports. Capel et al., (1987) included only basketball coaches who worked in the largest classification of high schools for a homogeneous population. Secondary school teachers/coaches from three school divisions were used by Quigley et al. (1987). They concluded that teachers/coaches from smaller schools experienced higher degrees of burnout. Since there are fewer staff
members teaching in smaller schools, the staffing of interschool sports programs is more difficult (Macintosh, 1979). If smaller schools offered the same number of competitive teams as large schools, the teacher/coach would be overloaded which can lead to burnout (Quigley et al., 1987). The number of boys' and girls' team and the number of sports coached did not produce any significant values pertaining to prediction of burnout (Capel et al. (1987). Higher emotional exhaustion and lower personal accomplishment were associated with the length of time spent as an assistant coach versus time spent as a head coach (Capel et al., 1987).

Summary

Role conflict has become a more noticeable factor in society at the present time. Through research (Locke & Massengale, 1981; Quigley et al., 1987), it has been stated that coaches perform many different roles at one time. It has been pointed out that there is a lack of coaches at the high school level [Capel et al., 1987; Haggerty (cited in Quigley et al., 1987); Macintosh, 1979; Quigley et al., 1987]. As a result of the lack of coaches in the profession, the remaining coaches' roles have been increased and the overload is causing the coaches to burnout.
Past studies (Locke & Massengale, 1978; Malone & Rotella, 1981; Massengale, 1981) have indicated that coaches who also are teachers must treat each role equally. The results of treating each role equally may help an individual recognize symptoms of stress related to role conflict, and develop effective stress reducing mechanisms (Capel et al., 1987).

The effects of role conflict can influence coaches to get away from the tension and anxiety and to finally terminate their employment (Brief & Aldag, 1976; Hamner & Tosi, 1974; Johnson & Stinson, 1975). If a coach does not leave the profession, Brief and Aldag claim the level of his or her job performance will decrease. When there was no clarification of the role each member was to perform, there was found to be significantly less efficiency than when the roles were made clear (Smith, 1957). If a coach does not realize what is expected of his or her role, role conflict results. This individual will not be able to develop realistic controls and expectations to reduce conflict (Capel et al., 1987).

Role ambiguity results when the individual does not know what is expected of a position he or she acquired. Rizzo et al. (1970) anticipated that the individual would be held accountable for his or her performance, and that
superiors would provide guidance and direction for him or her. It has been reported by Brief and Aldag (1976) that termination of a job resulted from role ambiguity.

Johnson and Stinson (1975) indicated a relationship exists between role conflict and role ambiguity and the propensity to leave and the voluntary turnover of a job. This is a result of the reduced satisfaction associated with experience (Smith, 1957). Wilson and Chambers (cited in Quigley et al., 1987) indicated that burnout symptoms affected job performance. As burnout occurs, individuals were more likely to leave coaching (Quigley et al., 1987).

Demographic variables are factors that contribute to burnout of coaches (Capel et al., 1987). These variables provided some indication of the relationship of these variables to burnout (Maslach & Jackson, 1981).
CHAPTER 3
RESEARCH METHODS

Introduction

The purpose of this study was to determine the relationship between role conflict, role ambiguity, win-loss record, selected demographic variables, and the burnout of head coaches of boy's varsity and junior varsity high school basketball teams. This chapter will review subjects, instrumentation, procedures, design, and data analysis.

Subjects

A sample of 100 head coaches of boy's varsity and junior varsity high school basketball teams were selected from a total of 29 counties in the Commonwealth of Virginia. A list of addresses for 50 high schools had been obtained from The 1988-89 Virginia High School Listings (1988). The sample size was based on the proximity of schools located in the vicinity of Virginia Polytechnic Institute and State University (V.P.I. & S.U.), due to their potential obligation for academic and athletic opportunities provided by V.P.I. & S.U. It was believed a high response rate for the questionnaire would be ensured by sampling respondents concentrated in southwest Virginia.
Instrumentation

The Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981) determines the frequency and intensity of feelings of burnout. It also provides data for the three subscales of burnout: emotional exhaustion, depersonalization, and personal accomplishment (Capel et al., 1987). The inventory is recognized as an acceptable instrument to determine burnout in the helping professions, which includes coaching and teaching (Capel et al., 1987; Maslach & Jackson, 1981).

Maslach and Jackson (1981) used Cronbach’s coefficient alpha, which estimated the internal consistency as 0.83 on frequency and 0.84 on intensity for the scale when it was administered to 420 people of the human services profession. The reliability coefficients for the subscales were 0.89 on frequency and 0.86 on intensity for emotional exhaustion, 0.74 on frequency and 0.74 on intensity for personal accomplishment, and 0.77 on frequency and 0.72 on intensity for depersonalization (Maslach & Jackson, 1981). Maslach and Jackson (1981) reported that the coefficients were significant above the 0.001 level. The Capel et al. (1987) study was concerned with identifying the variables that were significant predictors of the total burnout score, burnout frequency, burnout intensity, emotional exhaustion, depersonalization, and personal accomplishment. The present
study used career win-loss records and win-loss records for current positions instead of the boy's or girl's teams as independent variables, that Capel et al. (1987) used to determine which variables were significant predictors of burnout.

Maslach and Jackson (1981) and Caccese and Mayerberg (1984) reported the validity of the MBI in three ways. First, the individual's MBI scores correlated with independent behavioral ratings made by an individual who was personally acquainted with the subject. Second, MBI scores were correlated with the presence of specific job characteristics that contributed to burnout. Third, the correlation of the MBI scores with outcome measures were hypothesized to be related to burnout. The values of the correlations according to Maslach and Jackson (1981) provided substantial evidence for the validity of the MBI for all three sets of correlations.

