CHAPTER - I

INTRODUCTION
CHAPTER - 1

INTRODUCTION

In today's age of automation, advanced technology and high competition, man has great dreams of a luxurious living and enjoys at the thought of experiencing it. On the other hand, man also suffers a great deal when his dreams do not materialise into materialistic goals. Some take their suffering in their stride, whereas there are many who cannot face situations as they are. It is a well accepted fact that every human being is an individual with his own unique characteristics and ways of responding and behaving. These various ways of responding and behaving can be either positive or negative, can make one's life a happy one or a miserable one, can make one a successful person or a failure. These facts are true of every individual in every sphere of life and sportsmen are in no way an exception.

The sports world comprises not only of winning and losing but also of playing a game in the spirit of the game. Today the emphasis is on excelling in whatever one does, whether one is on the field playing or one is training the players; both have a very responsible and important role to perform.

1.1 Coach

The trainer or the 'coach' as he is known, is an individual whose success depends on a group or team of players. He too has his own
unique characteristics and way of responding and behaving. He is looked up as a model - of a 'father figure' i.e. a 'head'. He is expected to be obeyed and respected by his 'family' of athletes. According to Beisser, (1967), the athletes that make up the team are not ordinarily held responsible for a loss. They are to be excused for they are only the 'boys'. It is the coach who carries the burden of responsibility of a losing team. The team members are rarely replaced, rather the coach or manager is 'fired'. This is a magical symbolic gesture, for often a team is simply inadequate and the coach may be doing the best possible job, nevertheless he is the one who is replaced. A coach's satisfaction or frustration is solely dependent on the performance of his trainees and is not merely an outcome of his hard work.

A coach plays multiple roles in the Indian sports set up. He acts as a selector, motivator, teacher, trainer, caretaker, guide, friend, mentor, planner, doctor, psychologist, disciplinarian, so on and so forth. He makes his best efforts to help athlete in his pursuit of excellence in the best possible manner so that the athlete can direct all his energies (physical, mental and emotional) in the right direction at appropriate time resulting in the best performance. Thus the coach plays a key role in the athlete's pursuits of excellence and in sports development programmes. He is required to spend a lot of time in intense involvement with his trainees. He makes many sacrifices for fulfilling the desires and needs of his trainees. He devotes his time, energy and efforts in making an athlete. He requires an undisturbed environment but faces constant interference.
This results in constant frustration, the experiences of which result in a change of attitude, pessimism, indifference, insensitivity and ultimately lack of interest in his job. The situation facilitates stress and burnout.

Stampfli (1955) suggested on the basis of his personal experience and observation that "The coach's job is twenty per cent technical and eighty per cent inspirational". He further emphasized that a coach is one who gains the confidence and comradeship of his athletes. Most coaches agree on the fundamentals that the execution of skills, the method of application and degree of responsiveness of the athletes, may be the causes that separate the successful from unsuccessful coach. The athlete must at all times trust the coach. "One of the greatest motivators to keep an athlete working hard in practice is the affection and respect he has for the coach. This affection and respect is not the coach's due, it must be earned. In order to earn it, the coach must present the athletes with good training programmes, and with well planned and organised sessions". He further added that in today's sports world the coach is an educated director of young people who are striving for a common goal. He must not drive them relentlessly, but should guide them intelligently towards this goal."

Hendry (1969) on the basis of his research findings suggested that since differences in the achievements of coaches were not due to personality factors, they might possibly be attributed to other considerations, such as better training techniques, better human
relationships, better motivational techniques and so forth. He further added that to win at all cost results in a frustrating conflict for the coach and athlete both.

1.2 Stress

Every age has its monsters, the Twentieth Century is no exception. "Stress" is one of the biggest monsters of the present century. Stress has evolved with man since the dawn of civilization and shows no signs of ever becoming extinct. It thrives in an urban habitat, due to overcrowding and industrial technology. Man has ventured to study the stress in great detail since he is aware that his survival may depend on his ability to deal with it, live with it or get out of its way. Stress may well be his number one energy. On the other hand he has seen that the stress can also cause fatal illness. It has also consigned rather large numbers of people to mental institutions, psychiatrists' couch, prisons and hospitals. It is also suspected that it may be a cause of cancer.

Stress has been identified as being damaging to individuals in many situations; individuals have different tolerance levels to cope with stress, Leary (1992) advocated that stress runs the risk of conveying negative images of oneself in competition, feelings like being unskilled, incompetent, unfit, unable to handle pressure which is conveyed to observers, team mates, coaches, opposing team members and to the world at large. Modern Science is indebted to Hans Selye (1976) for introducing the concept of stress to medicine and psychology and for
bringing it into common usage. More recently there has been a shift from study of stress to the study of meditating mechanisms that affect its control.

1.3 Burnout

The insight into the concept of burnout has precursors from as far back as nearly forty five years. Psychoanalyst Freudenbergger (1974) defined burnout as, "a state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected rewards". Maslach and Pine (1977) described it as "the loss of concern for people with whom one is working" Veninga (1979) explained that "burnout is debilitating psychological condition brought about by work related frustrations that results in lowered productivity and morale". Meier (1984) defined burnout as "a state resulting from repeated work experiences in which individuals expect few rewards and considerable punishment in their job, little control of re-inforcement."