The Role Questionnaire (Rizzo et al., 1970) is a 14 item questionnaire concerning role conflict and role ambiguity. It is the most widely used scale for measuring role conflict and role ambiguity (Capel et al., 1987).
Procedures

The questionnaire designed by Capel et al. (1987) combined the MBI (Maslach & Jackson, 1981), the Roë Questionnaire (Rizzo et al., 1970), and a demographic information sheet (Appendix A). A cover letter (Appendix B) detailing the research, the questionnaire and a self-addressed stamped envelope were sent to each boy's varsity and junior varsity head basketball coach selected from twenty-nine counties in the Commonwealth of Virginia. Coaches were chosen from different classifications of high schools for a heterogeneous selection. The sample size included: 11 AAA schools, 28 AA schools, and 11 A schools. Since the coaches were chosen based on their proximity to V.P.I. & S.U. it was believed this would produce a high response rate. This was a result of the academic and athletic services provided for coaches or their athletes by the university. Each questionnaire was coded to identify each questionnaire allowing follow-up mailings to nonrespondents (Dillman, 1978). Two weeks after the initial survey was mailed, a follow-up letter (Appendix C) was sent to the nonrespondents. It emphasized the importance of returning the completed questionnaire and contained another survey and self-addressed, stamped envelope (Dillman, 1978). Two weeks later a final follow-up letter was sent to
nonrespondents. The final follow-up letter (Appendix D),
contained the same material as the initial letter and once
again emphasized the importance of returning the completed
questionnaire (Dillman, 1978). Of the 100 questionnaires
originally mailed out, 64 were returned. Of these, 64 were
useable and represented the sample of 24 counties included
in the study. Babbie (1973) suggested a 60% response rate
obtained was good for the questionnaires. The 64% rate was
acceptable.

Design and Data Analysis

Multiple regression analyses were performed to
determine the predictive influence of the independent
variables on (a) frequency response, (b) frequency and
intensity responses, (c) emotional exhaustion,
depersonalization, and personal accomplishment. The eight
independent variables were: role conflict, role ambiguity,
school enrollment, total years as a head coach, total years
as an assistant, number of sports coached, win-loss record
at current position, and career win-loss record. All the
independent variables that showed a high correlation among
the other independent variables (p > .5) were discarded to
indicate the dependent variable explanation of the total
variance. The independent variables for these analyses vary
for each analysis.

The first analysis responses were based on the statement "I feel burned out from my work" (Capel et al., 1987). The response indicated the frequency of how often the subjects felt about job related feelings. All of the original independent variables were used except for total years as a head coach, current position losses, and career win-loss records.

The next two multiple regression analyses used the frequency and intensity responses for dependent variables, how often and how strong the subjects felt about job related feelings pertaining to the statement "I feel burnout out from my work." The frequency analysis used the same independent variables as the first analysis did for frequency responses. The intensity analysis used five out of eight independent variables except for the total years as a head coach, current position losses, and career win-loss records.

The last three multiple regression analyses used the frequency responses and intensity responses pertaining to how often and how strong the subjects felt about job related feelings concerned with emotional exhaustion, depersonalization, and personal accomplishment. The first two analyses performed for depersonalization and emotional
exhaustion used the same independent variables on each analyses conducted. All of the original independent variables were used for the two analyses except total years as a head coach, current position losses, and career win-loss record. Another analysis was performed for personal accomplishment. This analysis used all the independent variables except career win-loss record, and current position win-loss records.

**Summary**

This study included 64 head coaches of boy's varsity and junior varsity high school basketball from twenty-four counties in the Commonwealth of Virginia. Each received a questionnaire on coaching burnout. The questionnaire included questions relating to role conflict, role ambiguity, emotional exhaustion, depersonalization, personal accomplishment, win-loss record, and selected demographic variables. Multiple regression analyses were used to determine the predictive influence of the independent variables on frequency responses to burnout, frequency responses and intensity responses to burnout, and emotional exhaustion, depersonalization, and personal accomplishment to burnout.
CHAPTER 4

RESULTS AND DISCUSSION

The present study investigated the relationship of role ambiguity, role conflict, win-loss record at current position, win-loss record for career, school enrollment, total years as a head coach, total years as an assistant coach, and number of sports coached, and burnout in boy's varsity and junior varsity head high school basketball coaches. The 47 questions on the questionnaire were divided into several areas of interest according to the content of the questions.

A total of 64 coaches, or 64%, returned the questionnaire. Not all surveys were totally completed, so the number of responses varied from question to question.

This chapter is divided into eight sections: 1.) Descriptive analyses; 2.) The relationship of role ambiguity and role conflict and burnout; 3.) The relationship of the win-loss record and burnout; 4.) The relationship of the demographic variables and burnout; 5.) The relationship of emotional exhaustion, depersonalization, and personal accomplishment and burnout; 6.) The discussion of these findings; 7.) The summary and conclusions of this study; 8.) The recommendations for further research.
Descriptive Analyses

This study consisted of 39 varsity coaches, 24 junior varsity coaches, and one individual who coached both teams. The range of the student enrollment was 54-2,000, with a mean of 903.8. The coaches who responded to the questionnaire had a mean of 61.6 wins and 35 losses for the coach's current coaching positions. The mean for career wins and losses for all the coaches who responded was 104.8 and 59. The number of years at the present coaching position ranged from 0 to 30, with a mean of 5.92. The total number of years as a head coach ranged from 1 to 30, with a mean of 8.7. Total number of years as an assistant coach ranged from 0 to 20, with a mean of 4. Only 56.3% of the head coaches had an assistant coach. According to the survey, 65% of the coaches coached one other sport, 25% coached two other sports, and 2.5% coached more than two other sports. Of this sample, 89% of the coaches were teachers and only 20.3% of the coaches were involved with administrative duties. The coaches ranged from 23 to 61 years of age, with a mean of 37 years. The pressure of a continued winning program was perceived by 48% of the coaches as being moderate. All the coaches except one had obtained at least a college degree.
Relationship of Role Ambiguity, Role Conflict, and Burnout

Two multiple regression analyses were performed to determine the predictive influence of the independent variables based upon the statement, "I feel burned out from my work," from the Capel et al. (1987) questionnaire. The dependent variable for the first analysis was the response to burnout frequency. The dependent variable for the second analysis was burnout intensity. The correlation coefficients, means, and standard deviations for the independent variables and dependent variables pertaining to burnout frequency and burnout intensity can be found in Table 1. The analysis of variance report for burnout frequency and burnout intensity are located in Table 2.

Role ambiguity and role conflict were not found to be significant contributors to the prediction of the total burnout score according to the results of the analyses. The standardized beta weight (-0.3437) indicated the number of sports coached was the best predictor for burnout frequency. School enrollment (-0.3526) had the highest standardized beta weight for burnout intensity. The correlation coefficients for burnout frequency were -0.1026 and 0.1659 for role ambiguity and role conflict, respectively. Burnout intensity obtained 0.1747 and -0.1257 for correlation coefficients of role ambiguity and role conflict,
Table 1.
Correlation coefficients, Means, and Standard Deviations
For Independent Variables and Dependent Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Burnout Frequency</th>
<th>Burnout Intensity</th>
<th>Mean*</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Ambiguity</td>
<td>-0.1026</td>
<td>0.1747</td>
<td>3.31</td>
<td>1.48</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>0.1659</td>
<td>-0.1257</td>
<td>4.88</td>
<td>1.49</td>
</tr>
<tr>
<td>Enrollment</td>
<td>-0.1460</td>
<td>-0.2572</td>
<td>824.64</td>
<td>437.05</td>
</tr>
<tr>
<td>Years Head Coach</td>
<td>0.0222</td>
<td>-0.0764</td>
<td>5.66</td>
<td>6.00</td>
</tr>
<tr>
<td>Years Asst. Coach</td>
<td>-0.1785</td>
<td>0.0668</td>
<td>5.53</td>
<td>7.35</td>
</tr>
<tr>
<td>Sports Coached</td>
<td>-0.2660</td>
<td>0.1886</td>
<td>1.64</td>
<td>1.59</td>
</tr>
<tr>
<td>Current Position Wins</td>
<td>-0.1808</td>
<td>-0.2631</td>
<td>48.53</td>
<td>91.43</td>
</tr>
<tr>
<td>Current Position Losses</td>
<td>-0.2143</td>
<td>-0.0569</td>
<td>31.37</td>
<td>32.53</td>
</tr>
<tr>
<td>Career Wins</td>
<td>-0.0888</td>
<td>-0.1368</td>
<td>67.55</td>
<td>98.89</td>
</tr>
<tr>
<td>Career Losses</td>
<td>0.0285</td>
<td>-0.0550</td>
<td>42.66</td>
<td>38.03</td>
</tr>
<tr>
<td>Burnout Frequency</td>
<td>1.0000</td>
<td>- - - -</td>
<td>1.75</td>
<td>1.530</td>
</tr>
<tr>
<td>Burnout Intensity</td>
<td>- - - -</td>
<td>1.0000</td>
<td>3.42</td>
<td>2.379</td>
</tr>
</tbody>
</table>

* The samples used to compute the means are taken from complete response to the items.
Table 2.
Analysis of Variance Report For Burnout Frequency and Burnout Intensity

<table>
<thead>
<tr>
<th></th>
<th>Burnout Frequency</th>
<th>Burnout Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-Ratio</td>
<td>0.72</td>
<td>1.09</td>
</tr>
<tr>
<td>Probability Level</td>
<td>0.637</td>
<td>0.398</td>
</tr>
<tr>
<td>R-Squared</td>
<td>0.1710</td>
<td>0.2382</td>
</tr>
</tbody>
</table>
respectively. The results of the multiple regression report for burnout frequency are located in Table 3. Table 4 shows the multiple regression report for burnout intensity. The standardized multiple regression equations are found in Table 5.

These findings demonstrate that role ambiguity and role conflict were not significant values for burnout frequency and intensity. The results of the study indicated higher levels of burnout were associated with higher levels of role conflict pertaining to burnout frequency. Higher levels of role ambiguity were related to lower levels of burnout. Burnout intensity showed higher levels of role conflict were associated with lower levels of burnout. Higher levels of role ambiguity were related to higher levels of burnout.