Maslach carried out an extensive research on burnout and along with Jackson (1986) provided comprehensive definition of burnout related terms.

Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do "people work" of some kind. A key aspect of burnout syndrome is, increased feelings of emotional exhaustion, as emotional resources are depleted. Workers feel they are no longer able to give of themselves at a psychological level. Another aspect of
the burnout syndrome is the development of depersonalization - i.e., negative cynical attitudes and feelings about one's clients. This callous or even dehumanized perception of others can lead staff members to view their clients as somehow deserving of their troubles. A third aspect of the burnout syndrome is reduced personal accomplishments, it refers to the tendency to evaluate oneself negatively, particularly with regard to one's work with clients. Workers may feel unhappy about themselves and dissatisfied with their accomplishments on the job.

Many critics even reject the existence of burnout. According to them the term burnout is simply jargon, a trendy term used to reflect boredom, depression or stress. Fickline (1983) also proposed that burnout is often compounded with "dissatisfaction, tedium, stress, morale, anxiety, tension, conflict, pressure nerves, boredom, fatigue, strain and depression." Capel et al (1987) stated that burnout is a "response to chronic job related stress for some people in the helping or service professions occurring when the demands of the job exceed one's endurance and ability to cope with, as the individual is overwhelmed by the stress of work."

Kroll and Gundersheim (1982) pointed out that coaches fit into the framework of the human services and helping professions and seem to be prime candidates for burnout. They are expected to play multiple roles and face constant pressures from authorities, parents, selectors, players and the spectators.
1.4 Factors Related to Stress and Burnout


The above referred scholars studied burnout in relation to individual factors like age, sex, marital status, family status, personality, motives, temperament, coping ability, attitude, education and experience; they also investigated the relationship of burnout with organizational or occupational factors like role ambiguity, role conflict, workload, time pressure, working conditions, service conditions, participation in decision making process, promotional avenues, attitude of colleagues and authorities.

1.5 Symptoms of Stress and Burnout

Job-burnout is manifested by a wide variety of symptoms which range in intensity from mild to severe. There appears to be a consensus in the literature that the symptoms can broadly be classified under two
groups, namely, physical and behavioural. But Pine et al (1981) suggested three symptoms of burnout, namely, physical, emotional and mental exhaustion. He explained physical exhaustion as characterised by low energy, chronic fatigue, weakness, weariness, sleeplessness, accident proneness, increased susceptibility to illness, frequent headaches, nausea, muscle-tension in shoulders and back, back pains, changes in eating habits, and weight, psychosomatic complaints, nagging coids, and frequent attacks of virus and flue. Emotional exhaustion involves feelings of depression, helplessness, hopelessness, entrapment, irritableness, nervousness, loneliness, discouragement, disenchantment and intolerance. Extreme cases may lead to mental illness and thoughts about suicide. Mental exhaustion is characterised by the development of negative attitudes towards one's self, work and life. These attitudes in turn cause feelings of lowered self concept, inferiority, inadequateness, and incompetence. Justice and Justice (1981) have given an exhaustive list of symptoms under four groups, namely, emotional, behavioural, somatic and defensive. They further suggested that a combination of symptoms may appear simultaneously. Calamidas (1979) grouped the symptoms of burnout in five categories and presented details in progressive order in a table form. His symptom table is presented on the next page.
### Calamidas Progressive Stages of Burnout Symptoms

<table>
<thead>
<tr>
<th>Stage</th>
<th>Symptoms</th>
</tr>
</thead>
</table>
| Physiological    | constant fatigue  
                              noticeable physical drain  
                              minor ills become everyday ailments with lingering effects |
| Intellectual     | evidence of information overload  
                              inattention; lack of concentration  
                              reduced alertness  
                              "time watching"  
                              missing deadlines or doing tasks at the last minute |
| Social           | irritability or being outright rude  
                              not wanting to deal with people  
                              constantly putting off necessary interactions  
                              covert desire to "play games" during interaction  
                              behaviour transfer from problem area to other activities  
                              perception of not having time or desire to put off projects |
| Psycho-Emotional | conscious decision to miss deadlines  
                              feeling that too much is demanded of burned out person  
                              feeling that one's efforts are geared toward meeting needs of others  
                              continual boredom with the present, burnout environment  
                              alienation and refusal to get involved with tasks involving people |
| Spiritual        | needs of other become a threat  
                              value system breaks down  
                              little or no personal effectiveness  
                              no line to societal contributions  
                              desire to change location or environment  
                              job divorce  
                              desire to escape |

**Note:** From "Distress and burnout will kill productivity" by Calamidas, 1979, Pennsylvania State University Continuing Education News.
1.6 Coping with Burnout and Stress

Like definitions, sources and symptoms of burnout, the coping strategies are also abundant and diverse. Coping with burnout takes place at three different levels, individual, social, and institutional. According to Maslach (1982) individual coping techniques comprise setting realistic goals, doing things in different ways, varying one's work routine, taking regular breaks from work, taking things less personally, understanding one's limits and inner feelings, taking proper rest and relaxation, making an appropriate transition from work to home, separating work from home and spending leisure time in a creative and constructive manner. Social coping up strategy works when others act as sources of strength by extending their support, encouragement, inspiration and appreciation. Social techniques include formal or informal get togethers with colleagues who can offer help, comfort, insight, comparison, analysis, praise, recognition, humour and escape. Institutional or organizational strategies according to Mastach (1982) propose that people must learn how to get on with less rather than how to get more; it includes coping techniques like dividing up work, limiting job spill overs, specifying overtime limits, taking time off and vacations, offering support in times of crisis in the form of counselling and staff meetings.