Relationship of the Win-Loss Records and Burnout

Because current position losses and career win-loss records indicated a very high correlation with current position wins, these variables were excluded in order to avoid multicollinearity problem of burnout frequency and burnout intensity. The coach's current position win-loss record produced a correlation coefficient of -0.1808 for wins pertaining to burnout frequency. The correlation coefficient of -0.2631 for wins, of the coach's current
Table 3.
Multiple Regression Report of the Independent Variables Utilized Pertaining to Burnout Frequency

<table>
<thead>
<tr>
<th>Variable</th>
<th>Unstandardized Reg. Coefficient</th>
<th>Standardized Reg. Coefficient</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Ambiguity</td>
<td>0.1702</td>
<td>0.1661</td>
<td>0.2484</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>0.0098</td>
<td>0.0095</td>
<td>0.2578</td>
</tr>
<tr>
<td>Enrollment</td>
<td>-0.776</td>
<td>-0.2216</td>
<td>0.8126</td>
</tr>
<tr>
<td>Years Asst. Coach</td>
<td>-0.340</td>
<td>-0.1633</td>
<td>0.4741</td>
</tr>
<tr>
<td>Sports Coached</td>
<td>-0.3304</td>
<td>-0.3437</td>
<td>0.2249</td>
</tr>
<tr>
<td>Current Position Wins</td>
<td>-0.311</td>
<td>-0.1856</td>
<td>0.3649</td>
</tr>
</tbody>
</table>
Table 4

Multiple Regression Report of the Independent Variables Utilized Pertaining to Burnout Intensity

<table>
<thead>
<tr>
<th>Variable</th>
<th>Unstandardized Reg. Coefficient</th>
<th>Standardized Reg. Coefficient</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Ambiguity</td>
<td>0.5030</td>
<td>0.3157</td>
<td>0.3702</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>-0.1443</td>
<td>-0.0902</td>
<td>0.3842</td>
</tr>
<tr>
<td>Enrollment</td>
<td>-0.192</td>
<td>-0.3526</td>
<td>0.1211</td>
</tr>
<tr>
<td>Years Asst. Coach</td>
<td>0.0046</td>
<td>0.0142</td>
<td>0.0706</td>
</tr>
<tr>
<td>Sports Coached</td>
<td>-0.481</td>
<td>-0.0032</td>
<td>0.3352</td>
</tr>
<tr>
<td>Current Position Wins</td>
<td>-0.798</td>
<td>-0.3068</td>
<td>0.5438</td>
</tr>
</tbody>
</table>
Table 5.

Standardized Multiple Regression Equations

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient 1</th>
<th>Coefficient 2</th>
<th>Coefficient 3</th>
<th>Coefficient 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnout Frequency</td>
<td>0.0095</td>
<td>0.1661</td>
<td>-0.2216</td>
<td>0.3437</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.1856</td>
<td>Q42ENROL</td>
</tr>
<tr>
<td>Burnout Intensity</td>
<td>-0.0902</td>
<td>0.3157</td>
<td>-0.3526</td>
<td>0.0142</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.3068</td>
<td>Q40YES</td>
</tr>
<tr>
<td>Emotional Exhaustion</td>
<td>0.1823</td>
<td>0.2648</td>
<td>-0.4884</td>
<td>0.1738</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.2433</td>
<td>Q40YES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Q38W</td>
<td>Q42ENROL</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>0.2321</td>
<td>0.3429</td>
<td>-0.4130</td>
<td>0.3209</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.0569</td>
<td>Q44A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0.2047</td>
<td>Q40YES</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>0.3362</td>
<td>0.0330</td>
<td>0.3004</td>
<td>0.4358</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.2772</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Q44A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Q40YES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Q38W</td>
</tr>
</tbody>
</table>

C127 = Role Conflict
C128 = Role Ambiguity
Q42ENROL = Enrollment
Q44H = Years Head Coach
Q44A = Years Assistant Coach
Q40Yes = Sports Coached
Q38W = Current Position Wins
position was produced for burnout intensity. The correlations indicated the current position win values for burnout frequency and burnout intensity were not significant predictors of burnout. The standardized beta weight for current position wins was (-0.1856) pertaining to burnout frequency and (-0.3068) for burnout intensity.

These findings indicate that current position wins for burnout frequency and burnout intensity are not significant values. Burnout frequency and burnout intensity were associated with a greater number of wins and a lower level of burnout.

Relationship of the Demographic Variables and Burnout

The same multiple regression analyses that were used for the role ambiguity, role conflict, and win-loss records were used in the relationship between the variables: total years as a head coach, total years as an assistant coach, enrollment, number of sports coached, and burnout frequency and burnout intensity. The values of the eight independent variables indicated that total years as a head coach was highly correlated with current position wins. This variable was not included in this analysis in order to avoid a multicollinearity problem.
The demographic variables did not produce any significant values. The number of sports coached by a coach produced a correlation coefficient of -0.2660 for burnout frequency and 0.1886 for burnout intensity. Number of sports coached produced the most accurate predictor variable of all the variables pertaining to the probability level (0.1568) of burnout frequency.

The school enrollment variable produced the highest correlation coefficient for burnout intensity. This variable obtained an inverse correlation for burnout frequency (-0.1460) and burnout intensity (-0.2572). Enrollment produced the most accurate predictor variable of all the variables pertaining to the probability level (0.1279) of burnout intensity.

The variable concerned with the total years as an assistant coach produced a correlation coefficient of -0.1735 for burnout frequency and 0.0668 for burnout intensity. The probability levels for burnout frequency (0.4815) and burnout intensity (0.9487) indicated nonsignificance.

This information suggests for burnout frequency, the coaches who coached the greater number of sports were associated with less burnout. The greater number of sports coached were associated with a higher level of burnout.
pertaining to burnout intensity.

The inverse correlation indicated burnout occurs at a reduced level at the larger schools. This is shown to be a consistent factor between burnout frequency and intensity.

The data indicated for burnout frequency that the longer a person is an assistant coach the less burnout will occur. Longer service as an assistant coach was associated with a more intense level of burnout.

Relationship of Emotional Exhaustion, Depersonalization, Personal Accomplishment, and Burnout

A multiple regression analysis was conducted using independent variables and emotional exhaustion, depersonalization, and personal accomplishment as the dependent variables. Depersonalization and emotional exhaustion used the following variables: role conflict, role ambiguity, enrollment, years as assistant coach, number of sports coached, and career wins. Years as a head coach, current position losses, and career win-loss records were not used in this analysis because, they were all highly correlated with current position wins. This was done to avoid a multicollinearity problem. Personal accomplishment used the variables: role conflict, role ambiguity, enrollment, years as a head coach, years as an assistant
coach, and number of sports coached. Current position win-loss records and career win-loss records were not used because they were highly correlated with total years as a head coach. This was done to avoid a multicollinearity problem. Table 6 indicates the correlation coefficients for the independent variables pertaining to emotional exhaustion, depersonalization, and personal accomplishment. The means and standard deviations for each independent variable and dependent variables pertaining to emotional exhaustion, depersonalization, and personal accomplishment are found in Table 7.

School enrollment produced the highest correlation coefficient (-0.4234) for depersonalization. The standardized beta weight was -0.4130. The probability level (0.0492) indicated that enrollment was the only significant value.

School enrollment produced the highest correlation coefficient (-0.4617) for emotional exhaustion. The standardized beta weight had a value of -0.4884. This variable produced the most significant probability level of all the variables (0.0216).

Personal accomplishment produced the highest correlation variable (-0.4370) concerning the number of years as the head coach. The standardized beta weight had a
Table 6.
Correlation Coefficients of Independent Variables
For Emotional Exhaustion, Depersonalization, and
Personal Accomplishment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Emotional Exhaustion</th>
<th>Depersonalization</th>
<th>Personal Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Ambiguity</td>
<td>-0.1306</td>
<td>0.0084</td>
<td>0.1477</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>0.3452</td>
<td>0.2955</td>
<td>-0.0950</td>
</tr>
<tr>
<td>Enrollment</td>
<td>-0.4617</td>
<td>-0.4234</td>
<td>0.1543</td>
</tr>
<tr>
<td>Years Head Coach</td>
<td>- - -</td>
<td>- - -</td>
<td>-0.4370</td>
</tr>
<tr>
<td>Years Asst. Coach</td>
<td>-0.2290</td>
<td>-0.3233</td>
<td>0.2046</td>
</tr>
<tr>
<td>Sports Coached</td>
<td>-0.1534</td>
<td>0.1287</td>
<td>0.3822</td>
</tr>
<tr>
<td>Current Position</td>
<td>-0.2566</td>
<td>-0.1950</td>
<td>- - -</td>
</tr>
</tbody>
</table>

- - - These variables were not used in the regression model
Table 7

Means and Standard Deviations For Independent Variables and Dependent Variables Pertaining to Emotional Exhaustion, Depersonalization, and Personal Accomplishment

<table>
<thead>
<tr>
<th>Variable</th>
<th>Emotional Exhaustion</th>
<th>Depersonalization</th>
<th>Personal Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Role Ambiguity</td>
<td>4.88</td>
<td>1.49</td>
<td>4.88</td>
</tr>
<tr>
<td>Role Conflict</td>
<td>3.31</td>
<td>1.48</td>
<td>3.31</td>
</tr>
<tr>
<td>Enrollment</td>
<td>824.64</td>
<td>437.05</td>
<td>824.64</td>
</tr>
<tr>
<td>Years Head Coach</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Years Asst. Coach</td>
<td>5.53</td>
<td>7.35</td>
<td>5.53</td>
</tr>
<tr>
<td>Sports Coached</td>
<td>1.64</td>
<td>1.59</td>
<td>1.64</td>
</tr>
<tr>
<td>Current Position Wins</td>
<td>48.53</td>
<td>91.4</td>
<td>48.53</td>
</tr>
<tr>
<td>Emotional Exhaustion</td>
<td>5.42</td>
<td>2.59</td>
<td>-</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>-</td>
<td>-</td>
<td>3.63</td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

--- These variables were not used in the regression model
value of -0.4358. The probability level indicated this was a significant value (0.0211). The number of sports coached was another significant value with a probability level of 0.0289. The standardized beta weight was 0.4480.

The results indicate school enrollment was a significant predictor of emotional exhaustion and depersonalization. The total years as a head coach and the number of sports coached were the best predictors of personal accomplishment. Higher school enrollment was associated with less emotional exhaustion and depersonalization. The greater number of years as a head coach was associated with lower levels of personal accomplishment. The greater number of sports coached was associated with greater amounts of personal accomplishment. Table 8 shows the analysis of variance report for emotional exhaustion, depersonalization, and personal accomplishment. The multiple regression report for the significant regression coefficients are found in Table 9.
Table 8

Analysis of Variance Report For Emotional Exhaustion, Depersonalization, and Personal Accomplishment

<table>
<thead>
<tr>
<th></th>
<th>Emotional Exhaustion</th>
<th>Depersonalization</th>
<th>Personal Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-Ratio</td>
<td>2.37</td>
<td>2.31</td>
<td>2.85</td>
</tr>
<tr>
<td>Probability Level</td>
<td>0.066</td>
<td>0.072</td>
<td>0.033</td>
</tr>
<tr>
<td>R-Squared</td>
<td>0.4041</td>
<td>0.3973</td>
<td>0.4376</td>
</tr>
</tbody>
</table>
Table 9