A coach having a multifaceted role in his physical and mental well being is very essential for the success of his trainees, especially in today's sport-hungry society where 'winning' is the keyword. This may not always be possible due to various occupational hazards which can
cause a lot of stress and burnout and can adversely affect the performance of a good coach and also the performance of his trainees. Research has been undertaken in other countries to understand the root cause of the possible reasons that are responsible for the poor performance of a team and rectification measures have been duly analysed and introduced but in India hardly any studies have been done at the grass-root level i.e. to the coach - the father, the head, the moulder-the key person who is behind the performance of a team and to give him his due by understanding his personal and occupational strains and to rectify the problems in the sport arena. Hence, the investigator was motivated to take up the present study with a purpose to explore burnout status among different categories of coaches and also to find out the causes of their burnout and to examine if any relationship exists in their burnout status and their stress level due to the demographic variables and job attitude patterns.

1.7 **Statement**

The problem of the present investigation may be stated as:

an exploratory study of-

"STRESS AND BURNOUT AMONG INDIAN COACHES"

1.8 **Objectives**

On the basis of the indepth review of the related literature, discussion with experienced coaches, scholars, faculty members and experts in the field of physical education, sports sciences, management studies and sports psychology, the present investigation was designed with the
following objectives in mind:

1. To study the stress and burnout pattern among Indian coaches.

2. To study whether any significant difference exists in stress and burnout level among the coaches of following categories:
   a. The academic coaches and field coaches; b. Coaches with team game assignment and coaches with individual game assignment; and c. Coaches with different participation background such as international level, university level, national level and state level.

3. To study whether there exist any variations due to the demographic variables of age, gender, marital status and number of years in the profession with respect to stress and burnout among coaches.

4. To study whether any significant difference in stress and burnout level exists among coaches due to their perception of the work-related situations like satisfaction with self performance, salary and overall satisfaction.

5. To study whether there exists any significant relationship between stress level and burnout level among the coaches.

Keeping in view the objectives of the investigation it was decided to study burnout and stress using Maslach Burnout Inventory (MBI 1986). It covers three major aspects of burnout, namely, Emotional Exhaustion, Depersonalisation, and Personal Accomplishment. To study stress perception the Stress Diagnostic Survey (SDS 1982) was selected. It covers macro and micro areas like politics, human resource development, rewards, participation, under-utilization, supervisory structure,
organizational structure, workflow, gender discrimination, role ambiguity, role conflict, work overload, career progress, responsibility for people, time pressure, job scope and technology; for job attitude and demographic information a Background pro forma was designed.

1.9 Hypotheses

Having a clear concept of the investigation and its issues the following hypotheses were framed.

I. The coaches in India are differentially placed on the variables of stress varying from low to high.

II. There exists a significant difference in stress perception among the coaches of following groups (a) Academic coaches and field coaches, (b) Coaches with individual game assignment and coaches with team game assignment, and (c) Coaches with the participation background of international, national, university and state level.

III. There exists a significant variation in stress level among coaches due to the demographic variables of age, sex, marital status and number of years in profession.

IV. There exists a significant difference among coaches in their perception of stress due to their attitude towards work-related situations like satisfaction with self performance, salary and overall job satisfaction.

V. The coaches in India are differentially placed on the variables of burnout varying from low to high.

VI. There exists a significant difference in burnout perception among coaches of the following groups.
(a) Academic coaches and field coaches,  
(b) Coaches with individual game assignment and coaches with team game assignment; and  
(c) Coaches with the participation background of international, national, university and state level.

VII. There exists a significant variation in burnout level among coaches due to the demographic variables of age, sex, marital status and number of years in profession.

VIII. There exists a significant difference among coaches in their perception of burnout due to their attitude towards work related situations like satisfaction with self performance, salary and overall job satisfaction.

IX. There exists a positive and significant relationship between stress and burnout perception among coaches.

1.10 Significance

The present study will bring to light the burnout status, the stress level and sources of stress among the coaches. Coaches undoubtedly are the architects of our sports. They play multiple roles for the promotion of sports at every level, from hunting of talent to excellency - the achievement. Knowing the problems which cause poor standard of coaching will surely help in removing them and improving the sports standard to a great extent. Thus the findings of the present study will make a positive contribution in this direction. Besides, the present study will be of immense importance to physical educationists, sports scientists, sports administrators, coaches in particular and society at large.