Multiple Regression Report of the Significant Regression Coefficients

<table>
<thead>
<tr>
<th>Variable</th>
<th>Unstandardized Reg. Coefficient</th>
<th>Standardized Reg. Coefficient</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional Exhaustion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>-0.290</td>
<td>-0.4884</td>
<td>0.1169</td>
</tr>
<tr>
<td><strong>Depersonalization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>-0.238</td>
<td>-0.4130</td>
<td>0.1142</td>
</tr>
<tr>
<td><strong>Personal Accomplishment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years Head Coach</td>
<td>-0.124</td>
<td>-0.4358</td>
<td>0.4994</td>
</tr>
<tr>
<td>Sports Coached</td>
<td>0.477</td>
<td>0.4480</td>
<td>0.2043</td>
</tr>
</tbody>
</table>
Discussion

The relationship between role ambiguity and burnout frequency and intensity displayed role ambiguity as not significantly differentiating a higher level of burnout than any other independent variable. In the Capel et al. (1987) study, role conflict was the significant variable. The present study indicated the coach did not lack the necessary information to perform his job. The results are not what one would think they should be. At the high school level, the information pertaining to the roles of teachers and coaches can produce incompatible behaviors. Role ambiguity was more predictive of burnout intensity and burnout frequency than role conflict.

The relationship between role conflict and burnout frequency and intensity did not reveal a significantly higher level of burnout than any other independent variable. This indicates teaching and coaching does not demand incompatible behaviors. This is contrary to what Locke and Massengale (1978) and Capel et al. (1987) reported from their data. There is a lot expected of a teacher and coach and incompatible behaviors exist. The possibility of incompatible behaviors existing at a greater rate in the present study compared to the Capel et al. (1987) study is attributed to the fact that 65% of the coaches only coached
one other sport compared to 37% in the Capel et al. (1987) study. The present study reported 20.3% of the coaches were linked to administrative duties. This shows incompatible behaviors existed, since teachers/coaches occupy two roles, which causes overload (Locke & Massengale, 1978; Capel et al., 1987). The correlation between role conflict and burnout indicated an inverse correlation with burnout intensity and a positive correlation with burnout frequency. Higher levels of role conflict were associated with less burnout because the roles occupied by the subjects of this study demanded less incompatible behaviors.

The outcome for the win-loss data disclosed expected results. None of the data indicated any significant values. The number of wins at the present coaching job displayed the highest correlation coefficient of all independent variables for burnout intensity. Even though all the independent variables did not produce any significant values, the data indicated an inverse relationship, meaning the more games won, the less amount of burnout the coach experienced. Since none of the win-loss data were significant, support is lent to the statement by Haggerty (cited in Quigley et al., 1987) that the win-loss record does not have an effect on burnout levels.
The demographic variables pertaining to school enrollment, number of other sports coached, total years as head coach, and total years as an assistant coach did reveal the expected results of being nonsignificant predictors of burnout. Total years as a head coach was not included in the analysis in order to avoid a multicollinearity problem.

The correlation coefficients for burnout frequency and burnout intensity indicated less amount of burnout associated with larger schools. The number of assistant coaches in relation to the number of head coaches at each school will affect the amount of burnout the head coach will experience. For example, 56.3% of the head coaches of the present study had an assistant coach. The greater number of assistant coaches allows the head coach to delegate responsibility and reduce the amount of burnout placed upon himself/herself. The current findings differ from Macintosh (1979) who indicated staff reductions among coaches at larger schools result in an increasing level of burnout due to additional responsibilities placed upon them (Macintosh, 1979).

The total number of years as an assistant coach variable did not display any significant correlation coefficients with frequency and intensity of burnout. Pertaining to burnout frequency, this variable has an
inverse correlation. It indicated the longer the person was an assistant coach, the less burnout the coach experienced. Burnout intensity indicated that the longer the person was an assistant coach, the more intense burnout the coach experienced.

The number of other sports coached by a coach produced the highest correlation coefficient of all the independent variables for burnout frequency. High levels of the number of sports coached were associated with low levels of burnout for burnout frequency. Burnout intensity is associated with high levels of sports coached and high levels of burnout. As burnout intensity increased the level of burnout increased pertaining to the number of sports a coach coached. The Capel et al., (1987) study indicated less burnout based on the number of sports coached. This is possibly attributed to 37% of the coaches coaching one other sport and 6% coaching two other sports (Capel et al., 1987). In the present study 65% of the coaches coaching one other sport and 25% coaching two other sports, causing burnout intensity to increase in relation to the number of sports a coach coached.

The school enrollment variable produced the highest correlation coefficient for emotional exhaustion and depersonalization. The probability levels indicated this
variable was the most significant value among the variables. Capel et al. (1987) found role conflict best predicted emotional exhaustion and role ambiguity best predicted depersonalization as one would think. The variable pertaining to the number of years as a head coach displayed the highest correlation for personal accomplishment and it was also reported in the Capel et al. (1987) study that the same variable was the best predictor of personal accomplishment. The number of sports coached was also of significant value. These variables are not what one would probably think would be the best predictors of personal accomplishment. Most likely, current position wins or career wins would be the best predictor of this variable.

Summary

The purpose of this study was to investigate the relationship of role ambiguity, role conflict, win-loss record, selected demographic variables, and burnout of head coaches of boy's varsity and junior varsity high school basketball. From this study, it was sought to determine if role ambiguity and role conflict would differentiate a higher level of burnout than any other independent variable. This study would also determine if the win-loss records and the remaining demographic variables would not be predictors
of burnout.

The multiple regression analyses indicated that many of the independent variables did not reveal many significant values for the indication of burnout. For example, role ambiguity and role conflict values did not produce an association of a high level of burnout.

The analyses demonstrated that the win-loss records and the remaining demographic variables were nonsignificant predictors of burnout. None of these variables were significant values at $p < .05$.

The school enrollment variable was the highest correlation associated with emotional exhaustion and depersonalization. The variable, number of years as a head coach, was the best explained by personal accomplishment. Number of sports coached was a predictor of personal accomplishment.

**Conclusions**

Based on the results of this research, the following conclusions were made:

1.) Role ambiguity did not differentiate a higher level of burnout than any other independent variable.

2.) Role conflict did not differentiate a higher level of burnout than any other independent variable.
3.) The win-loss record variables were not predictors of burnout.

4.) The demographic variables (school enrollment, number of sports coached, total years as a head coach, and total years as an assistant coach) were not predictors of burnout.

5.) School enrollment was the best predictor variable of emotional exhaustion and depersonalization.

6.) The variables, number of years as a head coach and number of sports coached were significant predictors of personal accomplishment.

Recommendations

Based on the outcomes of this research, the following recommendations for further study include:

1.) A study comparing coaches who coach two or more sports with coaches who only coach one sport and how burnout affects each one.

2.) A study consisting of the comparison of married coaches to unmarried coaches and how burnout affects each one.

3.) A study consisting of pre-season and post-season questionnaires should be used to explore the relationships of burnout.
4.) A comparison of coaches of large schools versus coaches of smaller school should be studied to determined the level of burnout.

5.) A study should be conducted to compare the level of burnout in the younger coaches with older coaches.
References


APPENDIX A

QUESTIONNAIRE
HIGH SCHOOL BASKETBALL COACHES SURVEY

Code #

PART 1

This is designed to assess your job characteristics. The statements below describe some specific characteristics about your current job as a head basketball coach.

For each characteristic you are asked to give one rating. Rate how true the characteristic is of your particular job using the scale below. For each characteristic, select the scale number that best reflects your opinion. Record the number you select in the 'how true' column.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>DEFINITELY NOT TRUE OF MY JOB</th>
<th>SOMEWHAT TRUE</th>
<th>EXTREMELY TRUE OF MY JOB</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>'How true'</th>
<th>Job Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ 1.</td>
<td>I have to do things that should be done differently.</td>
</tr>
<tr>
<td>_____ 2.</td>
<td>I have to work on unnecessary things.</td>
</tr>
<tr>
<td>_____ 3.</td>
<td>I receive an assignment without the proper manpower to complete it.</td>
</tr>
<tr>
<td>_____ 4.</td>
<td>I receive an assignment without adequate resources and materials to execute it.</td>
</tr>
<tr>
<td>_____ 5.</td>
<td>I work with two or more groups who operate quite differently.</td>
</tr>
<tr>
<td>_____ 6.</td>
<td>I have to buck a rule or policy in order to carry out an assignment.</td>
</tr>
<tr>
<td>_____ 7.</td>
<td>I receive incompatible requests from two or more people.</td>
</tr>
<tr>
<td>_____ 8.</td>
<td>I do things that are apt to be accepted by one person and not accepted by others.</td>
</tr>
<tr>
<td>_____ 9.</td>
<td>I know exactly what is expected of me.</td>
</tr>
</tbody>
</table>
10. I feel certain about how much authority I have.
11. Clear, planned goals exist for my job.
12. I know that I have divided my time properly.
13. I know what my responsibilities are.
14. Explanation is clear of what has to be done.

PART 2

This section relates to job-related feelings that you might have. Please read each statement carefully and decide if you ever feel this way about your job as a head basketball coach.

If you have never had this feeling, check the box marked 'NEVER' and go on to the next statement. However, if you have experienced this feeling, indicate HOW OFTEN you feel it by writing the appropriate number from the 6-point scale. Then, decide HOW STRONG the feeling is when you experience it by writing the appropriate number from the 7-point scale.

How often do you feel this way?

NEVER  A FEW  ONCE A  A FEW  ONCE  A FEW  EVERY
      TIMES A  MONTH  TIMES A  A  TIMES A  DAY
      YEAR OR LESS MONTH WEEK WEEK
      1 2 3 4 5 6

How strong is this feeling when you have it?

             VERY MILD,  MODERATE  MAJOR,  BARELY
1 2 3 4 5 6 7  VERY  STRONG  NOTICABLE

EXAMPLE.

Never  How  How
Often  Strong

I feel my work situation is enjoyable  Strong
If you occasionally feel your work situation is enjoyable (say a few times a month) you would put the number 3 in the how often column. If when you feel your work situation is enjoyable, it is a fairly strong feeling, but not as strong
as you can imagine, you would put number 6 in the how strong column.

<table>
<thead>
<tr>
<th>Never</th>
<th>How Often</th>
<th>How Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I feel emotionally drained from my work.</td>
<td>(15)</td>
</tr>
<tr>
<td></td>
<td>I feel used up at the end of the work day.</td>
<td>(16)</td>
</tr>
<tr>
<td></td>
<td>I feel fatigued when I get up in the morning and have to face another day on the job.</td>
<td>(17)</td>
</tr>
<tr>
<td></td>
<td>I can easily understand how my athletes feel about things.</td>
<td>(18)</td>
</tr>
<tr>
<td></td>
<td>I feel I treat some athletes as if they were impersonal 'objects'.</td>
<td>(19)</td>
</tr>
<tr>
<td></td>
<td>Working with people all day is really a strain for me.</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>I deal very effectively with the problems of my athletes.</td>
<td>(21)</td>
</tr>
<tr>
<td></td>
<td>I feel burned out from my work.</td>
<td>(22)</td>
</tr>
<tr>
<td></td>
<td>I feel I'm positively influencing other peoples lives through my work.</td>
<td>(23)</td>
</tr>
<tr>
<td></td>
<td>I've become more callous toward people since I took this job.</td>
<td>(24)</td>
</tr>
<tr>
<td></td>
<td>I worry that this job is hardening me emotionally.</td>
<td>(25)</td>
</tr>
<tr>
<td></td>
<td>I feel very energetic.</td>
<td>(26)</td>
</tr>
<tr>
<td></td>
<td>I feel frustrated by my job.</td>
<td>(27)</td>
</tr>
<tr>
<td></td>
<td>I feel I'm working too hard on my job.</td>
<td>(28)</td>
</tr>
<tr>
<td></td>
<td>I don't really care what happen to some athletes.</td>
<td>(29)</td>
</tr>
</tbody>
</table>
____  ____ Working directly with people puts too much stress on me.  ____ (30)

____  ____ I can easily create a relaxed atmosphere with my athletes.  ____ (31)

____  ____ I feel exhilarated after working closely with my athletes.  ____ (32)

____  ____ I have accomplished many worthwhile things in this job.  ____ (33)

____  ____ I feel like I'm at the end of my rope.  ____ (34)

____  ____ In my work, I deal with emotional problems very calmly.  ____ (35)

____  ____ I feel athletes blame me for some of their problems.  ____ (36)

PART 3

This is designed to give the investigator information about yourself and your current job as a head basketball coach.

37. What is your current position:
   Head Varsity Coach____  Head Junior Varsity Coach____

38. Win/loss record at current position: Wins____
   Losses____

39. Win/loss record for career (if different) Wins____
   Losses____

40. Other than your duties as head basketball coach do you (check all of the appropriate):
   Teach  Yes____  No____
   Administrative duties  Yes____  No____
   Coach other sports  Yes____  No____  If yes how many____

41. Do you have an assistant coach:
   Yes____  No____  If yes how many____

42. Number of students enrolled in the school:____

43. Number of years at present coaching position:____
44. Total number of years as an interscholastic basketball coach:
   As a head coach____  As an assistant coach____

45. How do you perceive the pressure on you at your current school to continue a winning program:
   Very mild____
   Mild____
   Moderate____
   Strong____
   Very strong____

46. Age____

47. Highest level of education completed:________________
   If you wish to add additional explanatory comments, please feel free to do so by attaching a sheet of paper with this questionnaire. Thank you for your help with this study.
APPENDIX B

INITIAL LETTER
Dear Coach:

We as coaches know that coaching burnout is a very important problem. I am conducting research on burnout and how it is effected by role conflict, role ambiguity, and the win-loss record.

You are one of one hundred head varsity and junior varsity boys' high school basketball coaches selected for this study. Enclosed you will find a survey to complete. The results from this study will suggest a relationship that examines role conflict, role ambiguity, and win-loss record to burnout in boy's high school basketball coaches. Hopefully the results will help alleviate the factors that lead to coaching burnout.

The survey has a code number in the upper right hand corner for mailing purposes only. All results will be kept completely confidential. Your name or school's name will not appear anywhere in the results nor will they be released for any reason.

If you have any questions, please do not hesitate to call or write me. My telephone number is (703) 951-3421. Please return the survey as soon as possible in the self addressed, stamped envelope, which I have provided for your convenience. Thank you for your help.

Sincerely,

James E. Miller

Enclosures
APPENDIX C
FIRST FOLLOW UP LETTER
Dear Coach:

Two weeks ago you should of received a survey seeking information about burnout and how it is effected by role conflict, role ambiguity, and win-loss record. You are one of one hundred head varsity and junior varsity boys’s high school basketball coaches selected for this important study.

If you have already completed and returned the survey to me please accept my sincere thanks. If not, please do so today. Because it has been sent to only a small, but representative sample of head varsity and junior varsity boys' basketball coaches, it is extremely important that yours also be included in the study if the results are to be accurately represented.

If you have any questions, please do not hesitate to call or write me. My telephone number is (703) 951-3421. Thank you for your assistance.

Sincerely,

James E. Miller

Enclosures
APPENDIX D

FINAL FOLLOW UP LETTER
66

6600D Foxridge Apts.
Blacksburg, VA. 24060
December 8, 1989

Dear Coach:

I am writing to you about my study concerning burnout and how it is affected by role conflict, role ambiguity, and win-loss record. I have not yet received your completed questionnaire.

The number of questionnaires returned is encouraging, however an alternate description of the relationship between role conflict, role ambiguity, and win-loss record and burnout in boy's high school basketball coaches depends upon you and the others who have yet to respond.

In case my other correspondence did not reach you, a replacement questionnaire is enclosed. May I urge you to complete and return it as quickly as possible because each response is important to this study. Your contribution to the success of this study will be appreciated greatly.

Sincerely,

James E. Miller

Enclosures
VITA

James Edward Miller was born in Batavia, New York, on November 28, 1965. He is the son of Rexford and Mary Ann Miller of LeRoy, New York. He attended public schools in New York until graduation from high school in 1984. After high school, he enrolled at Slippery Rock University of Pennsylvania, Slippery Rock, Pennsylvania. In the fall of 1985, he attended the State University of New York, College at Cortland. The Bachelor of Science in Education in the area of Physical Education was awarded to him in 1988.

After graduation, James was employed by Virginia Polytechnic Institute and State University as a graduate teaching assistant, while working toward his Master's degree in Physical Education.

James E. Miller